



Inspiring Brighter Futures

The Survival incl Hidden Curricular March 2022

Intent

It is our **intent** at Meadowside School to be "**The Place to Shine**" and to "**Inspire Better Futures**" through curricular that motivate learning and equip young people with transferable knowledge and skills to lead successful and fulfilling lives. The Survival incl the Hidden Curricula teach pupils beyond the subject content of their studies. As skilled educators we can design hidden curriculum opportunities to teach positive characteristics such as; dignity, humility, hard work, responsibility and appreciation. Through well designed, risk-managed enrichment activities and survival life skills, our curriculum has the potential to positively impact on personal development, accumulate cultural capital, promote independence and even change lives.

These well designed threads run through and across the whole curriculum, interwoven to ensure the curriculum is robust and ever mindful of forming well-rounded individuals, who exemplify our British Values. Our **intent** is to develop knowledge, competencies and fluency of application through the planning of well sequenced life skills lessons, subject frameworks, incidental learning opportunities and enrichment activities to prepare our young people for the choices of adult life. We want to motivate our pupils to express what they are learning and why, transforming the completion of tasks, to deep "sticky" learning, with a purpose of preparing for adulthood.

Last year community consultation bore out that our curriculum is ethically underpinned by our values and ethos. This year our intent is to consult on the ethical underpinning of the Senior Leadership team and staff team to reassure governors that professional working relationships are dynamic across the community, in that they are: positive in attitude and full of energy and new ideas.

Implementation

It is the way that the whole school activity, for any individual or group is delivered, experienced and perceived by all engaged in it, that will lead to its sustainability. All stakeholders involved in the school community must understand with clarity, **our intent, how to implement it and how we add value to society**. Senior Leaders firmly believe that they should listen to all stakeholder views and consult with them, giving clear feedback on their considerations and decisions, to the team. Team leadership and teamwork will be more motivated and invested in wanting to succeed in all aspects of the school community. We value the way people behave with decency and empathy in achieving a robust learning community, proud of its use of **kind words, hands and deeds**. Leaders at all levels should give consistent, clear messages and drivers, using **positive tones**. Adults must **model, scaffold and promote independent and responsible learning**. Leaders are not afraid to hold challenging conversations regarding standards and performance in the **best interests of the pupils**. On our improving Learning Journey, we promote healthy professional working relationships between adults and pupils, to inspire both, to reflect on their experiences and implement change for the better. Leaders must trust other professionals to deliver a **broad, balanced and relevant** curriculum that inspires pupil progress. Staff must have access to high quality CPDL and to appreciate how their conduct and delivery must be of a consistently good quality, as this can subtly influence and impact on pupils' learning and personal development. Embedding **trust, reflection and respect** across our community is **key** to deeper job-satisfaction and improved pupil outcomes.

Our SIP 2019 reflected our message: "Culture of Change", "Transformational-Systemic Change", "Taking People with Us on our Improvement Journey".

Our SIP 2020 reflected our message: "LESS IS MORE" "DOING FEWER THINGS WELL" "WORK LIFE BALANCE"

Our SIP 21 reflects: "Trust", "Respect", "Tone", "Job Satisfaction", "Pupil Progress", "Succession Planning" and "Personal and Professional Growth that comes from Reflection of Mistakes Made and Lessons Learned".

We pride ourselves on the value of consultation to air and share people's views and perspectives. Senior Leaders must ask "What do you think?" "We need to know the quality of the curricular being taught?", so we can consider all views, and feedback on the decisions made and why. We must afford people the time, to plan, collaborate and to reflect. This is evidenced in the number of contingency hours for teachers and Pastoral support for pupils and families. The time afforded to us through the pandemic has been directed, for Middle Leaders to review their Schemes of Work and Curricular Frameworks, and for Senior Leaders to embed electronic Middle Leaders' assessment schema that measure pupil progress from their starting points to where they progress to. We have embedded administrative and workload assessments systems to reduce workload and increased opportunities for colleagues to collaborate on how to improve. We are clear on our vision and Middle Leaders post "Knowledge Organisers" on the website to support teachers, families and pupils with the specific vocabulary to support learning introduced with each medium term plan. The systems now in place define the precise desired knowledge and skills to be learned, vocabulary to be understood to support the curriculum, which enables our school to present intended learning, differentiated and personalised, easier for our community to understand. In particular, this supported pupils and families with Blended Learning when teaching had to be remote due to the restrictions of the pandemic. The Key starting point is that planning must take account of pupil's prior knowledge to build on this. Low threat quizzes, questions and observations provide teachers with what has been learnt ("Stuck Knowledge") and what needs to be re-visited.

CPDL programmes are informed for individuals through Appraisal Processes and externally validated research informs whole school CPDL.

Meadowside School has a Core Enrichment Strategy that increases in opportunity and choice as pupils move through the school. This is to promote pupils and their families to be increasingly involved and responsible for their son/daughters/own learning. We have a strong Careers, Information, Advice and Guidance, (CIAG), programme running through the whole school, with weekly targeted lessons and a strong influence of threads across the curriculum promoting the world of work, supported living, enterprise, leisure, healthy life styles and good choices. From Y9, Transition Planning is formalised with a plan for the young person's aspirations for future life beyond Meadowside School. This Plan is monitored at Annual Review to ensure the pupil's plan is person centred with informed choices and options made, based on their strengths and interests for now and the future.

In designing our Enrichment Strategy, we considered:

- What enrichment opportunities we currently offer?
- How they be could be developed further?
- How we find out what other, relevant opportunities are available - free or paid?
- How we decided on the activities to offer, ie: local labour market information, leisure facilities, pupils aspirations, etc?

In the spirit of adding value to society, developing a sense of community and accumulating the cultural capital to navigate life's choices, we regularly consult with pupils, families and the wider community about:

- The activities and services that we provide to ensure they meet the needs of all groups
- Working in clusters with other schools to enhance interaction, inclusion and build diversity into the daily lives of our School and wider community

- Sourcing high quality partnership working and information sharing from high quality local or national providers/organizations for short term or better still, longer term, sustainable projects
- Looking at staff, governors, parental, and the wider communities' strengths and expertise in areas that can be offered for enrichment

Any enrichment opportunity must have a **wider purpose**. We may decide to offer a discrete and targeted opportunity to develop a particular area of the curriculum or aspect of school life, such as attendance, behaviour, personal goal setting or resilience. We may offer the opportunity as a reward or a fun opportunity that develops confidence or teamwork. We can plan to showcase a particular local organization or trade sector so that our pupils can gain an understanding of what they do. We could showcase something we do in return for a donation of time or an item for school summer fair.

Sometimes, organisations have a new idea that they would like to pilot in schools as part of a bigger project - we would try to negotiate this as a free opportunity for our school.

The ideal partnerships or experience are long-term and sustainable, but this can be very difficult to achieve due to financial or time commitments.

Ultimately, it is about planning meaningful, high-quality enrichment for our pupils to learn and retain in their long term memory.

Current curriculum enrichment opportunities, forged:

- Charities: fund raising for them and fund raising/grant bidding for us
- Local schools: Inclusion & Sports Partnerships
- Youth groups: The Hive, Pilgrim Street theatre, Health, Services in Schools
- Governor, Staff, Parental and family links: Local Café, Round Table, Tai Chi
- Local services e.g. libraries, museums, places of worship, Crosby Lakeside, Travel Trainers
- Community Employers: Supermarkets, hospitals, WMBC, small enterprises: Work Experience
- Sports clubs - both professional and amateur: Everton in the Community, Tranmere
- Local community organizations: Woodchurch HS Farm, Viking Showcase,
- FE establishments: WMC, Derwen, Chester College, Northop
- Artists
- Musicians
- Science Boffins
- Chefs
- Coaches
- Voluntary Sector

Impact

Meadowside School's curriculum is unique to our learners and is ambitiously designed to inspire pupils to be aspirational by broadening their life experiences, removing stereotypes and encouraging them to explore creative and leisure opportunities as well as academic learning, developing them as rounded individuals, prepared for adulthood.

Governors monitor that the curriculum delivered provides equal opportunity and reflects the ethos and vision of the school for all pupils. Governors are clear on the values that underpin the curriculum, how senior leaders have used research and good practice examples, to influence development of the curriculum, and understand how senior and middle leaders plan to monitor the implementation and impact of the curriculum.

Governors triangulate evidence to prove the connectivity of the curriculum, collated from their monitoring of the curriculum by accessing validated pupil progress data to establish the impact of the curriculum subjects/personal development approaches measured by **national qualifications, or accreditations**, outcomes from "**Book Looks**", "**Deep Dives**" and **specific detailed reports**, evaluating consultation and recommendations, moving forward. The

governing board, understand how senior leaders measure the impact of those subjects not measured by national awarding bodies and how the curriculum prepares pupils for the next stage of their education or future career.

Governors also demonstrate a commitment to the health and wellbeing of teaching staff and support staff, by ensuring they question the impact of the curriculum planning and delivery on workload by challenging unnecessary processes that do not evidence impact or are not purposeful.

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