



WOODLANDS SCHOOL

EDUCATION – THE CURRICULUM POLICY AND PROCEDURES

Procedure/Guidance

Policy Issued: Sept 2017

Policy Author: B Gandhi-Johnson

***Reviewed by: B Gandhi-Johnson and
Claire Walkden***

Date Reviewed: July 2022

Policies to be read in conjunction with this policy:

- Teaching and Learning
- Assessment
- Anti-Bullying
- Safeguarding
- Internet Safety
- Behaviour

EDUCATION - THE CURRICULUM

1 Purpose

The curriculum is seen as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Woodlands School has incorporated the outcomes from the Donaldson report 'Successful Futures' into its main aims and objectives. Even though many pupils have come from schools in England it is felt that the broad balance of the curriculum allows all learners to succeed and provides the basis for lifelong learning and skills.


The aims and objectives of 'successful futures' are summarised below:

Society

- Inequality increasing
- Demography
- Life expectancy
- Single households
- Civic participation
- Family

Resources

- Scarcity
- Efficiency
- Accountability



Technological developments
Nature/pace/lag/digital divide

Education

- New and growing expectations
- Instrumental pressure? Education is for work?
- Education for democratic participation/citizenship?
- Uncertainty and lifelong learning
- New conceptions of knowledge?
- Creativity, team working, problem solving?
- Deprivation and educational achievement?
- Better learning or different learning?
- Anywhere, anytime learning? Hand held connectivity?
- Social networking
- Internationalisation – PISA/PIRLS/TIMMS

Globalisation

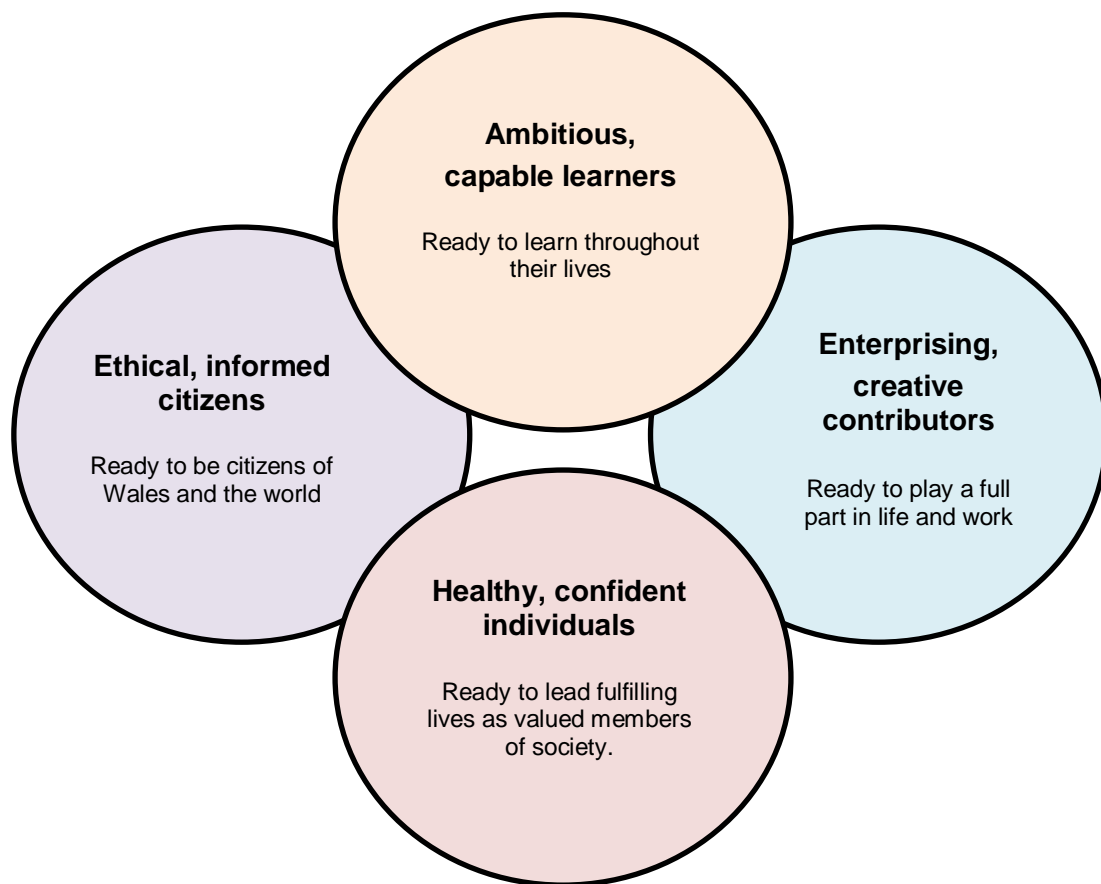
- Interdependence
- Competition
- Offshoring
- Reshoring
- Migration
- Scarcity
- Climate

Employment

- Skill demand changing
- Portability
- Employability
- Digital competence
- Fluid job market
- Lifelong learning

Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:



The structure of the curriculum should:

- Reflect directly and promote the **curriculum purposes**
- Embody the **entitlement** of all children and young people, including those with severe, profound or multiple learning difficulties, to a high quality, broad and appropriately balanced education throughout the period of statutory education
- Promote **progression** in children and young people's learning
- Encourage **depth** of learning and provide appropriate **challenge** in ways that will raise overall **standards of achievement**
- Promote **coherence** and encourage children and young people to make **connections** across different aspects of their learning

The structure of the curriculum should:

- Enable children and young people to **apply in unfamiliar contexts** what they have learned
- Promote sustained attention to the development and application of knowledge and skills in **literacy, numeracy and digital competence**
- Ensure appropriate emphasis on the **Welsh language and culture**
- Encourage **stimulating and engaging** teaching and learning
- Be as **simple and straightforward** as possible
- Be understood by and have the **confidence** of parents, carers and teachers

Areas of Learning and Experience

- Make distinct and strong contributions to developing the four purposes of the curriculum
- Should be internally coherent
- Employ distinctive ways of thinking
- Have an identifiable core of disciplinary and instrumental knowledge



Taken together, they should define the breadth of the curriculum.

Cross curriculum responsibilities

Literacy Numeracy
Digital
competence

The purpose of the new curriculum is to support our children and young people to be:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

It will have six 'Areas of Learning and Experience (AoLE).

- Expressive arts.
- Health and well-being.
- Humanities (including RE).
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages).
- Mathematics and numeracy.
- Science and technology.

It will also include three cross-curricular responsibilities across all subjects: literacy, numeracy and digital competence.

Assessment

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

Assessment is a continuous process and takes place on a daily basis in schools. Progression steps help learners, teachers, parents and carers to understand if appropriate progress is being made.

Assessment arrangement should:

- Align assessment with the purposes of learning: assess what matters so that individual interventions can be put in place to accelerate learning.
- Be clear about the reasons for assessment and plan in advance for the uses of assessment results for tracking individual pupil progress and planning.
- Promote the use of a wide range of techniques that are appropriate to their purpose

- Engage students in own assessment and learning outcomes.
- Ensure that reports to parents and carers focus on progress
- Be as light-touch as possible and avoid unnecessary bureaucracy
- Use assessment evidence systematically and in combination with other evidence to inform school self-evaluation and School Improvement Plans
- Address the implications of good assessment practice for teacher capacity
- Form a coherent, agreed assessment and evaluation framework with a clear vision and strategy based on all of the above.

The school curriculum for Wales is not simply a collection of subjects or experiences. In relation to the matters or activities which it covers, it is required to be balanced and broadly based and must promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society and prepare pupils for the opportunities, responsibilities and experiences of adult life.

2 Aims

Woodlands School will provide a curriculum, which inspires, challenges and safeguards all our students, and enables them to become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a socially and economically positive contribution to society.

3 Objectives

We aim to foster the development of successful learners, confident individuals and responsible citizens through traditional subjects taught through the new Curriculum for Wales 2022. Staff will be incorporating the elements below into Schemes of Work, PSHE programmes and assemblies as they are being revised:

Successful learners

- Have the essential learning skills of literacy, numeracy, and information and communication technology.
- Are creative, resourceful and able to solve problems.
- Have enquiring minds and think for themselves to process information, reason, and question and evaluate.
- Communicate well in a range of ways.
- Understand how they learn and learn from their mistakes.
- Are able to learn independently and with others.
- Know about big ideas and events that shape our world.

- Enjoy learning and are motivated to achieve the best they can now and in the future.

Confident individuals:

- Have a sense of self-worth and believe in themselves.
- Relate well to others and form good relationships.
- Are self-aware and deal well with their emotions.
- Have secure values and beliefs.
- Become increasingly independent, are able to take the initiative and organise themselves.
- Make healthy lifestyle choices.
- Are physically competent and confident.
- Take managed risks and stay safe.
- Are willing to try new things and make the most of opportunities.
- Are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens:

- Are well prepared for life and work.
- Are enterprising.
- Are able to work co-operatively with others.
- Respect others and act with integrity.
- Understand different cultures and traditions and have a strong sense of their own place in the world.
- Appreciate the benefits of diversity.
- Challenge injustice, are committed to human rights and strive to live peaceably with others.
- Maintain and improve the environment, locally and globally.
- Take account of the needs of present and future generations in the choices they make.
- Feel that they can change things for the better.

4 Planning the Curriculum

Curriculum planning will be a mixture of the following elements and will be individualised for pupils according to need. Planning will take account of the fact that some pupils will struggle to access all areas of the curriculum initially, due to personal or behavioural issues. Staff will be creative and innovative in their approach to these pupils especially in order to maximise their access to as full a curriculum as possible.

There will be opportunities to access a personalised curriculum of alternative subjects in addition to the above according to need and personal interest i.e. modern foreign languages, musical instruments, specific non-traditional sports (e.g. skating).

Areas of Learning

The school will address the 7 areas of learning

1. Personal, Social and Emotional Development, Well-Being and Cultural Diversity
2. Communication and Language
3. Physical Development
4. Literacy
5. Numeracy
6. Knowledge and understanding of the World
7. Expressive Arts and Design and Creative Development

Curriculum model

A whole curriculum approach

Woodlands School values the understanding that knowledge can fall outside traditional subject boundaries and that learning can be organised in different ways. Our curriculum includes opportunities for complex projects that draw on several subject perspectives as well as subject specific timetabled lessons. For example, Outdoor Education allows for literacy, numeracy and problem-solving skills to be developed.

Students achieve the aims of this policy through the following subject areas:

Key Stage 3

English, Drama, Maths, Science, Information Communication Technology (ICT) Modern Foreign Languages (where appropriate), Art and Design, Design and Technology, Humanities (Geography, History, Religious Education), Physical Education, Music, and Personal and Social Education.

Key Stage 4

At Key Stage 4 all students study, where appropriate to GCSE level, the statutory areas of Maths, English, Science, PSHE, a Humanities subject and Physical Education as well as some of the subjects above.

Students study ICT through their learning in other curriculum areas.

In addition, alternative accredited courses are made available to students to both complement the more formal academic curriculum and in some cases replace it.

Post 16 students have the opportunity to re-sit GCSE subjects or go onto more vocational courses like catering, forestry or complete A Levels.

5 Subject specific information

English and Mathematics

The majority of students will study separate GCSEs in English and Mathematics with the option of English Literature and Numeracy. Where appropriate, students will study alternative accredited courses such as Entry Level Certificates, Functional Skills or A levels.

Science

We aim to ensure all students are able to achieve in a challenging science curriculum offering Entry Level, separate Science GCSEs and A Level.

Information communication technology

ICT is a tool that enables students to learn independently, research information, present information, share their learning and network with other learners. Students learn and develop their ICT skills and understanding through all curriculum areas, as well as through discreet lessons.

Physical Education

The school promotes a healthy lifestyle. All students follow the National Curriculum and are expected to participate in regular sessions of PE in their weekly core curriculum. Students are entered for Entry Level and GCSE exams.

Religious Education

Religious Education is available to all students. Parents/carers have the right to withdraw their children from Religious Education.

The annual curriculum entitlement time for each subject is as follows:

English – a minimum of 3 lessons per week

Welsh - a minimum of 2 lessons per week

Mathematics - a minimum of 3 lessons per week

Science - a minimum of 3 lessons per week

ICT – at least one discreet lesson for those looking to complete qualifications in ICT.

PE - a minimum of 2 lessons per week

History - a minimum of 2 lessons per week

Art - a minimum of 3 lessons per week

Students studying for A Levels will have 5-6 lessons each week per subject.

Other aspects of curriculum development

Schemes of work

Schemes of work are planned and developed with regard to:

- Requirements of the National Curriculum
- Qualifications and Curriculum Development Authority (QCDA) guidance (England)
- Qualifications Wales
- Students' needs – including additional educational needs, learning styles and reflecting diversity issues.
- Literacy, numeracy and Digital competency.

Differentiation

Effective differentiation is at the heart of all planning. A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs. Woodlands Schools caters for a variety of needs. There is a catch up reading programme for learners with reading ages below their chronological age and there is a numeracy programme to accelerate mental maths. Staff have had training planning for individual needs including ADHD, Autism, Dyslexia, Dyspraxia etc. Staff also have access to pupils individualised SEN paperwork which is updated continuously with strategies for teaching and learning.

Literacy

A high profile is given to the development and teaching of literacy skills in all subject areas. Literacy is a focus on all lesson plans. Literacy is also developed through morning activities once a week. Pupils requiring additional literacy teaching are taught through the Active Literacy programme.

Reading and spelling ages are tested 4 times a year and information shared with staff and link workers. Hodder reading and spelling tests are used. Close monitoring of result allows to staff to ensure that interventions are put in place if a pupil falls behind.

Numeracy

Numeracy is taught across the curriculum through lesson planning and through weekly morning activities; Ninja Maths. Online Maths games are also used to support mental maths skills.

Digital Competency

Digital competency is developed through the use of technology to facilitate learning. Each classroom has an interactive whiteboard. Each pupil has the use of a tablet for

each subject area and most pupils have their own use of a laptop, and all pupils have access to a laptop at school.

7 Guidance for staff

When writing, implementing and reviewing schemes of work, programmes of study and lesson plans teachers should take account of the following:

1. When planning and delivering the curriculum teachers will involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time.
2. Schemes of work should be suitable for purpose and demonstrate consistency in planning at every stage.
3. Curricular planning should be based on a good understanding of the aptitudes, needs and prior attainments of the pupils. Teachers should ensure these aspects of each child are fully addressed in their schemes, programmes and lessons.
4. Information gained from children's baseline assessment, their statements of SEN (where they exist), other relevant assessment information and Individual Educational Plans (IEPs), should closely inform curriculum planning
5. External examination programmes of study should be personalised according to the specific learning profile of each child.
6. Teachers should maintain high expectations of pupils' progress.
7. Teachers should not be over-reliant on published educational programmes: where they are used, they should be individualised for the pupils concerned.
8. Pupils' individual literacy and numeracy skills will be assessed and addressed via individual programmes reflected in their IEPs by a specific cross curricular target. All staff will seek to reinforce achievement of these targets within their subject lessons and use the Literacy and Numeracy Curriculum Maps when planning.
9. In order for teachers to be able to make confident judgements about the school's effectiveness they need to be provided with sufficient, objective data about pupils' outcomes and progress. A framework of assessment will be used which is tailored to the specific nature of the pupils attending the school. The framework will consist of a range of assessment tools from nationally normed tests to assessments designed specifically for our school. The framework will also involve formal consultation with pupils, parents and carers and members of staff on the progress made by pupils and the educational provision made for them.

8 Statutory obligations

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Access Policy, which is available to parents/carers on request.

Sex and Relationships Education

This is offered through therapists in conjunction with school. The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents/carers.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provision without giving reasons.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner, specifically as part of the Citizenship syllabus, which permeates all curriculum areas.

E-safety

Being aware of how to be safe when interacting with the wide range of ICT resources available to the school is an entitlement of all members of our school community. Staff follow the Internet Safety Policy regarding ICT in school. Students are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through the Behaviour, Safeguarding and Anti-Bullying policies and the work of the Woodlands staff team, the school works to prevent any member of its community becoming the victim of online exploitation, radicalisation and/or cyber-bullying.

9 Monitoring and review

The whole curriculum is monitored by the Governing Body annually and on an ongoing basis.

10 Concerns

Parents/carers who have concerns about any aspect of the curriculum should discuss them with the Headteacher.

