

Curriculum Policy

Aurora Wilden View School

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Applies to:	Aurora Wilden View School
Associated documents:	Assessment Recording and reporting Policy
Approved by:	Head Teacher
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Next review due by:	September 2026
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of policy

1. Aims

Aurora Wilden View School recognises that all students should have access to a broad and balanced curriculum. All students need to work at a level which is appropriate to their understanding, relevant to their chronological age and at a rate that suits their individual abilities. Teaching and learning is approached with the focus on the individual needs of the learners. Each student has a tailored curriculum based upon their baseline assessment, previous academic outcomes, and long-term learning targets. Students will be taught in small groups, individually, and when appropriate within the community-so that skills are generalised to real life settings and pupils are prepared for life in the wider world. High aspirations are held for all pupils, through the curriculum pupils' experiences, knowledge, self-confidence, ability to communicate and independence are developed.

Our curriculum is designed to build the practical, everyday skills identified through the EHCP and our school tracking programme, into the wider curriculum so they are integral to what we deliver every day, whilst also empowering parents/carers to reinforce these skills within the home environment. This sits alongside high-quality learning experiences based on a broad and balanced curriculum. Our curriculum is designed to broaden our pupil's horizons, widen their cultural capital, and empower them to be curious about the world around them.

Through personalised support and a nurturing approach our students will become compassionate, independent learners who are well prepared for the demands of the 21st century in modern Britain.

Our aims are:

- To ensure all pupils have access to a broad and balanced curriculum
- To ensure that all students have an equal right to access high quality teaching in all areas of the curriculum that addresses their individual needs and supports them to make at least good progress
- To promote the spiritual, moral, social and cultural development of all pupils
- To encourage personal development, so that all pupils are well prepared to respect others and contribute to wider society and life in Britain
- To promote fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- To support all pupils in developing healthy lifestyles and developing positive relationships
- To provide opportunities and experiences that develop pupil's communication skills
- To ensure the teaching and learning of functional skills, knowledge and understanding including access to vocational pathways in KS4/5
- To ensure all pupils have meaningful pathways towards their next destination and for pupils to have meaningful involvement in decision making related to this.

2. Legislation and statutory requirements

This policy takes into account the requirements of the Independent School Standards.

3. Scope

Pupils at Aurora Wilden View School have a range of needs including; ASD, Asperger's and Social and Communication Difficulties, high anxiety, and Sensory Processing Disorder. Pupil needs are in most cases a complex mix of the above and may also include Dyslexia, Dyspraxia, ADHD and Social, Emotional and Mental Health Difficulties. Most have a history of failed educational placements. The Young People are characterised by a lack of self-esteem and confidence, a reluctance to trust and a fear of challenge. This means that teachers must be creative and tailor approaches to each young person to build resilience and confidence.

At Aurora Wilden View School we are utilising the THRIVE approach in school to underpin the curriculum. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. The programme was created by a multi-agency team, with experience of being teachers, advisers, Ofsted inspectors, social workers, family therapists, foster and adoption specialists across education and care settings. They have drawn together their experience with theories and research to create this rich resource. THRIVE draws on an understanding of six "building blocks" of development and growth that comes online sequentially and remains throughout life.

4. Roles and responsibilities

4.1 The Leadership Team will:

4.1.1 Ensure that the curriculum policy is adhered to.

4.1.2 Ensure that staff have adequate skills, knowledge, and training to deliver the curriculum.

4.2 Staff will:

4.2.1: Deliver the curriculum in line with this policy, seeking advice and support where required.

5. Definitions

Intent: a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage.

Implementation: translating that framework over time into a structure and narrative.

Impact: the knowledge and understanding pupils have gained against expectations.

6. Curriculum

"The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact)."

Our pupils may have a range of learning needs such as Autism Spectrum Disorder, Social, Emotional and Mental Health Needs and Communication Difficulties. All our pupils have an Education and Health Care Plan. Some pupils may have missed aspects of their education prior to attending Aurora Wilden View School and so they often begin their education here with attainment levels and skills that are significantly below average for their age.

The aim and values of Aurora Wilden View School are focused on maximising every individual's potential to develop into a confident, secure, well-adjusted, and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Aurora Wilden View School delivers a bespoke curriculum, which is closely aligned with our pupils' levels of ability, interests, and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated clinical and therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils' individual needs and based on a person-centred planning framework. Professionals, parents, and the pupil will be pivotal in ensuring individual needs are met.

Learners can start at Aurora Wilden View School during any time in their education, at any point in the year. It is important that teachers quickly assess and try and understand the extent of the learner's previous knowledge, skills and understanding both in the core subjects and in their specific subject area. Teachers at Aurora Wilden View School must be equipped with knowledge of the curriculum in reading, writing and mathematics as well as their own subject area due to the academic ability of some of the learners we teach. There are also times when lessons don't follow their planned route due to incidental learning which is equally important to explore. This could be due to gaps in learning or an interest that has been sparked in the individual learner/group, which through further exploration will strengthen the planned learning content. Due to learners often missing gaps in education, teachers planning won't always fully understand the learner's historic educational profile. At times, planned sequencing must be paused to revisit previous content/skills which the learner is expected to have covered at an earlier stage of their educational career. Due to these daily staff meetings/handovers are important to share knowledge of learner's social, emotional, and academic learning. Through these meetings teachers can work closely to support cross-curricular planning and allow the learner to make more rapid progress.

7. Curriculum Intention

Our curriculum is designed to give all our pupils a broad and balanced education through coverage, experience, and progression. We cater for a wide range of learners and endeavour to provide opportunities for all our pupils to develop as independent, happy, and confident learners to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual outcomes are embedded throughout.

At Aurora Wilden View School, we have three learning intentions that act as drivers for what we deliver. These incorporate the Aurora Values and provide clarity and real-life examples of how these values can have a lasting impact on themselves, others, and the world around them.

Intention 1 – Develop our Sense of Self

Our curriculum will ensure that all pupils develop an understanding of themselves and the impact they have. To encourage ambition and drive to try new things and achieve their full potential. To understand trust and honesty and how this shapes them for the future.

Intention 2 – Develop our Sense of Others

Our curriculum offer will ensure that all pupils develop an understanding of caring and working collaboratively with others. Being able to be honest with others and trust in those around them, staff, pupils, professionals, parents, and carers. Recognising and valuing other's individual needs, recognising that "Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid" (Albert Einstein).

Intention 3 – Develop our Sense of the World

Our curriculum offer will ensure that it provides opportunities to support our pupils in becoming responsible British citizens. A responsible citizen has knowledge about their role in the community, state and the world and understands they have a role in making the world a better place to live through implementing the Aurora Values into their everyday lives and the world.

8. Curriculum Implementation

The underlying principle of our curriculum implementation is flexibility, we have a curriculum which is designed to meet the needs, interests, aspiration, and aptitudes of our pupils. Our curriculum model ensures that we have flexibility to fit in with our pupils rather than our pupils fitting in with our model. Our conceptualised curriculum draws on best practice and delivery from several different models and approaches. We recognise that as our school population develops, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our pupils each year.

We offer a curriculum that broadly follows the National Curriculum to enable our pupils to gain the knowledge within the different subjects at an appropriate level to their individual needs. We also offer vocational and enrichment opportunities to build up their life skills, understanding of the world and to prepare them for adulthood. The experiences are all relevant, interesting and challenging to show progression throughout the different subject areas and build upon key skills and knowledge to achieve their individual goals.

All pupils are assessed and given the curriculum to match their learning and personal development needs. Educational gaps and barriers to learning will be identified and supported through a curriculum that aims to meet each student's needs. The curriculum is flexible to ensure it is not defined by age but by need and achievements to reach their targets.

Because of the personalised approach to the curriculum, we can meet the needs of all our learners. All pupils across the school focus on targets based on the outcomes in their EHCP and data that is analysed from the lessons in school.

At Aurora Wilden View School, we endeavour to give young people a Key Stage appropriate curriculum which is as close to that received in mainstream as possible.

In Key Stage 1 pupils will have access to play, kinaesthetic resources and outside learning in order to develop their skills and knowledge in a holistic way. Initial assessments will be taken to identify their

level of understanding and a bespoke curriculum following the subject skills identified in the National Curriculum will be followed to ensure progression across the different subject areas. Pupils will follow a phonics and reading scheme to enable them to develop the tools to access the next stage of learning and prepare them for school life in their next learning stage. A focus on self-confidence and self-belief will be supported throughout the areas of learning.

In Key Stage 2 pupils will build upon their skill set and continue to follow subject skills from the National Curriculum in the different areas. Staff will identify gaps in learning and specific interventions and curriculum will be implemented to ensure all pupils make progress appropriate to their stage of development. Real life experiential learning will be incorporated throughout the curriculum to enable the pupils to have a broad range of understanding and skills in all areas of learning that they can take out of school and use in their own lives.

In Key Stage 3 pupils will follow programmes of study which deliver the skills and knowledge identified in the National Curriculum. The curriculum will embrace all areas of academic learning at a level that is related to individual educational needs and provides suitable levels of challenge. Opportunities to develop pupil's personal, social and health awareness and understanding will be embedded across all curriculum areas.

Studies in Key Stage 4 support pupils to attain relevant qualifications so that they can and do progress to the next stage of their education. For some, this may be onto courses that lead to higher-level qualifications and into employment.

In Key Stage 5 we will provide opportunities for young people to stay within our educational setting post 16 which supports and meets their educational, emotional, and mental health needs, where they can continue to sit GCSE, A-Level and/or related qualifications and gain independence and life skills. We will support young people through individual pathways to enable them to successfully navigate to their next stage of education or employment.

The school is visited by outside speakers and arrange educational visits giving pupils the opportunity to access learning through members of the community and experience learning through a wide range of sources. Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom. Trips and visits extend the range of environments in which pupils learn and broaden their experiences of the wider world.

Outdoor Education includes activities in our forest school and visits outside of school. These will include adventurous activities that enable pupils to enjoy taking part in physical and social tasks, in a range of environments and locations which are free from the constraints of a classroom. Pupils have opportunities to develop social skills, self-confidence, tolerance, and team working skills whilst developing positive attitudes to health and fitness.

The school provides Sex and Relationships education. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The role of SRE is to both explore and challenge conventional notions of masculinity and femininity, describing sexuality in a positive sense. It provides pupils with the knowledge, skills, and attitudes to feel happy and supported in their own sexual identity, and to respect others' sexual identity. Those involved in the delivery of SRE will be committed to securing a safe environment which encourages open discussion of both the positives and dangers of sexual activity. The biological aspects of human reproduction are delivered through the science curriculum. We recognise that parents have the right to withdraw their children from any or all parts of the school's program of Sex and Relationship Education, other than those elements, which are required by the Science National Curriculum.

SMSC (Spiritual, Moral, Social and Cultural) and PSHE are central to all aspects of our curriculum. Pupils are encouraged to respect the law and to act consistently with their own beliefs and with a view to the consequences of their own and others' actions. We enthusiastically promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Political issues are introduced in several courses and are presented in a balanced manner. The promotion of partisan political views in the teaching of any subject in the school is not allowed.

Key Stage 1	
Core Subject Offering	Additional Offering
English Phonics / reading Maths Science Humanities Art and Design Music Physical Education Citizenship/PSHE Computing Food and Nutrition Outdoor education (forest school)	Thrive Life Skills/ Enrichment
Key Stage 2	
Core Subject Offering	Additional Offering
English Maths Science Humanities Art and Design Music Physical Education Citizenship/PSHE Computing Food and Nutrition Outdoor education (forest school)	Thrive Life Skills/ Enrichment Phonics Reading interventions
Key Stage 3	
Core Subject Offering	Additional Offering
English Maths Science Humanities Art and Design Music Physical Education Citizenship/PSHE Computing Careers Food and Nutrition Outdoor education	Thrive Life Skills/Enrichment AQA unit awards scheme
Key Stage 4	
Core Subject Offering	Additional Offering*

English Maths Science Citizenship/PSHE PE Careers	Thrive Life Skills/Enrichment History Geography Computing Art and Design Food preparation and Nutrition AQA Unit Award Scheme Outdoor education
Key Stage 5	
Core Subject Offering	Additional Subject Offering*
English Maths Science Careers Citizenship/PSHE	Thrive Life Skills/Enrichment History Geography Computing Art and Design Food technology AQA Unit Award Scheme Outdoor education Physical Education

*Options available with viable number of students

9. Curriculum Impact

By implementing a differentiated and modified national curriculum, it is intended that Aurora Wilden View School will:

- Allow all pupils to make progress from their individual starting points.
- Optimise the communication skills of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development and encourage learning.
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give pupils opportunities to develop their key skills.
- Prepare our learners for their next stage in education, employment, and life.

We will see the impact of our 3 learning intentions in the following way:

Impact 1 – A Sense of Self

Pupils have a positive self-image, high well-being and engagement and can relate well to members of the school community. They take pride in themselves, their learning, and the school environment. Pupils demonstrate incremental progress in their subject knowledge, skills and understanding. They

can retain and apply this over time and in different contexts. Pupils require reduced levels of support to access their learning and their fluency and accuracy is improved.

Impact 2 – A sense of others

Pupils are active participants in their learning and are keen to work with others. They understand equity and can accept and promote inclusion, championing our school values of caring, collaboration and trust when interacting with others.

Impact 3 – A sense of our world

Pupils are engaged in their learning in all aspects of the curriculum and talk with enthusiasm about experiences they have taken part in. They access their learning in a variety of environments and can apply their knowledge and skills accordingly. Pupils are ready to transition to their next stage of learning/ independence as a responsible citizen, taking with them the Aurora Values.

10. Curriculum Transitions

The school prides itself on providing effective and vital support for pupils as they make transitions through the various stages in their education. We carefully manage the transition of our pupils throughout the school and in preparing pupils for further education. Detailed assessment and planning allow the full team of professionals to ensure that all support is cohesive and leads to the fulfilment of everyone's targets. Pupils and their parents/guardian/carers are provided with advice about the transition process and included in discussion prior to decisions being made about next steps. Part of the preparation for transitioning into adulthood will include support with travel training and transitioning into buildings and organisations that house larger number of young people as well as accessing opportunities (including work experience) within the community.

11. Support, Advice and Communication

For further advice or guidance related to this policy please contact the Deputy Head Teacher.

12. Monitoring arrangements

This Policy will be reviewed annually by the Senior Leadership Team.