

Curriculum Policy

Woodbury School



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1. Curriculum Overview

Vision: Our vision is to provide all pupils with the skills, knowledge, and life changing experiences to succeed in everyday life, we believe in advantage over disadvantage. We believe our pupils deserve a curriculum that does not narrow their life chances but enables them to make positive choices and have greater opportunities. Using innovation, creativity and a personalized, balanced curriculum that inspires and challenges, we support our pupils to discover their potential and realize their dreams. Everyone has a sense of pride and purpose as we work together to prepare pupils for their future lives beyond Woodbury.

School Ethos: We believe that our school will nurture all individuals in their journey to achieve their full and unique potential. We are committed to developing an inclusive, welcoming, safe, and stimulating learning environment that will enable our pupils to be happy and become responsible, community-aware citizens and lifelong learners, with the opportunity to seek employment in an area of choice.

Woodbury School Pledges to:

- Put you first
- Celebrate your achievements, big and small
- Pick you up when you fall
- Do all we can to keep you safe

- Be forgiving and understanding
- Broaden your horizons and inspire you to achieve.

2. Curriculum Intent

At Woodbury School, all pupils access a curriculum that is meaningful and appropriate to their individual needs. Learning at Woodbury School motivates, engages, and excites our pupils. Clear routes of progression and development within the curriculum planning provide continuity and coherence for pupils' ongoing learning journey.

With the complex learning and behaviour needs of our pupils, we acknowledge that the needs of each individual are central. We understand that anxiety and behaviour can impact significantly on our pupils learning. Therefore, our curriculum is designed to promote resilience, self-regulation, and independence. The provision offered is sufficiently flexible and tailored to enable pupils to achieve a range of subjects to progress to college, apprenticeships, or employment once they move on. We strive to ensure our young people can shine, achieve, and aspire to be all that they can be.

Our curriculum allows for pupils to develop their knowledge, skills, and personal attributes to be successful citizens and fulfil their future aspirations. Many of our young people join with significant gaps in their education – having missed school for weeks, months and even years. It is our role at Woodbury to build the individuals confidence and aspirations following this break in learning and the long- term impact of it. Our curriculum:

- Enables all pupils to learn and develop their skills, knowledge and understanding across the curriculum to the best of their ability so that they are equipped to lead happy, purposeful lives in society.
- Ensures that all pupils have access to balanced, sequential learning that meets their individual needs filling gaps in prior learning.
- Provides high quality content developed with systematic planning, effective monitoring, and meaningful reviewing procedures.
- Support pupils to develop a positive attitude towards learning, so that they become lifelong learners who can live successfully in modern Britain.
- Develop pupils' competencies in literacy and numeracy.
- Allows pupils to have a clear pathway through education to an end goal suitable for the individual.
- Enable pupils to be creative in developing their own thinking.
- Provide opportunities for pupils to successfully return to a mainstream environment, where appropriate.
- Support pupils to develop respect for themselves, for others, and for their environment.
- Enable pupils to be positive citizens that contribute to society.
- Allow pupils to experience the world of work as part of a preparation for their future working lives.
- Promote pupil's spiritual, moral, social, cultural, and physical development to assist pupils in becoming thoughtful and respectful citizens.
- Help pupils understand the importance of truth and fairness, so that they can recognise discrimination and stereotyping, and challenge it.
- Enable pupils to develop an understanding of the rights and responsibilities that all of us have in society.
- Encourage pupils to pursue healthy lifestyle choices.

Research demonstrates that pupils learn best when learning is connected, practical, cross-curricular and linked to real-life experiences. At each stage of our curriculum our intent is to equip our pupils with skills for their next stage of education and for life.

3. Curriculum Implementation

The curriculum is implemented using a range of complimentary child-centered strategies that maintain and nurture young peoples' interests, ideas, and aspirations. Wherever possible, the curriculum provides ample opportunities to celebrate and reward young peoples' achievements, both big and small, across the school community and beyond.

The emphasis is always to provide an accessible curriculum that enables pupils of all ages to develop behaviours for learning and skills for independence.

Therapeutic input from Speech and Language, Occupational therapy and in house Forensic Psychologist will also guide the way the curriculum is delivered to the individual.

4. Secondary Education

In Year 7 to Year 13 the curriculum is balanced and relevant; it allows pupils time to explore, deepen understanding and embed skills for life. There is an emphasis on connectivity between subjects, so the pupils develop their understanding holistically and make the connection between what they are learning in class and the wider world. Within the wider curriculum each pupil will have individualised adaptive programmes of studies to meet their individual need this include academic and social learning.

5. Individualised Programmes

This pathway runs throughout Key Stage 2 to Key Stage 4. The aim of the curriculum is to ensure it considers the individual needs of each pupil. For those pupils who are significantly less cognitively able than their peers or have significant barriers to learning, a bespoke curriculum is devised through the use of EQUALS to ensure pupil receive a curriculum that is appropriate, meaningful and challenging and also that prepares the pupils for adulthood and life beyond school. There is a clear focus on developing the knowledge, skills and understanding so that pupils can live a purposeful, meaningful, and fulfilled life and are able to contribute to and be an active member of their community.

EQUALS is a not-for-profit registered charity, first formed in 1994, committed to supporting the work of teachers, TAs, schools, and parents/carers of pupils with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD).

6. EQUALS Programmes

The EQUALS Programmes are designed to aid all pupils develop confidence, life skills and emotional literacy. It is designed to be flexible to cater for a variety of needs. It allows all pupils to feel secure in their environment and their specific development. It allows for provision of breakfast, break time activities and a secure space to eat lunch that allows pupils to develop socially. It focuses on the development of extra- curricular activities, hobbies, maintaining relationships/friendships and developing an understanding of community values and a sense belonging. The EQUAL'S programme is supported and embedded throughout the curriculum and daily activities. Students can achieve nationally recognised qualifications through the EQUALS programme. Level 1/2 which further secures this knowledge and skills. Pupils also follow EHCP targets with the ISP providing a focus for support. A core curriculum focus is to develop and improve the social, emotional, and mental health of pupils.

7. Assessment

Teachers use GL Assessments to baseline and monitor pupils' progress in Maths, English, Science, Reading and Spelling. GL Assessments are also used to assess pupils cognitive and social skills.

Pupil Attitude to Self and School is also utilised to show how Woodbury re-engages pupils with their education.

8. SMSC and PSHE

At Woodbury, we aim to both 'plug the gaps' and provide life-enhancing experiences to help our young people catch up and excel. Social, moral, spiritual, and cultural development, alongside personal, social, health education are key parts of our overall curriculum offer. For many of our young people, they have not had the rich opportunities to develop these skill sets, nor understand the importance of them in being successful members of society. We provide a range of learning opportunities including hands-on activities, Enrichment, outdoor education, days out, educational trips, theme days, and celebration events to name a few. These provide the building blocks our pupils need to understand both who they are, and their place in the world, and have the values, skills, and personal attributes to succeed.

PHSE / RSE is an integral part of the curriculum to support pupils to live well rounded, happy, safe, and successful lives. PHSE and RSE will be taught as both discreetly and imbedded into all elements of school life.

The PHSE Curriculum covers:

- Health and Wellbeing
- Online and Offline Safety
- Life Skills
- Careers
- Rights and British Values
- Equality and Diversity
- Relationships and Sex Education

PHSE will be taught following the **Cre8ive Resources** Scheme.

9. Relationship-First approach

Our young people achieve their full potential through the strong, caring relationships they develop with staff. Our trusting, high-need, high-support model provides the foundation on which our young people build the confidence to thrive. Positive relationships help dismantle barriers to learning and promote self-believe and aspiration. All our staff are committed to creating a safe, caring, home from-home environment where young people are confident to take risks, undertake new challenges, and be the best they can be.

10. Main Pathway

For our core curriculum, pupils ready for formal subject led learning will follow planning driven by the National Curriculum and accreditation specifications. Each pupil in the school has EHCP provision plans with outcomes and targets which are addressed and embedded into teacher planning and ILP folders within lessons.

11. Curriculum Implementation in the Primary Phase:

The thematic curriculum is a cross curriculum approach to teaching and learning using the EQUALS framework. Pupils can immerse themselves fully into all aspects of the curriculum in an engaging,

motivating way which is purposeful to learning. The main purpose is to contextualise learning ensuring a breath of challenging experiences across each area. The curriculum is designed to create interest which leads to wider engagement within planned learning.

Themes are adapted to incorporate pupil's interests and the long-term overview ensure a broad and balanced curriculum is delivered.

All themes have a linked text to support the whole school focus of developing a love of reading and an exploration of language for learning.

In addition, each theme will have a linked physical experience in the form of offsite trips or visitors into school. This will further strengthen pupil's contextualisation of knowledge and development of links between different subject areas.

12. Curriculum Implementation in the Secondary Phase

The secondary curriculum is organised on a subject based model with pupils moving to specialist rooms and teachers. Interventions are implemented with identified groups and individuals. Setting according to ability occurs in English and Maths enabling all able pupils to be extended whilst allowing pupils needing enrichment activities to be supported through greater differentiation. Accredited courses are followed in English, Maths, Science, PE, Art, and Child Development.

13. Work Experience

Work Experience programmes form an important and integral part of the Key Stage 4 curriculum. Careful planning takes place to ensure that each pupil accesses a suitable placement that progressively extends their abilities and independence. Pupils have regular meetings with an external Careers Advisor working to the Gatsby Benchmarks. Preparation for work experience starts at the beginning of year 10. Pupils undertake a one-week work placement in year 10 and another in year 11. For some pupils there is the opportunity for a more sustained placement to increase the awareness of the demands of a job.

14. Travel Training

Learning to travel independently and extending general independence skills in the wider community is a crucial element of the Key Stage 4 programme. Many pupils achieve independent travel status and can use public transport by the end of Key Stage 4, however for some pupils, travel training is ongoing and continues to form an important feature of the pupils post 16 individual action plans.

15. Curriculum Delivery Model: Wave Pathways

Pupils who come to Woodbury School will come presenting with many complex needs. These will range from Trauma, Attachment, SEMH and ASD. Many of these needs will make learning hard for pupils and will have to be addressed in part before formal academic learning can take place, due to this Woodbury utilise a Wave Pathway to support and allow engagement. Pupils are provided with a purposeful, fun, and engaging learning environment where we encourage pupils to develop their independence and collaborative skills. Learning is focused on Communication, Cognition, Technology, Physical skills, and Personal, social, emotional well-being. Learning will be creative and experiential; pupils will be working towards differentiated outcomes appropriate to their individual needs.

16. Delivery Model

Our model includes pathways that prepare pupils to learn by ensuring their clinical/therapeutic needs, social and emotional needs and academic needs are met. Our aim is to ensure that each pathway forms a transition into formal academic learning whilst continuing to develop therapeutic strategies and social and emotional skills that allow the pupil to move successfully into adulthood.

Wave 1: Engagement

To prepare Pupils who are unable to access education we will develop an individual's timetable that will include some time spent learning in a variety of environments that meets the individual needs of the pupil this can include; one-to-one tuition, offsite experiential learning, outdoor education and planned and delivered enrichment sessions. By providing a programme of engagement and adapted curriculum, we allow the development of basic cognitive skills that enable access to targeted clinical therapies and education. This is time to build relationships and develop trust allowing the first steps for pupils to engage with us and develop the confidence needed to thrive within education.

Wave 2: Introduction of therapeutic interventions

Pupils who attend Woodbury will often arrive with complex needs that require the support of a full therapeutic programme. Therefore, an individual timetable is planned and implemented in conjunction with the therapies team. With a high level of engagement developed in wave 1, and an increased ability to follow school systems, engagement in therapeutic process is more successful and meaningful. This will enable staff and pupils to utilise the trusting relationship built to help repair past relational trauma, develop cognitive skills, engage in focused therapies and behavioural programmes. Therapeutic interventions underpin the ability to learn and support the academic process. At Woodbury we weave a therapeutic model throughout education. This is facilitated by trained members of staff via Lego Therapy, Play Work, Drawing and Talking and by qualified and professionally registered therapists who facilitate CBT based Counselling, Speech Language Therapy, Educational Psychology and Play and Creative Art Therapy.

Wave 3: EQUALS

The EQUALS Programme is designed to aid all pupils to develop confidence, life skill and emotional literacy. This is run alongside the development of the therapeutic programme. (see below) Through providing purposeful, fun, and engaging learning environment where we encourage pupils to develop their independence and collaborative skills. We start to introduce more formal learning and enabling the development of study skills, whilst addressing issues such as trauma, attachment and behavioural issues, the ability to learn grows. We underpin these new skills by focussing on communication, cognition, technology, physical, social, and emotional skills delivered through individualised accredited learning such as AQA Unit Awards.

Wave 4: Academic Programme

With a pupil now undertaking meaningful therapeutic sessions and developing a sense of self and acquiring study skills we are now able to introduce more formal learning. This includes entry level, functional skills, and GCSEs, including core subjects. Pupils will continue to develop their cognitive skills and social skills through embedding all learning across the teaching timetable.

17. Activities to supplement classroom learning

All activities that are planned and implemented by staff will aim to make an impact directly and indirectly towards academic and EHCP targets. Offsite visits will be planned in collaboration with the pupils. Visit aims will vary from increasing the daily physical activity of pupils to experiencing new and interesting environments, increasing, and understanding of local history and community. Pupils

will be taught how to research a variety of recipes that can be prepared in the kitchen area. They can develop their literacy and numeracy skills by costing and sourcing activities and resources. Pupil's knowledge of health and safety and culinary skills can be advanced by preparing and producing a range of meals. Other areas of learning can be discretely taught to pupils, such as basic biological concepts, when experiencing the farms, zoos, and local gardens the team, in collaboration with the pupils, will set daily and weekly targets. Reward activities will be offered frequently to reinforce progress and positive behaviour. Pupils will participate in a variety of collaborative activities that will target social development. For example, board games will be played in small groups to teach pupils how to take turns, to show patience, to communicate with adults and peers and to experience winning and losing. Pupils will participate in different forms of physical activity during their school day. This will help to promote a positive mental and physical wellbeing, whilst encouraging a life-long enjoyment of physical activity. Examples of daily physical activity may include walking to local shop, completing a daily mile challenge, participating in sports for enjoyment and experiencing local parks.

Woodbury School is looking to implement the Duke of Edinburgh Award scheme

18. Curriculum Impact

When pupils arrive at Woodbury, they come with a varying amount emotional and psychological luggage; some of it valuable and useful, some of it not. Some know where they are going, but many are struggling to find their route forward.

During their time here, we help them decide the best path forward and the route they need to take. We help them repack their bags with everything useful they brought and provide the additional things they need to continue their journey onwards. Their pitstop at Woodbury strengthens them for the road ahead.

At Woodbury there are a range of measures used to evaluate the impact of the curriculum across all our learning pathways.

These include:

- Progress measures using formative and summative assessment. These are recorded formally using Engage.
- Senior Leaders/Curriculum leader work scrutiny.
- Monitoring of pupil well-being and engagement using classroom-based assessment and wellbeing sessions.
- Monitoring the impact of Social, Emotional and Mental Health Interventions through ISP.
- Monitoring of EHCP provision plan targets.
- Reviewing pupil behaviour plans to assess the impact of strategies and interventions.
- Reviewing attendance data.
- Pupil surveys.
- Parent surveys.
- Parental feedback at EHCP reviews - Section A form.
- Observation of pupil engagement during drop-ins, lessons observations and learning walks.
- Assessing the impact of transitions through pupil well-being at the start of the new academic year or following a change in class.
- Destination data and follow up calls to pupils, parents, and carers to ensure transition to college, apprenticeship or employment has been successful.
- Feedback from other agencies such as Social Care, CAMHS, Virtual School.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.

Horizon Education and Care provide full governance through Independent SIP Visits, Director Monitoring Visits (Monthly) and Managing Director Visit (Termly) the reports generated monitor the effectiveness of our school curriculum. The SLT of Horizon Care, along with the Head Teacher are responsible for curriculum monitoring and take responsibility for different subjects and areas of the curriculum holding subject leaders and school leadership team to account.