

Curriculum: Intent, Implementation & the Impact

Engage, Motivate, Inspire.

Intent

At Gradually Developing Futures (GDF) we aim to re-engage those who have become disengaged, isolated hard to reach and disadvantaged. We support those with Special Educational Needs who require learning interventions to motivate, build confidence and self-esteem. This will develop resilience, inspiring students to embrace lifelong learning through gaining relevant skills and experiences.

We want our children to develop literacy and numeracy skills to serve them throughout life; develop social and emotional skills to create friendships building their personal resilience and to utilise IT safely and intelligently in an increasingly technological world.

We make reasonable adjustments to the child's learning in order to meet their individual needs. Our goal is to provide the learning platform to create independent learners who will grow and become responsible adults. GDF takes time to develop relationships with the individual child, instilling in them a sense of purpose and responsibility. This goal can only be attained with the support of parents/guardians collaborating fully with the school in order to offer the best opportunities for the child.

Implementation

The children who attend GDF School have a range of conditions which often hinder their ability to access and learn in a mainstream setting – autism, ADHD, trauma and behaviour issues to name a few. They have been unable to function effectively in a mainstream setting and as a result have often experienced isolation, or exclusion resulting in long periods of school absence (1 – 3 years being common). The children have to overcome their own challenges in order to be regulated and ready to access learning. This is where the support of GDF has enabled children to reconnect with learning and thrive in a safe yet challenging social environment.

Learning is planned through a carefully sequenced curriculum which builds skills in a progressive way starting from the point at which the child is currently working. Ongoing teacher assessment allows teachers to differentiate appropriately and set tasks which challenge and encourage students to believe in their own abilities.

Our curriculum follows two distinct strands – academic and social and communication which are outlined in the table below.

Pathway	Definition
Academic	These students are able to access the full National Curriculum although they may be working below Age Related Expectations. The children who are on this pathway are able to learn at a National Curriculum level. Access to an appropriate curriculum, that is suitably differentiated for each individual, is their primary need in order to become successful members of society. We take a stage not age approach to their learning so students starting points vary enabling them to achieve.
Social	These students are generally working significantly below Age Related Expectation and are therefore unable to access the full National Curriculum. Their provision will be differentiated within lessons. They will generally work towards Vocational and Entry Level qualifications (for example AQA Unit Awards)

<p>Students on this pathways primary needs are social communication difficulties, trauma and sensory needs. This is holistic pathway will teach specific skills working towards their EHCP targets, SCERTS targets and Boxall Targets.</p> <p>They may be not able to access the full national curriculum however they will be exposed to all curriculum areas. All children will be expected to make progress with core curriculum subjects.</p> <p>Children will also work towards AQA unit awards.</p> <p>This pathway is flexible based on each child needs.</p>
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Students needs are catered for through *knowing the child* and responding to their academic, social and communication needs. GDF uses the National Curriculum and has incorporated several established commercial resources to support this:

- Maths – White Rose;
- Phonics – Read, Write Inc; Vipers and Big Cats reading scheme;
- Comprehension – Reading Vipers;
- RE – Discovery RE;
- PSHE – Jigsaw;
- Foundations Subjects – Edison topic framework used to create our own curriculum bespoke to our learning environment.

We use these as frameworks as well as other teaching resources and methods to enrich our curriculum.

These resources have been structured into an overall program of learning for the academic year - long term plans. A topic-based format is used on a half termly basis which is reflected in the medium-term plans. The short-term planning utilises more detailed lesson plans, adapting appropriately the subject matter that is taught during a lesson.

Pupil progress is measured through the outcomes of the lessons taught via teacher's ongoing formative assessment, in addition to summative assessment during the year. Academic progress can vary markedly between pupils depending on their specific needs – for instance, one child may make above Age-Related Expectations in certain National Curriculum areas whereas, for another, simply engaging in an activity will be a major achievement. At GDF we take a stage not age approach, taking time to identify each pupils starting point, in both academic and social curriculums. This allows staff to have high expectations for each individual pupil.

Engagement, from each pupil can vary widely depending on their individual need. This range of engagement and ability is something that needs to be fully appreciated and the curriculum differentiated accordingly. In order to capture non-academic progress we use Boxall, EHCP, SCERTS and daily wellbeing trackers. These are used across both curriculums and are valued as much as academic assessments.

GDF have teachers can lead the curriculum, monitor and develop subjects and offer support to other staff. This ensures appropriate coverage of subject content, management of resources and measuring pupil progress enabling the overall monitoring of each subject to be maintained. To this end monitoring processes have been introduced allowing a rolling program of subject review to be established along with tracking events monitoring pupil progress.

Throughout our curriculum, acting as a supporting scaffold, are many opportunities to include teaching and modelling of Spiritual, Moral, Social and Cultural (British) Values which form the core focus of the work which is completed at GDF. We refer to these frequently in our teaching and hold these values as aspirational goals we want to instil in our children – respect, perseverance, kindness, trust and valuing diversity.

Impact

We know our curriculum is impacting as children tell us they enjoy their learning and they take great pride in their achievements. This can be seen in a number of ways:

- Student attendance is good and this enables an environment where effective learning can take place.
- The learning attitudes shown by the children are very good as they are motivated and engaged in their learning.
- Teachers have high expectations of all children and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of assessment and analysis strategies: moderation of work, pupil interviews and data tracking systems (BSquared, EHCP & Behaviour trackers).
- Monitoring shows that children are able to construct their own knowledge and are increasingly able to think flexibly and creatively with support. They are encouraged to activate previous knowledge and strategies that have learnt in order to successfully apply themselves to the task at hand. They constantly monitor and review their own work and are supported to become independent in doing this (metacognition).
- Analysis of teacher assessment provides a clear overview so that gaps in learning can be identified and closed.
- The sequenced planning enables staff to design learning activities that offer challenge and provide a sense of achievement and personal success.
- Feedback is provided to parents on class Dojo as well as through parent consultation meetings which are often very positive.
- Parental feedback from questionnaires is very positive about the school.

Our vision will be achieved when students leave us as:

- Engaged and successful learners motivated to enhance their knowledge and skills to reach their full potential;
- Self-confident individuals who can make informed decisions and communicate these based on their values and beliefs and are able to recognise and develop their individual talents and abilities with confidence and enjoyment;
- Inspired and responsible citizens who respect others and are willing take part in political, economic, social and cultural life.

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.03.2023



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