



# YOUNG WOMEN'S HUB

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Educate. Nurture. Inspire.

## Curriculum Policy

**August 2021**

Young Women's Hub  
Curriculum policy plan Updated August 2021  
To be reviewed August 2022

## Statement of ethos and values

THE YOUNG WOMEN'S HUB strives to be a positive, nurturing, calm 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. At the Young Women's Hub 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 wellbeing.

### We Value:

- Honesty, politeness and consideration towards others.
- Respect and tolerance of the opinions and beliefs of others.
- Commitment and determination to realise dreams and the ability to inspire confidence and courage to achieve success.
- The qualities of patience and sensitivity.
- Self-discipline, self-respect, empathy and the capacity to live as an independent, self-motivated person with an awareness of our sociality and the world community.
- Our young women's inquisitive and imaginative minds, their questions, communication skills and participation as members of the school community.

### Our core values are:

- Striving for excellence
- Celebrating diversity
- Nurturing the individual
- Being a young person centred

## Equality

In line with the 2010 Equality Act, the Young Women's Hub 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

- 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/carers 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**

The Young Women's Hub provides a safe, nurturing, and calm educational space. The school believe that success in life is about more than academic achievement. Success is also about making good choices, building positive relationships and developing the resilience to overcome challenges.

Our students are at the heart of everything we do. Our curriculum is student-centred, and our aim is for their education to be inspiring, stimulating and challenging and where every student is valued and respected.

We deliver extra-curriculum and vocational lessons, which help build self-confidence, self-esteem and builds a positive self-image in the student; to fill learning gaps, enable progress and provide opportunities to learn from each other.

## **Introduction**

**The Young Women's Hub** was founded in 2014, our mission was to build a place where learning, being nurtured and feeling safe was important for the young women, for many of our young women school was a place of negative educational, social & emotional experiences which have impacted their lives significantly.

We believe that all our young women , irrespective of their starting point, deserve chances to achieve and be believed in again. We work and support students with varied needs and although we offer a range of subjects for students to learn in preparation for accreditation, equally, our fundamental purpose is to provide nurture, stability, and skills to build character, closing educational gaps to prepare our students for life post 16 in order for them to function positively in society. Each individual student is unique and with support and nurturing, is able to achieve.

We start from the basis that the school have high expectations of students, with the desire that each individual student is working towards reaching their full potential. All our staff are aware of the students' individual needs and understand that the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts, and values.

We regular provide enrichment opportunities to engage learning and promote positive attitudes towards learning which reflect the values and skills needed to promote responsibility for learning and future success.

Teachers will continue to work towards improving their subject knowledge and understanding of how to support individual student needs and personal development. Teachers ensure that a clear sequenced programme of study is in place so that students know the learning journey of the subject and what they need to do to progress, whilst building skills and knowledge.

Our aim is that all our students start to build confidence in themselves in order for them to 'own' their learning and personal development and take pride in their achievements.

## 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
- To develop positive personal and social values
- To develop emotional literacy
- To improve well-being and self-esteem
- 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 work experience placements
- 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 programs.

We recognise that at times conventional teaching methods/approaches may not suit many of our students and our flexible approach to our learners needs is key to their re-engagement and the building of their confidence. We believe in offering students a 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.

Our curriculum is based on the same principles as those in mainstream educational environments in that students are encouraged to pursue accreditation in as many subjects as is practicable. However, we understand that whilst most students are highly motivated to take examinations, in some circumstances different approaches to learning are more appropriate. Accredited frameworks may be adapted to suit a student's own pace and in other cases, emphasis is placed on vocational development and progression throughout the curriculum in the belief that our students will be ready to make the transition to college, apprenticeships, or work, when they are ready.

- Initial baseline assessments in English, Maths and Reading are completed on the first day of arrival and assessed at the end of each academic year, this will identify small steps of progress. Within-year subject assessments & feedback are also part of monitoring the progress of our students.
- Our curriculum provides ongoing support from external organisations in workshop form who work with our students on specific challenging and relevant topics in order to build knowledge and understanding and help them make better life choices.
- The Career's advisor in partnership with Lewisham Work Experience team will meet with all learners to ensure that there remains a good alignment between their learning pathway and their personal goals with relevant signposting.
- Each new student will personally discuss their learning pathway with the head of school, senior leadership team and subject teacher and agree areas of personal development.
- Student progress along the pathway is assessed through regular reviews.
- The curriculum will provide opportunities to develop 'soft skills' required for future employment.

### **KS3**

In KS3 students are taught a range of cross 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.

Students are taught; English, Maths, Science, Expressive Arts, Humanities, PE, PSHE, ICT (cross curriculum).

Careers are introduced in a workshop style over the year. Individual students can also have access to Literacy and Numeracy Intervention sessions.

### **KS4**

In KS4 students will be introduced to functional skills courses. Functional skills start in 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 offered a range of accredited courses English Language, English Literature (ability assessed), Maths, Science, Princes Trust, ASDAN, ICT, PE is taught but is not accredited at this stage. The aim at Key Stage 4, is also to enhance the curriculum offer by, for example, the following; - Work experience placements - Careers education - External vocational providers - Enterprise, business & community links

### **Preparing for adulthood**

Our intention is to equip all of our students with the character, skills and knowledge to be happy and as economically independent as possible throughout adulthood. For most students this may equate to sustained and meaningful full employment. Where a student has different or complex needs then it is about being able to make a positive contribution to society. In all cases we expect to have a positive impact on their lives.

Preparing for Adulthood Outcomes:

Overall, our outcomes for our students are underpinned by Preparing for Adulthood Measures, which are overseen by our Careers Lead:

- Education, health & Care process
- Friends, relationships & community
- Good Health
- Developing Independence,
- Education, training and finding employment

Each term students, parents/carers will have the opportunity to discuss progress and targets with subject leads. A report is created and shared with students, parents/carers termly.

### **Curriculum assessment, evaluation, accreditation and monitoring**

On entry, students' baseline levels in literacy, numeracy and reading will be assessed. The assessment will be in the form of a paper-based 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 complete end of unit assessment for English and Maths. This information informs the teacher & support staff of targets to set for students to improve/develop. Teachers' evaluation and assessment informs future planning. Students in KS4 also sit past test papers for these subjects to develop their self-esteem and confidence for KS4 exams. 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. This is undertaken by assessing student's work, schemes of work and planning documentation as well as through observations of lessons.

### **Outcomes**

From students starting points at The Young Women's Hub 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 and 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. We also learn from our students the best way to teach and support them.

### **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 into account the age and ability of the students, and their differing needs.**

### **Individual learning**

Each student at the Young Women's hub is unique. Although we wish to provide quality experiences, students learning styles and needs may mean that a more individual learning approach is needed. This is done through one to one conversation, listening and understanding the students' needs and understanding their capabilities. Through these conversations and observations an individual learning plan is drawn up.

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). We recognise that all of our students have individual problems that they are facing and need patience and guidance to help them work through their difficulties.

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;

- ● Teachers (main point of call for students)
- ● Pastoral Team
- ● Individual support sessions

- ● Art Therapist,
- Termly Progress Reports
- Family support
- 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
- Access to on-going work experience
- Preparing for Adulthood
- Working in partnership with external agencies and social workers
- Celebratory registrations
- Breakfast club
- Personal, social and health education
- Workshops and support programmes

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

### **Therapeutic offer**

Our overall aim is to provide a holistic wraparound service for young women to re-engage back into learning, develop and build character, understand their own needs and how it impacts their lives and make improvements e.g. in their behaviour or their self-worth. We have a range of services (internally & externally) that we have as part of our school to help us achieve this.

### **Multi-skilled staff**

All our staff have a passion to work with our students. Our staff receive ongoing training as well as share good practice when working with our students. Our core members of staff play a vital role in the development of our students.

### **Special Educational Needs**

We support 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.

We support students who may have a number of emotional, mental and learning difficulties and diagnosis. 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. Many of our students may have difficulties, barriers in this area. 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. The schools tutor schedule includes designated reading time for students to improve in this area

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 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 discrete class teaching and through whole school maths challenges and interventions.

### **Enterprise and employability**

Students will be given the opportunity to develop an understanding with regards to financial capability e.g. budgeting and living independently. Students will be able to gain transferable life skills through vocational subjects such as Prince's Trust and ASDAN.

At the hub we offer students in KS4 the opportunity for on-going work experience (e.g. once per week) 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 the Young Women's Hub, they can confidently approach employment or other opportunities. We work in partnership with Lewisham's work experience team.

### **PE (physical education)**

Physical activity is encouraged for all our students, it is extremely important for the students to maintain a level of fitness plus staff speak to the students about the benefits of exercise on their mental well-being. The Hub offers weekly physical activities sessions with our Personal trainer. Our main classroom can also accommodate fitness activities when the weather is not so nice. The hub has a large garden area which is suitable for outdoor sports plus the use of the trampoline. Students are encouraged at lunchtime to engage in outdoor play and taking their breaks outside. We are also fortunate to have local parks near the school in which the students can enjoy walks and other outdoor activities.

### **Registrations**

Registrations 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 registrations.

### **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 The Young Women's Hub 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. The Young Women's Hub 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 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.

### **Breakfast Club**

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 and focus for the day ahead.

## **School Council**

We want students to take an active role within the school community of The Young Women's Hub. We want our students to feel that they have a 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. The school council representatives are voted in by the other students on a termly basis.

## **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 is created each year and updated termly. Staff met on daily and weekly basis to discuss arrangements for students and any safeguarding matters.

## **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.

**Signed**

**Head of school**

**Date**

**Chair**

**Date**

