Curriculum Policy
Aurora Woodlands School

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

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Aurora Woodlands Curriculum Statement

Our curriculum offer is regularly reviewed, most recently in September 2025; this is done in consultation with staff, parents and carers and pupils to ensure an engaging curriculum, rich in opportunities for academic and personal learning and development alongside experiences that ensure all our pupils are as prepared as possible for life beyond school.

Our curriculum is underpinned by our core values. In all things, we endeavour to be:

- Caring
- Ambitious
- Collaborative
- Trusted
- Innovative

Curriculum Intent

Our aim is for every pupil to holistically develop and fulfil their potential academically, socially and emotionally.

The individual needs of our pupils drive our curriculum. Many of our pupils have gaps in their education; our curriculum identifies and closes these gaps. To engage our pupils and instil a love of learning, our curriculum is broad, balanced, and relevant to our pupils' ability, age, prior experience and future ambitions.

We are ambitious for all our pupils to become successful learners, confident individuals and responsible citizens. We offer a wide range of experiences to enrich the lives of our pupils, endowing them with cultural capital and contributing to their Social, Moral, Spiritual and Cultural development.

The curriculum is sequenced to secure progression from a range of starting points. For KS1 and KS2, we use the Cornerstones programme and Read Write Inc. Fresh Start for phonics. All pupils in KS3 follow a core curriculum of English, Mathematics, Science, Humanities, Physical Education, Art, PE, PHSE and Food technology, with dedicated curriculum time for reading development. This curriculum is designed as a three-year KS3, with key subjects being taught in line with National Curriculum expectations, ensuring that pupils cover a suitable range of age- related content. At KS4 we offer option offering a range of opportunities to gain qualifications (both academic and vocational) both in school and out of school with some judicious use of registered alternative provision such as Preston North End. Eqwise and We Are Noise. All pathways include the study of Maths, English, Science PE and PSHCE, where there is the opportunity to gain formally recognised qualifications. Academic subjects which lead to qualifications (GCSE or BTEC) include English literature, Geography, Food Technology, Science, Physics, Art and Design.

In addition, to support all our pupils to become confident individuals and responsible citizens, we provide a 'Woodlands Personal Development Curriculum', designed to promote social and emotional development. This element of our curriculum includes Forest School and Outdoor Education and other enrichment activities throughout the year including trips and visits. Therapeutic support is delivered by the clinical team and specialist trained school staff.

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All pupils are supported in developing their reading skills and love of reading, regardless of their starting points.

Curriculum implementation

Our curriculum is implemented in accordance with our core principles of nurture:

1: Children's learning is understood developmentally.
Development is viewed holistically; academic progress is supported by input to support social and emotional development. Pupils are grouped primarily according to stage and age, although SEMH needs are also factors in groupings. This is to ensure that all pupils access learning that it appropriate to their stage of development, enabling them to make progress from their personal starting point. This includes our specialist Highgrove class which is a unique provision that allows for a more vocational pathway that includes a specialised curriculum for literacy and numeracy.

2: The importance of nurture for the development of wellbeing.
Specialist members of staff are nurture specialists who deliver training to all staff about the nature and importance of nurture. Key worker TAs are linked to individual pupils or classes have an integral role in supporting nurture and often accompany pupils throughout the day. Our strategies to ensure that we offer a nurturing provision include; the use of microstructure and routines to ensure pupils feel safe, establishing significant adult relationships to engender appropriate attachments, using therapeutic language, explicitly teaching pupils and teachers to understand how their brains work. Nurture involves listening and responding 'Everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities. Children respond to being valued and thought about as individuals; in practice this involves noticing and praising small achievements, 'nothing is hurried'. Our values based reward system supports our nurturing and unconditional positive regard approach.

3: Language is a vital means of communication.
All teachers are aware of the importance of language, and the school is in the process of developing shared scripts in order to ensure consistency in delivering key messages. Language development is supported across the curriculum which is rich in vocabulary development, with a particular focus on strategies to develop language capability, fluency and comprehension. Children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In a nurture setting, the informal opportunities for talking and sharing, e.g. welcoming the children into the class, are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

4: The importance of transition in children's lives.
Teachers ensure any transitions are managed appropriately (between home & school, sessions, different adults and so on). Changes in routine are invariably difficult for children (particularly those who have experienced trauma and have chaotic lives) and need to be carefully managed with preparation and support.
Many of our pupils have needs which make transitions particularly challenging; for this reason many groups are taught in their class base and transitions carefully planned and ample warning given to pupils. Pupils are supported as they transition to Woodlands with a two-week introduction of either

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full time attendance or partial attendance, depending on pupil need and family input. No formal assessments take place during this time, and the focus is on teachers getting to know pupils and supporting them in feeling safe and secure. Teachers, key worker TAs, pastoral staff and the leadership team engage in regular communications with families, allowing for Woodlands staff to offer additional support to pupils who are experiencing transitions outside of school. As pupils approach Key Stage 4 they will be supported in making decisions about their future studies and careers. As pupils approach the final transition to further study or the world of work, they are supported in school with careers guidance and dedicated PHSE lessons aimed at preparing them for the world beyond Woodlands.
Our aim is to support our pupils in becoming successful learners, confident individuals and responsible citizens. In order to realise this aim, we often need to re-engage pupils in learning after considerable periods out of education often combined with negative prior experiences.

In implementing the curriculum we will:

- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Fill in any gaps in learning resulting from disrupted education prior to joining the school
- Re-engage learners by aligning learning with strengths and interests of pupils
- Develop personal resilience and independence in preparation for adulthood
- Provide opportunities for work related learning and employability

Lessons will be carefully planned, common pedagogical strategies include:

- Visual timetables
- Clear lesson objectives and outcomes
- Engage all learners with an appropriate ‘hook’ to the lesson
- Regular retrieval practice to embed concepts in the long-term memory
- EHCP’s inform personalised learning through the use of Pupil Profiles
- New material presented in small steps, checking understanding regularly
- Frequent questions to all pupils
- Models and worked examples
- Opportunities to practise using new material
- Regular progress checks, used as lesson ‘hinges’
- Scaffolds for difficult tasks
- Opportunities for independent learning
- Opportunities to demonstrate learning
- Lesson and topic plenaries
- Regular verbal feedback and written feedback when appropriate
- Clear targets for academic, social and emotional development
- Regular progress reviews
- Regular recording of progress data
- Progress data used to inform future planning
- Appropriate balance of assessment for and of learning to support progress
- Reference to school ‘points’ system

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Off-site provisions may involve different lesson routines; however, all providers are committed to offering high quality vocational education. Common elements of off-site provision include:

- Clear presentation of materials
- Regular opportunities for practical work
- An engaging working environment
- Regular progress checks
- Clear guidance on how work can be improved
- Assessment for and of learning
- Support in gaining a recognised qualification

Curriculum **Impact**

The impact of the curriculum at Woodlands is considered in terms of the key aims: for pupils to be successful learners, confident individuals and responsible citizens. Academic, social and emotional impact is tracked and monitored to allow for intervention when expected progress is not being made.

Each half term class and subject teachers input progress data following an assessment, recording and reporting schedule, this involves:

- Current academic attainment based on common assessment tasks, the marking of which is standardised at scheduled meetings prior to data entry. Targets are set, in terms of the next 'step' or 'mini step' towards the next age-related outcome.

- Progress towards EHCP targets based on teacher, pupil and key worker assessment. As targets are met, pupils are involved in setting new targets. Regular discussion relating to these targets is encouraged.

- End of year attainment based on a combination of formal assessment, informal teacher assessment and social and emotional development.

At KS4 there are a range of external qualifications (GCSE, BTEC, Functional Skills and AQA Awards) which demonstrate the impact of the KS4 pathways.

Pupil voice and communications with parents/carers

Behaviour and attendance records are also used as a measure of the overall impact of the curriculum.

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Learning walks, lesson observations and self-evaluation of lessons demonstrate the impact that individual lessons have, and collectively of teaching and learning across the school.

Literacy Across the Curriculum

"Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding."

QCA Use of Language across the Curriculum

Woodlands School is committed to raising standards of literacy in all its pupils, through a co-ordinated approach. Every teacher has a role to play in this process. We use and Read Write Inc. Fresh Start phonics, where needed.
All teachers at Woodlands are teachers of literacy. Literacy encompasses reading, writing, speaking, and listening. As such we are committed in developing literacy skills in all our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- reading helps us to learn from sources beyond our immediate experience.
- writing helps us sustain and order thought.
- language helps us to reflect, revise and evaluate the things we do, and on the things, others have said, written or done.
- responding to higher order questions encourages the development of thinking skills and enquiry.
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently.

All subject schemes of work and lesson plans identify literacy objectives and opportunities where appropriate.

Roles and Responsibilities

- Senior Managers lead and give a high profile to literacy.
- English Teacher and Primary Lead teacher: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively.
- All staff contributes to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all areas of the schools' work.
- All staff contribute to pupils' development of numeracy and will seek out and/or exploit any and all opportunities to build mathematical knowledge and skills.
- All subject schemes of work and lesson plans identify literacy objectives where appropriate.
- Pupils take increasing responsibility for recognising their own literacy needs and making improvements through target setting in their Individual Education Plan's.

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Across the School We

- Identify the strengths and weaknesses in pupils' work from across the school.
- Adopt appropriate National Curriculum and Education Endowment Foundation guidelines.
- Adapt the identified literacy cross-curricular priorities for each year.
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each area and strengthen teaching plans accordingly.
- Review this literacy policy annually.
- Encourage the love of reading through all age ranges and provide a well-stocked library with resources categorised by reading age.

Implementation at Whole-School Level

Language is the prime medium through which pupils learn and express themselves across the curriculum and all teachers have a stake in effective literacy to raise achievement across the school. Woodlands School is aware that there must be coordination across subjects to recognise and reinforce pupils' language skills.

Speaking and Listening

We teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation. Opportunities for developing oracy are in-built into the schemes of learning to help facilitate good speaking and listening skills. In addition, form time, enrichment opportunities are provided to promote effective oracy skills.

Reading

Our mantra is that Woodlands is a reading community, and a reading community is a learning and thinking community.

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We teach pupils strategies to help them to:

- read with greater understanding;
- locate and use information;
- follow a process or argument;
- summarise;
- synthesise and adapt what they learn from their reading.

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Pupils are actively encouraged to read for pleasure, during English lessons pupils are encouraged to participate in independent and guided reading. All pupils have dedicated accelerated reader time on their timetables.

Writing

At Woodlands, we would like our students to becoming creative and independent writers.

All teachers apply writing tasks in their lessons, helping pupils to organise their writing in logical and coherent forms. It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills though:

- making connections between pupils' reading and writing, so that pupils have clear models for their writing.
- using the modelling process to make explicit to pupils how to write.
- being clear about audience and purpose.

Spelling and Vocabulary

The following principles have been agreed.

- We follow the school marking policy in accordance with or checking of spelling and vocabulary.
- A range of strategies should be used across the school to help pupils with their spelling.
- Subject specific spellings and vocabulary are actively taught across the curriculum when appropriate in lessons, as well as with word games and the building of vocabulary banks.
- Key words are highlighted on worksheets during discussion, or using, for example, bold print. Key words must be current, relevant and regularly changed. These are best written in lower case, to emphasise the word shape.
- All subjects display words specific to their own curriculum area.

Marking Spellings

Teachers correct spellings using one of the following methods, depending on the ability of the pupils and the time available in the curriculum area for pupils to use dictionaries to correct their own spellings.

- The incorrect word is underlined. The pupil then finds the correct spelling, using a dictionary or the word walls and writes it in the margin.

OR

- The teacher underlines the incorrect word writes the correct spelling for the pupil.

All teachers correct spellings, usually by underlining the word and exemplifying the correct spelling. Appropriate spelling strategies are taught in English language lessons, and this teaching, along with that across the curriculum generally, should help pupils to identify

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patterns in their spelling errors. The emphasis is on pupils trying to identify their own spelling errors and providing them with the knowledge and strategies to do so.

Punctuation & Grammar

All teachers correct grammar. All subject based teachers are aware of the need to focus on improving the pupils' writing style, with particular reference to sentence construction. Pupils' work is marked for:

- basic grammatical conventions;
- basic punctuation errors by correcting wrongly placed or missing punctuation, for example, capital letters and full stops. Obviously, this will not happen in all marking and feedback, but persistent and basic errors should be corrected or commented on.

Monitoring and Evaluation

We make use of available data to assess the standards of pupils' literacy. Senior Leaders and the Curriculum Leader decide how to monitor progress in the school.

Approaches Include:

- sampling work - both pupils' work and subject specific schemes.
- work sampling across curriculum areas.
- observation - pupil pursuit and literacy teaching.
- meetings.
- pupil assessments.
- scrutiny of improvement plans.
- encouraging subject leaders to share good practice.

Including All Pupils: Adaptation

Woodlands School pupils are entitled to our highest expectations and support. Some need additional support and others need to be challenged and extended. Strategies include:

- questioning.
- adjusting the demands of the task.
- the use of additional support.
- use of groupings
- scaffolding
- making objectives clear.
- modelling

We are aiming to effectively create an atmosphere where pupils evaluate their own and other's work.

Literacy Progress Units

Targeted intervention across the school is used to help pupils to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum. This is done by using the NCFE programme to teach targeted areas of English identified for the

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pupils.

Assessment

Available data from KS2, together with baseline assessment data and pupil profile information is used to inform planning and to assist us in responding to early pieces of work. We can also use this data to set numerical and curricular targets for each year group.

The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

Reading and spelling age assessments are conducted each term using the IDL programme.

Assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

For detailed guidance on marking, see our Whole School Marking Policy.

English

In addition to all the whole-school aspects of this policy, the Lead teacher of English and Primary Lead at Woodlands School have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The Lead teacher of English oversees the entire English curriculum.

The role of the Lead teacher of English includes:

- a key role in identifying literacy priorities, targets and objectives and particular contribution they can make;
- making a contribution to the action plan;
- using data to identify curricular targets.

In summary, the whole school is committed to raising the literacy of all pupils through a coordinated approach. Every area of the curriculum has its part to play in this process and recognises its role within its specialist curriculum.

Numeracy Across the Curriculum

'Numeracy is a key life skill. Without basic numeracy skills, our children will be disadvantaged throughout life.'

National Numeracy Strategy

Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires: an understanding of the number system; a repertoire of computational skills; an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables. In order to

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support pupils in developing their numeracy skills, each lesson plan, in every subject, has devoted section that highlights opportunities to develop their numeracy skills.

Mathematical skills can be consolidated and enhanced when pupils have opportunities to apply and develop them across the curriculum. Poor numeracy skills, in particular, hold back pupils' progress and can lower their self-esteem. To improve these skills is a whole-school matter. Each subject area should identify the contribution it makes towards numeracy and other mathematical skills so that pupils become confident at tackling mathematics in any context.

The school policy is that:

Numeracy is a key skill in pupils' learning and all pupils are entitled to quality experiences in this area and that the teaching of numeracy is the responsibility of all staff and the school's approaches should be as consistent as possible across the curriculum.

Curriculum areas will endeavour to ensure that materials presented to pupils will match their capability both in subject content and in numerical demands. They will liaise with the SENCO and the Lead Teacher of Mathematics when appropriate in order to support their teaching of numeracy.

All teachers consider pupils' ability to cope with the numerical demands of everyday life and provide opportunities for pupils to:

- handle number and measurement competently, mentally, orally and in writing;
- use calculators accurately and appropriately;
- interpret and use numerical and statistical data represented in a variety of forms.

Roles and Responsibilities

- Senior Managers lead and give a high profile to numeracy.
- The mathematics teacher provides pupils with knowledge, skills and understanding they need to be numerate
- All staff contribute to pupils' development of numeracy and will seek out and/or exploit all opportunities to build mathematical knowledge and skills in their subject areas.
- All subject schemes of work and lesson plans identify numeracy objectives where appropriate.

Pupils take increasing responsibility for recognising their own literacy needs and making improvements through target setting in their Individual Education Plan's.

Implementation

English:

Mathematics lessons can help to develop and support pupils' literacy skills: for example, by teaching mathematical vocabulary and technical terms, by asking children to read and interpret problems to identify the mathematical content, and by encouraging them to explain,

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argue and present their conclusions to others. Equally, English lessons can support your mathematics lesson.

- Non-fiction texts can be chosen in which mathematical vocabulary, graphs, charts and tables have to be interpreted.

Science:

Almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating, and recording in tables and graphs. In science pupils will, for example, order numbers, including decimals, calculate means and percentages, use negative numbers when taking temperatures, substitute into formulae, re-arrange equations, decide which graph is the most appropriate to represent data, and plot, interpret and predict from graphs.

- Distance time graphs, representing speed – e.g. PE
- Discuss range of formulae used – re-arranging and substitution a possibility
- Line - Temperature against time graph demonstrating a cooling liquid
- Bar – Cancer against cigarettes smoked

Art, Design and Technology:

Measurements are often needed in art and design and technology. Many patterns and constructions are based on spatial ideas and properties of shapes, including symmetry. Designs may need enlarging or reducing, introducing ideas of multiplication and ratio. When food is prepared a great deal of measurement occurs, including working out times, adapting recipes, and calculating cost; this may not be straightforward if only part of a packet of ingredients has been used.

- 2D representations of 3D objects – Isometric drawings, plan and elevation drawings to scale.
- Graphs representing findings of questionnaires.

Humanities:

In humanities, children will collect data by counting and measuring and make use of measurements of many kinds. The study of maps includes the use of co-ordinates and ideas of angle, direction, position, scale and ratio. Historical ideas require understanding of the passage of time, which can be illustrated on a timeline similar to the number line that they already know.

- Use of scale in reading maps and drawings of bedroom
- Pie Charts or divided bar charts
- Climate graphs
- Development indicator graphs (Scatter graphs)
- Possible to survey how widely available are fair trade goods in shops.
- Possible to make use of surveys and results regarding the environment.
- Graphs of weapons and ships available during the 1st and 2nd world war – interpretation of the graphs.
- Chronology
- Bible Referencing

Physical Education

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Athletic activities require measurement of height, distance, time and speed, while ideas of time, symmetry, movement. Position and direction are used extensively in music, dance, gymnastics and ball games.

The key to making the most of all these opportunities is to identify the mathematical possibilities across the curriculum at the planning stage. You should also draw children's attention to the links between subjects by talking frequently about them, both in Mathematics and in other lessons.

- Angle of elevation of shot putt, discuss, javelin, hitting softball – link with substituting into formulas and drawing graphs.
- Timing of distances in athletics - link with distance time graphs (take split times)
- Compare different events, average speed, real life graphs, compare with world records.
- Scale drawing of the sports hall and of different courts. Problem solving exercise such as we need a sports hall that allows us to play 5 games of badminton.
- Scale drawing of an athletics field.

Monitoring and Evaluation

We make use of available data to assess the standards of pupils' literacy. Senior Leaders and the Curriculum Leader decide how to monitor progress across the school.

Approaches include:

- sampling work - both pupils' work and subject specific schemes;
- work sampling across curriculum areas;
- observation - pupil pursuit and literacy teaching;
- meetings;
- pupil assessments;
- scrutiny of improvement plans;
- encouraging subject leaders to share good practice;

Monitoring arrangements

This policy will be reviewed annually, by the Head of School for curriculum.

Developing Cultural Capital at Aurora Woodlands School

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."

Ofsted definition of cultural capital

Our aim at the Aurora Woodlands School is to enrich every pupil's school experience and create an environment where they are encouraged to succeed and try to be the best version

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of themselves.

We try to prepare pupils with the knowledge, skills and understanding for what comes next in life. We recognise that exploring new experiences will help to nurture resilience and increase creativity.

The information outlined below is how each subject leader feels we offer 'cultural capital' within our curriculum. The provision of an embedded enrichment subject embraces the exploration of new experiences and adds cultural value. There are also off-site KS4 courses that provide their own elements of cultural value.

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Cultural Capital Provision: Personal, Social, Physical, Spiritual and Moral.	
Curriculum Subject	Cultural Value
Enrichment and PE	Museum visits • Improved understanding of the world- natural/physical/historical/scientific. Theatre and cinema trips • Experience the Performing Arts and different cultures through the media of film. Outdoor Education • Encourage relaxation and mindfulness. Experience new activity/interest and learning a new skill. Enhance knowledge of aquatic environments, animals, and habitats. • Experience new activity. Improved confidence, health and fitness, teamwork. learning new/transferable skills, rope work, walking techniques, wilderness knowledge, Plants, animals, environment, rock types, tree types. Learn how to navigate, use of tools etc. Effective communication and problem solving. Understanding of patience. Enhanced ability to overcome fears. Improving self-worth. Improved understanding of risk and safety. Encouraging a more active lifestyle. School animal encounter visit • Observe and interact with a variety of animals and learn about their life cycle and habitats. Forest schools/Woodland walks/Nature Reserve visits/Gorge walking/Orienteering • Improved understanding of nature and exposure to different natural environments. Physical benefits and mental wellbeing. Navigation skills. Teamwork and confidence building. Managing and understanding risk. Team Sports; Rugby/Football/Basketball/Cricket/Softball • Experience a variety of sports. Improved confidence and relationships, health and fitness, teamwork. learning new/transferable skills. Positive contact with others. Improve communication and leadership skills. Encourage competition and learning to deal with failure. Individual Sports; Racket sports/Athletics/Fitness • Experience a variety of individual sports. Improved confidence, health, and fitness. learning new/transferable skills. Encourage competition and learning to deal with failure.

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Cookery	Cooking Experience cooking a variety of foods using a selection of different equipment. Gain understanding of different religious/cultural events by preparing food for them, e.g. Ramadan and Chinese New Year. Greater understanding of health and safety. Understanding of where food comes from and the ethics of food production. Domestic Gain/expand knowledge and skills for personal life, hovering/ironing/cleaning/washing etc. Shopping Understanding of how to locate shops and items within shops. Managing money/budgets. Social etiquette. Home cookery BTEC Improved understanding of safety and hygiene/food storage/food handling/allergy hazards. Awareness of nutritional values of foods and benefits of a healthy balanced diet. Experience serving and being served foods. Experience cooking a variety of foods using a selection of different equipment. Understanding of critical evaluation. Improve communication skills, good customer service etiquette and the importance of personal presentation.
Humanities	Geography • Greater understanding of location, the world, how it is formed and its varied environments. Understanding of how natural disasters impact people and the landscape. Gain knowledge of different countries and cultures. Improve map reading skills and understanding of the importance of maps. Increase understanding of the environment and human influence, the need to conserve and sustainable development. Cinema Trips • Opportunity to watch relevant films when the opportunity arises.
PHSE	Health and Wellbeing • Gain an understanding of how to maintain a healthy lifestyle through diet, exercise, sleep patterns and making the right choices. Awareness of gambling, homelessness, personal safety and hate crimes. Understanding of internet safety, digital footprints and the links between social media and self-esteem. Learn about personal development, target setting, personal skills, following rules, behaviour improvement and risk taking. Understanding of self-awareness, self-confidence, time and stress management with a focus on exams. Understanding of mental health (focus on depression and anxiety), anger management, mindfulness and growth mind-set. Self-harm/suicide awareness, managing grief and bereavement. Awareness of the impact of puberty, teenage pregnancy, Fertility and reproductive issues. Awareness of FGM. Gain knowledge of basic First Aid including CPR. Awareness of the dangers of vaping, smoking, alcohol and drugs. Cancer awareness. Understanding personal identity, diversity, discrimination, stereotyping and prejudice. Living in the Wider World • Gain an understanding of the importance of self-esteem and resilience. Learn to manage budgets, savings, loans, financial transactions and

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	products, income and expenditure on a personal level, and avoiding debt. Understanding of taxes and how they are spent. Gain knowledge of ethical shopping and the differences between wants and needs. Internet and social media safety; online grooming, cybercrime and the dark web. Extend knowledge of environmental change, sustainability, animal rights and plastic pollution. Develop knowledge and understanding of stereotyping and prejudice with a focus on racism (overt and covert), teens and the media, LGBT and homophobia; extreme views and human rights abuses; links between some religious people and terrorism; right-wing extremism. Gain awareness of British values and the justice system, young offenders and the law, anti-social behaviour, effects on communities; knife crime – impacts, involvement and consequences; gangs and county lines. The rights we have; consumer rights, workplace rights and responsibilities, health and safety at work and trade unions. Learn about suitable careers, STEM industries, entrepreneurs, employable skills; teamwork, communication; CVs, job interviews, college and university applications, revision and study skills. Understanding of how charities work, globalisation and multiculturalism. Relationships (RSE) • Understand what makes a good friend, keeping safe and positive relationships on and off line; the importance of happiness and managing conflict, relationship types and breakups, harassment and stalking, forced marriages. Gain an understanding of family relationships, love and dealing with feelings. Learn about parenting styles/looking after children. Learn about extremist groups, radicalisation prevention and signs, Islamophobia and Sharia law, personal identity, tolerance, respect and the diversity of British communities, celebrating religion and different culture. Gain an understanding of bullying and body shaming; body image and the media, eating disorders, peer pressure and role models. Learn about sexual relationships, dangers of pornography, revenge porn, consent, rape and sexual abuse, safe sex, contraception, same sex relationships, chem sex. Gain knowledge of sexism, gender and trans identity, gender prejudice and stereotypes. Greater understanding of domestic violence and abusive relationships, CSE – how this happens and what dangerous relationships look like. On site talks Visits from Police, Fire Service, St Johns ambulance (first aid), Sexual Health Service and Addiction (drugs) and Prevent.
Art	Research Learn about the history of art,, artistic movements, Mosaic art, Halloween, Armistice, Christmas, Totem poles and why sculptures are important in Art. Skills Gain understanding of a variety of printing techniques, expressive line and observational drawing, 3D Art, sketching. Learn how to evaluate own and others work. Health and Safety Understand how to use PPE and tools safely.

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Mathematics (Numeracy)	Numeracy Gain knowledge of the historical aspect of maths: Roman numerals, famous Mathematicians through history such as Pythagoras. Increased knowledge of famous buildings through floor plans and elevations. Exposure to types of art through symmetry and geometric patterns in tiles, eg. Islamic art. Introduced to Fibonacci patters that occur in nature, eg. Pine cones and flowers. Understanding of how algebra becomes a mathematical language and how shapes of objects (buildings, bridges etc) can be related to mathematical equations. Awareness of the misleading nature of some statistics, graphs and charts and how to question sources and data presented. Awareness of money and how to manage budgets, debt and borrowing. Greater understanding of salary, bills and tax.
English (Literacy)	Literacy • Experience poetry and literature from different periods and cultures. Links to history of World War 1, World War 2, and Remembrance Day. Exposure to classic and modern literature Shakespeare, Dickens, Mary Shelly, Bram Stoker, Arthur Conan Doyle, Emily Bronte, Michelle Magorian, H. G. Wells, Golding as examples. Greater understanding of social justice through study of Blood Brothers book. Improved communication/presentation skills. Improved reading and literacy skills. Increased enjoyment of reading and books. Exposure to news and media. Theatre and cinema trips • Experience the Performing Arts and different cultures through the media of film. Enhance understanding of Shakespeare (Shakespearean theatre trip). National Theatre.org • Potential to watch live theatre performances in school. War Museum • Improved understanding of the nature of warfare and how it influences poetry and literature.
Science	Cell Biology • Understanding of cell division, chromosomes, mitosis and the cell cycle, and stem cells. Organisation • Learn about the principles of organisation. Gain understanding of animal tissues, organs and organ systems, the human digestive system, heart, blood vessels, blood, coronary heart disease – a non-communicable disease, health issue, the effects of lifestyle on some non-communicable diseases and cancer. Infection and Response

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	• Gain an understanding of communicable (infectious) diseases, viral diseases, bacterial, fungal and protist diseases, human defence systems, vaccination, antibiotics and painkillers, discovery and development of drugs. Homeostasis and Response • Learn about the human nervous system, hormonal coordination in humans; human endocrine system, control of blood sugars, hormones in reproduction, contraception and the use of hormones to treat infertility, hormone therapy. Inheritance, variation and evolution • Knowledge of sexual reproduction, genetic inheritance, inherited disorders and sex discrimination, evolution, selective breeding, genetic engineering, evidence for evolution, fossils and extinction. Ecology • Learn about adaptations, interdependence and competition: communities, abiotic factors, biotic factors and adaptations. Gain understanding of organisation of an ecosystem: levels of organisation, how materials are cycled. Study biodiversity and the effect of human interaction on ecosystems: biodiversity, waste management, land use, deforestation, global warming, maintaining biodiversity. Organic chemistry • Gain knowledge of carbon compounds as fuels and feedstock: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes. Chemistry of the atmosphere • Gain an understanding of the composition and evolution of the Earth's atmosphere: the proportions of different gases in the Earth's atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased. Learn about greenhouse gases and human activity, global climate change and carbon footprint, pollutants-sources and effects. Using resources and energy • Learn about the Earth's resources and sustainable development, recycling, wastewater treatment and alternative methods of extraction. Gain knowledge of conservation and dissipation of energy: energy transfers, national and global energy. Electricity

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	• Understand domestic uses and safety, energy transfers in appliances and the national grid. Atom structure • Gain an understanding of atoms and nuclear radiation; radioactive decay and nuclear radiation, half-lives, and radioactive contamination. Forces • Learn about forces and braking, stopping distance, reaction time and factors affecting braking distance.

Developing SMSC and British Values

Subject	Contribution to British Values	Contribution to British Values
English	Texts studied e.g. War Horse, Bali Rai now or Never, The boy, the mole, the fox and the horse etc. Exposure to classic and modern literature Shakespeare, Dickens, Mary Shelly, Bram Stoker, Arthur Conan Doyle, Emily Bronte, Michelle Magorian, H. G. Wells, Golding as examples. Greater understanding of social justice through study of Blood Brothers book. Improved communication/presentation skills. Improved reading and literacy skills. Increased enjoyment of reading and books. Exposure to news and media. Imperial War Museum - Improved understanding of the nature of warfare and how it influences poetry and literature. Whole school engagement with World Book Day to encourage literacy.	Experience poetry from different periods. Links to history of WW1, WW2 and Remembrance Day. Theatre and cinema trips - Experience the Performing Arts and different cultures through the media of film. Enhance understanding of Shakespeare (Shakespearean theatre trip). National Theatre.org - Potential to watch live theatre performances in school.

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		Functional skills literacy capitalising on topical news, events, anniversaries, Captain Tom etc.
Maths	Spiritual – links between maths and nature Moral – school ethos maintained in lessons; using maths days to learn about mathematicians such as Turing and the persecution he faced post-war Social – self and peer feedback; maths games; encouraging listening and respecting peers Cultural – where maths can be seen e.g. mandala, Islamic art	Developed confidence and self-esteem within maths, extending to problem solving and real life situations. Encouraging 'dealing with adversity' through 'trial and error' approach to some maths problems Promote mutual respect Encourage discussions on wider issues where applicable.
Science	Education surrounding nature, natural phenomena, natural disasters, effects of global warming on the environment, conservation of the environment, pollution, renewable and non-renewable fuels, material cycling and recycling, fertility treatments, GM crops, cloning, drug testing and drug development. Social, economic, ethical and sometimes religious considerations taken into account for all of the above topics.	Debates and discussions encouraged surrounding social, economic, ethical and religious issues in areas of science and the divide between science and religion through time and in some

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		circumstances, still. 'How the world works' preparation for life beyond school and understanding how things in every day life work and why they are important.
Humanities	Geography KS3. Greater understanding of location, the world, how it is formed and its varied environments. Understanding of how natural disasters impact people and the landscape. Gain knowledge of different countries and cultures. Develop map reading skills and understanding of the importance of maps. Increase understanding of the environment and human influence, the need to conserve and sustainable development. Museum/site visits See enrichment lessons	Democracy, Rule of Law, Individual Liberty, Respect and Tolerance.
P.E and Outdoor education	Team Sports; Rugby/Football/Basketball/Cricket/Softball Experience a variety of sports. Improved confidence and relationships, health and fitness, teamwork. learning new/transferable skills. Positive contact with others. Improve communication and leadership skills. Encourage competition and learning to deal with failure. Individual Sports; Racket sports/Athletics/Fitness Experience a variety of individual sports. Improved confidence, health, and fitness. learning new/transferable skills. Encourage competition and learning to deal with failure. Museum visits Improved understanding of the world-natural/physical/historical/scientific. Theatre and cinema trips Experience the Performing Arts and different cultures through the media of film. Market visits Exposure to different cultures/foods. Social interaction and communication skills. Managing money/budget. School animal encounter visit Observe and interact with a variety of animals and learn about their life cycle and habitats. Forest schools/Woodland walks/Nature Reserve visits/Gorge walking/Orienteering Improved understanding of nature and exposure to different natural environments. Physical benefits and mental wellbeing. Navigation skills. Teamwork and confidence building. Managing and understanding risk. Skiing/snowboarding/Canoeing/Kayaking/Raftbuilding/Caving/Climbing/Abseiling/Archery/Air rifle/Crossbow/Axe throwing/Mountain biking/Ice skating Experience new activity. Improved confidence, health and fitness, teamwork. learning new/transferable skills, rope work, walking techniques, wilderness knowledge, Plants, animals, environment, rock types, tree types. Learn how to navigate, use of tools etc. Effective communication and problem solving. Understanding of patience. Enhanced ability to overcome fears. Improving self-worth. Improved understanding of risk and safety. Encouraging a more active lifestyle.	Mutual Respect, The rule of Law, Tolerance.

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Horticulture	Carry out sustainable activities i.e. rainwater collection, composting, recycling Develop community involvement in the gardening activity Carry out activities in teams with individuals having specific roles Social enterprises ie produce ornamental and edible plants to sell Health and safety games and risk assessment writing Using horticulture for pastoral care and support Investigating the social, emotional effects of nature and working with plants Investigating the wellbeing effect of working outdoors. Investigating the social and psychological benefits of working with plants Looking at the therapeutic benefits of Horticulture and nature. Harvesting food and learning how to cook it Discovering which foods can be eaten raw - peas from the pod etc.	Working together as a team to reach common objectives. Introduction of social enterprise to promote economic well-being and to demonstrate the advantages of working together and in a team. Promoting enterprise and how enterprise can help yourself and others.
Pastoral Team	Review meetings to support learners – CIN, EHCP. 1:1 referrals and sessions with in -house phycologist where needed Food packages sent home to families in need. Welfare calls through form tutors and pastoral team Drop-in clinics for pupils in need. Display boards on mental health and community links	Student Council take part in Pupil Parliament sessions. Votes take place to elect representatives in form groups. Pupil/Parent voice – feedback used in shaping school policies et al Dialogue with multi agencies where there may be concerns about not following basic British values such as racism and homophobia. S

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		Aurora policies on PREVENT and referrals where needed. Multi agency work and communication Form time activities. For example, International Women's day looking at women who shaped Britain. Anti-bullying week. Safeguarding systems in place to support pupils, parents, and carers
Teaching and support staff	Enabling pupils to develop their self-knowledge, self-esteem and self-confidence through 1:1, group work and modelling positive behaviour. Independent CEIAG for KS4 learners and school support with post 16 applications. Nurture Provision to support well-being such as breakfast in arrival, time out, group work on social interaction et al Home learning and welfare calls throughout the pandemic. Community events such as Remembrance Day, Comic Relief, International Womens Day. Participation in Children's Mental Health Week Engagement in National Initiatives such as 'Mission Christmas' to support families in need.	Small group work on beliefs and values. Aurora Moodle training for all on FGM, Prevent and British values Enabling pupils to distinguish between right and wrong Enabling pupils to develop their self-knowledge, self-esteem and self-confidence through 1:1, group work and

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		modelling behaviour.
Leadership	Staff well-being champion CPD training for staff – for example Nurture UK COVID conversations, policies and practices to support learners. Healthy Schools – Woodlands offer healthy food options to support learners in school.	Aurora core values are promoted – caring, trusted, ambitious, collaborative, innovative Woodlands policies on safeguarding, bullying and behaviour Every Student has an EHCPs which is intrinsically linked to well-being and promoting British Values.
PHSE	Students are taught the knowledge, skills and understanding necessary for navigating the wider world, managing their own health and wellbeing, safety, and future aspirations. Students are taught the knowledge skills necessary for them to be able to self-advocate, set appropriate boundaries and effectively communicate in order to have their needs met in every situation they may face. We aim to develop our students feelings of self-worth, self-respect, confidence, and empathy and to prepare them for puberty, giving them an understanding of sexual development and the importance of health and hygiene. Students are taught to understand what sexual abuse and sexual harassment are, be aware of different types (including online), and that ALL sexual behaviour must be reported. Students are taught to understand key issues around consent, can identify appropriate and inappropriate touch and behaviours (off and on-line) and know how to raise a concern. Students are taught the correct vocabulary to describe themselves and their bodies.	Students are taught to create and contribute to a positive culture around issues of sexuality and relationships and encourage pupils to form positive and healthy relationships. Student are taught how to keep themselves safe and how to behave respectfully towards others We provide a safe framework in which

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		sensitive discussions can take place.

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Literacy Across the Curriculum

"Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding."

QCA Use of Language across the Curriculum

Woodlands School is committed to raising standards of literacy in all its pupils, through a co-ordinated approach. Every teacher has a role to play in this process. We use and Read Write Inc. Fresh Start phonics, where needed.
All teachers at Woodlands are teachers of literacy. Literacy encompasses reading, writing, speaking, and listening. As such we are committed in developing literacy skills in all our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- reading helps us to learn from sources beyond our immediate experience.
- writing helps us sustain and order thought.
- language helps us to reflect, revise and evaluate the things we do, and on the things, others have said, written or done.
- responding to higher order questions encourages the development of thinking skills and enquiry.
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently.

All subject schemes of work and lesson plans identify literacy objectives and opportunities where appropriate.

Roles and Responsibilities

- Senior Managers lead and give a high profile to literacy.

- English Teacher and Primary Lead teacher: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively.

- All staff contributes to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all areas of the schools' work.

- All staff contribute to pupils' development of numeracy and will seek out and/or exploit any and all opportunities to build mathematical knowledge and skills.

- All subject schemes of work and lesson plans identify literacy objectives where appropriate.

- Pupils take increasing responsibility for recognising their own literacy needs and making improvements through target setting in their Individual Education Plan's.

Across the School We

- Identify the strengths and weaknesses in pupils' work from across the school.

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- Adopt appropriate National Curriculum and Education Endowment Foundation guidelines.
- Adapt the identified literacy cross-curricular priorities for each year.
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each area and strengthen teaching plans accordingly.
- Review this literacy policy annually.
- Encourage the love of reading through all age ranges and provide a well-stocked library with resources categorised by reading age.

Implementation at Whole-School Level

Language is the prime medium through which pupils learn and express themselves across the curriculum and all teachers have a stake in effective literacy to raise achievement across the school. Woodlands School is aware that there must be coordination across subjects to recognise and reinforce pupils' language skills.

Speaking and Listening

We teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation. Opportunities for developing oracy are in-built into the schemes of learning to help facilitate good speaking and listening skills. In addition, form time, enrichment opportunities are provided to promote effective oracy skills.

Reading

Our mantra is that Woodlands is a reading community, and a reading community is a learning and thinking community.

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We teach pupils strategies to help them to:

- read with greater understanding;
- locate and use information;
- follow a process or argument;
- summarise;
- synthesise and adapt what they learn from their reading.

Pupils are actively encouraged to read for pleasure, during English lessons pupils are encouraged to participate in independent and guided reading. All pupils have dedicated accelerated reader time on their timetables.

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Writing

At Woodlands, we would like our students to becoming creative and independent writers.

All teachers apply writing tasks in their lessons, helping pupils to organise their writing in logical and coherent forms. It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills though:

- making connections between pupils' reading and writing, so that pupils have clear models for their writing.
- using the modelling process to make explicit to pupils how to write.
- being clear about audience and purpose.

Spelling and Vocabulary

The following principles have been agreed.

- We follow the school marking policy in accordance with or checking of spelling and vocabulary.
- A range of strategies should be used across the school to help pupils with their spelling.
- Subject specific spellings and vocabulary are actively taught across the curriculum when appropriate in lessons, as well as with word games and the building of vocabulary banks.
- Key words are highlighted on worksheets during discussion, or using, for example, bold print. Key words must be current, relevant and regularly changed. These are best written in lower case, to emphasise the word shape.
- All subjects display words specific to their own curriculum area.

Marking Spellings

Teachers correct spellings using one of the following methods, depending on the ability of the pupils and the time available in the curriculum area for pupils to use dictionaries to correct their own spellings. In ICT lessons the use of the spellchecker is accepted.

- The incorrect word is underlined. The pupil then finds the correct spelling, using a dictionary or the word walls and writes it in the margin.

OR

- The teacher underlines the incorrect word writes the correct spelling for the pupil.

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All teachers correct spellings, usually by underlining the word and exemplifying the correct spelling. Appropriate spelling strategies are taught in English language lessons, and this teaching, along with that across the curriculum generally, should help pupils to identify patterns in their spelling errors. The emphasis is on pupils trying to identify their own spelling errors and providing them with the knowledge and strategies to do so.

Punctuation & Grammar

All teachers correct grammar. All subject based teachers are aware of the need to focus on improving the pupils' writing style, with particular reference to sentence construction. Pupils' work is marked for:

- basic grammatical conventions;
- basic punctuation errors by correcting wrongly placed or missing punctuation, for example, capital letters and full stops. Obviously, this will not happen in all marking and feedback, but persistent and basic errors should be corrected or commented on.

There is an agreed set of symbols available for staff to use when marking pupils' work (see the Whole School Marking Policy).

Monitoring and Evaluation

We make use of available data to assess the standards of pupils' literacy. Senior Leaders and the Curriculum Leader decide how to monitor progress in the school.

Approaches Include:

- sampling work - both pupils' work and subject specific schemes.
- work sampling across curriculum areas.
- observation - pupil pursuit and literacy teaching.
- meetings.
- pupil assessments.
- scrutiny of improvement plans.
- encouraging subject leaders to share good practice.

Including All Pupils: Differentiation

Woodlands School pupils are entitled to our highest expectations and support. Some need additional support and others need to be challenged and extended. Strategies include:

- questioning.
- adjusting the demands of the task.
- the use of additional support.

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- use of group
- making objectives clear.

We are aiming to effectively create an atmosphere where pupils evaluate their own and other's work.

Literacy Progress Units

Targeted intervention across the school is used to help pupils to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum. This is done by using the NCFE programme to teach targeted areas of English identified for the pupils.

Assessment

Available data from KS2, together with NCFE baseline assessment data, is used to inform planning and to assist us in responding to early pieces of work. We can also use this data to set numerical and curricular targets for each year group.

The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

Reading and spelling age assessments are conducted each term using the IDL programme.

Assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

For detailed guidance on marking, see our Whole School Marking Policy.

English

In addition to all the whole-school aspects of this policy, the Lead teacher of English and Primary Lead at Woodlands School have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The Lead teacher of English is offers oversees the entire English curriculum.

The role of the Lead teacher of English includes:

- a key role in identifying literacy priorities, targets and objectives and particular contribution they can make;
- making a contribution to the action plan;
- using data to identify curricular targets.

In summary, the whole school is committed to raising the literacy of all pupils through a coordinated approach. Every area of the curriculum has its part to play in this process and recognises its role within its specialist curriculum.

Numeracy Across the Curriculum

'Numeracy is a key life skill. Without basic numeracy skills, our children will be disadvantaged throughout life.'

National Numeracy Strategy

Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires: an understanding of the number system; a repertoire of computational skills; an inclination

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and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables. In order to support pupils in developing their numeracy skills, each lesson plan, in every subject, has devoted section that highlights opportunities to develop their numeracy skills.

Mathematical skills can be consolidated and enhanced when pupils have opportunities to apply and develop them across the curriculum. Poor numeracy skills, in particular, hold back pupils' progress and can lower their self-esteem. To improve these skills is a whole-school matter. Each subject area should identify the contribution it makes towards numeracy and other mathematical skills so that pupils become confident at tackling mathematics in any context.

The school policy is that:

Numeracy is a key skill in pupils' learning and all pupils are entitled to quality experiences in this area and that the teaching of numeracy is the responsibility of all staff and the school's approaches should be as consistent as possible across the curriculum.

Curriculum areas will endeavour to ensure that materials presented to pupils will match their capability both in subject content and in numerical demands. They will liaise with the SENCO and the Lead Teacher of Mathematics when appropriate in order to support their teaching of numeracy.

All teachers consider pupils' ability to cope with the numerical demands of everyday life and provide opportunities for pupils to:

- handle number and measurement competently, mentally, orally and in writing;
- use calculators accurately and appropriately;
- interpret and use numerical and statistical data represented in a variety of forms.

Roles and Responsibilities

- Senior Managers lead and give a high profile to numeracy.
- The mathematics teacher provides pupils with knowledge, skills and understanding they need to be numerate
- All staff contribute to pupils' development of numeracy and will seek out and/or exploit all opportunities to build mathematical knowledge and skills in their subject areas.
- All subject schemes of work and lesson plans identify numeracy objectives where appropriate.

Pupils take increasing responsibility for recognising their own literacy needs and making improvements through target setting in their Individual Education Plan’s.

Implementation

English:

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Mathematics lessons can help to develop and support pupils' literacy skills: for example, by teaching mathematical vocabulary and technical terms, by asking children to read and interpret problems to identify the mathematical content, and by encouraging them to explain, argue and present their conclusions to others. Equally, English lessons can support your mathematics lesson.

- Non-fiction texts can be chosen in which mathematical vocabulary, graphs, charts and tables have to be interpreted.

Science:

Almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating, and recording in tables and graphs. In science pupils will, for example, order numbers, including decimals, calculate means and percentages, use negative numbers when taking temperatures, substitute into formulae, re-arrange equations, decide which graph is the most appropriate to represent data, and plot, interpret and predict from graphs.

- Distance time graphs, representing speed – e.g. PE
- Discuss range of formulae used – re-arranging and substitution a possibility
- Line - Temperature against time graph demonstrating a cooling liquid
- Bar – Cancer against cigarettes smoked

Art, Design and Technology:

Measurements are often needed in art and design and technology. Many patterns and constructions are based on spatial ideas and properties of shapes, including symmetry. Designs may need enlarging or reducing, introducing ideas of multiplication and ratio. When food is prepared a great deal of measurement occurs, including working out times, adapting recipes, and calculating cost; this may not be straightforward if only part of a packet of ingredients has been used.

- 2D representations of 3D objects – Isometric drawings, plan and elevation drawings to scale.
- Graphs representing findings of questionnaires.

Humanities:

In humanities, children will collect data by counting and measuring and make use of measurements of many kinds. The study of maps includes the use of co-ordinates and ideas of angle, direction, position, scale and ratio. Historical ideas require understanding of the passage of time, which can be illustrated on a timeline similar to the number line that they already know.

- Use of scale in reading maps and drawings of bedroom
- Pie Charts or divided bar charts
- Climate graphs
- Development indicator graphs (Scatter graphs)
- Possible to survey how widely available are fair trade goods in shops.
- Possible to make use of surveys and results regarding the environment.
- Graphs of weapons and ships available during the 1st and 2nd world war – interpretation of the graphs.
- Chronology
- Bible Referencing

Physical Education

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Athletic activities require measurement of height, distance, time and speed, while ideas of time, symmetry, movement. Position and direction are used extensively in music, dance, gymnastics and ball games.

The key to making the most of all these opportunities is to identify the mathematical possibilities across the curriculum at the planning stage. You should also draw children's attention to the links between subjects by talking frequently about them, both in Mathematics and in other lessons.

- Angle of elevation of shot putt, discuss, javelin, hitting softball – link with substituting into formulas and drawing graphs.
- Timing of distances in athletics - link with distance time graphs (take split times)
- Compare different events, average speed, real life graphs, compare with world records.
- Scale drawing of the sports hall and of different courts. Problem solving exercise such as we need a sports hall that allows us to play 5 games of badminton.
- Scale drawing of an athletics field.

Monitoring and Evaluation

We make use of available data to assess the standards of pupils' literacy. Senior Leaders and the Curriculum Leader decide how to monitor progress across the school.

Approaches include:

- sampling work - both pupils' work and subject specific schemes;
- work sampling across curriculum areas;
- observation - pupil pursuit and literacy teaching;
- meetings;
- pupil assessments;
- scrutiny of improvement plans;
- encouraging subject leaders to share good practice;

Monitoring arrangements

This policy will be reviewed annually, by the Head of School for curriculum.

Developing Cultural Capital at Aurora Woodlands School

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."

Ofsted definition of cultural capital

Our aim at the Aurora Woodlands School is to enrich every pupil's school experience and create an environment where they are encouraged to succeed and try to be the best version of themselves.

We try to prepare pupils with the knowledge, skills and understanding for what comes next in life. We recognise that exploring new experiences will help to nurture resilience and increase creativity.

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The information outlined below is how each subject leader feels we offer 'cultural capital' within our curriculum. The provision of an embedded enrichment subject embraces the exploration of new experiences and adds cultural value. There are also off-site KS4 courses that provide their own elements of cultural value.

Cultural Capital Provision: Personal, Social, Physical, Spiritual and Moral.	
Curriculum Subject	Cultural Value
Enrichment and PE	Museum visits • Improved understanding of the world-natural/physical/historical/scientific. Theatre and cinema trips • Experience the Performing Arts and different cultures through the media of film. Outdoor Education • Encourage relaxation and mindfulness. Experience new activity/interest and learning a new skill. Enhance knowledge of aquatic environments, animals, and habitats. • Experience new activity. Improved confidence, health and fitness, teamwork. learning new/transferable skills, rope work, walking techniques, wilderness knowledge, Plants, animals, environment, rock types, tree types. Learn how to navigate, use of tools etc. Effective communication and problem solving. Understanding of patience. Enhanced ability to overcome fears. Improving self-worth. Improved understanding of risk and safety. Encouraging a more active lifestyle. School animal encounter visit • Observe and interact with a variety of animals and learn about their life cycle and habitats. Forest schools/Woodland walks/Nature Reserve visits/Gorge walking/Orienteering • Improved understanding of nature and exposure to different natural environments. Physical benefits and mental wellbeing. Navigation skills. Teamwork and confidence building. Managing and understanding risk. Team Sports; Rugby/Football/Basketball/Cricket/Softball • Experience a variety of sports. Improved confidence and relationships, health and fitness, teamwork. learning new/transferable skills. Positive contact with others. Improve communication and leadership skills. Encourage competition and learning to deal with failure. Individual Sports; Racket sports/Athletics/Fitness • Experience a variety of individual sports. Improved confidence, health, and fitness. learning new/transferable skills. Encourage competition and learning to deal with failure.
Cookery	Cooking Experience cooking a variety of foods using a selection of different equipment. Gain understanding of different religious/cultural events by preparing food for them, e.g. Ramadan and Chinese New Year. Greater understanding of health and safety. Understanding of where food comes from and the ethics of food production. Domestic

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	Gain/expand knowledge and skills for personal life, hovering/ironing/cleaning/washing etc. Shopping Understanding of how to locate shops and items within shops. Managing money/budgets. Social etiquette. Home cookery BTEC Improved understanding of safety and hygiene/food storage/food handling/allergy hazards. Awareness of nutritional values of foods and benefits of a healthy balanced diet. Experience serving and being served foods. Experience cooking a variety of foods using a selection of different equipment. Understanding of critical evaluation. Improve communication skills, good customer service etiquette and the importance of personal presentation.
Humanities	Geography • Greater understanding of location, the world, how it is formed and its varied environments. Understanding of how natural disasters impact people and the landscape. Gain knowledge of different countries and cultures. Improve map reading skills and understanding of the importance of maps. Increase understanding of the environment and human influence, the need to conserve and sustainable development. Cinema Trips • Opportunity to watch relevant films when the opportunity arises.
PHSE	Health and Wellbeing • Gain an understanding of how to maintain a healthy lifestyle through diet, exercise, sleep patterns and making the right choices. Awareness of gambling, homelessness, personal safety and hate crimes. Understanding of internet safety, digital footprints and the links between social media and self-esteem. Learn about personal development, target setting, personal skills, following rules, behaviour improvement and risk taking. Understanding of self-awareness, self-confidence, time and stress management with a focus on exams. Understanding of mental health (focus on depression and anxiety), anger management, mindfulness and growth mind-set. Self-harm/suicide awareness, managing grief and bereavement. Awareness of the impact of puberty, teenage pregnancy, Fertility and reproductive issues. Awareness of FGM. Gain knowledge of basic First Aid including CPR. Awareness of the dangers of vaping, smoking, alcohol and drugs. Cancer awareness. Understanding personal identity, diversity, discrimination, stereotyping and prejudice. Living in the Wider World • Gain an understanding of the importance of self-esteem and resilience. Learn to manage budgets, savings, loans, financial transactions and products, income and expenditure on a personal level, and avoiding debt. Understanding of taxes and how they are spent. Gain knowledge of ethical shopping and the differences between wants and needs. Internet and social media safety; online grooming, cybercrime and the dark web. Extend knowledge of environmental change, sustainability, animal rights and plastic pollution. Develop knowledge and understanding of stereotyping and prejudice with a focus on racism (overt and covert), teens and the media, LGBT and homophobia; extreme views and human rights abuses; links between some religious people and terrorism; right-wing extremism. Gain awareness of British values and the justice system, young offenders and the law, anti-social behaviour, effects on communities; knife crime – impacts, involvement and consequences; gangs and county lines.

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	The rights we have; consumer rights, workplace rights and responsibilities, health and safety at work and trade unions. Learn about suitable careers, STEM industries, entrepreneurs, employable skills; teamwork, communication; CVs, job interviews, college and university applications, revision and study skills. Understanding of how charities work, globalisation and multiculturalism. Relationships (RSE) • Understand what makes a good friend, keeping safe and positive relationships on and off line; the importance of happiness and managing conflict, relationship types and breakups, harassment and stalking, forced marriages. Gain an understanding of family relationships, love and dealing with feelings. Learn about parenting styles/looking after children. Learn about extremist groups, radicalisation prevention and signs, Islamophobia and Sharia law, personal identity, tolerance, respect and the diversity of British communities, celebrating religion and different culture. Gain an understanding of bullying and body shaming; body image and the media, eating disorders, peer pressure and role models. Learn about sexual relationships, dangers of pornography, revenge porn, consent, rape and sexual abuse, safe sex, contraception, same sex relationships, chem sex. Gain knowledge of sexism, gender and trans identity, gender prejudice and stereotypes. Greater understanding of domestic violence and abusive relationships, CSE – how this happens and what dangerous relationships look like. On site talks Visits from Police, Fire Service, St Johns ambulance (first aid), Sexual Health Service and Addiction (drugs) and Prevent.
Art	Research Learn about the history of art,, artistic movements, Mosaic art, Halloween, Armistice, Christmas, Totem poles and why sculptures are important in Art. Skills Gain understanding of a variety of printing techniques, expressive line and observational drawing, 3D Art, sketching. Learn how to evaluate own and others work. Health and Safety Understand how to use PPE and tools safely.
Mathematics (Numeracy)	Numeracy Gain knowledge of the historical aspect of maths: Roman numerals, famous Mathematicians through history such as Pythagoras. Increased knowledge of famous buildings through floor plans and elevations. Exposure to types of art through symmetry and geometric patterns in tiles, eg. Islamic art. Introduced to Fibonacci patters that occur in nature, eg. Pine cones and flowers. Understanding of how algebra becomes a mathematical language and how shapes of objects (buildings, bridges etc) can be related to mathematical equations. Awareness of the misleading nature of some statistics, graphs and charts and how to question sources and data presented. Awareness of money and how to manage budgets, debt and borrowing. Greater understanding of salary, bills and tax.
English (Literacy)	Literacy • Experience poetry and literature from different periods and cultures. Links to history of World War 1, World War 2, and Remembrance Day. Exposure to

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	classic and modern literature Shakespeare, Dickens, Mary Shelly, Bram Stoker, Arthur Conan Doyle, Emily Bronte, Michelle Magorian, H. G. Wells, Golding as examples. Greater understanding of social justice through study of Blood Brothers book. Improved communication/presentation skills. Improved reading and literacy skills. Increased enjoyment of reading and books. Exposure to news and media. Theatre and cinema trips • Experience the Performing Arts and different cultures through the media of film. Enhance understanding of Shakespeare (Shakespearean theatre trip). National Theatre.org • Potential to watch live theatre performances in school. War Museum • Improved understanding of the nature of warfare and how it influences poetry and literature.
Science	Cell Biology • Understanding of cell division, chromosomes, mitosis and the cell cycle, and stem cells. Organisation • Learn about the principles of organisation. Gain understanding of animal tissues, organs and organ systems, the human digestive system, heart, blood vessels, blood, coronary heart disease – a non-communicable disease, health issue, the effects of lifestyle on some non-communicable diseases and cancer. Infection and Response • Gain an understanding of communicable (infectious) diseases, viral diseases, bacterial, fungal and protist diseases, human defence systems, vaccination, antibiotics and painkillers, discovery and development of drugs. Homeostasis and Response • Learn about the human nervous system, hormonal coordination in humans; human endocrine system, control of blood sugars, hormones in reproduction, contraception and the use of hormones to treat infertility, hormone therapy. Inheritance, variation and evolution • Knowledge of sexual reproduction, genetic inheritance, inherited disorders and sex discrimination, evolution, selective breeding, genetic engineering, evidence for evolution, fossils and extinction. Ecology • Learn about adaptations, interdependence and competition: communities, abiotic factors, biotic factors and adaptations. Gain understanding of organisation of an ecosystem: levels of organisation, how materials are cycled. Study biodiversity and the effect of human interaction on ecosystems: biodiversity, waste management, land use, deforestation, global warming, maintaining biodiversity. Organic chemistry • Gain knowledge of carbon compounds as fuels and feedstock: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes.

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	Chemistry of the atmosphere • Gain an understanding of the composition and evolution of the Earth's atmosphere: the proportions of different gases in the Earth's atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased. Learn about greenhouse gases and human activity, global climate change and carbon footprint, pollutants-sources and effects. Using resources and energy • Learn about the Earth's resources and sustainable development, recycling, wastewater treatment and alternative methods of extraction. Gain knowledge of conservation and dissipation of energy: energy transfers, national and global energy. Electricity • Understand domestic uses and safety, energy transfers in appliances and the national grid. Atom structure • Gain an understanding of atoms and nuclear radiation; radioactive decay and nuclear radiation, half-lives, and radioactive contamination. Forces • Learn about forces and braking, stopping distance, reaction time and factors affecting braking distance.

Developing SMSC and British Values

Subject	Contribution to British Values	Contribution to British Values
English	Texts studied e.g. War Horse, Bali Rai now or Never, The boy, the mole, the fox and the horse etc. Exposure to classic and modern literature Shakespeare, Dickens, Mary Shelly, Bram Stoker, Arthur Conan Doyle, Emily Bronte, Michelle Magorian, H. G. Wells, Golding as examples. Greater understanding of social justice through study of Blood Brothers book. Improved communication/presentation skills. Improved reading and literacy skills. Increased enjoyment of reading and books. Exposure to news and media. Imperial War Museum - Improved understanding of the nature of warfare and how it influences poetry and literature. Whole school engagement with World Book Day to encourage literacy.	Experience poetry from different periods. Links to history of WW1, WW2 and Remembrance Day. Theatre and cinema trips - Experience the Performing Arts and different cultures through the media of film. Enhance understanding of Shakespeare

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		(Shakespearean theatre trip). National Theatre.org - Potential to watch live theatre performances in school. Functional skills literacy capitalising on topical news, events, anniversaries, Captain Tom etc.
Maths	Spiritual – links between maths and nature Moral – school ethos maintained in lessons; using maths days to learn about mathematicians such as Turing and the persecution he faced post-war Social – self and peer feedback; maths games; encouraging listening and respecting peers Cultural – where maths can be seen e.g. mandala, Islamic art	Developed confidence and self-esteem within maths, extending to problem solving and real life situations. Encouraging 'dealing with adversity' through 'trial and error' approach to some maths problems Promote mutual respect Encourage discussions on wider issues where applicable.
Science	Education surrounding nature, natural phenomena, natural disasters, effects of global warming on the environment, conservation of the environment, pollution, renewable and non-renewable fuels, material cycling and recycling, fertility treatments, GM crops, cloning, drug testing and drug development. Social, economic, ethical and sometimes religious considerations taken into account for all of the above topics.	Debates and discussions encouraged surrounding social, economic, ethical and religious

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		issues in areas of science and the divide between science and religion through time and in some circumstances, still. 'How the world works' preparation for life beyond school and understanding how things in every day life work and why they are important.
Humanities	Geography KS3 and OCR Entry Level. Greater understanding of location, the world, how it is formed and its varied environments. Understanding of how natural disasters impact people and the landscape. Gain knowledge of different countries and cultures. Develop map reading skills and understanding of the importance of maps. Increase understanding of the environment and human influence, the need to conserve and sustainable development. Museum/site visits See enrichment lessons	Democracy, Rule of Law, Individual Liberty, Respect and Tolerance.
P.E and Outdoor education	Team Sports; Rugby/Football/Basketball/Cricket/Softball Experience a variety of sports. Improved confidence and relationships, health and fitness, teamwork. learning new/transferable skills. Positive contact with others. Improve communication and leadership skills. Encourage competition and learning to deal with failure. Individual Sports; Racket sports/Athletics/Fitness Experience a variety of individual sports. Improved confidence, health, and fitness. learning new/transferable skills. Encourage competition and learning to deal with failure. Museum visits Improved understanding of the world-natural/physical/historical/scientific. Theatre and cinema trips Experience the Performing Arts and different cultures through the media of film. Market visits Exposure to different cultures/foods. Social interaction and communication skills. Managing money/budget. School animal encounter visit Observe and interact with a variety of animals and learn about their life cycle and habitats. Forest schools/Woodland walks/Nature Reserve visits/Gorge walking/Orienteering	Mutual Respect, The rule of Law, Tolerance.

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	Improved understanding of nature and exposure to different natural environments. Physical benefits and mental wellbeing. Navigation skills. Teamwork and confidence building. Managing and understanding risk. Skiing/snowboarding/Canoeing/Kayaking/Raftbuilding/Caving/Climbing/Abseiling/Archery/Air rifle/Crossbow/Axe throwing/Mountain biking/Ice skating Experience new activity. Improved confidence, health and fitness, teamwork. learning new/transferable skills, rope work, walking techniques, wilderness knowledge, Plants, animals, environment, rock types, tree types. Learn how to navigate, use of tools etc. Effective communication and problem solving. Understanding of patience. Enhanced ability to overcome fears. Improving self-worth. Improved understanding of risk and safety. Encouraging a more active lifestyle.	
Horticulture	Carry out sustainable activities i.e. rainwater collection, composting, recycling Develop community involvement in the gardening activity Carry out activities in teams with individuals having specific roles Social enterprises ie produce ornamental and edible plants to sell Health and safety games and risk assessment writing Using horticulture for pastoral care and support Investigating the social, emotional effects of nature and working with plants Investigating the wellbeing effect of working outdoors. Investigating the social and psychological benefits of working with plants Looking at the therapeutic benefits of Horticulture and nature. Harvesting food and learning how to cook it Discovering which foods can be eaten raw - peas from the pod etc.	Working together as a team to reach common objectives. Introduction of social enterprise to promote economic well-being and to demonstrate the advantages of working together and in a team. Promoting enterprise and how enterprise can help yourself and others.
Pastoral Team	Review meetings to support learners – CIN, EHCP. 1:1 referrals and sessions with in -house phycologist where needed Food packages sent home to families in need. Welfare calls through form tutors and pastoral team Drop-in clinics for pupils in need. Display boards on mental health and community links	Student Council take part in Pupil Parliament sessions. Votes take place to elect representatives in form groups. Pupil/Parent voice – feedback used in shaping

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		school policies et al Dialogue with multi agencies where there may be concerns about not following basic British values such as racism and homophobia. S Aurora policies on PREVENT and referrals where needed. Multi agency work and communication Form time activities. For example, International Women's day looking at women who shaped Britain. Anti-bullying week. Safeguarding systems in place to support pupils, parents, and carers
Teaching and support staff	Enabling pupils to develop their self-knowledge, self-esteem and self-confidence through 1:1, group work and modelling positive behaviour. Independent CEIAG for KS4 learners and school support with post 16 applications. Nurture Provision to support well-being such as breakfast in arrival, time out, group work on social interaction et al Home learning and welfare calls throughout the pandemic. Community events such as Remembrance Day, Comic Relief, International Womens Day. Participation in Children's Mental Health Week Engagement in National Initiatives such as 'Mission Christmas' to support families in need.	Small group work on beliefs and values. Aurora Moodle training for all on FGM, Prevent and British values Enabling pupils to distinguish between

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		right and wrong Enabling pupils to develop their self-knowledge, self-esteem and self-confidence through 1:1, group work and modelling behaviour.
Leadership	Staff well-being champion CPD training for staff – for example Nurture UK COVID conversations, policies and practices to support learners. Healthy Schools – Woodlands offer healthy food options to support learners in school.	Aurora core values are promoted – caring, trusted, ambitious, collaborative, innovative Woodlands policies on safeguarding, bullying and behaviour Every Student has an EHCPs which is intrinsically linked to well-being and promoting British Values.
PHSE	Students are taught the knowledge, skills and understanding necessary for navigating the wider world, managing their own health and wellbeing, safety, and future aspirations. Students are taught the knowledge skills necessary for them to be able to self-advocate, set appropriate boundaries and effectively communicate in order to have their needs met in every situation they may face. We aim to develop our students feelings of self-worth, self-respect, confidence, and empathy and to prepare them for puberty, giving them an understanding of sexual development and the importance of health and hygiene. Students are taught to understand what sexual abuse and sexual harassment are, be aware of different types (including online), and that ALL sexual behaviour must be reported. Students are taught to understand key issues around consent, can identify appropriate and inappropriate touch and behaviours (off and on-line) and know how to raise a concern.	Students are taught to create and contribute to a positive culture around issues of sexuality and relationships and encourage pupils to form positive and healthy relationships.

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	Students are taught the correct vocabulary to describe themselves and their bodies.	Student are taught how to keep themselves safe and how to behave respectfully towards others We provide a safe framework in which sensitive discussions can take place.

Option Booklet – KS4 pathway (Appendix one)

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