THE WENLOCK SCHOOL

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** We want every child to achieve the best possible outcomes and be prepared for their future. We understand that every child is different, so we support each pupil as an individual. We have high expectations for all learners and aim to help them develop strong knowledge and skills across the curriculum. Regular assessments help us understand each pupil's needs so that teaching can be adapted to support their success. Our staff team is committed to helping every pupil reach their full potential and always encourages them to do their very best.

- **Develop confidence** We help pupils develop the important life skills they need to succeed. This includes learning how to communicate with others, build positive relationships, understand their feelings, and become more resilient. Many of our pupils join us after finding it difficult to manage their emotions or behaviour in previous schools. Our aim is to support them in understanding and regulating their emotions so they can make positive choices and be successful in school and beyond. By building confidence, self-esteem, and emotional wellbeing, we help pupils develop a more positive outlook on life and achieve the best possible outcomes for their future.

- **Become increasingly responsible:** We help pupils learn to be respectful, tolerant, and positive members of their communities. An important part of this is helping them build and maintain healthy relationships, develop social skills, and form lasting friendships. We also help pupils understand the world around them and learn about British Values, including democracy, the rule of law, and individual liberty, so they can become responsible and confident citizens.

Our curriculum intent is a **shared vision** that has been designed and communicated by a whole school staff team in partnership with feedback from our parents/carers and pupils. Communication with our pupils and stakeholders is shared through meetings, assemblies, enrichment events, training and family support meetings. This Curriculum Overview should be read together with our **Curriculum Policy.**

We identify what pupils already know and can do, then build on this to help them develop their talents, experience new opportunities, and achieve positive outcomes. Pupils are encouraged to study subjects they enjoy, while also developing important life skills. Personal, social, moral, and cultural learning is woven throughout everything we do. Our learning environment is calm, welcoming, and engaging, with spaces designed to support learning, sensory needs, wellbeing, and personal development. We also provide therapeutic support to promote pupils' social and emotional wellbeing.

Our curriculum is practical, engaging, and broad, 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 will 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.

Curriculum Implementation

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

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Quality of Education
Curriculum Overview

What Curriculum is being taught?	Purpose of offer	Assessment Tracking Tool	Unit of measurement used to track progress	What is outstanding progress	Arrangements for Monitoring Quality	Curriculum Teams
National Curriculum	- Core Education, compliance with national expectations and subject coverage, promoting British Values and SMSC.	Solar: Wenlock Progress Steps	Wenlock Progress Steps	- Outstanding Expected Progress: 1 Progress Step Per Academic Year - On Target: 60 – 80% - Personalised Targets where needed	There are robust monitoring arrangements for each aspect of the Curriculum which is led by all Curriculum leads, this includes: - Termly Moderation of Curriculum and pupil progress - Termly Moderation with pupils - Termly learning walks - Triangulated professional meetings with teachers' (lesson visits, assessment review and book scrutiny) - Curriculum Reviews submitted to Quality of Education lead.	KS2 KS3 KS4 KS5 English Maths
ASDAN Short Course	- Breadth of subject offer supporting individual pathways, with a practical/vocational focus, whilst obtaining certification and credits towards a qualification.	Trackable Aspire EFL	% Course Completed	- Outstanding Expected Progress and completion of expected credits. Personalised Targets		Curriculum opportunities team and DHT QE.
Preparation for Adulthood.	- Supporting the development of Social, Emotional, Independence and Learning Needs whilst purposefully working towards EHCP objectives. - Linking individual next steps with curriculum to support personal progress and working towards EHCP objectives.	Trackable EFL	Ongoing progress against EHCP outcomes within a defined area of need	- Ongoing progress towards EHCP outcomes within a defined area of need		Form Tutors, GG, SHu, CB, RN, RDe
Forest Schools	- Supporting pupils with key life skills outside of a setting, promoting independence, communication and team building. - Promoting health & well-being by recognising the importance of learning outside and being outside.	Teacher Observation Aspire EFL	Ongoing progress against Forest School key objectives	- Ongoing progress towards Forest School key objectives		Forest School Team (JB, CK)
Functional Skills	- Providing pupils with a vocational education/outcome in a key subject - Qualification	Trackable BKSB	% Course Completed within a defined Level	- Outstanding Expected Progress: 1 Level Per Academic Year - Personalised Targets		English Maths ICT
KS4/KS5 Qualifications BTEC, GCSE, Functional Skills, A Levels	- Providing pupils with tailored outcomes and experience in a subject area of interest, choice, relevant to their individual pathways. - Vocational/Academic qualification	Trackable Aspire BKSB	% Course Completed within a defined Unit relevant to course	- On Target to meet personalised targets relevant to individual flightpath		ASDAN BTEC A Level English Maths

Therapy & Therapeutic Learning	- Targeted interventions to support the personal development of all pupils.	Teacher Observation Aspire EFL	Ongoing progress against EHCP's/objectives within a defined area (EHCP/AET)	- On Target to meet personalised targets.		Therapy Team, CB, MW, CK, SHu
Renaissance & Accelerated Reader	- To support the screening of pupil progress within Maths and Reading, highlighting start points and necessary interventions. - Define areas for pupil progress. - Promotes and embeds reading across the whole school, supporting reading progress.	Accelerated Reader/Renaissance	ZPD/ Reading Age and progress in line with age expectations.	- Ongoing progress towards EHCP outcomes within a defined area of need.		Form Tutors Intervention Team Maths English
Word shark	- To support the screening of pupil progress within Spelling. This secures start points and necessary interventions. - Define areas for pupil progress. - Promotes and embeds literacy across the whole school, supporting reading progress.	Word shark	Spelling Age and progress in line with age expectations.	N/A Continued progress, working towards age related.		CK, LB, OS, AP Form Tutors
Curriculum Opportunities	- Breadth of options that pupils can self-select or placed based on area of need. Supports individual pathways, with a practical/vocational focus, whilst obtaining certification and credits towards qualifications in most areas.	Aspire EFL	Wenlock Progress Steps % Course Completed	ASDAN Expected Progress: 1 Credit Per Academic Year - Personalised Targets		All Staff
Values Map	Wider curriculum: - Safeguarding - BV/SMSC - Wenlock Values	Trackable AET Framework EFL Aspire	Wenlock Progress Steps AET continued progress	- On Target to meet personalised targets.		All Staff
Pastoral Intervention	- Targeted interventions to support the personal development of all pupils.	SLEUTH AET Framework / PIP Tracker EFL	Wenlock Progress Steps AET continued progress SLEUTH Data	- On Target to meet personalised targets.		Pastoral Team
LaunchPad/Connect and Cultivate.	- To support the breadth of curriculum offer by including creative, vocational and physical activities.	Teacher Observation Aspire EFL	Ongoing progress against EHCP outcomes within a defined area of need	- On Target to meet personalised targets.		Form Teams

Key Stage	Curriculum Offer	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical & Aesthetic	Creative
Key Stage 2	**National Curriculum** English, Maths, Science, PSHE, RSHE, Humanities, Music, MFL, Art, D&T, PE, Computing, RE	x	x	x	x	x	x	x
	Wider Curriculum Life skills, Therapeutic Learning, Communication & Interaction	x	x	x	x	x	x	x
Key Stage 3	**National Curriculum** English, Maths, Science, PSHE, RSHE, Humanities, Music, MFL, Art, D&T, PE, Computing, Music, RE	x	x	x	x	x	x	x
	Functional Skills English, Maths, ICT	x	x	x	x	x		x
Key Stages 4 & 5	**GCSE / A Levels** English Language, Maths, Science, Art, History, Geography, Computer Science, Biology (Level 3)	x	x		x	x	x	x
	Functional Skills English, Maths, ICT	x	x	x	x	x		x
	BTEC and Vocational Offer Construction, Sport, Principles of Applied Science, Home Cooking Skills, Public Services, Motor Vehicle and Hair and Beauty, Barbering, Esports, Health and Social Care, Enterprise, Personal Growth and Wellbeing	x	x	x	x	x	x	x
	ASDAN (if applicable) History, Geography, Peer Mentoring, Horticulture, Personal Development and Life Skills	x	x	x	x	x		
	Wider Curriculum PSHE/Citizenship, PE & Fitness, Careers, Arts Award, Music, Performing Arts, Duke of Edinburgh, Boxing, Football, Preparation for adulthood including work experience.	x	x	x	x	x	x	X
Curriculum Opportunities	Design &Technology , Pioneer Awards, Cooking, Art & Design, Music, Forest Schools, Arts Award, Motor vehicle, Hair & Beauty, Esports, STEM, Sports, History club,	x	x	x	x	x	x	X

LaunchPad and Connect and Cultivate.	Creative and Performing Arts, Design & Technology , Sports, Computing, Gaming, Cooking, Arts & Crafts, Fashion, LEGO Therapy Offsite trips	x	x	x	x	x	x	x