



Henry David Learning

# Educational Policy & Procedure

## Woodfield School Curriculum 3:1

April 2023

**Curriculum intent statement:**

Implemented April 2021  
Review April 2022  
Updates April 2022  
Reviewed March 2023



**Henry David Learning**

Woodfield school is an independent school that provides an alternative and adapted curriculum for pupils with special educational needs. We recognise that many of our pupils have faced challenges in their education prior to arrival at Woodfield school, which have severely impacted not only on their progress but additionally their social, emotional, and mental health. Therefore, we provide a broad and varied curriculum that develops academic skills, creativity, behaviour, and social skills: in many cases it is necessary to focus on the later in order to improve academic achievement. To this end the curriculum is flexible and personalised to meet the needs of the individual at the point at which they arrive. The curriculum is designed to provide an environment where pupils can reengage with learning.

Our pastoral support systems empower pupils with the skills required to overcome barriers and promotes a love of learning, this achieved using internal and external interventions. This inclusion of therapeutic learning is evident across the curriculum.

At Woodfield school, we recognise the importance of developing core skills in Reading, Writing Communication and Maths. We understand that these skills are fundamental to learning. Furthermore, many of our pupils arrive performing below their expected ability. As such, the intervention programmes featured across the curriculum are targeted, rigorous, and impactful.

When planning the curriculum, Woodfield school recognised that pupils learn best when activities are varied and tailored to meet their specific needs, we aim to develop pupils who love the challenge of learning, are resilient and curious, and these qualities should not be hindered by pupils starting point.

Our curriculum is designed to support pupils in developing the knowledge and skills they need to function effectively in the community and succeed in future life. To this end, the curriculum provides specific learning days and enrichment activities where pupils learning focuses on topics such as careers, aspirations, staying safe, promoting literacy and British values. Pupil voices provide a platform where pupils learn to take responsibility for their school and participate in decision making.

Our curriculum is based on our CARE principals in that we want our students to be:

CONFIDENT  
ASPIRATIONAL  
RESPONSIBLE  
ENGAGED

Every autumn term the overarching focus will be confidence, Spring term will be aspiration and summer term responsibility to keep students engaged in their learning and progress all year round. Although the above areas will be implicit throughout the school year, due to students' neurological diversity, the need for explicit sequencing of skills is as important as sequencing of knowledge.

### **Curriculum intent summary:**

Implemented April 2021  
Review April 2022  
Updates April 2022  
Reviewed March 2023



- Provide alternative curriculum accessible to all.
- Learning and teaching is ambitious and raises attainment for all pupils regardless of their starting points.
- Prioritise Reading, Writing, Communication and Maths across the curriculum and use targeted interventions to narrow gaps.
- Provide activities and interventions that support pupils in use of strategies that will enable them to improve their behaviour.
- Develop pupils' creativity and artistic knowledge.
- Embed Sports as part of the curriculum to promote pupils Social and Physical development.
- Develop pupils Socially, Morally and Spiritually as members of the school and wider community in modern Britain.
- Prepare pupils for the next stage of learning and adult life.
- Promote and emphasis, Wellbeing, Healthy Living and Safety.

### **Implementation**

The school is flexible in its approach to grouping pupils by aptitude, believing that one size does not fit all. Staff use a variety of approaches to differentiation, ensuring pupils individual progress is maximised and individual needs are met.

### **Primary Phase- Key stage 2**

At primary phase teaching and learning focuses on developing literacy and numeracy through daily phonic interventions, guided reading, and mathematics programmes.

Pupils are taught science, PSHE and ICT. The use of ICT is embedded across all subjects in the primary phase.

Health and Well-Being, Relationships and Living in the Wider world are taught and promoted through science, and ICT, as well as during play activities. Pupils start to learn about careers options and choices.

Pupils learn about relationships focusing on, Families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. At primary phase sex education focuses on preparing boys and girls for changes that adolescence brings.

Broughton Astley Leisure Centre is used on a weekly basis to engage pupils in Physical Activity. PE lessons are differentiated to meet the needs of the pupils.

### **Year 6 transition:**

At Woodfield school we understand that it is vital to appropriately prepare pupils for the next phase of learning and development. Therefore, pupils in year 6 undertake a period of transition to the Secondary phase which takes place during the summer term. They learn about the changes, challenges and joys of the next phase. This includes periods spent experiencing the secondary teaching curriculum, sharing social spaces and activities. During the transition pupils are supported by the whole school community, including parents/carers who are kept informed of pupils progress.

### **Secondary Phase – Key Stage 3 and 4 English:**



In English, Woodfield school places a strong emphasis on equal opportunities and providing an environment in which all pupils are encouraged to become independent in their thinking and expression of their ideas. The three main components of speaking and listening, reading and writing are taught interdependently and pupils are expected to take responsibility for their learning, as individuals and as part of a team. Teaching and learning take place in a collaborative environment of stimulating interactive lessons and extra enrichment activities.

### **Pupils will learn how to:**

- Demonstrate skills in Speaking and Listening, Reading, and Writing that are necessary to communicate with others confidently, effectively, precisely, and appropriately.
- Express themselves creatively and imaginatively.
- Become critical readers of texts.
- Use reading to develop their skills as writers.
- Understand the patterns, structures, and conventions of written and spoken English.
- Understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity.
- Select and adapt speech and writing to different situations and audiences.

Facilities are designed to support a fun hands-on approach to English. These include a wide range of highly visual and interactive resources, some of which are ICT based. English teaching and learning is enhanced by:

- The use of inline programmes such as AS Doodle suite Adaptive literacy programmes including a gap analysis baseline.

At key stage 3 / 4 and post 16 pupils will follow Functional Skills Entry 1 -3and level 1 & 2.

NOCN skills for Employment & Development Award, Certificate and Diploma.

### **Mathematics:**

Woodfield school provides a mathematical environment in which a pupil may reach his or her maximum levels of achievement and understanding. Pupils are helped to develop an appreciation and enjoyment of mathematics as subject, thus enabling progression in the subject. To allow a stage age progression we use the White Rose Maths programme at Key Stage 2 & 3 to allow pupils to work at any area of maths and fill their gaps leading to a narrowing of the gap in progress compared to peers. This means pupils will follow individualised pathways in any subject content.

Facilities are designed to support an interactive approach to Mathematics, this includes the use of ICT which is a strong feature in the maths department. Mathematics teaching learning is enhanced by:

- The use of online programmes such as Doodle Maths and Multiplication, adaptive programs that have analysis baselines.

### **Science:**

In Science pupils are taught to understand the nature of the changing world in which we live.



Teaching and learning in science aim to equip pupils with the fundamental skills required to function in everyday life as well as instilling a sense of responsibility to our environment through the exploration of ethical, cultural, and moral issues.

**At Key Stage 3 our schemes of work offer an alternative science programme that supports the aims of the National Curriculum:**

- Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Pupils develop understanding of the nature, process and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

At Key Stage 4 and post 16 pupils will access courses at the ability level. 5

**Science teaching and learning is enhanced by:**

- Science Practical's.
- Group activities
- Science quizzes for assessment.
- Making use of the wider community for field trips and Ecological studies.

**Relationship Sex & Health Education.**

In RSHE at Woodfield school pupils are taught skills in, Critical Reflection, Decision making and Managing Risk whilst developing relationships and working with others. This is based on the PSHE Association Standards and will be differentiated using the SEND standards and delivery when necessary.

RSHE is also used to explore many of the issues that impact our pupils and the wider community in which they live.

**Pupils study the following themes:**

- Personal Goals and Aspirations
- Equality
- Personal Safety
- Making a Difference
- Health & Wellbeing
- Relationships
- Living in the Wider World.

Pupils at Key Stage 4 and post 16 will follow the PSD qualification.

Pupils learn about Relationship and Sex Education, focusing on, families, respectful relationships, including friendships, online and media, being safe, intimate and sexual relationships and including sexual health.



### **PSHE teaching and learning is enhanced by:**

- Interactive group activities.
- A range of highly visual resources.
- The use of ICT to enhance learning.
- External speakers.
- Educational trips.

### **Information Communication Technology (ICT):**

At Woodfield pupils' study Functional Skills ICT Entry level to Level 2. The courses are designed to equip pupils with the skills they require to operate confidentially, effectively, and independently when using ICT in learning, life and work.

### **Pupils will develop understanding and skills in:**

- Using ICT
- Finding and selecting information.
- Developing, presenting, and communicating information.

Pupils learn through a range of activities including short, focused tasks and project-based work.

Health & Safety and Online Safety are taught both explicitly and implicitly throughout all course. This includes the need to have respect and regard for others, keeping yourself and personal data safe and protecting electronic devices.

Pupils are taught to question the reliability and validity of the information they come across by applying critical thinking skills. In addition, they learn to look for possible hidden agendas when communication online.

Pupils are taught to use different types of software to explore and solve problems. These include Word Processing, Spreadsheets, Presentation, Internet browser and Email programmes.

Pupils use the Microsoft Office Suite to develop and present their work.

Activities include producing multimedia presentations, entering, editing and presenting data in different formats using spreadsheets, creating flyers, leaflets and posters, using the internet to research and solve problems and using databases to organise data.

Pupils also learn how to learn how to format their work making it appropriate for given audience.

At Key Stage 4 and post 16 pupils will follow Functional Skills levels form the NOCN examination board.

Additionally, pupils at post 16 can follow ICT related NOCN courses.



### **At Woodfield PE is used to:**

ICT Teaching and Learning is enhanced by:

- A well-equipped ICT suite.
- A range of highly visual resources, including those which support functional skills.
- Educational Trips.
- An effective system managed by our ICT specialist.
- The use of online programmes and resources such as Scratch.

### **Physical Education:**

Our pupils attend weekly PE sessions at the local leisure centre in Broughton Astley. Additionally, gym fitness sessions are targeted to meet the needs of individuals and swimming takes place during summer months, there are also opportunities such as Roller Skating, Basketball, Badminton Five a Side Football. Alongside opportunities on site the school.

### **At Woodfield PE is used to:**

- Improve physical health and promote healthy living.
- Develop and promote good behaviour.
- Develop teamwork and sporting attitude.
- Support good mental health and wellbeing.
- Develop sporting skills.

### **Cooking Life Skills:**

Pupils in Secondary will learn how to use basic cooking equipment to make range of food dishes. They will also focus on Health & Safety, and food Nutrition.

This is further enhanced by some of the units studied at Entry Level and level 1 of NOCN skills for Employment, Training, Personal development qualifications offered.

### **Drama**

Pupils will be taught by Joshua Taylor-Williams, the lessons are used to teach Drama Skills and for therapeutic purposes.

### **Therapeutic Curriculum Activities.**

At Woodfield a range of therapeutic activities are undertaken to help pupils develop Socially, Emotionally, Mentally and Academically. Additionally, therapeutic strategies are embedded across the curriculum to attend to the needs of individuals during teaching and learning and in special activities.

### **Wellbeing and Mindfulness:**

Pupils may come to Woodfield school with varying needs of Emotional and Mental Health needs.



Mindfulness is a reflective way for all students to take part in learning how to take time for themselves to be able to develop the skills and mechanisms that can help them to cope with the stresses of daily life in a calm and organised way.

Techniques used to look at here will include Guided Mediations, Gratitude and Cognitive Behavioural methods to develop strategies to help them cope and succeed with various different challenges that they may face and learn to be able to use them independently. Our therapist will advise best ways of working with individual pupils and classes and these will be embedded within the school day.

### **Intervention for Academic Progress**

While literacy and numeracy are promoted and reinforced in every subject with an emphasis placed on Spelling, Punctuation, Grammar and Maths, Woodfield School recognises that pupils acquire Literacy and Numeracy skills at different and at different rates of progress. Therefore, pupils who are performing significantly below their expected ability in these areas will be targeted for intervention.

### **Preparing for the World of Work: Carers and Work Experience**

The Careers Education and Guidance programme at Woodfield School aims to prepare young people for the world of work and to provide them with a general understanding of its opportunity and challenges.

Guidance at Key stage 3 is generally through the PSHE curriculum.

### **Activities:**

- Pupils at Key Stage 4 can undertake 1 – 2-week Work Experience in a field of personal interest.
- Pupils at Key stage 4 are supported in exploring the world of work in the local community.

### **Break and Lunchtime Activities:**

At Woodfield school we consider break and lunchtime to be an extension of the curriculum. Pupils can practice transferrable skills through structured play and creative activities.

During these periods our mentors actively engage pupils in order to develop their social, emotional and mental health with their peers.

### **Social, Moral, Spiritual & Cultural Development and Fundamental British Values.**

At Woodfield school the social, moral, spiritual cultural development of all pupils is enhanced through our student voice sessions.

SMSC including Fundamental British Values is embedded across the curriculum so that it is taught implicitly. This is evidenced using a range of teaching and learning strategies that develop social skills and foster the positive attitudes required to function successfully in modern Britain.

Additionally, SMSC is specially addressed in PSHE and other subjects such as DT where pupils learn about the social, moral and ethical issues of design and manufacture and in science here pupils are required to consider ethical issues in a range of topics and in beliefs of others. Pastoral support from staff and our teaching assistants and behaviours mentors also centres on pupils development of SMSC including Fundamentals British Values.

Implemented April 2021

Review April 2022

Updates April 2022

Reviewed March 2023





**Henry David Learning**

**Specific learning days and Enrichment Activities:**

Learning days and enrichment activities provide the opportunity for pupils to spend the day engaging in activities focused on topics. The topics are selected based on pupils needs, interests and current issues impacting the wider community.

**Topics include:**

- Anti-bullying
- Staying safe and online safety
- Numeracy days including
- Literacy Days
- Careers and aspiration days

At Woodfield school we take full advantage of our local surroundings including wildlife and heritage places of interest which are utilised regularly throughout the curriculum to enhance the learning experience. This is further enhanced by some of the units studied at Entry 3 and Level 1 of the NOCN Skills for Employment, Training and Personal Development qualifications offered.

**Parents/carers**

Parents/Carers are integral to the learning process. We are using adaptive technology such as Doodle and Class Dojo points so that parents can see students' progress and praise students for doing well.

The programs will also aid parents in supporting students through training, and knowing where the students are within the educational journey