

Lincolnshire Wolds Federation

Curriculum Policy



Monitoring and review

The Executive Head is responsible for monitoring and reviewing this policy

Approval

This policy was agreed by the Academy Advocates: December 2017

Lincolnshire Wolds Federation strives to provide a broad balanced curriculum that supports our students to be independent, prepared for adult life and enable them to make a positive contribution to society and the world in which they live.

Our aim within LWF is to be a centre of excellence through provision that uses innovative and effective techniques in educating and supporting outstanding lifelong learning. At LWF we provide an inspiring, purposeful and personalised education for all, every day, in order to support learning for life and working for the future.

Our curriculum offer includes the formal requirements of the national curriculum and also a range of extracurricular activities that we organise to enrich the opportunities and experiences for our students. Our curriculum and ethos also supports a 'hidden curriculum'; what the students learn from each other, the way they are treated and can be expected to be treated. We strive to support our students to develop into independent, positive, responsible adults, who can work and co-operate with others, so that they achieve their true potential.

The curriculum is individualised, creative, innovative and flexible allowing for the needs of each student to be met. It aims to promote the social, moral, spiritual and cultural development of the students as well as their intellectual and physical development.

Our key values in achieving this are to be:

Approachable

- Listen,
- Show empathy for others,
- Listening and talking into action, so if we say we will do something we all do it,
- Be yourself (authentic)

Consistent

- Have and communicate clear expectations,
- Maintain a professional standard,
- Use the same approach,
- Be fair to all, and Be the same person everyday...

Happy

- for our students to be healthy, maintain a sense of hope for the future, through access to an environment that meets their holistic needs

Independence

- for our students to become as independent as possible in learning and life, through access to an inspiring, innovative and inclusive environment

Empowering

- Drawing on strengths,
- Teamwork and confidence of all to make the most of opportunities,
- Supporting and motivating each other in an environment of trust,
- Allowing people to have a go.

Visionary

- Thinking outside the box and Being prepared to take a calculated risk,
- Leading by example with enthusiasm,

- Recognising the steps to the end goal and being Forward thinking.

Enable

- for our students to be excited, engaged and encouraged through an environment of equality

British Values:

Throughout the curriculum students experience key learning linked to British values. Giving our students an understanding of British values is vital in ensuring that they can achieve within the key values outlined above. All students are given a clear understanding of the democratic processes through the work of our school council; demonstrating to students the importance of active participation, listening to and representing the views of others within the school community. Opportunities to experience a range of cultures are built into multi-sensory experiential learning experiences that are reinforced and supported through discussion. The school vision of creating 'an inspiring, purposeful and personalised education for all, every day, in order to support learning for life and working for the future, ensures we are accountable to the following shared values to enable students to Dream, Believe and Achieve. These reinforce the core British values of mutual respect and tolerance of differences, where the personalised experiences created for students allow us to challenge and support them in understanding the community, country and world in which they live. As restorative school's we take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been affected/harmed to convey the impact of this to those responsible, and for those responsible to acknowledge this impact and take steps to put it right which further supports our students.

Curriculum Organisation:

Our curriculum is organised in to four bands, in line with EHC outcomes:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

The curriculum and learning environment is offered at these four different levels depending upon: the needs and ability of the individual student; the subject/scheme of work being taught; the overall needs of the group and equality of access to our specialist facilities.

A range of strategies are used to assess student progress throughout their time within the Federation to ensure that every student is able to have equal levels of both challenge and support, students to feel valued and be able to contribute to society both when in school and as they move on into adult lives.

To enable students to make progress, they are given access to the new national curriculum whether this is in its entirety, as an adapted version or through a totally individualised timetable. Equality of access is at the fore of any curriculum opportunities that are offered to students and the school uses a range of strategies, technology and external support to achieve this. The core principles of curriculum access throughout the Federation are about developing:

- Communication and interaction– Including speaking, listening, reading, writing, decision making and displaying preference, signing, using symbols, Picture Exchange Communication System (PECS), PODD, objects of reference.
- Working with others – developing social skills and sustaining relationships
- Preparing for the future –life skills, transition activities
- Promoting independence – reducing reliance on others

- Citizenship – Knowing their place within the local community, the country and the wider world. This will include opportunities to visit local places and support events as well as opportunities to participate in volunteering and work experience.

The curriculum is planned to provide continuity and progression. It enables students to make connections and transfer skills and to think creatively and solve problems. It also develops students' capacity to work independently as well as collaboratively. In addition to the academic curriculum, many of our students have a range of complex needs and as such will benefit from an individualised timetable to provide opportunities to access the other three areas of our curriculum and in some cases for students to be withdrawn from some sessions to participate in specific sessions with our specialist staff in supporting physical, sensory, social and emotional wellbeing, or through sessions provided, such as by a Physiotherapist, Occupational Therapist and Speech and Language Therapy staff.

The Aims of our curriculum:

- That students make outstanding progress against personal targets
- That students acknowledge their achievements and have a sense of pride
- That students have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community for example: sports coaches, gardeners and so on and by visiting places of interest.
- That students develop communication skills including use of symbols, signing and objects of reference
- That students develop reading skills through phonics based reading scheme
- That students develop skills for independence
- That students use of ICT is encouraged
- That students develop a greater awareness of their local community and make a positive contribution
- That students learn a range of skills for life beyond school

English and Maths:

English and Maths core skills are taught discretely and consciously reinforced throughout all aspects of the curriculum. Core skills are taught each morning across the whole federation and form part of the students' daily routine. This provides even greater flexibility to meet students' individual need and abilities more effectively by allowing students access to different groups for different aspects of their learning (this supports a student with a 'spikey' profile, for example a student that excels within maths but requires greater support with English).

Students' reading skills are developed by the use of the phonics reading scheme 'BugClub' which provides a structured age appropriate and engaging scheme to support reading and comprehension skills and is available in both book and online form. Letters and sounds and read, write, Inc is also used to develop phonetic knowledge.

Creative Curriculum:

Our creative curriculum provides students with opportunities to cover a range of learning outcomes and develop personal learning and thinking skills within a themed based framework to provide purpose and meaning.

We aim that Students will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self Managers
- Creative Thinkers
- Reflective Learners

Each theme covers aspects of the non-core curriculum subjects as well as humanities, ICT and science and reinforces English and Maths skills.

PSHE and SMSC:

PSHE is integrated into sessions every day, with each day starting with circle time to allow for discussions/debates to take place in a supportive restorative manner and ensure all students are 'ready to learn'. PSHE is also taught both discreetly as well as opportunities that are exploited and built into multi-sensory experiential learning experiences that are reinforced and supported daily through discussion.

Significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days. Both schools within the federation also hold cultural days, to support students to be immersed within cultural experiences.

Religious Education and Collective Worship:

Religious Education themes and topics are covered via our themed curriculum as well as through assemblies and PSHE. Lincolnshire Wolds Federation currently follows the local authority advice and guidance.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and recognition of all of those within the school community. Parents also have the right to withdraw their child from Religious Education and/or Collective Worship.

Relationships and Sex Education (RSE):

Relationships and Sex Education is taught in through PSHE lessons at a level appropriate to the level of understanding of the student. This may be delivered through individual or small group sessions dependent on the needs of the students. We liaise closely with the Learning Disability Nursing Team for specialist individual input and support and with parents. Parents may request that their child is excused from Sex Education.

Enrichment:

The curriculum is enriched with educational trips and visits, local community links and opportunities within the timetable, as appropriate, to engage with new experiences for example: music workshops, educational visits and residential trips.

Early Years and Key Stage 1:

Through a multi-sensory approach the students follow the EYFS/Key Stage 1 curriculum at their own individual pace, learning through play and practical activities to find their place within the school community and the world around them. To ensure that students are equipped for future learning, independence is developed through choice making, communication and social interaction with peers. Within our Early years Foundation Stage we aim to deliver a balanced educational curriculum in line with statutory guidance. The

EYFS takes into account the individual needs of students and works to help them become confident, independent members of the community, able to communicate with adults and other students.

The areas of learning and development in EYFS are underpinned by the 'Characteristics of effective learning':

- Playing and exploring
- Active learning
- Creating and thinking critically

There are seven areas of learning and development that shape our learning. All areas and development are important and are linked. Three areas are particularly crucial for developing students' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive throughout school. These three areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also focus planned activities to support students in three specific areas, through which the three areas above are strengthened and applied. The specific areas are:

- Literacy
- Numeracy
- Understanding the world

We develop all of these areas through both child initiated and adult initiated activities. The exploration of both the indoor and outdoor environments is an important aspect in aiding our student's development in all areas. We often explore the local community including trips to the shop, park, library as well as onsite facilities such as the sensory room. We feel that this is important in developing their learning in real life experiences.

Key Stage 2:

For the majority of students, the learning that takes place is linked to themes which combine key strands of the national curriculum. Through a range of structured learning activities alongside specialist support including communication support, students continue to develop their independent learning skills with an emphasis developing collaboration and cooperation and with opportunities to apply their English and Maths skills in real life situations. The thematic approach to learning enables students to explore their local and national heritage and make links to the wider world. It also ensures they receive a broad and balanced experience carefully adjusted to meet their needs. For further information about curriculum themes and curriculum planning please see curriculum maps.

English is structured to promote students of all abilities to build on the Early Learning Goals and to acquire the skills and knowledge across all the areas of the English National curriculum.

Objectives are taken from the National Curriculum and The EQUALS Schemes of Work, which provides support and guidance from the earliest developmental level. English teaching is partnered with Phonics, PECS, PODD, Intensive Interaction and Makaton, to support development in reading, writing and communication for all students. English lessons and all corresponding activities, such as Phonics teaching, are part of the daily timetable for all students in Lower School. In Maths, students work on mathematical activities that are appropriate to their age and ability, with the aim of working towards greater independence to enable students to cope with the challenges of everyday life. The Lower School maths curriculum is designed to be practical and fun packed, there have been some changes of name: for example, shape and space is renamed geometry, measuring becomes measurement, and data handling is now titled statistics. Underneath the overall heading of number, you will find number and place value, addition and subtraction, multiplication and division, and fractions (including decimals and percentages). Across these sections you will find statements relating to the National Strategy strands of counting and understanding number,

knowing and using number facts, and calculating. Previously there was a separate strand for using and applying maths was a separate strand and was often taught as an add-on. In many respects the inclusion of reasoning and problem solving within the overarching aims is a big improvement, as for our students it provides meaning and purpose to abstract concepts. In Lower School we have topic themes to support the learning of non-core subjects.

Phonics is taught regularly across Lower School using the Phonics Bugs Scheme and resources alongside Letters and Sounds, Read, Write Inc and elements of Jolly Phonics. All classes in Lower School have their own set of resources depending on ability. These resources include reading books, flash cards, games and activities. Phonics is used to help our students with their reading at any age through the use of segmenting, blending and decoding to teach students how to read and interpret meaning from books.

Reading is an important part of our English curriculum and students are encouraged to read regularly in class and also at home. Reading books are taken from the Phonics BugClub scheme, Read, Write Inc or the Rapid Readers depending on student age and ability. We also have a range of 'free reader' books for those students who have completed the schemes available. Students in Upper School are encouraged to read magazines and newspapers to develop their reading skills. Some students receive more targeted intervention for their reading in the form of one to one sessions outside of class with a member of the Intervention Team.

Key Stage 3:

Students will apply the skills that they have developed to further their learning and give broader access to the key stage 3 national curriculum. The curriculum at Key Stage 3 also prepares the students for transition to the choices available at Key Stage 4 by giving a range of experiences linked to the Key Stage 4 options. Students will continue to apply their maths and English skills and through their developed sense of self, knowledge of the world (locally, nationally and internationally) students will make decisions based on their own personal learning strengths and their future aspirations. For further information see our themes, curriculum maps and accreditation courses.

Key Stage 4:

Careers education, advice and guidance are used to support students with accessing a curriculum that is guided by future aspirations and allows them, where applicable, to explore vocational pathways. For students where the focus is life skills they will explore their role within the local community, further develop their skills in making choices and showing preferences and continue to develop their understanding of the world around them. All students continue their learning in maths and English through thematic and or accredited learning, having opportunities to apply this to real life situations. Work experience is available in years 10 and 11 and supports developing students' knowledge and ability to cope with the world of work. Developing a strong sense of self, understanding how to express this and dealing with relationships is an integral part of learning for students as they mature. A range of qualifications are offered and targeted at appropriate levels to include all students regardless of ability. For further information please see accredited courses and vocational pathways.

Key Stage 5 at St Bernard's:

Life skills and further developing access to the world of work is a clear focus of the Key Stage 5 curriculum. Students continue to develop functional skills in English, Maths and ICT and will develop further expertise in their chosen vocational pathway, with opportunities to take part in work experience placements, linked to personal aspirations, as well as regular enterprise and volunteering opportunities.

Our students access the local community throughout the week for a range of experiences and learning opportunities including shopping, leisure, travel training and use of local community facilities. All of these

opportunities continue to support individual barriers to learning and offer opportunities to continue to develop key life skills in different contexts and settings.

Most students will access our off site provision at LRAC (Lincolnshire Rural Activity Centre) during the week where they will experience learning and working across our accredited and experiential options in different aspects of catering and hospitality, horticulture and outdoor activities. There are opportunities for students to work towards accreditations in different areas. All students are able to access AIM awards either through an achievement continuum or through Entry Levels 1, 2 and 3.

Students in Post 16 are fully supported for their transitions into their future destinations which may be further education, supported living arrangements, continued community access, employment or wrap around services. For some students supported internships will be available, adapted to our setting with a focus on employability and students being ready for working life. These often include catering, premises or rural skills. Life skills courses are individualised to meet the needs of learners.

Accreditation exam boards available within KS4 and 5 include:

Exam Board	Level
OCR Functional skills	Entry level 1-3 Level 1 & 2
OCR Functional skills	Entry level 1-3 Level 1 & 2
OCR Functional skills	Level 1
OCR	Award Certificate Diploma
City and Guilds Skills for working Life	Award Certificate Diploma
City and Guilds Skills for working Life	Award Certificate Diploma
City and Guilds Skills for working Life	Award Certificate Diploma
City and Guilds Skills for working Life	Award Certificate Diploma
City and Guilds Skills for working Life	Award Certificate Diploma
AIM awards	Entry level, 1, 2, 3
Sports Leaders Award	
Duke of Edinburgh Award	Bronze

Time Allocation and Planning:

Each class has a timetable which indicates the allocation of time to subjects and topic work, where appropriate. Although timetables may indicate that students will be studying certain subjects at specific times, there are cross curricular skills which are taught to a greater or lesser extent within each lesson. Class Teachers produce detailed medium term planning. Differentiated tasks and activities, learning intentions, expected learning outcomes and a variety of

learning styles and effective and appropriate teaching and learning resources are key features

Class teachers / Teaching staff are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of students
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of learning support assistants
- attending and contributing to training and meetings are requested

Monitoring and Evaluation:

The Heads of school will co-ordinate the monitoring cycle alongside the teaching and learning leaders. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutiny
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan.

CPL (Continual Professional Learning):

All staff are provided with opportunities for professional learning and training in line with the Federation and Federation Development plans and the organisational training needs. Training needs will be linked to the school's performance management process, where applicable.

Equal Opportunities:

The federation supports the rights of all students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The federation promotes an ethos of respect for everyone, in line with our values.