

RED ROSE SCHOOL

CURRICULUM POLICY

Section

3

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This policy statement links to documents:

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- Curriculum planning
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1. INTRODUCTION and AIMS

a. Values and purposes underpinning the School's Curriculum

Red Rose School is committed to providing a broad and balanced curriculum to enable pupils

- a) to make progress in their learning and achieve to their academic potential
- b) to develop the resilience and independent skills to live safe, healthy and fulfilling lives.

At Red Rose School we believe education is about developing the 'whole child', through holistic provision that focuses on nurturing wellbeing from which each pupil's intellectual, social, cultural, emotional, spiritual, moral and physical growth can take place. It aims to prepare them for the opportunities, responsibilities and experiences of adult life.

The curriculum is dynamic and evolves to meet the varying needs of children in a post-pandemic world and its holistic provision empowering the '*heart, head and hands*':

The Heart is at the centre of our provision. We actively seek to counterbalance anxiety, low self-worth, and social and emotional vulnerability by nurturing trust, confidence, resilience, respect and enjoyment. Through strong relationships and a culture of belonging, pupils develop the emotional security needed to engage with learning and life.



From this, the **Head** can focus on intellectual development. Within a safe and supportive environment, pupils build the mental stamina, knowledge, understanding and problem-solving abilities required for successful learning. This aspect of the curriculum equips pupils with the academic foundations and critical thinking skills needed for future education, employment and independent living.

Then, branching out, the **Hands** emphasise practical application, creativity and personal capability. Through physical activity, practical skills, craftsmanship, teamwork and creative experiences, pupils learn to apply their knowledge in meaningful ways, develop independence and gain the confidence and competencies required for adult life.

Therefore, curriculum at Red Rose School embraces:

- Flexibility to respond to our pupils with complex needs, whilst also responding to government changes.
- A breadth and balance of curriculum to enable engagement and to challenge each pupil's learning potential, whilst acknowledging and supporting pupils' SEND barriers to learning and personal needs.
- Essential core subjects that will support our pupils and fundamental for adulthood: English, Maths, Science, ICT and PSHE (Personal, Social, Health and Economic education). These subjects are core qualifications for all pupils.
- Curriculum areas including Humanities (History, Geography, RE), Food Technology, Art, Drama and Music are incorporated in class timetables until at least Year 10.

- Embedded value for the spiritual, moral, cultural and emotional development of our pupils primarily their need for a school setting where they regain a sense of belonging.
- Equality of opportunity and inclusion: we aim to promote the knowledge, skills, values and personal attributes needed for pupils to contribute positively to a healthy and just democracy and a fair, productive and sustainable society.
- Fostering in our pupils, value and respect of themselves, their families, peers and the wider communities to which they belong, the diversity of modern society. These are fundamental British values of democracy, individual liberty, the rule of law, mutual respect, and tolerance of those with different faiths and beliefs.
- Developing our pupils' understanding, value and respect for the environment in which we live.
- Ensuring we embed these values across all subjects, for example in class debate and discussion, such as in History, exploring gender inequality through debate of the challenges and dangers that these values have encountered in the past and in the present.
- Education that prepares our pupils for life in the 21st century i.e. learn to navigate risks mindfully, such as online safety, and benefit from the information and communication technologies (ICT) for positive social, environmental and economic change.

b. Aims of the School Curriculum

The curriculum aims to:

1. Offer pupils a broad and stimulating journey to inspire learning and lead them towards self-discovery, progress, and their learning potential.
2. Develop independent thinking, resilience, questioning, inquiring, seeing the bigger picture, and making connections with their own lives and the wider world, including spiritual, emotional, and social intelligence.
3. Build strong foundations for social skills, practical skills, concentration, self-confidence, and the desire to learn and discover.
4. Provide an appropriately challenging curriculum that enables each pupil to achieve their full potential within a supportive, nurturing, and stimulating learning environment.
5. Deliver learning through an integrated and cross-curricular approach wherever appropriate, using creative and enriching experiences such as art, music, debate, and discussion to place learning in context and bring subjects to life.
6. Promote deep learning through meaningful dialogue between pupils and teachers, encouraging critical thinking, self-reflection, intellectual curiosity, and a genuine understanding of key concepts and ideas.
7. Offer a highly flexible and personalised curriculum that responds to the individual strengths, needs, and aspirations of each pupil, acknowledging the impact of complex special educational needs and disabilities (SEND) on learning. Provide tailored support that enables pupils to flourish and achieve their full potential.

8. Collaborate with parents, carers, professionals, and external agencies to support pupils' individual learning needs and ensure the effective implementation, monitoring, and achievement of Education, Health, and Care Plan (EHCP) outcomes.
9. Develop a structured framework for sequencing academic knowledge and skills, drawing on the National Curriculum and other suited and sequenced programs of learning to enable assessment and continuity of pupils' learning (reflecting *head* provision).
10. Embed a comprehensive framework for the development of personal, social, and emotional skills, promoting positive mental health, emotional wellbeing, self-awareness, healthy relationships, and positive character development.
11. Maintain small class sizes of 8-9 pupils per class and high staff-to-pupil ratios to ensure that each pupil is known, valued, and understood as an individual. This enables staff to monitor and support the development of wellbeing, resilience, emotional intelligence, personal and social skills, and independence that reflects *heart* provision
12. Provide a framework for developing and assessing physical development, including fine and gross motor skills, alongside practical problem-solving, creativity, independence, and applied learning reflecting our *Hands* provision.

The framework of the curriculum therefore embraces a quality-first priority that aims to:

- Develop pupils' identity through Britain's multicultural society, European, and global dimensions.
- Encourage appreciation of human achievements in aesthetic, scientific, technological, and social fields, fostering creativity and critical thinking.
- Foster physical skills and healthy lifestyle, promoting health & safety awareness.
- Ensure understanding of 21st-century digital dangers (online safety/ ICT benefits)
- Instil spiritual, moral, social, and cultural awareness, emphasising boundaries and understanding different societies.
- Present impartial political views while strongly opposing bullying, terrorism, violent extremism
- Develop knowledge, understanding, and appreciation of beliefs and cultures, promoting empathy and respect.
- Cultivate integrity, autonomy, and responsible citizenship for a just society.
- Promote equal opportunities, challenge discrimination and stereotyping, fostering a welcoming community.
- Foster awareness, understanding, and respect for the environment, promoting sustainable development.
- Encourage self-esteem, emotional wellbeing, and healthy relationships based on mutual respect.
- Develop ability to relate to and empathise with others.
- Prepare pupils for education, training, employment, and life through informed choices and appreciation of achievements.
- Collaborate with individual needs, families, and community in curriculum aims.
- Delivery of curriculum within a small-scale, child-centred educational environment to maximise each pupil's potential.

c. Purposes of the School Curriculum

To establish an entitlement

- The School Curriculum provides an inclusive learning experience that is an entitlement for every pupil, irrespective of their age, social background, cultural, language, racial, religious or belief affiliations, sex, sexual orientation, gender, pregnancy, maternity, abilities, or disabilities. It aims to impart essential knowledge, language, understanding, skills, and attitudes tailored to individual aptitude, fostering self-fulfilment, enabling skills and preparing students to become active, responsible global citizens.

To establish standards

- The School Curriculum is the framework for making expectations and attainment for learning explicit. Standards for the performance of pupils in its subject areas can set targets for improvement, measure progress towards those targets, and monitor performance for individuals and groups. These standards are not rigidly imposed but take careful consideration of the unique, complex needs and history of each child.

To promote continuity and coherence

- The School Curriculum is the framework that has coherent continuity but is sufficiently flexible to ensure progression in pupils' learning and a foundation for lifelong learning.

To establish an education for all

- To ensure entitlement for all pupils to a broad, balanced and holistic curriculum that offers continuity and coherence and reaching for high standards.

To raise attainment

- To raise attainment in all subjects, through careful consideration and understanding of each child's special educational needs and learning style.

To prepare pupils for their future

- To equip children with the essential social, intellectual and moral awareness that will prepare them for the next stages of education, future employment and their self-confidence and well-being in adult life.

To increase awareness of community

- To help pupils become more aware of, and engaged with, their local, national and global communities; the differences and similarities of their communities from a perspective of empathy, tolerance and understanding.

To encourage self-responsibility

- To encourage pupils to take increasing responsibility for their actions, emotions, wellbeing, health and safety. Through the development of knowledge, self-awareness and critical thinking, pupils are supported in making informed decisions and understanding the benefits, risks and consequences of the choices they make.

d. Ongoing Development of the School Curriculum

Our approach is founded on the belief that, when pupils are provided with the right support, environment and opportunities, they can achieve their full potential. Learning targets are therefore viewed as flexible and responsive rather than fixed, recognising that every child develops and progresses at their own pace.

The School Curriculum is therefore dynamic, responding to the complex needs of pupils, whilst also allowing the school to respond to changes in society and the world at large. For example, changes in the curriculum may result from changes in external exams for older pupils as well as addressing key events that arise in our ever-changing world.

As a school, we take pride in our ability to meet the individual needs of each child. The curriculum can adapt to the changing needs of our pupils such as:

- ✓ The teacher may adapt the curriculum to meet pupils' needs, interests and abilities at the time, whilst ensuring that key areas are covered.
- ✓ The curriculum is attached to frameworks of learning. However, if a particular need arises in a class or pupils are engrossed in a specific topic area, it will be given more time. This allows pupils to experience the rewarding nature of 'in depth learning'.
- ✓ Interesting topical issues are given space within the curriculum, whether they are issues raised by the class, the media or world events; consequently, the curriculum is ever evolving.
- ✓ When certain topic areas within a subject are taught in depth or when new, topical areas are added to the curriculum, it can mean that limited time is given to less-relevant areas or are not studied at that time. The approach is based on quality of education, whilst the curriculum also acknowledges that outcomes can be time-bound and is mindful of this, particularly for pupils at later stages of school life.

2. INCLUSION OF ALL PUPILS

a. Addressing Individual Needs

- In a small school setting with small class sizes, we have the opportunity to cater to the unique needs of each child. Our flexible curriculum allows us to tailor learning experiences to benefit individual pupils. We offer individual tuition where necessary, whether it be to support a child who is struggling in a specific subject or to provide additional challenge for an academically able pupil.
- The composition of classes is based loosely on key stage.
- Class placement is determined by each pupil's individual needs and stage of development rather than solely by chronological age. For example, some pupils may benefit from being taught alongside older peers to provide appropriate academic challenge, while others may thrive in a younger class that better meets their social, emotional, sensory or learning needs.
- Classes are organised in mixed-age groups that broadly reflect key stage boundaries.
- As pupils progress to Key Stage 4, class groupings become more closely aligned with year groups where appropriate.

- Pupils regularly interact across classes throughout the school day, and because national curriculum year groups are not a primary focus, class placement carries no stigma and is viewed as a flexible means of meeting individual needs.
- Where there is a broad mixture of ages and abilities in a class, a class may have separate sessions for a subject lesson e.g. science. When this is not possible, the teacher may work with groups in the class.

b. Setting suitable learning challenges

- It is important for each pupil to experience success in learning and to achieve as high a standard as possible.
- National curriculum is the basis for programmes of study that set out what most pupils should be taught; however, the knowledge, skills and understanding are delivered to suit our pupils' abilities.
- This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make the building blocks of progress needed to develop their skills. Where appropriate for a pupil to require a structured programme from an earlier key stage, this may limit teaching of all aspects of age-related programmes of study. However, priority is given to fundamental building blocks for learning.
- A similarly flexible approach is applied to close gaps in pupils' learning resulting from missed or interrupted schooling (for example, refugees, those in care or those who have been out of education long term).
- For pupils who have been traumatised by previous experiences or schooling and need a gentler pace, provision is made throughout the school day to rebuild their confidence and resilience for learning e.g. reducing written work in class or a phased transition. These approaches are carefully monitored and reviewed in consultation with the pupil and parents.
- In accordance with the school's Attendance Policy, the school aims to ensure that every child successfully achieves full-time education through a child-centred approach that prioritises their needs.
- All pupils in the school have an EHC Plan that reflects their complex special educational needs and barriers to learning. For some pupils, attainment can require a high level of differentiation. Teachers adapt content of programmes of study or plan learning appropriate to the age and requirements of their pupils.
- Teachers may need to work with outside agencies and professionals to support a pupil.
- For pupils whose attainments are within age-related levels within one or more subjects (as can be a feature of SpLD), teachers plan suitably challenging work within the context of a pupil's less-developed linguistic, social, emotional or other academic needs. A teacher may draw on content from later key stages, and /or extend the breadth and depth of study within a current key stage subject. This may be relevant for the linguistic or social understanding of a pupil with Autism or communication difficulties.

c. Responding to pupils' diverse learning needs

- Teachers set high expectations for all pupils to achieve whilst remaining aware that failure can be a considerable setback for emotionally fragile pupils.
- Whilst all pupils in the school have special educational needs, they may also have different social, cultural or ethnic background, such as asylum seekers from diverse linguistic backgrounds. We are aware that pupils bring to learning, different experiences, interests and strengths, which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
- To ensure that we meet the full range of pupils' needs, staff are aware of the requirements of the Equality Act 2010 that covers disability, race, religion/belief or the lack of it, age, sex, sexual orientation, gender reassignment, pregnancy and maternity. Staff training includes protecting pupils from direct and indirect discrimination, harassment and victimisation.
- Teachers respond to pupils' diverse needs by creating effective learning environments, to engage pupils' motivation and concentration, providing equal opportunity through teaching approaches tailored to different learning styles, appropriate assessment approaches, and having differentiated targets for learning.
- Our approach is founded on the belief that, when pupils are provided with the right support, environment and opportunities, they can achieve their full potential. Learning targets are therefore viewed as flexible and responsive rather than fixed, recognising that every child develops and progresses at their own pace.

d. Overcoming potential barriers to learning for individuals and groups of pupils

- All our pupils with SEND have learning delays in attainment and /or specific, inherent barriers to learning on a continuum of need.
- Curriculum planning and assessment takes account of the specific barrier(s) and extent of the difficulty experienced by the pupil.
- The wide range of our pupils' learning needs can be attributed to specific learning and moderate learning needs. However, emotional, social and sensory needs have become increasingly complex over time and resulted in withdrawal, emotionally-based school avoidance, fragility and failure to thrive.
Overcoming barriers must be initially met through building trusted relationships, a nurturing environment incorporating low-challenge highly differentiated tasks and matching the pace of learning to a pupil's resilience and confidence to secure 'small steps' of progress. The tasks and pace of learning increase as the pupil develops trust and confidence.
- A small number of pupils may need specialist equipment and /or specialised alternative programmes or approaches. Teachers, where appropriate, work closely with specialist professionals such as Occupational therapists who may be supporting the pupil.
- We provide access to learning for all our pupils with special educational needs by:
 - a. Providing for pupils who need help with communication, language and literacy; this is supported by provision of Speech and Language therapy (SLT) in school.

- b. Planning, as required, to develop pupils' understanding using therapeutic, pastoral experiences; this is supported by provision of Counselling, Art or Music therapy in school.
 - c. Planning for pupils' full participation in learning and in physical or practical activities; this is facilitated through active breaks, using the local park and coastal walks, PE throughout pupils' school journey and incorporating a creative curriculum such as Construction, Art, Music and Drama.
 - d. Supporting pupils to manage their emotions effectively and safely, teaching strategies for emotional wellbeing so they can take part in learning and in preparation for adult life; this is embedded in the daily interaction between staff and pupils, also in PSHE 'Personal Growth and Wellbeing'.
- Teachers planning for pupils who use equipment such as mobility, hearing or vision aids, ensure that pupils are enabled to participate as fully as possible within the curriculum. This may involve input from specialist teachers who can advise potential areas of difficulty so that the environment and work can be modified.
 - The school takes specific action to enable effective participation of pupils with disabilities by:
 - a. Planning appropriate amounts of time to allow for overlearning and satisfactory completion of tasks
 - b. Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - c. Identifying aspects of study programmes, attainment targets or environmental issues that may present specific difficulties for individuals e.g. a Sound-Field is installed in our hall to compensate for hearing and Auditory processing difficulties.

English as an additional language (EAL)

- The EAL policy has more details about curriculum and provision for pupils with EAL.
- Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages.
- Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding, is necessary to confirm that no learning difficulties are present.
- The ability of pupils with EAL to take part in the curriculum may be ahead of their communication skills in English.
- The school helps pupils who are learning English as an additional language by:
 - a. Developing their spoken and written language
 - b. Ensuring access to curriculum and to assessment
 - c. Inclusion in all subjects

To overcome potential barriers to learning, some pupils may require:

- a) Support to access text e.g. prepared recordings, particularly when working with quantities of written materials or at a greater pace.

- b) Help to communicate their ideas in extended writing tasks e.g. use of ICT or speech, to allow them to show their understanding and maintain concentration and motivation.
- c) Non-visual means to access information when researching a topic. Where this is required for an exam, this can be facilitated in similar ways to other pupils such as preparation and practise, use of an appropriate room and an invigilator for pupils who need a reader and/or scribe, ensuring an adequate time gap between exams that are 'on demand' e.g. functional skills.
- d) Prior to exam stage, pupils will be supported to access all subjects, ensuring that they have access to a broad and balanced curriculum.

3. PERSONAL DEVELOPMENT

Personal development is fundamental to our curriculum. Topic-based curriculum is an example of this, but personal development is at the heart of curriculum and embedded in the organisation and provision of 'home' classes.

a. Enjoy and Achieve

Through becoming self-aware and self-managing pupils will –

- Develop self-esteem and a positive sense of their own identity.
- Be able to enjoy life and be positive about its challenges.
- Use their imagination and creativity to develop new ideas, insights, and new ways of doing things.
- Learn to assess their skills, achievement, and their potential to set personal goals, negotiating and planning ways to meet them.
- Understand that achievement is life-long and that there are different ways to succeed.
- Aim to achieve personal excellence, motivated to learn, and achieve their best.

b. Be Healthy

Pupils will understand –

- How to look after their physical, emotional and sexual health.
- That they can and should make positive choices and take sensible actions to avoid harmful choices.
- The consequences that some decisions might have on their health and that of others and how to deal with illness, in themselves and others.

c. Stay Safe

Through learning how to make informed and responsible choices, pupils will –

- Understand how to identify risks, minimise them and deal with them in different situations, and be able to make safe choices.
- Develop confidence to take on new experiences and ideas safely.

- Identify the dangers in new and different choices in a changing technological world and be able to use ICT safely.
- Develop skills such as negotiation and assertiveness, to resist unhelpful pressure.
- Recognise when they need to involve an adult for their own or someone else's safety and understand how to do so.

d. Achieve Economic Wellbeing

Pupils will be able to –

- Understand the qualities and skills needed in preparing for adulthood, budgeting time, money and a working life.
- Handle uncertainty and respond positively to change.
- Make reasonable risk / reward assessments and act upon them in a variety of contexts, both personal and work-related.
- Understand about the global economy, the way business works and that there are different kinds of business.

e. Make a Positive Contribution

Pupils will

- Develop the skills and strategies to form effective relationships in a variety of roles.
- Know how to make a difference in a group, community, or society.
- Know how to work effectively with a range of people of diverse cultures and backgrounds and understand the consequences of anti-social behaviour.

4. SKILLS

a. General and Functional Skills

The Curriculum provides pupils with a broad range of opportunities for developing skills important for learning and for life beyond the classroom.

- Pupils are encouraged to apply their different skills in everyday situations as they spend time planning and developing their work, make choices and decisions, and think creatively and independently.
- Pupils are encouraged to always be flexible in their thinking. Discussion is used to help them see that text or speech can have different perspectives.
- Pupils are encouraged to communicate effectively in class discussions, group activities as well as through their written work. The Drama curriculum in addition to SLT sessions promote these skills.
- Pupils are sensitively encouraged to express themselves clearly whilst developing their own points of view through careful analysis, reasoning and persuasion. These skills are apparent when practising for the Speaking and Listening component of English Functional Skills.
- The curriculum incorporates cross-curricular thinking so that transfer of skills essential to English can be seen as important in other subject areas such as ICT, Geography,

Science, RE, Maths, PSHE and Art and Design. Cross-curricular activities take place in lesson time, Topic work and in vocational or thematic activities i.e. measuring in construction work or Geography field trips.

- Pupils are always encouraged to read and understand information and instructions, then to use this understanding to act appropriately, whilst continually analysing ideas and information, evaluating their usefulness, accuracy and possible agenda.

b. PLTS

The Curriculum supports PLTS (Personal, Learning and Thinking Skills), whereby the pupils can develop the ability to become independent enquirers, creative and reflective thinkers, team workers, self-managers and effective participants.

i. Independent Enquirers

To be successful in school and the world beyond the classroom pupils need to become independent enquirers who can think about, evaluate and challenge ideas and assumptions constructively. We aim to develop pupils' abilities to:

- Develop their independence in reading and writing
- Constructively explore, evaluate and challenge ideas and assumptions
- Analyse and make connections between texts
- Explore the ideas of others and develop their own
- Identify questions to answer and resolve problems
- Support conclusions, using reasoned arguments and evidence.
- Plan and carry out research
- Appreciate the consequences of decisions
- Analyse and evaluate information and judge its relevance and value
- Consider the influence of circumstances, beliefs and feelings

ii. Creative Thinkers

Creative thinking aims to develop pupils' ability to use imagination, make fresh connections and use creative approaches in a range of different contexts.

- The curriculum encourages creative thinkers who can generate ideas, explore possibilities and try out alternative and new solutions.
- Competence is encouraged through processes for speaking and listening and writing i.e. adapting communication to make it more effective; adapt ideas as circumstances change.

iii. Team Workers

Pupils are given opportunity to adapt their behaviour to suit different roles and situations, including leadership roles

- To show fairness and consideration to others
- to take responsibility, showing confidence in themselves and their contribution and to provide constructive support and feedback for others.

iv. Self-Managers

- Pupils are encouraged to organise themselves, showing personal responsibility, initiative, creativity and independence with motivation for self-improvement.
- They are encouraged to embrace change, respond positively to new priorities, cope with challenges and opportunities.
- Pupils are taught to organise their time and resources efficiently and to deal with competing pressures, including personal and work-related demands.
- They are encouraged to manage their emotions and build and maintain relationships.

v. Effective Participators

- Pupils are encouraged to actively engage with issues that affect them and the world around them.
- Pupils play a full part in the life of the school by taking responsible action to bring improvements for others as well as themselves e.g. taking an active role in the School Council or class decisions.
- Pupils have opportunities to discuss issues of concern, seeking resolution where needed. They are assisted in finding practical solutions, breaking these down into manageable steps.
- Pupils are shown how to influence others through negotiation, to reach workable solutions and advocate for views and beliefs that may differ from their own.

vi. Reflective Learners

- Pupils are encouraged to assess their own strengths and weaknesses, setting themselves realistic goals with criteria for success.
- Pupils are encouraged to review their progress; to deal positively with praise, setbacks and criticism; to evaluate experiences and learning to inform progress, and to communicate their learning in relevant ways for different audiences.

vii. Embedding PLTS

- PLTS can be embedded in any sequence of work e.g. pupils might be asked to prepare a group presentation on a local environmental issue over several lessons. This would involve pupils:
 - ✓ Identifying key questions and researching issues
 - ✓ Choosing the format for presentation that both supports their own skills and maximises impact, allocating roles and tasks, delivering the presentation at a set time
 - ✓ Anticipating questions and being sufficiently informed and aware to answer any problems that ensue
 - ✓ Use feedback from peers and teachers to improve their presentation.

5. CROSS-CURRICULUM DIMENSIONS

Cross-curriculum dimensions can unify areas of learning that help young people make sense of the world and give education relevance and reality. They reflect ideas and challenges that face individuals and society.

Pupils are encouraged to see and consider connections between subjects and topics as well as the connections with their own lives.

Cross-curriculum dimensions include key areas of identity and cultural diversity, healthy lifestyles, social participation, enterprise, global dimension and sustainable development, technology and the media (including online safety), and creative and critical thinking.

- Pupils utilise the school council as a productive way of engaging every stage of the school in listening, reasoning and acting on behalf of peers towards a common goal of assisting in school decisions.

The curriculum seeks to enable pupils to make connections between their everyday, real lives and their learning.

- pupils are assisted to see how a subject area, such as a passage of literature relates to and mirrors their everyday lives. Steps towards this are through:
 - a) teacher-led discussions, involving and ensuring that each pupil has a concrete understanding of the topic area.
 - b) everyday life connections, for example, through:
 1. subject-related visits or trips.
 2. Exploring the local environment e.g. the coastal dunes, beach, estuaries and nearby wetlands that provide enrichment e.g. field trips
 3. use of local community cultural venues i.e. theatre or cinema visits that link dramatic performance to a book study such as, 'The War Horse'.
- Literacy is a cornerstone of all subjects. Book studies and subjects including English and PSHE often raise issues that are then related to a pupil's studies in other subjects.
- Where applicable numeracy skills are incorporated in other lessons, from collecting data in subjects such as Science to assisting in Music notation or construction work.
- ICT skills are used in all subjects, from internet research to recorded work.
- Drama may be used to apply multi-sensory learning a topic area i.e. role play of a social situation; enacting the operation of an electrical circuit.
- Pupils are made aware of the crossover points between the Sciences, Design and Technology, Music and Geography.
- Specialists from local university or other organisations visit the school periodically to broaden pupils' perspective and understanding, such as a careers or STEAM day visit.
- Topic-based work using a book study supports understanding each subject in its own context i.e. considering the political and cultural history of, 'Gulliver's Travels'.
- The aim is to build awareness that subject areas link and overlap so that pupils can relate and apply their knowledge in everyday life and build knowledge to answer questions for themselves.
- Safeguarding is embedded across the curriculum e.g. understanding personal safety, healthy relationships, mental and physical well-being, and how to seek help when

needed. Our PSHE curriculum is responsive to emerging issues, includes e-safety, and delivers Relationships and Sex Education (RSE) in line with statutory guidance.

6. ACADEMIC PROGRESSION

a. Pre-exam classes

- The curriculum is designed to develop and challenge the *head* and *hands* of academic, technical and practical achievements and skills, whilst acknowledging our pupils' *heart* needs for trust, confidence, resilience, that stems from trusted relationships with teachers in child-centred, small classes that remove traditional expectation or pressure
- The 'hidden' curriculum is the discrete foundation for building trusted relationship that supports development of the pupil's engagement, interest and knowledge.
- Classes continue to build and lead each pupil towards self-discovery, resilience in learning and the ability to work confidently and independently. This incorporates 1-1 sessions to build reading, numeracy or communication skills with the teacher, Teaching Assistant and, in some cases, with the Speech and Language Therapist (SLT) in school.
- The SLT takes weekly group sessions to develop oracy, vocabulary and social communication skills.
- The curriculum is taught through discussion, group tasks, practical or other activities, such as field trips, as well as through written recording.
- Pupils have opportunity to record their work in alternative ways i.e. a laptop or computer.
- A light touch is in place regarding homework that recognises the nature of the school's SEND pupils who struggle to overlap school and home, also needing relaxation after the social and emotional demands of a school day. In addition, the high level of adult support in school time allows for more focussed time in meeting individual work requirements.

b. Exam classes

- Typically, national qualifications such as Functional Skills, GCSE, BTEC start in class 4 at key stage 4, but there is flexibility to begin sooner for pupils with skills (including resilience and independence) to progress.
- Progression pathways are developed with a view to ensuring a young person can pursue their interests and future routes to a career or employment.
- The focus on personal development is maintained, whilst an increasing focus is placed on each student achieving their potential and personal best academic and vocational standard in qualification and award pathways.
- The model of the 'home' class ensures a continuation of the small-scale, child-centred environment with a familiar class teacher and staff. This is the fundamental framework for maintaining and supporting young people's mental, physical and emotional well-being.

- For our students with SEND starting later in their school journey, their considerable gaps in learning from trauma or past experiences, or their need for time to develop social and emotional skills, parents and professionals may agree that further year in school is needed. The objective in such cases is for the young person to gain developmental and emotional resilience, relevant skills and personal best qualification levels to successfully transfer to a larger college or other setting.
- Year 12 studies offer the continuation that enables a student to gain their best potential achievement within the safe and familiar framework that has helped them thrive.
- At this stage, development of personal and independence skills for well-being, learning and life is also supported by groupwork with the specialist Speech and Language therapist whose ASD training supports our students to prepare for change with 'Moving On' skills.
- The curriculum framework broadens to provide progression and extension of interests and skills through AQA Unit Awards and /or BTEC, experiential skills for college, life beyond school and adulthood, including work-experience in a community or business placement that offers support for our students. This has included a breadth of placements e.g. an engineering company, and a farm.
- The curriculum is also designed to prepare pupils for taking exams, qualifications and skills for study, organisation and critical thinking for life beyond school including adulthood and employment.

c. General

- There are 4 learning sessions per day that are each separated by a break.
- Homework – if required this mainly consists of reading and /or spelling tasks. It may include some computer research or use of computer programs to support maths reinforcement. There is flexibility for homework based on pupils' needs, sensory, emotional preferences.
- Following a gradual progression of carefully building up the pupil's knowledge and interest, classes continue to lead the child towards self-discovery, resilience and the ability to work independently.
- The curriculum is taught through extensive discussion including individual pastoral sessions, group work or other active activities, as well as through recording.
- Work is recorded by pupils on both laptops and paper.
- By Year 10 (and in some cases, Year 9), pupils begin to work towards national qualifications. Most pupils take a blended range of qualifications assessed by exam or portfolio in Years 10,11 and /or 12.
- Core subjects for all pupils included Maths, English, Science (Functional Skills /Entry level, GCSE) and IT and PSHE 'Personal Growth and Wellbeing' (BTEC).
- Pupils are taught how to read with understanding and write in styles required by exam questions and utilise technology to achieve to their potential. Pupils are guided in using technology for research to prepare them for the next stages of post-16 /college studies and further learning experiences.

- Pupils may be given opportunities to assist in younger classes as well as prepare activities i.e. Reading Buddy, under the guidance of a member of staff.

7. ASSESSMENT PROCEDURES

- The Assessment policy has a detailed breakdown of assessment aims and processes.
- Assessment is designed to reduce pressure enabling best performance.
- Assessment processes are used to help a pupil, not to set them up for failure. Pupils are encouraged to learn from their mistakes rather than see them as an indication of failure.
- Formative and summative assessment procedures take account of a pupil's age and development.
 - ✓ Assessment can be discreet such as observation, teacher-led class discussions or assessing and providing feedback of completed written work.
 - ✓ Assessment can take the form of a computer-based quiz, lesson-based 'challenges' and in classes 2- 3, weekly assessment of their assigned spelling.
 - ✓ Assessment, for example English, Maths, Science, uses exam practise papers in older classes and the marking criteria of exam awarding bodies to assess readiness for formal examinations.
 - ✓ Standardised assessment of reading, comprehension, spelling and numeracy is completed at least annually for assessing progress towards the national 'average' in these skills. These assessments provide a 'snapshot' that assist with tracking progress in the annual review of a pupil's EHC Plan.
 - ✓ Assessment throughout the school tracks core progress on our customised software. Data is input half-termly.
- In exam classes, practise sessions for the English Speaking and Listening component of Functional Skills, assesses pupils' skills in group and individual activities against marking criteria set by the exam awarding body,
- Pupils sit national exams in Years 10 and 11 and /or 12 based on assessment showing readiness. Due to our many emotionally 'delicate' students, Functional Skills exams enable students to sit an exam when there is confidence of success, including readiness to cope with a formal exam situation.
- For BTEC qualification, teachers assess portfolios of work and when complete, external moderation confirms the assessment.
- A combination of formal and portfolio-based qualification supports the engagement of our pupils who need reduced pressure to perform successfully. The assessment format of BTec and Arts Award has supported our pupils to achieve higher level qualification e.g. Level 2 is equivalent to grade 4+ GCSE. A student who struggled in academic subjects achieved Level 3 (equivalent to 'A' level) and excelled in Art.
- All pupils have a detailed annual report that parents receive at the end of the academic year. This covers teacher assessment of academic skills in all curriculum areas and includes a pupil's national qualification results where appropriate.
- The annual review of an EHC Plan involves a lengthy individual discussion between a pupil, parent or carer, teacher and other professionals involved as appropriate.

The productive 2-way verbal discussion evaluates progress at home and school. The discussion forms the written review summary of progress towards the pupil's EHC Plan outcomes. Shared discussion of challenges and strengths help to inform next steps and new outcomes.

Appendix: qualification pathways

Class 3 (upper KS3)	Awarding body	Level (L)
Core		
Maths (Including Functional Skills)	Edexcel	Entry 2– L1
English (Including Functional Skills)	Edexcel	Entry 2 – L1
Science (Including Functional Skills)	Edexcel	Entry 2-3
BTEC ICT	Edexcel	L1
Arts Award -Art Arts Award -Music	Trinity College	Bronze (L1)
Drama	LAMDA	L1-2
Construction	City & Guilds	L1
BTEC -Personal Growth & Wellbeing	Edexcel	L1
Humanities	N/A or AQA UAS	N/A
Food Technology	AQA UAS	Award
Life Skills	AQA UAS	Award
Horticulture	AQA UAS	Award

Class 4-5 (KS4-5)	Awarding body	Level
Core		
Mathematics	Edexcel	GCSE
English Language	Eduqas	GCSE
Functional Skills English	Edexcel	Entry L2 – L2
Functional Skills Maths	Edexcel	Entry L2 – L2
Science	Edexcel	GCSE
BTEC Applied Science	Edexcel	L1
Functional Skills Science	Edexcel	Entry L2-3
BTEC Personal Growth and Wellbeing (PSHE)	Edexcel	L1
BTEC I.T.	Edexcel	L1-2
Personal Development (Careers, Moving On, Humanities)	N/A	N/A
Independent Living Skills	N/A	N/A
Options		
Arts Award -Art Arts Award -Music	Trinity College	Bronze (L1) - Silver (L2)
BTEC Art and Design	Edexcel	Entry L2 -L1
BTEC Digital Media	Edexcel	Entry L2 -L1
Drama	LAMDA	L1-2
BTEC Construction	Edexcel	Entry L2 -L1
BTEC Hair and Beauty	Edexcel	Entry L2 -L1
BTEC Home Cooking Skills	Edexcel	Entry L2-L1
BTEC Vocational Studies	Edexcel	Entry L2-L1
Work Experience	N/A	N/A