

**The Pears Family Charitable
Foundation School**

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Curriculum Rationale

Reviewed: September 2021

Next Review: 2024

Principles...

At The Pears Family School our approach to the curriculum is student-centred, ensuring we develop a varied curriculum, based around the National Curriculum, which meets the needs of all our students and promotes reintegration. They come to us from across Key Stage 1, 2 and 3 and from a wide variety of commissioning schools following varied curricula.

At the heart of the curriculum at Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances, can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.

A curriculum which starts with the student...

Students at the Pears Family School are referred by local authority, schools and self-referral when their needs are not able to be met in their current educational setting. It is a temporary placement for, on average, 4-5 terms in which we work with the families systemically to support the child to develop their view of themselves as a successful learner, integral part of their home and school community and a positive member of society. Students gain the skills they need to support them to be successful in their next suitable educational setting.

A curriculum which promotes reintegration...

Due to the length of the placement and the staggered times in which the students join us in the academic year, we have developed, in collaboration with the Centre for Learning in Primary Education (CLPE), a rolling 2-year concept based curriculum. This curriculum enables students to access a text-rich curriculum embedded in themes that supports the development of a well-rounded individual with a central focus on executive functioning alongside curriculum objectives. Students are able to access this curriculum irrespective of when in the year they join us. With a systemic family model at the centre of the school, this curriculum has been developed in collaboration with the family and systemic family therapists.

Rigorous and flexible...

The concept based curriculum allows teachers to explore overarching themes whilst holding the students at the centre, following their interests where possible, to create an engaging and captivating learning environment. A strong focus has been put on the reading and writing strands of the curriculum as these are the areas that are the main block to progress

in learning for the majority of our students: The capacity to put words to feelings; to understand motivations and reasoning; to describe the thoughts and intentions of others – are at the centre of why our children have struggled in mainstream school and why this emphasis is required within our curriculum.

We aim to weave the themes into as many curriculum areas as appropriate but realise there are some areas that lend themselves to a standalone curriculum, such as maths, in order to prevent links becoming too tenuous. In maths we follow schemes of work based around Whiterose Mathematics – with its emphasis on concrete operations and core skill development.

Developing Executive Functions...

Executive functioning, seen as the skills that underlie the ability to learn, form an integral part of the curriculum. We view the ability to learn and academic progress as working in tandem. Alongside their academic progress, students are supported to strengthen their executive functioning which is viewed as a tool kit to support them to thrive as a learner. A behaviour for learning measure is used to assess the degree to which the student is able to successfully put it to place their executive functioning to support them to thrive and access the curriculum moving forward in their educational journey.

Broad and enriching...

As should be clear, our curriculum is designed to align with our core purpose as an AP school – to help students gain the social and emotional skills to return to mainstream education, and this core aim has led to us developing our thematic curriculum with an emphasis on reading, writing and communication. At the same time, our timetable allows for the discrete teaching of Maths on a daily basis, as well as Science, Art, Music and PHSE through the week. In the case of PHSE we ensure we meet all the statutory teaching including SRE. Each student has a Person Centred Learning and Care Plan (PCLP) that supports their PSHE education.

Delivery of the curriculum

A typical day at the family school

Structure is key to creating a safe and predictable learning environment for our students. Here is an example of the typical timetable for the day in each of our phases. We use a phase system but the timetables below indicate the rough year groups for each phase. These are subject to change as students come and go.

Phase 1 (KS1)

TIMINGS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 -09:30	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast
09:30 – 10:00	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions
10:00-10:40	English	English	English	English	English
10.40 –11:00	Break	Break	Break	Break	Break
11:00 – 11:20	Reading	Reading	Reading	Reading	Reading
11.20 – 12.00	Maths	Maths	Maths	Maths	Maths
12.00- 12:30	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
12:30-13:00	Park Time	Park Time	Park Time	Park Time	Park Time
13:00 - 14:00	Art (Iain)	PE (Hus)	Family Learning	Music (Aaron)	Reflection
14:00-14:30	Reflection / Enrichment	Science	PSHE	Science	Enrichment
14:30-14:45	Reflection / Enrichment	Reflection / Enrichment	Reflection / Enrichment	Reflection / Enrichment	Celebration

Phase 2 (KS2 – Year 3/4/5)

TIMINGS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 -09:30	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast
09:30 – 10:00	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions
10:00-10:40	English	English	English	English	English
10.40 –11:00	Break	Break	Break	Break	Break
11:00 – 11:20	Reading	Reading	Reading	Reading	Reading
11.20 – 12.00	Maths	Maths	Maths	Maths	Maths
12.00- 12:30	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
12:30-13:00	Park Time	Park Time	Park Time	Park Time	Park Time
13:00 - 14:00	PE (Hus)	Art (Iain)	Family Learning	Science	Reflection
14:00-14:30	PSHE	Science	PSHE	Science	Enrichment
14:30-14:45	Reflection / Enrichment	Reflection / Enrichment	Reflection / Enrichment	Reflection / Enrichment	Celebration

Phase 3 (KS2 – Year 5/6)

TIMINGS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 -09:30	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast
09:30 – 10:00	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions
10:00-10:40	English	English	English	English	English
10.40 –11:00	Break	Break	Break	Break	Break
11:00 – 11:20	Reading	Reading	Reading	Reading	Reading
11.20 – 12:00	Maths	Maths	Maths	Maths	Maths
12.00- 12:30	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
12:30-13:00	Park Time	Park Time	Park Time	Park Time	Park Time
13:00 - 14:00	Drama (Sam)	Art (Sam)	Family Learning	PE (Hus)	Reflection
14:00-14:30	PSHE	Science	PSHE	Science	Enrichment
14:30-15:00	Reflection / Enrichment	Reflection / Enrichment	Reflection / Enrichment	Reflection / Enrichment	Celebration

Phase 4 (Years 7-8)

TIMINGS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 -09:30	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast
09:30 – 10:00	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions
09.45 -10.00	Reading	Reading	Reading	Reading	Reading
10.00 –11.00	English	English	English	English	English
11:00 – 11.20	BREAK	BREAK	BREAK	BREAK	BREAK
11.20 – 12.20	Maths	Maths	Maths	Maths	Maths
12.20- 12.50	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
12:50– 13:20	Park Time	Park Time	Park Time	Park Time	Park Time
13:20-14:20	PSHE	Music (Aaron)	Family Learning	Art (Iain)	PE (Hus)
14:20-14:45	PSHE	Reflection (Aaron)	PSHE	Reflection	Reflection/Enrichment Reward
14:45- 15:00	Reflection/Enrichment	Reflection/Enrichment	Reflection/Enrichment	Reflection/Enrichment	Reflection/Enrichment Reward

Phase 5 (Year 8 - 9)

TIMINGS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 -09:30	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast	Family Breakfast
09:30 – 10:00	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions	Individual Time /Interventions
09.45 -10.00	Reading	Reading	Reading	Reading	Reading
10.00 –11.00	English	English	English	English	English
11.00 – 11.20	BREAK	BREAK	BREAK	BREAK	BREAK
11.20 – 12.20	Maths	Maths	Maths	Maths	Maths
12.20- 12.50	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
12:50– 13:20	Park Time	Park Time	Park Time	Park Time	Park Time
13:20-14:20	Music (Aaron)	PSHE	Family Learning	Science	PE (Hus)
14:20-14:45	Reflection	Reflection	Reflection	Reflection	Reflection/Enrichment Reward
14:45- 15:00	Reflection/Enrichment	Reflection/Enrichment	Reflection/Enrichment	Reflection/Enrichment	Reflection/Enrichment Reward

Assessment

We baseline assess all our children on entry and then use this to inform our planning. We work closely with both children’s previous schools and their new school to ensure that their learning journey is continual, challenging and progressive.

Children are assessed throughout their journey at PFS. Teacher assessment is informed by formative and summative assessment. This assessment system is based on the stands of the National Curriculum. Students are assessed in line with their year group when they arrive, then in collaboration with parent/s carer/s and previous educational setting they are assessed against the year group closest to their attainment level. Learning targets for every Child are set in Reading, Writing and Maths and make up a central part of their Person Centred Learning and Care Plan (PCLP). Progress is recorded using Arbor