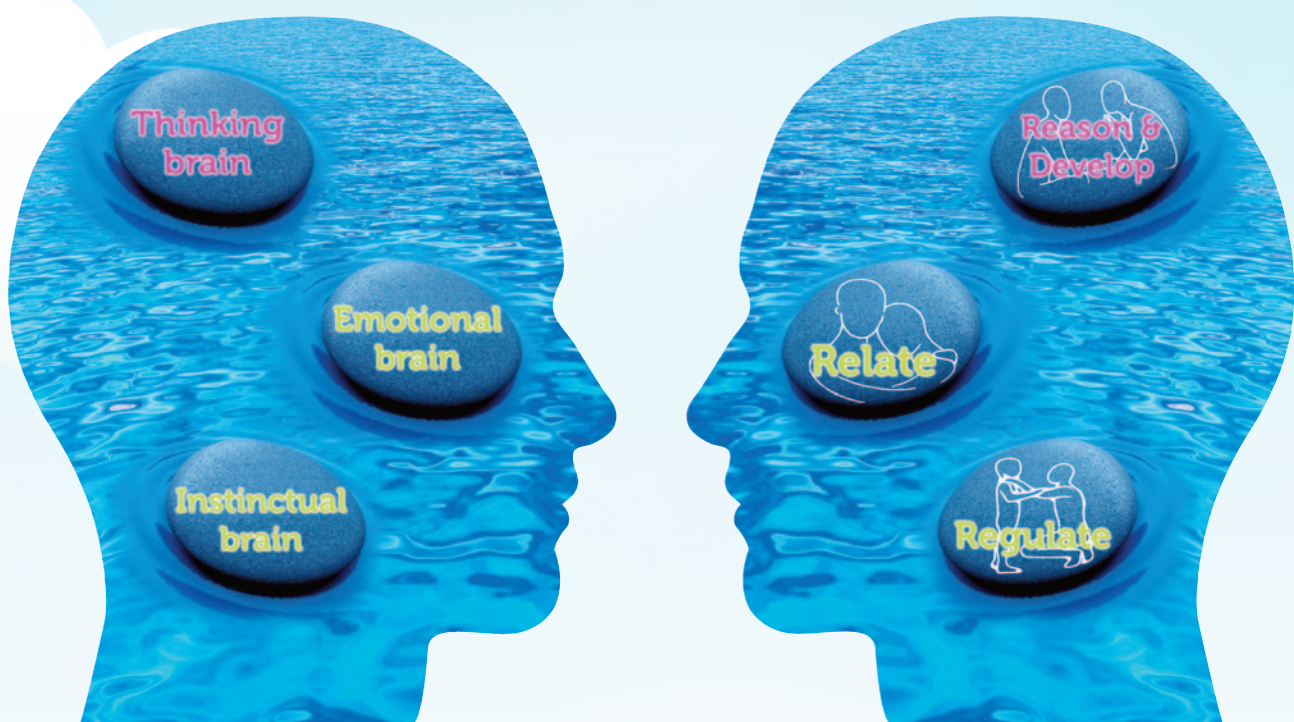




# Curriculum Policy

*“Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved.”*

[www.tipbs.com](http://www.tipbs.com)



## The Instinctual Brain

The primitive part of the brain that is concerned with our **physical systems**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

## The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, flight or freeze.

## The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.



# Curriculum Policy

Every child admitted to Springwell has been on a unique educational journey. We are committed to returning our students to mainstream school, moving them onto specialist provision, or positively transitioning them to post 16 education, employment or training. Students are therefore with us for varying amounts of time: some individuals will have a very short time on our roll, while other will remain with us until the end of Y11.

Because of this, our curriculum offer needs to be flexible, personalised, and designed to allow students to progress to the next stage on their educational journey. It is developmental not chronological: it is based on where a child is in their development, not which year group they are in. For many of our students, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.

We use the idea of building blocks to create our curriculum offer.

## Early Years Building Blocks

**Specific areas of learning**

**Enabling students to engage and enjoy a broad and balanced curriculum**

**Communication and language**

**Ensuring students make progress and build confidence in spoken language and listening skills**

**Physical development**

**Opportunities to develop coordination, control and movement**

**Personal, social and emotional development**

**Developing students' social, emotional and mental health**

## Primary and KS3 Building Blocks

**The Core Curriculum**

**Enabling students to engage and enjoy a broad and balanced curriculum**

**Personal Development**

**Developing pupils' social, emotional and mental health**

**Literacy**

**Ensuring pupils make progress in spoken language, reading and writing**



## KS4 Building Blocks

### Options curriculum

Providing pupils with a choice of practical and engaging options

### The Core Curriculum

Enabling students to engage and enjoy a broad and balanced curriculum

### Personal Development

Developing pupils' social, emotional and mental health

### Literacy

Ensuring pupils make progress in spoken language, reading and writing



## Curriculum intent

Our over-arching aim is to provide a curriculum that enables each child to shine: to nurture their individual talents and raise aspirations.

### Our EYFS curriculum is designed to:

- Engage all pupils in learning at their own pace
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupils' social, emotional and mental health
- Focus on offering a systematic phonics provision to support pupils' progress with reading and writing
- Support all pupils to make health and safe choices
- Support all pupils to move into, and be successful in, their next phase of education
- To deliver a broad and balanced provision in line with the EYFS framework

### Our Primary curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupils' social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support all pupils to move into, and be successful in, their next phase of education
- To deliver a broad and balanced programme of study to reflect the national curriculum content

### Our KS3 curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make health and safe choices
- Deliver a flexible, broad and balanced programme of study that reflects the national curriculum content where appropriate for learners
- For children to experience successes in subjects such as Humanities, Art and Music depending on the needs and interests of the class
- Support all pupils to move into, and be successful in, their next phase of education



# Curriculum Policy

## Our KS4 curriculum is designed to:

- Engage pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support pupils to make positive decisions about their future and next steps
- Ensure that all pupils leave with at least one qualification, no matter when they join us
- Ensure that the majority of our pupils achieve a qualification in English and Mathematics
- Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate

At Springwell Lincolnshire we believe that working from nurture principles gives our students the best chance of making progress in their learning, both academically and in terms of their social, emotional and behavioural development. The nurture principles that underpin our pedagogy and all curriculum learning are:

1. Children's learning is understood developmentally

2. The classroom offers a safe base

3. The importance of nurture for the development of wellbeing

4. Language is a vital means of communication

5. All behaviour is communication

6. The importance of transition in children's lives





## Implementation

In any one classroom in Springwell Lincolnshire we will have children from state-maintained schools and academies, 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 of children, 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 such a wide range of needs.

### Building an individualised curriculum for each student:

Each student who enters Springwell Lincolnshire will be assessed and placed on a personalised pathway (see appendix).

We use a range of assessment tools to measure our students' social and emotional progress and development, including the Boxall Profile and Doyle's assessment for reintegration readiness.

## Curriculum Overview

### EYFS

#### Core – Prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

#### Specific areas of learning:

- Literacy
- Maths
- Understanding the world
- Expressive arts & design
- Enrichment

### Primary

#### Core subjects:

- Reading
- Literacy & English
- Numeracy & Maths
- Science
- PSHE

#### Personal development:

- Topic
- IT
- Physical activity
- Enrichment

### KS3

#### Core subjects:

- Literacy & English
- Maths & Numeracy
- Science
- PSHE

#### Personal development:

- Topic
- Food tech
- Physical activity
- IT
- Enrichment

### KS4

#### Core subjects:

- Literacy & English
- Numeracy & Maths
- Science
- PSHE

#### Personal development:

- IT
- Physical activity
- Work experience
- Careers
- Enrichment

#### Option subjects (subject to change due to staff expertise in individual schools):

- Cooking
- Childcare
- Sports/Health & Nutrition
- Creative Craft/Art



## Impact

The primary measure of the impact of our curriculum will be student attainment. Our assessment policy lays out the detail of how we assess students.

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

### EYFS

Aim	Impact measure
<ul style="list-style-type: none"><li>Engage all pupils in learning at their own pace</li></ul>	<ul style="list-style-type: none"><li>Observations of learning</li><li>Student voice</li><li>Attendance</li></ul>
<ul style="list-style-type: none"><li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li></ul>	<ul style="list-style-type: none"><li>Analysis of student progress data</li><li>Qualitative data on student progress (eg, student work)</li></ul>
<ul style="list-style-type: none"><li>Focus on developing pupils' social, emotional and mental health</li></ul>	<ul style="list-style-type: none"><li>Boxall &amp; Doyle data</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Focus on offering a systematic phonics provision to support pupils' progress with reading and writing</li></ul>	<ul style="list-style-type: none"><li>Phonics data</li><li>Reading &amp; writing assessment</li></ul>
<ul style="list-style-type: none"><li>Support all pupils to make healthy and safe choices</li></ul>	<ul style="list-style-type: none"><li>QA of PSHE curriculum</li><li>Observations in learning in PSHE</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Support all pupils to move into, and be successful in, their next phase of education</li></ul>	<ul style="list-style-type: none"><li>Students successfully transition to their next phase of education</li></ul>
<ul style="list-style-type: none"><li>To deliver a broad and balanced provision in line with the EYFS framework</li></ul>	<ul style="list-style-type: none"><li>Students receive a tailored curriculum</li><li>Evidenced in pupil progress data</li></ul>



## Primary

Aim	Impact measure
<ul style="list-style-type: none"><li>Engage all pupils in learning</li></ul>	<ul style="list-style-type: none"><li>Observations of learning</li><li>Student voice</li><li>Attendance</li></ul>
<ul style="list-style-type: none"><li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li></ul>	<ul style="list-style-type: none"><li>Analysis of student progress data</li><li>Qualitative data on student progress (eg, student work)</li></ul>
<ul style="list-style-type: none"><li>Focus on developing pupils' social, emotional and mental health</li></ul>	<ul style="list-style-type: none"><li>Boxall &amp; Doyle data</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Focus on depth before breadth: having a strong curriculum focus on the facilitatin subjects of English and Mathematics</li></ul>	<ul style="list-style-type: none"><li>Phonics data</li><li>Reading &amp; writing assessment</li></ul>
<ul style="list-style-type: none"><li>Support all pupils to make healthy and safe choices</li></ul>	<ul style="list-style-type: none"><li>QA of PSHE curriculum</li><li>Observations in learning in PSHE</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Support all pupils to move into, and be successful in, their next phase of education</li></ul>	<ul style="list-style-type: none"><li>Students successfully transition to their next phase of education</li></ul>
<ul style="list-style-type: none"><li>To deliver a broad and balanced programme of study to reflect the national curriculum content</li></ul>	<ul style="list-style-type: none"><li>Students receive a tailored curriculum</li><li>Evidenced in pupil progress data</li></ul>





## KS3

Aim	Impact measure
<ul style="list-style-type: none"><li>Engage all pupils in learning</li></ul>	<ul style="list-style-type: none"><li>Observations of learning</li><li>Student voice</li><li>Attendance</li></ul>
<ul style="list-style-type: none"><li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li></ul>	<ul style="list-style-type: none"><li>Analysis of student progress data</li><li>Qualitative data on student progress (eg, student work)</li></ul>
<ul style="list-style-type: none"><li>Focus on developing pupil's social, emotional and mental health</li></ul>	<ul style="list-style-type: none"><li>Boxall &amp; Doyle data</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics</li></ul>	<ul style="list-style-type: none"><li>English and Maths teacher assessment</li></ul>
<ul style="list-style-type: none"><li>Support all pupils to make health and safe choices</li></ul>	<ul style="list-style-type: none"><li>QA of PSHE curriculum</li><li>Observations in learning in PSHE</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Deliver a flexible, broad and balanced programme of study that reflects the national curriculum content where appropriate for learners</li></ul>	<ul style="list-style-type: none"><li>Students receive a tailored curriculum</li><li>Evidenced in pupil progress data</li></ul>
<ul style="list-style-type: none"><li>For children to experience successes in subjects such as Humanities, Art and Music depending on the needs and interests of the class</li></ul>	<ul style="list-style-type: none"><li>Observations of learning</li><li>Student voice</li><li>Attendance</li><li>Boxall/Doyles data</li></ul>
<ul style="list-style-type: none"><li>Support all pupils to move into, and be successful in, their next phase of education</li></ul>	<ul style="list-style-type: none"><li>Students successfully transition to their next phase of education</li></ul>



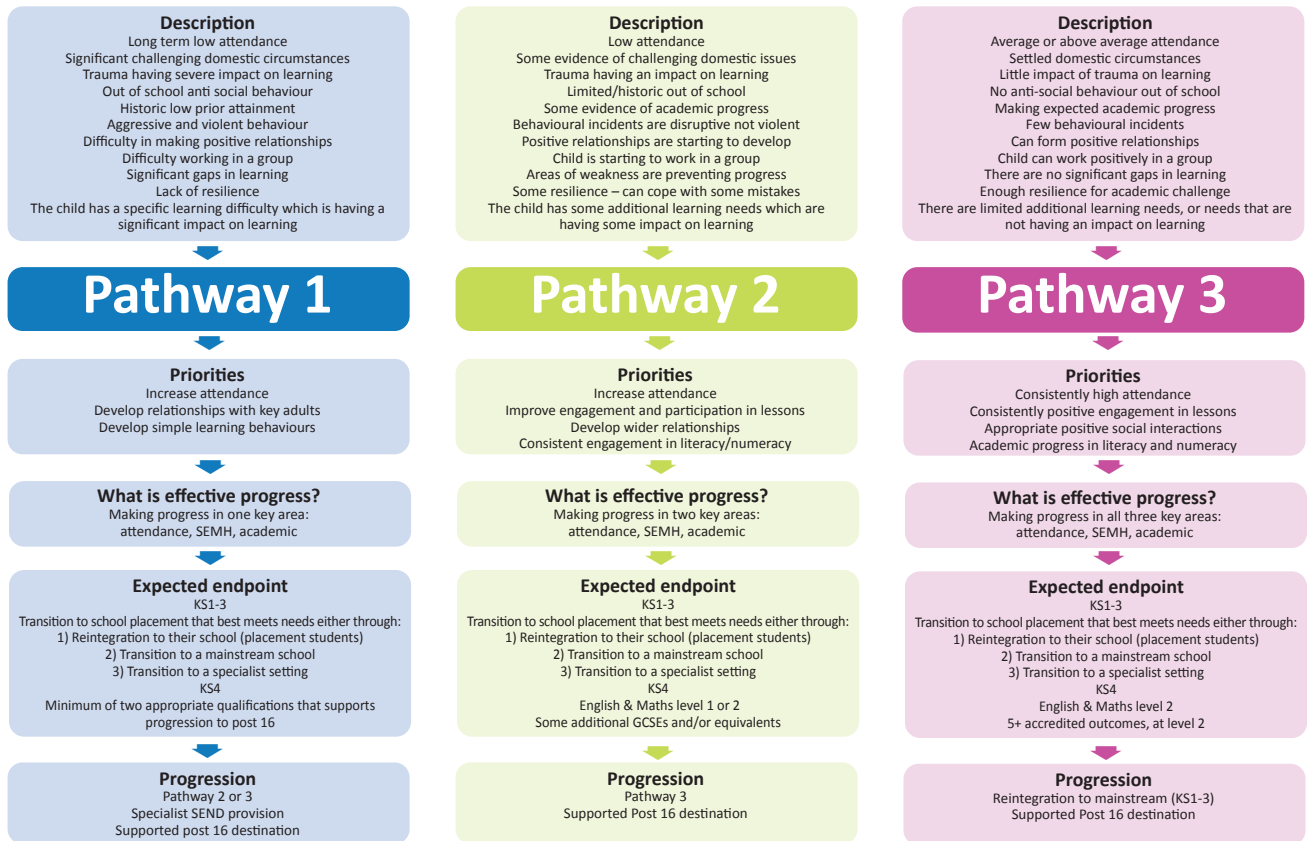
## KS4

Aim	Impact measure
<ul style="list-style-type: none"><li>Engage pupils in learning</li></ul>	<ul style="list-style-type: none"><li>Observations of learning</li><li>Student voice</li><li>Attendance</li></ul>
<ul style="list-style-type: none"><li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li></ul>	<ul style="list-style-type: none"><li>Analysis of student progress data</li><li>Qualitative data on student progress (eg, student work)</li></ul>
<ul style="list-style-type: none"><li>Focus on developing pupil's social, emotional and mental health</li></ul>	<ul style="list-style-type: none"><li>Boxall &amp; Doyle data</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics</li></ul>	<ul style="list-style-type: none"><li>English and Maths teacher assessment</li></ul>
<ul style="list-style-type: none"><li>Support all pupils to make healthy and safe choices</li></ul>	<ul style="list-style-type: none"><li>QA of PSHE curriculum</li><li>Observations in learning in PSHE</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul style="list-style-type: none"><li>Support pupils to make positive decisions about their future and next steps</li></ul>	<ul style="list-style-type: none"><li>Complete Gatsby benchmarks</li><li>Successful transitions to next phase of education/employment/training</li></ul>
<ul style="list-style-type: none"><li>Ensure that all pupils leave with at least one qualification, no matter when they join us</li></ul>	<ul style="list-style-type: none"><li>Analysis of results</li></ul>
<ul style="list-style-type: none"><li>Ensure that the majority of our pupils achieve a qualification in English and Mathematics</li></ul>	<ul style="list-style-type: none"><li>Analysis of results</li></ul>
<ul style="list-style-type: none"><li>Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate</li></ul>	<ul style="list-style-type: none"><li>QA of curriculum offer</li></ul>



## Appendix

Staff should use the following diagram to make a professional judgement about which pathway is the best fit for a student.  
A student does not need to tick all the descriptors to fall into a particular pathway.



SLT with responsibility for policy

Sarah Jorgensen

Date written

September 2020

To be reviewed

Annually