

# our values

## Respect

Respect is the foundation on which our schools values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and stakeholders.

## Effort

We recognise that our work has a positive impact on our learners and their families/carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.

## Achieve

We have the highest of expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve academically, socially and emotionally.

## Communication

In order to realise shared goals and achieve the very best for learners we work collaboratively with parents/carers, schools, academies and other stakeholders. We will communicate the highest standards and expectations at all times.

## Happy and Healthy

We have created a safe, secure and happy learning environment in which all learners can thrive. We equip learners with the knowledge and skills they need to achieve well in life. We acknowledge and celebrate their success widely.

## Respect

- To provide a safe, nurturing, and creative environment in which our learners can flourish and grow to their full potential so they can aspire and achieve
- Develop a culture where our learners are recognised as unique individuals and experience a sense of belonging.
- Develop responsible learners who have increased their cultural understanding in preparation for adult life.

## Effort

- Raise aspirations so our learners and their families have the confidence and skills in preparation for their next life stage
- Enrichment through a creative curriculum and outdoor education which underpins SMSC and British values to create responsible and active citizens.
- Support transitions at each key stage for all our learners

## Achieve

- An ambitious curriculum that promotes personal and academic progress over their time within the school community.
- A personalised, differentiated support to stretch and challenge our learner progress is accelerated from point of entry.
- Careers Information Advice and Guidance is embedded across the school promoting preparation for adulthood.



## Communication

- Create an environment that effectively breaks down the barriers to learning enabling our learners to achieve individual excellence.
- Support transitions at each key stage for all our learner
- Creates a partnership with our parents/carers and all stakeholders

## Happy and Healthy

- To promote emotional wellbeing and resilience in our learners who are then able to regulate emotions, live safe, healthy, and fulfilling lives.
- Engage our learners in learning
- Allows everyone to experience success.
- Establish a culture where staff well-being is carefully supported.

## Curriculum Intent

Through our REACH vision the curriculum will be built on the 5 Levers: Relationships, Community, Transparent Curriculum, Metacognition and Space as a systematic, relationships-based approach to address individual gaps in learning and skills.

### Curriculum Intent

- Personal and academic progress over their time within the school community.
- The majority of curriculum time is given to core subjects to ensure that our learners have the essential skills needed for life and access to the wider curriculum.
- Personalised, differentiated support to stretch and challenge our learners so progress is accelerated from point of entry.
- Ensure all our learners make progress towards national expectations to narrow the gaps in learning.
- Enrichment through a creative curriculum and outdoor education which underpins SMSC and British values to create responsible and active learners.
- Provide smooth transitions between different phases of school life to enable continuous and progressive learning at all points.
- Intervention programmes and community activities are offered to enhance learning, personal development, and safety
- Careers Information Advice and Guidance is embedded across the school.

Classes are typically taught in mixed age groups based on individual needs and dynamics.

### Implementation

The curriculum is designed to re-engage learners at an early age in the enjoyment and fun which learning can offer them. They will engage in a language enriched environment which is designed using the 6 principles of nurture groups as its foundation:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of well-being and self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication

- The importance of transition in children’s lives

There is a personalised offer across the curriculum and so it is made relevant to the needs of the learners remaining flexible and adaptable to the context, background and needs of the learners. The curriculum is inclusive and accessible to every learner.

The curriculum is creative and has a culture of experiential, interactive, physically engaging and stimulating activities to promote interest, curiosity, exploration, and engagement.

**Infants:**

For those learners entering within our infants’ phase, learning is categorised into:

Learning and development: communication and language; physical development; personal, social and emotional. Plus, 4 key areas: literacy, maths, understanding of the world and expressive art and design. These are achieved through play, exploring, active learning, creativity and thinking critically.

**Academic achievement**

<p>R Effort Achieve C H</p>	<ul style="list-style-type: none"> <li>• English: Reading, Writing, Spelling (including phonics) and Personal Development.</li> <li>• Language, Communication + Social Interaction</li> <li>• Speaking and Listening</li> <li>• Maths</li> <li>• Science</li> <li>• Humanities</li> <li>• ICT</li> </ul>
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### Preparing for working life

<p>Respect E A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Personal Development - Relationships and Sex Education and Health Education</li> <li>• STEM and Careers days.</li> <li>• Edible gardens and cookery</li> </ul>
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### Becoming active and responsible citizens

<p>Respect Effort A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Creative Mindfulness</li> <li>• Forest School</li> <li>• Music</li> <li>• Art +Design</li> <li>• PE</li> <li>• ‘Reading Therapy Dog’</li> </ul>
<p>Respect Effort A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Enrichment opportunities, when the normal lesson timetable is suspended, take place during the year. This allows learning in different ways such as off site, with external providers. These cover subjects such as Staying Safe, British Values and Study Skills.</li> </ul>

**Key Stage Two**

We offer a topic-based curriculum, we plan learning around a topic which is dictated by the interest of the current cohort, linking as many subjects as possible, giving learners a more meaningful, creative, context-based experience.

We personalise learning by offering specific interventions during our tray time work and also during a timetabled intervention slot. Tray time is also an opportunity to focus on the basic skills, including reading, spelling, comprehension, tables knowledge and recall and handwriting.

We offer a rich, varied curriculum, with a good balance of academic and skill-based learning opportunities. This helps to build confidence, self-esteem and resilience as well as academic abilities. This balance also helps to re-engage reluctant learners back into education, allowing them to discover a love of learning and an enjoyment of education.

**Academic achievement**

<p>R Effort Achieve C H</p>	<ul style="list-style-type: none"> <li>• English: Writing Reading (including phonics)</li> <li>• SPAG</li> <li>• Language, Communication + Social Interaction</li> <li>• Speaking and Listening</li> <li>• Maths</li> <li>• Personal Development</li> <li>• Science</li> <li>• Humanities</li> <li>• ICT</li> </ul>
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### Preparing for working life

<p>Respect E A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Personal Development – Relationships and Sex Education and Health Education</li> <li>• STEM and Careers days</li> <li>• Edible gardens and cookery</li> <li>• Social Skills</li> </ul>
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### Becoming active and responsible citizens

<p>Respect Effort A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Creative Mindfulness</li> <li>• Outdoor Education</li> <li>• Music / drumming</li> <li>• PE</li> </ul>
<p>Respect Effort A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Enrichment opportunities, when the normal lesson timetable is suspended, take place during the year. This allows learning in different ways such as off site, with external providers. These cover subjects such as Staying Safe, British Values and Study Skills.</li> </ul>

## Secondary Curriculum

Our curriculum is divided into three distinct categories which motivates and supports learners towards their learning and employment goals. These are academic achievement, preparing for working life and becoming active and responsible citizens.

### Key Stage Three

We provide an exciting and aspirational personalised curriculum with a strong emphasis on improving literacy and numeracy skills, as well as helping learners understand their emotions, build confidence, self-esteem and improve their behaviour. Enrichment activities are delivered on an afternoon with the focus on improving health, well-being and fitness.

#### Academic achievement

<p>R Effort Achieve C H</p>	<ul style="list-style-type: none"> <li>• English – including English mastery</li> <li>• Mathematics – including maths mastery</li> <li>• Science</li> <li>• Modern Foreign Languages (MFL), Spanish</li> <li>• ICT</li> <li>• Reading Plus is used to rapidly catch up for our learners who are behind in their chronological reading age.</li> <li>• Additional support is provided to help all learners close the gaps through subject specific intervention.</li> </ul>
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### Preparing for working life

<p>Respect E A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Personal development - Relationships and Sex Education and Health Education, Preparation for Adult Life</li> <li>• STEM across the curriculum</li> <li>• Cross curricular careers focus</li> <li>• National Careers Week</li> <li>• Opportunities for work placements with a range of different providers</li> </ul>
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### Becoming active and responsible citizens

<p>Respect Effort A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Creative Mindfulness</li> <li>• Outdoor Education</li> <li>• Music / drumming</li> </ul>
<p>Respect Effort A Communication Happy &amp; Healthy</p>	<ul style="list-style-type: none"> <li>• Enrichment opportunities, when the normal lesson timetable is suspended, take place during the year. This allows learning in different ways such as off site, with external providers. These days cover subjects such as Staying Safe, British Values and Study Skills.</li> </ul>



## Key Stage Four

We help learners aged 14-16 to overcome their difficulties and achieve their potential by raising their aspirations, confidence and self-esteem. We provide an exciting and relevant individualised curriculum with a strong emphasis on important academic qualifications, functional skills, life skills, vocational skills and employability. The curriculum is designed to ensure that learners are equipped for the next stage in their lives. Staff at the Link School are highly dedicated, professional and determined to help the learners who attend the provision.

### Academic achievement

R Effort Achieve C H	<b>GCSE (Core)</b> <ul style="list-style-type: none"> <li>• English language</li> <li>• English literature</li> <li>• Maths</li> <li>• Statistics</li> <li>• Combined Science</li> <li>• Citizenship</li> </ul>
	<b>GCSE/ BTEC Options</b> <ul style="list-style-type: none"> <li>• Art &amp; Design</li> <li>• Hospitality &amp; Catering</li> <li>• Sport</li> <li>• iMedia</li> </ul>
	<b>NCFE (Level 1/Level 2)</b> <ul style="list-style-type: none"> <li>• Food and Cookery Skills</li> <li>• ICT</li> <li>• Health and Fitness</li> <li>• Occupational Studies in the workplace</li> </ul>

	<p><b>Vocational options</b></p> <ul style="list-style-type: none"> <li>• Hair &amp; Beauty</li> <li>• Mechanics</li> <li>• Construction</li> <li>• Joinery</li> <li>• Painting and decorating</li> <li>• Small animal care</li> <li>• Horticulture</li> <li>• Sport</li> <li>• Equine</li> </ul>
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**Preparing for working life**

<p>Respect E A Communication Happy &amp; Healthy</p>	<p><b>NCFE (Level 1 and Level 2)</b></p> <ul style="list-style-type: none"> <li>• Award for CV writing</li> </ul>
	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• National Careers Week.</li> <li>• National Apprenticeship Week</li> <li>• High quality careers education, information and guidance.</li> <li>• College Visits</li> <li>• Careers guidance interviews.</li> <li>• Enterprise Advisor activities</li> <li>• Attendance at school and external careers fairs.</li> <li>• Opportunities for work placements with a range of different providers.</li> <li>• Promotion of STEM across the curriculum.</li> </ul>

## Becoming active and responsible citizens

Respect E A Communication Happy & Healthy	<b>NCFE (Level 1 and Level 2)</b> <ul style="list-style-type: none"> <li>• Award in alcohol awareness</li> <li>• Award in sexual health awareness</li> <li>• Award in mental health</li> <li>• Award in substance misuse awareness.</li> </ul>
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### Remote Learning (Respect, Effort, Achieve, Communication, Healthy)

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home.

The primary platforms the school will use to deliver continuity of education are:

Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com>

Century Learning: <https://www.century.tech/>

This is an online learning platform for secondary learners. Century adapts personal pathways contains micro-lessons called 'nuggets' designed to address gaps in knowledge, provide stretch and challenge and promote long-term memory retention.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning.

### Alternative Pathways to GCSE (R, Effort, Achieve, Communication, H)

We offer a range of pathways to GCSE to meet the specific learning needs of our learners but to enable them all to be highly employable. This includes our learners having access to work placements, we currently work with:

- Springboard – hair and beauty, mechanics, construction, joinery, painting & decorating, small animal care.
- Evolve Soccer Academy – functional skills in English and maths, biology, BTEC Sports diploma.
- Pinnacle Training – construction
- World Training – English, Maths and BTEC Sports.
- Chameleon Training – provides training, qualifications and apprenticeships for people wanting to pursue a career in the Automotive industry.
- Learning Curve - Construction

### **Daily Tutorial**

Learners have a daily tutor time covering personal development topics and preparation for the next stages in their learning journey.

### **1 to 1 Programme** (Respect, Effort, Achieve, Communication, Happy & Healthy)

For those learners who are significantly vulnerable and are unable to access the curriculum offer in school, these learners are offered one to one tuition where they are offered access to English, maths and a personal development /citizenship curriculum. The aim is to re-engage them in learning and return full time to into school.