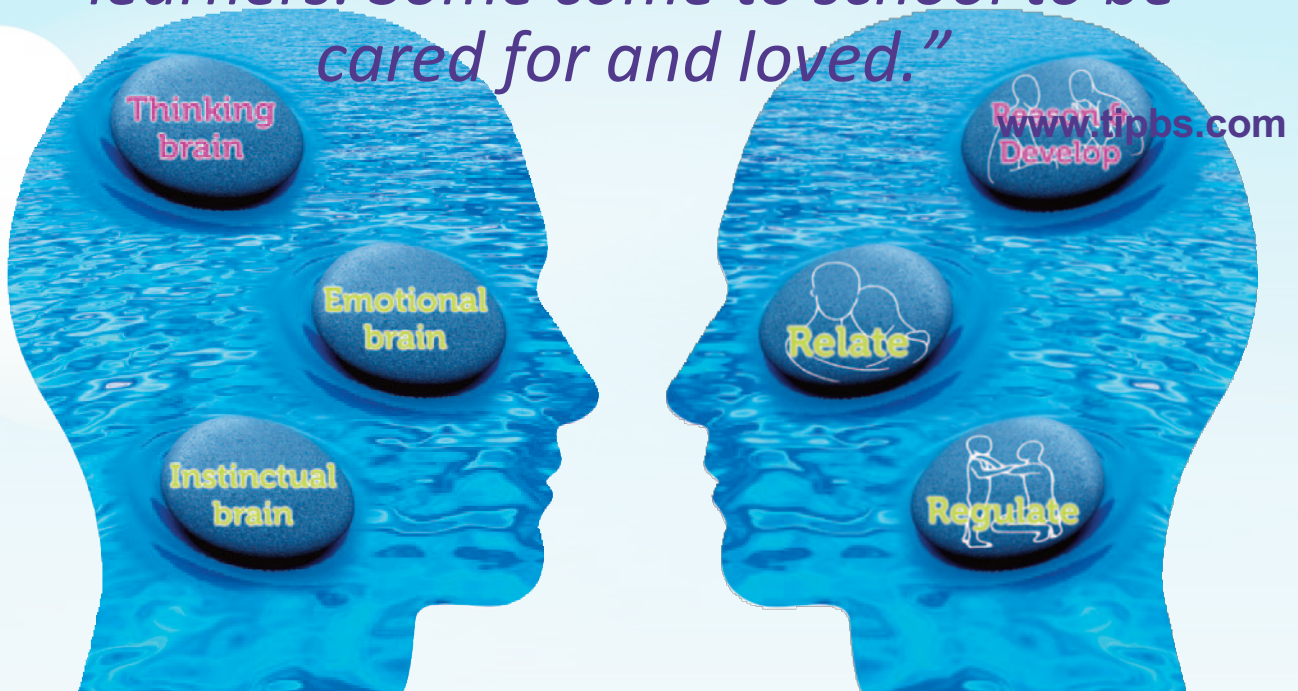




Curriculum Policy

“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.”



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 response.

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.



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 others will remain with us until the end of their primary years or year 11.

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 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 provision that reflects 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, Reading 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, Reading and Mathematics
- Support all pupils to make healthy and safe choices
- Deliver a flexible, broad and balanced programme of study that reflects the national curriculum content
- Support all pupils to move into, and be successful in, their next phase of education



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 two qualifications, 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 the valuing SEND tool.

Curriculum Overview

EYFS

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

Key Subject Areas:

- Reading
- Writing
- Numeracy & Maths
- Science
- PSHE

Personal development:

- SMSC & FBV
- Enrichment
- Relationships

Ensuring a broad curriculum:

- Topic - Geography, History, Art, Technology
- Physical activity
- IT
- RE
- Music

KS3

Key Subject Areas:

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

Personal development:

- SMSC & FBV
- Enrichment
- CIEAG
- Relationships and Sex

Ensuring a broad curriculum:

- Topic - Geography, History, Art, Technology
- Physical activity
- IT
- RE
- Music

KS4

Key Subject Areas:

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

Personal development:

- SMSC & FBV
- Enrichment
- CIEAG
- Relationships and Sex

Ensuring a broad curriculum:

- IT
- Physical activity

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



Primary

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



KS3

Aim	Impact measure
<ul style="list-style-type: none">Engage all pupils in learning	<ul style="list-style-type: none">Observations of learningStudent voiceAttendance
<ul style="list-style-type: none">Enable all pupils to make progress from their individual starting points, and to have successes in learning	<ul style="list-style-type: none">Analysis of student progress dataQualitative data on student progress (eg, student work)
<ul style="list-style-type: none">Develop pupil's social, emotional and mental health	<ul style="list-style-type: none">Boxall dataStudent voice
<ul style="list-style-type: none">Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English, Reading and Mathematics	<ul style="list-style-type: none">English and Maths teacher assessmentReading progress
<ul style="list-style-type: none">Support all pupils to make healthy and safe choices	<ul style="list-style-type: none">QA of curriculumObservations in learning in PSHEStudent voice
<ul style="list-style-type: none">Deliver a flexible, broad and balanced programme of study that reflects the national curriculum content where appropriate for learners	<ul style="list-style-type: none">Students receive a tailored curriculumEvidenced in pupil progress data
<ul style="list-style-type: none">Support all pupils to move into, and be successful in, their next phase of education	<ul style="list-style-type: none">Students successfully transition to their next phase of education



KS4

Aim	Impact measure
<ul style="list-style-type: none"> Engage pupils in learning 	<ul style="list-style-type: none"> Observations of learning Student voice Attendance
<ul style="list-style-type: none"> Enable all pupils to make progress from their individual starting points, and to have successes in learning 	<ul style="list-style-type: none"> Analysis of student progress data Qualitative data on student progress (eg, student work)
<ul style="list-style-type: none"> Focus on developing pupil's social, emotional and mental health 	<ul style="list-style-type: none"> Boxall data Student voice
<ul style="list-style-type: none"> Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics 	<ul style="list-style-type: none"> English and Maths teacher assessment
<ul style="list-style-type: none"> Support all pupils to make healthy and safe choices 	<ul style="list-style-type: none"> QA of curriculum Observations in learning in PSHE Student voice
<ul style="list-style-type: none"> Support pupils to make positive decisions about their future and next steps 	<ul style="list-style-type: none"> Complete Gatsby benchmarks Successful transitions to next phase of education/employment/training
<ul style="list-style-type: none"> Ensure that all pupils leave with at least one qualification, no matter when they join us 	<ul style="list-style-type: none"> Analysis of results
<ul style="list-style-type: none"> Ensure that the majority of our pupils achieve a qualification in English and Mathematics 	<ul style="list-style-type: none"> Analysis of results
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> QA of curriculum offer



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.

Description
 Long term low attendance
 Significant challenging domestic circumstances
 Trauma having severe impact on learning
 Out of school anti social behaviour
 Historic low prior attainment
 Aggressive and violent behaviour
 Difficulty in making positive relationships
 Difficulty working in a group
 Significant gaps in learning
 Lack of resilience
 The child has a specific learning difficulty which is having a significant impact on learning

Description
 Low attendance
 Some evidence of challenging domestic issues
 Trauma having an impact on learning
 Limited/historic out of school
 Some evidence of academic progress
 Behavioural incidents are disruptive not violent
 Positive relationships are starting to develop
 Child is starting to work in a group
 Areas of weakness are preventing progress
 Some resilience – can cope with some mistakes
 The child has some additional learning needs which are having some impact on learning

Description
 Average or above average attendance
 Settled domestic circumstances
 Little impact of trauma on learning
 No anti-social behaviour out of school
 Making expected academic progress
 Few behavioural incidents
 Can form positive relationships
 Child can work positively in a group
 There are no significant gaps in learning
 Enough resilience for academic challenge
 There are limited additional learning needs, or needs that are not having an impact on learning

Pathway 1

Pathway 2

Pathway 3

Priorities
 Increase attendance
 Develop relationships with key adults
 Develop simple learning behaviours

Priorities
 Increase attendance
 Improve engagement and participation in lessons
 Develop wider relationships
 Consistent engagement in literacy/numeracy

Priorities
 Consistently high attendance
 Consistently positive engagement in lessons
 Appropriate positive social interactions
 Academic progress in literacy and numeracy

What is effective progress?
 Making progress in one key area:
 attendance, SEMH, academic

What is effective progress?
 Making progress in two key areas:
 attendance, SEMH, academic

What is effective progress?
 Making progress in all three key areas:
 attendance, SEMH, academic

Expected endpoint
 KS1-3
 Transition to school placement that best meets needs either through:
 1) Reintegration to their school (placement students)
 2) Transition to a mainstream school
 3) Transition to a specialist setting
 KS4
 Minimum of two appropriate qualifications that supports progression to post 16

Expected endpoint
 KS1-3
 Transition to school placement that best meets needs either through:
 1) Reintegration to their school (placement students)
 2) Transition to a mainstream school
 3) Transition to a specialist setting
 KS4
 English & Maths level 1 or 2
 Some additional GCSEs and/or equivalents

Expected endpoint
 KS1-3
 Transition to school placement that best meets needs either through:
 1) Reintegration to their school (placement students)
 2) Transition to a mainstream school
 3) Transition to a specialist setting
 KS4
 English & Maths level 2
 5+ accredited outcomes, at level 2

Progression
 Pathway 2 or 3
 Specialist SEND provision
 Supported post 16 destination

Progression
 Pathway 3
 Supported Post 16 destination

Progression
 Reintegration to mainstream (KS1-3)
 Supported Post 16 destination