



CURRICULUM POLICY 2018 - 2019

Person(s) Responsible: Senior Leadership Team/Class Teachers

Display/availability: Website

Monitoring and evaluation: Annually

The Learn to Live Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Curriculum Policy 2018 - 2019



CURRICULUM POLICY 2018 - 2019

The Learn to Live Federation vision is that:

Everyone has a voice,

No one is excluded and

Everyone will be the best that they can be.

This drives our teaching and learning. We provide a curriculum that is broad and balanced, personalised, motivating and inspirational, engaging and fun. A curriculum that provides first hand, practical and creative opportunities, that allows for pupil independence and choice, helping pupils to learn the skills, knowledge and attitudes that are necessary for them to live as rich a life as possible. Throughout the school, staff provide a consistently responsive and effective learning environment, within which every learner's ability to communicate is respected, responded to and developed. Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in the most meaningful way. We provide a curriculum tailored to individual strengths and needs, which challenges pupils and encourages aspirations with the development of our vision at its core.

All children are unique and valued. We acknowledge that all children learn in different ways and that all children have the right to be taught in a way that maximises their learning potential. We work closely with pupils, their families and other professionals to provide a holistic approach to learning. One page profiles, communication charts, home school agreements and person centred annual reviews taken from our Core Promise tool kit (see Core Promise policy) ensures that teaching is responsive to individual learning styles and all learners.

Our carefully constructed curriculum provides learning opportunities to match the full range of learner's aspirations and capabilities building on prior knowledge and experience.

Home School Agreements

Home School agreements are individualised targets agreed with families/carers and therapists where appropriate. In the lower school, Targets are categorised into the Federation 6 Key Skill Areas of 'Daily Living Skills' 'Improving my Own Performance' 'Working with Others' 'Problem Solving & Communication' 'Therapy & Help with my Health' and 'Physical Orientation & Mobility'. In the upper school those target headings are categorised into the 4 areas of the preparing for adulthood documentation of Education & Employment, Good Health, Community Inclusion and Independent living. Pupils are set targets in areas that are pertinent to the individual and do not have to have targets in each area. Overarching targets are discussed and set during the Person Centred Annual Review Process and these are then broken down into smaller achievable steps by teachers termly. Targets are discussed and reviewed on a termly basis through our termly Parent/Carer & Teacher meetings. Targets are threaded through all aspects of the curriculum at each key stage from early years to key stage 5.



CURRICULUM POLICY 2018 - 2019

Learning Pathways:

Classes differentiate in 3 different ways following the learning pathways best suited to the individual, however there may be cross over between the 3. Throughout the school, subjects can be used as a vehicle for learning, catering for individual learning styles.

- **Pathway A - SENSORY** Pupils working up to P4 access the curriculum at a sensory level based on developing an understanding of encountering, participation and exploration. Lessons are based on early developmental skills within the context provided by the subject and/or environment. Individual Physiotherapy, visual, aromatherapy & music therapy programmes may be an integral part of these pupils curriculum.
- **PATHWAY B – Active Pathway** – this pathway caters for pupils that need a more physical/active curriculum. The emphasis on physical activity helps students following this pathway to self-regulate and be in a 'just right' state in order to assimilate learning.
- **PATHWAY C – Formal Pathway** – This pathway caters for students who are able to access learning in a more focussed subject specific way. In order to extend learning for our most able students Pathway C is sometimes split into Pathway C and Pathway D allowing for differentiating for a higher level of challenge.

Safeguarding

Everyone has a responsibility for safeguarding children and young people. Keeping children safe in education ([LINK OPENS IN NEW TAB OR PAGE](#)) makes the link between safeguarding and the curriculum:

Our Governing body has considered how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. We have developed an open and safe learning culture in which pupils express their views, seek help and help others. Pupils at each key stage are supported to make good choices through using a communication and decision making hierarchy.

Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our



CURRICULUM POLICY 2018 - 2019

teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

Outdoor Learning

We want children to be independent learners' .Creating their own self-motivated adventures which enable them to learn and/or generalise work skills. Learning outside the classroom children can learn different curriculum aspects in a fun, meaningful way. Outdoor learning can challenge the children exposing them to new and/or different environments. Allowing them to take risks and communicate freely. Learning outdoors meets different learning styles, enhances confidence and self-esteem. As educators we are always thinking about what the children need to learn and where the best place for this to happen may be.

Examples of Outdoor Learning opportunities across the Federation

Rural Skills

Playground

Forest School

Inclusion placements

Work Experience placements

Haldon

Residential experiences

Early Years Foundation Stage/ Key stage 1

The Early Years foundation stage (EYFS) curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure in line with EYFS documentation.

There are seven areas of the EYFS curriculum divided into three prime areas; (Communication and Language, Personal, Social Emotional Development (PSED) and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World). We recognise that young children are active learners and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.



CURRICULUM POLICY 2018 - 2019

Within our continuous child initiated and child and teacher led provision, we provide play based learning opportunities aimed to fascinate, inspire, motivate and engage children. This also allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for life long learning.

Key Stage 2

The curriculum at KS2 develops independence; builds on prior learning to ensure a firm foundation from which to progress and supports pupils to discover their own identity; to find their voice, make it heard and be understood, continuing our emphasis on developing communication, personal and social skills. The needs of each pupil are taken into consideration when planning exciting learning opportunities. Individual Home School Agreement Targets are an integral part of our learning provision.

Through the use of appropriate and varied resources, we aim to encourage our pupils to be independent learners, using a small steps approach to build on prior learning. Our core subjects of Maths, English and PSHE are taught across the week through discrete sessions tailored to individual needs and interests. Foundation subjects of history, geography, creative arts, science, information and communication technology (ICT), music and Physical education (PE) are covered throughout the academic year and delivered through termly topics. Topics may be based on National Curriculum programmes of study, current events or pupil motivation with core texts being utilised each half term. The foundation subjects enrich the curriculum and offer opportunities for pupils to acquire knowledge and provide a context for learning. This allows us to provide a creative curriculum responsive to individual needs in a stimulating and accessible environment.

Key Stage 3

At KS3 pupils enter as children in year 7 and leave in year 8 as young adults. The curriculum at KS3 builds on prior learning so that pupils reach their optimum potential in core subjects; supports pupils to make decisions and build confidence by accessing and evaluating a wide range of learning opportunities and further develops independence and problem solving skills.

All Pupils access core National Curriculum subjects of Maths, English and Science through discrete sessions tailored to individual needs and interests. Some pupils that are excelling in Maths, English or Science can access lessons taught in KS4 to further develop their skills and knowledge. Foundation subjects (History, Geography, Art, Music, Drama, ICT, D+T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to use and apply knowledge and skills developed in the core subjects. PE and swimming are taught throughout the year in individual, group and/or inclusion sessions.



CURRICULUM POLICY 2018 - 2019

PSHE and Citizenship provide an opportunity for pupils to think about themselves, their future and any vocations that they may wish to pursue, looking ahead to KS4 where they can choose their options. Some of our pupils experience job related learning within school such as working with the nursing team or assisting in a primary class.

Key Stage 4

Key Stage 4 has a functional curriculum that supports students to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real life situations.

All students have a core curriculum that includes ICT; Maths; English; Science and PE or physiotherapy. Foundation subjects are covered during enrichment weeks at the end of each term.

During the first two weeks of the autumn term students experience subjects that will be available as options these vary from year to year. Students receive appropriate support to make their decisions, but with the help of person centred processes the ultimate decision is left to the student wherever possible.

All subjects are based on either the Edexcel or BTEC suite of qualifications and the units followed are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.

Pupils may also undertake work related learning and where appropriate work experience placements.

All Key Stage 4 students are supported to take part in a range of enrichment activities as appropriate to the individual. These may include:

- ✚ The Duke of Edinburgh Award
- ✚ Dance clubs
- ✚ Residential opportunities
- ✚ The Jubilee Challenge

Key Stage 5

In Key Stage 5, students access a curriculum linked to the DFE Preparing for Adulthood framework. The curriculum is personalised to the needs and aspirations of each young person, working towards desired future outcomes, which are identified through Student Voice and Advocacy, Transition planning, information from 'Listen to Me' Reviews and any Health or Sensory needs. We provide real life learning opportunities that prepare young people for a



CURRICULUM POLICY 2018 - 2019

meaningful, happy and safe life beyond school and as such the curriculum is purposeful, reflective and responsive to individual needs and delivered through specific learning objectives identified for each of the Preparing for Adulthood key areas of Education & Employment; Independent Living; Community Inclusion and Health.

Personal, Social and Emotional learning opportunities develop confidence, build self-esteem and resilience in our young people so that they develop their identity as an adult and are able to develop and use critical thinking and problem solving skills in real life situations.

Throughout their time in FE, students are supported, enabled and encouraged to be as independent as possible, to make choices and lead their own learning, building on individual achievement and next steps to maximise progress.

The FE curriculum also includes opportunities for students to achieve accredited qualifications which are relevant to their personalised future outcomes. There is a strong emphasis on Work Experience and work related learning within the Department, working towards potential employment opportunities as a future outcome wherever possible. Students are provided with opportunities to access the community safely and as independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum. These may include:

- ✚ Accredited Arts Award scheme
- ✚ The Duke of Edinburgh Award scheme
- ✚ Residential opportunities
- ✚ Film making and animation
- ✚ Music and drumming
- ✚ Rural skills
- ✚ Outdoor education (cycling, horse riding, swimming, themed visits).
- ✚ Enterprise projects
- ✚ Leisure/social opportunities
- ✚ Global citizenship



CURRICULUM POLICY 2018 - 2019

Assessment

Pupils undergo continuous assessments throughout their school life. Their physical, medical and learning needs are monitored continuously and provision is adapted as their needs change and evolve. This is reflected in the review of their EHCP annually.

End of year Assessments for Key Stage 1 – 3 are completed in March each year. In Early Years, Key Stage 4 & 5 assessments are collated at the end of each term. Moderation will be undertaken at class team level, Key Stage level, whole school, across the Federation and externally through the SENTIENT Trust. The analysis of data will be one of the tools used to plan for school improvement targets.

The Assessment co-ordinator gathers formative assessment data and Home school agreement data termly and summative assessment and targets annually in March. Data collected is scrutinised along with the Empowerment Team and this then forms the basis of a formal termly professional conversation between the Assessment Lead and class teachers.

Reporting

Parents/Carers should be kept fully informed of pupils' achievements through informal telephone calls by the teacher, the home-school diary, termly formal meetings, Annual Review reports and Person Centred Annual Reviews. In addition, parents are encouraged to make contact with the school about issues as they arise

Person Centred Annual Reviews take place once a year. For our EYFS and KS1 pupils they take place in the Spring Term, for Key Stage 2 and 3 they take place during the Summer term and for Key Stage 4 & 5, the Autumn Term.