

Curriculum Intent and Implementation Policy

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<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

Curriculum: Intent and Implementation

Our Vision, Mission and Values

Vision:

Aurora Severnside School supports students to achieve personally and academically, whilst gaining practical skills for their future. We strive to support them to develop their resilience, to manage everyday challenges and to become the best version of themselves.

Mission:

- To build strong positive relationships with students, enabling us to design a curriculum which best meets their needs and aspirations for the future.
- To enable students to build positive self-esteem, develop appreciation of others and independent coping strategies.
- To create a strong sense of belonging in a caring safe community.
- To embed therapeutic approaches into the curriculum to support the long-term health and wellbeing of our students.
- To support students to develop the life skills necessary to make positive contributions to their communities.

Values, we are:

- Caring
- Ambitious
- Collaborative
- Trusted
- Innovative

To meet our vision, mission and values, we will:

- 1) Create a stimulating, safe and structured environment in which confident, caring students can accomplish great things, through:
 - Teaching to meet individual needs
 - Knowing that 'identification and assessment' is crucial to plan and meet the needs of learners
- 2) Provide the highest quality education, support and care for young people with SEND and their families. Support will be in place for our students in all of their environments.
- 3) Ensuring that every student transitions with the knowledge, skills and understanding necessary to flourish in their further schooling, through:
 - An understanding that every learner will take a unique pathway through their education and personal development.

The overall purpose of our curriculum is to prepare students for further learning and a life beyond school, through a positive and supportive framework that helps to develop:

- Confident individuals - who lead safe, healthy and fulfilling lives in which they can communicate and interact well with others
- Successful learners - who enjoy school, make great progress and achieve a range of qualifications
- Responsible citizens - who are ready to take their place in society

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Aurora Severnside School Curriculum

Overview

At the heart of each students' curriculum planning is their EHCP. From this planning, we intend that students should develop their skills, knowledge and understanding of:

- English
- Mathematics
- Subjects and thematic learning which encourage creativity and curiosity

Underpinning all of our learning is a sense that young people need to develop:

- A sense of their identity and how this affects their relationships with others
- An understanding of society and the wider world including their rights and responsibilities as active participants in society
- Healthy bodies and minds; the skills, knowledge and understanding to maintain healthy bodies and minds beyond their time in school
- Increasingly effective interactions and good communication skills

The National Curriculum for England is our key reference when planning for English, Mathematics and the foundation subjects. Our programmes of study show modified objectives, arranged by stage of development rather than age-related expectations. Students join us with varied levels of prior attainment and often with inconsistent strengths identified in their cognitive profiles. We identify the correct starting point, missing 'building blocks' and students join the programmes at a point suited to them.

We teach RE and incorporating RSE together into PSHCE, thematically and teachers make reference to a range of resources to support their planning.

Skills and knowledge – age-related expectations and the National Curriculum

We draw an important distinction between the topics taught, students cultural capital, and the skills they are developing. Students can learn about topics at an age-appropriate level whilst developing skills that appear earlier in the National Curriculum.

Positive Behaviour Support Plans

All students have a Positive Behaviour Support Plan (PBS) which outlines the ways in which we plan to meet the provisions of their EHCP where these are specific to the student and not covered in other elements of teachers' planning.

Delivery

At Severnside School, we understand the importance of planning and delivering lessons that are tailored to the individual needs of our students and enable them to make excellent progress. We strive to deliver the curriculum in an exciting and engaging manner, and we have high aspirations for all learners.

In order to deliver high quality lessons, in every lesson staff will:

- Use prior assessment of learning and gaps to plan lessons effectively using the school planning proforma, ensuring that they are tailored to the individual needs of the students.

- Provide a clear relevant lesson objective (or objectives) which is displayed on the board and recorded in student books below the date.
- Ensure that lessons are well resourced and that resources are ready for the beginning of each lesson
- Set individual targets for students to support them to understand their next steps.
- Provide opportunities for students to learn in a variety of different ways including, but not limited to, practical activities, literacy-based activities and ICT based activities.
- Establish and develop good quality relationships with students to enable them to feel safe and confident in lessons and support them to take risks and feel able to make mistakes
- Consistently use the school's behaviour policy, the PACE approach and restorative practices to ensure that behaviour in lessons is well-managed and conducive to learning.
- Feedback regularly to students both verbally and in writing. Mark books consistently in accordance with the marking policy. Wherever possible, live marking and interactive feedback is encouraged.
- Be adaptive and 'take risks' with our teaching to support student engagement, including using 'hooks' at the start of lessons to engage students with their learning as early as possible.
- Consider the pace and flow of lessons during the planning stages and design lessons that motivate and engage all learners.
- Include regular examples of retrieval practices in our lessons to give students the opportunity to recall, use and therefore retain prior learning.
- Teach literacy across the curriculum in every lesson and ensure that opportunities to improve literacy skills are identified in marking in all subject areas.
- Ensure that PBS plans are displayed on desks or are always easily accessible in classrooms.

Wherever possible, to support students to make accelerated progress staff will:

- Include opportunities for interactive learning using ICT and learning outside the classroom opportunities
- Include opportunities for students to meet individual PBS and EHCP targets as well as their academic targets in lessons.
- Dynamically respond to behaviours to ensure a calm safe learning environment for all students.
- Use differentiated and targeted questioning techniques to assess what students know and address misconceptions effectively
- Provide opportunities for students to respond meaningfully and in depth to feedback, both verbally and in writing and show how teacher/TA feedback has supported them to make progress in their learning.

Subject information

Statement on Fundamental British Values

Further to our policy on Fundamental British Values (FBV), we recognise the importance that no part of our curriculum or the delivery thereof should be contrary to the FBV and opportunities will be taken to encourage students' understanding of the important role the FBV play in the life of our citizens. We will promote the Fundamental British Values of:

- Democracy

- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

English

Statement of intent

We aim that students should:

- develop a passion for reading and be able to communicate clearly and confidently
- be provided with the skills to achieve functional literacy standards and, where appropriate, the qualifications required to be independent in the adult world
- be taught the skills required to be competent communicators, readers and writers; this development might happen alongside integrated therapeutic support, such as that available from our speech and language therapists
- have multiple opportunities throughout the day to develop their literacy skills, knowledge and understanding, including daily 1:1 reading sessions wherever possible

Speaking and Listening

- We understand that spoken language is a key form of communication
- We recognise that learners with SEND often have difficulty with intonation and expression
- We explicitly teach the skills of speaking and listening and to enable our students to develop these skills.
- Skilled members of staff will ensure all verbal information is simple, clear and unambiguous
- We note that young people can feel anxious when asked to contribute to a group situation, prompting will need an approach that maintains an awareness of these difficulties.
- Young people will have opportunities which include role play within the indoor and outdoor learning environments where they can explore language in play-based contexts.

Reading

- We aim for all young people to read widely across a range of genres, developing their ability to explain their understanding of materials which they have read.
- A reading assessment is completed for each young person on entry
 - Students will either join a phonics programme or other scheme to develop reading skills as appropriate
- At the same time, we understand that synthetic phonics works well for some young people, but not for others and that many young people become good readers when they learn to use mental strategies other than phonetic decoding.
- Kinaesthetic and visual learning is best approached by the multi-sensory study of word families and whole word recognition using flashcards and games
- Students that need to are asked to practice high frequency words
- Members of staff will share high quality texts on a daily basis to encourage students to read for enjoyment and foster a love of reading
- Students who are at the appropriate stage of development are encouraged to focus on their own spellings and taught how to make use of word banks or dictionaries to support this

Writing

- We encourage students to write as a means of communication for a range of purposes
- We are aware that a one aspect of SEND is rigid and inflexible thought and that this can make it particularly difficult to think imaginatively in creative writing, role play and drama sessions

- We recognise that our students can struggle with the fine motor skills required for legible handwriting so we:
 - Teach handwriting during whole class sessions and individually, according to need identified by class teachers and occupational therapists
- Writing, drafting, proofing and finishing using ICT is encouraged
- Students are taught to understand the features of a variety of genres and to use these with increasing competence in their own writing
 - Teachers provide frameworks to support this
- Writing activities are given meaningful contexts, often linked to other subjects of the curriculum within cross - curricular topics
- Students are encouraged to write as a means to communicate with others and to develop this skill formally and informally, with fluency and accuracy in a range of forms

Maths

Overall Statement

We aim that students should:

- Develop a positive attitude to maths as an interesting and attractive subject in which all young people gain some success and pleasure
- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives, based upon the National Curriculum
- Encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life
- Develop young people's ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary
- Develop an appreciation of relationships and pattern within maths
- Develop ability to think clearly and logically with independence of thought and flexibility of mind
- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.
- Develop mathematical skills and knowledge and quick recall of basic facts
- Enable learners to apply their mathematical understanding to practical and real-life situations

Curriculum planning

- We use the National Curriculum's Programme of Study as our reference for planning mathematics objectives
- Teachers use our structured objectives to plan their annual overviews and inform their more granular planning for each pupil
- Coverage and assessment of these objectives is tracked on the school's electronic recording systems

Curriculum coverage

- Decisions about when to progress should always be based on the security of students' understanding and their readiness to progress to the next stage
- Students who grasp concepts rapidly should be suitably challenged with more advanced consolidation problems before moving onto new content
- Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on

Progression of skills, knowledge and understanding

We help students to recap and progress their mathematical understanding, we recognise this may involve relearning aspects from earlier in their education journey before they can progress.

- Students should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge.
- Pupils develop mathematical reasoning so they can analyse shapes (2D and 3D) and their properties, and confidently describe the relationships between them.
- We ensure that they can use measuring instruments with accuracy and make connections between measure and number.
- Students are working towards memorising their multiplication tables up to and including the 12x table
- Students should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.
- We ensure that students extend their understanding of the number system and place value to include larger integers.
- We develop the connections that students make between multiplication and division with fractions, decimals, percentages and ratio.
- Students should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.
- With this foundation in arithmetic, students are introduced to the language of algebra as a means for solving a variety of problems.
- Teaching in geometry and measures should consolidate and extend knowledge developed in number.
- Teaching should also ensure that students classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.
- Students are working towards being fluent in solving problems for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.
- Students should read, spell and pronounce mathematical vocabulary correctly.

Teaching and learning

- The school uses a variety of teaching styles to cater for the variety of learning preferences of students in mathematics lessons.
- We do this through a daily lesson which can include whole-class, group and one-to-one teaching. During these lessons we encourage children to ask as well as answer mathematical questions.
- Students have the opportunity to use a wide range of physical resources
- Mathematical dictionaries are available in classrooms.
- Young people use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods.
- Each concept is delivered through a 'concrete – pictorial – abstract' approach.
- In all classes there are young people of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all young people by matching the challenge of the task to the ability of the child.

- We achieve this through a range of strategies – in some lessons through differentiated work and in other lessons by organising the children to work in pairs on open-ended problems or games.
- Where young people are identified as falling behind age-related expectations, a focused and targeted intervention may be offered in the form of one-to-one or two-to-one sessions.

Creativity and curiosity

We acknowledge that it is neither practical nor necessary to attempt to cover the full range of objectives in the National Curriculum given the additional needs of our students and the time that is required to develop the whole-child. However, we also recognise that our students have a right to experience a broad range of knowledge and skills.

To that end, we have developed a curriculum that encourages creativity and curiosity; those elements of the curriculum that are not fully covered in the development of mathematics and English.

We will encourage young people to always keep asking questions, and celebrate the joy in discovering something or learning a skill. We will model a life-long love for learning by taking on new skills alongside the young people and learning together – with a ‘have a go’ attitude that shows how mistakes are all part of learning and not something which holds us back for long. We will see how human’s curiosity has taken us to far away galaxies and given us incredible technology. We will take joy in listening to or creating music, looking at or making art. We will always support young people in asking how, what, or why and will work together to find the answers; however small the question may seem.

Physical education

Students will be encouraged to lead healthy lifestyles and learn about their bodies, as well as having opportunities to be active and develop their understanding and skills in individual and team sports.

PSHCE and RE

Students will be taught RE through the creativity and curiosity curriculum, usually thematically. On occasion, as appropriate to the calendar, students will be taught non-thematically, for example at times of major Christian festivals. We are minded that although the school has no religious foundation, our ethos and curriculum, including assemblies, will be ‘broadly Christian in nature’.

Students will have opportunities to develop their skills, knowledge and understanding of the issues and themes in personal, social, and health education. Our planning will be mindful of national guidance, including that related to relationships and sex education.

Our golden threads

The following development themes will be taught explicitly at times, both in lesson and therapy sessions but they will also run as quiet streams throughout our day with opportunities taken as they arise. This will be especially true of identity and relationships, and communication and interaction.

Identity and relationships

Students will develop an understanding of what it means to be part of the wider world, considering the qualities and attributes needed to live as a healthy, independent and active member of society including learning about British Values and other cultures.

Students will be able to put their classroom-based learning into practice in real life situations through accessing off-site learning on school trips, such as visiting a town centre to buy items on a shopping list and or through work experience as we support them to develop the skills needed for their future lives.

Students will explore democracy and respecting other people's rights and views and having an appreciation that despite people being different we are all equal.

Adults will support our students to consider the future, aspirations they may have for their lives and how they will grow and change both physically and emotionally. This will include the importance of their personal safety.

Communication and interaction

We will offer students a language rich environment where they observe adults' role modelling good speech and language skills.

Based upon young peoples' interests, adults will offer stimulating activities and sessions both within and outside of the classroom environment that promote students to engage and express their thoughts and ideas.

We will offer easily accessible opportunities to encourage and support speech and language development including the ability to listen, understand and communicate back verbally and non-verbally,

Where necessary, visual prompts and aids will be used to enable young people to access all areas of the curriculum easing anxiety and enabling them to further build social skills. For example, now and next prompts.

Students will be given frequent opportunities to participate in low-demand group discussion activities building on their skills of listening to others and confidence to speak aloud to a small group.

Health and wellbeing

Students will be given opportunities to learn about connections between their actions and their physical and mental health and wellbeing, focusing on exercise, healthy eating, personal hygiene, sleep, healthy relationships, happiness and feelings.

Within the daily timetable, students might undertake life skill lessons to include fundamental skills which will support their independence for looking after themselves such as, planning and preparing a healthy menu.

Students will have regular access to the outdoors using it as a place to learn but also as a place where they can develop gross motor skills whilst also developing those key interpersonal skills.

Students will be supported by adults to recognise, acknowledge and begin to understand feelings in themselves that may be a cause for anxiety or worry and help them to develop strategies for successful self-regulation.

Students will be encouraged to have a self-improvement mindset where they will be celebrated for trying and challenging themselves with the hope that they will feel greater self-esteem, when they

realise they can do something with practice and a lesser feeling of disappointment and failure when they make a mistake.

Society and the wider world

Students will learn and grow in an environment that is underpinned by respect, enabling them to build secure and trusting relationships with both adults and peers.

The classroom and supporting adults will offer students a nurturing place where they feel safe to express themselves, where they feel they belong and are accepted with the aim they grow in independence, confidence and self-belief.

Students will be provided with opportunity through discussion and individualised planned activities to consider their personal beliefs, feelings and ideas.

Difference and uniqueness will be celebrated.

Adults will ensure there are frequent opportunities to spend time interacting with each student to encourage and support them to openly express themselves, acknowledging and responding sensitively to initiate further interactions and conversations.

We acknowledge that students feel a range of feelings and ensure young people have time to recognise and begin to understand these feelings in themselves and others.

Lunches and break times

Lunch will be a shared activity between students and their supporting adults. It is a time to encourage positive relationships and improve communication skills.

Break times will be supported by adults; students will have opportunities for independent interactions supervised by adults as well as opportunities to participate in guided and adult-led activities. Break times are a part of our whole-curriculum and are used to support the aims of our golden threads.

Organisation

Class groups

We split young people in classes of up to 8 pupils, usually smaller, with high ratios of adult support.

Students are grouped according to age, dynamics and ability.

Proportion of activities undertaken

All classes in our school will maintain a broad and balanced curriculum but different classes are given the freedom to prioritise elements of their day to best meet the needs of their young people. For example, a Y7 class is likely to spend more time on the creativity and curiosity aspects of the curriculum than an Y9 class, which might intentionally choose to cover less of that curriculum in favour of developing the students social interactions and communication skills. Frequently, teachers will skilfully blend the demands of all elements of the curriculum.

Timings of the day

09.00-10.00	Morning session 1 Usually Maths or English
10.00-10.15	Morning break 1
10.15-11.15	Morning session 2 Usually Maths or English
11.15 -11.30	Morning break 2
11.30-12.30	Morning session 3
13.00-14.00	PM Session 1
14.00-15.00	PM Session2*

*Normally during PM Sessions 1 and 2, students will be given additional outdoor breaktime.

Resources

It will be the responsibility of the leadership team to ensure that the curriculum is appropriately resourced. Class teams remain responsible for any resources in their care.

Interventions

Aurora Severnside School aims to provide an integrated therapeutic education model. Education teams are supported in this by our clinical team. A successful integrated model will lead to more young people being able to be supported within their class rather than having to leave class for therapy.

We recognise that interventions are sometimes better achieved outside of class.

Clinical

Some young people will receive targeted or specialist clinical interventions either individually or in groups. These will be indicated either through their EHCP or as a result of screening and assessment completed in school. Targeted and specialist intervention is likely to happen outside of the student's usual classroom.

Educational

We recognise that some of our students will benefit from targeted interventions outside of their normal classroom. This will be in order to support an acceleration in the development of their English or Maths skills or in support of their specific learning difficulty.

Quality assurance

Monitoring of the implementation and impact of the curriculum will be as per the Aurora Group quality assurance processes.

Additional quality assurance and intervention might occur in response to identified need, for example following an annual review process for an individual pupil or as the result of whole-school or class-level data analysis.