

Red Marsh Overarching Curriculum Policy

Curriculum Context

The curriculum at Red Marsh School has been designed to reflect the context of our school including the unique needs of our pupils all of whom have learning difficulties (see appendix 1 for the six contexts)

Principles

From the six contexts, we identified six curriculum principles.

1. To meet the needs of each individual pupil as outlined in their EHCP.
2. To preparing learners for next steps in life.
3. To develop all our pupils spiritual, moral, social, cultural, intellectual and physical development including British values.
4. To ensure all our pupils access a broad, balanced, stimulating and an aged appropriate curriculum.
5. To ensure all learners have an entitlement to statutory curricular requirements always adapted to meet individual needs.
6. To ensuring all learners are challenged and enabled to do their very best.

Using the six curriculum principles, we collaboratively developed our curriculum intent.

Our whole school curriculum intent

The intent of our whole school curriculum is to ensure our pupils **develop the necessary skills, knowledge and attitudes to achieve fulfilling lives.**

Identifying the knowledge, skills and attitudes required to meet our curriculum intent

Subject leaders, parents, governors and the school council worked with the SLT to identify the knowledge, skills and attitudes we believe our learners need to be taught in order to meet our whole school curriculum intent.

Table 1: Knowledge, skills and attitudes developed through our curriculum

Personalised Knowledge	<ul style="list-style-type: none"> • Knowledge of self • Knowledge of others • Knowledge of the world - community including faith (spiritual), the world and technology • Knowledge of expressive arts and design- developing imagination, creativity and communication • Specific Intellectual Knowledge – including learn to learn strategies, mathematical and literacy knowledge
Personalised Skills	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Physical and /or Sensory • Independent and stay safe • Personal Social and Emotional
Personalised Attitudes	<ul style="list-style-type: none"> • Resilient • Positive and Hard Working • Self Confidence • Tolerant and understanding • Curious

These identified knowledge, skills and attitudes are necessary for our pupils to leave school and live fulfilling lives in the following three contexts:

- A. In their homes
- B. In their community
- C. For future choices including Further Education, employment or training (WRL)

Our curriculum

Phases of learning

Our curriculum is organised across **three phases of learning**:

- Early Years Foundation Stage
- Main school pupils (Primary and Secondary)
- Sixth Form (pupils aged 16-19)

The curriculum at each phase has been audited to ensure it meets a) statutory curricular requirements from EYFS to Sixth Form including the National curriculum for primary students b) develops our identified attitudes c) promotes British values d) develops Spiritual, Moral and Social development e) Cultural Capital and f) our school values.

Units of Work

Within each phase of learning, there are sequenced knowledge and skills '**Units of Work**'. The units of work ensure our curriculum is highly personalised and ambitious for all learning.

Content Mapping

Content Mapping identifies the teaching and learning focus for each unit of work. The 'Content Mapping' ensures an age appropriate, broad, balanced and stimulating and curriculum for all our learners.

Education Health Care Plan (EHCP) outcomes

End of Key Stage outcomes identified for every pupil in their EHCP are broken down into Personalised Learning Intention Targets (PLITs) identified through the annual review process. PLITs are integrated and delivered throughout our curriculum. Our curriculum also helps to set identified and ambitious EHCP outcomes.

Multi-disciplinary team

Our multi-disciplinary team, work together to improve the learning opportunities of all our pupils.

Their advice helps to create a personalised curriculum that meets the needs of each individual pupil and helps to remove barriers to learning. Our multi-disciplinary team includes the specialist services of Physiotherapists, Occupational Therapists and Speech and Language therapists. Social services and Advisory Teachers such as the Hearing Impaired and Visually Impaired teachers.

Personalised Targets and Learning Activities

Personalised Targets and learning activities bring together the content from the Content Mapping and targets from the Units of Work and PLITs for a half term or term.

Sharing of Targets

The purpose of the targets are to ensure the effective day-to-day teaching and assessment. Targets ensure all staff understand the knowledge and skills taught to each learner.

Implementation

School Environment

The school creates an environment where all our learners receive fantastic teaching and learning in an environment where everyone is cared for valued and respected. In our school, learners have the opportunity to meet, make friends and learn with their peers.

Pedagogy (the method and practice of teaching)

Teaching and Learning

Our dedicated and experienced staff team work hard to ensure the curriculum is accessible and responsive to the needs of all our pupils. The team employs a wide range of teaching and learning approaches to break down barriers to learning, inspire learning and ensure progress.

Ensuring consistency in lessons

In order to meet the needs of all our pupils we ensure there is fluidity of approaches across lessons. This is achieved through ensuring consistency in the following:

Teaching from sequenced knowledge and skills curriculum units of work and content mapping

Learning planned and implemented to ensure sticky knowledge is retained.

A clear three part lesson structure:

- Introduction
- Individual small group work
- Plenary

Consistent use of adaptive teaching strategies to meet individual need

Consistent use of personalised communication and behaviour strategies to meet individual need

CPD and monitoring by subject leaders

Ensuring knowledge is retained

To ensure knowledge is retained there is an expectation the following strategies are consistently used for all curriculum delivery across the curriculum.

- Recap and practice previous knowledge and skills
- Chunking learning into small steps
- Application of knowledge in at least 3 different contexts
- Checking understanding frequently
- Linking learning ,when appropriate, through a creative topic based approach

Adaptive Teaching

The following adaptive strategies are used consistently and matched to pupil need to ensure all children can access our curriculum

Explicit instruction

- Clear explicit teaching using adaptive resources
- Adapted language matched to the developmental level of the pupil
- Checking understanding frequently
- Use objects, pictures, signs and symbols
- Communication aids

- Physical, and gestural prompts
- Modelling of tasks

Cognition and learning strategies

- Recap and practice previous knowledge and skills
- Chunking learning into steps appropriate to the individual need
- Concrete , pictural, abstract (CPA) support
- Checking understanding frequently

Scaffolding

- Physical, gestural and verbal support
- Schedules
- Visual and written scaffolds

Flexible Grouping

- Levels of staff support required to support learn to learn behaviour eg 1:1
- Flexible grouping to support level of mastery

Use of low and high tec to support individual need for:

- Communication
- Independence
- Practicing knowledge and skills
- Demonstrating knowledge and recording
- Enhance understanding

Subject specific teaching

The pedagogy in lessons is also adapted to develop knowledge and skills linked to each subject area for example in science our pupils will have the opportunity to work scientifically.

Identifying teaching time

The school day consists of four distinct teaching periods; however, due to the needs of our pupils and their developmental level flexibility and personalised timetables are used to take account of the concentration and needs of the learners.

Subject Organisation

Appendix 2 contains information regarding the organisation of units of work across the phases of learning.

Parent and carers

Parent and carers are encouraged and facilitated to be involved in their child's learning across the curriculum. Information about a child's curriculum and their progress is shared with parents regularly for example through curriculum mind maps, homework opportunities, regular opportunities to regularly engage with the teacher. Red Marsh School is proud to be accredited with a Leading Parent Partnership Award.

The right of parents to withdraw their child from aspects of the curriculum

All pupils have an entitlement to Religious Education, Collective Worship and Sex and Relationship Education. Any parent who objects to their child attending acts of Collective Worship, Religious Education or Sex Education may request that their child is withdrawn. Parents are informed of their right through this policy and information on the school web site.

Remote Learning

When pupils require remote learning, our curriculum is delivered via our remote learning classroom 'Showbie'.

Monitoring and evaluating the curriculum

Using assessment information, current research, local and national information and external audits our curriculum is constantly reviewed and developed by SLT and subject leaders. Changes to the curriculum must be agreed with the SLT who have over sight of the whole curriculum.

Measuring Impact

Formative assessment

Formative assessment is continually used throughout lessons and across the day. Formative assessment is an essential part of adaptive teaching. Formative assessment is used to maximise impact, as staff adjust the delivery of the curriculum based upon their assessment of a child's learning. Formative assessment helps to ensure every child is making maximum progress and barriers to learning are removed.

Summative assessment

Summative assessment takes place at the end of a half term, term or the end of the academic year. Summative assessment is used to summarise and celebrate pupils learning. The information is also used to adjust expectations for the next targets, curriculum and phases of learning. Summative assessment is also used for tracking individual pupils' progress and the progress of identified cohorts of pupils and trends across the curriculum. This information is used to enhance provision and ensure equality of opportunity for all. In preparation for life beyond school, our Sixth Form students leave school with a range of accreditations and qualifications match to their needs and abilities.

Appendix 1- Detailed explanation of the unique contexts of our school

1. ***The individual needs of each pupil:*** The special educational needs and disabilities of each of our pupils is very different and often complex. Our pupils often have spikey profiles across different aspects of learning. These personalised and individual needs mean we need to have a curriculum, which provides opportunities for our pupils to work towards achieving personalised outcomes matched to their individual needs.

2. **Identified needs of pupils with learning difficulties:** All our pupils have learning difficulties, which result in the need to have a curriculum, which develops the specific needs of this cohort of pupils. For example, many of our learners come into school with little interest in anything beyond themselves. Therefore, an example of an identified attitude we need to develop as part of our curriculum design is curiosity. Further examples include the inclusion in our curriculum of independent and stay safe skills identified to address the vulnerability of our pupils and the need for pupils to become as independent as possible if they are to live fulfilled lives beyond school.
3. **The need to develop cultural capital.** Due to our pupils' complex learning difficulties, many of our learners have not had the opportunity to experience the wide range of information and experiences, which their main stream peers, may readily access. Therefore, we believe it is the right of and meets the needs of our pupils to provide a broad, stimulating and age appropriate curriculum, which develops a breadth of knowledge and experiences for all our pupils.
4. **The needs of the schools catchment area.** Red Marsh School is situated next to Fleetwood a seaside town with a high degree of deprivation. The catchment area is predominately-white British. Our curriculum is designed to support the needs of pupils and families coming from this and the surrounding community. For example, health outcomes are low in this area and therefore knowledge, skills and attitudes to develop healthy living forms an important aspect of our curriculum design. Other examples include developing knowledge of the world and tolerance and understanding of others, as a positive attitude, essential for learners growing up in a predominately-white British area.
5. **Our belief that our children should have the same opportunities as their main stream peers but personalised and differentiated to meet their needs.** This strong belief in equality of opportunity for all means our curriculum design ensures all our pupils have the same entitlement to the same statutory curricular requirements as their mainstream peers. This includes being taught all subjects from the national curriculum; inclusion of British Values and providing a curriculum which ensures all pupils spiritual, moral, social, cultural, intellectual and physical development.
6. **Our schools school's purpose and values.** Our purpose and values underpin all we do at Red Marsh school and are therefore are reflected in our curriculum design. At Red Marsh School, we believe that providing the appropriate curriculum for each learner is an essential part of fulfilling the school's purpose and values.

Appendix 2

