



Henry David Learning

EDUCATION

POLICIES & PROCEDURES:

Woodfield School

Curriculum

3.8

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Curriculum Intent Statement

Woodfield School Independent School 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 their arrival at Woodfield School, which have severely impacted not only their progress but additionally their social, emotional and mental health. Therefore, we provide a broad and varied curriculum that develops academic skills, creativity and 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 is achieved using internal and external interventions. The 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 points.

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; careers, aspirations, staying safe, promoting literacy and British values. Pupil voice provide a platform where pupils learn to take responsibility for their school community and participate in decision making.

Principles:

- Provide an alternative personalised 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 the 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, emotional and physical development.



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- Develop pupils socially, morally, culturally and spiritually as members of the school and wider community in modern Britain.
- Prepare pupils for the next phase 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 1 & 2

At the primary phase teaching and learning focuses on developing literacy and numeracy through daily phonics interventions, guided reading and mathematics programmes. Woodfield School uses ICT based resources such as Reading Eggs, Mathletics, Prodigy and Twinkle to aid learning.

Pupils are also taught Science, PSHE, Humanities and ICT. The use of ICT is embedded across all subjects in the Primary phase.

Wellbeing healthy living and safety are taught and promoted through Science, PSHE, Humanities and ICT, as well as during play activities.

Pupils learn about relationships focusing on; Families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. At the primary phase sex education focusing on preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born.

Local outdoor spaces are used daily to engage pupils in structured play. PE lessons taught by our Sports coordinator and school-based mentors are differentiated to meet the needs of all 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 opportunity and providing an environment in which all pupils are encouraged to become independent in their thinking and the expression of their ideas. The three main components of speaking and listening, reading and writing are taught interdependently and students are expected to take responsibility for their learning, as individuals and as part of a team. Teaching and learning takes place in a collaborative environment of stimulating interactive lessons and extra-curricular enrichment activities.

Pupils will learn how to:



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- Demonstrate skills in speaking, 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 a range 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 online programmes such as; Doodle suite of Adaptive literacy programmes including a gap analysis baseline

At key stage 3/4 and post 16 pupils will follow Functional Skills levels 1 – 3 and Level 1 – 2 NOCN Skills for Employment & Personal 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 a subject in its own right, thus enabling future progression in the subject. To allow a stage not age progression we use the White Rose Maths programme at Key Stage 2,3 and 4 to allow students 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 students will follow individualised pathways in any subject content.

Pupils in upper key stage 3 will follow Entry level Functional Skills.

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 and learning is enhanced by:

- The use of online programmes such as; Doodle Maths and Multiplication, adaptive programs that have gap 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 aims 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.



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At Key stage 3 our schemes 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, processes 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 Science courses at their ability level, additionally, pupils at post 16 can follow Science related NOCN courses. Science teaching and learning is enhanced by:

- Science Practical's
- Group activities
- Science quizzes for assessments
- Making use of the wider community for field trips and Ecological studies
- Educational trips
- The use of online programmes

Relationship, Sex & Health Education

In RSHE at Woodfield pupils are taught skills in; critical reflection, decision-making and managing risk and developing relationships and working with others. This is based on the PSHE Association Standards and will be differentiation 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 Sexual health workshops using

Pupils at upper key stage 4 and post 16 follow the NOCN 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, including sexual health. Additionally pupils at post 16 can follow RSHE/PSHE related NOCN courses.

PSHE teaching and learning is enhanced by:

- Interactive group activities
- A range of highly visual resources
- The use of ICT to enhance learning



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- External speakers
- Educational trips

Communication Technology (ICT)

At Woodfield pupils' study Functional skills ICT, Entry 1 to Level 2. The courses are designed to equip pupils with the skills they require to operate confidently, 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 courses. 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 agenda's when communicating 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 format their work making it appropriate for a given audience.

At key stage 4 and post 16 pupils will follow Functional Skills levels from the NOCN examination board. 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

Our pupils attend weekly PE sessions at the local leisure centre based in Boughton Astley, Additionally, gym fitness sessions are targeted to meet the needs of individuals and swimming takes place during the summer months. There are other opportunities such as Roller Skating and Badminton that may also be available, alongside opportunities onsite at school.

At Woodfield PE is used to:

- Improve physical health and promote healthy living



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- Develop and promote good behaviour
- Develop team work and sporting attitudes
- Support good mental health and wellbeing
- Develop sporting skills

PE teaching and learning is enhanced by:

- Qualified school-based teaching staff
- The use of external specialist experts and their facilities
- The use of local facilities

Cooking life skills

Pupils in secondary will learn how to use basic cooking equipment to make a range of food dishes. They will also focus on health & safety and nutrition.

Music

Pupils will be taught music by a specialist. The lessons are used to teach music skills and for therapeutic purposes. Those pupils that show aptitude can study for grades and certificates with certain instruments and be able to learn how to read Music Theory. Pupils will be able to explore Music through instruments of their voice.

Wellbeing and Mindfulness

Students 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 skills and mechanisms that can help them to cope with the stresses of daily life in a calm and organised way.

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

Interventions 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 times 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 Careers and Work experience

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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 opportunities and challenges. This will be undertaken at KS2, 3,4 and 5.

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

Woodfield School also provides work experience and has a number of well-established links in the world of work.

Activities:

- Pupils at key stage 4 have the opportunity to undertake 1 to 2 weeks of 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 have the opportunity to 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 through their interaction with their peers.

Social, Moral, Spiritual & Cultural Development and Fundamental British Values

At Woodfield School the social, moral, spiritual and cultural development of all pupils is enhanced through our Student Voice sessions which are held on separate days.

During Student Voice pupils engage in discussion and debate relating to the school and its community. Pupils are taught to share and respect one another's ideas and opinions. They take responsibility for their school and participate in decision making as a team.

SMSC including Fundamental British Values is embedded across the curriculum so that is taught implicitly. This is evidenced through the use of 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 specifically addressed in PSHE and other subjects such as in DT where pupils learn about the social, moral and ethical issues of design and manufacture and in science where pupils are required to consider ethical issues in a range of topics and the beliefs of others. Pastoral support from all staff and our specialist teaching assistants and behaviour mentors also centres on pupils' development of SMSC including Fundamental British Values.

Specific Learning Days and Enrichment Activities Specific learning days and enrichment activities provide the opportunity for pupils to spend a day engaging in activities focused on range of topics. The topics are selected based on pupils' needs, interests and current issues impacting the wider community.

Topics include:

- Careers and aspirations days,



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- Staying safe and online safety,
- Promoting numeracy day
- Promoting literacy day
- Anti-bullying 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.

Homework

Homework will be personalised based on EHCPs and parental requests/input to ensure it at the right level for students to be challenged, succeed and progress.

Parents/Carers are integral to the learning process. We use adaptive technology such as Doodle and Class Dojo so parents can see students progress and praise students for doing well. The programs will also aid parents in supporting students through training webinars and knowing where the students are within the educational journey.