

The Courtyard: Curriculum Intent, Implementation, Impact

Subject: Core – Maths

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>Maths is one of three core subjects at The Courtyard.</p> <p>Teachers set clear boundaries and expectations before each topic highlighting WHY learning these specific skills will help and boost learners' independence in future lives. In class we promote questioning and curiosity about mathematics. The main aim is for pupils not only to become fluent in the fundamentals of maths and be able to reason and use skills to problem- solve, but also to not be scared about 'talking maths'. We will try to eradicate the misconception that 'maths is difficult and that it is another language I can't speak.'</p> <p>We intend to achieve this by taking aspects of the Mastery method and combine it with concrete and 'real maths' This supports our whole school curriculum of PAIL (Preparation for Adult Independent Life) which involves lessons such as: collecting data for the whole school's favourite pet, and spending money in local cafes/shops (adding and subtracting as well as paying with the correct money when there is a discount). This will ensure that Maths is 'REAL'; pupils can relate to it in everyday life and are able to apply mathematical knowledge to problem-solve rather than teaching maths for the purpose of passing an exam.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Maths.</p>	<p>Mastery at The Courtyard</p> <p>The key aspect/principles of Mastery that we will implement into our lessons is that the lesson design focuses on small steps through a carefully sequenced learning journey.</p> <p>Each lesson content includes;</p> <ul style="list-style-type: none"> • Questioning • Mini whiteboards work • True or False • Short tasks • Pupil explanation through challenge, demonstration and discussion <p>Resources will utilise the CPA (concrete, pictorial and abstract) approach.</p> <p>Significant time in the curriculum is spent developing a deep knowledge of mathematical ideas to underpin future learning and to further solidify fluency and reasoning in mathematics.</p> <p>Mastery is an element of classroom practice to help learners develop a deep understanding of maths. When introducing new topics children are given the opportunity to use concrete objects to help model problems. The intent is to move them on to representing problems in pictorial form. Finally with the hope that pupils are able to answer abstract questions, drawing on previous knowledge and skills to help answer.</p> <p>We take these aspects of Mastery teaching practice to help our pupils to engage more in maths and make maths more enjoyable.</p> <ul style="list-style-type: none"> • Mini whiteboards - Instant and not so 'concrete' like pen in books. Learners will gain more confidence knowing that they can 'rub things off' if it is not correct. This will also allow more discussions in class through sharing methods of working • Short Tasks - Can also be done on mini whiteboards with picture evidence. This will eliminate/reduce pupils' anxiety by seeing one or two questions at a time. Short tasks will also ensure the teacher has a greater awareness that their pupils understand the topic through regular feedback 	<p>The impact of mathematics curriculum at The Courtyard is that learners have a deeper understanding of mathematics and are able to relate it to real world concepts. Through open questioning and encouragement to 'talk maths', we have fostered an environment where 'no question is a silly question and no answer is a silly answer' because teachers care more about the journey to finding an answer. Learners are developing skills in being articulate and are able to reason well verbally, pictorially and in written form.</p> <p>With the combination of Mastery and the PAIL ethos at The Courtyard, learners' enjoyment of maths and the levels of engagement have increased. They have started to demonstrate a quicker recall of facts and mathematical procedures as well as having more confidence when attempting to tackle problems. Learners are beginning and continue to develop fluidity and flexibility to use different representations to help them to problem-solve.</p>

- **True or False** - This encourages mental reasoning without having to 'work out an answer'. Learners will be challenged to give their reasoning to their choice of True or False response. This will open the room up for discussion should there be 2 conflicting answers. More importantly, this will encourage and start to normalise the discourse around maths. The more we talk about all things maths, the less pupils will find it an 'alien' language.
- **Reasoning** - We will combine their ability to reason mathematically within a real life context; putting maths topics into their everyday lives. The common question is 'why would I need that?' We discuss the skills required to solve problems and apply those into our day to day lives. E.g.: Algebra requires collecting like terms and solving. In 'real life' this will be useful with shopping and managing a spending budget

PAIL at The Courtyard

- Teachers relate maths topics to 'everyday life'. The aim is to explain why and when we need maths to help with our day to day life so that learners have a deeper understanding of how maths being used in everyday life will enhance their future independence.
- Teachers use precise questioning and ask for explanations. This is to ensure that deeper understanding takes place as well as being able to relate to their day to day situations.
- Teaching will be supported with carefully chosen resources that are tactile and practical to support Mastery's intention of a deeper understanding of the fundamentals of maths.

At The Courtyard teachers use maths schemes of work at various levels to note down learners' progress day by day or week by week. These documents will be marked using the traffic light system and thus will inform teachers which areas of maths each individual student is struggling with as well as achieving in. These documents will also give clear indication on topics which need to be looked at in terms of teaching style, questioning, resources and the correct level of support. Furthermore, pupils will be assessed every term using past papers/teacher curated assessment to check progress.

Learners are assessed termly, usually in the form of a sample paper or, if pupils are ready, the formal qualification paper.

Core – Maths Teaching Overview

Autumn Term	Spring Term	Summer Term
Functional Skills Entry Level Number knowledge including fractions, decimals and percentages	Functional Skills Entry Level Measure including length, area, volume, weight, temperature, time	Functional Skills Entry Level Data, probability - links to real-life, revision of all topic areas
Functional Skills Level 1 Number knowledge including fractions, decimals and percentages	Functional Skills Level 1 Measure including length, area, volume, weight, temperature, time	Functional Skills Level 1 Data, probability - links to real-life, revision of all topic areas
GCSE Maths Number knowledge, algebra, charts and graphs, fractions, percentages and decimals	GCSE Maths Sequences, properties of shapes, angles, statistics and sampling, perimeter, area and volume	GCSE Maths Transformations, construction, loci and bearings, vectors
GCSE Statistics Types of data, population and sampling, sampling methods, planning and collecting data, tabulation	GCSE Statistics Measures of central tendencies and dispersion, box plots, representing outliers, describing correlation	GCSE Statistics Spearman's rank, moving averages, two way table probability, Venn and tree diagrams, interpreting index numbers
A / AS Level Bridging the gap between GCSE and A Level, algebraic functions	A / AS Level Coordinate geometry in the (x and y) plane, further algebra, trigonometry, vectors, differentiation and integration, exponentials and logarithms	A / AS Level Statistical sampling, data presentation, probability, statistical hypothesis testing, quantities and units in mechanics

Subject: Core – English

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>English is one of three core subjects at The Courtyard.</p> <p>We believe that a quality English curriculum should foster and develop our young people’s love of reading, writing, discussion and debate. We aim to inspire an appreciation of the written word through reading and performing songs, poems, articles, novels and non-fiction texts, and to develop pupils socially, emotionally, culturally, intellectually and spiritually.</p> <p>We acknowledge that our young people come with a range of experiences in English as a subject and so recognise the importance of building confidence through speaking and listening, giving pupils the opportunity to voice their ideas and opinions before committing these to the page. Communication is central to the overall aim of the school and English is one of many opportunities in which pupils are given the chance to be heard.</p> <p>We believe that pupils need to develop a secure knowledge-base in literacy and so most take part in discrete multi-sensory literacy sessions to become confident in aspects of phonics, spelling, sentence, dictation and comprehension as well as the English curriculum following the aims of the Secondary National Curriculum.</p>	<p>Teaching across all key stages will enable pupils to explore a range of concepts as it relates to real-life, philosophical, cultural and social situations. This will be done through exposure to diverse texts, media coverage and past exam papers which will assess the extent to which pupils have understood views and theories.</p> <p>Similar themes will be carried across all levels, but there will be a differentiated outcome based on the ability of the pupils. There will be a strong cross-curricular presence in many lessons so pupils can see how interrelated and relevant different subjects are. Opportunities to stretch and challenge pupils will be presented in the form of reading and writing competitions.</p> <p>Learners are assessed termly, usually in the form of a sample paper or, if pupils are ready, the formal qualification paper.</p>	<p>By the time pupils leave the Courtyard they will have read a variety of different kinds of texts; both fiction and non-fiction.</p> <p>They will also be fluent readers and confident writers and should be able to clearly express their opinion on a range of topics through the lexical set they would have developed in English lessons.</p> <p>GCSE learners, in particular, will become critical thinkers who are able to analyse language and the structure of writing in detail.</p> <p>Functional Skills learners will know how to determine the difference between formal and informal writing and will know when to use language appropriately to suit different audiences.</p> <p>Ultimately, the impact of our English curriculum will see our learners leave to go to college, apprenticeship or to enter the world of work with the necessary communication and literacy skills to survive and thrive in an increasingly competitive and unpredictable world.</p>

Core – English Teaching Overview

Autumn Term	Spring Term	Summer Term
<p>Functional Skills Entry Level Writing sentences using accurate punctuation and developing compound sentences using conjunctions. Reading for meaning and extracting information. Improving writing with adjectives.</p>	<p>Functional Skills Entry Level Further developing understanding of conjunctions. Spelling, punctuation and grammar with a focus on plurals, prefixes, homophones and silent letters. Learning to use more complex vocabulary and punctuation.</p>	<p>Functional Skills Entry Level Writing a variety of text types e.g. letter, email, reports using a variety of sentence types, conjunctions and correct punctuation. Speaking and listening activities to develop and extend basic ideas.</p>
<p>Functional Skills Level 1 Identifying meanings in texts and distinguishing between fact and opinion.</p>	<p>Functional Skills Level 1 Identifying relevant information and lines of argument in explanations and presentations. They will also express their opinions and support them with evidence.</p>	<p>Functional Skills Level 1 Focusing on communicating information, ideas and opinions clearly, coherently and accurately in writing.</p>
<p>IGCSE English Language Summarising texts, making predictions and developing their inference skills.</p>	<p>IGCSE English Language Embedding quotes and exploring links between writers' ideas and perspectives.</p>	<p>IGCSE English Language Focusing on communicating information, ideas and opinions clearly, coherently and accurately in writing. They will also be doing more cross-curricular lessons.</p>

Subject: Core – ICT

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>ICT is one of three core subjects at The Courtyard.</p> <p>Our aim is to provide a high-quality computing education which equips pupils to use computational thinking and creativity to understand and change the world. The carefully written resources (files, videos and instructions) allow pupils to gain access to and work through the National Curriculum for Computing & IT at their own pace. The unique marking technology gives formative feedback and the e-portal tracks progress and how essential the skills acquired are being used in everyday situations.</p> <p>Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Computing.</p>	<p>At The Courtyard, computing is taught using a blocked curriculum approach. This ensures pupils are able to develop depth in their knowledge and skills over the duration of each of their computing topics.</p> <p>Teachers use the @Learn Informatics computing scheme (<i>Informatics Tracking System built by Birkbeck Associates (UK) Ltd.</i>) as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics.</p> <p>The Curriculum plan in Informatics sets out the sequences of each week but not in any order as pupils learn at different rates. With these modules young people will be prepared for life beyond school whether that be college or in the workplace as they cover the functional skills required in our digital world. These modules are intended to be delivered at a time when the pupils need the skills. For example, device set-up and maintenance are useful tasks to undertake when learners are beginning to use their own devices in lessons.</p> <p>By the time our learners leave they will have gained an understanding of computational systems of all kinds, whether or not they include computers.</p> <p>We have one computing room with chrome books and iPads to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum (PAIL), as well as in computing lessons.</p> <p>Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.</p> <p>Learners will work in partnership with their peers in the work produced during lessons and peer feedback allows for them to develop their confidence. Learners will also complete summaries, quizzes to evaluate their understanding in order to reflect upon their learning and consider ways to improve their work.</p> <p>Learners are assessed termly, usually in the form of a sample paper or, if pupils are ready, the formal qualification paper.</p>	<p>By the time they leave The Courtyard, learners will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming e.g. coding and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy, image manipulation, html - programming exercises (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. Pupils will have a greater understanding of ICT and basic computational thinking skills.</p> <p>Functional Skills L1/2 and ECDL L3 single certification learners who are 'functionally skilled' are able to use and apply English/maths/ICT and cross curricular subjects at The Courtyard. Learners will know how to tackle problems that arise in their life and work.</p> <p>These courses will enhance the lives of individuals, improve employability in a changing labour market and develop the skills that the economy and employers need.</p>

Core – ICT Teaching Overview

Autumn Term	Spring Term	Summer Term
<p>Internet knowledge, Policy and Law, Cyber Security and e-safety.</p>	<p>Software Fundamentals. Learners also produce a formal presentation which should be 2 -5 minutes long and between 4 and 10 slides. (Presentation Project 1)</p> <p>At the end of each stage of the module pupils are invited to upload coursework which demonstrates the skills they have learnt. (Presentation Project 2)</p>	<p>Pupils are advised to use a "Block" coding environment to feel their way into writing code; this will help them concentrate on the computational thinking side without having to worry about the syntax or grammar of the language. Pupils have a choice of Small Basic and Python as languages - Pupils will need a BBC Micro:Bit for the Micro:Bit stage.</p> <p>Additional modules are Mobile App Development and Programming & Control (to be completed in the last year of their schooling).</p>

Subject: PAIL Life – Home Cooking

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL Creative curriculum, our aim is to provide opportunities for pupils to learn to cook and apply the principles of health and nutrition. The course is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to long term wellbeing of self and family.</p> <p>Within Home Cooking lessons we are encouraging learners to develop the knowledge, understanding and confidence to cook meals at home. Pupils are gaining a good understanding of how to economise when planning a meal and develop the ability to transfer skills learned to different recipes. In this way the pupils will inspire others by transferring that knowledge, whilst at the same time gaining the confidence to cook. The course will also develop pupil awareness of global issues such as food safety and insecurity and look at changing food habits and choices.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Design and Technology: Cooking and Nutrition.</p>	<p>This course links to the PAIL Art and World Studies curriculum in the discovery of individual and world cultures by making and sharing recipes from around the world. Healthy eating, diet and nutrition are covered in ICT. Pupils use ICT to write about aspects of the course in reports and in menu ideas. This involves English skills and the use of ICT. Group discussions also take place in the lessons which link to the speaking and listening aspects of English Language. Maths is used in Home Cooking/Hospitality for weighing and measuring.</p> <p>Learners will work in partnership with their peers in the practical lessons and peer feedback allows for them to develop their confidence within the kitchen environment. The learners will also complete fortnightly cooking evaluation sheets in order to reflect upon their learning and consider ways to improve their dishes. Students will have a greater understanding of ICT skills.</p> <p>Learners are assessed against the unit objectives they are working towards each term.</p>	<p>On completion of the Home Cooking course, the impact of the knowledge and understanding enables learners to cook a variety of healthy and nutritious dishes. Learners will be competent in a range of cooking techniques.</p> <p>Home Cooking is the practical science of chemistry, preservation and processing of food, therefore, it allows for creativity, innovation and problem solving allowing learners to make informed choices about food, diet and budgets.</p> <p>Pupils are constantly working towards objectives which will enable them to gain a BTEC qualification.</p>

PAIL Life – Home Cooking Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
<p>Focus on developing food safety and hygiene skills both in theory and practice. Developing understanding of seasonal food and the importance of seasonal food its relationship with conserving and protecting the environment. Exploring favourite foods from home.</p>	<p>Focus on healthy eating and communicating and creating ways to secure a balanced diet.</p>	<p>Identify ways to pass on information about home cooking, apply presentation skills when serving a meal and learn how to explain ways to economise when cooking meals at home from scratch has been passed on to others. Recipe exchange: sharing favourite recipes from own culture and cooking dishes for the school Culture Day.</p>

Subject: PAIL Life – Hospitality

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As a PAIL subject, our aim is to provide opportunities for pupils to develop the essential skills necessary for a career in the hospitality industry or further study.</p> <p>Within Hospitality lessons we aim to inspire and enthuse learners to consider a career in the Hospitality sector which is a worldwide sector. Pupils are exploring and understanding the skills required for proficiency in planning, preparing, cooking and finishing a range of food types. They are investigating different aspects of the hospitality industry, its component parts, the different products and services offered, and the essential processes involved in operating a hospitality business. Our pupils are discovering the importance of team working and customer service for working in a variety of roles within the hospitality industry. The course provides opportunities to look at other important aspects necessary to work successfully in the industry, such as personal appearance and personal attributes. Students are discovering various aspects of health and safety and food safety law in relation to those working in the hospitality industry, as well as food safety and health and safety training mapped against industry requirements. Our students are developing key knowledge applicable across the hospitality industry that is vital for progression. This course will benefit learners by contributing to their future employability in the industry.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Design and Technology: Hospitality and Catering.</p>	<p>Learning is embedded through the development of knowledge and skills over time.</p> <p>On the Hospitality course, learners will gain an understanding in the following components:</p> <ul style="list-style-type: none"> - Learn about the structure of the hospitality industry; job roles, working conditions, safety legislation and food safety. - Planning, preparing, cooking and serving a variety of nutritional dishes in a hygienic manner. - Develop organisation, time management, planning, communication and problem solving skills. <p>This course links to the Workskills curriculum in the discovery of individual and world cultures by making and sharing recipes from around the world. Pupils use ICT to write about aspects of the course in reports and assignments. This involves English skills and use of ICT. Group discussions also take place in the lessons which link to the speaking and listening aspects of English Language. Pupils study hospitality because it is the 4th largest industry in this country and accounts for around 10% of the country's total workforce and it can lead to many different careers.</p> <p>Learners are assessed against the unit objectives they are working towards each term.</p>	<p>By the end of the Hospitality course, pupils will be able to cook a range of familiar hot and cold dishes, demonstrating cooking skills including planning a recipe, food preparation, temperature control, food presentation and evaluation. They will have an understanding of food safety, food preparation and nutrition whilst also showing a fuller understanding of the role of ingredients, food from other cultures and food standard.</p> <p>Pupils are constantly working towards objectives which will enable them to gain a BTEC qualification.</p>

PAIL Life – Hospitality Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
Focus on working skills in hospitality and planning a two- course meal.	Focus on food safety and hygiene in the hospitality industry.	Practice making a two- course meal incorporating ingredients, timings, equipment and methods.

Subject: PAIL Life – PSD

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL curriculum, PSD is seen as a crucial part of the journey of preparing our pupils for adult, independent life.</p> <p>We aim to develop pupils' knowledge, skills and attributes to keep themselves healthy and safe, and prepared for life and work.</p> <p>We want our pupils to prepare to be not only citizens of our locale but also of the world, considerate of their future roles within a global community.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum statement that 'all schools should make provision for personal, social, health and economic education, drawing on good practice'.</p>	<p>The curriculum develops skills and attributes which tie in with the 3 PAIL themes of The Self/Identity, Communication, and Our World. Under these themes and including economic wellbeing and aspects of careers education, pupils establish and develop:</p> <ul style="list-style-type: none"> - Resilience - Self-esteem - Risk-management - Team work - Critical thinking <p>To be successful independent learners, pupils are given regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. This is managed through pupils carrying out an initial activity to demonstrate their starting point and then at the end of the topic, module or lesson, an activity is then carried out which allows them to demonstrate the progress they have made. This might involve a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.</p> <p>There are many opportunities for cross-curricular work within the PAIL curriculum, including opportunities to link to British Values, and the development of Spiritual, Moral, Social and Cultural values.</p>	<p>PSD aims to have an impact of both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.</p> <p>Pupils' knowledge, skills and attributes needed to manage life's challenges and make the most of life's opportunities are developed.</p> <p>Pupils will be able to demonstrate and apply the British Values of democracy, rule of law, tolerance of different cultures and religions, mutual respect and individual liberty.</p>

PSD Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
<p>PSD – Level 1 Focusing on the self in regards to health and wellbeing, students develop their knowledge, understanding, skills and attributes in relation to; peer pressure, assertiveness and risk, gang crime, dieting, lifestyle balance and unhealthy coping strategies, managing peer pressure in relation to illicit substances, assessing the risks of drug and alcohol abuse and addiction.</p>	<p>PSD – Level 1 Focusing on communication through relationships, students develop their knowledge, understanding, skills and attributes in relation to; Managing conflict at home and the dangers of running away from home, tackling homophobia, transphobia and sexism, relationships and sex education including healthy relationships and consent, the risks of STIs, sexting and pornography.</p>	<p>PSD – Level 1 Focusing on living in the wider world, students develop their knowledge, understanding, skills and attributes in relation to; understanding careers and future aspirations, identifying learning strengths and setting goals as part of the GCSE options process, reflecting on learning skills development in key stage 3, planning and carrying out an enterprise project.</p>
<p>PSD – Level 2 Focusing on the self in regards to health and wellbeing, students develop their knowledge, understanding, skills and attributes in relation to; the transition to key stage 4 and developing study habits, mental health and ill health, tackling stigma, exploring the influence of role models, evaluating the social and emotional risks of drug use.</p>	<p>PSD – Level 2 Focusing on communication through relationships, students develop their knowledge, understanding, skills and attributes in relation to; tackling relationship myths and expectations managing romantic relationship challenges including break ups, understanding different families and learning parenting skills, managing change, grief and bereavement</p>	<p>PSD – Level 2 Focusing on living in the wider world, students develop their knowledge, understanding, skills and attributes in relation to; understanding the causes and effects of debt, understanding the risks associated with gambling, preparation for work experience, evaluation of work experience and readiness for work.</p>

Subject: PAIL Life – WorkSkills

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>WorkSkills has been designed to offer learners a flexible programme of study to improve their understanding and application of employability skills. The subject has been developed to ensure that the knowledge, skills and understanding they provide are relevant, current and useful for learners and potential employers.</p> <p>WorkSkills is designed for learners who are motivated by the prospect of work. The lessons develop pupils' knowledge and self-awareness on how to gain work. Learners are given the opportunity to focus on their own personal and social skills in relation to employability to adequately prepare them for working life.</p> <p>Within the school context, the curriculum offers flexibility in the selection of units which have been chosen to accommodate the abilities, needs and interests of pupils. The subject is complemented by work experience opportunities provided by the school in order to adequately prepare pupils for the workforce.</p>	<p>Workskills is designed for learners who are working at Level 2 and are motivated by the prospect of work. It entails a short programme that develops knowledge and self-awareness on how to gain work. Learners need to focus on their own personal and social skills coupled with employability to make them more attractive to employers.</p> <p>The units for study are selected in consideration of the pupils' interests, needs and abilities in order to adequately prepare them for the world of work. Pupils complete three units in their first year and three units over a second year in order to complete the minimum requirement of guided learning hours needed to achieve the award. The units chosen include:</p> <p>Year One:</p> <ol style="list-style-type: none"> 1. L1 Unit 26: Using a CV and Covering Letter to Apply for a Job (20 GLH) 2. L2 Unit 84: Self-management Skills (20 GLH) 3. L2 Unit 80: Presenting a Professional Image in New Work Environments (10 GLH) <p>Year Two:</p> <ol style="list-style-type: none"> 4. L1 Unit 113: Personal and Social Relationships (10 GLH) 5. L2 Unit 71: Working in a Team (30 GLH) 6. L2 Unit 59: Learning from Work Placement (20 GLH) <p>Programme delivery provides both theoretical and practical learning opportunities and makes use of examples relevant to pupils including links to their work experience. Learners have opportunities to hear from guest speakers and participate in workshops relating to careers. Units are assessed internally. An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. These are issued to students digitally and written coursework is completed by students using Chromebooks. Assignments are divided into tasks and require several forms of evidence.</p> <p>Pupils entered to complete the Level 2 Extended Certificate in Workskills study the additional units below:</p> <ol style="list-style-type: none"> 1. L1 Unit 27: Applying for Jobs (15 GLH) 2. L2 Unit 78: Planning an Enterprise Activity (10 GLH) 3. L2 Unit 79: Running an Enterprise Activity (20 GLH) 4. L2 Unit 63: Managing Your Own Money (30 GLH) 5. L2 Unit 65: Understanding Employment Responsibilities and Rights (20GLH) 6. L2 Unit 67: Developing Resilience for Work (10 GLH) 	<p>Pupils are constantly working towards objectives which will enable them to gain a BTEC Level 2 qualification.</p>

WorkSkills Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
Year 1 of study Pupils learn the purpose and importance of CV and Cover Letters, what's included in each before completing their own.	Year 1 of study Pupils consider pressures faced at work and consider strategies they can implement in managing work related stress.	Year 1 of study Pupils consider the importance of presenting a professional image in the workplace and analyse their personal presentation during work experience.
Year 2 of study Pupils learn the importance of social skills in complex relationships, the influence of emotions and must demonstrate an ability to show respect and responsibility.	Year 2 of study Pupils consider teamwork skills needed in the workplace. They must demonstrate an ability to work positively as a member of a team in a chosen teamwork task and analyse their performance and the performance of others.	Year 2 of study Pupils reflect on their work experience placement, consider areas for improvement and set career related goals.

Subject: PAIL Life – Science

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL curriculum, Science teaching at The Courtyard aims to give all pupils a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them think scientifically, gain an understanding of scientific processes and also an understanding of the uses and implications of Science today and in the future.</p> <p>We want our pupils to develop an understanding of natural phenomena and we aim to stimulate our natural curiosity in finding out why things happen in the way they do!</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Science.</p>	<p>The approach at Courtyard results in a fun, engaging, quality science education that provides pupils with the foundations and knowledge for understanding the world. Our engagement with the local environment ensures that pupils learn through varied and first-hand experiences of the world around them. Through various practicals, workshops, and trips, pupils have the understanding that science has changed our lives and that it is vital to the world's future prosperity.</p> <p>Science lessons teach methods of enquire and investigation to stimulate creative thought. We learn to ask questions and begin to appreciate the way Science will affect our future on a personal, national and global level, also learning the possibilities for careers in Science. The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. Practical experiments are an integral part of the teaching to enable learners to have a hands-on experience which will enhance and broaden their thinking skills.</p> <p>At the Courtyard we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> - Carry out a practical linked to their learning topic; - Tracking of knowledge in pre and post learning quizzes; - A written summary or evaluation of what they have understood; - A celebration of learning for each term which demonstrates progression across the school; - Pupil discussions about their learning. 	<p>By the time they leave The Courtyard, pupils will have gained key knowledge and skills in the three main areas of the Science curriculum: biology, chemistry and physics, meeting many aspects of the National Curriculum; to ensure that all children:</p> <p>Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</p> <p>Pupils will develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>The impact and measure of this are to ensure learners not only acquire the appropriate knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.</p> <p>All learners will have:</p> <ul style="list-style-type: none"> - A wider variety of skills linked to both scientific knowledge and understanding, and scientific enquiry/investigative skills. - A richer vocabulary which will enable them to articulate their understanding of taught concepts. - High aspirations, which will see them through to further study, work and successful adult life. <p>Pupils are constantly working towards objectives which will enable them to gain a BTEC qualification.</p>

PAIL Life – Science Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
Year 1 (Chemistry) How metals are used in our surroundings, where they come from and are they having an impact on our environment, positively or negatively. What relationships metals have to each other and with other elements in the periodic table.	Year 1 (Physics) Energy and our universe; how electrical energy is produced from different sources and how it can be transferred through the National Grid to homes and industry and how energy is used as radio waves or lasers to communicate.	Year 1 (Physics) Energy and our universe; gaining knowledge of the components of the Solar System, the way the Universe is changing and the methods we use to explore space.
Year 2 (Biology) Students will learn the role of genes and environment variables. How characteristics are used to classify organisms.	Year 2 (Biology) Pupils will learn about the impact that different human activities have on the ecosystems. Pupils will learn the different methods used to help reduce the impact of human activities on the ecosystem. Students will learn how pathogens affect human health. Students will understand how lifestyle choices can affect human health.	Year 2 (Chemistry) Pupils will be able to describe the physical and chemical properties of group elements. Pupils will learn to draw dot-and-cross diagrams of simple ionic and covalent substances. Pupils will need to describe how human activities are affecting the earth and its environment. Students will learn how natural factors that have changed the surface and atmosphere of the Earth.

Subject: PAIL Life – P.E.

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL curriculum, Physical Education aims to promote the development of a healthy active lifestyle, and the understanding of the importance of how physical activity can have a positive impact on pupils' mental health and emotional wellbeing.</p> <p>P.E. at The Courtyard focuses on exercise through warm-up games and activities, specific sports and circuit training both indoors at the gym and outdoors. The focus is on developing skills such as hand-eye coordination, confidence, teamwork, as well as improving cardiovascular health and muscular strength.</p> <p>There is a large focus on gym training which focuses on developing coordination and understanding of particular workouts and muscles within a gym scenario. In turn these skills will assist pupils with physical wellbeing, mental health and independent self-care for the now and moving forward into life after school.</p> <p>Pupils will learn different muscle groups and why muscles are key to movement and posture. They will also have the freedom to set their own work-out and record results overtime, recognising personal improvement and development.</p> <p>Pupils who join The Courtyard demonstrate various skills, abilities and knowledge in terms of physical education, circuit training and specific sports. We aim to provide young people from all backgrounds and levels of ability the opportunity to participate, compete and develop skills in the physical sense through sport. To ensure all pupils are provided with equal learning opportunities, lessons will vary for each class in terms of difficulty depending on each pupil's level of ability.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Physical Education.</p>	<p>The school year starts with basic skills of football, tag rugby and basketball, with the focus being teamwork, encouragement, skill development and fun. The gym component will continue throughout the entire year with the pupils increasing knowledge on muscles and their own body, as well as specific exercise and muscle training they can use in all aspects of life.</p> <p>The Spring term sees opportunities with outdoor sports such as tennis, rounders, netball and cricket, continuing the focus on teamwork and building personal skills and coordination.</p> <p>The Summer term sees a large focus on athletics in preparation for our Sports Day in July.</p> <p>Throughout each lesson, term and the year, pupils will have a clear understanding of what is expected of them and how exercise and general fitness is beneficial for them in terms of mental health, psychological well-being, anxiety, depression and stress.</p> <p>Learners are assessed against the unit objectives they are working towards each term.</p> <p>There are many opportunities for cross-curricular work within the PAIL curriculum, including opportunities to link with Science, Home Cooking and PSD.</p>	<p>By the end of the learners' school life at the Courtyard, they will have learnt specific sports rules, skills, and positions that they can use to participate in after school sporting teams.</p> <p>They will understand the fundamentals of sports in warm-up, skill and game-like scenarios. Pupils will also develop the skills to conduct their own warm-ups, understand muscle groups and how to stretch and cool down appropriately and why these things are important in physical activity. The many gains for pupils actively participating in these activities and exercise will benefit them through a reduction in stress, anxiety and depression; help control weight; improve overall general fitness; boost self-esteem and promote psychological well-being.</p> <p>Pupils will engage in activities that improve social skills, leadership qualities, communication and confidence. Our aim is to have each pupil participate on a regular basis either in a competitive or non-competitive environment.</p> <p>By the end of the learners' school life pupils will also be able to demonstrate how to operate gym equipment, how each exercise helps develop their muscles and why regular exercise is crucial to mental health, relieving stress and anxiety. Pupils will be able to formulate a gym plan where they focus on different muscle groups each time they attend the gym. They will understand healthy eating practises and the calorie intake required for different individuals and activities. Pupils will also understand how to measure their heart rate, and how your heart rate reflects your work rate and level of fitness.</p> <p>Pupils are constantly working towards objectives which will enable them to gain an AQA Unit Award Scheme qualification.</p>

P.E. Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
<p>Basic skills of football, tag rugby and basketball, with the focus being teamwork, encouragement, skill development and fun.</p> <p><i>The gym component will continue throughout the entire year with the pupils increasing knowledge on muscles and their own body, as well as specific exercise and muscle training they can use in all aspects of life.</i></p>	<p>Opportunities with outdoor sports such as tennis, rounders, netball and cricket, continuing the focus on teamwork, communication, building personal skills and coordination.</p>	<p>A large focus on athletics, exploring world sports and Olympian sports, in preparation for school Sports Day in July.</p>

Subject: PAIL Life – R.S.E. (Relationships and Sex Education)

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL curriculum, RSE is seen as a crucial part of the journey of preparing our pupils for adult, independent life.</p> <p>We recognise not only the high importance of teaching and assisting our pupils to understand, recognise and form healthy friendships and relationships, but also the vulnerability that our learners have in the community when it comes to matters of sexual activity and the possibility of being exploited.</p> <p>High quality RSE helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life. It can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.</p> <p>The Courtyard aims to teach RSE to also meet the criteria set out in the '<i>SRE in the 21st Century Supplementary Advice</i>' produced by the PSHE Association, Brook and Sex Education Forum, supported by the Department for Education, Deputy Prime Minister and Shadow Secretary of State for Education.</p> <p>These adhere to:</p> <ul style="list-style-type: none"> - the United Nations Rights of the Child. - meeting schools' safeguarding obligations. - Preparing young people for the physical and emotional changes they undergo at puberty. - maintaining a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. <p>The Courtyard decided to become an Early Adopter school in September 2019, which means the school has started to incorporate the new statutory health, relationships and RSE guidance and requirements into the Programme of Study for PSHE education.</p> <p>All schools must teach RSE from Sept 2020. As an Early Adopter school, The Courtyard has already started to implement the curriculum by teaching RSE to all year groups. The Courtyard has designed and delivers a truly inclusive RSE curriculum, ensuring that all children and young people are supported to navigate puberty and young adulthood in a safe, healthy and responsible way.</p> <p>Our aim is to generate discussion amongst young people about health and wellbeing, relationships and living in the wider world. RSE has a key part to play in the personal, social, moral and spiritual development of young people.</p>	<p>RSE education is the school subject through which children and young people acquire the knowledge, skills and attributes they need to stay healthy, safe, and thrive now and in the future.</p> <p>A variety of teaching and learning strategies are used which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.</p> <p>During the Autumn term, learners cover the topics of healthy relationships and body image online.</p> <p>In Spring, learners explore the topics of online pornography, sexting, and the issue of cyber-bullying with an LGBT focus.</p> <p>In the Summer, learners discuss how peer pressure can happen online, and pupils will reflect on whether online life reflects real life, exploring when online content crosses the line.</p> <p>In addition to this there is clear signposting to advice and an opportunity for pupils to devise strategies to boost self-esteem.</p> <p>To be successful independent learners, pupils are given regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. This is managed through pupils carrying out an initial activity to demonstrate their starting point and then at the end of the topic, module or lesson, an activity is then carried out which allows them to demonstrate the progress they have made. This might involve a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.</p> <p>There are many opportunities for cross-curricular work within the PAIL curriculum, including opportunities to link to PSD, PE and Science, as well as linking to British Values, and the development of Spiritual, Moral, Social and Cultural values.</p>	<p>By the end of their academic journey at The Courtyard, learners in RSE will demonstrate confidence and awareness about sex and relationships in an independent and safe way. Learners will develop a good understanding about safety and risks in relationships. Learners will be prepared for the physical and emotional changes they undergo during puberty. RSE will promote learners wellbeing and will prepare learners for the challenges, opportunities, and responsibilities of adult life. The RSE programme will have a positive impact on learners' health and wellbeing and their ability to achieve, and this will play a crucial part in meeting these obligations.</p> <p>Evidence shows that good quality RSE reduces teenage pregnancy rates, increases condom use, and decreases the incidence of non-consensual sex. We need to ensure therefore that children with disabilities and special educational needs receive comprehensive RSE that meets their needs.</p>

PAIL Life - R.S.E. Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
<p>Learning about healthy relationships and body image online. Increasing ideas self-worth and self-esteem.</p>	<p>Looking at issues related to online pornography, sexting, and the issue of cyber-bullying with an LGBT focus. Being able to communicate effectively what we think, how we feel and how to say no.</p> <p>Independence group: Understanding the challenges that puberty brings, that they are perfectly normal, and how to deal with them. Learning that it is important to eat healthily, take exercise, get enough sleep and take care with personal hygiene to keep healthy.</p>	<p>Looking at how peer-pressure can happen online. Reflecting on whether online life reflects real life, exploring when online content crosses the line.</p> <p>Independence group: Learning to develop a growth mindset instead of a fixed mindset, so that we can pursue our ambitions with unstoppable confidence.</p> <p><i>In addition to this there is clear signposting to where to find advice and an opportunity for pupils to devise strategies to boost self-esteem.</i></p>

Subject: PAIL: Creative - Creative Expression

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL Creative curriculum, in Creative Expression pupils are encouraged to act on their creative impulses within a structured format, and learn basic drama skills that will help them not only in playing a character but also into adulthood.</p> <p>Skills such as a clear public speaking voice; projection and articulation, posture and improvisation as well as basic theatre vocabulary.</p> <p>The music module allows pupils to understand and indulge their curiosity for music across various genres; to have a basic concept of time scale and tone, and to perform a piece of music, whether composed by the pupil or learnt.</p> <p>It is recognised that learners at The Courtyard are at various drama and music levels whilst also coming from various backgrounds and abilities, so this curriculum will aim to nourish pupils who are more able and teach less able learners the basics to develop their creativity in the future.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Music.</p>	<p>The school year starts with the basics of theatre and drama being taught; working as a group on team work and trust and starting on script work.</p> <p>This then continues into the Spring term with more performing opportunities within the classroom setting; improvisation being key – implementing these skills of “thinking on your feet” into everyday life and also theatrical scenarios.</p> <p>The Summer term is a music-based one consisting of music composition and performance.</p> <p>Creative Expression lessons are highly practical using the space of the room and interaction with other pupils. Many of the lessons require space to move and express creatively, however there are some lessons that are theoretical and require learners to take on a more academic approach to learning, i.e. memorising theatrical and musical phrases and words.</p> <p>Learners are assessed against the unit objectives they are working towards each term.</p> <p>There are many opportunities for cross-curricular work within the Core and PAIL curriculum, including opportunities to link with English, Art and R.S.E.</p>	<p>Upon completion of the drama curriculum, pupils will have gained self-esteem, improvisation skills and further self-awareness. These skills are not only beneficial to pupils’ performance but to their confidence in entering the workplace after school. The ability to memorise and perform lines prepares students for interviews and the ability to improvise is a skill beneficial to many fields of work.</p> <p>Music is all around us, and with pupils having the ability to comprehend theoretical music notation on a basic level, this is a skill that will be a foundation for further music studies, as well as having an understanding of the culture and history of music in various genres. Upon completion of the music unit during the Summer term, pupils will get to experience performing with other group members as well as learning hand signals in regards to choir and performance.</p> <p>Learners are constantly reminded of the outcomes to be achieved in order to receive an AQA Unit Award Scheme qualification throughout the terms so they have a clear understanding of what is expected of them. They are also taught about the importance of these creative skills in the workplace today.</p>

PAIL: Creative - Creative Expression Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
<p>Introductions to the group – who am I? Where am I from?</p> <p>Exploring voice, movement and space. Introduction to the basics of theatre and drama.</p> <p>Working as a group on team work and trust. Starting on script work based on understanding relationships being portrayed in a theatrical scenario.</p>	<p>Performing opportunities within the classroom setting, working with others through improvisation implementing trust built as a team and communicating clearly. Implementing these skills of “thinking on your feet” into everyday life and also theatrical scenarios.</p>	<p>Learning about music from different cultures and genres, exploring composition and performance.</p>

Subject: PAIL Creative – Art and Design

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>The value of art and design at The Courtyard is to explore and gain an understanding of the world around them in a creative context.</p> <p>As part of the PAIL Creative curriculum, learners are encouraged to express themselves, culture, current affairs and personal discovery and development through a range of mediums including drawing, painting, sculpture and design. Finding out about the wider world through exploration of different artists and designers from past and present means their understanding of our place in the world and in history becomes more meaningful.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for Art and Design and Technology.</p>	<p>Learning is implemented through contextually relevant gallery visits, practical and theory based lessons. Repetition and refinement of techniques, further development of importance and impact of art through history to present day and contextualising all of their work in a professional setting.</p> <p>Learners are introduced to/build on a previous variety of 2D and 3D art techniques. These projects allow learners to explore culture and relationships via research and translating that into a piece of art.</p> <p>Learners are introduced to communication via art by working on specific briefs/scenarios. Selectively extracting visuals from the topic they are working with e.g. finding visual hidden meanings and metaphors gives them an understanding of art beyond the surface level.</p> <p>Learners are introduced to artists and their culture, developing an understanding between the artists' work and how it is influenced by social, political and personal factors. This will further solidify their understanding of themselves and how their art can be a representation of that.</p> <p>Learners are encouraged to be reflective on their own and their peers' work, assessing success and offering a supportive critique.</p> <p>Learners are assessed against the unit objectives they are working towards each term.</p> <p>There are many opportunities for cross-curricular work within the PAIL curriculum.</p>	<p>By the end of their time at school learners will be competent in using the formal elements: line, shape, form, tone, texture, pattern, colour and composition. They will have learnt a variety of painting, printing, sculpting, drawing and mixed media techniques and be in the process of developing their personal style.</p> <p>Learners will have an overview and be able to make reference to art history including art movements and how you can visually distinguish them and have knowledge on how the current social culture and major events that the movement was shaped around.</p> <p>Learners will be able to conduct an analysis of artwork and articulate an understanding of how the formal elements have been used. They will be able to self-evaluate their own or their peers' end pieces against its strengths and weaknesses, then offer ways to improve.</p> <p>Learners will be able to independently work from a brief, extracting key information and translating the brief visually.</p> <p>Learners will be able to take part in group presentations. They will be able to give and receive constructive criticism using relevant vocabulary. Being able to give and take advice will boost their self-esteem as they will see positive outcomes from their starting point. They will be able to reflect on and refine their art based on this.</p> <p>An end of year exhibition, hosted by a Central London Art Gallery showcases a piece of each learner's art. This provides a further understanding, experience and confidence from start to finish on how to create, promote, display and sell their artwork.</p> <p>Pupils who are interested in pursuing art at a higher educational level will develop a portfolio to showcase their learnt skills and their unique style within these skills.</p> <p>Pupils are constantly working towards objectives which will enable them to gain either an AQA Unit Award Scheme or BTEC qualification.</p>

PAIL Creative – Art and Design Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
<p>BTEC course Working on recycling project 'Protecting our Local Environment'. Pupils will create artwork for a demonstration to save the environment. They will consider our relationship with sustainable materials vs non sustainable materials. They will also be exploring ways to communicate between the local community and the local council and how they could successfully engage both community and council.</p>	<p>BTEC course Continue exploring 2D art via a recycling project. Pupils will then start a project where they will be communicating in 3D.</p>	<p>BTEC course Continue and complete the communicating in 3D project.</p>
<p>AQA Unit Award Scheme course Focusing on planning and making a picture frame based on a special occasion which is connected to themselves. Pupils will conduct research into the relationship they have with their culture, community and personal interests to gain inspiration to create their art.</p>	<p>AQA Unit Award Scheme course Designing a poster or banner based on pupils hobbies and/or interests outside of school. Pupils will learn the differences in communicating with a specific target audience through art and gain an understanding of how to communicate via visual design with text, symbols, colours and images.</p>	<p>AQA Unit Award Scheme course Creating a piece of art inspired by nature within the city. Pupils will explore the local area and gain an insight into how, on the one hand society destroys the natural environment but on the other hand is working to save and maintain the natural environment. Pupils will look into climate change and how the human made environment may contribute to it.</p>

Subject: PAIL Creative - World Studies

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL Creative curriculum, in World Studies our aim is to inspire in pupils a curiosity and fascination about the world and its people, and equip them with knowledge about diverse places, people, resources and natural and human environments.</p> <p>We aim to cover different topics that directly affect our lives and the world around us, linking this subject with others that are part of our PAIL curriculum and helping our pupils to connect them. These topics are also used to compare British Values with the different lifestyles all over the world, equipping our pupils with a wider scope of understanding of the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. This is achieved through complementing the lessons with workshops and trips.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for history and geography.</p>	<p>At the Courtyard we trust in the capacity of our pupils to develop perspective and judgement and also think critically. That is why World Studies is structured according to the difficulty of the topics covered. In this way, the Autumn term covers topics that are directly related to our pupils, such as family and education. The Spring term covers more complex topics, such as society, gender equality or solidarity. Finally, in the Summer term, our pupils should be able to debate topics such as world conflicts and the world economy.</p> <p>To be successful independent learners, pupils are given regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. This is managed through pupils carrying out an initial activity to demonstrate their starting point and then at the end of the topic, module or lesson, an activity is then carried out which allows them to demonstrate the progress they have made. This might involve a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.</p> <p>There are many opportunities for cross-curricular work within the PAIL curriculum, particularly PSD and RSE, whilst including many opportunities to link to British Values, and the development of Spiritual, Moral, Social and Cultural values.</p>	<p>By the time our pupils leave The Courtyard they will have developed a wider scope of understanding of the world around them and they will have improved their communication skills.</p> <p>They will also have increased their capacity to develop and express their own opinion on a topic, thinking critically.</p> <p>Pupils will show their successes throughout debating and being able to develop an argument using their own knowledge on each topic.</p> <p>The focus is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding from basic topics such as different types of families or religions around the world, to more complex ones like society, gender equality or global conflicts.</p> <p>So, by the time our pupils leave our school, they will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Pupils will also be able to demonstrate and apply the British Values of Democracy, Rule of Law, Tolerance of different cultures and religions, Mutual Respect and Individual Liberty.</p>

PAIL Creative - World Studies Teaching Overview

Autumn Term PAIL The Self/Identity and Relationships	Spring Term PAIL Communication	Summer Term PAIL Our World
<p>Exploring topics directly related to self: family, education, health and welfare.</p> <p>Family:</p> <ul style="list-style-type: none"> - Looking at different definitions of family, and family-related terminology. - Looking at families around the world to help them understand that there are several different types of family. <p>Education:</p> <ul style="list-style-type: none"> - Understanding why children go to school. - Getting to know what rights they have as children and comparing the situation in the UK with different countries around the world. <p>Health:</p> <ul style="list-style-type: none"> - Understanding that everybody is responsible for their own health. - Understanding that health includes both physical and mental well-being. - Comparing the lifestyle habits that we have in the UK with different countries around the world. 	<p>Exploring topics such as society, gender equality and solidarity.</p> <p>Society:</p> <ul style="list-style-type: none"> - Understanding the meaning of society. - Practising the basic skills needed in democratic participation. - Comparing different types of societies around the world. <p>Gender equality:</p> <ul style="list-style-type: none"> - Understanding the meaning of equality. - Understanding how equality is part of students' everyday life. - Comparing gender equality in different countries around the world. <p>Solidarity:</p> <ul style="list-style-type: none"> - Understanding that a civilised person strives to do what is right, respecting him/herself, other people, and the environment. - Understanding that the well-being of each member of a community benefits everybody. - Practising decision-making skills based on empathy with the situation of people in need around the world. 	<p>Debating on topics such as world conflicts and the world economy.</p> <p>World conflicts:</p> <ul style="list-style-type: none"> - Understanding that everybody is equally valuable. - Understanding that every human being and community has the right to decide their values. - Looking at different conflicts around the world and understanding that war and conflict won't solve dispute. <p>World economy:</p> <ul style="list-style-type: none"> - Understanding the relationship between economy and work. - Understanding the meaning of work from the individuals and communities perspectives around the world. - Understanding the role of different professions in societies around the world.

Subject: Independence Group (6th Form)

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>Independence is an enhanced PAIL (Preparation for Adult Independent Life) curriculum. The curriculum aims to develop functional communication skills as well as equipping our pupils with as many life skills as possible during their time in sixth form. Independence lessons provide a high level of practical learning opportunities in real life situations, for example, shopping trips, preparing food, ordering in a café, journey planning and travelling on public transport. We are striving for our pupils to leave The Courtyard as confident and independent young adults.</p> <p>The focus for each student will be dependent on the areas and skills that are most important to them and their families as they prepare for and transition into adulthood. Each student will have targets in the following areas: independent living, community inclusion and health. We involve parents and carers in target setting and regularly share their child's progress towards their individualised targets. The curriculum is delivered with a high level of repetition in order to embed the skills the pupils are learning. Video feedback is used to support the pupils to identify their communication successes and areas for development.</p> <p>This year the pupils will learn to make a range of snacks, broadening their knowledge of healthy foods as well as preparation skills. The pupils have researched recipes, written shopping lists and been to local shops and supermarkets with increasing independence. The pupils will also visit some of our local cafes where they will practise ordering and paying for their items. The pupils will establish their travel skills, planning routes, walking in the community as well as using the bus and tube to travel further afield. Students will develop their understanding and awareness of safety in the community, they will learn to identify trusted people and practice asking for help. In order to support their mental health and wellbeing, the pupils will organise regular leisure activities for themselves, providing opportunities for peer interactions in a more informal environment.</p>	<p>The Independence curriculum is highly practical therefore many of the lessons take place in the kitchen and out in the community. In the Autumn Term the focus is on walking safely in the community, shopping and snack making. In the Spring Term the focus is on travelling further a field and in the Summer Term the focus is to concentrate on safety in the community.</p> <p>Communication is key to independence, therefore the independence curriculum is supported by the Speech and Language Therapist working at The Courtyard. Interventions such as SmiLE Therapy are integral to the teaching of new functional communication skills.</p> <p>Learners are assessed against the unit objectives they are working towards each term.</p>	<p>By the end of sixth form, pupils will have developed their independence in a range of functional skills to support their everyday living, community inclusion, physical health and wellbeing.</p> <p>The pupils will learn how to plan, shop for and prepare a range of healthy snacks and meals. They will demonstrate safe knife skills and be confident in using electrical appliances, the hob and the oven with due regard to health, safety and hygiene. Pupils will be able to set up their own equipment and clean up after themselves. The pupils will be able to plan their own shopping trips; check their kitchen stock, write a shopping list and choose which supermarket they would like to go to. At the shop they will navigate the aisles to locate their items, communicate with the shop assistants to ask for help and at the checkout when paying.</p> <p>The pupils will be able to travel safely in the community. They will be able to use a range of journey planning apps to plan their routes and guide themselves to their chosen destination. They will be able to use a range of transport within London including walking, bus, tube and train. Pupils will also be able to carry out TfL specific tasks such as checking their Oyster card balance and adding credit. Pupils will have an increased knowledge and awareness of local amenities and know who they can seek help from if they have a problem when they are out in the community.</p> <p>Pupils will have experienced a range of leisure activities in their local community and will be able to express their preferences.</p> <p>Pupils will have developed their communication skills in a range of scenarios within their local community. Using video feedback pupils will be able to rate their communication skills and clearly see their own progress and areas for development.</p> <p>Pupils are constantly working towards objectives which will enable them to gain an AQA Unit Award Scheme qualification.</p>

Independence Group (6th Form) Teaching Overview

Autumn Term	Spring Term	Summer Term
<p>Developing and consolidating snack making skills. Researching recipes. Writing shopping lists and visiting local shops and supermarkets with increasing independence. Visiting local cafes, practising ordering and paying.</p>	<p>Using the bus to travel to shops further afield. Continuing to develop the students' social communication and home cooking skills.</p>	<p>Safety and problem solving in the community.</p>