



INCLUDED LEARNING CURRICULUM STATEMENT

Our curriculum aims to enable our learners to develop as successful, resilient and confident individuals. It has been designed with the following:

Curriculum Principles – We will provide a curriculum which:

- Is **broad and balanced**, giving students access to a broad range of academic and vocational subjects as well as fostering creativity
- Has a strong focus on **personal and social development**
- Is **inclusive**, setting high expectations of all learners
- Is **relevant** to our learners, responds to their varying needs and providing all students with the opportunity to develop the essential skills in reading, writing, oracy and numeracy
- Promotes high standards in all learning and teaching, ensuring **progression** is an integral part of the curriculum design.

INTENT

The curriculum we provide will allow our students to learn:

→ how to **read, write and communicate** confidently

- develop vocabulary – key words and etymology that enable greater access to the curriculum. High frequency words, general academic words and subject-specific words.
- use Inference, analysis and evaluation skills
- use language to solve problems
- communicate effectively in different situations with different people

→ about the principles of **fluency in mathematics**

- develop a firm grasp of the rules of number
- to be able to read, interpret and represent data

→ how to be **critical thinkers**

- develop a reasoned argument backed up by evidence
- develop their oracy skills through debate and class discussion

→ to **celebrate diversity and respect individuals**

- develop their ability to collaborate and cooperate
- form and maintain healthy relationships

→ a broad range of **disciplinary knowledge** in the key national curriculum subjects

→ how to be **resilient** in the face of adversity, managing and coping with their emotions

- help and support in identifying emotions
- form an understanding their emotional responses
- develop a range of coping strategies

- about different **career pathways** and the skills and knowledge required for different jobs
 - experience a strong and well-informed CEIAG
 - promotion of organisation and self-management
- to remember things well through **key study techniques**
 - to learn and Independent learning skills
 - the use of metacognition to help our learners 'know more, remember more and do more'
- about the diverse, **cultural** society in which they live
 - develop a love of English Literature, the Arts and Music
- how to recognise risks and how to mitigate them

IMPLEMENTATION

In any one classroom at IncludEd we will have pupils who have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum. We have mixed age classes, many of whom are not working at age related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet a wide range of needs.

A robust induction process ensures prior information is shared involving previous school and parents/carers. Each pupil who enters IncludEd will be assessed on entry. Pupils complete baseline assessments in Math and English, allowing staff to develop a personalised curriculum that fills any gaps they have in prior learning, and allows them to move at their own pace, whatever their starting point.

Using the National Curriculum as a starting point we operate a two year rolling programme of themes indicating which topic is to be taught each term. Foundation subjects and, where appropriate, core subjects are taught under these themes.

Included Core Curriculum Entitlement:

- English, including a phonics programme using RWI
- Mathematics
- Science
- PSHE

IMPACT

The primary measure of the impact of our curriculum will be pupil achievement and attainment. Our assessment policy contains the detail of how we assess pupils.

We will evaluate the impact of our curriculum in the following ways:

Aim and Impact Measurement

Engage all students in learning;

- Observations of learning
- Pupil voice
- Attendance
- Daily mentor time reviews
- Assessment and Attainment

Enable all students to make progress from their individual starting points, and to have successes in learning;

- Analysis of pupil progress data

- Qualitative data on pupil progress eg book scrutiny

Support all pupils to lead healthy and safe lifestyles;

- Observations of learning in PSHE lessons
- Pupil voice
- Analysis of behaviour scaling
- Keeping safe curriculum
- Physical literacy outcomes
- Data tracking

Support all pupils to develop the skills, behaviours and attitudes that will enable them to transition to, and be successful in a mainstream school or other educational setting;

- Number of students successfully reintegrated to the next phase of their education.