

Curriculum Policy

Woodbury School



Reviewed by: Headteacher **Date:** August 2021

Approved by: MD Education Services **Date:** August 2021

Next review due by: August 2022

Policy ref: OPED20

Version: 3

The curriculum meets the needs of pupils by:

- Paying due regard to national expectations, as set about by the DfE.
- Utilising a personalised learning approach to meet individual pupil needs.
- Supporting pupils to reach their intended destinations in further education, training and/or employment.

This approach is required because the pupils referred to us have a wide variety of educational backgrounds and life experiences which have often involved serious trauma. Consequently, pupil attainment may not match age related expectations.

All our pupils have an education health and care plan (EHCP) and many have significant gaps in their learning due to not being in school previously. The flexibility within our approach enables pupils to experience a broad and balanced curriculum by which they acquire the skills and knowledge required to make progress commensurate with their ability.

We recognise that pupils referred to our school may well have had traumatic life experiences that are beyond those experienced by the vast majority of society. As a result, pupils have missed out on prior positive learning experiences, be it within their family, education, or within the community. The impact of these experiences on pupils' attitudes to and engagement with learning transfer into school.

At Woodbury, we endeavour to make learning relevant to our pupils, ensuring that they develop and progress in the core subject areas of English, mathematics and science, alongside the wider curriculum. There is a strong focus across the school on the importance of personal, social, health and economic education (PSHE), alongside pupils' spiritual, moral, social and cultural (SMSC) development.

Where possible, we provide continuity to our pupils from their previous educational setting and ensure that qualifications in the core subjects are studied via a range of appropriate specifications. ICT is embedded into all of our teaching and is approached in a cross curricular manner.

Our approach to implementing the curriculum helps to support our pupils to become positive and responsible individuals, who can work and co-operate with others in any situation they may find themselves in once they have left school.

The aims of our curriculum are:

1. To enable 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.
2. To support pupils to develop a positive attitude towards learning, so that they become lifelong learners who can live successfully in modern Britain.
3. To develop pupils' competencies in literacy, numeracy, and information and communication technology (ICT).
4. To enable pupils to be creative in developing their own thinking.
5. To provide opportunities for pupils to successfully return to a mainstream environment, where appropriate.
6. To support pupils to develop respect for themselves, for others, and for their environment.

7. To enable pupils to be positive citizens that contribute to society.
8. To allow pupils to experience the world of work as part of a preparation for their future working lives.
9. To support pupils to develop a personal awareness of their own spiritual self and an understanding of right from wrong.
10. To help pupils understand the importance of truth and fairness, so that they are able to recognise discrimination and stereotyping, and to challenge it. To enable pupils to develop an understanding of the rights and responsibilities that all of us have in society.
11. To develop pupils the desire to pursue healthy lifestyle choices.

Organisation and Planning

Pupils have individual personalised timetables and are brought together in small classes / groups of no more than five young people, based on their current key stage and level of needs.

The groups are, as far as possible, based on key stage and ability. Task set are differentiated to meet each pupil's needs and starting points. Where assessment identifies particular challenges, enhanced support can be provided to support engagement and accelerate progress.

The curriculum is planned in terms of long, medium and short-term programmes: the short-term programmes drive the learning that is current. The medium and long-term programmes are adjusted on the basis of an evaluation of the progress pupils are making.

In core subjects and other courses that lead to accreditation, planning is informed by the requirements of the exam board specification. Our pupils may join us at any time in the year, and in enabling these pupils to reconnect with learning, a review of prior learning and achievement will take place, alongside baseline assessment.

We meet the challenge of finding age-appropriate learning experiences for pupils who are working well below age related expectations.

Our Curriculum

[A] Rationale

We have high expectations of teaching and learning; the quality of education pupils receive should be of a consistently high quality. We recognise that, as staff, we are all learners within a community of learning and that, as learners, we continue to develop our expertise and professionalism.

The curriculum promotes the following strategic challenges for developing the school vision:

- The promotion of high standards without inequalities in attainment.
- Education tailored to the talents, aspirations, and potential of individual pupils.
- The encouragement of innovation through ICT to transform learning.
- Developing the skills necessary for autonomous learning, enabling pupils to become lifelong independent learners.
- The setting of targets for both learning and teaching standards.

[B] Teaching and Learning

The curriculum is based on pupils intended destinations. The content of our curriculum is informed by the suite of accreditations that can unlock the doorway to a happy, purposeful life as a member of a local, national and global community. We adopt the requirements of the National Curriculum, with some adaptations to meet the individual needs of pupils.

Pupils in Key Stage 2 experience an immersive, thematic based curriculum incorporating core and foundation subject areas. This enables them to learn transferable skills to succeed in school and the world around them.

Pupils in Key Stages 3, 4 and 5 experience a curriculum that promotes both personal and academic development through a range of qualification pathways. This enables them to pursue their life ambitions and is supported by appropriate advice, information and guidance to suit each individual.

Pupils in Key Stages 4 and 5 have access to independent careers advice and to work experience opportunities.

[C] Practice

Learning happens within three different contexts at our school:

1. Lessons – planned experiences where pupils work through a programme or scheme of work. The needs of the pupils require curriculum planning that is flexible and relevant as both the context in which we live continually changes, as do the needs of our pupils at different stages of their lives. Our curriculum facilitates the acquisition of knowledge as well as skills and promote enjoyment of learning.
2. Routines – regular occurrences where pupils are influenced as they go through the school day: registration, assemblies, break-times etc.
3. Events – these can include, but are not limited to, performances, sporting occasions, enrichment activities, field/study trips and themed days which all create opportunities for pupils to access curriculum content and/or develop personal qualities and characteristics.

[D] Teaching and learning behaviours

In the classroom the behaviour of staff and pupils should reflect high standards of engagement, challenge and expectations.

[E] Managing diversity

We make every attempt to give consideration to the educational requirement of different groups of learners: pupils with SEND, pupils with behavioural/emotional difficulties, pupils from ethnic minorities, pupils with a disability and those who appear to be underachieving. There are numerous opportunities to improve and extend teacher skills in differentiation and learning styles to meet individual needs. Different systems of internal and external accreditation have also been developed thus acknowledging a broader range of educational outcomes.

[F] Monitoring, Evaluation and Review

The elements of self-evaluation – monitoring, evaluation and review – are applied within a wider programme of whole school review. Within teaching and learning there are key areas for self- evaluation: quality of learning, meeting pupils needs, assessment and quality assurance.

These key areas are monitored through cyclical visits to lessons looking for the extent to which there is evidence of elements of good and outstanding practice and regular reviews of the quality of outcomes and the response of our pupils to what they are given (quality assurance).

This policy to be reviewed annually.

In support of this policy, all subject areas develop their own schemes of work and curriculum plans.