




Yewstock School



Curriculum Policy

Date reviewed by CC	15.01.2024	Policy Type	School
Date adopted by FGB	29.01.2024	Review Cycle	Annually
Date of next Review	14.01.2025	Signed by Chair of Governors	
			

Mental Health and Wellbeing Statement:

Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.

Intent:

At Yewstock School, we are committed to providing a curriculum which prepares our children and young people for a happy, productive and fulfilled adult life. We have high aspirations and encourage every person, pupil or staff member, to strive for excellence. Our curriculum promotes pupils' spiritual, moral, social and cultural development and prepares them for life in modern Britain. We nurture independence and endeavour to provide skills which can transfer into all areas of pupils' lives, now and in the future. These are the things *we hold dear*.

Our curriculum is designed to cater for the needs of all learners. It is progressive, beginning from the very earliest personal and physical skills and exploratory learning to more formal subject-specific learning. Pupils have opportunities to learn across the curriculum but, for those with more complex needs, the focus is on developing their communication, physical skills, awareness of themselves and others, and their independence skills.

The school aims to:

- Cater for the needs of individual children irrespective of gender, ethnicity or social demographic
- Facilitate and promote children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, enabling them to become inquisitive, healthy, responsible, useful, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment in which all children are included
- Ensure that each child's education has continuity and progression through providing a coherent and cumulative curriculum
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Offer a broad, balanced and differentiated curriculum which provides challenge for all children including academically more able pupils
- Recognise the crucial role which parents/carers play in their children's education and make every effort to encourage parental involvement in the educational process including being involved in curriculum development

- Treat children in a dignified way in line with our school values to communicate well, show respect, be kind, caring and considerate, to find joy in learning and to strive for excellence

We aim that children should:

- Learn how to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources and to be able to communicate their choice and control either verbally or through assistive technology
- Be happy, well-balanced and fulfilled
- Be enthusiastic and eager to put their best into all activities and to grow resilient
- Acquire a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour and integrity
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions and to develop a range of strategies for self-regulation where necessary
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of all people in an unbiased way
- Develop attitudes which help them to fit into modern Britain, including an understanding of democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs (took out random word here)
- Show appreciation of the feelings and capabilities of all people in an unbiased way
- Develop the skills to think and solve problems mathematically in a variety of situations
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes including using assistive technology where necessary
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and dance and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Develop knowledge of geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Learn how to apply the basic principles of health, hygiene and safety
- Be provided with multiple opportunities to work towards specific outcomes identified in their Education, Health and Care Plans

Implementation:

As an all-age school catering for pupils with a wide range of needs, we have different models of curriculum delivery appropriate to individual pupils. However, across the curriculum, and whatever

the pupils' age, understanding or abilities, learning is carefully planned and sequenced to support pupils to know more, do more, and remember more.

Some pupils follow a semi-formal learning route and are with one teacher for the majority of lessons. Their teachers deliver a range of subjects, with guidance from subject leads. Pupils also engage in learning through topic work. Learners' sensory and communication needs are taken into account and visual cues, concrete resources and practical activities and experiences are used to support pupils. Other pupils follow a more formal learning route and have a range of subject specialist teachers in addition to a form tutor. Post 16 pupils work with teachers and TAs on a personalised curriculum with a focus on preparation for adulthood. Some lessons are taught by subject specialists across the school.

At Yewstock, we understand that pupils have to be supported to become effective learners and to grow as people. We therefore take every opportunity to support pupils to understand how to learn effectively, and to embed positive learning attitudes and behaviours, including developing their independence and resilience. We also place great importance on nurturing pupils' emotional and mental health by helping them to recognise their own progress and achievements and by encouraging their interests and aspirations.

The curriculum is divided into the following areas:

- Learning for Life
- Communication, Language & Literacy
- Mathematics
- Personal, Social & Health Education
- Physical Development
- Understanding the World
- Creative & Expressive Arts

We ensure that throughout each year and across all subjects, pupils make sustained and substantial progress so that they have a strong foundation on which to build their future.

All of our pupils have Education, Health and Care Plans (EHCPs) which inform our provision. The plans describe the child's needs across four areas (cognition and learning, communication and interaction, social emotional & mental health, and physical & sensory), and a fifth strand (preparation for independence) which runs through each. The plan also sets outcomes designed to guide progress in the different areas and outlines what support the young person needs to achieve them. The EHCP outcomes, which are set for the end of each key stage, are broken down into smaller, short-term targets (Personal Learning Goals- PLGs). These are worked on in lessons throughout the curriculum, in dedicated small-group or one-to-one activities and, if appropriate, specific interventions. As outcomes are met and the pupil's needs change, they will be amended at the next annual review and new actions agreed to support them.

Universal, Targeted and Specialist Support: At Yewstock, we believe that every interaction is an intervention. We provide a graduated approach to supporting our pupils. Universal strategies involve input, guidance or training from relevant professionals which empower staff to facilitate a range of support techniques within the classroom on a daily basis.

Targeted approaches are referred, time-limited interventions provided by staff specially trained in a particular area of need and are carried out 1:1 or in a small group. Learning is baselined at the start and assessed at the end of the intervention to evaluate progress.

Specialist support is for a small number of pupils whose needs cannot be met through Universal or Targeted approaches. At this level the specialist will provide direct and/or individualised sessions. This support requires a referral to the specialist, a thorough assessment of need and a bespoke programme of intervention. The ultimate aim is always for a Universal approach, even if Targeted or Specialist support was needed first.

To meet the needs of academically more able pupils, we ensure:

- Teachers have secure knowledge of their subject and how it relates to other areas of the curriculum
- Teachers have an excellent understanding of progression within their subject, particularly in relation to extending learning for more able pupils
- Lessons are creative and focused on higher order thinking and extension of subject vocabulary
- Lessons are planned to foster independence: the best tutors ensured that the direction of the sessions and dialogue within them was as pupil led as possible
- We regularly review our curriculum and exams and coursework offer

Impact:

As we have a range of pupils of differing abilities and learning needs, we take a flexible approach to the curriculum, and therefore to assessment. On entry to school, we ensure that all pupils have a core subject base-line assessment in Reading, Writing and Maths.

For a small number of pupils, we assess through close observation based upon the five areas of the Engagement Model: exploration, realisation, anticipation, persistence and initiation. This enables us to identify and celebrate a pupil's progress, the consolidation and maintenance of knowledge, skills and conceptual understanding and the prevention or slowing of a decline in performance.

The majority of our pupils will not take national tests such as the baseline in Early Years, the phonic check and SATs. However, the teaching team continually assess our pupils and an informed decision is made on a case-by-case basis.

All pupils' Personal Learning Goals (PLGs) are linked to their EHCP outcomes and are monitored regularly and tracked on Evidence for Learning (EFL), our assessment tracking system.

Our use of formative and some in-school summative assessments allows us to provide specific statements of skills and knowledge gained, supported by records of evidence using books, as well as photographs and videos on EFL. We believe that this gives much more meaningful and useful information than a numerical level for teachers, pupils and parents/carers alike.

To evaluate the effectiveness of our curriculum offer we need to monitor and measure the impact of it to ensure it meets the fundamentals aims of securing pupil progress over time preparing pupils well for their next steps/stage. Therefore we will:

- Ensure the curriculum offer and implementation of it through across the school is broad, balanced and relevant and links to statutory requirements
- Monitor the quality of teaching, learning and assessment via lesson observations/learning walks (including scrutiny of pupil progress files) to ensure teaching remains engaging, highly responsive to children's needs and all learning remains personalised
- Ensure formative and summative assessment is accurate (informs next steps/builds upon current skills, knowledge and understanding) and based on high quality observation/evidence (baseline/engagement/outcomes)
- Measure, assess and record the progress of each pupil in a systematic and consistent way, ensuring each pupil achieves his or her full potential

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual children will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Leadership and Management Team annually
- Where appropriate, the individual needs of children requiring therapy/ies, and / or medical support or interventions are met and the curriculum adapted to meet these needs
- The procedures for assessment meet all legal requirements, and children and their parents/carers receive information to show how much progress they are making and what is required to help them improve
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on statutory targets in order to make informed decisions

It is the responsibility of the Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked / amended.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Governing Body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- National Curriculum test (where appropriate) and teacher assessment results are published in the annual report to parents/carers, and progress towards meeting agreed targets is described
- It participates actively in decision-making about the breadth and balance of the curriculum
- Issues are always presented to children in a balanced way

Arrangements for monitoring and evaluation

The Governing Body will receive an annual report from the Headteacher on:

- The standards achieved at the end of each key stage compared with national and local benchmarks (to include analysis of Protected Groups where appropriate)
- The number of children for whom the curriculum was disapplied, the arrangements which were made, how children and parents/carers were informed, how progress was monitored, the progress made by those children (however the requirements of the Yewstock Curriculum are flexible enough to allow almost all needs to be met within it). This includes children who are accessing Alternative Provision
- The evidence of the impact of national and local strategies on standards
- The views of staff about the action required to improve standards
- The views of parents/carers as reported through the annual survey

Other related policies:

- Assessment & Feedback and Marking Policy
- Careers Education Programme Policy
- Relationships and Sex Ed Policy
- Remote Teaching & Learning Policy
- SMSC Policy

This policy to be reviewed as part of a rolling programme of policy review set by the governors.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This should endeavour to advance equality of opportunity and foster good relations for all.