



CURRICULUM INTENT

To provide a broad and balance curriculum which is tailored to the needs of all our pupils building upon their strengths and interests.
Ensuring the curriculum gives pupils the best opportunities to learn for life and promote independence.

Where were we?

- ✚ Prior to 2014 foundation subjects were being taught in isolation without a natural topic link between them
- ✚ The IPC curriculum was introduced to the school in 2014 in the Acorns class and subsequently has been in place for the rest of the school since 2015.
- ✚ All classes work upon units from the IPC curriculum. The curriculum plan ensures coverage of all subjects over the year with specific subject focuses per term. Following a curriculum audit (July 2018) taking feedback from teachers it is clear to see that unit topics still have to be significantly differentiated. A further audit in 2019 showed that the IPC was no longer appropriate for the changing cohort of the school.

IMPLEMENTATION

Where are we now?

- ✚ Maths, English, PE, ICT and RHE are taught discretely
- ✚ Year 6 growing up work has taken place for pupils in their final school year. These pupils have tended to naturally be our less complex students. RHE curriculum now incorporates some of the underpinning work towards this through the PANTS rule for our more complex pupils e.g. exploring and identifying body parts
- ✚ Relationship and Health Education curriculum is in place for all pupils in preparation for the statutory guidelines. PSHE is, where relevant, covered within topic sessions as well as the RHE curriculum, Link Priorities and adhoc learning sessions related to issues that arise. Discrete lessons which are delivered are appropriate for each cohort and individual. Relationships and RSE is age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. Pupils are able to gain knowledge of different types of relationships, how to recognise, understand and build healthy relationships, also how to recognise unhealthy relationships (including e safety where appropriate); how relationships may affect health and wellbeing, including mental health. There has been an increased well-being environment which promotes a safe place for children to discuss their emotions and concerns in line with safeguarding being paramount.
- ✚ Evidence is collected for English, Maths, Link Priorities, IEPs and now foundation subjects are collected in the individual pupil WOW files. Attainment in Science and Foundation subjects is reported on additionally to English and Maths in annual assessment data. Governors and outside accountability groups now have a full picture of pupil's progress and attainment when making judgements about pupil outcomes.

✚ Work has begun to introduce the new Linked Curriculum which has been designed following a review of the IPC curriculum use. It was deemed that the differentiation needed to be undertaken by teachers from the IPC units was becoming so diverse that it was becoming very time consuming and not necessarily standardised in sequence of learning skills. The new Linked curriculum has been designed to deliver a deep breadth and careful balance borne from an openness to finding the most effective model for the individual children that make up the school's wide ranging cohort. The "Linked Curriculum" covers subjects taught through cross curricular topics. These have been carefully selected through impact research which has identified the topics that are most motivating and meaningful to the pupils as well as those that supply them with useful knowledge and skills for their most likely pathways. The school curriculum lead, ensures every pupil receives a broad subject coverage over time and does not repeat work unnecessarily whatever age they are on arrival at school and whatever learning pathway they travel through during their time in the school. The graduated targets based on the key learning groups (Engagers, Discoverers, Explorers, Investigators, Inquisitors) ensure that pupils are carefully baselined for skills and knowledge with the aim always of moving them forward in their learning. This also enables pupils who are the most able in the school to be sufficiently challenged.

Where do we want to be? (during 2018-2019)

1. Implementation of the new Linked Curriculum across all classes.
2. Further development of schemes of work for this new Linked Curriculum and RHE curriculum.
3. Clear and proportionate subject coverage can be seen in timetables
4. Data can be collected to show progression of pupils skills within topics studied to ensure future learning can build upon this progression.

How will we get there ?

Target	Action	Lead	Timescale	Expected Impact (by July 2020)	Impact evidence
1	<ul style="list-style-type: none"> • All class teachers to use the new Linked curriculum schemes to baseline the cohort that pupils are learning within for topic subjects, ICT, PE and RHE. • Teachers to use these cohort baselines to decide upon the appropriate outcomes for learning for each pupil. • MTPs to be written for all areas using activities which allow pupils to make progress and generalise skills for chosen outcomes. • Curriculum lead to monitor success of schemes and new curriculum and provide support as needed to teachers 	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Nic</p>	<p>Half term/Termly</p> <p>Half term/Termly</p> <p>Half term/Termly</p> <p>Half termly</p>	<ul style="list-style-type: none"> • MTPs clearly differentiated with outcomes and activities for RHE, ICT, PE and topic. • Staff to have clear understanding of which cohort of learning their class fit into and outcomes and activities reflect this. • Lesson observations show clear differentiated activities/outcomes which have meaningful learning taking place for all students 	

2	<ul style="list-style-type: none"> • All schemes for 2019-20 to be written for all topics • Activity ideas designed by teachers to be feedback to curriculum lead and added to the schemes to create school wide ownership of the curriculum • Autumn 2020 schemes to be written 	<p>Nic</p> <p>All teachers/ Nic Nic</p>	<p>Autumn 19</p> <p>Spring 20 and ongoing Summer 20</p>	<ul style="list-style-type: none"> • Clear schemes of work for the topics of YR 1 with additional activity ideas added for all classes to access for use • Yr2 autumn schemes designed and written with basic activity ideas to be handed to staff before end of Summer term 	
3	<ul style="list-style-type: none"> • Monitoring of timetables by SLT • Teachers to ensure a minimum of <ul style="list-style-type: none"> ❖ 2 x RHE sessions per week ❖ 1.5-2 hours of topic coverage over the week ❖ Minimum of 1 discrete PE lesson a week 	<p>SLT</p> <p>Teachers</p>	<p>Termly</p> <p>Termly</p>	<ul style="list-style-type: none"> • All pupils receiving a broad and balanced curriculum offer. 	
4	<ul style="list-style-type: none"> • Teachers to record on SOLAR the progression made by pupils upon outcomes studied in PE, ICT, RHE and topic for the term • Curriculum lead to monitor 	<p>Teachers</p> <p>Nic</p>	<p>Termly</p> <p>Termly</p>	<ul style="list-style-type: none"> • Evidence of progression of skills within topic, PE, RHE, ICT • Baseline of pupils' skills is developing to ensure that even if changing classes they are not unnecessarily repeating outcomes 	