

# Springwell Lincolnshire Curriculum Plan

## Context

Every child admitted to Springwell Lincolnshire travels on a unique educational journey. As we are committed to returning the children to mainstream school, moving them onto a specialist provision or positively transitioning them to post 16 education, employment or training they are with us for varying amounts of time. For some individuals their time on our roll will be short, for others they will remain with us until the end of Y11.

Because of this, our curriculum offer needs to be flexible, appropriate and needs to allow the children to be attain accredited courses in their time on our roll.

The curriculum that we have designed has the flexibility to offer children of all abilities the chance to obtain accredited courses, narrow the gap towards achieving age related expectations and make progress in a varied range of subjects and topics.

## Pathways Curriculum

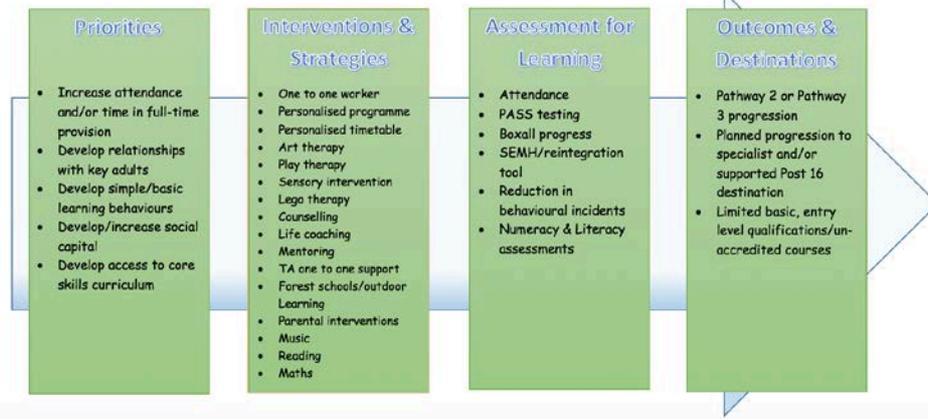
Every child admitted to Springwell Lincolnshire will be assessed using the curriculum assessment tool below. This assessment will allow the child to be placed on a personalised curriculum pathway that meets individual need.

| Pathway 1   | Pathway 2   | Pathway 3  |
|---|---|--|
| Long term low attendance                                      | Low attendance  | Average or above attendance                          |
| Significant/challenging domestic /environmental circumstances | Some evidence of challenging domestic issues                      | Settled domestic circumstances                       |
| Trauma having severe impact on learning                       | Trauma have an impact on learning                                 | Little impact of trauma on learning                  |
| Out of school anti- social behaviour                          | Limited/historic out of school anti-social behaviour              | No anti-social behaviour out of school               |
| Historic low prior attainment                                 | Some evidence of academic progress through data                   | Expected academic progress                           |
| Aggressive and violent behaviour                              | Behavioural incidents are disruptive rather than violent          | Few behavioural incidents                            |
| Difficulty in making positive relationships                   | Positive relationships are starting to develop                    | Can form positive relationships                      |
| Difficulty working in a group                                 | Child is starting to work in a group                              | Child can work positively in a group                 |
| Significant gaps in learning                                  | Areas of weakness are holding the child back from making progress | There are no significant gaps in learning            |
| Lack of resilience  | The child is resilient enough to make some mistakes               | The child is resilient enough for academic challenge |
| The child has a specific learning difficulty                  | The child has some additional learning needs                      | There are limited additional needs                   |
| <b>Total</b>  |   |  |

Once the assessment is completed the correct pathway is selected for the child. Below is the information and the expectations for each pathway.

SEMH 3 Strand Curriculum

## Pathway 1



SEMH 3 Strand Curriculum

## Pathway 2



SEMH 3 Strand Curriculum

## Pathway 3



There are expectations that the children achieve accredited qualifications on every pathway. The pathway that a child is on is reviewed regularly to ensure that the individual is receiving an education that is as personalised as possible.

### The curriculum breakdown

All children in the setting have 25.5 hours of education a week. Below is the hourly breakdown of each Key Stage.

| Hourly breakdown of subjects at different Key Stages |             |             |             |             |             |
|--|-------------|-------------|-------------|-------------|-------------|
|  | EYFS        | KS1         | KS2         | KS3         | KS4         |
| Nurture breakfasts                                   | 2.5         | 2.5         | 2.5         | 2.5         | 2.5         |
| Numeracy / Maths                                     |             | 5           | 5           | 5           | 5           |
| Literacy / English                                   |             | 5           | 5           | 5           | 5           |
| EYFS Curriculum Elements                             | 23          |             |             | 11          |             |
| Cornerstones   |             | 11          | 11          |             |             |
| PE   |             | 2           | 2           | 2           | 2           |
| SEAL/SMSC/PHSE                                       |             |             |             |             | 2           |
| Additional accredited courses                        |             |             |             |             | 9           |
| <b>Total</b>   | <b>25.5</b> | <b>25.5</b> | <b>25.5</b> | <b>25.5</b> | <b>25.5</b> |

### Nurture Breakfasts

The six nurture principles will be embedded in each of our free schools. We place great importance on the well-being of our children and have used the nurture research to develop a 'nurture breakfast.' Children participate in structured and planned learning that deliver SEAL, SMSC and the PHSE activities whilst the children learn social interaction through a family dining experience.

### English / Literacy

We believe that providing pupils with a well- balanced, enriching and engaging literacy curriculum will aid them into becoming confident communicators. We focus on providing high quality and well planned, discrete and embedded, literacy lessons which inspire the children to love the English language in all its forms.

## **Our Reading Aims**

-  To build on children's language experiences and early reading skills that they have acquired.
-  To develop the skills needed for each child to decode using a phonetical knowledge.
-  For pupils to emerge from inexperienced readers to independent readers who read texts for a variety of reasons.
-  To develop a love of reading in each child.
-  To provide a variety of reading materials that will inspire every child.

## **Reading in the EYFS**

EYFS children will have daily phonics lessons. Assessments will be done within the first week to assess their gaps in phonetical knowledge and intervention and differentiated planning will be put in place accordingly. EYFS children will use an appropriate reading scheme to develop their reading skills at their own level. Opportunities for reading within the learning environment will be in abundance.

## **KS1 & 2**

Children that join the school in KS1 or 2 will be assessed for gaps in phonetical knowledge. Intervention and carefully differentiated planning will be put into place for every individual. The children will be placed on the appropriate level on a reading scheme that will develop independent learning skills. Taught reading sessions will be delivered by teaching staff and these may be guided or individual reading session depending on the needs of the individual child.

Comprehension skills will be given specific priority

All children will be given specific timetabled reading time that has been established to develop the love of reading. Children will be given the opportunity to choose reading material that they enjoy and are engaged by.

## **KS3**

Gaps in skills for reading will be assessed as part of the baseline testing on entry. If there is need, gaps in learning will be addressed through intervention.

KS3 learning in reading will focus on preparation for achieving accredited courses at KS4. Texts and reading material have been carefully selected to show high expectations and develop a love of reading, as well as being appropriate texts to develop skills for GCSE courses.

Discrete skills based lessons will also be taught to develop the necessary knowledge for success at KS4.

English will also be embedded throughout wider curriculum lessons so children will be able to practice their reading skills in different ways.

## **KS4**

Gaps in skills for reading will be assessed as part of the baseline testing on entry. If there is need, gaps in learning will be addressed through intervention.

Reading lessons will focus on developing skills that the children need for their specific accredited qualification.

English will also be embedded throughout wider curriculum lessons so children will be able to practice their reading skills in different ways.

From Y10 onwards children will be entered for relevant exams.

## **Our Writing Aims**

-  To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences.
-  To have the skills to write for a range of purposes.
-  To ensure all children can use appropriate grammar and accurate spelling.
-  To develop a neat but individual handwriting style.
-  To ensure all pupils have opportunities to plan, edit, draft and present their work.
-  To develop a love of writing.

## **Writing in the EYFS**

Through play based learning children will be given relevant and engaging opportunities in which they can develop their writing skills.

There will be specific focus on letter formation and gaining sufficient fine motor skills to manipulate a pencil and classroom tools with control.

Children will be able to participate in interventions such as 'dough disco' and 'Read, Write, Inc.' to ensure they can narrow the gap to age related expectations.

## **KS1 / 2**

Children will start to have discrete spelling, punctuation and grammar lessons. This will be skill based teaching and learning, which will then be used to produce written pieces in the wider curriculum.

Handwriting will be taught as a separate skill so the children can work towards a neat, legible and individual style.

Children will use all of these writing schools to produce written pieces embedded within the wider Cornerstones curriculum. Planning will ensure that the children have experience of writing using different genres.

## **KS3**

The children will take part in discrete skills based lessons that have been developed by being mapped against the qualifications that they will take at KS4. Specific skills that need to be learnt and developed for GCSEs and Functional Skills will be focussed on in order to give all children the best chance at obtaining accredited courses whether they stay at Springwell Lincs or return to their mainstream school.

These skills will be practised by developing written pieces in wider curriculum learning through the Elements curriculum.

## **KS4**

Children will use their learnt writing skills to work towards accredited English GCSEs and Functional Skills courses.

Teaching on the development of writing will also happen within options that the children have chosen. There will be focus on development of literacy skills throughout every subject.

From Y10 onwards children will be entered for relevant exams.

## **Our Numeracy / Maths Aims**

-  To develop pupils to be able to use basic mathematical skills competently.
-  To be able to use mathematical skills in life outside of school.
-  To ensure students understand how maths is relevant to other areas of study and life.
-  To promote mathematical study and provide accessible and engaging lessons.

## **EYFS**

The pupils will be given daily opportunity to develop their mathematical skills through taught tasks and independent learning in a planned environment. Children will be given opportunities to develop mathematical learning in and outside.

## **KS1 / 2**

Pupils will access daily numeracy lessons. These will be focussed on developing and embedding basic mathematical skills that will be applied in different ways, including real life and problem solving activities. Children will use the 'My Maths' scheme to offer a personalised curriculum.

Opportunities will be planned for children to apply mathematical knowledge across the wider curriculum.

## **KS3**

Maths teaching will develop skills that will be needed to pass accredited courses in KS4. The pupils will be carefully assessed to find the most appropriate accredited courses, and the maths curriculum will be matched to them.

Children will use the 'My Maths' scheme to offer a personalised curriculum.

Opportunities will be planned for children to apply mathematical knowledge across the wider curriculum.

## **KS4**

Children will continue to work using the 'My Maths' programme. They will be entered for, and work towards, the most appropriate accredited course. The curriculum offer includes GCSE and Functional Skills (Levels 1 and 2, and entry level).

Children will be entered for exams from Y10 onwards to ensure they are building a portfolio of qualifications.

KS4 pupils will be able to have practical application of their mathematical skills through work placements.

## **Our Aims for the Wider Curriculum**

-  The pupils will have time to study subjects that they are passionate about.
-  The pupils will develop a sense of life outside their own community.
-  Pupils will be able to see clear links in their learning through their participation in a thematic curriculum.
-  English and Maths skills can be practised within other subjects.
-  Children will be given opportunity to develop practical skills to aid their journey into work.

## **The Wider Curriculum in the EYFS**

Pupils will have daily opportunities to participate in taught tasks and independent learning that includes the ELGs for Understanding the World, Expressive Arts and Design and Physical Development. Teaching and Learning will focus on weaving ELGs from all seven areas of learning and development to produce a truly inclusive and meaningful thematic curriculum.

Topics of learning will change every half term to fit with the KS1 and 2 classes.

### **KS1 / 2**

KS1 and 2 use the Cornerstones curriculum that neatly embeds all curriculum areas into an engaging KS1 and 2 thematic curriculum. Topics change on a rolling two- year programme. Children will participate in at least 2 hours of physical activity.

### **KS3**

KS3 use a thematic approach. Topics are from on the Cornerstones topics to give a school wide theme of learning. Themes are made more relevant for KS3 aged pupils and the planned takes objectives from the KS3 national curriculum. Activities in English and Maths are also planned using these topic themes.

Children will participate in at least 2 hours of physical activity.

### **KS4**

We aim to get each child a minimum of 5 accredited courses.

The children will be entered for accredited courses as early as Y10 so the children can obtain qualifications early in order to maximise the number and level of qualifications obtained.

It is extremely important to us that each child has a personalised curriculum which is full of options and choice. Therefore, the children all are entered for English and Maths accredited courses, and they have a choice of other courses.

The courses are a mixture of GCSEs, BTECS, Functional Skills, Prince's Trust and various vocational courses. The KS4 curriculum has been designed so the individual can follow a pathway that is tailored to their academic ability and career path. The fact that some children join the school with very little time has also been taken into account, and therefore, short courses are offered alongside the more traditional two -year course.

Children will participate in at least 2 hours of physical activity, and many children will participate in an accredited PE course.

The specific courses offered in each year will vary for each cohort as we aim to personalise the curriculum to meet need as much as possible.

Alongside the learning that the KS4 children will do in the school they will also gain skills on work placements. We will endeavour to match the children with a placement that enhances their career aspirations.

### **Our Aims for PHSE**

-  Our children will learn how to be a good citizen.
-  Children will be taught about different cultures and beliefs.
-  Children will learn how to listen and value other people's ideas and values.
-  Pupils will learn to discuss and hold their own opinions.
-  Children will be taught to understand their own behavioural reactions to situations and taught strategies on how to deal with these reactions.
-  Pupils will have the opportunity to learn about, and discuss, issues that affect their age group (for example, peer relationships, body changes, sexual health, drugs).
-  Children will have an understanding of their own targets surrounding their emotional developmental that have been identified from their Boxall profile.

Every child will have a Boxall profile that will be reviewed half termly. This assessment will allow the teaching staff and the children to work together on their emotional developmental targets.

### **PHSE in the EYFS**

Children will SEAL as an introduction to PHSE. Early communication development will be enhanced by using Philosophy for Children (P4C) in its earliest developmental form. Specific PHSE lessons will be taught.

## **KS1 / 2**

Children will use SEAL materials and topics to specifically target class areas of development. P4C skills will continue to be developed and children will cover a range of issues that are of interest to them using stimulating resources.

Sex Education will be provided at an age appropriate level.

Small scale community projects will start to be developed and community partners will be invited in as part of the curriculum.

## **KS3**

KS3 children will use PHSE lessons to explore moral issues. Circle time will be used as a safe forum to discuss controversial issues and ideas.

Sex Education will be provided at an age appropriate level.

Community projects will be ongoing throughout the year and these will be planned to offer something back to the local community. The KS3 children will also work with stakeholders and important community members to represent the school community.

Charity events will be planned and executed by the children.

## **KS4**

Sex Education will be provided at an age appropriate level.

KS4 children will take part in community days which they will plan and set up themselves. This will include liaison between pupils and community members and the organisation of the day. This will form part of the accredited 'Enterprise' course.

KS4 children will work towards their Citizenship GCSE.

## **Interventions**

Springwell Lincolnshire believe in quality first teaching and matching the curriculum to children's needs through inclusive classroom practice. Wave 1 intervention will include differentiation of tasks, adult support, seating for learning, peer support and use of ICT within the classroom.

Where pupils are struggling to access the curriculum the Springwell SEND team will complete further detailed assessments and observations looking at a range of things such as learning behaviour, engagement, reading and spelling skills, numeracy, auditory skill, processing and memory. Outcomes of these assessments are discussed with staff and parents and appropriate intervention selected from the intervention menu to meet the identified needs.

As part of the schools process of assess, plan, do, review, targets will be set and recorded the pupils individual pupil profile with intended outcomes and the strategies to support. Following a review of interventions, and where pupils are still not making progress or struggling to access the curriculum, we will create a personalised learning pathway/plan including further personalised and targeted intervention, involving outside agencies where appropriate.

## **Equality**

The delivery of the curriculum will be underpinned by a commitment to the promotion of equality; considering all areas of protected characteristics. The PSHE curriculum and embedded SMSC will ensure that Springwell fulfils all statutory obligations and equality legislation.