






	<p style="text-align: center;">'Life is like a camera Focus on what's important Capture the good times Develop from the negatives And if things don't work out... Just take another shot.</p>
<p>Vision</p>	<p>At TDPC we work hard to enable all our young people to:</p> <ul style="list-style-type: none"> • Build their resilience and independence to enable them to access and be successful in transitions to next steps. • Feel safe and secure so that they can attend, engage with and enjoy the curriculum, support and activities. • Identify and fill any gaps in our young people's core knowledge and skills to enable them to make their next steps with confidence
<p>Philosophy</p>	<p>We believe that all of our young people have the capacity to succeed and achieve in the world. Our young people have arrived with us having experienced a variety of difficulties within their mainstream provision and our first goal is to build positive relationships and to identify and understand any unmet needs.</p> <p>We believe that all students deserve to access a curriculum that is aspirational and engaging and meets the academic and the social emotional and mental health needs for all our students. At the heart of this is personalised learning based on the interests and needs of each young person as an individual.</p> <p>We aim to provide a safe and secure base where all are welcomed and supported to build their skills, resilience and confidence so that they can reach their full potential.</p> <p>We work collaboratively with all stakeholders to obtain the best outcomes for all our young people</p> <p>Young people will leave TDPC with a portfolio demonstrating what they have achieved during their time with us.</p>
<p>Intent – our curriculum design principles and what we intend for the young people to learn:</p>	<p>As with all our subjects at TDPC, we base our curriculum design around the following principles:</p> <ol style="list-style-type: none"> 1. Feeling successful 2. Broadening horizons 3. Oracy opportunities 4. Applying core skills 5. Disciplinary thinking
<p>Feeling successful</p> 	<p>Young people at TDPC have not always experienced a high degree of success in their lives and have become disengaged from learning. Young people are given the opportunities to feel successful on a frequent basis; we do this by encouraging them to demonstrate the range of learning and skills they have achieved at TDPC through a variety of accreditation routes. Young people will have opportunities to sit their GCSE's at the end of Key Stage 4, but along the way, will also</p>

	<p>have received AQA Unit Awards, BTEC's or ASDAN certificates that reflect their learning and skills</p>
<p>Broadening horizons</p> 	<p>Often it is the case for our young people at TDPC that their knowledge of the wider world is limited. A core part of our curriculum is planning opportunities that will broaden their understanding of the world in terms of its diverse geography, history and world views.</p> <p>We structure our curriculum in short thematic units where they are encouraged to explore what is happening in the wider world. Each subject is woven around a theme which helps to build synergy and meaningful links. We identify the core knowledge that is necessary for young people to learn in each curriculum subject.</p> <p>Young people are introduced to potential careers that they could aspire to outside of their current range of experiences.</p> <p>Opportunities for Outdoor Education and learning outside the classroom encourage young people to be active, understand the importance of being healthy and build the resilience to try new activities. Visits to a wealth of local places of cultural significance help to bring the curriculum and their subsequent learning experiences to life.</p>
<p>Oracy opportunities</p> 	<p>Young people arrive at TDPC with limited oracy skills which is often linked to an underdeveloped vocabulary bank or a lack of confidence in their own skills as a reader and learner. We recognise that being able to engage positively and appropriately with other people is often based on confidence in speaking and listening. As such, our young people will be given diverse opportunities to develop their oracy skills across the curriculum. This might take the form of debating and discussion skills in World Studies, giving a presentation in English or becoming confident speakers who are able to express themselves well in and out of the classroom</p>
<p>Applying core skills</p> 	<p>After meeting young people's social, emotional and mental health needs, our core purpose is to ensure that they develop the skills they need in reading, writing and maths. We undertake baseline assessments to identify gaps in young people's knowledge and meet these in a bespoke way.</p> <p>Young people access small group and individual daily reading practise if their skills are underdeveloped; these sessions aim to quickly develop vocabulary and fluency. The same is true for young people who have needs in writing and basic arithmetic.</p> <p>Each subject teacher plans in opportunities to apply core skills in oracy, reading, writing and maths as part of their sessions.</p> <p>Our aim is that our young people will be able to express themselves clearly in both written and spoken communication.</p>
<p>Disciplinary thinking</p> 	<p>We recognise that each national curriculum subject is a rich, deep subject discipline in its own right. We ensure that subject leaders identify the core disciplinary knowledge (skills) that young people need to work confidently within each field.</p>

Curriculum Design Rationale
Key Stages 3 and 4

	<p>We use the language of ‘thinking like a ...’ to help young people understand how each subject discipline works and the language associated with it.</p>
Implementation – how we teach our intent:	<p>At TDPC our focus is geared towards next steps whilst acknowledging the starting points of our students on arrival; their gaps in learning, and self-esteem and thoughts of themselves as learners. Our curriculum is designed to meet need on entry, settle and support them, challenge and empower them to move in readiness for their next steps.</p> <p>We have 3 pathways at TDPC, Aspire, Re-Engage and Bespoke; students will follow one of these pathways, however, there are always opportunities for young people to move between pathways dependent upon their readiness to engage with learning.</p> <p><u>Primary</u> At DDC, Re-engage students access a continuous provision; a play-based curriculum. This is based on their developmental stage rather than their chronological age and encourages them to learn through play, through doing, through immersion. Students are able to delight in topics and projects with opportunities for literacy, phonics and numeracy interwoven.</p> <p>When they are ready for formal learning - subject based, more rigorous assessment, opportunities for independence - students will access a primary classroom.</p> <p>A few students may be unable to access the school buildings safely and need a bespoke curriculum. This could consist of AP and/or Outreach work with trusted adults.</p> <p><u>Secondary</u> At Holway, Re-Engage is based upon the Primary model. Students access practical and work-based sessions which have the core skills of literacy and numeracy woven within. Fewer transitions of space and staff enable our learners to consolidate trusting relationships with adults who help them break down their individual barriers to learning. Accreditation is through ASDAN and AQA awards ensuring students experience ‘quick wins’ and a narrative of increasing success in education.</p> <p>Students who are ready for the secondary classroom follow the Aspire pathway; they spend some of their day in practical and vocational sessions, but part of their day following core curriculum lessons, moving between teaching spaces and staff. The ability to successfully manage these transitions and settle to learning is a key skill in deciding which pathway students are allocated to although we recognise our students will still need support and encouragement as they develop these skills.</p> <p>Secondary students requiring a bespoke offer are those that may need even smaller groups, or activities outside of the school building or fail to thrive when confined to working closely with others. This may include AP, online, or outreach sessions with trusted adults.</p>

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	<p>Readiness to move between the pathways is based on observation, Boxall and learning assessments. This is always done in consultation with student, parent/carer and staff involved.</p> <p>Our thematic approach to teaching and learning ensures that all young people have the opportunity to develop their reading, writing and spoken communication skills, alongside developing their numeracy skills. Students are encouraged to explore the world around them and develop an understanding of other people's perspectives to their own.</p> <p>Through collaborative planning, staff are aware of the range of disciplinary language that young people need to acquire and use these key terms appropriately in their own subject areas to help students see the links between different subjects and ensure that understanding is embedded.</p>
Impact – how we know that our curriculum is successful:	<p>Young people will consistently be engaged with learning on a pathway that is best suited to their learning and SEMH needs. They will have formed positive relationships with adults and peers and have a clear idea of their next steps.</p> <p>Young people will successfully transition from TDPC with a portfolio that demonstrates their achievements on an academic and practical level.</p>