







## Curriculum Intent

Our curriculum intent is a **shared vision** that has been designed and communicated by a whole school staff, teaching and therapeutic team in partnership with feedback from our parents/carers and pupils. Communication with our pupils and stakeholders is shared through meetings, assemblies, enrichment events, training and family workshops. This Curriculum Overview should be read together with our **Curriculum Policy and Developmental Marking and Feedback Policy**.

**There are key values** that have guided our curriculum that includes the school context and the clear intent to deliver a quality education to all. The curriculum fully encompasses the school values of Love, Commitment and Opportunity- separating the Wellbeing, Academic and Skills aspects of our offer. There is a whole school approach to our curriculum offer that, in essence, should be holistic and individualised for pupils' needs and interests. We establish prior knowledge and skills and build a pathway that ensures talents are nurtured, opportunities are experienced and that learning leads to positive outcomes that are right for each individual. We ensure that each individual is able to pursue subjects they wish to study, a focus on life skills throughout the curriculum where SMSC runs alongside everything that we do. The creative and calming environment promotes inquisitive minds with a developed wellbeing area that offers purposeful break out, sensory and individual learning spaces. There is a holistic approach, embedding our therapeutic input, supporting social and emotional well-being. Our curriculum is engaging, practical with a broad offer with the following key objectives:

-  **Broad & Balanced:** Academic, creative, therapeutic, life skills and vocational opportunities. As many opportunities/experiences as possible to offer a motivating education that can develop talents in addition to having the opportunity to explore.
-  **Curriculum Pathways:** Equipping individuals for THEIR future, securing outcomes and qualifications to enable future success and achievement. Every child to have a positive next destination;
-  **High Expectations:** Support individuals in developing self-belief, self-discovery and self-confidence to enable them to develop high expectations of themselves;
-  **Impact:** In everything we offer, everything will be purposeful and have impact. We recognise that our education must motivate our young people and raise their confidence and self-esteem;
-  **Challenge:** To support the needs of individuals with accepting and responding to challenge, making mistakes, learning from mistakes and supporting others with their challenge;
-  **Responsibility:** Every individual to take responsibility, accept support, support others, contributing to being a successful member of the community.

## Curriculum Implementation

Curriculum Offer	Curriculum Delivery
<p><b>Love- Therapeutic</b></p> <p>Individual and group interventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils’ health and well-being at all times.</p>	<p><b>Academic Timetable</b></p> <p>Structured and systematic approach with clearly defined lessons. Can follow a primary, nurture or secondary model of delivery. All have access to specialist staff, directly or indirectly and rich learning environments. Students from KS4 onwards have access to a diverse and aspirational Options Curriculum.</p> <p><b>Learner-Initiated and Adult Led Teaching</b></p> <p>A flexible approach with teaching input delivered in short and diverse sessions. Therapeutic Education plans in conjunction with Wellbeing support.</p> <p><b>Thematic Learning</b></p> <p>Integrated approach with cross-curricular opportunities around a focused theme or overarching question. Thematic learning space to support and enhance delivery.</p>
<p><b>Commitment - Academic</b></p> <p>A breadth of subject offer leading to a wide range of formal qualifications. <b>The National Curriculum will form a part of our whole school curriculum.</b> We will take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum.</p>	
<p><b>Opportunity – Skills Builder</b></p> <p>Training, development of skills and practical knowledge that may and can relate to occupation and employment.</p>	
<p><b>Experiences &amp; Talents</b></p> <p>Providing new and rich opportunities for pupils to have experiences and explore possibilities. Recognition and nurture of interests, ambitions and talents. Opportunities to support and enrich through Wellbeing, rewards and bespoke curriculum TEP pathways.</p>	

What Curriculum is being taught?	Purpose of offer	Assessment Tracking Tool	Unit of measurement used to track progress	What is outstanding progress	Arrangements for Monitoring Quality	Curriculum Teams
National Curriculum	- Core Education, compliance with national expectations and subject coverage, promoting British Values and SMSC.	Solar: Heath Farm Assessment Levels	Heath Farm points of progress	<ul style="list-style-type: none"> <li>- Outstanding Expected Progress: Academic 1.5 levels per year</li> <li>0.5- 1.2 on track</li> <li>1.2 + above</li> <li>- On Target: 60 – 80%</li> <li>- Personalised Targets where needed</li> </ul>	<p>There are robust monitoring arrangements for each aspect of the Curriculum which is led by DHT Q of E with all Curriculum leads, this includes:</p> <ul style="list-style-type: none"> <li>- Termly Monitoring and pupil progress meetings</li> <li>- Termly pupil responses</li> <li>- Termly learning walks</li> <li>- Triangulated professional meetings with teachers' (lesson visits and book scrutiny) following DDs</li> <li>- Curriculum Reviews submitted to DHT Quality of Education.</li> </ul>	<p>English Lead</p> <p>Maths and Science Lead</p>
ASDAN Short Courses	- Breadth of subject offer supporting individual pathways, with a practical/vocational focus, whilst obtaining certification and credits	Solar	% Course Completed	<ul style="list-style-type: none"> <li>- Outstanding Expected Progress: Max 6 credits per short course. Credit Per Academic Year</li> <li>- Personalised Targets where needed</li> </ul>		Foundation Subject Leads
Wellbeing Framework	<ul style="list-style-type: none"> <li>- Supporting the development of Social, Emotional, Independence and Learning Needs whilst purposefully working towards EHCP objectives.</li> <li>- Linking therapy interventions with</li> </ul>	Solar	Ongoing progress against statements within a defined area of need	- Ongoing progress towards statements within a defined area of need		Class lead

	curriculum to support personal progress and working towards EHCP objectives. Thrive approach embedded.					
Forest Schools and Outdoor Learning	<ul style="list-style-type: none"> <li>- Supporting pupils with key life skills outside of a setting, promoting independence, communication and team building.</li> <li>- Promoting health &amp; well-being by recognising the importance of learning outside and being outside.</li> </ul>	Solar Skills Builder Stakeholder voice	Ongoing progress against key objectives using the Skills Builder framework and Thrive objectives	- Ongoing progress towards Forest School key objectives		Outdoor Learning Lead and support
Functional Skills	<ul style="list-style-type: none"> <li>- Providing pupils with a vocational education/outcome in a key subject</li> <li>- Qualifications L1 or L2</li> </ul>	Solar	% Course Completed within a defined Level	<ul style="list-style-type: none"> <li>- Outstanding Expected Progress: 1 Level Per Academic Year</li> <li>- Personalised Targets</li> </ul>		English Maths ICT
KS4 Qualifications BTEC, foundation GCSE, ASDAN, Functional Skills, City and Guilds	- Providing pupils with tailored outcomes and experience in a subject area of interest, choice, relevant to their individual pathways.	Solar and Personalised Learning Checklists.	% Course Completed within a defined Unit relevant to course	- On Target to meet personalised targets relevant to individual flightpath.		Subject leads

	- Vocational/Academic qualification					
Therapy & Therapeutic Learning	- Targeted interventions to support the personal development of all pupils. - Promoting the development of Social and Emotional skills/needs and mindfulness.	Teacher Observation	Ongoing progress against statements/objectives within a defined area (EHCP/WBSP's)	- On Target to meet personalised targets.		Therapy Team and Wellbeing Team
Renaissance & Accelerated Reader	- To support the screening of pupil progress within reading, highlighting start points and necessary interventions. - Define areas for pupil progress - Promotes and embeds reading across the whole school, supporting reading progress	Accelerated Reader	ZPD/Reading Age and progress in line with age expectations.	- Ongoing progress towards statements within a defined area of need		Class leads English
Enrichment	- To support the breadth of curriculum offer by including creative, vocational and physical activities	Teacher Observation	Ongoing progress against statements within a defined area of need	- On Target to meet personalised targets.		Class leads

Key Stage	Curriculum Offer
Key Stage 1	<p><b>National Curriculum</b> English, RWI, Maths, Science, PSHE, Humanities, Music, Art, D&amp;T, PE, ICT, Forest School.</p> <p><b>Wellbeing – Thrive approach</b></p> <p><b>Enrichment</b> Rewards -Animal sanctuary and Wildwood, Music, Dungeons and Dragons, Football, Fishing, cinema, community visits</p>
Key Stage 2	<p><b>National Curriculum</b> English, RWI, Maths, Science, PSHE, Humanities, Music, Art, D&amp;T, PE, ICT, Outdoor Education, SRE (YR5&amp;6), MFL</p> <p><b>Wellbeing – Thrive approach</b></p> <p><b>Enrichment</b> Rewards -Animal sanctuary and Wildwood, Music, Dungeons and Dragons, Football, Fishing, cinema, community visits</p>
Key Stage 3	<p><b>National Curriculum</b> English, Maths, Science, PSHE, Humanities, Music, Art, D&amp;T, PE, ICT, Citizenship, SRE, MFL</p> <p><b>Functional Skills</b> English, Maths, ICT</p> <p><b>City and Guilds level 1- enrichment and engagement aspects</b> Construction</p> <p><b>Wellbeing – Thrive approach. Learning Through Play for Secondary Nurture Classes based in the Outdoor Classroom.</b></p> <p><b>Enrichment</b> Rewards -Animal sanctuary and Wildwood, Music, Dungeons and Dragons, Football, Fishing, cinema, community visits</p>

<p>Key Stage 4</p>	<p><b>GCSE</b> English Language, Maths, Art, Media Studies, Biology</p> <p><b>Functional Skills</b> English, Maths, ICT</p> <p><b>City and Guilds level 1</b> Construction</p> <p><b>Trinity College London</b> – Arts Award including Music and photography</p> <p><b>Wider Curriculum</b> PSHE, PE, Careers, ICT, Maths, MFL</p> <p><b>Wellbeing – Thrive approach</b></p> <p><b>Enrichment</b> Rewards -Animal sanctuary and Wildwood, Music, Dungeons and Dragons, Football, Fishing, cinema, community visits</p>
<p>Post 16</p>	<p><b>ASDAN</b> Health and Fitness, The Environment, Level 2 Cert of Employability, Maths Short Course, English Short Course, Personal Finance Short Course.</p> <p><b>Functional Skills –</b> English and Maths</p> <p><b>GCSE -</b> Psychology</p> <p><b>NCFE-</b> Music Technology Digital Media</p> <p><b>Wellbeing – Thrive approach</b></p> <p><b>Enrichment</b> Rewards -Animal sanctuary and Wildwood, Music, Football, Fishing, cinema, community visits. Work Experience Placements at Howletts</p>