

## Aurora White House Curriculum Policy

<b>Policy Reference:</b>	WHS13
<b>Version Number:</b>	6
<b>Applies to:</b>	Aurora White House School
<b>Associated documents:</b>	
<b>Approved by:</b>	Principal
<b>Implementation date:</b>	November 2025
<b>Next review due by:</b>	November 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>	

# Aurora

## Our Vision and Values

Aurora White House School aims to be a vibrant and happy place of learning, providing specialist education to pupils with a range of additional needs. We develop the whole child. The education teamwork in partnership with the therapeutic team and specialist clinicians to this end (much of our work is multi-disciplinary).

We believe in The Aurora Group values and adopt these in our school; we are:

- Caring
- Ambitious
- Collaborative
- Trusted
- Innovative

To meet our vision and values, we will:

- 1) Create a stimulating, safe and structured environment in which confident, caring children 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 SEN and their families. Support will be in place for our pupils in all their environments.
- 3) Ensuring that every child transitions with the knowledge, skills and understanding necessary to flourish in their secondary schooling and beyond, 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 children for further learning and a life beyond school, through a positive and supportive framework that helps to develop:

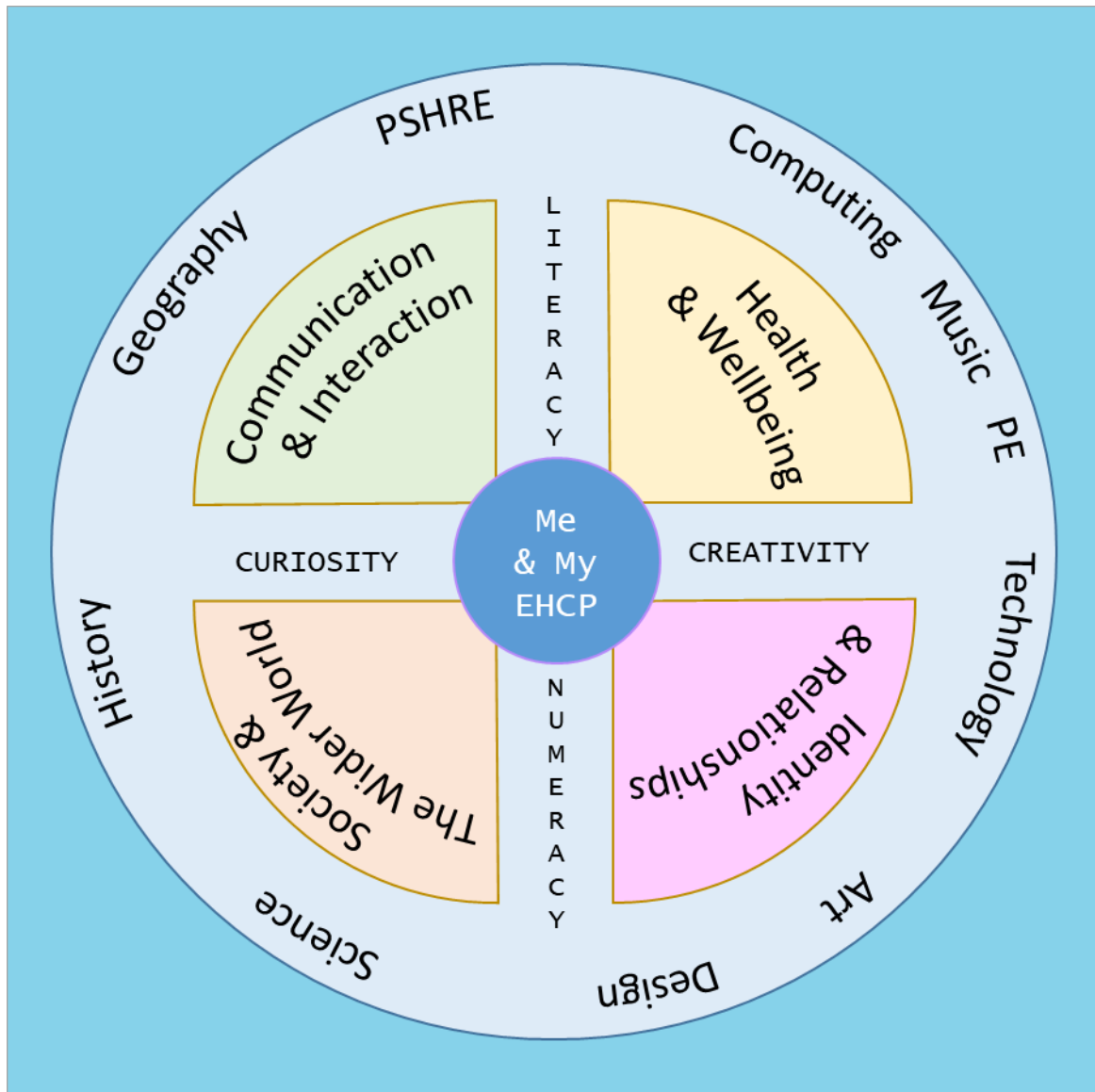
- **Confident children** who can make choices and influence their lives
- **Happy children** - who lead safe, healthy, and fulfilling lives in which they can communicate and interact well with others
- **Successful learners** - who enjoy school and make progress
- **Responsible citizens** - who are ready to take their place in society

# Aurora

Contents	
Our Vision and Values .....	2
The White House School Curriculum .....	4
Overview .....	4
Skills and knowledge – age-related expectations and the National Curriculum .....	5
Assessment.....	5.
Subject information.....	6
Statement on Fundamental British Values .....	6
English .....	6
Maths .....	7
Creativity and curiosity.....	10
Physical education.....	10
PSHE and RE.....	10
Our golden threads.....	10
Lunches and play times .....	12
Organisation .....	12
Class groups .....	12
Proportion of activities undertaken.....	13
Timings of the day .....	13
Resources .....	14
Interventions.....	14
Clinical.....	14
Educational.....	14
Quality assurance.....	14
Additional Forest School Information.....	13

# Aurora

## The White House School Curriculum



### Overview

At the heart of each child's curriculum planning is their EHCP, where they have one, or our understanding of their individual needs, where they don't. Radiating from this planning, we intend those children should develop their skills, knowledge and understanding of:

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

# Aurora

Underpinning all 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

To this end we are proud to be a Thrive school.

The National Curriculum for England is our key reference when planning for English, mathematics and the foundation subjects, but isn't our only reference. Our progressive 'World Through a Book Curriculum' is appropriately ambitious and sequential, was designed alongside the children (it came from an idea of theirs), and identifies all the key knowledge and skills that we believe are important for them. As we grow into an all-through school, it also identifies two appropriate pathways for children who will stay with us at the end of the primary phase of education.

Children 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 pupils join the programmes at a point suited to them.

We teach RE and PSHE, incorporating RSE, thematically and teachers refer to a range of resources to support their planning, including the Norfolk Agreed Syllabus for RE and the Jigsaw® PSHE programme.

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

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

## Assessment:

We assess learning and progress using a range of tools including detailed short, medium and long term EHCP targets, THRIVE profiling, teacher assessment, standardised assessment tools and our bespoke progressive 'World Through a Book' curriculum. We use the Earwig platform for assessment data.

# Aurora

## 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 pupils' 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 children 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 SEN often have difficulty with intonation and expression
- We explicitly teach the skills of speaking and listening and to enable our children to develop these skills.
- We note that children can feel anxious when asked to contribute to a group situation, prompting will need an approach that maintains an awareness of these difficulties.
- Children will have opportunities which include role play within the indoor and outdoor learning environments where children can explore language in play-based contexts.

### Reading

- We aim for all children 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 primary child on entry
  - Children will either join our phonics programme (Read, Write, Inc) or other provision to develop reading skills as appropriate
- Daily sessions can include teaching systematic synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. The structure is based around the 6 phonic phases; each has new phonemes to be learnt while introducing more advanced spelling patterns.
- At the same time, we understand that synthetic phonics works well for some children, but not for others and that many children become good readers when they learn to use mental strategies other than phonetic decoding.

# Aurora

- Kinaesthetic and visual learning is best approached by the multi-sensory study of word families and whole word recognition using flashcards and games
- Children that need to are asked to practice high frequency words
- Children are encouraged to retell familiar fiction and non-fiction books using Talk for Writing as prompts
- Children have access to a structured reading scheme and are encouraged to borrow books from our library
- Members of staff will share high quality texts daily to encourage pupils to read for enjoyment and foster a love of reading
- Children 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 children to write as a means of communication for a range of purposes
- We are aware that a one aspect of SEN 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 children 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
- Children 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
- Children are encouraged to write 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 children should:

- Develop a positive attitude to maths as an interesting and attractive subject in which all children 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 children'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

# Aurora

- 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 overviews and inform their more granular planning for each child

## *Curriculum coverage*

- Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage
- Children 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 children to move through three phases of mathematical understanding throughout their primary education.

### *Phase 1*

- We ensure that children develop confidence and mental fluency with whole numbers, counting and place value.
- Children are working with numerals, words and the four operations using practical resources such as concrete objects and measuring tools.
- At this stage, children should develop their ability to recognise, describe, draw, compare and sort different 2D shapes and use the related vocabulary.
- Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.
- Children work towards knowing the number bonds to 20 and be precise in using and understanding place value.
- Children should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge.

### *Phase 2*

- We ensure that children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.
- We ensure that children develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.
- Children should develop their ability to solve a range of problems, including simple fractions and decimal place value.
- Children draw with increasing accuracy
- Children 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.
- Children are working towards memorising their multiplication tables up to and including the 12x table

# Aurora

- Children should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

## Phase 3

- We ensure that children extend their understanding of the number system and place value to include larger integers.
- We develop the connections that children make between multiplication and division with fractions, decimals, percentages, and ratio.
- Children 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, pupils 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 pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.
- Children 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.
- Children 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 pupils 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.
- Children have the opportunity to use a wide range of physical resources such as Numicon, Base-10, bead strings, number lines, number squares, digit cards and small apparatus to support their work.
- Mathematical dictionaries are available in classrooms.
- Children 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 children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children 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 children 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.

# Aurora

## *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 pupils and the time that is required to develop the whole child. However, we also recognise that our pupils 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 children 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 children 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 support children in asking how, what, or why and will work together to find the answers; however small the question may seem.

## *Physical education*

Children 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.

All children will be encouraged to progress through swimming stages to the point of becoming independent and confident swimmers: they will have frequent, supervised access to the pool.

## *PSHE and RE*

Children will be taught RE through the creativity and curiosity curriculum, usually thematically. On occasion, as appropriate to the calendar, pupils 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’.

Children 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*

Children will begin to 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.

Children 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 implement road safety.

# Aurora

Children will begin to understand and be exposed to 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 children to begin 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 children a language rich environment where they observe adults' role modelling good speech and language skills.

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

We will offer easily accessible child-led opportunities to encourage and support speech and language development including the ability to listen, understand and communicate back verbally and non-verbally, for example through role play or simple turn taking tasks or games.

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

Children will be given frequent opportunities to listen to stories individually or in small groups, we will involve pupils by asking them to discuss characters, plots or finish sentences and rhymes.

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

## *Health and wellbeing*

Children 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, happiness and feelings.

Within the daily timetable, pupils might undertake life skill lessons to include fundamental skills which will support their independence for looking after themselves such as, chopping and preparing fruit.

Children will have regular access to the outdoors using it as a place to learn but also as a place where they can play and develop gross motor skills.

Children will be supported by adults to recognize, 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.

Children 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.

# Aurora

## *Society and the wider world*

Children 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 children 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.

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

Through role play, children will be able to initiate and explore aspects of their identity and take on roles of others.

Difference and uniqueness will be celebrated.

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

We will offer support- and plan for smooth transitions understanding that in times of change our children will be moving between the familiar and unfamiliar which may cause anxiety and distress.

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

## *Lunches and play times*

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

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

## **Organisation**

### *Class groups*

We split children into classes of approximately 7 pupils, with high ratios of adult support. Pupils are grouped mainly by primary SEN and then by age, with some exceptions. All of our classes have a nurture element to their provision, with two classes specifically identified as being nurture based in approach.

Our current class groups (Spring 2025) are:

<b>Class</b>	<b>Primary need</b>	<b>Age</b>
<b>Maple</b>	SEMH/Nurture	Y6
<b>Beech</b>	ASD/C&I	Y6
<b>Larch</b>	C&I/ASD	Lower KS2
<b>Willow</b>	C&I	Specialist C&I Lower KS2

# Aurora

<b>Oak</b>	C&I/ASD	Upper KS2
<b>Chestnut</b>	Learning and cognition & C&I/Nurture	KS2
<b>Elm</b>	C&I	Lower KS2
<b>Cedar</b>	C&I	Specialist C&I KS1
<b>Pine</b>	C&I	Lower KS2
<b>Birch</b>	C&I	Lower KS2
<b>Ash</b>	C&L	Y6

## 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 Y6 class is likely to spend more time on the creativity and curiosity aspects of the curriculum than an SEMH class, which might intentionally choose to cover less of that curriculum in favour of developing the pupils' social interactions and communication skills. Frequently, teachers will skilfully blend the demands of all elements of the curriculum.

Our new pathways into KS3 and KS4 now that we are a through-school will adopt and increasing amount of 'learning for life' activities (accepting that we are all, always, learning for life).

All our classes have a nurture element to them, with some being more overtly nurture in set up and curriculum delivery.

All children have access to swimming sessions, specialist music and arts, PE, and Forest Schools learning each week.

## Example Timings of a Typical Day

0840-0900	Morning settling routines/Breakfast/Register
0900-0930	Short Lesson 1
0930-1030	Read, Write, Inc
1030-1100	Break & Snack
1100-1200	Lesson
1200-1300	Lunch/Breaktime
1300-1400	PM Registration & settling Lesson
1400-1445	Break/Lesson
1445-1520	Lesson/Dojo Points/Reflection

# Aurora

1520-1530	Home time transition
-----------	----------------------

Each Class will have an afternoon of Forest School activities each week. See below for further information.

## 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 White House 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 children 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 children 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 child's usual classroom.

## Educational

We recognise that some of our pupils 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 child or as the result of whole-school or class-level data analysis.

## **Additional Forest School Information:**

### **Intention**

Forest School is a long-term ethos-driven approach to pedagogy and holistic child development. Taking place within the woodland on school site, the White House School Forest School programme intends to:

- Foster stewardship and responsibility towards the natural world and the conservation of it
- Provide opportunities and scaffolding to enhance development in identified areas as part of a wider holistic model
- Build resilience and adaptability to changing environmental conditions
- Foster a healthy and balanced approach to risk-management

Forest School's primary function is to support holistic child development:

- Improving the child's enjoyment of life and education
- Learning to recognise physical/emotional needs and how to address them
- Building resilience, adaptability and coping strategies
- Fostering empathy, spirituality, social and practical skills.

### **Implementation**

- Long-term use of a woodland for exposure to a dynamic and changing learning environment rich with emerging opportunities
- Learned-led curriculum underpinned by appropriate and informed bespoke lesson planning tailored to individual and group needs that is never prescriptive
- Provision of opportunities for independence, risk-taking and the pursuit of a student's own interests in a supportive environment.
- Holistic Development Focus: Social, Physical, Intellectual, Communication, Emotional and Spiritual Development nurtured and developed over time, underpinned by academic and theoretical perspectives.

### **Forest School and the Future**

Forest School instils a number of transferable life skills:

- Resilience, adaptability and regulation
- Independence, confidence, responsibility and understanding

# Aurora

- Empathy and emotional regulation
- Improved holistic development and sense of self
- Risk-management and personal protection
- Stewardship and future-planning