



DISCOVERY

(Semi -Formal)



EXPLORER

(Semi – Formal)



VENTURE

(Formal)



NAVIGATOR

(Formal)

The Venture Curriculum



P6 to P18

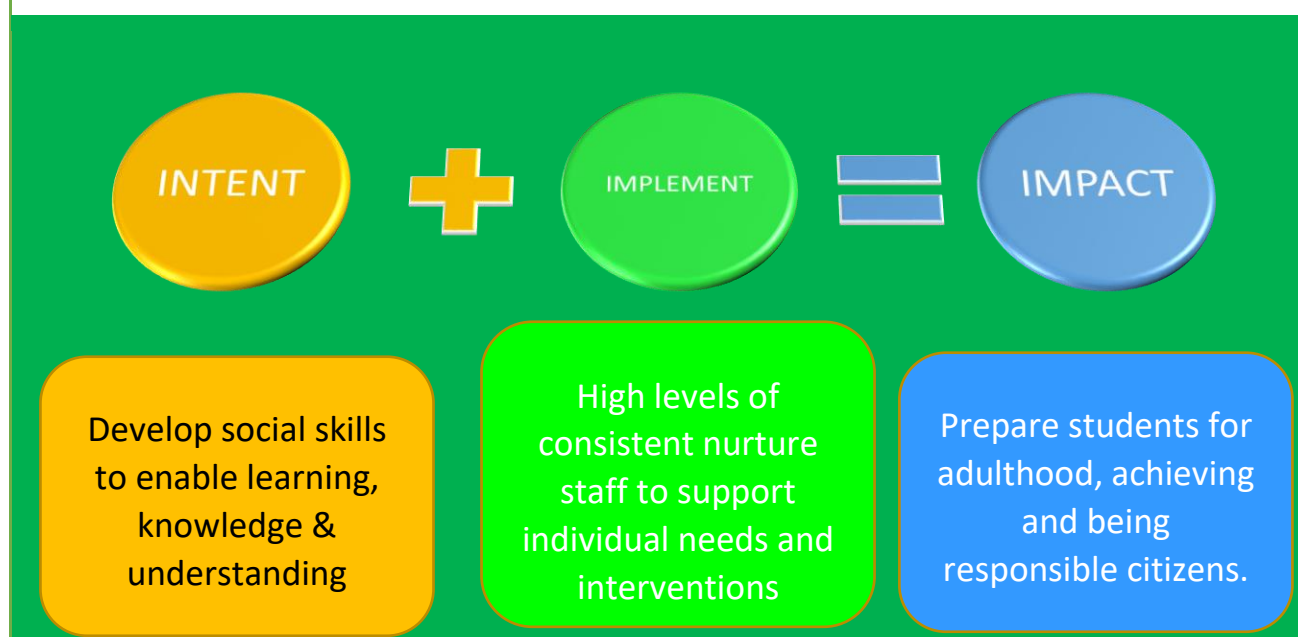
WS P STEPS

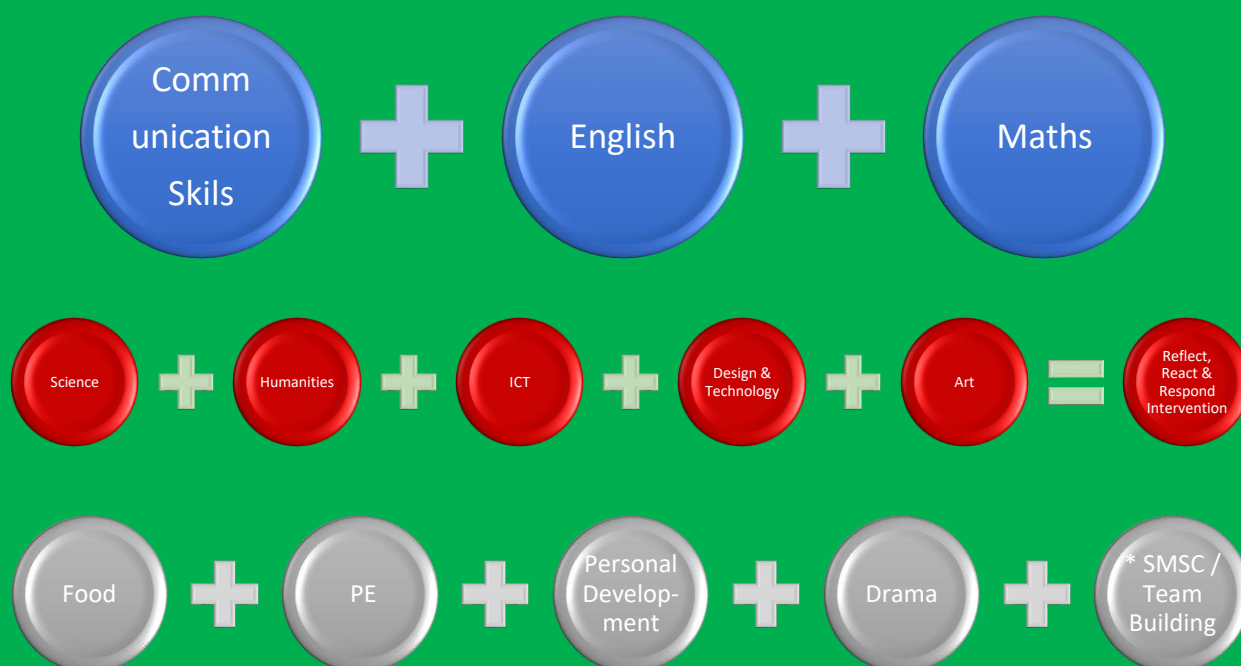
Our **Venture Curriculum** currently only operates in Key Stage 3 and is designed to be a bridge between our Explorer and Navigator Curriculums. It is mainly accessed by our students who have **Social Emotional and Mental Health difficulties**. Young people that may have had gaps in their prior education or attended Pupil Referral Units (PRU's) at primary. Class sizes are smaller than our other classes and have a higher level of adult support. Foundation learning takes place for preparation for higher Entry Level qualifications and/or formal GCSE's. The curriculum is designed to incorporate 'active learning' and gives sufficient flexibility to follow a thematic approach and the time needed to meet the individual students needs. Students learning to cope with

The Venture Curriculum

Formal

their emotions and mental health is at the core of the programme. Students will have individual targets set to help them cope with academic learning and appropriate behaviour. Interventions are also available. Classes have consistent staff to help build rapport and bonds. Students are typically working within our assessment system – 'WS Progress steps' of P6 to P18

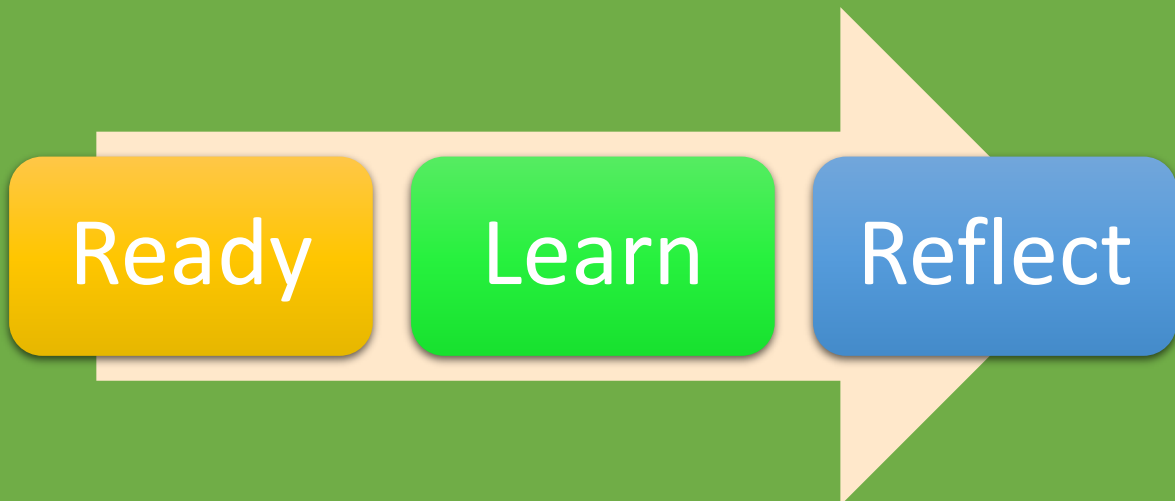


The Venture Curriculum*Formal***►► Curriculum Structures****Key Stage 3 Curriculum Offer (Year 7, 8 & 9)**

*Mindfulness course taught in Year 7.



►► Structure of Day



Queensbury School 2019 ©

The Structure of the day follows our *Ready, Learn Reflect model*:

READY - This allows time (25 Minutes) in the morning for our staff to listen, understand and deescalate any anxieties students may have from their journey or start of the day and / or focus on the Personal Development and self-help skills of a student surrounding their Education Health Care Plan.

LEARN - Spending quality time on a student's needs at the start of the day ensures they are in a position and capacity to try their best and learn. Small situations do not manifest into larger challenges, later in the day.

REFLECT – 15 minutes at the end of the day allows Form Tutors to reward students more immediately ensuring that success and achievement is recognised. Form Tutors decide on appropriate rewards or sanctions for student's behaviour and effort throughout the school day.