



# **Curriculum Policy**

**Revised – September 2019**

## **Introduction**

At Woodlawn School we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore, develop skills and the time to have fun. We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing, adapting and improving the curriculum we offer to our children.

The curriculum at Woodlawn School is evolving according to the needs of our children and to the aspirations of the staff and community.

## **The Language for Learning approach**

At Woodlawn School we recognise that by considering the way we use language we can support, deepen and extend the skills of all of our learners.

By giving our children a rich reading experience of stories, poems and non-fiction we support children to internalise a living library of non-fiction, poems and stories, like templates that can be used for their imagination.

Language is primarily learned through interactive 'hearing' and 'saying' and the richer and more varied the language patterns, the better the writing will be.

We do this because we recognise:

- Many of our pupils have a speech and language difficulty and have worked with the team of speech and language therapists from the PCT.
- Some of our pupils are non-verbal and use a range of ways to communicate (voice output communication aids/ symbols/ photographs/ signing/gesture)
- Some of our pupils have a sensory loss which contributes to their difficulties with language.
- Many of our pupils have a learning difficulty.
- Some of our pupils have difficulties understanding communication in a social context.

We deliver the language approach to the curriculum by considering how language is used in all lessons and in all activities through the school day and offer this in a variety of ways to support the curriculum at Woodlawn School.

This is delivered through:

- Planned social communication lessons for each class weekly.
- Talk 4 maths lessons weekly as part of the Mathematics curriculum.
- Talk for writing approach to English.
- Sharing the learning objective of the session at the beginning of all lessons and addressing this throughout the session to ensure understanding of the learning and purpose.
- Encouraging pupils to talk about their learning and be reflective learners.
- Giving pupils meaningful feedback which includes the next steps in learning.
- Planning for extending vocabulary through lessons with use of visual and practical resources to support understanding.
- Using resources and visual aids to support understanding of the learning activity.

- Use of communicate and print an ICT resource using symbols to support understanding of written text
- Using a range of means to record/ communicate the pupils' ideas not simply relying on writing. (ICT equipment, voca, ipads, laptops – programmes e.g. Clicker 6)
- Encouraging paired and group talk in lessons.
- Encouraging a problem solving approach to extend the thinking and language skills taught.
- Delivering highly differentiated learning activities.
- ICT used as a bespoke means of supporting and extending learning and communication.

### **Literacy at Woodlawn School**

At Woodlawn School we deliver a language rich environment across the curriculum. There is a focus on basic skills. In English lessons and across the curriculum pupils are encouraged to engage in all lessons using their skills in speaking, listening, reading, writing and spelling.

Reading is key to all learning. We know the best writers are those children who have a love of reading. Reading influences writing with the richness, depth and breadth of reading determining the writer children become.

At Woodlawn School we use programmes to support this learning including:

- Read Write, Inc
- Talk for Writing.

We use these alongside books from a number of reading schemes and a library full of a whole variety of reading materials.

### **Values**

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We use the community to enrich the curriculum.
- We value the rights enjoyed by each person in our society.
- We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and curriculum workshops, and are positively encouraged to become involved.
- We see the language approach to the curriculum as a vital means to encourage pupils to be independent, assertive and make choices.

## **Woodlawn School Aims and Objectives**

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and information technology (IT);
- To enable children to be creative through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- To enable children to be active and take responsibility for their own health;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.
- To enable children to be independent.

## **Organisation and Planning**

### **Curriculum Offer**

#### **Early Years (Nursery and Reception)**

Our Early Years Foundation Stage (EYFS) is a fully inclusive, local authority assessment unit catering for pupils aged 2 and a half (rising 3's), Nursery (aged 3-4 years) and Reception (aged 4-5 years) with a diverse range of Special Educational Needs and Disabilities (SEND).

We work as a large multi-disciplinary team including physiotherapists, occupational therapists and speech and language therapists to assess pupils who may require an Education, Health and Care Plan.

Our curriculum follows a highly differentiated and bespoke version of the Early Years Foundation Stage Profile which focusses on the 7 prime and specific areas of learning;

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts

Our pupils learn via 1:1 and small group teaching and learning with an emphasis on indoor and outdoor learning through play. We have a strong focus on literacy, maths and functional communication. We use a range of daily formative assessment opportunities culminating in our summative Early Years Foundation Stage Profile and PIVATs assessments.

#### **Primary Department (KS1 and 2)**

Our Primary Department caters for pupils from year 1 to year 6, aged 5-11 years old.

Mixed age classes offer a highly differentiated curriculum covering all National Curriculum subjects; English, Maths, Science, Design and Technology, History, Geography, Art and Design, Music, Physical Education, Computing and Modern Foreign Languages (where appropriate).

We have a strong emphasis on ensuring pupils develop their basic skills in English and Maths and dedicated lessons for functional and social communication which we embed across the curriculum.

Additional bespoke opportunities to develop skills are available including access to a hydrotherapy pool, specialist support for social and emotional difficulties, maths and literacy intervention.

We work as a large multi-disciplinary team including physiotherapists, occupational therapists and speech and language therapists to ensure pupils achieve the desired outcomes within their Education, Health and Care Plan.

Our pupils learn via 1:1 and small group teaching and learning. All pupils have Individual Education Plan targets and pupils are assessed by a variety of formative assessment opportunities culminating in our termly, summative PIVATs assessments.

### **Secondary Department (KS3 and KS4)**

There are three mixed ability form classes within the secondary department. The pupils work within their form group for Creative, Humanities, Enterprise, PSHE and RE.

Pupils are taught within streamed groupings for the core subjects of Maths, English and Science and are taught by subject specialist staff.

Social Communication is taught discretely each week within the form class.

The pupils begin their accredited courses in non-core subjects to enable them to follow their learning pathway.

Pupils participate in swimming at a local leisure complex.

### **Post 16 (KS5)**

Post 16 pupils work in two groups to access their curriculum opportunities.

The curriculum offers GCSE Maths and English are taught as well as off-site opportunities for GCSE Art. All pupils access English and Maths at the appropriate level to ensure a progression and building of essential core skills.

Pupils have access to enriched learning opportunities on a weekly basis – Independent Travel, Gym, Swimming, photography, Enterprise and independent living skills as well as a wide variety of ASDAN short courses throughout the year.

They participate in the 'Moving On' project which allows for vocational experiences in a variety of settings.

Pupils follow an individual learning Pathway for accreditation including ASDAN, Edexcel and Functional skills.

Residential experiences are planned and include Duke of Edinburgh and outdoor adventure experiences which are planned to include essential life skills.

### **Mid Term planning**

Teaching staff are required to submit MTP for monitoring by Senior leaders on a half termly basis. The planning ensures the curriculum coverage and skills development.

Medium term planning identifies :

- Barriers to Learning/Equality.
- Pupil's current data and specific IEP targets.
- Deployment of staff
- I can statements as learning objectives.
- All lessons have three identified separate levels of ability.
- Assessment opportunities.
- Weekly outline of lesson.

## Assessment and reporting on progress

All pupils are assessed on entry to school in the core subjects (English, Maths, Science, and PSD) and foundation subjects (PE, Art, DT, Re, Music, Geography, History, IT) to create a baseline to measure their progress.

All assessment data is entered into B-Squared which supports the senior leader for outcomes in creating targets for individuals.

Pupils are assessed termly using B-Squared and data is collated and analysed.

SLT meet with class teachers to discuss progress of the individuals in the class and to identify any pupils who have not made the progress expected. Interventions are discussed to support individuals and put in place with the additional support of the lead learning mentor and/or therapy referrals made with parental consent, alongside the class staff.

Teachers and Teaching Assistants communicate children's progress with parents/carers in a variety of ways:

- Home school diary
- Discussions via telephone or face to face on progress
- Parent evenings Autumn and Summer Term.
- Parent coffee morning/ workshop Spring Term.
- Annual review process.

The Headteacher reports to governors on outcomes each term.

We are committed to developing the whole child. We extend the curriculum by offering extra- curricular activities, including:

- Lunch clubs led by sports coaches.
- Regional sports festivals and competitions.
- Choir – sign and sing
- Arts clubs
- Musical performances
- Residential opportunities – Secondary and post 16 departments.

## **The Role of the Subject Coordinator**

The role of the subject coordinator is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject coordinator reviews the curriculum plans for their subject, ensures that there

is full coverage of the National Curriculum and that progression is planned into schemes of work.

**Monitoring and Review**

Our governing board Teaching and Learning, Achievement and Safeguarding Committee is responsible for monitoring the way the school curriculum is implemented. We have governors linked to core curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior leadership team monitors the curriculum through planning, classroom observation liaising with the Curriculum Co-ordinators.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

**REVIEW**

The Governing Board will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Woodlawn School.

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... Headteacher





## Appendix A

### Curriculum Pathways at Woodlawn School

When considering the nature of the curriculum offered at Woodlawn School we must look to the cohorts of pupils at Woodlawn School to ensure it meets student need.

Pupils at Woodlawn School have medical, physical, sensory impairments or language difficulties. These difficulties can impact on how children learn. It is our role to ensure children learn despite their difficulties.

Some pupils attend Woodlawn School have medical needs which require the support of staff with medical training and onsite nursing.

Pupils may have physical difficulties including cerebral palsy and some with deteriorating physical conditions e.g. Duchene Muscular Dystrophy.

Some pupils have a sensory impairments e.g. visual or hearing impairment.

Many pupils have a speech and language difficulty this may present as a pupil being non verbal. Others may have difficulties expressing themselves, articulating sounds or understanding language and words.

Some pupils also have a learning difficulty alongside their complex special needs.

We have grouped the pupils in school and describe their needs in the table below:

### Learning Cohorts

Cohort:	Description of needs:
<b>Group 1/ Route 1.</b>	<p>Pupils with significant and complex physical/medical/sensory/language and learning needs.</p> <p>Pupils require high levels of 1:1 support to meet their physical, medical, sensory, language and learning needs.</p> <p>Pupils are kinaesthetic learners and rely heavily upon practical and visual resources to support their learning.</p> <p>The curriculum is a highly engaging multi-sensory curriculum where pupils are supported to explore their environment.</p> <p>Pupils may have a significant delay in their learning as compared to their mainstream peers.</p>

<p><b>Group 2/ Route 2.</b></p>	<p>Pupils with complex physical/ medical/learning needs.</p> <p>Pupils require 1:1 support to meet physical/ medical/sensory /language/ learning needs at planned times through the school day.</p> <p>Pupils are kinaesthetic learners and rely heavily upon practical and visual resources to support their learning.</p> <p>The curriculum is a highly engaging multi sensory kinaesthetic approach to learning. Pupils are supported and encouraged to work independently as appropriate.</p> <p>Pupils may have a moderate delay in their learning as compared to their mainstream peers.</p>
<p><b>Group 3/ Route 3.</b></p>	<p>Pupils with one or several of physical, medical, sensory, language or learning needs.</p> <p>Pupils require 1:1 support occasionally but are usually able to access small group working through the school day.</p> <p>Pupils are kinaesthetic learners and rely heavily upon practical and visual resources to support their learning.</p> <p>The curriculum is a highly engaging multi sensory kinaesthetic approach to learning. Pupils are supported at times and increasingly encouraged to work independently.</p> <p>Pupils may have a slight/ moderate delay in some areas of learning but also have significant strengths. Pupils may be gifted and talented and working at levels significantly above their mainstream peers in their subjects of strength.</p>

### **Learning Pathways**

On entry to Woodlawn School teaching and therapy staff assess the full needs of each pupil.

This information together with previous professional reports gives us a full picture of the pupils learning/ language/physical and medical needs.

The table below shows how we meet the needs of the three main cohorts of pupils at Woodlawn School through the curriculum offer.

	Stage in school	Age	Curriculum
<b>Route 1</b>	Early Years Foundation Stage	3-5 years	Communication based exploration of the world around the pupil using the senses.
	KS1 and 2 (Primary)	5-11 years	Extending skills to explore the world using a sensory based curriculum. Bespoke skill based accreditation.
	KS3 and 4 (Secondary)	11-16 years	Functional skills curriculum – AQA KS3, 4 awards. Communication Enterprise Accreditation. Yr 9 Connexions.
	KS5 (Post 16)	16-18 years	ASDAN qualifications – Towards independence. Entry level 1 qualifications
	Stage in school	Age	Curriculum
<b>Route 2</b>	Early Years Foundation Stage	3-5 years	7 areas of EYS – Pupils achieving emerging level.
	KS1 and 2 (Primary)	5-11 years	Practical engagement facilitated learning.
	KS3 and 4 (Secondary)	11-16 years	AQA award scheme Enterprise qualification. Equals Accreditations. Yr 9 Connexions.
	KS5 (Post 16)	16-18 years	ASDAN qualifications Entry level 1,2 qualifications
	Stage in school	Age	Curriculum
<b>Route 3</b>	Early Years Foundation Stage	3-5 years	7 areas of EYS – Pupils achieving expected or exceeding level. Yr 1 phonics.
	KS1 and 2 (Primary)	5-11 years	National Curriculum KS1 and KS2 SATS
	KS3 and 4 (Secondary)	11-16 years	GCSE – Core subjects English, Maths, Science Accreditations. Yr 9 Connexions.
	KS5 (Post 16)	16-18 years	ASDAN qualifications Entry level 2,3 qualifications GCSE qualifications

Through the pupils learning journey at Woodlawn School, pupils will progress through the stages described above. At any time a pupil may move from one route to another where progress has been very positive or where there are other presenting challenging factors e.g. medical implications.

Pupil's individual strengths are met through careful bespoke plans to meet the individual's needs. We will endeavour to meet these curriculum needs with a range of in-house and off-site learning opportunities.

Please read Woodlawn School curriculum policy in conjunction with this document to understand how we deliver the curriculum to support teaching and learning to meet every pupil need at Woodlawn School.