



Woodend Farm school

Kindness comes in many forms

Curriculum Policy

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Kindness



Belonging



Believing



Achieving

RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Gemma Quantrill	22/08/2022	26/01/2023	New policy
V 1.1	Nicola Overland	14/07/2023		Changes to curriculum plans for next academic year.
V 1.2	Nicola Overland	31/10/2023	08/11/2023	Annual updates
V 1.3	Nicola Overland	12/01/2024	24/01/2024	Additional updates to reflect changes to curriculum
V1.4	Nicola Overland	31/10/2024		Annual updates



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1. Our Vision

Our curriculum is designed and delivered with a sensory approach that embeds essential skills and knowledge, whilst widening pupils window of social and emotional tolerance. We broaden horizons by exposing pupils to new learning and experience that enable them to have a view and a voice. We want our pupils to be aspirations, be the best they can be, be supportive of other and be proud for who they are! Our vision for our pupils is that they grow from survivors to strivers, to Thrivers, enabling them to become full participant in our community, society, and British Culture.

2. Our Mission

We believe every child deserves a quality first education, regardless of background or need. We believe that school should be an environment where a child feels safe, secure and is provided nurture by professional that are invested in them and develop positive and trusting relationships. Success at Woodend Farm means unleashing the potential of every child we teach. We strive to help children flourish by supporting their growth and development each day through an enriched curriculum that is bespoke to meet their individual developmental needs. Our values are grounded in a determination to be the change we want to see in the world, through passion, commitment and integrity. We want to plant seeds of kindness and compassion in a generation that will help them develop resilience & hope to fulfil their own destinies. Our success therefore will be measured by the impact with have on the children we work with.

3. Our Values

At Woodend Farm School our core values which underpin all the work we do with our pupils are:

Kindness, Belonging, Believing and Achieving.

- Kindness - "In a world where you can be anything, be kind"
- Belonging - "Those who have a strong sense of love and belonging have the courage to be imperfect."
- Believing - "Everything is possible if you believe"
- Achieving – "All great achievements require time"

4. Our Ethos

Our schools approach is strongly influenced by the Thrive Approach. We are offering our children an environment that promotes a life-long love of learning whilst helping to meet unmet developmental needs that will enable them to flourish and grow as unique individuals.

We aim to:

- Provide a welcoming and caring environment which gives our children a sense of **Belonging**, allowing them to feel safe, secure and meets their basic needs, where everyone is included.
- Offer learning, which is creative and engaging, following the curiosity and wonders of the child, which is guided by the knowledge and expertise of our passionate staff, making sure all children have the opportunity to **Achieve**.



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- Make memories with our pupils and provide opportunities to experience things they may never have experienced before.
- Create warm, trusting relationships and partnerships built on mutual respect and **Kindness**. We strongly believe success is built upon **Belief**.
- Provide a school setting where emotional health, well-being and happiness is a priority for pupils, staff, parents and the wider community.
- Help children develop skills for life. These include resilience, independence, self-expression, self-confidence and self-belief, all of which will result in our pupils transitioning from survivors to strives to thrivers.

5. Definition of Learning

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or value. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking. When discussing learning at Woodend Farm School we must take into account the further challenges created by our pupils' fractured educational history, learning needs (e.g. ASD), medical issues (e.g. ADHD) and social, emotional and mental health needs.

6. The Learning Environment

Our learning environment has been designed to enable children to flourish and feel safe and secure. To enable effective learning to take place we will ensure that:

- Pupils have developed trusting relationships with staff.
- We meet pupils' specific needs, providing them, therapeutically, with what they need;
- The environment is calm, secure, stable and stimulating.
- Pupils' self-esteem is high.
- Pupils understand the purpose of the learning and see relevance to their own experience.
- Pupils understand the ways in which learning takes place.
- The learning builds on prior knowledge and understanding.
- Steps to success are explicit, and models are provided.
- The learning is active and collaborative.
- Pupil questioning, reflection, and discussion are encouraged.
- Independent learning and thinking are facilitated and encouraged.
- There are opportunities for creativity and utilising different learning styles.
- Pupils can self-assess, know what they need to do to improve and are able to set appropriate targets.
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts.
- Pupils understand the wider context that learning takes place in.

7. Inclusion

Our school recognises its responsibility to provide a broad and balanced curriculum for all its pupils and in so doing acknowledges that teachers will need to modify different areas of the curriculum to meet individual pupil needs. Woodend Farm School also recognises that specific strategies and learning aids will also be required to make work accessible to all learners.



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8. Curriculum

The Woodend Farm School curriculum fulfils every individual's potential.

We seek to provide a broad, balanced, relevant, meaningful and motivating curriculum to develop the specific strengths, needs, interests and aspirations of our pupils. We have designed and implemented our whole school curriculum offer to meet the wide range of learners we have in our school. The curriculum is used to develop student confidence, interest in and understanding of the world.

Our curriculum structure is designed around 4 pathways and pupils are grouped not solely based on chronological age, but they will be placed in groups dependent on their cognitive, sensory, social, emotional and communication needs. The four pathways and rationale and aims for each are outlined below:

Being Pathway:

Being pupils engage with a holistic and sensory approach to learning. In this pathway the curriculum has a clear developmental perspective focused on the four areas of the EHCP. In a Being lesson you will see consistent routines which allow learners to develop responses and express themselves in a stimulating and nurturing environment. The Being curriculum allows learners to:

- Anticipate and learn through familiar routines.
- Explore the world around them using their senses to enable exploration.
- Develop positive relationships with familiar people.
- Develop the physical skills to control and manipulate their environment.
- Express choices and feelings through preferred method of communication.

Doing Pathway:

Doing pupils engage with exploratory based learning that encompasses real life experiences. In this pathway the curriculum is focused on the four areas of the EHCP and discrete learning opportunities to promote engagement. In a Doing lesson you will see pupils learning through adult-led practical tasks alongside child-led learning opportunities. The Doing curriculum allows learners to:

- Develop a range of functional skills across the curriculum.
- Learn about the world around them and their place in the wider community.
- Learn and practice life skills to enable them to be as independent as possible.
- Express choices and feelings through preferred method of communication.

Thinking Pathway:

Thinking pupils engage in semi-formal learning. In this pathway the curriculum is focused on the development and application of fundamental skills and knowledge. In a Thinking lesson you will see pupils learning through subject and topic-based learning tasks with opportunities to further develop skills through practical and sensory activities. The Thinking curriculum allows learners to:

- Study a wide range of subjects, as appropriate.
- Learn through concrete tasks and then through generalising and applying knowledge and skills.



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- Engage and express preferences to develop and build upon their interests.

Skills + Structure Pathway:

Skills + Structure pupils engage with a full range of national curriculum specific subjects but adaptations are made to ensure that the delivery of these lessons caters for the social and emotional learning needs of the individual. We aspire to equip pupils with the skills to successfully transition back in to mainstream or identified education settings. Skills + Structure pupils have the potential to be working at age-appropriate levels and therefore require subject-based learning but with the additional support they require to achieve this. In the Skills + structure provision you will mainly see pupils learning through subject specific learning tasks with opportunities to develop skills through practical and enrichment activities. The skills + structure learning environment provides opportunities to:

- Re-engage with learning.
- Make accelerated progress across the curriculum.
- Successfully transition to mainstream settings or next stage specialist provision.
- Develop social and emotional skills to support relationships, transitions and independence skills.
- Establish positive peer group relationships in and out of school.
- Work within set boundaries and understand the impact of their actions.
- Develop improved self-esteem and long-term aspirations.
- Develop communication and interaction skills to a level where pupils can express their needs, opinions and knowledge in an appropriate manner understood by adults and peers.

9. Curriculum Areas

The curriculum is delivered through key themes identified in a three-year curriculum map to ensure the full breadth of study through a thematic approach linked to the needs and targets of the pupils. The curriculum has a developmental focus allowing pupils to engage in meaningful activities which are both challenging and relevant to the pupils' identified needs. Curriculum planning is based on the National Curriculum to ensure it is broad and balanced. Programmes to meet physical, personal and other therapy needs are an integral part of our planning. Alongside our curriculum, pupils will have access to a wide range of interventions including:

- Thrive approach – draws together the recent advances in neuroscience, attachment theory and child development and provides optimal social and emotional development.
- Thrive-trained mentors.
- 1:1 Cognitive Behavioural Approach.
- Counselling.
- Family interventions to align consistent approach between education and home.
- Speech and Language intervention – colourful semantics.
- Occupational therapist.
- Autism Reframing therapist (ART).
- Numeracy and literacy intervention.
- In house mentoring programme.
- Emotional regulation interventions – SERTS and Zones of regulation.
- Mindfulness.
- Animal Therapy.



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- Soft play.
- Sensory room.

10. Thrive

All pupils across Woodend Farm School will follow Thrive plan as part of their curriculum.

The Thrive provision for our pupils is designed to support the emotional development and unmet developmental needs of our pupils. It will focus on gaining social and emotional skills through meaningful experiences whilst giving the pupils the opportunity to meet their unmet developmental needs.

Learners can progress through the development strands with a consistent approach based around them having their needs met. Pupils will move forward to a place where they will be able to re-engage with their learning. Pupils will have an outlet for dysregulation and be taught the skills and strategies to manage this with support or independently.

Thrive sessions will be taught on a one-to-one basis by qualified Thrive practitioners as well as through group sessions based on right-time development.

11. Reading at Woodend Farm School

At Woodend Farm School we aim to foster a love and enjoyment of reading which encourages all children to read regularly, experiencing a selection of books from a wide range of genres and authors. We value reading as a life skill, and we are committed to our pupils becoming lifelong readers who are able to read for pleasure and apply their skills functionally. We want pupils to develop a love of reading and be able to understand more about the world in which they live, through the knowledge they gain from texts. Reading will also allow them to access the world they live in meaningfully.

Our reading curriculum is designed with the understanding that each pupil will have unique starting and destination points. It is split into four separate curriculums areas, those being the pathways. Reading will look varied across the pathways and have different intentions based on student's reading stages of development. For some pupils, they will access learning through immersive interaction with texts through sensory stories and interactive technology which makes reading more accessible for high quality learning. For some of our pupils, reading is an emergent skill and includes tracking, interaction with objects, and recognition of shapes, contrasts, people and faces amongst many other things. As pupils develop their reading skills further it incorporates recognising Makaton signs, recognising Communication InPrint symbols and common environmental print such as warning signs, information texts and timetables.

Many of our pupils will also read in the more traditional sense of the word and are able to decode text using picture books and indeed many pupils are able to read and comprehend books independently. Pupils at Woodend Farm School read to recognise words but also comprehend texts to explore and understand their surroundings especially through social sight vocabulary.

Phonics is one of the core strategies used across school to support the student's reading development. All staff understand and strongly promote the learning of phonics throughout school, and this is delivered daily across school. Phonics is taught using a systematic and



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synthetic programme called '*Read, Write inc*'. Teachers may need to differentiate the pace, learning techniques and supporting resources, such as symbols, based on the needs of their pupils. A lot of revision and repetition is built-in, as well as the application of phonic skills in all reading and writing. Pupils at the very early stages of their phonics development will engage with phase one phonics alongside communication development and will heavily rely on strategies such as objects of reference, photos and symbols and sensory exploration rather than the traditional learning programme. As pupils develop their phonic awareness, they will access the scheme in line with their abilities and development needs. The programme will have a core focus and staff will follow the teaching and learning requirements within this, but an appreciation of our student's needs may require the scheme to be highly adaptable while keeping the main aspects at the core.

Pupils also apply and practise their reading in the community and in all areas of the curriculum. Our pupils gain skills that enable them to access our local communities functionally. Our approach to teaching and learning in our school community enables all pupils to have the best possible skills set they can achieve to be ready for their next steps in life.

Regular and ongoing assessment takes place throughout the year and this information is used to plan for future lessons, ensuring pupils are challenged and supported appropriately.

12. Assessment, Recording and Reporting

Pupils Passport

Pupil passports provide staff and professionals with all the key information needed to work with a particular pupil. It will include essential information from the referring school and their EHCP (if they have one), teaching and behaviour strategies, pupil's likes and dislikes and key de-escalation strategies. Some pupils have a risk management plan (RMP).

Baseline Assessment

At admission, steps are taken to collate the range of baseline information received which covers academic, social, emotional, and physical development through Thrive (collated with home and school before entry), school's current levels, and attendance.

Baseline is essential as it enables us to monitor their progress during their time at Woodend Farm School. Further Baseline assessments will be carried out at the start of each academic year and in relation to different topics of learning.

Ongoing and Formative Assessments and summative assessments

In addition to baseline assessments on admission pupils will undertake assessments ongoing and formative assessments termly to track pupil's progress across a topic / area of learning. Formal summative assessments will also take place at the end of KS2 for pupils who are able to sit these tests.

Reporting procedures



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At Woodend Farm School we will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report each year in the summer term.

13. Teaching

Pedagogy

The need for continuous professional development of teachers is fundamental, for not just their own job satisfaction, but the pupils' growth potential also. There is an imperative need to equip our pupils with core skills around problem-solving, and communication. Therefore, our teachers need to feel confident in teaching these strategies with access to the right information and tools; further highlighting the benefits of teacher training and development. Staff at Woodend Farm will have their own CPD portfolio and have access to a range of training opportunities to track the training they have attended and set targets in their own professional development. The training provided to staff will be in line with the school's own development plan and the provision and needs of the pupils.

Planning

Teachers at Woodend Farm School will plan through a thematic approach. The curriculum is delivered through key themes on a three-year curriculum map. Schemes of work for each topic cover subjects across the curriculum and medium-term plans will detail further the learning activities and outcomes for each lesson and across a series of lessons. Staff will work together to ensure that lessons are planned in line with the national curriculum and ensure that learning is developmentally appropriate for our pupils. Medium term plans will include three levels of adaptation these being: sprouting, sapling and branching. Pupils who are working at the beginning stage of learning in their pathway will follow the sprouting objectives and tasks. Pupils who are working at the expected stage of learning for their pathway will follow the sapling level of task and objective. Finally, those who are working at greater depth within their pathway will follow the branching level of objective and task. Medium term plans are then further adapted to suit individual student's needs.

Recording

Evidence of learning will be recorded in a variety of ways including in books, through videos, photos, pupil's voice and pieces of work. This evidence of learning can then be used for monitoring and assessment purposes. We use Evidence for Learning across the school to enable us to evidence, assess, review and plan for meeting the unique needs of our pupil.

Adaptation

Schemes of work and medium-term plans will show adaptation at three distinct levels of task: being, doing and thinking. Being level will be those requiring additional support to access the learning, doing will be those able to complete the main activities of the lesson without additional support and thinking will be those ready to work at a mastery level of the learning



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task. Teachers and Learning Facilitators will then also adapt learning on an individual basis according to the needs of the pupils in their class and align this with the pupil's educational health care plan.

Monitoring and Evaluation

At Woodend Farm School we will monitor teaching and learning to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through a variety of monitoring tasks including:

- Learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning scrutinies
- Work scrutinies and
- Pupil voice feedback sessions.

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