



# Curriculum and Assessment Policy

# **Creating better futures for children and young people. Building resilience, developing self-esteem and well-being.**

## **Vision Statement**

We offer provision for children with social, emotional, and behavioural difficulties. Our aim is to improve outcomes for children, for whom mainstream education has posed a significant challenge to them.

We provide our children with an alternative experience that offers them a nurturing, safe and supportive environment, a diverse, qualified, and experienced staff team and highly personalised learning programmes.

We support our children to accelerate their social and emotional skills development and ultimately enable them to re-engage with learning within a mainstream education setting. Our provision creates valuable opportunities to nurture our pupils' resilience, self-confidence, self-esteem, and self-belief.

## **Introduction**

Flourish With Us provides a multi-sensory, topic-based and in some instances a subject specific curriculum which ensures full coverage of the Primary Curriculum and the standards relevant to our pupils, in order to provide inspirational provision that meets the diverse Special Educational Needs and Disability needs within our specialist primary setting and enables every pupil to reach their potential socially, emotionally, academically and physically and to simply be themselves.

Subject knowledge and transferrable skills are developed across the curriculum. High priority is given to memorable experiences which motivate our pupils to be effective learners to explore, work collaboratively, find solutions, and actively enjoy developing new knowledge and skills. Pupils are encouraged and supported to be creative within a language-rich environment.

Evidence based interventions support pupils to build resilience, executive functioning skills and enable pupils to be confident learners.

## **Purpose and Aims**

The aims of our curriculum are to:

- provide a broad, balanced, and relevant education which provides continuity and progression and takes individual differences and needs into account
- provide memorable real-life experiences which are linked to the topics and promote depth of learning

## **INTENT**

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Our curriculum will:

- increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context
- raise standards in both teaching and learning
- help learners become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of learning and teaching styles
- give opportunity for a flexible timetabling approach to make space for true depth of study;
- establish cross-curricular links to foster a broader understanding through the topics we select to meet the needs and harness the interests of our learners
- create and maintain an exciting and stimulating learning environment,
- provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- provide enrichment opportunities where learning and teaching can take place beyond the classroom.

## **Effective Learning**

In order for the curriculum to lead to effective and creative teaching and learning, the approaches in school need to be founded on the following principles:

- Pupils know what it is they are going to learn.
- Pupils know what they need to do to be successful learners.
- Pupils are helped to be able to assess their own learning and the learning of others.
- Pupils receive positive feedback that helps them to identify what they need to do next.
- Pupils have time to reflect and review their learning.
- Pupils feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Pupils experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and pupils have the opportunity to learn through first-hand, multi-sensory experience.
- Expectations are high.
- Timetabling provides opportunities for flexibility.
- Spontaneity is encouraged.

## **IMPLEMENTATION**

### Curriculum Planning and Organisation

The programmes of study of the Primary National Curriculum inform us of the minimum requirement of what needs to be taught in Key Stages 1 and 2. The aim is that the required knowledge, skills and understanding are covered as many times as possible throughout the Key Stage. In order to track the progression of skills for each subject we maintain records to

track coverage and identify gaps to be covered in the next topic to plan the next steps in pupils' learning.

Our Curriculum is delivered through Whiterose Maths, Talk 4 Writing, Synthetic Phonics Sessions, Bug Club Reading and Dimensions – Learning Means the World and My Happy Mind.

(Please see individual documents for Curriculum Coverage and Sequencing for each subject area)

Our creative curriculum has been organised into integrated themes and links are made to other curricular areas within the topic and other related areas. Each class teacher is responsible for the delivery of the curriculum through this 'themed' approach which incorporates key skills for non – core subjects

- Each new topic is introduced through a memorable experience and ending with a celebration.
- All pupils have additional needs and/or an Education, Health and Care Plan (EHCP) and require access to multi-sensory curriculum but many also experience emotional and social challenges, particularly those on the autistic spectrum.
- Through regular gap analysis we ensure that we have secure subject curriculum coverage. When required, a spotlight learning experience is planned into the term's work.
- We identify a memorable experience which stimulates pupils' curiosity and prepares them for a new topic. This experience specifically has cross-curricular strands that strengthens the neural pathways and enhances each pupil's capacity to know and learn.
- We understand the importance of layering and making links between different areas of learning to secure pupils' knowledge. There is clear sequencing between components of knowledge across the curriculum to develop conceptual understanding.
- Teaching and learning strategies are varied and adapted to meet the needs of groups and individuals.
- This may include the use of whole class teaching, using open ended probing questions, visual stimuli and talk partners, followed by a period of learning where pupils may work independently, in pairs or as groups.
- A plenary may be delivered at any point during the session to extend or review learning.
- A full curriculum is optimised to support positive social and emotional development, both including planned outdoor learning opportunities.
- All learning is planned to meet the needs of all pupils academically and their social and emotional level of development.
- We recognise that pupils have preferred learning styles, and so make allowances for this in our planning and delivery.

- Setting tasks of increasing difficulty and scaffolding where appropriate, practical opportunities are provided for kinaesthetic learners using visual stimuli and artefacts to promote interest.

## **Assessment and record keeping**

Staff record observations against National Curriculum Objectives on our electronic system Observation Tracker. Initial assessments are completed on entry to Flourish such as :

- Phonics screening
- Toe by Toe reading assessment
- Whiterose end of term assessment papers
- A piece of independent writing is assessed against the Oxford Criteria for Writing
- Data from previous school

This information is then collated to give starting point.

Reports are then produced from Observation Tracker, this collated with staff discussion and work scrutiny ensures coverage and progress is captured and that parent/ carers and children understand their learning journey.

## **Monitoring and evaluation**

The Headteacher is responsible for monitoring and reviewing the Curriculum. This process is reflected in the school monitoring timetable and is achieved through:

- regular formal and informal discussions with staff
- observations of lessons including peer to peer and learning walks
- analysing and discussing assessment data and acting upon it
- regular scrutiny of pupils' work to identify areas where future improvements need to be made
- monitoring planning to ensure broad curriculum coverage
- collating data from staff, parent/carer and pupils' questionnaires
- speaking with the pupils about their learning