
Ethos Statement

PHOENIXPLACE strives to be a positive, caring, happy learning environment where the character, individuality and awareness of all our students are developed in preparation for adult life.

We offer a space where students will experience achievement, where each student's academic, personal, social, moral and spiritual attributes will be nurtured.

Our environment is one where students can re-engage and enjoy learning, feel valued and aspire to be the best they can be in order to be productive citizens in society.

We work towards all our students being healthy, staying safe, enjoy achieving, making positive contributions and achieving economic well being.

Equality at Phoenix

In line with the 2010 Equality Act, PHOENIXPLACE takes equality seriously. Through the school's curriculum offer, extra-curricular enrichment activities, policies relating to teaching & learning, behaviour and conduct of students and staff and a programme of training to develop our staff, we;

- Ensure that everyone is treated fairly and with respect
- Make sure the school is a safe, secure and a stimulating environment for everyone
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- Recognise that for some students extra support is needed to help them to achieve and be successful
- Take a multi-disciplinary approach to ensure that people from different groups are consulted and involved in our decisions, for example through talking with parents/carer and through discussing issues with our students in an open forum on a periodic basis
- Make sure that no-one experiences less favourable treatment or discrimination because of: their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their religion or beliefs; their sexual identity and orientation.

We welcome our duty under the Education and Inspections Act 2006 (section 33-(6)) to promote community cohesion.

Mission Statement

We provide a safe, nurturing and happy learning environment in which every member of the school community is welcomed, valued and respected.

We aim to improve the emotional, mental well-being and prospects for young girls who may be experiencing difficulties within a mainstream setting, working towards equality of outcomes through internal pastoral support and additional specialist and community services.

We aim to provide quality learning experiences which respects diversity in students' learning styles; improving literacy, numeracy, communication, creativity, self-esteem and employability skills in a nurturing environment embedded with high expectations, supported by all stakeholders and delivered by a team of highly motivated & trained staff.

Introduction

The curriculum is the formal means by which PHOENIXPLACE translates its aims and values into practice. It comprises of all the planned activities and experiences, which the school provides to help students to learn and develop. We believe in offering students a robust, purposeful & enjoyable curriculum coupled with our nurturing, patient approach and bespoke learning opportunities to improve the well-being of our students, which will enhance the students' experiences and develop them for adult life.

Principles

The guiding principles that inform the way we teach, support pastorally and tailor opportunities to individual needs are;

- To re-engage students in learning for life, enjoying and valuing their learning
- To develop positive personal and social values
- To develop emotional literacy
- To improve well-being
- To promote students inner creativity
- To prepare students for further study and the world of work promoting spiritual, moral, social, cultural and physical development in order to assist them in becoming thoughtful and responsible active citizens
- To provide a variety of activities which bring about effective learning, provide appropriate challenges for all students which lead to achievement for all at their individual levels
- To provide continuity and progression from the point of transfer to the time of leaving school
- To offer a broad and balanced curriculum entitlement
- To include students in decision making about their life
- To personalise our approach to individual need
- To work in partnership with parents/carers, referring authorities and specialist services in supporting the development and progress of individual students
- To develop employability skills through links with community projects & businesses
- To ensure high quality of curriculum content, teaching and learning
- To monitor and assess student progress for the purpose of ensuring high standards of achievement, but also to engage students in understanding how they may improve and make progress
- To develop independence and life skills through experiences and programmes such as work experience and other traditional and alternative curriculum approaches

Curriculum

PHOENIXPLACE provides a curriculum & framework, which inspires, challenges and safeguards all our students, to enable them to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a socially and economically positive contribution to society

Curriculum Content and Structure

At PHOENIXPLACE the curriculum is wider than the National Curriculum. Much of our curriculum is associated with small steps and personalising individuals learning paths, giving each student access to support in areas in which she needs development. We recognise that students may be experiencing difficulties, whether at school, home or socially and although we offer traditional mainstream subjects so students have the opportunity to learn alongside their peers, we offer our students alternative bespoke opportunities to enrich their learning experience.

KS3

In KS3 students are taught a range of National Curriculum subjects, which content is both enriching and challenging and embrace cross-curricular themes. Content may be drawn from earlier Key Stages as appropriate to the student's needs. Key Skills are introduced to underpin core literacy, communication and life skills.

CURRICULUM POLICY

Policy: September 2018
Policy to be reviewed: September 2019

Students are taught;

English, Maths, Science, Creative Arts, PE, PSHE and Music. Students also have access to Literacy and Numeracy Intervention sessions.

KS4

In KS4 students will be introduced to GCSE and Foundation courses. Courses start towards the end of year 9, which will allow our students' time to develop over KS4 and improve their understanding and skills within each subject. These courses are all accredited.

Students are taught;

Core: English, Maths, PE, Arts Award, Prince's Trust, ICT

Optional: Students have a range of additional optional course where they can choose 2-3 further accredited courses.

The curriculum at Key Stage 4 is considerably enhanced by, for example, the following;

- Work experience placements
- Careers education
- External vocational providers
- Enterprise, business & community links

Curriculum assessment, evaluation, accreditation and monitoring

On entry, students' baseline levels in literacy and numeracy will be assessed. The assessment will be in the form of an online test. Students reading abilities will be tested at the end of each year to inform future planning for teaching and support.

Formative assessment procedures are in accordance with individual subjects and occur on an on-going basis during the learning process. Students are set targets at the beginning of each term but also as their knowledge, understanding and skill transpires.

Student progress in English and Maths are recorded summatively. At the end of each term students sit a progress in English and Maths assessment alongside a separate end of unit test/assessment in these subjects. This information informs the teaching & support staff of targets to set for students to improve/develop. Teachers' evaluation and assessment feedback into future or modified plans.

Students in KS4 also sit past test papers for these subjects to develop their self-esteem and confidence for KS4 exams.

Formative and summative assessments for foundation subjects are also taken.

Achievement and progress at all levels of the curriculum, and for all ages is regularly monitored and reviewed. Internal rewards are encouraged throughout the school to enhance self-esteem and personal performance.

To continually improve the quality of teaching and learning, curriculum monitoring is carried out by the leadership team, members of the SAP team, subject teachers and their supporting staff. This is undertaken by assessing student's work, schemes of work and planning documentation as well as through observations of lessons. External advice is actively encouraged and subject teachers can request the support of area consultants or advisers.

Outcomes

From students starting points at PHOENIXPLACE, the curriculum framework and school ethos are there to ensure that students are making progress and are aware of their strengths and development needs and that we instil within them with the confidence to improve.

Through traditional and alternative experiences we want students to be able to apply the knowledge learnt in school when they are faced with a variety of different scenarios and be able to make smart, conscientious choices and decisions

Student's academic and personal development will be monitored through our teaching and pastoral systems where targets are set and reviewed.

Teaching & Learning

Students learn through their experiences and by being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process.

A range of teaching and learning strategies will be explored in order to increase and maintain student motivation and to create a challenging, stimulating, enjoyable and rewarding learning environment in which they can succeed. Strategies will include working individually, in pairs and small groups, whole class teaching, practical work, problem solving, role-play, the use of ICT mobile technology and video, visits outside the classroom, guest speakers & workshops.

Spiritual, Moral Social & Cultural Development (SMSC)

We believe that each student's experience is enhanced by spiritual, moral, social and cultural development. We encourage students to strive for academic excellence, and a spirit of open and shared enquiry, whilst developing their own potential and qualities of character so that they can make a positive contribution to the world.

We actively promote the Fundamental British Values of Democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs. These are embedded in all that we do and believe. We understand that aspects of SMSC can be developed through almost all parts of the curriculum and can be incorporated into the day-to-day operation of the school, through our ethos and practices. At all times, we take account of the age and ability of the students, and their differing needs.

Personalised Learning

Each student at PHOENIXPLACE is unique. They have unique aspirations, which we endeavour to encourage. Although we wish to provide quality experiences, students learning styles and needs may mean that a more bespoke approach is needed. For example, at KS4 if a student is having difficulties in accessing any of the accredited courses (except English & Maths), through discussions with student, teacher and parent/carer, it may be advised that a course is not to be pursued if students subject loading is causing distress.

Personalising learning can also mean that we will research alternative opportunities & experiences that students would like to pursue (e.g. If a student has an interest in singing) and incorporate these desires into the student's timetables. We aim to be flexible in our approach and respect and encourage students' inner creativity and interests, which also will enhance our alternative curriculum offer.

Alternative Curriculum

We aim for students to be successful academically, but we know that of equal importance is how students view and appreciate the world around them with its similarities and differences. These can be delivered through life lessons or experiences.

We will provide opportunities for students to visit places of interests, whether in their community or nationally. We also encourage students to participate in events in their local community.

We aim to broaden students outlook and organise trips and/or educational excursions, cultural, arts and music activities which will link to aspects of our curriculum so that students have the opportunity to apply what they have been learning in school and have a variety of different experiences.

Differentiation

Within each year group students will be working at different levels. Teachers and supporting staff will work together in ensuring that all students in class are participating and challenged appropriately. This will take a lot of patience, commitment, consistency and careful planning.

We believe that as students are learning from us, we too are learning from them on how we can best teach them so differentiation strategies will be embedded within planning which can inform schemes of work and improve teaching and learning. Differentiation strategies will be shared amongst staff for good practice.

For students who are working at higher levels, work will be differentiated according to ability. Extra challenges will be set for the student to complete in class and study support sessions and/or at home.

At this stage we expect students to be fully involved in the setting of the challenges and discuss this with the teacher and supporting staff.

Pastoral Care

The aim of our pastoral care is to build confidence in our students to achieve the aims of this policy. We provide a safe, caring and supportive environment and the pastoral care for all our students is the responsibility of all members of the school community. It is of vital importance that staff (and students) are aware that the way in which we talk to each other, interact with each other and how we overall treat each other all contribute to the quality of the pastoral care.

Specifically for students, tutors will play the major role in their tutees pastoral care. At PHOENIXPLACE, Pastoral care has three different strands, which the tutor will be first point of call for each of their tutees but will be supported by senior management. The three pastoral strands are:

1. Pastoral (including behaviour and attendance)
2. Curriculum
3. Personal

Pastoral (including behaviour and attendance)

Firstly, we encourage our students through our ethos to behave in a way that fosters a positive and happy environment. We aim to be consistent in dealing with relationships through a restorative approach showing students that if there are any peer (or other relationship) issues that they can be solved through understanding each other and working together for a suitable, realistic and practical solution that causes no further harm.

Our nurture breakfast will also be an area where pastoral issues can be discussed in an informal way

We aim for our environment to be orderly and calm and we have high expectations of all community members to behave in a way that promotes this. Where any behaviour falls outside of this commitment, procedures in our behaviour policy will be acted upon and plans would be put in place to encourage students to exercise individual and social responsibility.

Curriculum

This includes all aspects of a student's education internally and externally, but also what is called the 'hidden curriculum' e.g. the students understanding and behaviour in accordance to the ethos of the school, students respecting the value system of our school. Personal, Social, Health Education (PSHE) and Spiritual, Moral, Social and Cultural development (SMSC) is embedded within our curriculum through workshops, enrichment activities, assemblies and through subjects

Personal

This involves the individual work that is done with students and the personal support they may receive from the school for example, if students are having problems emotionally or socially (e.g. Issues outside of school).

Parents/carers and relevant stakeholders are kept informed on a regular basis of student's progress, attendance and behaviour and we will work closely with schools and other referring authorities to help monitor these three areas.

Pastoral Support

We aim to offer a range of pastoral support for students;

- Tutor (main point of call for students)
- Individual support sessions
- Access to Counsellor, SENCo and Educational Psychologist
- Termly Progress Reports
- Therapeutic group sessions
- Family work/home visits
- Supporting students with external appointments where possible
- Termly Review Meeting with parents/carers and referrers
- Regular contact with parents/carers
- Access to Independent Careers Advisor
- Working in partnership with external agencies and social workers
- Celebratory Assemblies /newsletters

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- Access to on-going work experience
 - Nurture Breakfast
 - Personal, social and health education

Workshops and support programmes

This list is not exhaustive and other support may be gained based on need.

Special requirements

We will be working and supporting students that are vulnerable, and who may be experiencing difficulties in learning or have special educational needs. Due to the nature of our school, there will be times when students will be withdrawn from lessons to see other professionals that will be supporting them in their development. Students may have within Statements of Special Educational Needs; Education, Health and Care Plans, to see, for example, a Child Psychologist, the Child and Adolescent Mental Health Service (CAMHS), counsellor or therapist. Students are encouraged to attend these sessions.

Special Educational Needs

We offer a safe, nurturing and challenging educational environment for girls who have special educational needs. Such as;

- Mild- severe Dyslexia
- Autistic Spectrum Condition (such as Asperger Syndrome)
- Attention Deficit and Hyperactivity Disorder
- Emotional difficulties
- Behavioural difficulties
- Moderate global developmental delay
- Learning difficulties

For students with Education, Health and Care Plans (EHCP), the normal legislative framework will be followed. Annual Reviews will be held with a representative of the local authority and relevant professionals where possible and the EHCP updated as necessity demands.

As well as the above needs, we are able to support and educate students with the following;

- Anxiety difficulties
- Mild mental health issues
- Self-harming
- Eating disorders
- Social difficulties

Literacy and numeracy

It is vital that students' literacy and numeracy skills are at a level where they are able to access material and/or display these skills confidently when they leave school.

Information and data from student's previous/existing educational establishment will be sought on entry and students' literacy and numeracy levels will be assessed using appropriate assessment tools.

This is to enable teachers to form a baseline in order to appropriately plan and set targets for their students. The development of literacy & numeracy skills will be a whole school approach. Lesson objectives will include at least one literacy focus and where possible a numeracy skill.

There may be times where students will need extra support to ensure targets are reached.

To support this, provision will be put in place to give extra support based on individual/class need. In KS3 each week, there will be a literacy and numeracy intervention lesson where individuals/small groups or the class will have the extra-added support to improve their literacy and numeracy skills. This may be through computer software programs or work with teacher/support staff.

Literacy focuses during the year will highlight the importance of improving and enjoying all aspects of literacy.

At the end of each year, students reading will be assessed which will inform planning and target setting for the following year.

The development of numeracy skills will be delivered through discreet class teaching, through objectives within other subjects and through whole school maths challenges and interventions.

Enterprise & Employability

'Good communication skills, ability to work as part of a team and solve problems, good business and customer awareness and enterprising attitude are attributes and skills that employers want to see young people entering the labour market' (A guide to Enterprise Education: DCSF-00228-2010).

We want to give students a head start by ensuring that we develop these skills. We aim to promote an enterprising attitude throughout the school not just through Special Enterprise Days but where possible within subject delivery. Students will be given the opportunity to develop an understanding with regards to financial capability and develop business and economic understanding. Students will also be able to gain these skills through our links with businesses and community projects to develop their awareness and make a contribution.

At PHOENIXPLACE we offer students in KS4 the unique opportunity for on-going work experience and involvement in community events. Normally work experience placements are between one or two weeks, however, we believe that spreading this opportunity over KS4 will instil within students the abilities & attributes they need to pursue work and be successful in it.

We believe that work experience is invaluable to our student's preparation for adult life and many of our students would benefit from a longer-term investment in this area so when they leave PHOENIXPLACE they can confidently approach employment or other opportunities.

We are continuing to build up our links with other business of offer this support for our students

PE

Physical activity is encouraged as well as an understanding of improving one's health. We offer the opportunity for students to take part in a range of physical activities each term whether at our site or externally. Our main hall can accommodate soft play and/or fitness activities. Students are encouraged to engage in outdoor play and taking their breaks outside on our grounds. We take students to our nearby parks on a regular basis.

E-safety

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The Internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone.

However, while PHOENIXPLACE acknowledges the educational, social and entertainment benefits that the internet and new technologies clearly offer, the school recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.

PHOENIXPLACE also acknowledges that it has a key role to play in providing e-safety education and pastoral support to students and identifying children and young people who lack the knowledge, skills and understanding necessary to keep themselves safe online, so that those who need extra help receive it either in school or through referral to other services.

Technology offers extraordinary opportunities for all of society - opportunities for learning, for play, for communication, for skill development, for creativity and for having fun. However, the use of these technologies can also put young people at risk within and outside the school.

As with all other risks, it is impossible to eliminate e-safety risks completely; and that is why it is essential, to develop young people's risk identification, assessment and management skills, so that they have the confidence and resilience to face and deal with such risks if and when they arise (see E-Safety Policy)

Assemblies

There will be a whole school assembly each week. We believe that our students should meet together in this shared time, which will be a time where the management team, teachers and students produce an assembly, which is presented to the school. This time will also be used to invite guest speakers in e.g. external agencies, local business people to talk about their areas of expertise and encourage our students in pursuing their aspirations.

CURRICULUM POLICY

Policy: September 2018
Policy to be reviewed: September 2019

Assemblies will follow a weekly topical route, which may be an extension of a PSHE topic, a current event or special world calendar event. It will also be a time to share positive events, which may be happening in students surrounding community. Student's successes in lessons or other internal or external events will also be celebrated during assembly time.

Breakfast

We believe that this time is the most important part of the day. Each morning students will be offered a simple healthy breakfast before school. It is a time where staff and students can sit with each other at the beginning of the day, which we believe can set a positive tone for the day. We want all students to access breakfast as this will ensure excellent attendance.

Student Leadership

We want students to take an active role within the community of PHOENIXPLACE.

We want our students to feel that they have the responsibility to look after their school and suggest ways of improving the environment and enriching the curriculum. This will promote ownership, community spirit and enterprise skills.

We debate and have discussions in an open forum with students on a periodic basis. It is important that students' voices are heard and opinions respected and responded to.

Staff development

Training

The development of our staff is very important. We have high expectations of our staff as well as of our students. Members of staff who are given the opportunity to improve their knowledge and skills are better able to perform with confidence in their role.

We want our staff to explore new ideas and be up to date with developments in areas of need that we may deal with in order to offer an excellent educational and personal experience for students.

Staff receive training in areas such as Safeguarding, and are encouraged to pursue personal development.

A training programme for staff will be developed and updated regularly.

Observations

A schedule of learning walks and observations is devised in order to ensure quality of curriculum content and delivery. All teaching and support staff will be supported through observations formally 3 times per year and also be observed by a peer for professional development and sharing of good practice.

This policy can be read in conjunction with

- Assessment Policy
- Management of Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy including E-safety
- SMSC Policy