Curriculum Policy

Henry David Learning

Woodland Rise School

August 2026- 27

Reviewed: August 2026

Review: August 2027

Proprietary Body Signed off

ZL & JH

Curriculum Intent
At Henry David Learning, we believe that every pupil deserves a curriculum that is meaningful, accessible and ambitious. Our learners often arrive with disrupted educational experiences, so our curriculum is designed to rebuild confidence, reignite a love of learning and prepare pupils for life beyond school.

The curriculum is designed as a journey rather than a collection of individual subjects. Knowledge, skills and vocabulary are carefully sequenced so that pupils build secure understanding over time, revisit important concepts and become increasingly independent learners who are prepared for adulthood.

Our curriculum is underpinned by a tree model to ensure learning is balanced, purposeful and connected across subjects.

Curriculum Principles
The Woodland Rise curriculum has been designed around the following principles:

- ambitious expectations for every learner
- clear progression in knowledge and skills
- learning sequenced into small, manageable steps
- regular opportunities to revisit and consolidate prior learning
- adaptation to meet individual need without lowering aspiration
- preparation for adulthood through meaningful and relevant learning
- equality of access to a broad and balanced curriculum.

Curriculum Model
Roots – Learning dispositions and attitudes
The roots of our curriculum focus on developing personal qualities such as resilience, curiosity, imagination, flexibility, creativity and empathy. Through carefully chosen curriculum content and purposeful teaching, every lesson contributes to strengthening these dispositions. Our PSHE curriculum, delivered through the Jigsaw programme, supports emotional literacy, self-regulation and positive relationships.

Trunk – Cross-curricular learning skills
The trunk represents key skills that run through all subjects including teamwork, problem solving, reasoning, explaining and making connections. These skills are explicitly taught and revisited regularly so pupils can transfer learning across subjects and into real-life contexts.

Branches – Subject-specific skills
Branches represent the carefully sequenced subject-specific skills pupils develop in each curriculum area. Where appropriate, subjects align with the National Curriculum but are adapted carefully to meet the needs of our learners. In Upper School, English, Maths and Science are taught by subject specialists with a focus on Functional Skills qualifications. Pupils also develop practical and vocational skills through subjects including Creative Arts, Design and Technology, Digital Skills, Geography, History and Physical Education.

Leaves – Subject knowledge
The leaves represent the knowledge pupils learn: the facts, vocabulary and concepts that form the substance of education. Teachers break the learning into small, manageable steps so that pupils can understand, practise and remember key ideas. Literacy development is embedded across the curriculum with explicit vocabulary teaching and visual supports.

Learning is organised through differentiated curriculum pathways that reflect pupils' starting points, learning profiles and long-term destinations. Whilst pupils may follow different routes through the curriculum, all pupils are entitled to an ambitious curriculum that promotes progress, independence and personal development.

Curriculum journeys, progression maps and "I Can..." statements support teachers in identifying appropriate starting points and ensuring learning builds progressively over time.

Curriculum Implementation: Teaching and Learning Principles
At Henry David Learning, the curriculum is delivered through a shared set of teaching and learning principles which ensure that lessons are structured, inclusive and accessible for all pupils.

Our pupils often require learning to be presented in clear, manageable steps. Teachers therefore use evidence-informed strategies to ensure knowledge and skills are taught effectively and retained over time.

The curriculum is delivered through our agreed Teaching and Learning Principles which include

- Clear Learning Intentions
- Lesson Context
- Retrieval Practice
- Wrap Up
- Dual Coding
- Literacy Focus
- Pupil Choice
- Modelling (I Do, We Do, You Do)
- Learning in Small Steps
- Structured Transitions

These principles ensure that the curriculum can be accessed by all learners, particularly those with SEND, and that pupils are supported to build secure knowledge and skills over time.

Curriculum Assessment
Assessment is integral to curriculum delivery. Teachers use ongoing formative assessment to identify misconceptions, adapt teaching and measure progress. Assessment may include:

- questioning
- retrieval practice
- observation
- practical tasks
- pupil discussion
- recorded work
- low-stakes quizzes
- accredited qualification assessment where appropriate.

ASK Principles
Our curriculum is underpinned by the ASK principles: Ambition, Support and Kindness.

Ambition – We maintain high expectations for all pupils regardless of starting point and ensure learning is both challenging and achievable.

Support – Teaching is carefully scaffolded with clear explanations, modelling and opportunities for practice so that pupils feel confident to engage in learning.

Kindness – Positive relationships, empathy and respect are promoted across the curriculum so pupils feel safe, valued and ready to learn.

Personal Development
Personal Development is woven throughout the curriculum through PSHE, careers education, enrichment opportunities, work experience, outdoor learning, educational visits, enterprise activities, independence skills and preparation for adulthood. These experiences support pupils in becoming confident, responsible and active members of their communities.

Monitoring Progress and Curriculum Progression
Many pupils join Henry David Learning with gaps in their education due to disrupted experiences. Our curriculum is designed to rebuild knowledge gradually while also supporting personal development.

When pupils join the school, staff gather information from previous schools, EHCP documentation and baseline assessments. Teachers then identify starting points and plan appropriate support.

- teacher assessment
- review of pupils' work
- curriculum monitoring
- learning walks
- pupil voice
- review of EHCP outcomes
- externally accredited outcomes where appropriate.

Subject leaders have developed curriculum journeys, progression maps and medium-term planning that clearly sequence knowledge, skills and vocabulary across each pathway. Each unit identifies intended learning, key vocabulary and "I Can..." statements so that pupils, staff and families understand what success looks like.

Supporting Pupils Who Join Mid-Year
Pupils often join Henry David Learning at different points in the academic year or may move between classes as their needs change. Our curriculum is designed to be flexible so that pupils can access learning regardless of when they arrive.

When a pupil joins the school:
• staff review previous educational information and EHCP documentation
• baseline assessments and teacher observations identify current attainment
• teachers use curriculum maps to identify an appropriate entry point within each subject.

Learning is organised into small, clearly sequenced steps which allows pupils to join learning at the most appropriate point without needing to repeat large sections of prior learning. Where gaps are identified, teachers prioritise key knowledge and provide targeted support to strengthen understanding.

Preparing Pupils for the Future
Our curriculum is carefully sequenced to prepare pupils for their next steps, whether this is further education, training or employment. Pupils work towards externally accredited qualifications and participate in work experience and real-world learning opportunities.

Through a strong focus on independence, personal development and employability skills, we aim to ensure every pupil leaves Henry David Learning with the confidence, knowledge and skills needed for adult life.

Monitoring and Review

The effectiveness of the curriculum is monitored through:

- lesson visits
- work scrutiny
- curriculum reviews
- pupil voice
- learning walks
- assessment information
- curriculum leader monitoring
- Quality Assurance activities

This policy is reviewed annually with the Curriculum Lead and the Heads of Centre. The date of the next review is August 2027.