

# Curriculum Statement for Sandfield

## Intent

To engage pupils in their education by overcoming barriers to learning.

To ensure pupils feel safe and supported in their learning.

To encourage students to enjoy learning by stimulating a passion and interest for the world around them.

To support pupils in developing their independent living skills involving money, time, reading, writing, communication and cultural awareness.

To support pupils in their mental health and wellbeing by promoting self-esteem and confidence in their own abilities.

To support pupils to achieve their full potential and set them on the right path to independent living and working.

## We aim to do this by:

Supporting both pupils and parents.

Working closely with professionals to support pupils in overcoming barriers to learning.

Listening carefully to the voice of the young person and holding regular review meetings

Having high expectations in a high challenge, low threat environment.

## What do we expect students to get from this curriculum:

A love for learning.

Pupils will be challenged and engaged.

Increased self-confidence and sense of achievement and well-being Improvement in social communication skills

Tolerance and acceptance of diversity.

For pupils to make good progress and meet targets and for the higher achievers to be challenged to reach their full potential.

The opportunity to develop key, transferable skills which prepare them for making a positive contribution in society and to the workplace.

### How have we planned this?

Appropriate curriculum key stage outcomes are used alongside the EHCP to individualise learning and show progression.

Using the National Curriculum to help plan the curriculum as appropriate.

We complete baseline assessments at the point of entry, taking into consideration the assessment data which has transitioned with the young person, to ensure we are pitching their learning at the correct level.

We have a pupil centered approach to what our curriculum needs to cover.

Educational visits are tied into our curriculum in a cross-curricular approach.

Cultural Capital is incorporated into our planning, prompting links between the curriculum and the wider world of further education and employment.

## Implementation

### How does learning develop over 5 years?

Pupils in KS4 and KS5 can work towards functional skills Entry Level accreditations in Maths, English and ICT and ASDAN Towards Independence modules. The higher achieving pupils will work towards Functional Skills Level 1 and 2 in Maths, English and ICT and BTEC.

Pupils in KS5 will also achieve the Duke of Edinburgh Award that fosters independence, confidence building, service to the community, working as part of a team and taking part in an expedition challenge. Pupils in KS4 will have opportunities to begin preparation for Duke of Edinburgh Awards.

Teachers work collaboratively on the curriculum with a particular focus on employability and life skills.

Pupils are encouraged to develop and practice their life skills in other lessons, around the school and in the community.

Work is age appropriate and practical when necessary, helping to enthuse and engage pupils.

Lessons allow for different styles of learning, are flexible looking, to engage and challenge pupils.

Lessons are planned sequentially giving a clear structure which supports pupil progress over a period.

Pupils are given every opportunity to see, explore and practice life skills in the community.

Focusing on and mastering the key life/job skills within our school setting to give pupils the best opportunities beyond school.

**What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?**

We understand the importance of being able to communicate effectively, we know the receptive language levels of every child in school, and ensure when speaking to pupils, we speak at a level they will understand, so that they can demonstrate their understanding.

We understand the need to start building a solid foundation from year 7 in employability skills so that pupils can leave school/college with the highest possible chances of gaining paid employment or voluntary work.

We use our medium-term planning process to aid a cross curricular approach and bring in opportunities to consolidate learning from other lessons.

We set high expectations of all our students

We ensure our pupils have the essential knowledge they need to be good citizens, focusing on role models from in and around the region, looking at the cultural capital we have in the local area.

Our curriculum is adapted and personalised according to the needs of the pupils.

**In what ways does your curriculum help to develop:**

**Culture Capital** – providing opportunities for pupils to become good citizens and learn from the examples of others.

**Physically and mentally supportive lifestyles** –Support is provided to promote pupils' mental health and wellbeing, maintaining a healthy mind in a healthy body. Promoting self-esteem and confidence in their own abilities. PSHE looks specifically at healthy lifestyles.

**Careers and enterprise** – To work towards independent living and work placement opportunities to learn and make progress in work related learning skills.

## **IMPACT**

**What forms do assessments take? What is the purpose of assessment?**

Baseline assessment tests and diagnostic work are used for new pupils to find their key strengths and areas of learning to develop.

Teachers use objective specific questioning to gain more detail and create a more accurate overview of pupil attainment - Receptive language levels are considered when questioning.

The marking policy is followed and allows pupils to see strengths, progress and areas to be developed.

Planning is amended because of progress that has been made. Class Teams also reflect on teaching and learning at the end of a block of teaching, and this informs future planning.

Opportunities for self-assessment and peer-assessment are encouraged in the form of quizzes, concept maps and interactive games.

All pupils have their individualised EHCP outcomes, in which the cognition and learning domain outcomes will be directly to do with academic learning and progress.

For some pupils, assessments may be photographic or video evidence of pupils during a task which will be able to be viewed on the Evidence for Learning App.

Accreditations for Key Stage 4 and Key Stage 5 pupils.

### How do we know if we have a successful curriculum?

Through pupil engagement - Pupils are motivated to learn and reach their potential.

Increased levels of confidence in students giving them high aspirations (Eg, wanting work experience opportunities, supported internships and the opportunity of paid employment)

Evidence of progression in skills and knowledge academically and socially.

Evidence of learning being embedded via student recall, both long and short term. Pupils apply their curriculum knowledge in various contexts.

On-going monitoring and reviews of curriculum plans to meet the needs of pupils. Feedback - Pupil voice, staff voice, parental voice.

Governor learning walks and SMT lesson observations. Scrutiny of student work, showing evidence of progress.

Overall success is achieved once pupils leave the school either transitioning to a suitable further education college or by being employed or on route to doing this.

**For more specific curriculum statements, please see those for the curriculum areas on the website.**