



# Lanes To Success: 25/26 Update



Meridian  
Trust

At The Harbour School, learners' needs will be at the heart of what we do and how we behave. Our response to their needs will be constructed around a core offer based on our three 'Lanes to Success' and the adaptations required to ensure an effective curriculum is planned.

The ethos of our School; 'Be Safe, Be Respectful and Learn Stuff', (which was developed by the learners) underpins the expectation that we identify, develop and celebrate every individuals' qualities, making sure that we plan from where the learner is. Each learner's curriculum, known as 'My Lane to Success', will be delivered through our planned curriculum approach and is focused on what we know about them, what they want and need, and the knowledge, visions and priorities of parents, careers and other professionals.



# Learners at the Heart



Our learners have varying and often unsettled social, cultural and spiritual backgrounds, including in their experience of education. This sits alongside their different, and often rapidly changing, needs, both socially and academically.

Whilst it is important that we give all learners the opportunity to have a set of common experiences – with high aspirations for all, we must make sure that the needs of our learners are met by the adaptations we make to the opportunities provided. Our planned learning prepares young people well for their next steps in life, remembering it doesn't stop here.

# A Curriculum for the Future

The 'Lanes to Success' Curriculum has three lanes and ensures that purposeful experiences are prioritised, based on need and starting points as well as exposing learners to a range of opportunities and approaches.

We believe we must first identify what is most important for each young person to learn to enable the next step of their learning journey. It is key that we offer learners a curriculum which is rich in experiences, knowledge, understanding (including vocabulary) and skills. For our curriculum to work at its best we must:

- Know our learners well, including their families and wider networks.
- Start from what each learner knows, understands and can do.
- Allow our learners to excel at those things they do well.
- Give our learners opportunities to achieve in the wider sense through our extending the boundaries curriculum including firsthand learning and experiences (Pledges & 99 Things).
- Develop opportunities to allow all learners to reduce their dependency on the staff around them in readiness for when they leave us, including self regulation.
- Enable learners to be valued members of their local community and be well placed to access the wider community
- Celebrate success at every opportunity. To do this we must measure and value the progress our learners make including small steps



## A Purposeful Approach



Through our Lanes to Success we ensure the delivery of Core subjects and other National Curriculum areas. The aspects related to wider learning are delivered through our Extending the Boundaries Curriculum (EBL).

Using an individualised approach, we ensure that we are constantly building on previous experiences, knowledge, understanding and/or skills. We do this by knowing and understanding where our -learners want to go next. To know and understand where we want each learner to get to at the next transition or by the time they leave us we **MUST** know what their hopes and aspirations are.

Through our use of Evidence for Learning (EfL) we monitor and evaluate steps of progress. We ensure that learning follows a coherent sequence that is planned and that is retained and applied. We do not place a ceiling on the opportunity to gain from our curriculum at any level.

# The National Curriculum

The 'Lanes to Success' Curriculum has three lanes. These lanes consider the needs of learners and the ways in which they will make best progress. This means that the lanes, whilst they may on occasion teach the same area of study, will have different approaches to learning. All lanes have a planned curriculum approach and, whilst all are taught by highly skilled staff, not all are taught by subject specialists. Learners start from the safety of the Harbour and challenge themselves through our learning lanes. All lanes consider the individuals, and their families hopes for the future. All have high expectations and none of them limit the learning journey of a young person. Just like roads, lanes can cross, and learners can have some individual aspects of curriculum which might be delivered in another lane/approach, for example, a learner who is musically talented will be encouraged to develop skills from their individual starting point and not be limited by the lane they are on.

Class groupings are lane based but also consider the key stage, the dynamics of individuals and the group. This gives everyone the best opportunity to make progress.

## Pioneer



## Adventure



## Explore

# The 'Lanes'



Our curriculum is designed to promote the social, moral, spiritual and cultural development of the learners as well as their intellectual and physical development. We want our curriculum to engage learners as active participants in their education. The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those learners of compulsory school age. This is blended with opportunities for learners to develop functional skills, social, emotional and independence skills and skills for working life to support all to be successful members of the community being able to contribute to the society around them and have successful and fulfilling lives. This will not always reflect a traditional approach to learning, which will vary from learner to learner, class to class and year to year.

SMSC underpins everything that we do at The Harbour School to support learners to become successful and valued members of society, and we have sessions for extending the boundaries of learning across the school to support learners in the enrichment and experience of education at The Harbour

The promotion of social, moral, spiritual and cultural development is delivered throughout all subjects via our school values: 'Be Safe, Be Respectful & Learn Stuff'.



# The Intent



Through our Lanes to Success, we ensure the delivery of Core subjects and other National Curriculum areas. The aspects related to wider learning are delivered through our Extending the Boundaries Curriculum (EBL).

Using an individualised approach, we ensure that we are constantly building on previous experiences, knowledge, understanding and/or skills. We do this by knowing and understanding where our -learners want to go next. To know and understand where we want each learner to get to at the next transition or by the time they leave us we **MUST** know what their hopes and aspirations are.

Through our use of Evidence for Learning (EfL) we monitor and evaluate steps of progress. We ensure that learning follows a coherent sequence that is planned and that is retained and applied. We do not place a ceiling on the opportunity to gain from our curriculum at any level.

*Explore learners will follow the thematic curriculum which makes links to key areas of the NC with an emphasis on promoting communication, life skills and problem-solving*

**Learner characteristics**

- Intentional communication of needs and wants.,
- Developing levels of comprehension
- Developing appropriate use of Social Communication.
- Greater contextual and social awareness
- Emerging problem-solving skills

**The Thematic Curriculum**

- Multi-sensory experiences with an emphasis of cause and effect
- Opportunities to express needs and desires
- Make connections to the world around them

Planning

Curriculum is delivered through themes/projects that makes links to NC  
Targets set from subject specific Flight Paths  
PLGs (APDR) linked to EHCPs are woven through all learning opportunities

Assessment

Progress measured against Flight Paths and PLGs linked to the EHCP outcomes. This is captured on Evidence for Learning (EFL)

*Adventure learners will follow the thematic curriculum, with learners offered discreet Science, DT, PE, Food Tech, PHSE, Music/Media, IT*

**Learner Characteristics**

- Reciprocal communication
- Developing levels of independence
- Socially aware and shows want to engage, will regulate with prompts
- Developing understanding of abstract concepts
- Greater levels of comprehension and retention

**The Thematic/Core Curriculum**

- Multi-sensory experiences used as a vehicle to promote meaningful learning opportunities and social interaction
- Focus on promoting independence and problem-solving skills
- Make connections to the world around them

Planning

Core subjects taught through themes/projects where appropriate; some non-core subjects taught discreetly.

Targets set from subject specific Flight Paths where appropriate

PLGs linked to EHCPs are woven through all learning opportunities

Assessment

Progress measured against Flight Paths and PLGs linked to the EHCP outcomes. This is captured on Evidence for Learning (EFL)

*Pioneer learners will follow the National Curriculum and subject specific learning. Primary will follow a thematic model, with subjects being taught in greater depth.*

**Learner Characteristics**

- Unlimited turns in reciprocal conversations
- Communicates for context
- Greater social awareness and ability to read social cues & self regulate.
- Able to comprehend more complex concepts & High levels of independence

**The Subject Specific Curriculum**

- Developing/ developed behaviours for learning which enables opportunities to express needs and desires
- Supporting and encouraging independence in planning learning
- Problem solves and is resilient in making connections to the world around them

Planning

All subjects taught discreetly  
Targets set from subject specific Flight Paths  
PLGs linked to EHCPs are woven through all learning opportunities

Assessment

Learners on this Lane are measured against the National Curriculum via our flight paths, and will have the opportunity to be assessed against formative assessments. EHCPs are assessed using EFL, with evidenced captured using TAGS.

# Learner Characteristics

The Explore Lane enables learners to interact and access the world around them through exploration and observation. This Lane lives out our ethos through our pillars;

**Safe:** Explore learners will have staff who are thoughtful but do not lower expectations or place ceilings on what can be achieved. They will be enabled to explore the world with confidence in their own abilities. Learners will experience a number of strategies to reflect on behaviours that occur so they can build up a bank of appropriate responses to difficult experiences. The predominant strategies are the use of sensory stories, zones of regulation, ELSA session, social stories, Thrive approach. Supporting learners to develop an understanding of a safe world and how to be safe in it (these learners do not know the tool to choose)

**Respectful:** Discover learners interact and explore the world around them, support staff are dedicated in being involved in learning and play, to role model appropriate social and emotional responses in all scenarios they find themselves in. This enhances the prosocial activities the learners experience making their learning safe, meaningful and relevant to them.

**Learn Stuff:** Discover learners will be supported by staff who will use feedback to help them identify learning outcomes and celebrate success. Initially staff will support learners gain the appropriate behaviour for learning with motivating activities used as a vehicle for engagement. Over time learners explore learning through play and concrete materials resulting in key skills being retained for later life, developing independence that will equip learners for life beyond the Harbour School. Skills and knowledge constantly repeated. Learning is life skills based. Teaching based on interest of learners leading into curriculum based activities. There will be outdoor based learning and lots of physical activity.



Explore

Explore



The Adventure Lane continues to support learners to have the desire to experiment and challenge their knowledge, building on what they already know, understand and can do. This Lane follows the expectations of the National Curriculum which is adapted to enable our learners to engage with materials that will support them for life beyond the Harbour School. This Lane lives out our ethos through our pillars;

**Safe:** Adventure learners typically have fleeting resilience and self-worth. At times they will rely on staff to support and advise when they are feeling anxious. Staff in turn will advise and/or direct the learners to remain safe. These interactions between staff and learners are small themselves, behaviour management lessons where, over time, learners can create a toolbox to help them recognise their thoughts and feelings and as a result they can pick the appropriate response to calm and manage their own behaviour. Over time, when strategies are identified by staff and learners, it will only be then when staff encourage this independent approach to personal behaviour management. Adventure learners will keep in mind their own safety but may not consider the safety of others in all that they do. The learners have the tools but do not always choose the right one.

**Respectful:** Adventure learners will be supported to explore the wider environment through opportunities to experience different environments, this might include learning outdoors, respecting their environment and their peers. These learning opportunities might be self-lead, informal, giving learners the chance to choose the activity, or developed through a structured approach, where staff will decide on the learning activity and reasoning, and will support the learner through direction. This Lane expects learners to have the respect for their environment and the impact they have on it.

**Learn Stuff:** This Lane does not expect that learners will make connections between learning themselves, but plans support to ensure that they are successful (through staff intervention such as questioning) at relating new knowledge, skills and content to previously learned knowledge, skills and content.

Adventure learners gain experience by being presented with structured problems to solve. These learning experiences will be designed to build on previous experience be these formal or informal, developing thinking skills and offering feedback related to learning outcomes. Adventure learners will experience new skills and topics that they wouldn't have experienced before, they will have the opportunity to explore this new learning through hands on activities to gain conceptual understanding, these activities will be built into the sequence of lessons preventing misconceptions, thus making written tasks accessible and less daunting. Success will be celebrated at every opportunity.



# Adventure

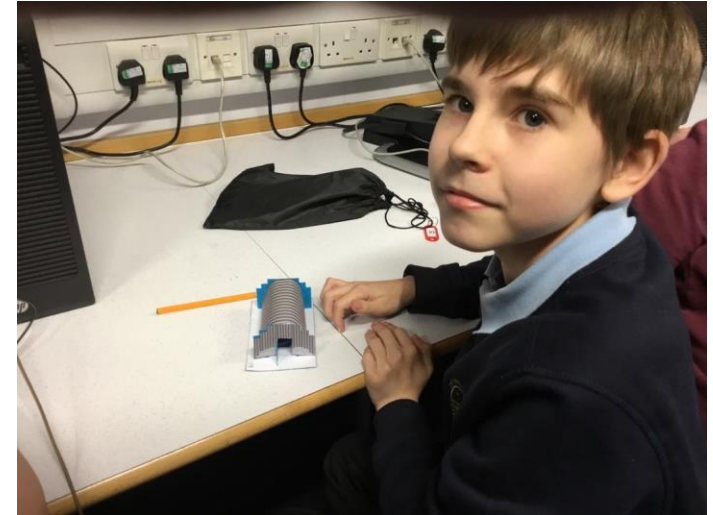
# Adventure

The Pioneer Lane builds on and from the knowledge, skills and understanding previously experienced by the learner. This lane to success follows the expectations of the National Curriculum. This lane lives out our ethos through our three pillars:

**Safe:** Pioneer learners will have high expectations of themselves, including in their own personal development such as resilience. They will rely on staff only when necessary, and staff in turn will encourage this independent approach to learning, discovery and consolidation. They will keep in mind their own safety and consider the safety of others in all that they do. The learners have the tools and use independently.

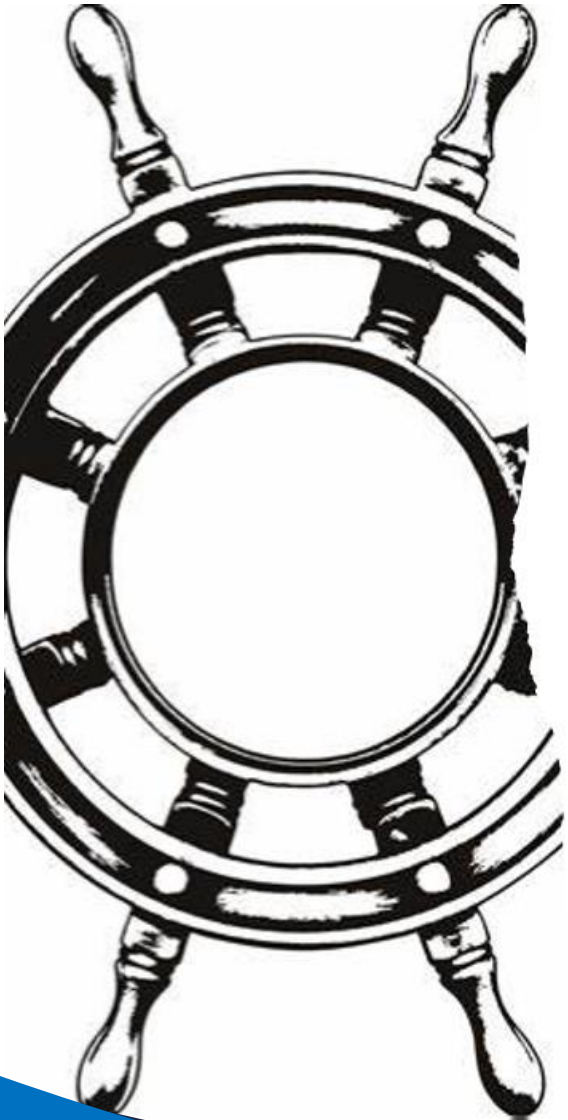
**Respectful:** Pioneer learners will experience subject specific study, providing learners with opportunities to experience and be challenged by meaningful and engaging contexts. They will respect these contexts and be respectful of themselves and others, giving themselves the opportunity to take part as much as they can.

**Learn Stuff:** Pioneer learners will be given informal and formal feedback, highlighting their learning targets and outcomes. They may study a range of accredited courses and will be expected to, with support, manage the evidence required. Pioneer learners will be inspired to undertake self interest study where appropriate.



Pioneer

Pioneer



Our Lanes can be thought of as the racing lane our boat is on. Each moves in the same direction and every lane is a safe place to learn, but they move at different speeds and chart a different course.

The helm is where we steer our chartered course along the lane. The helm identifies all of the aspects we need to engage in to be a well-rounded individual. It is how we take control of our journey.

The support we receive along the way can be seen as the buoys which guide our path. Each lane heads in the same direction but some lanes have more guiding buoys than others. These guiding buoys make sure that learners have the support they need to continue their voyage. The support ensures that learners have what they need to engage them in learning and ensure progress is made, supporting them to reach their end destination, whatever that may be.

Nothing stops learners travelling onto different lanes and being supported by additional buoys. This prevents any learner being limited by the curriculum Lane they are on. We understand at the Harbour that learners face many different challenges, just like the challenges boats face on the rough seas. Our role is to remove these barriers to enable our boats (learners) to navigate the waters safely to their next destination (life beyond the Harbour School).



## How it works

There are eight aspects to our curriculum. The Helm 'The Helm' identifies all the aspects we need to engage our pupils in being a well-rounded individual. It is how we take control of the journey along or across the Lanes to success.. Each Lane includes all eight aspects.

### Thinking

This is defined into 4well, of study; Physical Emotional, Social and My Learning. Each aspect includes different parts of curriculum study. We need all aspects to be Successful and to have the tools we need to be well prepared for adult life.



### Being Me!

It is important that all of our pupils enjoy being themselves and value who they are and all that they can achieve. We identify their strengths and work from these.

### Outcomes

Our pupils have targets taken directly from their EHCP outcomes which are woven into all aspects of their time at the Harbour school. There may also be other targets set depending on the individual needs of the learner. Some outcomes that maybe achieved by our learners include; GCSEs, BTECs, Entry Level Qualifications, Unit awards

### Extending the boundaries

This is mapped against the Harbour Pledges & the schools '99 Things to do before 15 ¾'. These are can be completed in or out of school and are recorded on evidence for learning. Success is celebrated through certificates and badges. Opportunities are planned into our curriculum and during timetabled slots to ensure all learners have the chance to experience and succeed in areas that support their wider development.

### Learning outside the classroom

We believe that every young person should experience the world beyond the classroom as an essential part of their learning and personal development, whatever their age, ability or circumstance. Here at The Harbour School, we are lucky to have the unique grounds to support this outdoor learning ethos.



### Progress (including Annual Reviews)

We use our flight paths, which are based on national curriculum to measure progress through a range of aspects of learning. It is important that we understand how far we have come and therefore we celebrate success at every opportunity. This is reviewed annually as part of the EHCP annual review meeting. This will be mapped against the outcomes on-the learners EHCP and will be collated, monitored and analysed on Evidence for Learning (EFL).

### Community

It is important to us that our pupils are engaged in their community. This includes their school, but also the communities in which they live. Our pupils come from many different areas and therefore need to experience a range of wider community settings. We aim to do this through trips and visits as well as community activities such as fundraising.

### Future (PFA & CEIAG)

We know that high quality careers education and guidance is critical to young people's futures. It helps to prepare them for the workplace, as part of preparation for adulthood, by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. We support pupils to gain self-development and career management skills they need to achieve positive employment destinations, and help pupils to choose their Lanes, improve their life opportunities and contribute to their community

Every pupil has a 'My Voyage' document. This document explains the adaptations the individuals needs to successfully access the curriculum. These are written and updated by the adults who know the learners best, usually the class team. In Adventure and Pioneer (where appropriate) learners will complete these themselves. These are accessible in each room alongside their Personal Learning Goals. Evidence of progress will be recorded on Evidence for Learning.



The 'My Voyage' document also includes information about trips and visits pupils have been on and information about the 'PLEDGES' and '99 things' achieved. This is built over time and reflects a pupils voyage Through the Harbour.

## How it works

# Being Me!

It is important that our pupils enjoy being themselves and value who they are and all that they can achieve. To help them do this we must know our pupils well. We start by being well informed.

**My Likes:**

**My Family/Carers:**

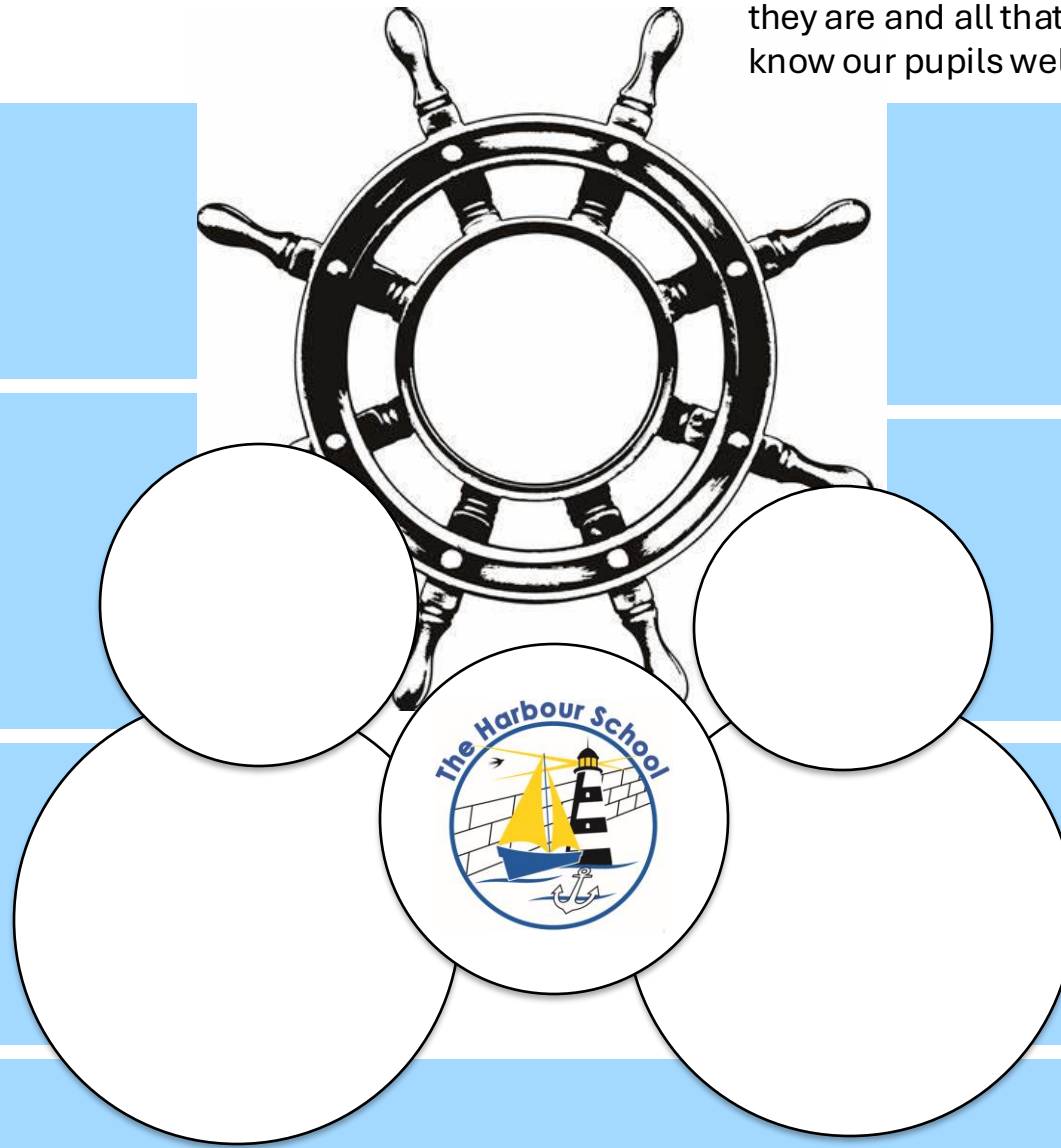
**My Dislikes:**

**My Superpower:**

**My Medical Needs:**

**My Aspirations:**

**My Trusted Adults:**



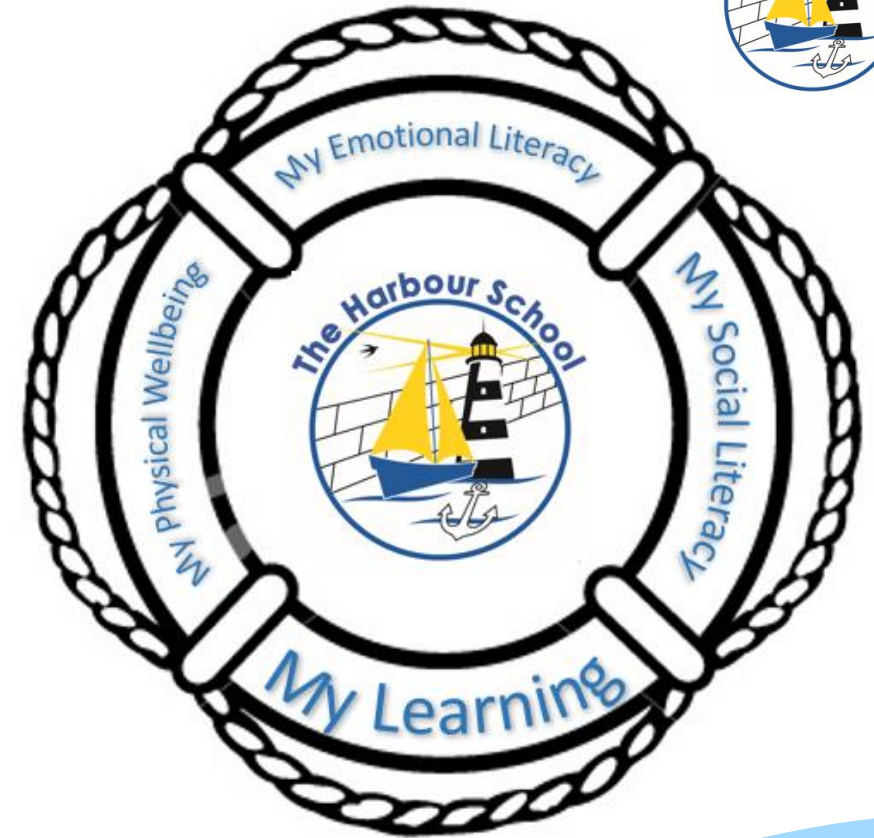


We believe that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented so that it builds literacy, knowledge and prepares pupils for the next stage in their education. Lessons are engaging, inspiring and suitably scaffolded so that pupils are able to achieve, or go beyond, their potential – we truly believe in having no ceiling to achievement.

Development of language and building knowledge are integral to curriculum planning. Meridian Subject Directors work with our team to carefully construct a curriculum that promotes a deep understanding of a wide range of topics whilst also developing the Harbour values, using their subject knowledge and The Harbour staff understanding of learners needs. Our 'Lanes to success curriculum is built of four key elements; My Learning, My Well Being, My Emotional Literacy & My Social Literacy. Each aspect of curriculum is planned and adapted for each of the 'Lanes'.

We adapt the curriculum with a focus on development literacy skills which is a key focus across all classes and year groups within the school – learners cannot access the most engaging lessons if the literacy skills are not there to support – we have a whole school approach to development of literacy and this can be seen from all teachers and teaching assistants in all subjects but also in the site team and office staff interactions with learners during the day.

Due to the nature of the school PSHE and personal development are the foundation to the curriculum and can be seen across the school in every aspect of the daily experience.



# Thinking



Meridian  
Trust

# Explore

**My Physical Well Being (including My Safety):** Learners will be exposed to a variety of activities to identify their talents. Explore learners should expect to experience hands on, fun activities throughout the curriculum. Activities will be designed to cater for their sensory profile, predominantly active, explorational learning with intent to create awe and wonder towards learning. Behaviour for learning is a key focus for Explore Learners which is built into planned Learning activities. These support learners to assess risks in their environment and build their understanding of appropriate risk taking. This includes during Educational Visits and Residentials. Learners will access PE lessons which will include swimming, Bike Riding, Sensory circuits, Team games, orienteering

**My Learning:** On the Explore Lane, learners will not study subject specific content, but will follow a topic based curriculum which aims to develop life skills, behaviour for learning and appropriate social interaction. Learning will build on their interests and will be thematic, providing a vehicle for meaningful, engaging, and fun learning. All aspects of the curriculum are considered through practical application of skills and new knowledge. Learners will be offered the opportunity to apply their learned skills and knowledge through approaches which are safe and fun. Reinforcing all that they learn.



**My Emotional Literacy:** On the Explore Lane learners will have the opportunity to develop their understanding of how they are feeling. Visuals and verbal support will enable learners to label emotions and apply alternative strategies that support self-regulation. Learners need support to understand how their decisions impact on the feelings of others and PSHE lessons are used to support this. Learners will focus on communicating their needs, wishes, feelings in an appropriate way. Communication is key to their success. Learning will also support to identify likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving. ELSA sessions are personalised to the needs of the learners that provide further opportunities to learn proactive strategies to manage their emotions.

**My Social Literacy:** On the Explore Lane, developing social skills is crucial when preparing for adulthood. This will support the learner to make a positive contribution to society. Social literacy skills will be supported during options, break and lunch time. Learners will have opportunities to engage in group sessions, including turn taking, sharing stimuli and experiences. There will also be opportunities to practice social skills in the local and wider community through educational visits, end of term visits and working towards the "Pledges" and "99 things to do before your 15¾."

# Thinking

# Adventure

**My Physical Well Being (including My Safety):** Our PSHE curriculum is intertwined in everyday experiences as well through specific learning tasks focused on enhancing the learners knowledge around Personal, Social, Health and Wellbeing. Adventure Learners will have access to swimming, as well as access to visits and trips including residential visits where they can adopt and practice being safe but also learn how to take measured risks. All learners have PE lessons where their focus develop motor skills, knowledge, and behaviors for physical activity and physical fitness. The aim for Adventure learners is to understand the importance of lifelong physical fitness, nutrition and personal safety, thus creating a positive view on Physical Well Being.

**My Learning:** On the Adventure Lane learners will study subjects in a combined, thematic approach. The thematic curriculum selects the most important parts of the National Curriculum for the learners and ensures that these aspects are learned in more depth. As a result, learners have a good understanding of subject content and allows them to have opportunity to select from a range of subjects at Key Stage 4. Adventure Learners have the resilience to adapt their learning styles which is needed as at times some subjects specific topics would need to be taught “stand alone” for a short time due to their nature. The Adventure Lane will offer opportunities for a more focused curriculum that fosters creativity and provides opportunities for deeper emotional development and thinking, in lessons such as Art and role play.



**My Emotional Literacy:** On the Adventure Lane learners will experience ELSA and Thrive approaches to Emotional literacy support. These sessions will be interwoven in everyday activities, particularly, if events of the day have caused extreme emotional responses. Time to reflect on these emotional responses will be given priority in a variety of way, such as, 1:1, small group, whole class reflective ELSA sessions to learn from the past experience taken place. From these sessions, Adventure Learners would be capable of using the Emotional literacy skills/tools learned in real life scenarios, initially with adult support and reminders, but eventually with increased independence. Adventure Learners will experience offsite and residential trips throughout their time at The Harbour to build their Emotional literacy by experiencing a wider range of Pro-social activities. Learners will focus on identifying the emotional states of themselves and others and develop positive habits. Through regular reflective discussions some Adventure learners will be encouraged to access further support from the extended support team.

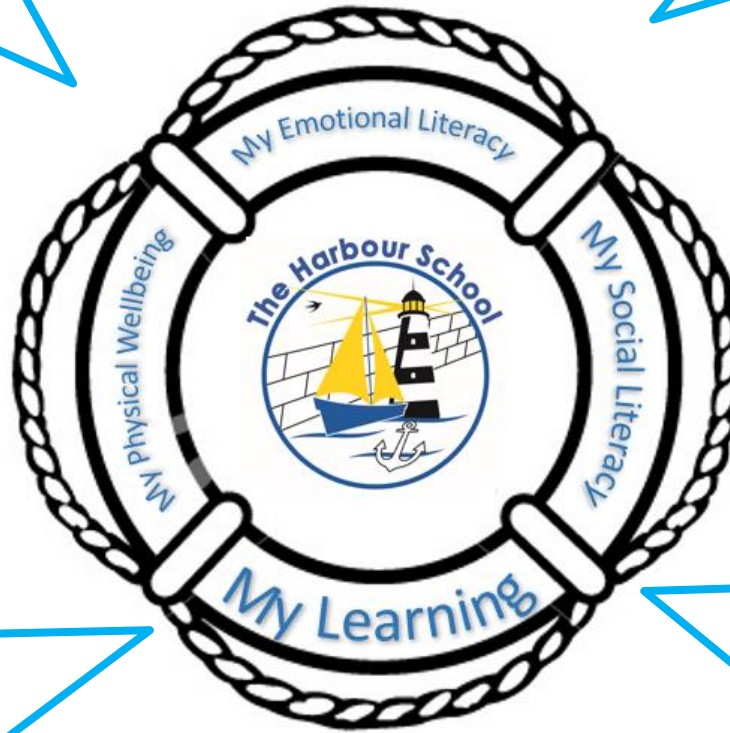
**My Social Literacy:** On the Adventure Lane learners will experience daily structured social activities (Tea & Toast, break time, lunch time, EBL, Pledges, Off site trips, Outdoor Learning, Team building, sport) to practice and hone-in on these skills in a safe environment where trusted adults can help model appropriate social skills, and over time allow learners to practice these skills with increased independence. The Adventure learners will have reflective conversations regularly through the day to support with their behaviour choices so that when their journey at the Harbour School ends, they have the necessary social skills to cope and participate within the wider community

# Thinking

# Pioneer

**My Physical Well Being (including My Safety):** Learning is centered on PSHE and learners' independence around how to manage and support their health through their adolescence and onward into adulthood. Learners have access to visits and trips including residential visits where they can adopt and practice being safe but also learn how to take measured risks. All learners have PE lessons where their focus develop motor skills, knowledge, and behaviors for physical activity and physical fitness. The aim for Pioneer learners is to foster an understanding and love of lifelong physical fitness, nutrition and personal safety.

**My Learning:** Learners follow a national curriculum model and are expected to have the resilience and learning behaviour to access national assessments in these areas. Learners are taught a range of subjects discretely and have the opportunity to make choices about what they want to learn. From year 9 learners have the opportunity to choose what they study through BTEC Vocational Studies. Topics and content of the curriculum is centered around students interests and what they want to progress onto in the future. Pioneer learners are expected to be accessing SATs in year 6 and English, Maths, Science and BTEC Vocational Studies qualifications from year 9.



**My Emotional Literacy:** Pioneer learners understand that everyone has mental health. Pioneer Lane will concentrate on being emotionally ready for adult life. Learners in this Lane will learn about feelings and responses in PSHE lessons and have behaviour focus sessions at the end of the day. All learners have a form tutor and support member of staff who they can discuss feelings with, where required learners are encouraged to explore these with the MDT. Learners build their resilience through formal curriculum challenge and improvement and are taught skills in My Independence to manage stresses of learning and assessment. Topic focus week as around mental health, anxiety and how to support these are timetabled throughout the year.

**My Social Literacy:** Learners will learn and refine social skills throughout the school day. Opportunities will be sought through their formal curriculum to improve social literacy skills especially PSHE. EBL and Options will be where social skills will be the concentration. Learners will be able to work as a group; show kindness and sympathy; advocate fair play; show courtesy and politeness; be dependable for some of their peers, increase self-confidence, show co-operative skills and aspire to be a leader. Learners on this pathway have started to understand social environments and the expectations of these, they are encouraged to ask open ended questions and participate in discussion. Learners are able to track speakers and have learnt ways to articulate themselves in a social environment.

## Thinking



Our values are an essential part of The Harbour School life. Our values-based approach is referred to as our 'Pillars' and these are embedded in all we do. These link into 99 things to do before 15 and 3/4 and The Pledges Curriculum that run across all Meridian schools. We believe the values contribute to a strong learning environment that enhances achievement and develops learners social, emotional and relationship skills. Not only are the values held in high regard, acknowledged and celebrated in the learners, but they are modelled by the staff throughout. This also gives learners the opportunity to discover hidden talents.

**Pledges:** At The Harbour School we have developed and invested in a broad set of Pledges that learners are expected to complete during their time at the school. Pledges, like the curriculum, will be tailored to each learner's interests. Learners who have siblings who attend another Meridian Trust school will be able to share their pledges success in the same way with equal reward. PLEDGES is an awards system which offers learners a range of opportunities that enhance their learning and development. It is an expectation of every learner to complete their PLEDGES during their time at the academy. The PLEDGES system aims to encourage and support many important qualities in our young people, such as responsibility, leadership, and citizenship, all of which are crucial for ensuring learners are ready for the next stage in their education, training or employment and have brighter futures.

PLEDGES						
Extending the Boundaries of Learning						
	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	CREATING	ENVIRONMENT
<b>COPPER</b>	Take part in a school event	Lead an activity in my class	Show interest, Curiosity or Hard work	Take part in a cultural event	Share with others	Find things I use away
<b>BRONZE</b>	Complete 50% of '99 Things'	Plan and deliver an assembly as part of a team	Represent my class in a school event	Communicate with someone from a different cultural background	Take part in an event which raises awareness of a charity or community project	Consistently demonstrate responsibility for keeping the classroom tidy
<b>SILVER</b>	Create an article for the school newsletter	Be a class monitor and complete this to my teacher's satisfaction	Receive an academic, sporting or cultural award from school	Actively participate in activities which explore/ promote/ challenge diversity	Complete a sponsored event	Help organise activities which would actively improve the school environment
<b>GOLD</b>	Complete '99 Things'	Make a positive contribution as a student receptionist and have a reference written up	Represent the school in a team or individual sport, cultural or academic competition	Produce a project about a culture new to you or country that you have not lived in	Organise with support, a fund-raising activity in school as part of a team which benefits a charity or community project	Complete cleaning duties in the dining hall for 1 week
<b>PLATINUM</b>	Help to organise a concert, show or sporting event	Be a leader of a sporting, cultural or academic event/ team	Represent the school in 3+ team or individual sport, cultural or academic competitions	Lead an assembly on diversity to the school	Organise donations to a food-bank or local community project	Be part of an organisation of a group of students, to implement a whole-school environmental initiative
<b>DIAMOND</b>	Take on a lead role in a concert, show or sporting event	Be a member of the School Council or an ambassador for a particular area	Achieve an award from an organisation outside of school	Lead an event for the Harbour School on diversity	Independently run a fund-raising activity in school which benefits a charity or community project	Participate in a local charity shop or for an out of school community environmental event

Many of the PLEDGES have at their core the 'British Values' of:  
 • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

## 99 THINGS TO DO BEFORE YOU'RE 15¾

- Climb a tree
- Roll down a hill
- Skate a stone
- Go out on the rain
- Get Parkyegogles straight from a tree
- Catch a fish with a net
- Have fun mess on the beach
- Play conkers
- Feed an animal from your hand
- Have a children's meal out
- Open a bank account
- Go on a long bike ride
- Play in a competitive game of sport
- Perform in front of a crowd
- Run 2 different parts
- Go on the guided bussey
- Check out entry forms in a rock pool
- Go to the beach
- Try rock climbing
- Cook on a campfire
- Eat fish and chips by the sea
- Read and orientate a map
- Play in the snow
- Set up a small race
- Find good sticks
- Make a trap with sticks
- Make a mud pie
- Dam a stream
- Start a tree without matches
- Listen to classical music
- Use a microscope
- Watch a film at a cinema
- Watch a live performance
- Play an instrument
- Read a newspaper
- Collect shells
- Watch the news
- Visit a Cambridge college
- Play beach games
- Visit a farm
- Go to a fair
- Go to a party
- Take a photo of nature
- Find a story online
- Visit a farm
- Explore in bare feet
- Play for fossils and bones
- Play a card game
- Play a game of tidily walks
- Listen to live music
- Have a picnic
- Have your own slingshot
- Wash up by hand
- Find a wood's signpost
- Go tobogganing
- Send a letter in a post box
- Put up a tent
- Plant a tree
- Plant a grow it, eat it
- Swim through the water
- Camp out at night
- Buy someone in the sand
- Plant for bugs
- Find some frogspawn
- Use a fishing rod
- Track wild animals
- Catch an owl's eye
- Experience nature at night
- Identify 5 different trees
- Identify 5 different birds
- Collect shells
- Lead an activity
- Play a board game
- Call on leaf
- Visit a farm
- Go to a concert
- Go to a zoo
- Go picnicking
- Put on a picnic
- Build a raft
- Build a cone
- Build a sandcastle
- Cook a meal
- Make a paper
- Build a den
- Make a clay chain
- Create some wall art
- Have a hot food and hot
- Make something from clay
- Draw a sculpture
- Build a rocket
- Design and make something
- Make a grass trunket
- Make a home for a wild animal
- Make your own lunch
- Make a cup of tea
- Watch a show in a theatre

**99 Things to do before you're 15¾:** At The Harbour, we understand that learning does not just take place in the classroom. We want to challenge learners to try new things and experiences, to help them find what skills and interests they have. Each learner will have these written bespoke to their needs, likes and strengths.

# PLEDGES & 99 Things



We believe that every young person should experience the world beyond the classroom as an essential part of their learning and personal development, whatever their age, ability or circumstance. Here at The Harbour we are lucky to have the unique grounds to support this outdoor learning ethos.

Outdoor Learning is a broad term that includes: outdoor play [learning through play], school grounds projects, environmental education, recreational and adventure activities, personal and social development and more.

Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth for our learners and can lead to breakthroughs in learning. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits. All learners are exposed to these opportunities, depending on the “Lane to Success” they will be presented and delivered in alternative ways.

Outdoor Learning can help to bring learning alive. For that reason, the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development. Outdoor learning also provides experiential opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change. For this reason, we at The Harbour take every opportunity to take our learning experiences outside when appropriate.



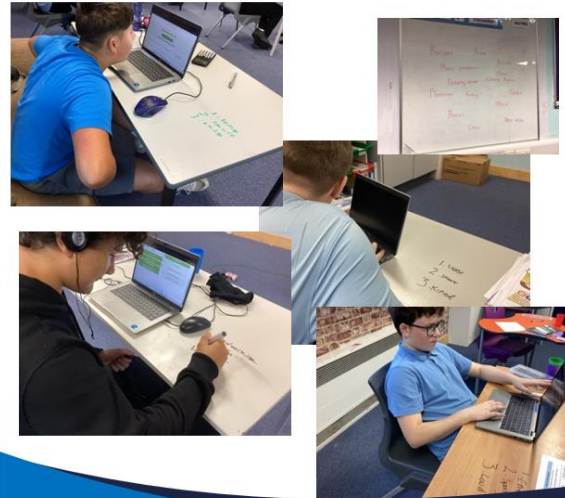
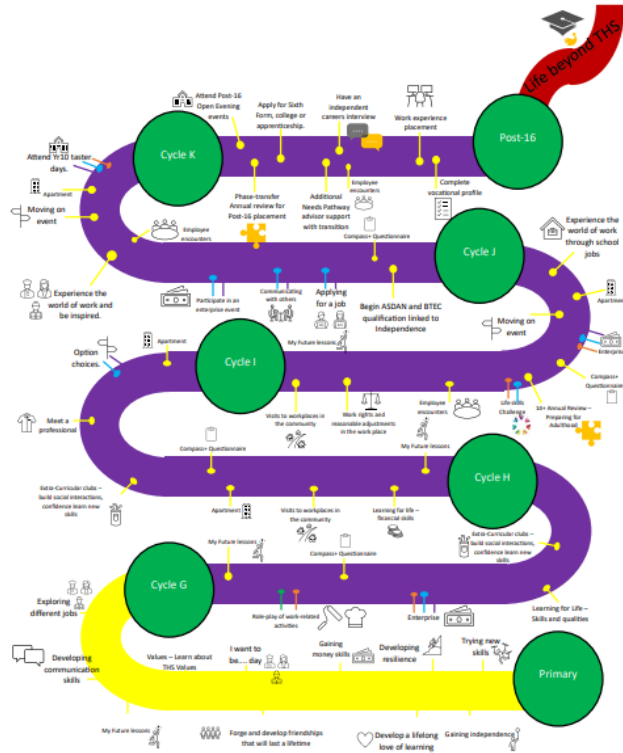
# Learning Outside the Classroom



Meridian  
Trust



We are committed to providing the best possible Careers Education, Advice and Guidance (CEIAG) to are eager our students. This will be provided fairly and equitably. We aim to do everything we can to inspire, encourage and equip each one of them to realise the ir aspiration and meet potential in order to have fulfilling and successful working lives. We understand the role parents play in supporting their children/dependents and endeavor to keep parents well informed of aspects of our careers programme. We use the Gatsby Benchmarks to measure the quality of our CEIAG provision and will to engage with local employers. We have careers drops down days which are very successful.



**Wider Leadership - Career's drop-down day 1: Grow throughout life**



KS3 were given various tasks and activities that they could pick from that helped them either: Become aware of the sources of help and support available and responding positively to feedback, becoming aware that learning skills and qualifications are important for a career, a willingness to challenge themselves and try new things, recording achievements and being aware of heritage, identity

KS4 were given v from that helped and feedback, p to achieve good themselves and achievements, € learning pathwa heritage, identity

The second drop down day in term 2 was called explore possibilities. Each class completed different tasks relevant to their key stage that helped them explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.

KS1 were given various tasks and activities that they could pick from that helped them either: Being aware that jobs are made up of different tasks, exploring what people do whose jobs involve caring for children and keeping them safe, being able to give examples of jobs in different sectors being able to explain their views about similarities and differences between jobs, investigating similarities and differences between men's and women's work clothes, and being able to explain what they are gaining from the subjects and topics they are learning about.

KS2 were given various tasks and activities that they could pick from that helped them either: being able to explain what tasks they would like and least like about particular jobs, finding out about the qualities and skills needed to do a caring job, being able to design A scheme for classifying a set of jobs, being able to explain what interests them about particular jobs, exploring the connection between uniforms and status recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers.



**Wider Leadership - Career's drop-down day 2: Explore Possibilities**

**Future**





It is important to us that our pupils are engaged in their community. This includes their school, but also the communities in which they live. Our pupils come from many different areas and therefore need to experience a range of wider community settings. We aim to do this through trips and visits as well as community activities such as fundraising.

Examples of our community activities are;

- Beyond school's learning visits and opportunities linked to our 99 Things and PLEDGES
- Opportunities to travel
- Work experience opportunities
- Charity events
- Elections for leaders in our School Council
- Culture events and planned learning opportunities surrounding these

At The Harbour School Assessment is based on our Flight Paths. Each area of the curriculum has a Flightpath to show how each step is built on or from prior learning. This does not always expect learning to be linear but gives the opportunity to identify which bits of prior learning has been missed and may identify barriers to sequential learning. Evidence of progress is collated on Evidence for Learning (EfL) and is shared with families through the EfL platform. We know that 'work' looks different for pupils and therefore we value 'work' in whatever form this is captured.

Our curriculum expects pupils to experience their learning both inside and outside of the classroom. Not only do we track their progress we share their progress with their families and professionals. Pupils don't just stop learning when the school day ends therefore, our Extending the Boundaries curriculum (My Pledge & 99 Things to do before you're 15<sup>3</sup>/<sub>4</sub>) incorporates learning which is achieved in their wider life experiences and can be shared with school through EfL.



Our pupils have targets taken directly from their EHCP outcomes which are woven into all aspects of their time at the Harbour school. There may also be other targets set depending on the individual needs of the learner. Some outcomes that may be achieved by our learners include; GCSEs, entry level, functional skills, BTEC, unit awards



**Explore:** Outcomes on this Lane may build on what the learner already knows from the 'Discover' Lane. There will be more focus on core knowledge and development in so that a learner will be given opportunity to make progress and move between Lanes. Outcomes will be written with the individual's progress in mind and may be taken from frameworks such as:

- National Curriculum
- Personal targets taken from the pupil's EHCP
- Entry level qualifications



'Lanes to Success'

**Adventure:** On this Lane, outcomes will be set using a range of frameworks and from additional specialist input available. For example: Targets will be set that foster development against social communication and emotional regulation. Outcomes will be written with the individual's progress in mind and may be taken from frameworks such as:

- Personal targets taken from the pupil's EHCP
- Outcomes linked to topic cycle, curriculum

**Pioneer:** Pupils on this Lane will be expected to complete examinations that test for academic ability. On this Lane, pupils targets will be set against a range of appropriate targets to give them every opportunity to succeed and build an independent future. Outcomes will be written with the individual pupil's progress in mind and may be taken from framework such as:

- National Curriculum
- Personal targets taken from the pupil's EHCP
- Exam board requirements (AQA, BTec, ASDAN, GCSE where appropriate)

But will still have a mind to the additional input they need to ensure wider opportunities for success.

# Outcomes



The Buoys are the support inputs which guide our path and therefore the support ensure that learners have what they need to engage them in learning and ensure progress is made, supporting them to reach their end destination, whatever that may be. Whilst all Lanes head in the same direction, some lanes have more guiding buoys than others.

We understand at the Harbour that learners face many different challenges, just like the challenges boats face on the rough seas. Our role is to remove these barriers to enable our boats (learners) to navigate the waters safely to their next destination (life beyond the Harbour School). Support might look different for each pupil, even if they are on the same Lane. Nothing stops learners travelling onto different lanes and being supported, or redirected, by additional buoys. This prevents any learner being limited by the curriculum Lane they are on.

This support could include:

- Visual Supports or cues
- Additional Reading interventions
- Interventions such as ELSA, Bounce
- Individualised, planned staff support
- Writing frames
- Planning formats (to support with Independent time management)














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Each area of the curriculum has a Flightpath to show how each step is built on or from prior learning. This does not always expect learning to be linear but gives the opportunity to identify which bits of prior learning has been missed and may identify barriers to sequential learning.

Evidence of progress can be seen in books and on Evidence for Learning (EfL).

# Flight Paths

# Harbour Expects

BE SAFE	BE RESPECTFUL	LEARN STUFF
 <p>All pupils are welcomed in by professionally dressed staff at the door, this includes the door of the taxis. We know that some pupils can walk themselves to class and we respect this. We greet them with a smile and a listening ear, we take time to talk when needed. We meet pupils at the end of break and lunch times at the door as they arrive for our lessons. We accompany pupils as they move around our school.</p>	 <p>At THS we expect that all classrooms meet the needs of the pupils learning within them. This means that there are some common expectations:</p> <ul style="list-style-type: none"> <li>• Visual timetables for those that need them.</li> <li>• Clear labelling using symbols (where appropriate) and words.</li> <li>• Classroom routines are in place and pupils know and follow these.</li> </ul> <p>We have classroom routines which are known by the adult around us and followed.</p>	 <p>All learning opportunities must include regular opportunities for retrieval of knowledge or practice of skill. This can be in the starter, or throughout. The continuous provision in the discover pathway allows for repetitive planned learning tasks that build on previous knowledge to help gain new knowledge and skills</p>
 <p>Initial learning opportunities should be immediately accessible, this might be a workbook or a table task but could equally be a sensory task. This should be ready for pupils to begin as soon as they enter the classroom or sit down. This can be retrieval of knowledge, or a sensory learning opportunity which meets their needs and supports their progress. Transitions are keys to success, in transition times when teachers move group, we have transition time activities available to pupils which support their lanes to success</p>	 <p>We do not have a house style for learning delivery. However, all visuals must be clear and 'dyslexia' friendly.</p> <p>Common features:</p> <ul style="list-style-type: none"> <li>• Minimum 28 font</li> <li>• Clear, ordered visuals</li> <li>• WIDGIT if symbols are appropriate</li> </ul> <p>Visual timetables are available where appropriate. Boards are updated daily and have the appropriate information displayed, for example date. Displays are kept current and are in good order. All repairs are timely.</p>	 <p>We introduce new words carefully. This means that they are pretaught and revised. Whilst this can be taught verbally or in written form, sometimes these new words will be taught supported by imagery or the use of symbols.</p> <p>Vocably will be evident in classrooms through diaphs or words/symbols for individuals.</p>
 <p>Staff consider the mental health and wellbeing of every pupil. They understand that for children to find comfort and containment in the adults around them staff must first feel contained. Staff support pupils by their use of the Therapeutic Thinking model of behaviour support. Individuals may also be offered support by an Emotional Literacy Support Assistant (ELSA) or be supported through the THRIVE approach.</p>	 <p>At THS we use a common language. We tell pupils what we <b>DO</b> want and not what we don't: 'I like it when you walk.' We remind pupils and staff of our values: 'well done for using the equipment safely' 'Are you being respectful enough about that?' 'What stuff did you learn today?'</p>	 <p>On all Lanes lessons should include an explanation of the intended lesson journey. We use the language: "In this lesson we will..., so that we..." On our Discover Pathway this will be supported by visuals. We know learning doesn't just happen in the classroom and so make sure that we take all opportunities to teach, lunch and breaks are very important times we model the behaviour we are expecting. Learning how to play is very valuable, teachers share this (some choose to also have it) support staff can have the greatest</p>

Harbour Expects		
		
		
		

'The Harbour Expects' explains what we deliver, how we behave and our expectations. It is like the safe waters of the Harbour, without which the boat cannot float or take part. Staff are committed to this way of working and it ensures that no child has their opportunities limited by what we do or how we behave. Boats are easily steered onto a new course therefore learners are able, with staff support, to plot a new course in their learning. This learning may happen in a different lane, all learning is valued.