

At Woodcroft school it is our intention that the curriculum we provide presents pupils with a wide range of opportunities and experiences that enable them to progress both academically and personally; developing the skills, knowledge and understanding required to successfully fulfil their individual potential. Our curriculum takes into consideration the varied and unique profiles of our pupils, their non-typical learning styles and the barriers they experience.

## **Academic strand**

The academic component or strand of the curriculum is informed by several sources drawn mainly from the Equals curricula, which includes informal, semi formal, formal and key stage 3 levels. It is not unusual for pupils to need to access several curricular pathways. Where appropriate, to provide challenge and aspiration, the Cornerstones Maestro curriculum is used to offer aspects of the national curriculum. This can particularly be so in mathematics, where pupils may demonstrate a level of competency in number, yet may not seem at other times to be aware of the presence or existence of others.

## **Therapeutic strand**

The pupil's profiles are 'spikey', meaning that through a combination of the presence of physical, emotional and neurodivergent factors, personalised considerations need to be incorporated into our approaches to teaching and learning. We have to take into account some pupil's reluctance or fear of evidencing work on paper, their high interest levels but lower literacy skill sets and difficulties with sensory integration, which necessitate frequent changes and movement opportunities. These considerations, coupled with the provision of a wide range of physical and outdoor learning activities and therapies, is woven through our approach and can be considered as the therapeutic strand of our curriculum. This underpins everything we do and is a significant component, over time, in the success of the pupil's mastering of their challenges and realisation of new competencies, talents and understanding.

## **Personal interests**

A further consideration in the design of the curriculum is the worth and purpose the pupils see in various subjects and topic areas. It is often necessary to consciously incorporate aspects of their special interests, certainly in the initial stages, in order to draw them into being prepared to try new areas of learning.

## **Personalised programmes**

A significant number of pupils require access to personalised programmes, providing them with interventions that target an area of individual need. This can be because of the requirement for frequent breaks due to sensory or emotional overstimulation, transactional supports (during certain times of the day) or difficulty sustaining desktop learning. Over time these programmes have enabled pupils to experience greater emotional regulation and a de-sensitising and greater tolerance to circumstances that previously would have overwhelmed them.

## **Educational Health and Care Plans (EHCPs) – outcomes**

Most of our pupil's personal priorities are identified within their EHCPs and specified as areas for targeted attention. This is done through the Woodcroft Approach to Goal Setting (WAGS). The WAGS goals are composed with regard to the SCERTS framework

(Social Communication, Emotional Regulation and Transactional Supports) and correlate closely to the SCERTS objectives, usually being written in the same language. The goals are approached in a holistic fashion and integrated into the pupil's programmes. See also Appendix 1. below.

## Careers guidance

The pupils in key stage 3 (years 7 and 8) or any pupil over the age of ten years in a mixed key stage 2/3 class will access appropriate careers guidance and preparation for adulthood, as set out in the school's *Careers guidance policy*. This will largely involve examining a range of career pathways in school, but will also include visits to some work places.

## Progression and sequencing

Through the process of curriculum review, great consideration has been given to the aspects of progression and sequencing. It is appreciated that in some cases the gaps in pupils' learning will never be closed, but can be narrowed over time (Peter Imray – Equals 2022). The need to incorporate areas of coverage that motivate and interest the pupils will influence the subject content and choice of topics.

## Planning

Currently the school works from a two year plan spanning the period 2022 – 24.

**Year 1** : term 1 – history / term 2 – geography / term 3 – outdoors

**Year 2** : term 1 – history / term 2 – geography / term 3 – other cultures

Through the different curricular pathways the approach of beginning with the very familiar (the world about me) and progressing out to wider concepts of a global nature, are addressed through medium and long-term planning.

## Review

The curriculum policy will be reviewed towards the end of the current academic year 2022 – 23, when the model will be evaluated and any alterations enacted.

## Appendix 1 – assessment

Assessment ensures that the content of lessons and learning experiences meets individual needs and that the school's impact on learning is recorded and celebrated along with the pupils' achievements. The aim is not to fit our pupils into the National Curriculum, but to see what aspects of the broader Woodcroft curriculum can be used in order for them to make progress. Our assessment framework places the pupil at the centre of the process.

Many of the pupils placed at Woodcroft have very complex needs. We have found that our pupils are less likely to learn in a linear fashion and are more likely to demonstrate very individualistic pathways, including lateral progression as opposed to climbing through nationally recognised norms. This may be because of a difference in pre- and post-natal neurological development, or significant early occurrences that affect emotional development. All can act as barriers to the child's learning. In addition, for pupils with profound, complex or multiple needs it is often difficult to predict progress. Achievements may appear to plateau quickly or be delayed for long periods, and this makes it largely meaningless to compare our pupils against national age cohorts. Our approach to assessment is one that is able to capture and describe the progress the pupil makes during their time at Woodcroft.

As with our curriculum, we take a holistic approach to assessment and so there is a natural overlap in the assessment of our interwoven academic and therapeutic curriculum strands.

## The assessment cycle

We aim to ensure that information is processed at a time and in a format best suited to the individual teaching and learning styles of our pupils, so that the impact of our work can be measured in a timely way against learning intentions at pupil, class and school level.

Assessment takes place throughout the year. In the first instance, after admittance to Woodcroft, a planning meeting takes place following a period of settling into the school, where a baseline is completed by the class teacher. This initial period of observation allows the teachers and therapists to set meaningful child-centred outcomes for every individual. An ongoing series of assessment data collection points follows on a termly and yearly basis alongside teachers' planning.

The head teacher and senior management team provide assessment analysis to the board of directors annually.

## Aims of Woodcroft's assessment framework

To help pupils to:

- recognise and take pride in their own achievements;
- recognise areas and skills that need to be strengthened;
- become involved (where possible) in the planning of their own future learning; and
- to record their own achievements and share these with others.

To help families to:

- know how their child is progressing;
- be aware of how best to help and encourage learning at home; and
- participate in celebration of achievements.

To help teachers and therapists to:

- have a knowledge of each pupil's particular abilities, skills and understanding;
- plan future learning goals for individual pupils and groups; and
- plan future teaching through evaluation of materials, resources and strategies.

To help the school to:

- provide continuity and progression within school, to home and beyond;
- to effectively evaluate whole school curriculum planning and practice;
- meet statutory requirements;
- provide data; and
- contribute to effective transitions.

## Woodcroft curriculum assessment framework

### Assessment focussed on the academic curriculum strand

- The core subjects (English, maths and science) are recorded using the Woodcroft Assessment Tools System (WATS). This is based on the pre-key stage 2 learning outcomes and are supplemented for higher achieving pupils (and some working at key stage 3) by the Cornerstones Maestro assessment approach.
- The foundation subjects are assessed using our Subject Trackers which are live documents, regularly updated, and which draw on learning intentions from the Equals curricula.
- Samples of work are collected termly and yearly in individual pupil evidence folders.

### Assessment focussed on the therapeutic curriculum strand

- Annual reviews of each pupils' EHCP, including multi-disciplinary therapy team reports.
- The EHCPs form the basis of the Woodcroft Approach to Goal Setting (WAGS) assessment system. This is focussed on social, emotional and communication outcomes and uses SCERTS terminology. Although updated termly, these are collated and reported upon annually.

### Additional assessment methods

- Records of achievement are added to regularly, in order to back up assessment systems and provide evidence of progress.
- Pupil progress meetings are held termly by the assessment manager and teachers to review individual pupil performance and identify and overcome barriers to progress. These are recorded and can form supplementary assessment records.
- Parental consultations.
- End of year reports are sent by teachers to parents.

### Evidence base

Curriculum area	Where to locate the evidence
My communication / English	Assessment evidence English books Topic books WATS (and where appropriate the National Curriculum)
My thinking and problem solving / Maths	Assessment evidence Maths books Topic books WATS (and where appropriate the National Curriculum)
My play and leisure	Records of achievement Assessment evidence
My independence	Records of achievement Assessment tracker
My physical wellbeing	Records of achievement Assessment evidence Assessment tracker
RSE / RE	RSE topic books Assessment evidence Assessment tracker
The world about me	Topic books Assessment evidence Assessment tracker
My outdoor school / My outdoor and off-site experiences	Records of achievement Assessment evidence Assessment tracker
My art / My dance / My drama / My music	Records of achievement Blue folder Assessment evidence Assessment tracker
My emotional literacy and wellbeing / self regulation / self determination / PHSE and SCERTS	Woodcroft Approach to Goal Setting (WAGS)
Protected characteristics / British values	School website School council and newspaper folder Records of achievement
ICT / E-safety	Assessment tracker