



# Curriculum Policy

## The Woodlands

<b>Approved by:</b>	L Candler S Green	<b>Date:</b> 2024-25
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<b>Last reviewed on:</b>	Sept 24
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<b>Next review due by:</b>	Sept 25
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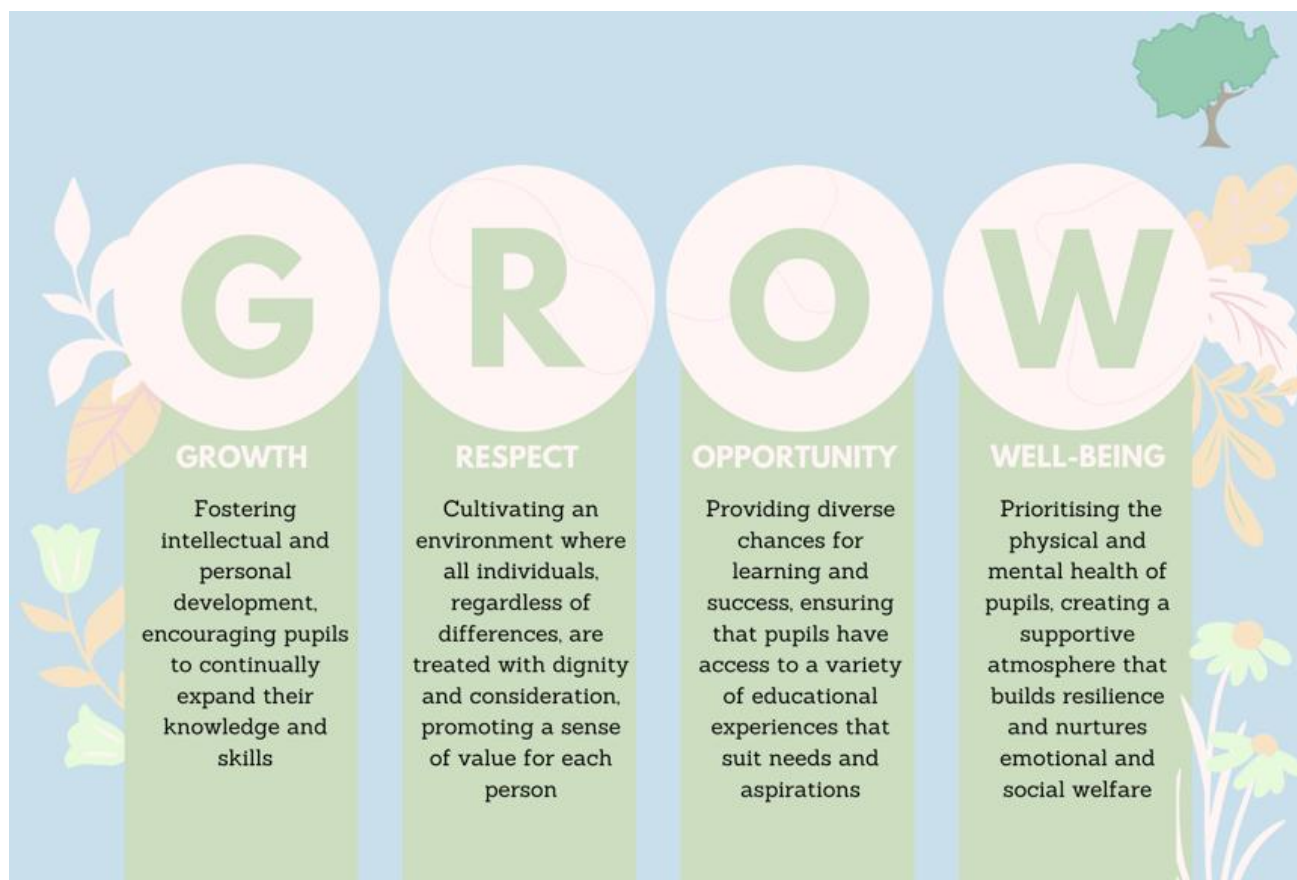
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### 1. Curriculum aims

- To support the academic and social and emotional development of all pupils, to enable reintegration or movement to a mainstream provision or their next educational establishment
- To deliver a curriculum that is personalised for individual pupil need, supports ambition and interest and allows opportunities for pupils to become involved in their own learning
- Provide a broad and balanced variety of academic, vocational and technical experiences which will ensure that pupils develop the skills, concepts and knowledge necessary for future learning or employment
- To provide a range of academic and therapeutic interventions to match the needs of all pupils
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life in modern Britain
- To identify and assist any pupils affected by issues including neglect, child abuse, domestic violence, mental health and parental substance abuse to develop confidence, resilience, knowledge and the skills required to thrive in education and society

These curriculum aims are underpinned by our values:



## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### 3. Roles and responsibilities

#### 3.1 Management Committee

The Management Committee will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.

The Management Committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover statutory requirements
- All GCSE courses provided for pupils below the age of 19 that lead to qualifications, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### 3.2 Executive Headteacher

The Executive headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Management Committee
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- The school's procedures for assessment meet all legal requirements
- The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Management Committee is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other Staff**

#### **SLT**

The Senior Leadership Team (comprising the Deputy Headteacher, Head of School, Assistant Headteachers and KS3/4 & AP Curriculum Lead) is responsible for overseeing the curriculum within their respective bases. They must ensure that the curriculum aligns with the base's intent and addresses the specific needs of its pupils. It is their duty to complete the quality assurance cycle within their base and collaborate with staff to implement any necessary developments. Additionally, they are responsible for ensuring that both pupil and parent feedback is gathered and considered as part of the curriculum planning and review process.

#### **KS3/4 Curriculum and Alternate Providers Lead**

The KS 3/4 & AP Curriculum Lead is responsible for organising and disseminating the quality assurance cycle for each academic year. This information is shared with the Senior Leadership Team (SLT) and Heads of Departments to ensure a coordinated approach to quality assurance across the school. The Lead collects and compiles all relevant evidence and documentation, distributing it to appropriate staff members to facilitate the identification of areas for improvement and to outline subsequent action steps. Additionally, they oversee the implementation of the agreed curriculum within Alternative Provision settings and provide guidance and support as needed.

#### **Head of Departments/Subject Leads**

It is the role of the Head of Departments / Subject Leads to keep up to date with their developments in their subject, at both national and local level. They review the way the subject is being taught in the school and plan for improvement. They review the curriculum plans for their subject; ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the school

## 4. Organisation and planning

Each base within The Woodlands designs its curriculum to cater to the unique needs of its pupils, ensuring a tailored approach that supports their individual learning requirements and personal development.

### 4.1 Primary

The curriculum is designed to:

- To provide an appropriate short term educational provision that is reviewed regularly
- To provide a broad and balanced curriculum with a focus on the development of skills, concepts and knowledge necessary for future learning
- To offer a range of therapeutic interventions to support the academic emotional and wellbeing needs of pupils
- To ensure that pupils are regulated to be able to engage with learning
- To support regulation and resilience through a Thrive ethos, utilising Zones of Regulation, Future Steps and sensory approaches
- Using regular reviews and assessment to prepare and support pupils in their next steps of education
- To inform and support in referral to professional partners
- To work in partnership with parents/carers and professional partners
- To provide information, advice and support to colleagues in the mainstream setting
- Enrichment and enhancement of the curriculum are offered through a wide range of experiences in and out of school, including Forest Schools, Outdoor Education visits and visitors

Long term overviews are created for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Medium Term Plans break down each term into weekly overviews for all subjects. Our Short Term Plans are those that our teachers write on a weekly basis. We use these to set our learning objectives for each session and to identify the resources and activities we going to use in the lesson.

## **4.2 Key Stage 3 The Elms**

The curriculum is designed to:

- To re-engage pupils in education
- To support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate and be successful in their next phase of education
- To develop emotional and academic resilience and have a positive experience of education
- To Inspire and motivate pupils, creating a willingness to learn
- To provide a curriculum which addresses the gaps in pupil knowledge and learning with a strong focus on PHSE and Reading
- To focus on developing pupils' emotional wellbeing and mental health

## **4.3 Key Stage 4 The Maples**

Our curriculum is designed to:

- Re engage pupils in education
- Inspire and motivate pupils, creating a willingness to learn
- Provide a curriculum which addresses the gaps in pupil's knowledge enabling pupils to make progress from their individual starting points, while taking ownership of their learning
- Have a strong curriculum focus on delivering the core subjects, Maths and English, PHSE and RSE
- Focus on developing pupils' emotional wellbeing and mental health
- Build relationships within our community and also with the local community
- Provide Careers Information Advice and Guidance to secure meaningful and relevant post 16 destinations

## **4.4 Education Health Needs Team (The Pines, The Orchard, 1:1)**

Our curriculum is designed to:

- Re-engage pupils in education within a nurturing environment, fostering emotional and academic resilience for a positive educational experience.
- Develop pupils' social interactions and support the building of relationships with peers and adults.

- Maintain a strong curriculum focus on core subjects, including Maths, English, Science, PSHE, and RSE.
- Offer a broader curriculum that includes Outdoor Education and a range of option subjects, potentially continuing from mainstream schooling.
- Prioritise the development of pupils' emotional wellbeing and mental health.
- Prepare and support pupils to complete academic examinations.
- Provide Careers Information, Advice, and Guidance to secure meaningful and relevant post-16 destinations.
- Prepare pupils for their next steps in education and future pathways.

#### **4.5 Alternative Provision**

Our curriculum is designed to:

- Alternative Provision Providers deliver an ambitious, coherently planned and sequenced curriculum which prepares pupils for their next steps in employment, education or training based on The National Curriculum
- Alternative Provision Providers are to deliver the qualifications including; GCSE, Functional Skills and Entry Levels
- To achieve nationally accredited qualifications which are competitive and recognised.
- Curriculum to be devised and linked to the National Curriculum/Core subjects and be succinct and skills focused allowing progression onto examination routes.
- RHSE is developed through the curriculum across all provisions and delivered via a timetabled and structured lesson to all pupils who attend a provision for 3 days.

#### **4.6 PHSE/ RSE**

PSHE education is inextricably linked to The Woodlands' values and ethos. We believe that each learner will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework. PSHE is taught in all Woodlands provisions.

PSHE education supports the following aims:

- To provide learners with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.
- To provide learners with the confidence to recognise their own self-worth, to work well with others and to become increasingly responsible for their own learning.
- To provide a high quality and appropriate environment in which learners are encouraged to develop to their full potential, and a sense of purpose for their lives.



- To recognise that our learners need significant support but to encourage the greatest possible independence of thought and action;
- To promote the spiritual, moral, social and cultural development of each learner.
- To form positive relationships, and have the ability to work effectively with others.
- To explore issues relating to living in a 'Democratic' society

#### 4.7 Careers

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

### 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Management Committee Members monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Management Committee 'Curriculum and Standards' meeting
- Curriculum Member visits
- Learning walks
- Monitoring planning
- Marking scrutiny
- Pupil progress
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates
- Heads of Departments/Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

The leadership team feedback to staff about their monitoring so that strengths can be shared

This policy will be reviewed every year by the Executive Headteacher At every review, the policy will be shared with the management committee.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- Equality information and objectives
- Literacy policy
- Marking policy
- PSHE policy
- Teaching and Learning policy