

Curriculum Policy

The Policy is updated annually and has been developed in line with the following legislation and guidance:

- The Education (Independent School Standards) Regulations 2014
- National Curriculum in England: Framework for Key Stages 1 to 4
- The Formal Curriculum
- SEND Code of Practice (2014)
- Equality Act (2010)
- The Education Inspection Framework (2021)
- Autism Education Trust Framework (2019)
- Positive Environments where children can flourish (2018)

The policy should be read in collaboration with the following Wolfdale School Policies:

- PSHE and Relationships and Sex Education Policy
- Spiritual, Moral, Social and Cultural Statement
- Well-being Policy
- Therapy Policy
- Careers Guidance Policy
- Lifeskills Policy
- English Policy
- Reading Policy
- Maths Policy
- Calculations Policy
- STEAM Policy
- APE Policy
- The Arts Policy
- Vocational Learning Policy
- Enrichment Policy
- Quality Assurance Policy and Procedure
- Marking Policy
- Assessment Policy
- Policy for Students with Special Educational Needs and Disabilities
- British Values Statement
- Equality Statement
- Behaviour Management Policy
- Exams Policy
- E-safety Policy
- Acceptable Use Policy
- Exams Policy

Our Aim

To provide bespoke educational packages that maximise achievement and prepares children and young people for adult life. We aim to move experiences of being a 'lone wolf' to that of being part of the 'pack'.

Our Vision

Our vision is to enable young people with autism and other difficulties to reach their full potential by building resilience and removing social and emotional barriers to educational achievement. We aim to provide bespoke experiences using a highly flexible, well organised and person-centred approach where we work in collaboration with parents and their children alongside other professional agencies.

At the heart of the curriculum is a core of wellbeing and personal development which allows children to develop their skills through a variety of experiences and opportunities in order to develop their tolerance, knowledge, cultural capital and their role within the community. Our environment is personalised, safe, nurturing and inclusive to encourage our children and young people to become confident and happy learners with the aim of increasing accessibility to a range of work and training opportunities, further education and independence in preparation for adult life.

Rationale

The needs and happiness of our children are at the heart of everything we strive to achieve at Wolfdale School. The philosophy informing our curriculum design is that of positivity, opportunity and trust to support our learners to be enthusiastic life-long learners and self-motivated members of society.

We work with children and young people with complex and significant additional needs for whom previous learning experiences in either mainstream, or special schools have failed. We aim to provide personalised learning pathways through flexibility and the commitment of a highly skilled and competent staff team. We hold high ambition, expectations and achievement for all at Wolfdale School, enabling our students to achieve their potential.

Our Values

Our Wolfdale values underpin our practice, pedagogy and curriculum design. Opportunities and experiences plaited throughout the curriculum provide a safe and supportive environment to work within and develop understanding the purpose of our values.

Tolerance – we tolerate individual differences and we do not hurt or upset others

Happiness – we value each other's happiness and communicate how we feel

Respect – we respect each other's surroundings and equipment

Instructions – we follow staff instructions and make positive choices

Values – we follow the Wolfdale values and follow the school's rules

Excellence – we work to the best of our abilities

Safety – we keep ourselves, our possessions and others safe

Intent

To design a broad and balanced curriculum that is rich, varied, relevant and personalised for the individual learner that considers:

- starting points
- expected end points
- those who are most disadvantaged
- those with special educational needs (SEN) and disabilities (SEND)
- those with social, emotional and mental health needs (SEMH)

- the development of the cultural capital children and young people need to succeed in life

Wolfdale School aims to support our students to develop positive attitudes to learning and fulfil aspirational academic, vocational, personal development, well-being and independence outcomes. Learners will study the full curriculum for as long as is possible and appropriate.

Our curriculum will be well constructed, logical and sequenced to enable learners to gain knowledge and skills, and to facilitate progress with the aim to be as prepared as possible for future learning, employment and for independent living (coherence).

“Progress, therefore, means knowing more (including knowing how to do more) and remembering more. When new knowledge and existing knowledge connect in learners’ minds, this gives rise to understanding. As learners develop unconscious competence and fluency, this will allow them to develop skills. Rather, if learners attain within a well-sequenced, well-constructed curriculum, they are making progress.” (Education Inspection Framework, Overview of Research, Ofsted, 2019)

There will be clarity of curriculum leadership across the school to enable curriculum pathways to be designed and implemented effectively. These pathways will enable our children and young people to learn skills and knowledge relevant to their needs, and content that is good for and most useful to them.

Implementation

Personalisation

We recognise the need to involve our students in the design of their learning journey, and the importance of interest and enjoyment. Developing nurturing and trusting relationships with our learners is essential for our success in supporting, re-engaging and empowering our learners to develop a growth mindset and the confidence to develop.

Despite the different starting points, our aspiration is always to inspire, enthuse and support learners to progress into college, training, employment and independent living. We work hard to develop learners’ skills, knowledge and experiences in order for them to participate in society in a meaningful and positive way. We achieve this by creating an environment in which our learners feel safe to explore a range of opportunities and cultural experiences.

To ensure each learner’s journey is balanced and broad for as long as possible, we will ensure personalised pathways offer a range of subjects and experiences that support our learners to develop the essential knowledge they need to prepare them for their future. Class timetables will be individualised to meet the needs of the learners in terms of approach, structure and provide meaningful and functional experiences. Subject content is planned and delivered in a coherent and sequential order that enables learners to know more, remember more and do more.

Outcomes will be identified as soon as is possible through EHCP review meetings, multi-disciplinary meetings and regular on-going, summative and formative assessments. This information will help us to identify and map the learner’s journey for each of our children and young people, considering age, ability interests and gaps in skills, knowledge and social disadvantage. Our on-going holistic assessments will determine when changes need to be made and we will be responsive and flexible to current and changing needs.

Wolfdale School is committed to promoting British Values. We recognise the multi-cultural, multi faith and ever-changing nature of the world around us. We also understand the vital role

we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to influence them. As a school we promote and reinforce the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in the aim to prepare our students for their adult life beyond school.

English and Maths

We will identify suitable and challenging learning pathways for all students, Progress in English and Maths will be mapped against the Early Years Foundation Stage, Pre-formal framework, pre key-stage standards or end of year expectations, appropriate to learning needs, informed and identified by baseline assessments and reported on termly. Levels attained on entry to Key stage 3 will identify an appropriate pathway of Foundation (Pre-key stage, pre-formal and entry level), Functional (Level 1 and level 2) or Formal (GCSE) the 3 x F's

Reading

Reading in a variety of contexts and at different levels will be a priority across the curriculum to support our children and young people to build on their vocabulary, understanding and success in accessing a broader curriculum. We aim to develop confident readers, who enjoy reading and listening to a wide range of literature with fluency and comprehension. We will support our learners to enter the world of different characters, learn about culture that is different to our own, experience a range of emotions and develop creativity and imagination. As such we use a range of intervention strategies including practising phonics, reading comprehension, reading aloud, listening to reading, identifying key words, sensory stories, decoding and using appropriate software and support packages.

Personal Development

The learning journey will be tracked through student portfolios, and books which informs achievement and progress against personal development targets and submitted on Databridge for review at the end of each term. Long-term targets build towards the preparing for Adulthood Pathways, the needs of our learners and their stages of development and are used to capture and analyse progress across all key stages at Woldale School. Medium term targets based around individual EHCP outcomes feed into the long term targets and are broken down into short term goals that are tracked across the curriculum. This supports the students to apply their learning in a variety of contexts in the aim to know more, remember more and be able to do more.

PSHE

Each student will have a PSHE lesson that follows a set framework for their key stage (see PSHE Policy - appendix A). These PSHE frameworks are centred around the following three themes:

- Health and wellbeing.
- Relationships
- Living in the wider world

Sessions are planned around the PSHE association guidance and also consider the student cohorts need and experiences, as well as events with society that may affect or have impact upon our students. Each lesson is planned with the individual students in mind considering their additional needs. In addition, lessons are planned in accordance with the student's key stages which ensures that all resources are age appropriate.

STEAM

The Arts

The *Arts* provision at Wolfdale School has been developed for our KS2 and 3 students using specifically selected elements from the National Curriculum for English, Music, Art, PSHE and Leicestershire RE syllabus alongside the Department for Education's Trust's Autism Education Trust's Progression Framework. The *Arts* are delivered alongside individual's EHCP outcomes to develop student well-being, self-expression and communication skills, and opportunities for students to experience the Arts within their wider community are developed through our 'Community Access'. In the latter years of KS3 and KS4 students with talent and personal interest in the Arts are offered a formal pathway of ASDAN or AQA Certificates. The *Arts* are delivered through our timetabled 'Project' sessions where teachers offer a range of art, music, drama, culture and religious education linked to both national festival/holidays and our own tailored creative curriculum.

APE

At Key Stage 2 and for pupils working below their chronological age at Key Stage 3, our students mostly follow the Primary National Curriculum Framework incorporating some KS3 element where student needs require.

Our higher functioning Key stage 3 and 4 learners an appropriate accredited pathways will be available for study. These will range from AQA introductory modules, entry level and level 1 units and ASDAN Sport and Fitness Short Course qualifications.

Vocational learning pathways

At Key stage 2, a variety of vocational opportunities will be provided to all learners, so they are able to build skills, and experience a range of contexts on which to build confidence and knowledge. Where possible, the vocational learning options will be mapped against the National Curriculum and in-house certificates implemented to celebrate achievement and prepare for the next stage of learning.

At Key stage 3 and 4 learners will be supported to make an informed choice about vocational options and when suitable / appropriate accredited pathways will be available for study. These will range from introductory modules, entry level and level 1 units and vocational qualifications where appropriate.

Equality

At Wolfdale School we will ensure that we do not discriminate against the protected characteristics as outlined in the Equality Act (2010), and strive to provide appropriate and effective levels of support and guidance so all students have the opportunity to thrive and reach their potential. Staff will act as positive role models working within the culture of Wolfdale School where discrimination will not be tolerated and is reported and dealt with fairly and consistently. Wolfdale School will ensure that all students, staff, visitors and partners feel safe, respected and valued. We will work with students to identify and implement a suitable and challenging curriculum pathway, taking into account the preparing for adulthood outcomes in preparation for adult life and transition from Wolfdale.

Please see our Equality Statement and Equality and Diversity Statement

Pupils with Special Educational Needs and Disabilities

Teaching will be differentiated and personalised to meet need, both academically and developmentally. The high staffing ratios and small group sizes allow for work to be tailored to each student. Our curriculum model is designed to provide a holistic approach to learning, with wellbeing at the heart of our practise, and identified support and guidance provided by our specialist team (SENCO, Therapist, Inclusion Manager).

Please see our Supporting Students with SEN and Disabilities Policy

Curriculum Accessibility

Delivery of the curriculum at Woldale School considers:

- Provision of appropriate information and communication technology
- A total communication environment that will feature signs, symbols and sensory systems
- Implementation of strategies to alleviate sensory differences
- Consistent and sensitive application of positive behaviour strategies
- A commitment to multi agency collaboration with all stakeholders
- The incorporation of appropriate learning
- Appropriate use of positioning and mobility aids

Responsibility

The planning and delivery of subject areas will be led and overseen by our curriculum managers in line with their experience, knowledge and expertise and will work collaboratively with their delivery team to develop medium term plans that are clearly sequenced, differentiated, enable students to build on prior learning and develop skills and knowledge . Teachers will ensure that students are clear about the content and concepts of each lesson, our expectations and how each element of learning fits in to the overall plan (medium term plan)Information presented will be clear and at a level that is appropriate to each student to promote independent, challenging yet supportive learning. Sessions and learning materials are designed to engage, motivate learners and promote appropriate discussion. Teachers and support staff will encourage our children and young people to develop personal, learning and thinking skills through reflective learning, small group work and a range of opportunities to be and think independently. Staff are expected to provide clear and meaningful feedback that enables learners to move their learning forward and any misconceptions are challenged in an appropriate manner.

Teachers will aim to make sure the learning experience makes sense. Learning at Woldale School will be meaningful and functional. Teachers will ensure that students are given the opportunity to apply their learning and generalise new and existing skills and knowledge in a variety of contexts through the learning areas included within the curriculum pathways.

The 5 C's

To support with the planning of the teaching and learning process, we will consider and implement the 5 Pillars of practice to provide meaningful, purposeful and useful learning experiences for our learners.

Content – It is clear what students will know and be able to do and how these elements link to the national curriculum

Coherence – The curriculum is designed so that it connects in sensible and logical ways. Our students are able to build ideas and concepts across a range of contexts and learning blocks

Compassion – The curriculum is designed to support our students to develop understanding of others and their viewpoints and perspectives. Our students have access to a range of curriculum that is ‘good for them’

Creativity – There are a range of opportunities and experiences that ensure all students can be creative through play, experimentation and interpretation and demonstrate their knowledge and skills in a variety of ways.

Community – The curriculum is designed to include the local and wider community to embrace the cultural capital available to us, develop relationships and extend opportunities for our students to help with understanding the positive impact they can have within society.

Our workforce

All staff go through a selection and recruitment process to identify what skills, knowledge and experience they hold. When recruiting teachers and support workers, their curriculum and subject knowledge is checked prior to appointment. For the appointment of teachers, recruitment involves assessing their understanding of the teaching and learning processes and their subject and pedagogic knowledge.

In order to support those teaching outside their area of expertise, all staff work towards the curriculum maps and medium-term plans and have access to an online shared drive of curriculum resources developed by teachers and Curriculum Managers. This includes assessments and activities that can be used for 1:1 delivery or group work. All staff are then expected to differentiate and personalise for their individual learners. Curriculum Managers offer individualised support, subject specific drop-in sessions and CPD opportunities to help upskill our teaching and learning team.

Leaders provide a wide range of training and development opportunities, and staff are advised and encouraged to attend those most relevant to them as identified through our quality assurance process, support and supervision meetings and the appraisal process. Leaders personalise training to the needs of the individual learners to ensure progression in line with their Education, Health and Care Plans (EHCP).

We have robust quality assurance processes in place such as learning walks, lesson visits, drop ins and deep dives which are linked to the individual performances of staff through support and supervision and the appraisal process.

Our Approach

By keeping learners at the centre of our practise we can adapt our teaching to suit the learners needs. Well-being and personal development sit at the centre of our curriculum, with priority learning for each student taking the lead in curriculum development and design. Learning blocks will be designed each term (6 in all) to provide focus, coherence, compassion, creativity and links with our local and wider community and teaching is intended to help learners to apply and integrate their knowledge across the curriculum. Key drivers and ‘Wow’ activities will be incorporated to inspire, enthuse and engage and a range of literature will be explored during each learning block appropriate to the subject, concepts, interests and needs of the learners. We appreciate that our Key stage 2 learners will need a

different approach to our KS3, and the same with our KS4, and classes within each stage of learning have very diverse needs, so our planning will be developed accordingly to maximise engagement and achievement.

All learners form part of a tutor group and are assigned to a class teacher, who meets and greets their class at the beginning of each day to prepare students for the day ahead. Classes are organised in small groups and for some learners, where appropriate, a 1:1 approach is adopted, however, at times all learners will work on a 1:1 basis on certain tasks and activities. The staffing ratios allow for groups to be split to create an environment that is conducive to learning and responsive to individual student needs.

Classes are organised into age groups whenever possible, and learners will follow a pathway that is appropriate to their needs and development (please see the 3 F's above):

How do we organise learning?

To keep the curriculum balanced, rich, varied and broad for as long as possible, and lessons are organised as discrete subjects or embedded within community access or project work for example, all with opportunities for cross curricular learning and embedded PSHE themes:

Making connections with our local and surrounding community is embedded throughout our timetables to support our students to recognise their place in society and feel valued. There are regular opportunities for contextualised trips and visits into the community to strengthen understanding and application of knowledge. The application and generalisation of skills is something that can be particularly difficult for our students with autism, and these practical elements of learning enable students to practice knowledge gained in real-life contexts, develop cultural capital, remember more and know more. Our work with Parents/carers and the local community is essential for the development of our learners, and we plan a variety of parent/carer and community events throughout the year.

The benefits of outdoor learning in supporting the application and transference of skills, the development of social communication skills, appreciation of our natural surroundings and understanding local culture is recognised, as is learning through 'doing and playing' which provide a greater depth to the curriculum that can be difficult to achieve in the classroom whilst providing experiences that are often the most memorable.

Assessment and Feedback

Assessment of students is used actively to inform planning and teaching to maximise achievement. All of our students have a diagnosis of autism and other associated needs such as ADHD, SEMH or learning disabilities. Our students may also have been out of education for a considerable period of time. Each of our children have an EHCP and each have a unique set of attributes, strengths and areas for development. It is important for us to recognise therefore what 'good' and 'outstanding progress' is for each of our learners in order to ensure all of our learners reach their full potential through their personalised and flexible curriculum.

We use a range of assessment, both qualitative and quantitative with data used to inform practice and drive school improvement. Assessment methods are reflective of subject requirements and also differentiated for accessibility and learning needs. The yearly assessment schedule will be mapped out as follows:

- Baseline assessments will be conducted over a period of 6 weeks at the beginning of each academic year, or when a student starts at Wolfdale, to provide accurate and effective information to inform target setting.
- Aspirational long term aims will be set following the analysis of baseline assessments for expected outcomes at the end of the academic year
- Termly progress is inputted into Databridge, drawing on work marked and assessed in students' books and summarised in a progress report for the Head of School and Governors.
- Sharing good practice events are planned at the end of each term to support moderation and develop consistent assessment practices across the school.

Accuracy of teacher assessment and progress data is verified through accredited qualifications from recognised awarding bodies where appropriate such as:

- AQA unit award scheme
- BTEC
- ASDAN
- The Arts Award
- AQA Functional skills at Entry level, level 1 and level 2
- AQA GCSE English and / or maths

The annual analysis of student outcomes is used to compare the school's performance against other similar settings using DfE national; data sets.

Feedback

Please see our Assessment Policy and Feedback Policy for further information.

Student specific meetings are held on a regular basis for those individuals who are displaying areas of concern, so we can adjust and tailor programmes through our multi-disciplinary approach. During this time, the learner's and family's own views are a key to establishing a new foundation to learning. We expect all staff to use a range of assessment methods to embed and check learner's knowledge and level of understanding in a systematic way.

Progression

The curriculum is personalised and provides the capacity for all learners to learn more, develop their understanding and ultimately progress. Subject content is planned and delivered in a coherent and sequential order that enables learners to develop a deeper understanding. Progression across the school is tracked and analysed on a termly basis that informs training and CPD opportunities as we constantly strive for improvement.

Measuring the Impact of our Curriculum Policy

The Quality Assurance Policy outlines how we will measure the intentions, implementation and impact of our curriculum.

A review of this policy will be the subject of on-going scrutiny. A formal review will take place annually in preparation for the following school year. This will allow for consultation with the Wolfdale community before final presentation.

The principles forming the core values of this policy will be used as prompts for this review. Key questions that may help in this review include:

- Are individual pupil's needs being met?

- How have leaders identified learning gaps and new starting points?
- Can we see broad areas of personal development linked to the wider needs of the young people we work with?
- Does the curriculum include elements of the national curriculum that are good and useful for our students and why?
- How do we share the long term, medium term and short term plans with students and staff so all understand the overall aims and steps to achieve this?
- Do learners know more, remember more and can do more? How do we use assessment and feedback to inform our findings? How do teachers respond to what the pupil knows, remembers and can do? How do they adapt their lesson and plan for future lessons?
- How do we review objectives? Does this provide useful data to effectively plan next steps?
- Is there clear evidence of measurable progress across the key stages?
- Are end points identified for learners, and lessons planned accordingly?
- Does planning ensure coherence, compassion and creativity for individual pupils over time and across the curriculum?
- Do resources and approach facilitate the quality of differentiation needed for all learners?
- How effectively do curriculum areas relate to each other?
- Is the approach to individually tailored learning giving coverage across all curriculum areas?
- Are there adequate opportunities for practical work and problem solving?
- Are young people engaging in community opportunities and links; both locally and wider afield?
- Do learners achieve qualifications and accreditations where appropriate?
- How do learner outcomes compare with those of similar settings?

Related Policies:

Marking Policy, Careers Policy, Spiritual, Moral, Social, Cultural Statement, Equality Statement, British Values Statement, Wellbeing Policy, PSHE and SRE Policy, Lifeskills Policy, English Policy, Maths Policy, STEAM Policy, APE Policy, The Arts Policy, Vocational Learning Policy, Enrichment Policy, Supporting Students with SEN Policy, Quality Assurance Policy and Procedure, E-Safety Policy, Acceptable Use Policy, Exams Policy

Policy owned by:

Name: Deputy Head


Signature:



Revision Control:

Revision Number	Page Number/s	Revision explanation	Date of change
1		Curriculum policy, has been split down into sections	Jan 2023

Approved Sign off:

Sign needed by:	Name	Signed	Date
Member of Senior Leadership Team	Sachin D		

Review Date: Feb 2024