

Curriculum Policy - draft

Introduction

Like everything at Springwell, our curriculum is guided by our vision and our values. Most importantly, however, it is shaped by our school mission. The practical steps we undertake to do this are outlined below.

Our Mission

As a school we are determined to:	To do this we:
<ul style="list-style-type: none"> Teach every pupil to read and keep them reading - no exceptions 	<ul style="list-style-type: none"> Utilise a phonics first approach to the teaching of reading Have a whole school reading strategy that is implemented in every classroom including: <ul style="list-style-type: none"> Strategies to develop language capability Strategies to improve fluency Strategies to improve comprehension Study a diverse range of texts Plan dedicated time for whole class and individual reading Offer a wide range of interventions for those who require additional support Deliver a curriculum which is rich in vocabulary development
<ul style="list-style-type: none"> Ensure every pupil meets the objectives set out in their Education Health and Care Plan 	<ul style="list-style-type: none"> Actively engage with pupils' EHCPs Actively ensure that pupils are able to verbalise their outcomes Deliver quality first teaching Remove barriers to learning Offer carefully planned interventions Check our pedagogical choices against the available evidence
<ul style="list-style-type: none"> Provide a broad, balanced and challenging curriculum, which prepares pupils for their next steps 	<ul style="list-style-type: none"> Carefully sequence knowledge so we are all clear what pupils should know and when they should know it Ensure logical connections between terms, years and key stages Plan regular opportunities for retrieval practice Use an agreed whole-school instructional approach combined with subject specific pedagogy
<ul style="list-style-type: none"> Model and nurture positive relationships and strong partnerships 	<ul style="list-style-type: none"> Plan activities that support the development of social skills and social communication Explicitly teach strategies that support self regulation Embed opportunities for pupils to develop emotional resilience

Our Curriculum Model

Our curriculum is carefully sequenced at three levels. First, whole school learning journeys map out the key areas that are covered in each subject as pupils progress through the school. Next, detailed learning maps show the knowledge pupils gain in each subject, every year. Finally, teachers' planning details the specific knowledge that pupils gain in each lesson taking into account their different starting points.*

*Please note that we are in the process of updating our curriculum. While this piece of extensive work is undertaken, some of the associated planning documents are still emerging or remain in draft format.

Assessment

Our curriculum is our progression model and pupils are assessed against the knowledge and skills they are expected to gain each half term. Progress is assessed through moderated work scrutiny, WOW work and teacher assessment. More information can be found in our Assessment Policy.

Our Approach

In the classroom we use a trauma-informed, instructional approach that integrates knowledge about adverse childhood experience, special education and the way children learn.

As part of our trauma Informed approach we:	As part of our instructional approach we:
<ul style="list-style-type: none"> ● Use microstructure and routines to ensure students feel safe ● Provide visual timetables and cue transitions ● Use therapeutic language ● Explicitly teach the pupils to understand how their brains work ● Use (P,R,R,R) protect, relate, regulate and reflect to support the students into learning 	<ul style="list-style-type: none"> ● Begin each lesson with a review of previous learning ● Present new material in small steps ● Ask a large number of questions to all pupils ● Provide models and worked examples ● Practise using new material ● Check for understanding frequently and correct errors ● Obtain a high success rate ● Provide scaffolds for difficult tasks ● Require and monitor independent practice ● Plan daily, weekly and monthly reviews

Organisation

Our timetable is divided into six areas:

Core Learning	This time is dedicated to English and maths and ensures pupils master the basics.
Reading	These sessions are allocated to prioritise whole-school and individual reading in addition to the reading that happens throughout other lessons during the day.
Elements	The Elements curriculum supports topic based learning in a range of academic subjects that are carefully linked and sequenced to support the acquisition of knowledge.
Standalone Lessons	These are subjects that are delivered discretely such as PE.
PSHCE	Our PSCHE curriculum brings together PSHCE, Sex and Relationships Education and citizenship.
Retrieval and Reflection	This time is used for pupils to recall what they have learnt during the day or week and celebrate their progress.

Curriculum by KS

Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Age	5-7	7-11	11-14	14-16
Year Groups	1-2	3-6	7-9	10-11
English	✓	✓	✓	✓
Maths	✓	✓	✓	✓
Science	✓	✓	✓	✓
Geography	✓	✓	✓	✓*
History	✓	✓	✓	✓*
Expressive Arts	✓	✓	✓	✓*
Technologies	✓	✓	✓	✓*
Physical Education	✓	✓	✓	✓
Citizenship			✓	✓
PSHCE	✓	✓	✓	✓
RE	✓	✓	✓	✓
RSE	✓	✓	✓	✓

*Optional subject in KS4.

- Aspects of modern foreign language are embedded into the Elements Curriculum.
- In order to provide a consistent approach to the teaching of segmenting (writing) and blending (reading) we follow Read Write Inc Phonics approach throughout KS1, KS2 and KS 3.

Qualifications

In KS4, pupils can access qualifications in the following areas: English, maths, science, citizenship, arts, food technology, sport and fitness, technology. Our accreditation is updated on an annual basis to ensure it meets the needs and aspirations of our pupils.

Extra-Curricular Activities

Extra-curricular activities are an important and exciting feature of school life and contribute enormously to our pupils' social and academic development. There is an extensive menu of extra-curricular activities on offer including arts and sporting provision with opportunities to take part in workshops and field trips. We also offer pupils the chance to experience different cultures and experiences through our range of local and national trips and visits. Theatre trips, visits to exhibitions and museums plus excursions to local colleges occur regularly and provide further opportunities for pupils to enrich and extend their learning beyond the classroom.