

Sheringham Woodfields School

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CURRICULUM POLICY

Approved by SMT: 21 st November 2024	Approved by Staff: 28 th November 2024	Approved by Governors: 12 th December 2024
Next Review date: Autumn 2027	Person(s) responsible for review: Head Teacher, Assistant Head Teacher and Curriculum Leaders	

Overview

Sheringham Woodfields School is a complex needs school based in Sheringham North Norfolk. We cater for approximately 155 pupils aged 3-19 years, all of whom have an EHCP in place.

Our definition of curriculum is: ***Areas of learning which are taught in a course of study to provide an effective vehicle for learning which meets the needs of all pupils.***

At Sheringham Woodfields School we recognise that the curriculum for our pupils is far wider and more bespoke than that of their peers in mainstream primary or secondary provisions. In order to clarify the depth and breadth of our curriculum, the intention of this policy is to state it clearly for all people involved in our pupil's education.

We are mindful that our pupils can only learn if they are ready to learn. In order to achieve this our approach needs to take a holistic route with much of what we do being bespoke and individualised.

Our curriculum intends to:

- Promote the learning and development of our students and ensure they are ready for each next step.
- Provide a broad and balanced education for all pupils, which is coherently planned and sequenced towards cumulating sufficient knowledge for skills and future learning and, where appropriate, employment or independent living.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development, choices and responsibility for their own health.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Develop pupils' independent learning skills and resilience, to equip them for further or higher education and, where appropriate, employment or independent living.

- **Acronyms**
- SSAF - Subject Specific Assessment Frameworks
- EHCP - Education and Health Care Plan
- PLG - Personal Learning Goal
- MTP - Medium Term Plans
- EfL - Evidence for Learning (a platform for recording assessment)
- ILO - Individual Learning Outcomes
- SMSC - Spiritual, Moral, Social and Cultural development
- PMLD - Profound and Multiple Learning Disability
- EYFS - Early Years Foundation Stage
- KS - Key Stage
- RBA - Reception Baseline Assessment
- SAT - Standard Assessment Tests
- GCSE - General Certificate of Secondary Education

Intent

Mission Statement

Our mission statement is at the heart of our curriculum. It shows the core beliefs and values of Sheringham Woodfields School. The Woodfields Tree encompasses the thoughts and opinions of all pupils and staff. The themes and strands are extended in our daily work.

Belonging

Working with others
Having friends
Being part of a team
Feeling valued
Being part of a community

Doing Well

Learning new skills
Meeting challenges
Feeling proud
Sharing our success
Using our learning

Thinking of others

Looking after each other
Sharing
Everyone should be kind to their friends
Remembering to say please & thank you

Having Fun

Learning because we are happy
Playing with friends
Being eager and excited
Being confident



Finding a voice

Listening to everyone
Speaking up for myself
Making choices
Giving me ideas

Feeling Good

Taking exercise to be as fit as possible
Eating healthy food
Feeling safe
Knowing who can help us
Managing difficult times

CURRICULUM OVERVIEW

Curriculum Policy

Describes the curriculum intent, implementation and impact. Outlines the framework, structure and delivery, which defines the entitlement of education for all pupils whilst at Sheringham Woodfields School.

Curriculum Areas & Subject Policies	Curriculum areas include formal and informal aspects. Subject statements include aims and details of the specific curriculum area e.g. programmes of study, activities and experiences. They reference frameworks enabling teachers to plan for and assess their pupils within each subject.
Curriculum Mapping	Curriculum maps illustrate the broad, balanced curriculum coverage across all Key Stages and ensure progression through each curriculum area.
Medium Term Plans	Medium term plans show lesson sequences, opportunity for repetition, overlearning and progression to enable depth of coverage in each subject. They are working documents that provide guidance for curriculum delivery and refer to key outcomes and targets for the teaching sessions.
Timetables and Lesson Plans	Timetables provide structure for pupils and staff. Lesson plans show how timetabled lessons will be implemented to ensure that all pupils make progress. They include a clear sequence building on prior learning, individual targets for pupils, differentiated activities to meet pupils needs, and ensure that learning is accessible and relevant to all pupils.
Personal Learning Goals (PLGs)	PLGs are milestones set for each pupil based on their EHCP outcomes. They provide a small step towards meeting an overall EHCP outcome. Progress against PLGs is reviewed termly with new ones being set as previous ones are achieved.
Assessment, Recording & Reporting	A variety of indicators are used to measure the impact of the curriculum and capture the full picture of pupil progress. Assessment and evidence of work is recorded on our assessment platform, Evidence for Learning (EfL). Assessment is reported to parents, governors, and the local authority as appropriate.

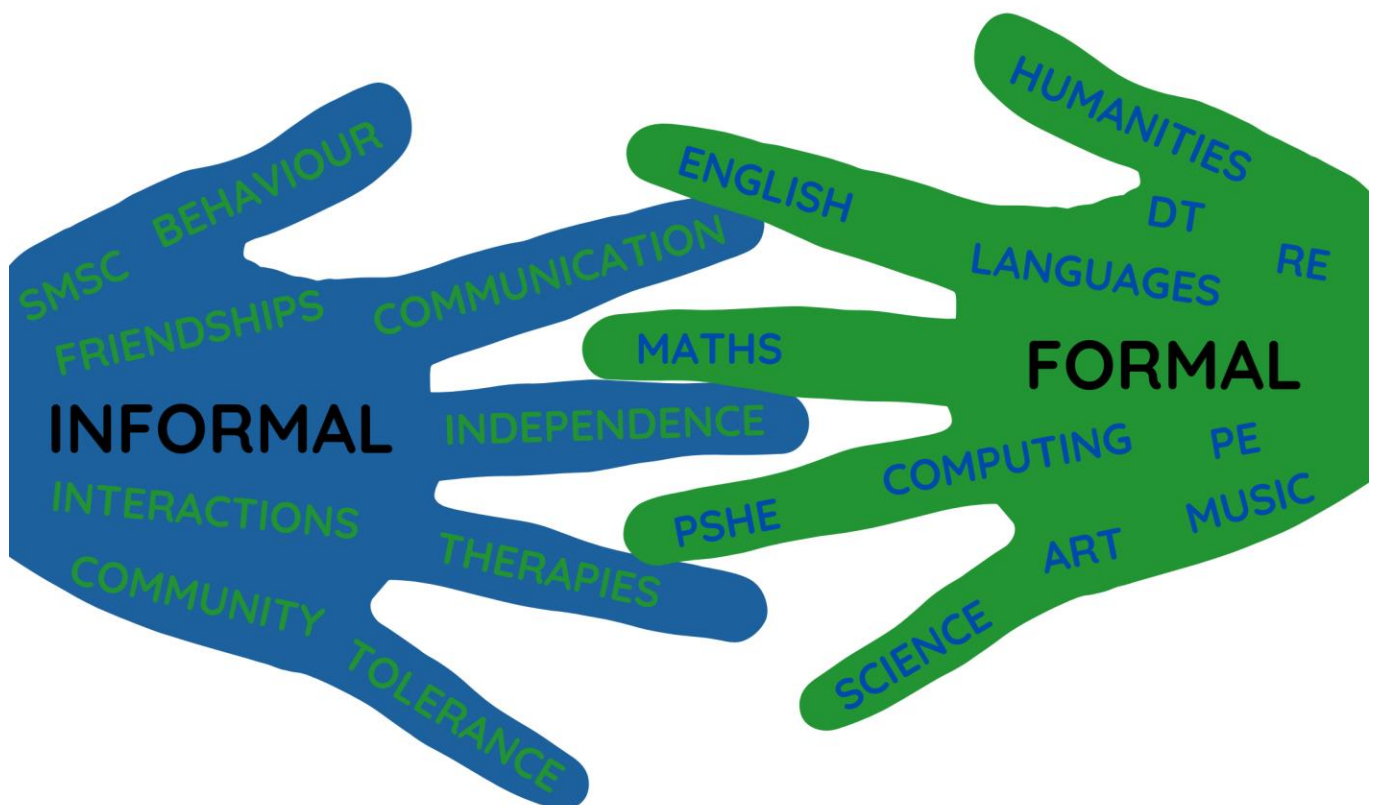
Pathways and Aspects of Learning

Each pupil will follow a bespoke curriculum pathway based on their individual needs. There are two main aspects of learning within each curriculum pathway: Formal and Informal.

- **Formal:** This includes subject specific study, following topics from our Curriculum Maps, which are based on the National Curriculum 2014.
- **Informal:** This includes many of the aspects of learning which will enable our pupils to be more independent - communication, toileting, sitting to eat meals, making choices etc. This is recorded and measured using Evidence for Learning against EHCP outcomes and PLGs.

The pathways and appropriate Key Stage curriculum maps and Medium Term Plans are decided at the discretion of class leads with direction from the Quality of Education Lead and Curriculum Leads in advance of the new academic year.

There will be aspects of both the formal and informal curriculum within each pupil's pathway. Broadly speaking, pupils not engaged in subject specific study will follow a largely informal pathway. As pupils begin to engage in subject specific study, the formal curriculum elements will increase. As their skills, knowledge and understanding within each subject progresses, so too will the weighting of the formal curriculum.



Weightings and Non-Negotiables

Class leads with pupils who **are not** engaged in subject specific study are expected to teach at least 1 session each per week of core subjects (English and Maths) in addition to 1 session each for personal development, reading and where possible daily phonics sessions. They are also expected to provide an educational visit at least once each term to widen their cultural capital experience.

Class leads with pupils who **are** engaged in subject specific study are expected to teach at least 2 sessions each per week of core subjects (English and Maths) in addition to 1 session each for personal development, reading and daily phonics sessions. They are also expected to provide an educational visit at least once each half-term to widen their cultural capital experience.

Educational visits can include, but are not limited to, visits to the local swimming pool and gym, grocery shopping, cafes, museums, play parks, nature parks, work experience settings, college or transitional settings, accessing local public transport, and to take part in sporting events.

Cultural Capital and SMSC

Our Curriculum encompasses not just the National Curriculum programmes of study, but also EHCP outcomes and opportunities for Cultural Capital and British Values through our provision including trips and whole-school SMSC days.

We appreciate that children often learn well outside of the classroom. In order to meet this we have regular SMSC opportunities.

Each half term has at least one whole-school SMSC day where there is a large offering of activities for classes to choose from. There is a specific theme or day and activities range from craft, music, sensory stories, role play, junk modelling, food tasting and exploration of senses.

At key points within our school year, we hold a whole school event. We also have visiting theatres and animal collections within school to bring the whole school together.

It is our aim that all pupils will experience at least one residential visit whilst at our school. The residential opportunities we currently offer can range from one-night stays within the school to weeklong visits off site. This is dependent upon the particular cohorts of pupils and their needs.

Our school charity shop, Woodfields' Den, provides opportunity to many KS3, KS4 and KS5 pupils to have regular and familiar work experience, some of whom have continued to work or volunteer after leaving Sheringham Woodfields School.

Implementation

Lesson Planning

Class leads plan lessons for their pupils using the following tools:

1. Themes are taken from our curriculum maps. This ensures that we are covering a statutory framework from the National Curriculum with a breadth of coverage and trajectory of topic. Whilst pupils have opportunities for overlearning and repetition in order to embed and secure learning skills, our curriculum maps ensure that they do not experience repetition of topics or themes.
2. MTPs are used to ensure that lessons are sequenced coherently within each subject. They are adapted by class leads to meet the individualised needs of the pupils within the class. MTPs must be adapted in order to engage individual learners based on the knowledge the class lead has of their specific pupils.
3. Pupil specific targets are taken from a variety of areas to include PLGs, informal curriculum areas, formal curriculum subjects, EYFS areas of learning, Preparing for Adulthood outcomes.
4. Individualised therapy Plans are required for some pupils. These include plans for speech and language therapy (SaLT), hydrotherapy, rebound therapy, physiotherapy and sensory enrichment. Therapy plans are devised based on the information and advice shared with us from supporting professionals.

Delivery of the curriculum

At Sheringham Woodfields School, the way the curriculum is implemented in each class can look very different. The number of pupils within a class can range from 4 to 13. The ratio of staff to pupils within a class also varies from around 1:5 to more than 1:1 depending on the needs within the class. Each class environment can also look very different; our classrooms are set up to meet the specific needs of the pupils within that class. Most classrooms have a door with access straight out onto a playground. This ensures that physical needs for fresh air, movement and exercise can be met alongside a break from the indoor classroom environment. We also have access to an outdoor wooded area to provide outdoor learning.

There are three timetabled lessons per day: two in the morning and one in the afternoon, some classes have two lessons in the afternoon. Each lesson is led by a qualified teacher, instructor or higher level teaching assistant. Teaching assistants support pupil learning under the direction of the class lead. We have a designated member of staff for organising teaching resources within the school. This enables class leads to have the resources readily available to ensure that pupils have access to high quality and appropriate learning resources within lessons, and that their learning can be a hands-on and kinesthetic experiences.

The Fields Therapy Centre is a dedicated space to allow our pupils to access a range of therapies whilst in school. This includes rebound, sensory enrichment, physiotherapy, speech and language, and psychological therapies. We also have a hydrotherapy pool within the school. Therapies can take place on a daily or weekly basis dependent on the recommendations by professionals involved. Many therapies can also take place within the classroom. We also have a dedicated physical therapies coordinator

For pupils with high medical and/or care needs, we ensure that there is a synergy between education and care within their day. All staff are provided with regular training to meet the physical and medical needs of our pupils. This ensures that staff within the class can meet the health and care needs of the pupils alongside their educational needs.

Communication is integral to all that we do at Sheringham Woodfields School. In order to relate to each other, function effectively, and create a positive learning culture we need to establish effective communication, through a total communication approach. We ensure that all pupils have access to their personalised and preferred mean of communication other than speech. This ensures that pupils have a means of active participation and can therefore access their curriculum.

We use Norfolk Steps and Support and Intervention Plans to support with behaviour needs of our pupils. This is based on sound therapeutic principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. Supporting the behavior needs of our pupils ensures that they are ready to learn.

Class leads are provided with CPD opportunities during PD days and weekly teaching and learning meetings. This ensures that our class leads are kept up to date, ensuring that they are equipped to implement the curriculum to the highest standard.

Impact

At Sheringham Woodfields School, we use a variety of indicators to measure the impact of our curriculum and capture the full picture of pupil progress. The range of indicators, measures and assessments used are different across the classes within our school. They include:

- **EYFS Early Learning Goals:** All reception age pupils are assessed against these at the end of their reception year. This statutory data is subsequently reported to the Local Authority.
- **Pre-key stage standards:** Pupils are assessed against pre-key stage standard at the end of the Year 2 and Year 6. This information is reported to the Local Authority and/or the DfE.
- **Engagement Model:** Pupils working below pre-key stage standard one are not ready to engage in subject specific study. They are instead assessed using the Engagement Model. There should be no less than one in depth observation per pupil per half term. These observations are recorded on EFL. Some class leads may choose to observe more frequently.
- **SSAFs:** Subject Specific Assessment Frameworks are available for all subjects within the National Curriculum. Evidence is collected throughout the year and recorded on EFL. Pupil progress against SSAFs is assessed at two point each year.
- **Statutory Testing:** It is not appropriate for our pupils take part in statutory testing, such as RBAs, Phonics screening, SATs and GCSEs.
- **Externally Accredited Courses:** Some of our pupils in KS5 are able to achieve awards and/or certificates in externally accredited courses, such as ASDAN and Entry Level.
- **EHCP Outcomes:** These outcomes are within each pupils individual Education, Health and Care Plan. They are reviewed annually at the pupils EHCP Annual Review meeting. These outcomes usually last for a key stage but can be amended more often if required.
- **PLGs:** These are small personalised learning goals which enable the pupils to work towards their overall EHCP outcomes. Evidence is collected regularly and recorded on EFL. Their PLGs are assessed towards the end of each term, with new ones being set when the previous ones have been met.
- **Therapy Targets:** Impact on progress within therapies is not linked directly to a set framework. It is measured by staff observation and feedback, and ongoing clinical assessments. Often therapy impact is captured within LG's and recorded on EFL. In Rebound, some progress is measured using the Winstrada framework.
- **End of Year Reports:** This incorporates all of the information from the above indicators to assess pupil progress across the year and provide an overview of the impact of their individualised curriculum.

Monitoring

The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process.

Monitoring of **Intent** is done through:

- Scrutiny of timetables at the start of each half term
- Scrutiny of class leads planning

Monitoring of **Implementation** is done through:

- Lesson observations: 2x 30 minute observations per class lead per year
- Learning Walks: 6x 10 minute learning walks per class lead per year
- Staff meetings: Weekly teaching and learning meetings for class leads, weekly class team meetings, twice weekly leadership meetings.

Monitoring of **Impact**:

- Scrutiny of evidence on EFL
- Moderation
- Pupil progress meetings

Linked Policies

- Mission Statement
- Assessment Recording and Reporting Policy
- Teaching and Learning Policy
- Subject Policies
- Curriculum and Assessment Guide