



Odyssey House School

Curriculum Policy

Author / reviewer:	Simon Reynolds	Designation:	Chief Operating Officer (COO)
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Approved by:	Charu Kashyap	Designation:	CEO & Co-Founder
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This policy links with policies for:

- Individual subjects
- Schemes of work and programmes of study for each subject
- Assessment
- SMSC
- Careers Education and Guidance

This policy should also be read in conjunction with:

- Key Stage Curriculum Overviews
- Key Stage Curriculum Content Overviews and benchmarked Age-Related Expectations

1.Introduction

1.1 Policy Context & Rationale

Odyssey House School provides for pupils in Key Stages 2, 3, 4 and 5 who need nurturing through their educational journey. This may include children with social, emotional, and mental health needs, for example:

- ☞ those who are not thriving in their current educational placement
- ☞ those with some mild behaviour difficulties
- ☞ those who refuse to attend school
- ☞ previously home-educated children
- ☞ and those with learning difficulties such as dyslexia, dyscalculia, and developmental coordination disorder (dyspraxia).

Odyssey House is an independent school that gives its pupils specialist teaching and therapeutic support tailored to suit their individual needs. At Odyssey House School pupils are in control of their education journey. They can either stay at the school until they are 18 years old, or they may choose to stay for a shorter period with the aim to move on to a school or college of their choice. At the very least, pupils will attend Odyssey House School for a minimum of one year based on regular in-depth reviews of their academic progress and personal development.

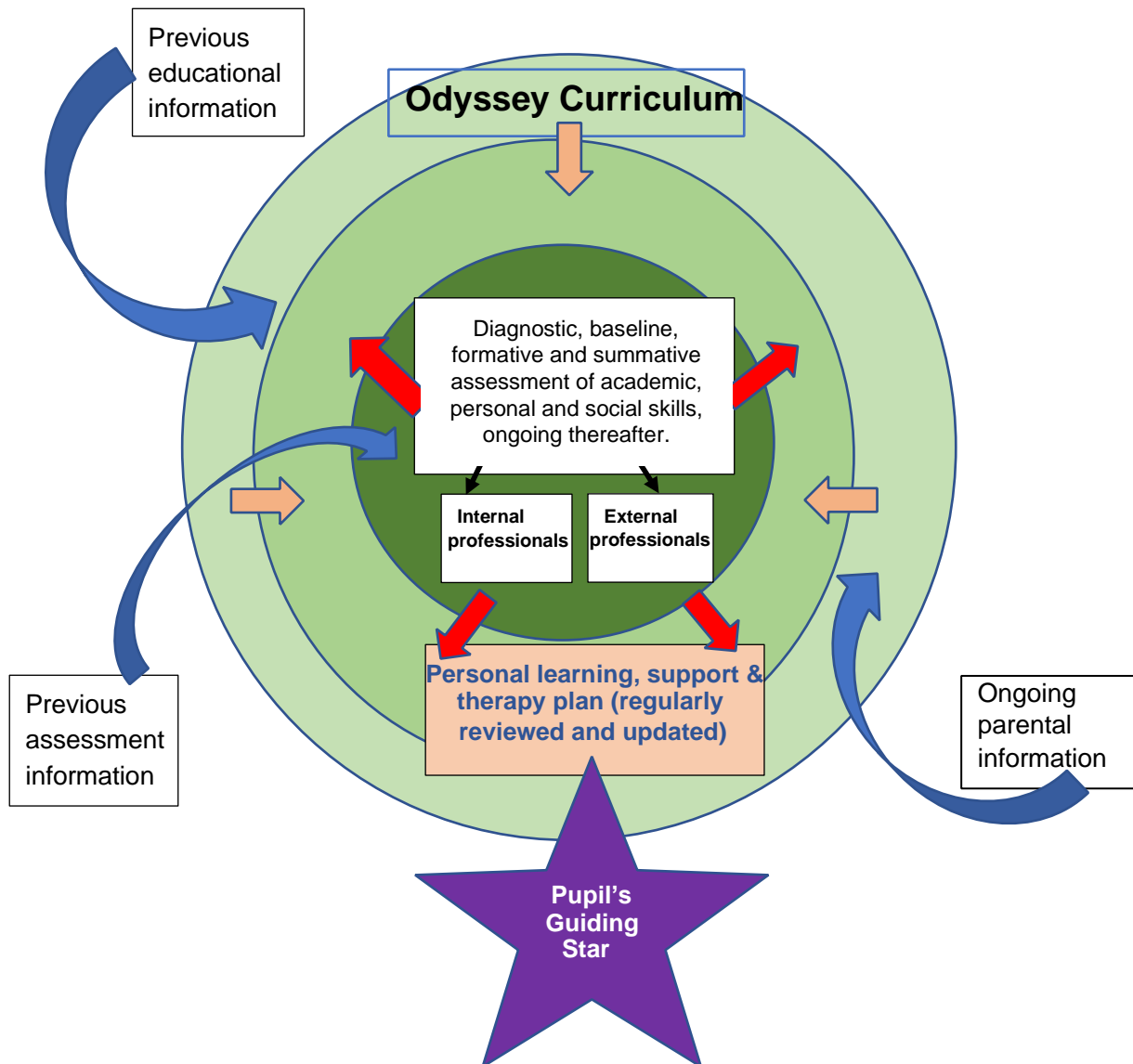
Assessment is central to the work of Odyssey House School. We use a range of initial assessments to determine the exact needs of pupils who will attend, as well as those who will be served by the Odyssey IN2SCHOOL programme (education re-engagement). This latter provides a specialist curriculum designed specifically to re-engage pupils who have been out of education or are at risk of exclusion. Through the expertise of staff and as subject experts, we continue to assess and provide input and guidance to Odyssey House School pupils and staff, usually at the school.

On entry to the school, the initial focus is to ensure that the pupil settles into the education routine and starts to build key attachments with staff. As part of this process, further assessments are made of pupils' educational needs. These include academic assessments such as in numeracy and literacy as well as other assessments which consider the child's personal development, social, and emotional well-being. This enables us to have a more rounded picture allowing us to build a bespoke package tailored to each pupil's education journey to success.

Assessments continue throughout pupils' time at Odyssey House to ensure provision is tailored to drive their progress effectively. The initial and subsequent assessments inform each pupil's individual learning and support plan (Guiding Star) which, in turn, enables a challenging but relevant curriculum to be developed for them. (See diagram 1 below). The plan will be reviewed termly as a minimum.

Parents are closely involved from the initial assessment right through to the pupil's transfer from Odyssey House School. We believe the most successful outcomes for individuals are based on a strong partnership between parents and Odyssey House School staff, and close liaison with the receiving school/college/placement.

Diagram 1: Generation of a pupil's personal learning support plan (Guiding Star)



Each pupil's PLSP (Guiding Star) is developed by integrating the outcomes of the assessments, together with parents' contribution, previous and ongoing assessments, and school information, with the Odyssey House School curriculum.

2. Curriculum Intentions & Impact

2.1 Intentions

Odyssey House School intends to:

- provide pupils with an exciting, rigorous, and interesting range of challenging learning experiences and opportunities, through both the core and extended curricula
- recognise the individual needs and talents of all pupils and facilitate the development of their intellectual, moral, physical, social, spiritual, cultural, creative, and personal capacities through explicit teaching and the implicit ethos of the school
- ensure that the curriculum reflects statutory requirements and guidance, but is flexible and relevant to pupils' varying needs
- systematically measure, assess, and record the progress of each pupil from entry and throughout their time at Odyssey House School, and use this information to tailor their curriculum and support to ensure effective progress
- set achievable but challenging targets that promote an ethos of continual improvement and self-recognition of value in each pupil
- prioritise core skills and address any gaps in learning.

2.2 Impact

The impact of the Odyssey House School curriculum is to enable pupils' to:

- become successful learners who enjoy learning, make progress, and achieve well
- become confident individuals and responsible citizens, who live safe, healthy, and fulfilling lives and make a positive contribution to society
- develop positive self-esteem, a sense of worth and respect for themselves and others, and achieve personal well-being
- develop their curiosity, problem-solving and thinking skills
- improve their skills, knowledge and understanding in literacy, numeracy, and science
- improve their skills, knowledge and understanding in all other subjects
- develop their speech, language, and communication skills, and communicate with and relate to others effectively and constructively
- access and use technology effectively and safely
- understand and positively influence the world in which they live
- develop physical understanding and ability
- appreciate and enjoy aesthetic and creative activities
- extend their spiritual, moral, social, and cultural development
- develop a thirst for learning.

3. Curriculum Overview

3.1 Summary overview of the curriculum

Odyssey House School is committed to providing a broad, balanced, and relevant curriculum for its pupils.

At Key Stage 2, pupils follow a broad and balanced curriculum aligned to the National Curriculum and includes all the areas of learning required by the Independent School Standards. It is assessed against published Age-Related Expectations.

At Key Stage 3, pupils follow a broad and balanced curriculum based on the National Curriculum and includes all the areas of learning required by the Independent School Standards. (See diagram 2). It, too, is assessed against published Age-Related Expectations following individual flightpaths determined by end of Key Stage 2 assessments where available.

At Key Stage 4, a diet of GCSE, Entry Level, Level 1 and Level 2 and Functional Skills awards (Pearson, AQA and OCR) are provided to suit each individual and include the core subjects required. Other accreditation, for example provided by, AQA Unit awards, STEM, CREST, ASDAN and short courses will be offered as needed.

At Key Stage 5, a bespoke study programme is provided for students whose gaps in learning were not narrowed sufficiently by the end of Key Stage 4. Students can prepare for GCSEs or other accredited courses, including re-sits, or follow a combination of vocational and academic programmes. The offering at Key Stage 5 is not a Sixth Form entry but an opportunity for pupils who may wish to take additional GCSEs or have the opportunity for more catch-up time to enable them to undertake qualifications / credits up to GCSE levels.

All pupils regardless of age, ability and needs, have access to an education which has the breadth and range expected by national frameworks. The amount of time spent on each subject will be based on priority needs, on the age of the pupil and, for those in Key Stages 4 and 5, to meet subject specification requirements.

Curriculum planning is rigorous and ambitious. Each pupil's personalised curriculum is developed from information gained from the Odyssey House School assessments and information from parents and the pupil's previous setting and assessments. Our intent is that everyone's curriculum will give them the knowledge, skills, support, and personal development they require for a successful future in education or employment.

Intrinsically tied in with the curriculum is its effective implementation. This is achieved through closely monitored and supported high quality teaching, suitable resources, and ongoing assessment to help pupils embed and use their knowledge widely, and to check understanding and inform teaching.

The impact of our strong curriculum, teaching and support is that pupils achieve well. They develop their skills and knowledge across the curriculum and can apply them in a range of contexts and cross-curricular work. They read widely and often, with fluency and comprehension. The curriculum encompasses three important streams.

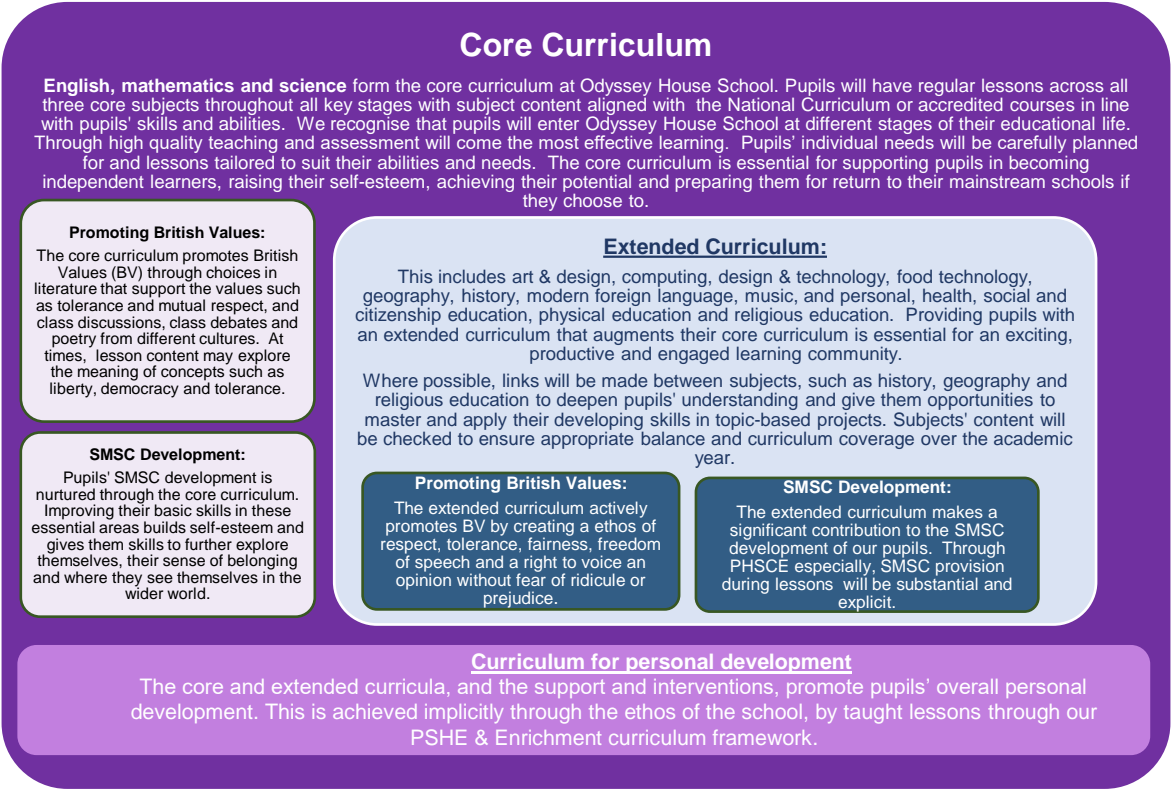
Firstly, it emphasises the core subjects to help pupils fill gaps in prior learning and move forward to make effective academic progress. It also exposes pupils to new subjects to expand their intellectual repertoire.

Secondly, it engages pupils through an active, dynamic approach which makes links between subjects to extend, deepen and embed their learning. Some of these subjects are combined and taught through themes and topics, such as ‘the value of friendships’ or ‘culture, identity and place’.

Thirdly, the curriculum both explicitly and implicitly supports pupils’ personal, social, emotional, spiritual, moral, and cultural development (SMSC). Aspects of SMSC are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviour of everyone.

This is achieved through the ethos of Odyssey House, through taught lessons in personal, social, health and citizenship education, with constant support for pupils’ well-being and resilience. (See diagram 2)

Diagram 2: Curriculum Overview



Underpinning our curriculum is the conviction that all adults must be aware of pupils' strengths and difficulties, and work in conjunction with them, their parents and other professional agencies to:

- safeguard pupils and ensure their well-being, as well as the safety and well-being of staff
- foster a secure, safe, stimulating and enriching educational environment
- hold high expectations of pupils for academic achievement, behaviour and personal development
- incorporate multi-professional advice and support into their planning for the benefit of each individual pupil.

The expectation at Odyssey House School is that teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up to date, are self-critical, forge positive professional relationships, and work with parents in the best interests of their pupils. Teachers will, always, adhere to the Teachers' Standards. The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

3.2 Planning the curriculum

The curriculum can be clearly categorised into three streams as shown in diagram 3: the core curriculum, the extended curriculum, and the curriculum for pupils' overall personal development. Learning opportunities will be presented through a range of approaches, such as enquiry, active and practical learning, and will take account of pupils' varying learning styles. Wherever curriculum planning is explicit, adjustments will be made for each individual pupil's learning needs and the support required, as identified by ongoing assessments.

At Odyssey House, to support the flexibility required by our students, we present our curriculum in the areas of learning required by the Independent School Standards. The diagram below shows, however, how these links with 'traditional' school subjects.

Diagram 3: Odyssey House School curriculum delivery

Regulatory area of learning	National curriculum/accredited subjects. Aspects also embedded throughout
Linguistic	English;
Mathematical	Mathematics
Scientific	Science
Technological	Food Technology

Human and Social	Geography; History; Religious Education; Citizenship
Physical	Physical Education
Aesthetic and creative	Art and design; Music;
PSHE / Careers	PSHCE; Citizenship; Careers Education

3.3 The core curriculum

This consists of English, Mathematics and Science. The core curriculum forms the foundation on which all other aspects of learning take place. Extending their literacy, numeracy and scientific skills, knowledge and understanding enables our pupils to develop their ability to communicate, engage in other subject areas, solve problems, and think creatively.

Literacy and numeracy are foci. These are taught daily as discrete subjects, with all staff being aware of individuals' targets, and are also cross-referenced in other curricular planning. Careful baseline assessment will enable staff to identify gaps in learning or talents and provide catch-up programmes or extra-challenging work to meet each pupil's particular needs.

Subject matter for the core subjects will be taken from the Odyssey House School schemes of work, each, in turn, based on the National Curriculum or accredited courses at the appropriate age and stage. More detail is found in each subject's policy and planning documents.

The actual content of lessons will depend on the prior assessments of each pupil's current level of skills, knowledge and understanding. Consequently, while pupils might be studying the same unit of work, challenging targets for everyone will reflect the next steps required in their personal learning journey. Assessment of their success in this will feed into the next lesson/unit of work's planning.

3.4 The Extended Curriculum

The Extended Curriculum provides an opportunity for pupils to experience a wealth of different subject areas and see the connections between them. This approach deepens pupils' understanding of each subject and enables them to apply the skills learned in other areas, particularly literacy.

The curriculum for these subjects follows the Odyssey House schemes of work, based on National Curriculum guidance, accredited courses, and vocational awards as relevant. However, subjects may, at times, be combined and taught through themes and topics, for example, PSHCE with religious education, or technology with art and design. To ensure that breadth and balance across the curriculum is maintained, the subject content covered is carefully tracked to ensure that the expected breadth in all subjects is maintained.

3.5 The curriculum for personal development

Supporting pupils' personal development, including the promotion of British values and their spiritual, moral, social, and cultural development underpins learning across the curriculum. Odyssey House School strongly promotes pupils' personal learning and thinking skills with the aim of pupils becoming successful learners, confident individuals, and responsible citizens of the future.

Where pupils have had difficult experiences in their previous school, this can result in anxiety, a barrier towards school or the pupil falling behind in their learning. Pupils might have an Education and Health Care Plan outlining the specific support required for their needs. Conversely, pupils may struggle with relationships or anxiety in school because they find learning easier than their peers, which can be resented.

Odyssey House School aims to address all such issues through its small classes, supportive and needs-led provision of interventions, careful planning, and flexibility. We emphasize mindfulness, well-being, and resilience in everyone. We do not fit the pupils to our curriculum and provision; we tailor our curriculum and provision to fit the pupils. At times, this will require a flexible approach to the timetable, for example, for those pupils who might previously have refused to attend school.

However, the overriding objective is for young people to leave Odyssey House School with a high level of self-esteem, confidence in their ability to learn and develop further and to be able to engage positively and productively in their next educational setting or in employment.

Personal, social, health and citizenship education (PSHCE) is taught through a coherent, planned and progressive program of study for all year groups. However, we recognise that successful personal development stems from a wider provision, which includes:

- constructive relationships with staff
- appropriate daily routines in school
- assemblies and community meetings to give pupils a voice
- curriculum enrichment through visitors to the school and educational visits
- upholding and actively promoting British values
- the provision of religious education and careers education (see separate policies)
- constructive approaches to behaviour management.

i. British Values

We promote 'British Values' in all aspects of our provision and through our explicit and implicit provision for pupils' spiritual, moral, social and cultural development. These aspects permeate the curriculum and support the holistic development of pupils. We recognise that such development is most successful when these values and attitudes are promoted and modelled by the staff. Subjects such as history, English, PSHCE, religious education and current affairs provide excellent vehicles for the direct promotion of British Values.

We have identified 'British Values' to be:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of different faiths and beliefs
- respect all, including those with Protected Characteristics.

ii. Promotion of political views

Partisan political views are not promoted in the teaching of any subject at Odyssey House School. When political issues are brought to the attention of the pupils, we ensure that a balanced presentation of opposing views is offered. This applies:

- while the pupils attend school
- when the pupils are taking part in extra-curricular activities which are provided or organized by or on behalf of the school
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

iii. Spiritual, Moral, Social and Cultural (SMSC) development

The Odyssey House School vision and values have a strong commitment to pupils' spiritual, moral, social and cultural development. We take this to mean:

Spiritual development: the ability to explore beliefs and experience and respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination, creativity and reflection.

Moral development: recognition of right and wrong; have respect for the law; understand the consequences of actions; be able to explore moral and ethical issues; and can offer reasoned views.

Social development: use a range of social skills appropriate to different contexts; participate positively in the local community; appreciate diverse viewpoints; participate, volunteer, and cooperate with a range of other people in different situations; resolve conflict; appreciate the role of Britain's parliamentary system; and engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development: appreciate and value diverse cultural influences; participate in cultural opportunities; understand, accept, respect, and celebrate diversity.

Our approach to SMSC ensures that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem, and self-confidence

- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people, paying regard to the Protected Characteristics set out in the 2010 Act: and
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Discriminatory or extremist opinions or behaviours are challenged as a matter of routine. In addition, our approach to SMSC ensures that all pupils will gain an:

- understanding of how citizens can influence decision-making through the democratic process; Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence
- understanding that the freedom to hold other faiths and beliefs is protected in law
- acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour, and
- Understanding of the importance of identifying and combatting discrimination.

The provision for pupils' SMSC development is embedded throughout the curriculum and everyday activities at Odyssey House School. All subjects provide excellent vehicles for promoting pupils' SMSC development, for example through collaboration with peers, exploring moral dilemmas in science, learning about different cultural influences in art and history, and appreciating the plight of those less fortunate than themselves in current affairs.

3.6 Curriculum enrichment

A key approach to curriculum planning at Odyssey House School is to ensure that the pupils find it engaging, that it captures their imagination, gives them opportunities for success and offers learning experiences that broaden their horizon. Hence, curriculum enrichment at Odyssey House School plays a key part in helping bring the curriculum alive and gives new and unique learning experiences to all the pupils.

The curriculum enrichment programme is designed to provide enrichment experiences to all pupils throughout the school year. This includes:

- ☞ six cultural enrichment days per academic year
- ☞ a half termly after school club offer that includes guided learning opportunities
- ☞ one enrichment activity per week as an opportunity for broadening horizons and minds

Every subject area is expected to run a specific trip and visit that links to the subject matter being taught and the intention of the visit/trip is to support and enrich the students' learning. Our intent is that everyone's curriculum will give them the knowledge, skills, support, and opportunities for personal development to ensure that they are able to achieve their 'personal best' and prepare them for their future education and/or employment.

4. Personalising our offering: The Odyssey Pathways

Odyssey House School recognises that each pupil is a unique individual with their own strengths. We provide a challenging curriculum for each one, but do not try to provide a 'one size fits all' educational experience. Our curriculum is flexible and fluid providing our learners with the freedom to choose in pursuing their passions, goals, and talents. With this in mind, we have three main pathways which help inspire and guide our students to do the very best they can, academically and personally, during their time with us. These pathways are as follows:

Explorer Pupils explore learning and what they enjoy. Explorers restore their love of learning, fill in gaps and resume making progress. This motivates pupils to engaging with the content and discover it further. There is a strong focus on promoting pupils' personal development, interaction and life skills. This approach is prevalent for pupils in Key Stage 2 but can continue through Key Stage 3 and on to the end of Key Stage 4 if appropriate.

Path maker Pupils refine their choices, skills, and passions in learning. Teaching in subjects and thematic learning deepens and widens, so preparing pupils for the next steps in their statutory education. The focus on promoting pupils' personal development, interaction and life skills is maintained.

This approach is prevalent in Key Stage 3 but exists to some extent for some pupils in Key Stage 2. It can continue to the end of Key Stages

4/5 where students study a combination of academic, vocational, and thematic areas of learning.

Pioneer This is prevalent at Key Stages 4/5. Students have a clear vision of their next steps in education or employment and how to achieve it. Teaching focuses on academic and vocational learning, employability, and life skills.

The pathways are fluid between subjects to consider the individual needs of our learners for example a learner could be a Pioneer in mathematics and an Explorer in English. In addition to the above, regular 'drop down days' and curriculum-based visits will be provided to provide interesting and exciting enrichment to the curriculum. These are illustrated as shown below in diagrams 5 & 6.

Diagram 5: Key Stage 2/3

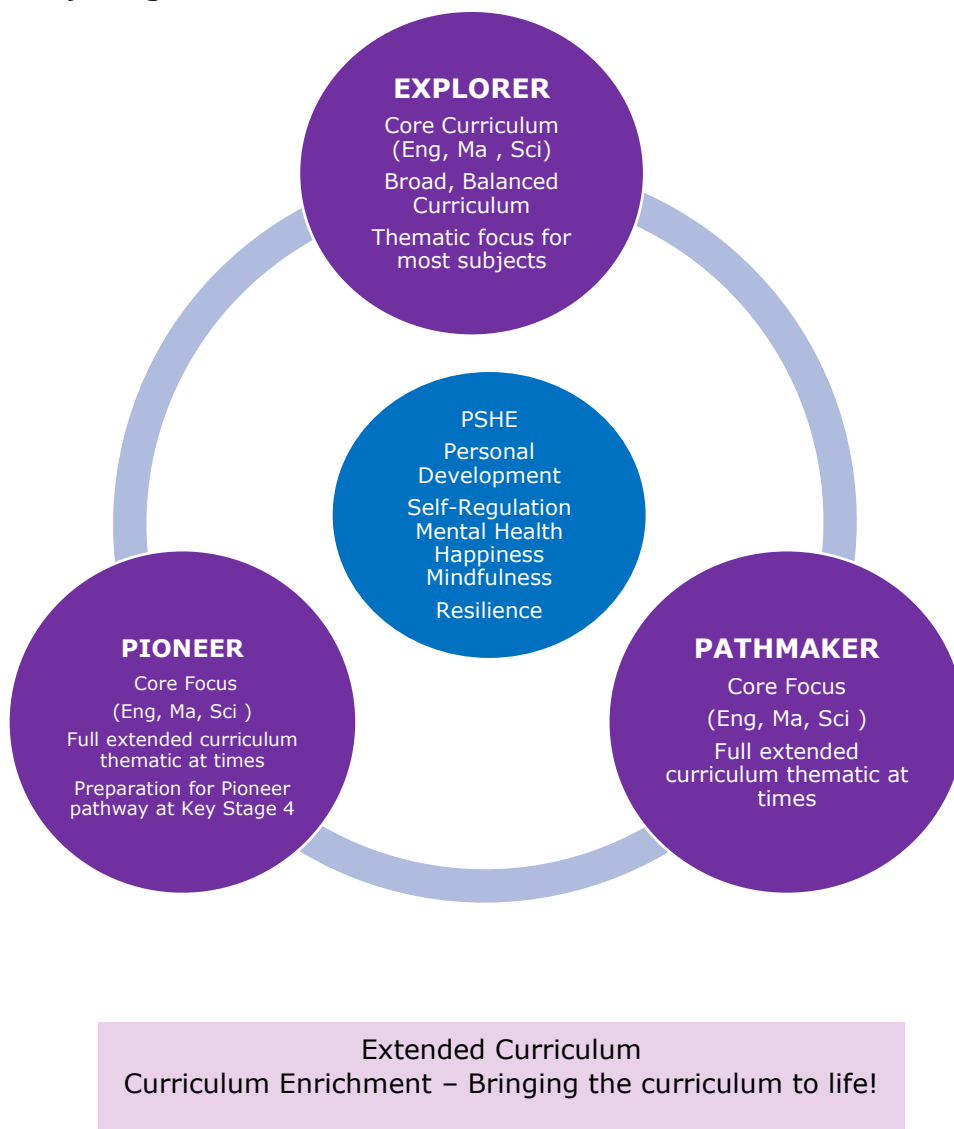
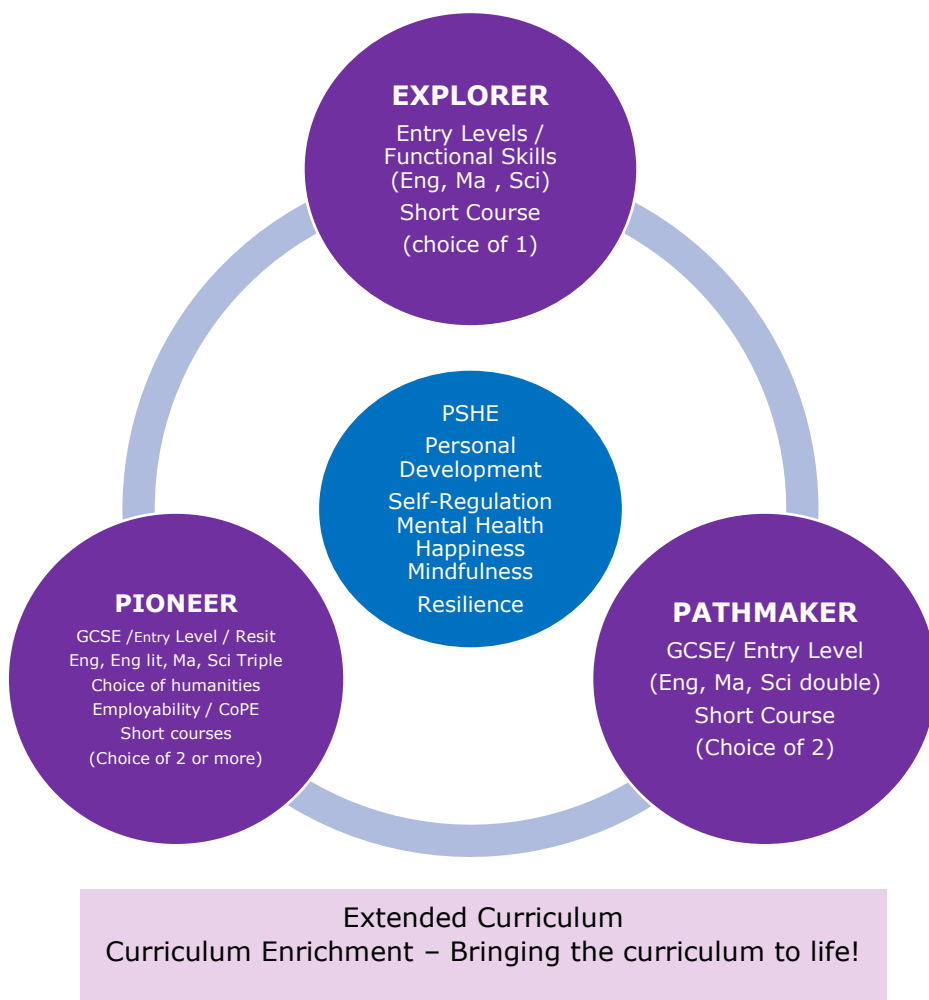


Diagram 6: Key Stage 4/5



Core subjects (GCSE/BTEC FS/ELC)	Vocational/ creative subjects	Vocational College Tasters	Work related Learning	Personal and Social Development	Sports and activities
English	Food Technology	Computing	Vocational visits and talks	Environment & Sustainability	Sports (team and individual) and fitness
Maths	Art	Construction	Work Experience	Citizenship	Adventure Learning
Science	Sports Leaders	Hair and Beauty	Careers	Beliefs and Values	Outdoor learning
History	Duke of Edinburgh	Hospitality	Enterprise	Personal finance	
		Land Based Studies	Volunteering	Living independently	
		uniformed Services	Travel training	PSHE	
		Small animal care	Horticulture		