



## CURRICULUM POLICY

To be read in conjunction with:

- Assessment Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Online Safety Policy
- Careers Education and Guidance Policy
- Marking and Feedback Policy
- SMSC Policy

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## **1. Introduction**

The Wenlock School is a Day School for boys and girls aged 7 to 18 who exhibit a range of complex needs that may include; communication difficulties, social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Pupils are placed from a wide range of local authorities and they all have an Education, Health and Care Plan (EHCP). Before joining our school and as a result of their behavioural and emotional difficulties and/or associated learning needs many have been unable to access an educational curriculum effectively.

Our School is a learning environment at the heart of its wider community. We promote the care of our pupils - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our pupils, preparing them for adult and working life in the 21st century. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment.

All pupils at The Wenlock School will have access to an education that is personalised, engaging and will encompass a purposeful and ambitious curriculum. We believe the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson and informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, Instructors and support structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The curriculum consists of all of the activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social, physical, therapeutic and cultural development of pupils. It includes the formal programme of lessons and the informal programme of enrichment activities. The curriculum is also designed to robustly ensure that pupils gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

All pupils who arrive at The Wenlock School have experienced disruption to their learning. Many have not attended formal education with consistency or for a considerable time. Pupils often arrive as reluctant

readers and writers as well as experiencing emotional barriers to learning. It is essential that pupils are engaged into an ambitious curriculum that inspires them to achieve the best they can. Teaching at The Wenlock School is ambitious for all. Staff are aspirational for all pupils. The curriculum encompasses all aspects of the national curriculum.

The overall aims of the curriculum is to enable all the young people at The Wenlock School to become **Successful Learners, Confident Individuals and Responsible Citizens.**

At the School we offer a flexible, personalised, engaging skills based curriculum providing both choice and challenge focussed on developing emotional literacy, core subject knowledge and offering a wide range of accredited outcomes. There is a strong focus on the social and emotional aspects of learning and opportunities will be absorbing, rewarding, effectively differentiated and the teaching styles will be diverse. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing and state of the art learning environment.

The Curriculum will:

- Annually, build upon pupils' prior knowledge and help them to store knowledge in their long term-memory so they make progress by knowing more and remembering more;
- Ensure that the right components are embedded in long-term memory to ensure pupils are able to perform more complex tasks;
- Provide pupils with opportunities to 'overlearn' key concepts through repeated recall to secure learning;
- Contribute to achievement of overall subject goals;
- Ensure that all pupils are able to achieve the best possible outcomes.

It is the responsibility of the Headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

## 2. Curriculum Intent



### SUCCESSFUL LEARNERS

Always doing your best

### CONFIDENT INDIVIDUALS




Developing social skills, understanding and resilience.

### RESPONSIBLE CITIZENS







Maintaining positive relationships and following community expectations.

## A Quality Education for ALL

Our ambitious and purposeful curriculum has three aims, designed to deliver a quality education for all and to help our pupils:

-  **Become successful learners** so they are able to achieve the best possible outcomes, equipping them for their individual future. We know that this is different for every child that attends our school. It is our ambition to ensure ALL learners develop detailed knowledge and skills across the curriculum offer to achieve the very best outcomes. Robust baseline and ongoing assessments of each individual allows us to create differentiated provision with high expectations for very pupil – the staff team are unwavering in supporting pupils to secure their very best. The staff team will always promote the ideal of always doing your best.
-  **Develop confidence** to tackle and understand those key life skills for success. This will include developing social communication and skills, emotional resilience and an understanding of themselves and others. Prior to joining our school, our pupils have often found it difficult to understand and regulate their emotions, often leading to behaviour that has challenged. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our pupils, so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.
-  **Become increasingly responsible** with tolerance and respect for others and our communities. We know that key to this will be for our pupils to learn how to develop and maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship. Additionally, we will help raise our pupils understanding of the world around them whilst promoting core British Values, including democracy, the rule of law and individual liberty.

**There are key values** that have guided our curriculum that includes the school context and the clear intent to deliver **a quality education for all**. There is a whole school approach to our curriculum offer that, in essence, should be holistic and individualised for pupils' needs and interests. We establish prior knowledge and skills and build a pathway that ensures talents are nurtured, opportunities are experienced and that learning leads to positive outcomes that are right for each individual. We ensure that each individual is able to pursue subjects they wish to study, a focus on life skills throughout the curriculum where SMSC runs alongside everything that we do. The creative and calming environment promotes inquisitive minds with a developed pastoral area that offers purposeful break out, sensory and individual learning spaces. There is a holistic approach, embedding our therapeutic input, supporting social and emotional well-being. Our curriculum is engaging, practical with a broad offer with the following key objectives:

-  **Broad & Balanced:** Academic, creative, therapeutic, life skills and vocational opportunities. As many opportunities/experiences as possible to offer a motivating education that can develop talents in addition to having the opportunity to explore.
-  **Curriculum Pathways:** Equipping individuals for THEIR future, securing outcomes and qualifications to enable future success and achievement. Every child to have a positive next destination;
-  **High Expectations:** Support individuals in developing self-belief, self-discovery and self-confidence to enable them to develop high expectations of themselves;
-  **Impact:** In everything we offer, everything will be purposeful and have impact. We recognise that our education must motivate our young people and raise their confidence and self-esteem;
-  **Challenge:** To support the needs of individuals with accepting and responding to challenge, making mistakes, learning from mistakes and supporting others with their challenge;
-  **Responsibility:** Every individual to take responsibility, accept support, support others, contributing to being a successful member of the community.

### **Commitment to National Curriculum**

The Wenlock School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however be consistent with any Education, Health and Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

## **Pupil Entitlement**

As a Special Educational Needs School providing for the needs of boys and girls with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge and relevance and continuity and progression in learning.

## **Addressing Special Educational Needs**

As part of the admissions process and after a place has been confirmed a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to provision and current attainment as a minimum in core subjects.

On admission to the school, each young person will complete a full baseline assessment, this may include both therapeutic and academic assessments and observations. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, positive support plans and individual risk assessments.

## **KS4 and Post 16 Learners**

External Accreditation is personalised to the interests, needs and aptitudes of each individual pupil. Pupils at Key Stage 4 have access to a range of ASDAN, Functional Skills, GCSE and BTEC qualification pathways across the core, foundation and vocational subject areas. Pupils have the opportunity to start a Duke of Edinburgh award and the Arts Award, both starting at Bronze.

Pupils joining us in post 16 have the individualised opportunity to revisit qualifications and enhance their outcomes from Key Stage 4 study. They have access to work related learning opportunities and a range of ASDAN, Functional Skills, GCSE, A Level and BTEC qualification pathways across the core, foundation and

vocational subject areas. The DoE award is also offered where learning and development can be taken up to the Gold Award. Pupils also have the opportunity to engage in courses at local colleges with staff support from school where appropriate.

Volunteering and work experience is a key aspect to our Post-16 Curriculum and strong links are being formed with our local community in order to ensure the pupils are given the experiences they need to progress in their chosen career.



### 3. Curriculum Implementation

| Curriculum Offer   | Curriculum Delivery  |
|--|--|
| <p><b>Academic</b><br/>A breadth of subject offer leading to a wide range of formal qualifications. <b>The National Curriculum will form a part of our whole school curriculum.</b><br/>We will take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum.</p> | <p><b>Academic Timetable</b><br/>Structured and systematic approach with clearly defined lessons. Can follow a primary or secondary model of delivery. All have access to specialist staff and learning environments.</p> <p><b>Learner-Initiated and Adult Led Teaching</b><br/>A flexible approach with teaching input delivered in short and diverse sessions.</p> <p><b>Thematic / Topic Learning</b><br/>Integrated approach with cross-curricular opportunities around a focused theme or overarching question. Thematic learning space to support and enhance delivery.</p> |
| <p><b>Vocational</b><br/>Training, development of skills and practical knowledge that may and can relate to occupation and employment.</p>   |  |
| <p><b>Therapeutic</b><br/>Individual and group interventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils' health and well-being at all times.</p>   |  |
| <p><b>Creative</b><br/>Imaginative, problem solving and expressive in approach, practice and originality.</p>  |  |
| <p><b>Experiences &amp; Talents</b><br/>Providing new and rich opportunities for pupils to have experiences and explore possibilities.<br/>Recognition and nurture of interests, ambitions and talents. Opportunities to support and enrich.</p>   |  |

At The Wenlock School we are committed to ensuring that every pupil has equal rights and opportunities to their entitled education and reach their full potential, whilst having their specific needs met. The curriculum will immerse pupils into a purposeful education that fosters their independence and well-being and whilst supporting pupils to explore their interests and find their own individual pathway. The planned, key sequential steps of knowledge, skills and learning in each subject will build cumulatively to enable curriculum access and success in each Key Stage. We consider all the strategies below across the whole Curriculum and teaching methodology for the needs of our pupils.

The delivery of the curriculum is personalised, taking into account previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. It references the National Curriculum and includes the following learning experiences:

- Linguistic (English): with an emphasis on communication integrated throughout the curriculum. French is available from Key Stage 2;
- Mathematical: Numeracy, with an emphasis on functional and experiential learning;
- Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments;
- Technological: Digital Competence;
- Human and Social: PSHE/Citizenship, Geography, History and RE;
- Physical: P.E and Forest School;
- Aesthetic and Creative: Art, Music, Arts Award;
- Therapeutic: sensory play, Forest School. Alongside the taught curriculum, pupils in all key stages engage in a range of experiences to develop their social and emotional skills.

### **Sensory Integration**

At The Wenlock School there is recognition of the sensory difficulties and challenges a pupil may face on a daily basis. There is a strong understanding how this can affect learning and behaviour and a focus of the Curriculum is to reasonably adjust all aspect of school life in order to meet the pupil's sensory needs. Pupils may not often know how to cope with the different sensory input they receive. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The Curriculum at The Wenlock School places a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input, and to use that input to respond appropriately to a particular situation.

### **Visual / Auditory / Proprioceptive/Vestibular Stimulation**

- Clearly displayed timetables (visual and interactive), which are capable of being changed on a day to day basis;
- Keywords/Topic vocabulary clearly labelled, areas and resources clearly labelled with expectations and objectives;

- A range of resources are available to access and record across the curriculum;
- Discreet displays are used in classroom environments to avoid visual over stimulation;
- Emphasis is place on stepped instructions, which have no more than three steps or a more personalised approach; this is to allow for auditory processing and organisation;
- Establish and prompt eye contact with the pupil before speaking to them (but we do not ask for eye contact to remain focused);
- Teach and support pupils to ask for help on a regular basis and we also are constantly available to support throughout the school day;
- Break directions down into small steps and allow extra time for pupils to process them if needed;
- Regular verbal prompts are to increase alertness and return the pupil attention to task in hand;
- Monitor and limit the time that focused auditory attention is required;
- Consider classroom noise level and use stimulation through music or a visual/auditory clip;
- Use of levelled questioning and instructions to support pupil's ability to access and respond.

At The Wenlock School each lesson is reasonably adjusted, splitting the lessons that involve a lot of sitting for refocusing and calming. Consideration is taken into account for the need for pupils to constantly move and realise it is stimulus to aid concentration and focus. Sometimes allowing pupils to stand and walk within a learning period. Whenever possible we split lessons to stimulate proprioceptive, vestibular responses.

### **Specialist Staff**

The staff team at Wenlock are trained in both delivery of the Curriculum, as well as in understanding the specific needs of the pupils in a therapeutic nurturing environment. Staff work closely and in joint collaboration with multi-disciplinary teams including specialist health practitioners, in particular speech and language therapists, occupational therapists, psychotherapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for pupils, both educationally and therapeutically. The Wenlock School has high ambitions and aspirations for all pupils to reach their full potential and to be included in school and society. The school recognises the importance of helping pupils with their personal development, to develop problem-solving skills to promote their independence both at school and into adult life.

### **Learning Environment**

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. We recognise the importance of a learning environment, both in terms of its inspiration but also to ensure that pupils feel comfortable and safe to learn at their best. Creative and rich learning environments enhance our Curriculum for each key stage and subject with a full suite of specialist areas. Break out areas, sensory pods and safe spaces offer pupils the essential space needed at any given time to support regulation and prevent sensory overloads. We also recognise that although the emphasis is on educational attainment this is not at the expense of the attention to social skills development, including enhanced opportunities for meaningful peer interaction and independence skills as a preparation for adult life.

### **Intervention and Catch Up**

A priority at Key Stage 2 and 3 will be to address and support misconceptions and gaps in learning to effectively meet the key additional needs of all pupils. Where required, a further priority will be placed on developing numeracy and literacy skills through intervention programmes.

### **Numeracy Intervention**

We are able to recognise pupils who are not working towards or meeting expected levels of progress (80% of a Wenlock Progress Step) through our termly assessment reviews. This includes teacher assessment and the results from Star Maths. Personalised targets will be focused on pupil's next steps, and they will follow a tailored maths intervention programme. Progress against targets will be monitored on an ongoing basis through Accelerated Maths. Our intervention programme is designed to target the mathematical fundamentals required to access the curriculum and it is facilitated by the class teacher and support staff. Data tracking information will be used to identify areas for further development in mathematical knowledge, skills and reasoning. Interventions are identified, documented and tracked on the departmental tracker.

Assessment is used to inform planning, differentiation and personalised intervention with a focus on pupil progress. Half termly assessments will be completed by all pupils through the online platform of Star Maths. Formative assessment will be used regularly in the classroom and will include observations, questioning, reviews and responsive feedback.

## Literacy Intervention

We are able to recognise pupils who are not working towards or meeting expected levels of progress (80% of a Wenlock Progress Step) through our termly assessment reviews. This includes teacher assessment and the results from Star Reader. Personalised targets will be focused on pupil's next steps, and they will follow a tailored literacy intervention programme that may consist of the following elements:

### 1. Effective and well-differentiated classroom teaching for all pupils

- Little Wandle is used as the school's systematic synthetic phonics programme (SSP) and will link with our comprehensive reading scheme to be taught where appropriate and necessary
- Daily 1-1 reading (in conjunction with Accelerated Reader)
- List of pupils who require reading support to all subject teachers
- Writing frame templates on our shared drive (for use in all subject areas)
- Differentiated weekly spelling scheme, where necessary
- Consistent 'Literacy' prompt boards in all classrooms
- Resources for struggling readers available in all classrooms (e.g. colour overlays, transparent rulers)
- Library with appropriate range of age appropriate reading books and an accessible reading scheme for all

### 2. For pupils who are still experiencing literacy difficulties, despite effective, differentiated teaching. These pupils should have the potential to 'catch-up' with their peers.

- Targeted teaching of reading skills (supported by reading scheme and Accelerated Reader)
- Teaching Assistants will lead on developing pupils reading skills through planned 1:1 reading support sessions
- Personalised Writing support 'Booster' sessions.

### 3. For pupils who are significantly under-achieving and require a tailored, specialised programme in relation to their specific needs.

- 1:1 personalised literacy programme delivered by a Literacy specialist

## Phonics

Little Wandle is taught for all pupils at KS2 and KS3 where necessary. Assessment of phonics progress through this scheme is undertaken termly. If pupils are recognised through this assessment as significantly under achieving and not progressing through each stage, they will be identified for intervention.

### **Reading**

Reading is assessed using the Accelerated Reader STAR Reading Assessment, termly for all pupils. Pupils will achieve a reading age, if pupils are significantly under-achieving in their reading assessment against chronological age, we are able to identify them for interventions as appropriate.

### **Writing**

At KS2 and 3 writing is formally assessed termly: a body of evidence is collected, and teachers use SOLAR to record progress. Next steps and targets are identified, and personal targets are then set in response to these. Pupils who are significantly under-achieving will be recognised as not making progress on their individual trackers, these are then identified for writing intervention.

### **Intervention – Most Able**

As a school, we identify our more able pupils who will benefit from additional small groups or one –to-one interventions to enable them to make the progress needed to achieve their full potential in core subjects. These pupils are recognised as they work beyond the 80% (Wenlock Progress Step) expected progress from our termly assessments. In this intervention, individual sessions supplement existing learning and are offered to develop and challenge, providing a personalised learning experience.

### **Therapeutic Support and Intervention**

Additional intervention is offered at all stages through group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. We have access to a range of Therapeutic Support including Speech and Language Therapy, Occupational Therapy, Psychotherapy, Arts Psychotherapy and Psychology. To take account of the differences and range of cognitive ability, preferred learning styles and learning needs all staff at The Wenlock School will adapt tasks, provide a range of resources, develop extension work, provide for a

variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. At The Wenlock School we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

### **Access**

It is the School's responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Many pupils arrive at the school with negative perceptions of the mainstream curriculum, our school attempts to overcome those negative perceptions through flexible and innovative approaches; we attempt across the curriculum to recognise the strengths and interests of each pupil based on a variety of baseline assessments and including dialogue with the pupil. All pupils are given an equal opportunity to participate. The school provides great flexibility and a readiness to adapt strategies for teaching, learning and participation. The School has developed a range of courses, programmes of study and teaching methods which are differentiated and tailored to the wide range of needs, abilities, interests and aspirations of our pupils. It also means that many features of the curriculum are common to all pupils. No pupil is denied access to any part of the curriculum on grounds of ability.

### **Breadth**

All pupils are given a wide range of learning experiences covering the different areas of skills and knowledge required by regulation. A variety of learning activities are offered which include linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success. These are regularly reviewed. Wherever possible and appropriate we work towards National Curriculum guidelines as long as these are consistent with the individuals' particular learning needs.

### **Relevance**

Our definition of relevance is based on our key aim of preparing our pupils to become successful learners, confident individuals and responsible citizens. All of our curriculum seeks to take account of the need to

support transition into adult life. Planning takes into account the need for differentiation and pupils' varying experiences of family, community and culture. The school promotes a commitment to learning and personal development. The school aims to provide increasing opportunities to use new technologies when and where appropriate. The school takes advantage of the local area, particularly the rural environment. An awareness of its aesthetic qualities and the importance of preserving and caring for it are central values that we aim to promote. We look to offer a range of wider community opportunities including close working partnership with local schools and other appropriate resources. Its richness and variety are resources for the curriculum of which we make full use.

### **Continuity, Pace and Progression**

Close attention is given to ensuring that a pupil's education builds on previous learning. The greatest steps in learning take place when pupils are able to recognise the connections between one area of knowledge and another, so we actively look for opportunities for cross curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school. The curriculum has been set up to reflect the Key Stages based broadly on chronological age, but with an element of flexibility in order to address individual levels of attainment. However, it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore teacher's responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

### **Adaptive Teaching**

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that pupils who have a range of complex learning needs and display social, emotional and mental health difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at Wenlock School have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning



styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's EHCP needs, current curriculum step of progress, preferred learning styles and IEP targets is also crucial, and these are recorded and communicated through the individual pupil profiles.

### **Gifted Pupils**

A small number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupil's records of achievement.

### **Social, Moral, Spiritual and Cultural Education**

At The Wenlock School, we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson visits and the quality assurance of the curriculum.

All curriculum areas contribute to the pupil's spiritual, moral, social and cultural development. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School code of conduct, Wenlock Values and classroom expectations should reflect, reiterate, promote the character development of all, recognise progress and provide opportunities to celebrate pupil's achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

### **Fundamental British Values**

The Wenlock School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at The Wenlock School, however, are also explicitly taught through assemblies, PSHE and through the pupils taking an active role in the school council. Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens;
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours;
- An understanding of the problems of identifying and combating discrimination.

### **Protected Characteristics in the Curriculum**

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At The Wenlock School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

At The Wenlock School, all pupils are valued as individuals and supported to achieve their potential across all areas of the curriculum. Pupils are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all pupils to be the best they can be. The curriculum will remain as broad as possible for as long as possible.

At The Wenlock School, we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers in order to achieve. This could include celebrating athletes who have triumphed over barriers and inequalities and celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities and genders who have achieved great successes.

At The Wenlock School we foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements.

At The Wenlock School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### **Work Experience, Vocational and Careers Guidance**

The Wenlock School endeavours to provide all pupils with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through timetabled Careers Lessons during form time and PSHE/Citizenship. All pupils have access to tailored and external guidance.

In Key Stages 3/4/5 the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ pupils are provided with opportunities to engage in practice interviews and liaise with external guidance. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual’s ability and aspirations. The aim is for all Year 11+ pupils to actively apply for sixth form, college and apprenticeship placements whilst in their final year; for some pupils however it may be agreed for particular reasons that they remain at The Wenlock School to complete Key Stage 5 with us.

**Curriculum Offer**

| <b>Key Stage</b> | <b>Curriculum Offer</b>  |
|------------------|--|
| Key Stage 2      | <p><b>National Curriculum</b><br/>English, Maths, Science, PSHE/Citizenship, Humanities, Music, MFL, Art, D&amp;T, PE, Computing</p> <p><b>Options</b><br/>Forest Schools, Cooking, Sensory Play, Interoceptive Awareness, Team Building</p> <p><b>Enrichment</b><br/>Expressive Arts, Boxing, Music, Mechanics, D&amp;T/Enterprise, Sports, Computing/Gaming, Cooking, Arts &amp; Crafts, Fashion, LEGO Therapy, Mountain Biking, Offsite trips</p>   |
| Key Stage 3      | <p><b>National Curriculum</b><br/>English, Maths, Science, PSHE/SRE/Citizenship, Humanities, Music, MFL, Art, RE, D&amp;T, PE, Computing, Careers</p> <p><b>Functional Skills</b><br/>English, Maths, ICT</p> <p><b>ASDAN</b><br/>Short Courses</p> <p><b>Options</b><br/>D&amp;T / Enterprise, Adventure Service Challenge, Cooking, Art &amp; Design, Music, Forest Schools, Arts Award, Football Coaching, Mechanics, Hair &amp; Beauty, Esports, CRESTS Award, LEGO Therapy, Gardening, Sports Leaders</p> <p><b>Enrichment</b><br/>Expressive Arts, Boxing, Music, Mechanics, D&amp;T/Enterprise, Sports, Computing/Gaming, Cooking, Arts &amp; Crafts, Fashion, LEGO Therapy, Mountain Biking, Offsite trips</p> |

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| <p>Key Stage 4</p> | <p><b>GCSE</b><br/>English Language, Maths, Art, Science, Geography, History</p> <p><b>Functional Skills</b><br/>English, Maths, ICT</p> <p><b>BTEC</b><br/>Construction, Information &amp; Creative Technology, Sport, Principles of Applied Science, Home Cooking Skills, Public Services, Health &amp; Social Care, Mechanics, Hair &amp; Beauty, Animal Care, Esports</p> <p><b>Other Qualifications</b><br/>Arts Award, Performing Arts, Music, Duke of Edinburgh</p> <p><b>ASDAN</b><br/>Personal &amp; Social Development, History, Geography, Peer Mentoring, Horticulture</p> <p><b>Wider Curriculum</b><br/>PSHE/Citizenship, PE &amp; Fitness, Careers, Advanced English, Advanced Maths</p> <p><b>Enrichment</b><br/>Expressive Arts, Boxing, Music, Mechanics, D&amp;T/Enterprise, Sports, Computing/Gaming, Cooking, Arts &amp; Crafts, Fashion, LEGO Therapy, Mountain Biking, Offsite trips</p> |
| <p>Key Stage 5</p> | <p><b>GCSE</b><br/>English Language, Maths, Art, Science, Geography, History</p> <p><b>Functional Skills</b><br/>English, Maths, ICT</p> <p><b>A Levels</b><br/>Art, English, Geography, History, Biology</p> <p><b>BTEC (up to level 3)</b><br/>Construction, Sport, Home Cooking Skills, Public Services, Mechanics, Hair &amp; Beauty, Esports</p> <p><b>Other Qualifications (up to level 3)</b><br/>Arts Award, Performing Arts, Duke of Edinburgh</p> <p><b>Wider Curriculum</b><br/>PSHE/Citizenship, PE &amp; Fitness, Careers</p> <p><b>Enrichment</b><br/>Expressive Arts, Boxing, Music, Mechanics, D&amp;T/Enterprise, Sports, Computing/Gaming, Cooking, Arts &amp; Crafts, Fashion, LEGO Therapy, Mountain Biking, Offsite trips</p>  |

#### 4. Curriculum Impact

Our School's Curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable pupils to fulfil their potential
- meet the needs of pupils of all abilities
- be delivered in a supportive, therapeutic environment
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- prepare pupils to make informed and appropriate choices at points of transition
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help pupils understand the world in which they live
- meet the social, emotional and behavioural needs of our pupils
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils
- incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone

but incorporates other schools/colleges which maybe in partnership with the school

- benefits other secondary and primary schools in the area.

At The Wenlock School staff use an online platform called SOLAR (Special Online Academic Records) to record pupil attainment and assessments across all subjects taught at the school. This system uses the Wenlock Progress Steps Assessment Framework. Wenlock Progress Steps cover a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' that take pupils through the Curriculum from year 1 through to year 11 and GCSE criteria, broadly in line with the National Curriculum. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment. Each Step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. The expectation for progress for students is that they will cover 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step. Within the framework, pupils are assessed at three levels against each objective – emerging, developing or secure. Teachers use their judgment and evidence from work completed to assess pupil progress. Our expectation is that no child is judged to be secure in their knowledge of an objective until there is a minimum of three pieces of evidence completing the given skill, with an appropriate degree of independence. All assessments recorded by staff are subject to both internal and external moderation practices. Pupils are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as ASDAN short courses, Functional Skills and Entry Level Qualifications. The aspirational goal for all pupils is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.