

 **ASPIRATIONAL CURRICULUM**

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Status:** | **Date OF LAST REVIEW** | **DATE OF NEXT REVIEW** |
| RECOMMENDED | SEPTEMBER 2020 | sprING 2022 |
| **RESOURCES and REFERences** |
| tEACHING AND learning policyassessment, reporting and recordingCEIAG curriculum Reading curriculum whole school curriculum map |

**Curriculum Intent**

**“ADDRESSING PUPILS’ NEEDS AT THEIR POINT OF LEARNING”**

Our Aspirational Curriculum:

* Is profoundly personalised, creative and based on deep learning
* Meticulously identifies and responds to priorities against a pupils’ strengths and needs
* Consistently and persistently assesses a pupil’s progress
* Methodically and diligently narrates and reports to a pupil’s EHCP
* Ensures a purposeful, ambitious, pupil-driven transition to life beyond Critchill School

The Curriculum Structure



**How do we create profoundly personalised Personal Learning Intention Maps (PLIM)?**

**Education Health & Care Plan (EHCP)**

* All children & young people that attend Critchill School have an EHCP. An education, health and care plan(EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHCPs identify educational, health and social needs and set out the additional support to meet those needs. All plans contain strengths and areas of development and long term and short term outcomes for individuals.

**Strengths and Needs Analysis (S&N)**

* Every pupil has an S&N analysis written and updated during the last weeks of term 6 or when they join the school. These are devised collaboratively between staff members and this document should clearly outline an individual’s:
* Strengths: what motivates them, preferred learning styles, interests, talents, areas of expertise, their strong points, what is working well for them.
* Areas of development: special educational needs, difficulties, barriers to learning what is not working well, longer term needs
* Next learning needs: (academic, social and personal) for the coming academic year. These will inform the learning intentions and the coverage statements.
* Staff develop S&N analysis collaboratively through professional dialogue with one another and by:
* Using a pupil’s EHCP & Annual Review to help devise a highly accurate S&N and take into account a range of views including parents, other professionals and the pupils themselves.
* Reflecting on the previous year’s PLIM report. This allows them to evaluate the progress a pupil made against their previous PLIM and identify the next steps suggested by previous class teacher.
* Referring to any specialist reports from other professionals such as SALT, OT and Physio.

*These documents are profoundly personalised for each and every student*

**Personal Learning Intention Maps (PLIMs)**

* As a school staff we have agreed upon 8 areas of ‘Priority learning’ (PLAs) which have been carefully selected to reflect our aspirational and holistic approach. Furthermore our PLAs ensure that coverage is cross curricular and resonates with real life. At Critchill School we believe that sustained and continuous progress in each of these priority learning areas will allow our students to gain the skills and experience that they need to reach their full potential.
* At Critchill School we have chosen not to devise a succession of hierarchical ‘next steps’ for our learning intentions. Instead we reassess individual’s S&N each year and develop new PLIMs which are specific to and reflective of a student’s current needs. Therefore we ensure that we *‘address a pupils needs at their point of learning’.*
* Each student will have one learning intention per priority learning area per year. In order to indicate continuous progress towards achievement of each learning intention, evidence against 5 ‘Coverage statements’ outline significant phases in relation to it.
* Each learning intention should be aimed to be completed within an academic year (Sept- July).*They should remain aspirational and highly personal to the individual***.**
* Each of the coverage statement is equivalent to 20% of the overall Learning Intention. Therefore progress can be recorded numerically.
* Progress against learning Intentions and coverage statements is reviewed, monitored and moderated throughout the school year. We record and evidence progress using the app ‘Evidence for Learning’. Evidence is collected in the form of photographs, videos and staff comments. Evidence should clearly demonstrate that a pupil has mastered a coverage statement.

**Why and how do we moderate?**

* Our Moderation processes help us to increase the dependability of the assessment information that we gather for each pupil.
* S&N Analysis will be internally moderated by staff at the beginning of each new academic year to ensure that progression of next learning needs has been appropriately identified.
* As a staff group we take part in internal and external moderation and verification processes to ensure that we verify that there are robust links between a pupil’s EHCPs, their S&N analysis document & their PLIM.
* Through robust internal and external moderation we ensure that learning intentions facilitate our young people in making outstanding progress year on year which is personal to them. Progress for learners at Critchill School is about mastering a wide skills set individual to each of their particular areas of development. Therefore the success criteria for outstanding progress is highly personal, ensuring that each pupil receives a bespoke approach and subsequently makes outstanding progress according to their starting point.
* Moderation meetings include:
* A collaborative exploration of the progress made against coverage statements between colleagues
* Reflective questioning devised to extend and challenge the class teams approach and systems.
* An exploration of further interventions, approaches to teaching and learning and strategies which could be used to support a student

(Where appropriate a student will be an integral part of this process)

**The Thematic Approach**

* Our thematic approach is the foundation for our curriculum planning and delivery. Planning is reviewed regularly to ensure that we respond to the individual needs, interests and stage of development of each pupil.
* Each theme is built around an ‘Aspirational Event’ or ‘WOW! Event’ that is usually an introduction to, or culmination of a theme. These may include team work challenges, visitors to the school or visits to engaging and inspiring places.
* The thematic approach includes the EYFS, National Curriculum subjects and accredited syllabus as appropriate.
* Our curriculum is enriched with activities including horse riding, hydrotherapy, swimming and physical education residential visits.
* Modern Foreign Languages are taught each term over enrichment days. The school focuses on a country and each class will explore and experience the chosen country according to the needs of the pupils. This may include stories, music, food, cultural events and visitors from the chosen country as well as exploring the dialect and language.
* Communication, personal development and life skills are the pillars of our curriculum and are included in all we do.

**How do we ensure EYFS and National Curriculum coverage within the Aspirational Curriculum?**

* *Our Aspirational Curriculum is designed to ensure pupils are given regular opportunities to develop the skills needed to become a confident learner as well as learning the skills and content relevant to the age and ability levels of the class group*
* In EYFS/ KS1 each theme encompasses the Early Years Foundation Stage Curriculum and National Curriculum as appropriate. Coverage of the National Curriculum and the Early Learning Goals is tracked to ensure breadth of coverage and progression.
* In EYFS/KS1 planning includes opportunities for purposeful play, adult-led activities and where possible child initiated learning.
* In KS2-KS4 each theme encompasses the National Curriculum, with skills and content relevant to the age and ability levels of the class group. Coverage of the National Curriculum is tracked to ensure breadth of coverage and progression.
* In KS4 there are 6 themes, with time allocated across the year for projects of a week’s duration which are pupil led. These 1 week blocks are short, snappy, pupil led projects, where the pupils choose the topic and have input into both the content and direction.
* Specific enrichment days and weeks are planned to celebrate religious festivals, participate in charity fundraising, explore MFL, deliver discrete SRE and online safety and enable focused projects which enhance the curriculum

**How are English and Maths skills taught?**

* In EYFS/KS1 pupils are given plenty of opportunities to experience and develop the basic skills of English and Maths through practical, play-based activities. These are incorporated, where possible, into our thematic curriculum with specific adult led activities used to target particular skills. Reading is taught in a variety of ways and we currently follow the Bug Club programme to teach synthetic phonics.
* We have carefully mapped reading texts and genres across all key stages to ensure that all of our pupils experience a range of reading books which match each curriculum theme.
* In KS2-KS4, we continue to develop the basic skills of English and Maths through daily lessons. There is a particular focus on using English & Maths in conjunction with life skills. Reading is taught in a variety of ways including discrete sessions and thematically. We use Bug Club to teach synthetic phonics.
* Bug Club phonics teaching tools and assessment are used cross the school to provide a systematic approach to phonics teaching.
* Interactive activities, games and practical activities are used to facilitate this teaching.
* Children access the Bug Club reading scheme of e-books and printed materials in school and also have the opportunity to take these home to access with parents and carers.

**How is Computing taught?**

* In EYFS/KS1 pupils are given plenty of opportunities to experience and develop the basic skills of Computing through practical & play-based activities. These are incorporated, where possible, into our thematic curriculum with specific adult led activities used to target particular skills. Computing and associated technology is also delivered through Early Learning Goal 15.
* In KS2-KS4, we continue to develop Computing skills and knowledge through weekly discrete lessons. Computing and Creative Technology are also embedded into our thematic planning.
* Students in KS3- P16 also attend discrete Creative technology lessons which encompass topics such as green screening, podcasting, blogging and film production.

**Careers Education, information, advice & guidance Curriculum (CEIAG)**

Our CEIAG curriculum is an integral part of our curriculum offer. The curriculum has been skilfully designed to ensure that all pupils can make informed choices about their future whilst also developing the skills and capabilities that they will need for employment and to thrive in all areas of their lives.

**How is the curriculum assessed?**

* Assessment is an integral part of our daily routine and includes observations of pupils, questioning and planned adult-led activities.
* Pupils in the Early Years Foundation Stage are formally assessed at the end of the summer term using the EYFS profile. In accordance with the statutory EYFS framework each child must be assessed against the 17 ELGs and the 3 characteristics of effective learning. The completed EYFS profile includes a short commentary on the child’s skills and abilities in relation to the characteristics of effective learning.
* The ‘Strengths and Needs analysis’ is developed by relevant staff from previous and present staff teams from information gathered in the process cycle. Deep learning, longer term ‘Personal Learning Intentions’ (PLI) can be identified discretely for each individual pupil.
* Personal Learning Intention Maps (PLIMs) are created, with a PLI identified in each of eight ‘Priority Learning Areas’ (PLA). Five ‘Coverage Statements’ recognise elements which will ensure progress is made against the PLI. Therefore progress can be assessed at the end of each term (three times a year.)
* Each pupil has a core and thematic PLIM, which reflects their profoundly personalised PLIs and Coverage Statements for the year.
* PLIMs are assessed by staff teams and evidence is collected and collated online on an App called ‘Evidence for learning’ throughout the school year. The App enables parents to be kept up to date with ‘live’ achievement notifications, posted in the cloud by teachers, which they are able to access from home.
* We assess progress in Key Stage 1 onwards in English and Maths at three points during the year. We use B2 to assess pupils in these areas.
* We use ‘The Engagement Model’ for all young people who are pre-key stage standards.

**What accreditation do we offer?**

* We offer a range of accreditation to meet the needs of our pupils. This offer is flexible and changes, depending on the interests and abilities of KS4 pupils.
* Currently for KS4 pupils we are offering:

|  |  |  |  |
| --- | --- | --- | --- |
| Subject  | Exam Board  | Qualification  | Course Duration  |
| English  | OCR  | Entry Level1-3  | 2 years  |
| Maths  | OCR  | Entry Level 1-3  | 2 years  |

* Currently for P16 pupils we are offering:

|  |  |  |  |
| --- | --- | --- | --- |
| Subject  | Exam Board / Organisation  | Qualification  | Course Duration  |
| Life and Living Skills | OCR | Entry Level 1-3 | Dependent on individual pupil  |
| Food hygiene  | Chartered Institute for Environmental Health | National qualification  | Dependent on individual pupil |
| Duke of Edinburgh  |  | Bronze and Silver  | 1 year for each award  |

Learning opportunities are also enriched through ‘Alternative Curriculum activities’

In the Lower School, this may include:

* Rebound therapy
* Hydrotherapy
* Eye gaze Technology
* Outdoor learning
* FLP led Forest School sessions
* Additional Physical activities, provided by external companies such as ‘Rosie Glow Yoga’

In the Upper School, this may include:

* Hydrotherapy
* Eye gaze Technology
* Outdoor learning
* KS4 Allotment & Enterprise Project
* Build-a- Bike
* FLP led Shared Earth sessions
* Additional Physical activities, provided by external companies such as ‘Mojo Moves’