



TRHS CURRICULUM

Summary

Intent

At Two Rivers High School, our intent is to provide a holistic and inclusive educational experience that meets the diverse needs of all our students, particularly those with Special Educational Needs and Disabilities (SEND). We aim to foster a nurturing and supportive learning environment that encourages personal growth, academic achievement, and social skills development. Our curriculum is designed to:

- **Promote Individual Potential:** We recognise that each student has unique strengths and challenges. Our intent is to identify personal learning pathways, ensuring that every student can excel.
- **Cultivate Lifelong Learners:** We embed a love of learning across the curriculum, instilling resilience, critical thinking, and adaptability in our students.
- **Encourage Independence and Responsibility:** Our curriculum promotes self-efficacy by offering opportunities for students to make choices and take ownership of their learning journey.
- **Support Social and Emotional Development:** We aim to provide comprehensive pastoral care that underpins our educational philosophy, enabling students to develop empathy, resilience, and interpersonal skills.
- **Integrate the Curriculum:** By adopting a whole-curriculum approach, interleaved with our core values, we ensure that subjects are interconnected, promoting the transfer of skills and knowledge across subjects and learning experiences while highlighting real-world applications.
- **Tailor to Individual Needs:** We build our curriculum around the pupils' Educational, Health and Care Plans, as well as their prior learning and experiences, ensuring that it is organised according to the specific needs of the pupils.

Implementation

Our implementation of the TRHS Curriculum is anchored by a tailored and adaptive approach, ensuring that all students engage with the content meaningfully:

- **Quality First Teaching:** Teachers employ a range of strategies to meet varied learning needs, including scaffolding, multi-sensory learning experiences, adaptive teaching and the use of assistive technology, ensuring accessibility for all learners.
- **Teaching Phases:** Pupils are placed into teaching phases (Discoverers, Navigators, Pathfinders, and Pioneers) based on their developmental needs, allowing for targeted instruction that aligns with their current stage of learning. (see Phase overview documents)
- **Specialist Pathways:** Students follow specialist pathways (A-E) within the curriculum, which are designed to cater to their interests and aptitudes, ensuring relevance and engagement (see Pathways document). This bespoke design means the curriculum is broad and balanced, giving each young person “the right support at the right time” (Ofsted Report, 2024).
- **Curriculum Planning and Sequencing:** The curriculum has been carefully planned and sequenced to build on new knowledge and skills. We have considered pedagogy and research about the Science of Learning, SEND and effective curriculum design. Each curriculum department has a clear rationale and overview that outlines the units of work to be delivered (see Subject documents).
- **Flexible Grouping:** Our Curriculum Maps show how each subject is taught over a dual year rolling programme, allowing pupils to be placed in appropriate mixed year groups and grouped into Tutor Form Groups (classes) based on their needs, abilities, and relationships.
- **Continual Professional Development (CPD):** Staff training is ongoing, focusing on the latest pedagogical strategies and inclusive practices. This ensures that all educators are equipped to deliver high-quality instruction in a nurturing environment.
- **Monitoring and Assessment:** We employ a comprehensive assessment framework that includes formative and summative assessments. These encompass our bespoke Two Rivers Levels as well as AQA Unit awards and a wide range of standardized certificates & qualifications. The use of Flightpaths as well as monitoring through SOLAR / TrackAble, enables us to track progress closely and adapt our teaching strategies accordingly.

Impact - Top 5!

1	Academic Achievement: Students with SEND consistently meet or exceed academic targets. Both internal assessment structures and external examination results indicate significant progress, compared to their individual starting points, demonstrating high levels of attainment relative to their prior knowledge and ability.
2	Holistic Well-being: We have numerous success stories of pupil improvement in social skills, independence and emotional resilience. These improvements are documented through regular individual evaluations (IEPs, EHCP Annual Reviews, Curriculum Assessments) and feedback from stakeholders.
3	Transition Success: Our curriculum promotes equality of opportunity for all. Securing strong foundations and building sequenced bridges between key stages (working closely with our Primary school and planning coherence between phases), allows time for consolidation of learning as well as the space to prepare students, at all ages and stages, for the next stage of their learning, life or work.
4	Quality of Teaching: Our teaching staff team receives consistently high evaluations through both internal and external reviews, reflecting outstanding practice in creating an inclusive and stimulating learning environment.
5	Parental Engagement: Regular communication and updates about learning activities or progress are shared via Seesaw; this joint celebration of our curriculum helps students share their love of learning and encourages them to extend this beyond the school walls. Timetables are shared with pupils, parents, and carers. We share learning and school life through multiple annual events, including 'Invite Someone Special' days, three parents' evenings each year, and various celebrations of special achievements (Sports Days, Shows and Performances, Award Ceremonies, etc.).