

Curriculum Policy Poppyfield School

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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>	

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Context Statement

Poppyfield is a warm and welcoming school which places student wellbeing and safety at the top of our provision. The Aurora values of Caring, Ambition, Creative, Trust, Innovation and Collaboration permeate all areas of our school life, meaning that our vision is for all students to make outstanding progress and live fulfilling and happy lives.

Our secondary special school curriculum is accessed by our students 11-16 years old who experience a range of Special Educational needs, including Autism and associated behaviours, Moderate Learning Difficulties, or Specific Learning difficulties, such as Speech, Language and Communication Difficulties, Dyslexia, or Dyscalculia, all of which are not mutually exclusive. This means that to be effective in helping them to achieve their academic and social potential, our students will access a personalised curriculum that effectively develops academic learning, greater independence, and, where possible, access to employment or future education, and to make a positive contribution to society.

- › Our curriculum philosophy has a focus on nurturing the whole individual.
- › Whilst the delivery must be highly personalised and flexible, it should not compromise their equal right to access high quality teaching, and to have the opportunity to make the best academic progress they can.
- › Social Interaction and Communication Skills – A total communication friendly environment, including speech, symbols, photographs, and visual Timetables
- › Emotional Self-Regulation (Zones of Regulation, underpinned by a PBS approach)

- › We intend to place the EHCP and the Annual Review process front and centre of everything we do, as this supports our emphasis on the long-term outcomes. The implementation of each students' personalised curriculum will involve not only our education team, but also our clinical team, outside professionals and families, to build a bespoke programme for each student.

Curriculum Intentions

Academic

The curriculum at Aurora Poppyfield is based on the understanding that as individuals, each student we work with may see the world or learn in a different way. Therefore, have a commitment to personalise the curriculum in a way that meets the needs of each pupil.

To achieve this, we intend to:

- › Provide a broad balanced curriculum that utilises a range of differentiated learning approaches that are flexible and developmental.
- › Maintain a strong focus on each students' EHCP targets
- › Offer a curriculum that allows our pupils to develop the knowledge, skills and character to move on to the next phase of their education and life.
- › Provide access to qualifications at a range of levels across as many subjects that the school can sustain in order to assist each student's transition to their most appropriate next placement, or to move into further learning, or employment.
- › Follow a curriculum that provides a combination of academic and life experiences, in in order to build strong foundations that will help to secure independence and employment opportunities.
- › Ensure that our curriculum is challenging yet inclusive so that all can work hard to fulfil their potential regardless of background or starting point, and to ensure that disadvantage of any kind is not a barrier to achieving success.
- › Encourage students to always keep asking questions, and celebrate the joy in discovering something, or learning a skill, and that promotes a 'have a go' attitude that shows how mistakes are all part of learning
- › Provide access to specialist/therapeutic support where appropriate.
- › Develop a learning pathway that aligns with each student's strengths and interests in order to maintain engagement and sustain motivation.
- › Provide opportunities to learn about the 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.

Social development curriculum:

Our intentions are to:

- › Foster a sense of belonging and a love of learning, and to create a sense of ambition and set clear personal goals
- › Model and build positive relationships that will enable our students to grow in confidence and self-esteem, and to express their emotions, behaviours and choices in a way that supports and maintains the safety and wellbeing of themselves and others.
- › Develop successful citizens who have an understanding of society and the wider world, including their rights and responsibilities as active participants in society.
- › Build independence and resilience,
- › Remove any sense of inequality, disengagement or marginalisation

- › promote healthy bodies and minds

In summary, it is our intention that our curriculum develops young people who are:

- › 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

Implementation

The curriculum at Aurora Poppyfield will be allied to the National Curriculum through the teaching of discrete subjects and integrated topics. Using a multi-disciplinary approach to implementation, it will also provide time and space for the careful integration of a range of autism specific approaches, including therapies and interventions, meaning that the direction and content of the curriculum will evolve to match the individual special needs of each student.

Layering the Curriculum

The curriculum at Poppyfield will be made up of 4 layers.

- › A Core broad and balanced curriculum.
- › A support curriculum that nurtures the development of the 'whole person.'
- › An extension curriculum to expand and broaden experiences.
- › An enrichment curriculum to provide extra curricula opportunities that foster a sense of enjoyment and support pupil's personal development.

What's in the Core Curriculum ?

Our core curriculum recognises that all students should have access to a broad and balanced curriculum delivered through National Curriculum subjects including English, Maths, Science, Humanities, P.E, PSHE, RSHE, RE, ICT, Art and Food Technology and programmes of study or topics that contain linked National Curriculum subjects and the salient skills, knowledge, and understanding they aim to develop. The purpose here is to ensure that the delivery is at a level that meets each student's stage of development, and at a rate that suits their individual abilities.

As students often join us with a mixed cognitive profile, gaps in their learning, and inconsistent strengths, it will mean that Teachers will begin by identifying the correct starting point, and then target missing 'building blocks'. This means that Teachers will develop broad schemes of work and then modify the content and objectives to meet students' stage of development rather than age-related expectations.

The importance of the Core Curriculum to promote wellbeing and safeguarding.

The nature of the special needs of our students means that they can either be vulnerable or make themselves vulnerable to many of the issues identified in the "Keeping Children Safe in Education"

meaning that the Social, Moral, Spiritual and Cultural curriculum at Poppyfield will play an important part in each student's personal development, aiming to broaden their understanding of themselves, the wider world and its risks.

Subjects that will promote and provide opportunities in this area will include PSHE, RE & Citizenship, Relationship and Sex Education, and the teaching of British Values. As part of this, students will participate in visits, celebrations, and raising awareness days. To compliment the school's curriculum in these areas guest speakers will explore matters such as equality, relationships and sex education, the prevention of exploitation or radicalisation, and the promotion of safeguarding and protection at an individual and collective level.

Key Stage 4

At KS4 students will be offered a variety of options to choose from relating to their interests and subject specific qualifications available at GCSE or Functional Skills. For example, this may include English, Maths, Science, and art. In addition, we are developing partnerships with Further Education Colleges to offer vocational courses.

Employability, access to Work Related Learning and FE Colleges

For pupils across Key Stage 4, the school's specialist Coordinator aims to improve pupil's employability skills and/or extend their learning opportunities in subjects at an FE College whenever the school is unable to provide them on site. The Coordinator oversees both areas, carrying out risk assessments, suitability checks, and makes regular placement visits to support pupils, focusing on developing confidence and independence skill, whilst ensuring that there are clear lines of communication between the pupil, the school, the college/placement, and the pupil's parents/carers.

Maintaining high quality Teaching & Learning in the curriculum

To deliver the curriculum to a high standard, it is vital that teaching and learning is maintained to a consistently high quality. As part of the quality assurance process, each subject has a Curriculum lead who oversees its delivery, quality of teaching and learning, and assessment processes. In addition, teachers, HLTA's and TA's are regularly observed by Curriculum Leads and senior managers and receive feedback that then informs CPD at an individual or a whole school education staff level.

To ensure consistency and to identify the uniqueness of every subject taught, each subject has series of pre-planned Programmes of Study / Schemes of Work across all year groups, forming a holistic curriculum that builds sequentially on the key concepts, and the individual skills knowledge and understanding of that subject. All lessons have lesson plans that inform the teacher, pupil, and other staff who are supporting learning of the lessons objectives, how it links to prior learning, and where it can be applied generally. Plans also include key words and concepts, and as well as identifying how content will be differentiated and supported through a range of learning styles.

Assessment and the curriculum

Assessment for Learning, AfL, will form a regular part of all learning activities to identify how secure pupils learning is from lesson to lesson, identifying areas for development and correcting

misconceptions. AfL evidence will also be used to inform teachers next lesson planning either at an individual pupil level, the group overall, or in relation to the content, delivery or resources needed to improve the next lesson.

Pupils will be assessed through various method at the end of every POS/Scheme of Work, or Topic, and any data collected will be uploaded to Earwig. This information will be used at a range of levels including: to identify progress over time for a pupil, to identify gaps or concerns, or to support planning and resources within the subject moving forward.

In addition assessment data will be drawn from multiple locations in order to measure the impact of our curriculum, this includes but is not limited to:

- › Work sharing
- › Assessment for Learning
- › Lesson observation
- › Pupil, parent and teacher feedback/surveys
- › Data analysis (academic) (Earwig)
- › Progress towards EHCP targets (Earwig)
- › Attendance
- › Behaviour analysis
- › Lesson engagement and learner emotional wellbeing
- › External accreditation, examinations and qualifications

Where this is not appropriate, information and evidence of progress will be recorded through a more specialised process.

Summary assessment information will be used to complete end of term and end of year reports, and will be sent to parents/carers and any other professionals or agencies who support the pupil. Curriculum Leads and teachers will also use the summary information to reflect on curriculum delivery and content and then used to inform future planning.

Curriculum Impact

We believe in that the impact of our curriculum will inspire each student to develop their individuality, helping them to grow and develop in their own unique way, and to achieve their educational, social and personal potential.

As an exam centre, we are able to provide students with a familiar environment to take their exams reducing anxieties associated with change of settings in addition to the pressure of exams. Students will be able to take exams in a range of core subjects. We have a clear focus on EHCP outcome and for students to achieve greater independence and gain control of the choices of their adult lives and employability routes. To fulfil aspirations through an extensive and supportive careers environments, teaching and learning and choice of qualification. Ultimately, for students to return to Poppyfield and talk to other students about their own journey, challenges and support.

Through the high quality delivery and range of opportunities provided by our curriculum, we believe its impact will ensure that students are prepared for their future by providing a well-rounded education that will improve their choices in life.

Support, Advice and Communication

Any queries concerning the policy content or its implementation should be addressed directly with the Head Teacher.

Review

This policy will be reviewed annually.