



## **Learning@Silverdale**

**Being ready for the next stage of education, training or employment**

**2022 - 2023**

**Why we deliver learning this way @Silverdale**

## Why we have structured learning this way @Silverdale...

### Silverdale Aim

Our aim is to work with pupils experiencing barriers to learning related to SEMH and other needs so that they take pride in learning, communicate effectively and develop pro social and independent skills so that they become tax payers.

We work with young people from their baseline and are aspirational in setting targets for achieving holistic good progress or better, to close the learning gap.

We want our students to be responsible, regulated, respectful and ready for the work place.

### Silverdale Context

Trying to capture the curriculum at Silverdale is a tall order but everything we set out to do at Silverdale is challenged by obstacles and inspired by aspirational thinking and ongoing hard work because we believe our children deserve the very best education and the very best opportunities.

It is not possible to separate the social, emotional and mental health needs from subject delivery, our children's social, emotional and mental health and academic needs are intrinsically linked. Our pupils have faced exceptionally tough times and we need to unpick that quickly and build supportive relationships so our children can see their potential as clearly as we see it when we meet them for the first time. So whilst we deliver a broad and balanced curriculum underpinned by the National Curriculum, the Silverdale curriculum is very much more.

Our students need to be individuals who fit in to our society, they need to be critical thinkers but acknowledge others have different views. They need to be able to measure up against their peers in the wider world of education and employment and have that basic knowledge of how the world works. They need to have a big window of tolerance to be able to cope with the challenges within the community and their own personal issues.

We use PACE (Playfulness, Acceptance, curiosity and Empathy) approaches to make connections, build and strengthen relationships between staff, students and families. We believe children learn best when they feel accepted, safe and secure and trust the adults who are looking after and teaching them.

Personal, social education is key. This is not taught solely in the classroom. In Silverdale it is taught in debates, in conversations within small groups and 1:1s, in the corridor, in the dining room, over pool tables, in football matches, walking through wild places and in repair and reflect sessions. Staff encourage, challenge, unpick and educate to undo old habits and change negative behaviours and points of view. Comments relating to racism, sexism and homophobia are addressed each and every time they arise, other issues may come up through current affairs, local events and news or worries that students may bring into school such as poverty, hunger, environmental issues, climate change, internet grooming, domestic violence, knife crime, drug and alcohol abuse, people trafficking and illegal drug trade and we discuss and educate about all of these subjects.

Our curriculum evolves, if a young person or class show an interest or need to be educated about a topical issue we reserve the right to flexibly change the curriculum that day to educate about that issue. We recognise the real life challenges our pupils face and we support them in better understanding their choices when faced with a situation. Similarly, if a young person has a book they want to read and it is appropriate and inspires a fascination or interest we will jump on that opportunity and adapt planning and delivery to facilitate this, we will use our planned curriculum to deliver learning in key concepts but we also reserve the right to personalise it as we see fit. We do not underestimate pupil's ability to close the learning gap, measure up against their mainstream peers and excel.

Learning at Silverdale takes place outside the class room as much as within it, we take our students to climb mountains, to kayak down rivers, into cafes and restaurants, to museums, synagogues, memorials and churches, to cities and wild places, to Food Banks and to volunteering placements, to work places, to college visits, to Careers speed dating, on buses, bikes and metros and introduce students to adults who have learned from past experiences involved in knife crime and prison sentences and much, much more, all of this is essential learning.

Our curriculum is not static, it changes and grows reflecting the changes in our community and wider society and we are committed to reviewing and adding to the curriculum and to staff continuing professional development as we cannot be positive role models unless we are learning and growing too. This ethos and vision is fully supported by our Governors who support and challenge staff. We are fortunate to work in partnership with families who also shape our curriculum offer by giving us feedback and work with us to plan and deliver relevant Education Health Care Plan outcomes. Our partner agencies, services and visitors also shape our curriculum delivery.

We embrace the opportunity to deliver a Silverdale curriculum and students will receive teaching and learning that enables them to be ready to move onto the next stage of education, training and employment, teachers use the national curriculum to plan, track and evidence that key concepts are learned so that students are functional readers, writers and mathematicians and students leave us having been exposed to experiences and opportunities that prepare them to successfully compete against their peers and become tax payers.

Our Outcomes@Silverdale document evidences our success in delivering the Silverdale curriculum and the aim to achieve good to outstanding progress with our students.