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## Bower Grove School Curriculum Policy

### Intent – Implementation – Impact

Bower Grove School is a specialist provision for pupils aged 4 ½ years to 16 years with learning difficulties, Social, Emotional and Mental Health Needs.

## Curriculum Intent

At Bower Grove school all pupils have a right to access a curriculum that is enthralling, meaningful and appropriate to their individual needs whilst not compromising their entitlement. Lessons at Bower Grove motivate, engage and excite our pupils. Clear routes of progression and development within curriculum planning result in coherence and continuity throughout the school.

With the complex learning and behaviour needs of our pupils we acknowledge that the needs of each individual are central and that the provision offered should be sufficiently flexible to enable pupils to be placed at an appropriately challenging point on the continuum at any time during their school career.

Our school works in partnership with parents/carers and their views of parents/carers are taken into account in achieving the appropriate balance between pupils' rights to curriculum access and the need for some to access other experiences such as alternative curriculum, mainstream inclusion, therapy interventions or intensive tuition to enhance or consolidate core skills and talents. Curriculum development in conjunction with the needs of the individual, strives to ensure maximum progress for all pupils.

Our curriculum aims to:

- Ensure that all pupils have access to broad, balanced, challenging curriculum based on National Curriculum.
- Ensure quality curriculum content through systematic curriculum planning, monitoring and reviewing procedures.
- Ensure that all pupils have access to an appropriately differentiated curriculum.
- Ensure that pupils cover Programmes of Study and develop learning strategies needed to transfer between special school and mainstream provision.
- Provide pupils with access to accredited courses at Key Stage 4.
- Clearly identify progression pathways for children in Year 9 including access to Further Education, vocational courses and work related learning.
- Ensure that there is an equality of access to all Programmes of Study.
- Promote pupil's spiritual, moral, social, cultural and physical development in order to assist pupils in becoming thoughtful and respectful citizens.
- Develop independence and life skills through experience and activities such as cooking food, travel training, residentials and work experience.
- Prepare pupils for the opportunities, responsibilities and experience of adult life.
- Monitor and assess pupils progress for the purpose of ensuring high standards of achievement.

- Engage pupils in understanding how they make improved progress through Assessment for Learning.
- Equip our pupils with an understanding of respect for Fundamental British Values.

Research demonstrates that pupils learn best when learning is connected, practical, cross curricular and linked to reality. At each stage of our curriculum our intent is to equip our pupils with skills for their next stage of education and ultimately for life.

### **EYFS/Primary Phase**

From the Early Years Foundation Stage through to Year 6 the curriculum is child centred and tailored to provide our pupils with meaningful experiences through a thematic and sequential approach in a safe and positive environment. It allows pupils to develop academically and socially through irresistible learning opportunities, which build on prior skills and knowledge. It encompasses the development of communication, interpersonal and problem solving skills whilst building resilience, independence and enhancing wellbeing. Pupils in the Primary school will continue their Bower Grove journey into their next phase of learning with a sense of pride and a zest for lifelong learning.

### **ASC Satellite at West Borough Primary School**

Is a provision for up to 12 Key Stage 2 pupils years 3-6 with a primary need of Autistic Spectrum Conditions (ASC). These pupils have appropriate behaviours for learning and can access a mainstream curriculum with specialist support and intervention. These pupils will transfer to a mainstream secondary school a mainstream secondary school with a Unit for Autism or Autistic Specialist Provision.

### **Secondary Phase**

In Year 7 to Year 11 the curriculum is broad, balanced and relevant; it allows pupils time to explore, deepen understanding and embed skills for life. There is an emphasis on connectivity between subjects so the pupils develop their understanding holistically and make the connection between what they are learning in class and the wider world.

### **IMPACTS Pathway**

This pathway runs throughout Key Stage 2 to Key Stage 4. In Key Stage 2 it is called Squirrels class and in Key Stage 3 and 4 it is called Oaks. The aim is to provide pupils who are significantly less cognitively able than their peers with a bespoke curriculum that prepares the pupils for adulthood and life beyond school. There is a clear focus on developing the knowledge, skills and understanding so that pupils can live a purposeful, meaningful and fulfilled life and are able to contribute to and be an active member of their community.

### **Enrichment Pathway**

The Enrichment Pathway is designed to aid pupils who struggle to learn in their normal class environment. The Enrichment Pathway is designed to be flexible in order to cater for a variety of needs.

The Enrichment Pathway allows a small group of pupils with social communication difficulties or those whose anxiety levels are particularly high, to feel secure. This is an integral part of the Enrichment pathway. Provision of breakfast, break time activities and a secure space to eat lunch has allowed pupils to develop socially. EHCP targets and Boxall Profiling provide a focus for support. A core curriculum focus is to develop and improve the social, emotional and mental health of pupils attending the Enrichment Pathway.

## Curriculum Implementation

Pupils join Bower Grove School with their own individual learning needs, our curriculum implementation ensures that each pupil is able to access a curriculum pathway that enables them to make the very best progress that they can. The school has taken account of recommendations of the Rochford Review (October 2016) in developing parallel but interconnecting curriculum pathways across the school. Pupils can move between each curriculum model as they develop and move through the school. The emphasis is always to provide an accessible curriculum that enables pupils of all ages to develop behaviours for learning and skills for independence.

### Main Pathway

For our core curriculum pupils ready for formal subject led learning will follow planning driven by the National Curriculum and accreditation specifications. Each pupil in the school has EHCP provision plans with outcomes and targets which are addressed and embedded into teacher planning.

### Curriculum Implementation in the Primary Phase

The curriculum models in the primary phase are; main (core offer), IMPACTS and the ASC Satellite provision.

Reception and Year 1 pupils in Tadpoles class follow the Early Years Foundation Stage areas of learning.

Subject led learning at Bower Grove from Year 2 to Year 6 focuses on the National Curriculum programmes of study with overarching termly themes. Within each theme there is a range of subthemes which enable the teacher to select topics appropriate to the class with the pupils having input into their learning pathway.

The National Curriculum programmes of study are covered in English, Maths, Science and PSHE, with aspects of Humanities, Art and Design Technology being taught experientially through other areas of learning (such as non-fiction texts). RE is delivered through World Beliefs. The study of Modern Foreign Languages focuses on French however there is a holistic approach to discovering the language, culture and heritage of other countries during an annual 'focus day'.

### Early Years Foundation Stage and Year 1

Pupils in Tadpoles Class follow the EYFS areas of learning. The timetable is structured around planned play and teacher directed sessions, the division of time is approximately 70/30. The timetable addresses the Prime and Specific areas of learning through developing the characteristics of effective learning. There is a weekly Explorer Club outing to encourage our younger children to observe the local area and take an interest in the natural world, as well as developing their physical, social and behavioural skills. This is also used to discreetly consolidate learning in areas such as Maths, Science and Topic.

### Year 2 and Key Stage 2 Curriculum Implementation

The majority of pupils from Year 2 to Year 6 follow a subject led learning approach. There is one class which follow the IMPACTS model, this is Squirrels class. For pupils following the subject led learning approach the following areas of learning covered are:

Core	Experiential
<ul style="list-style-type: none"> <li>• English: Spoken Language, Reading, Writing,</li> <li>• Maths</li> <li>• Science exploration and discovery</li> <li>• Computing</li> <li>• Personal, Social, Health Education/SMSC</li> <li>• PE</li> <li>• RE/World Beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Global Learning: History, Geography, MFL</li> <li>• Creative Arts: Music, Technology</li> </ul>
<p>Nurture focused activities, including Brain Food take place at the start of every day. PSHE, communication and interaction and sensory processing activities are embedded throughout the day to support the development of behaviours for learning. RE is delivered as World Beliefs enabling a more immersive approach to learning.</p> <p>Experience of aspects of humanities and the arts will be through topic links such as non-fiction texts or enrichment visits. Some classes may take a more subject led approach if it is right for the pupils in the class.</p> <p>Pupils in IMPACTS class follow the IMPACTS curriculum</p>	

The Letters and Sounds phonic scheme is used throughout the primary phase to support progress in reading and spelling.

### ASC Satellite at Wet Borough Primary School

The Satellite Provision can accept up to 3 pupils in year groups (Years 3-6). The pupils are based in the 2 classroom Satellite Provision, where their pastoral and social communication needs are well supported. Pupils are integrated into mainstream lessons supported by the Satellite staff team. Access and exposure to the mainstream curriculum increases over time personalised to the abilities of each child. Although on roll at Bower Grove School, pupils wear West Borough school uniform and follow the established systems of this mainstream school.

### Curriculum Implementation in the Secondary Phase

The secondary curriculum is organised on a subject based model with pupils moving to specialist rooms and teachers. Interventions are implemented with identified groups and individuals. Setting according to ability occurs in English, Maths and Science enabling all able pupils to be extended whilst allowing pupils needing enrichment activities to be supported through greater differentiation. Accredited courses are followed in English, Maths, Science, Computing, PE, Design and Technology, and Food Technology.

All pupils participate in World Beliefs. In these lessons pupils study a range of religious spiritual themes which enhance their cultural development.

**Work Experience**

Work Experience programmes form an important and integral part of the Key Stage 4 curriculum. Careful planning takes place to ensure that each pupil accesses a suitable placement that progressively extends their abilities and independence. Preparation for work experience starts at the beginning of year 10. Pupils undertake a one-week work placement in year 10 and another in year 11.

**Travel training**

Learning to travel independently and extending general independence skills in the wider community is a crucial element of the Key Stage 4 programme. Many pupils achieve independent travel status and are able to use public transport by the end of Key Stage 4, however for some pupils Travel training is ongoing and continues to form an important feature of the pupils post 16 individual action plans.

**Accreditation**

Subject	Entry Level	Functional Skills	GCSE
English	Step up Award		√
Maths	√		√
Science	√		√
MFL	√		
Technology		√	
PE	√		
Arts Award	Arts Award Bronze Year 10 Arts Award Silver Year 11		
Food Hygiene Certificate			
Computing/Digital Employability – Range equivalent Entry GCSE			

**IMPACTS (Individual, Meaningful, Profile, Assessment, Curriculum, Target Setting) Pathway**

Pupils are provided with a purposeful, fun and engaging learning environment where we encourage pupils to develop their independence and collaborative skills. Learning is focused on Communication, Cognition, Technology, Physical skills and Personal, social, emotional well-being. Learning will be creative and experiential, pupils will be working towards differentiated outcomes appropriate to their individual needs.

**Enrichment Pathway**

The Enrichment Pathway provides four waves of support, all requiring a different focus and approach:

**Wave 1**

An individual's timetable will include some time spent learning in their home environment. One-to-one tuition at least once per week, planned and delivered by the Enrichment Team, in conjunction with a Pastoral Support Programme.

Staff from the Enrichment Team will plan and assess suitable activities/tasks for individuals.

Academic reports will be produced annually by the Enrichment Team, although there will be no formal academic data completed on Pupil Asset. Through building a positive pupil-staff relationship the aim is to move the pupil to Wave 2.

**Wave 2**

An individual's timetable is exclusively planned and implemented by the Enrichment Team. In this instance, the pupil is affiliated to Enrichment, which means this includes their form and registration group. Home learning might be part of an individual's timetable and is dependent on a variety of factors.

Academic reports will be produced annually by the Enrichment Team, although there will be no formal academic data.

With a high level of engagement in the Enrichment Pathway and an increased ability to follow school systems, resulting in improvements to an individual's social, emotional and mental health. Pupils may progress to Wave 3.

### Wave 3

An individual's timetable is supplemented by the Enrichment provision. In this instance, a pupil is attached to a form group and participates in the majority of their curriculum lessons. Enrichment will provide bespoke time to work on social, emotional and mental health targets. Home learning might be part of an individual's timetable and is dependent on a variety of factors.

Academic reports will be produced annually by subject teachers but the Enrichment Team will make contributions where necessary.

With the necessary support for an individual to access the majority of the main school curriculum, whilst meeting their specific social, emotional and mental health needs there is potential for a pupil to progress to Wave 4 support.

### Wave 4

An individual's timetable is supplemented by the Enrichment provision. In this instance, a pupil is attached to a form group and participates in the majority of their curriculum lessons. Enrichment will provide support in certain subjects to assist with learning and reintegration.

Academic reports will be produced annually by subject teachers but the Enrichment Team will make contributions where necessary. With increased resilience and independence, a pupil may access all subject areas.

All activities that are planned and implemented by Enrichment staff will aim to directly and indirectly make an impact towards EHCP and Boxall targets.

Offsite visits will be planned in collaboration with the Educational Visits Coordinator. Visit aims will vary from increasing the daily physical activity of pupils to experiencing new and interesting environments. Pupils will be taught how to research a variety of recipes that can be prepared in the Enrichment kitchen area. They can develop their literacy and numeracy skills by costing and sourcing ingredients. Pupil's knowledge of health and safety and culinary skills can be advanced by preparing and producing a range of meals.

Pupils have access to the school allotment and outside learning areas. A love of the outdoors can be instilled by promoting the need to prepare and care for plants and wildlife. Other areas of learning can be discretely taught to pupils, such as basic biological concepts, when experiencing the garden/allotment space. Enrichment pupils have access to the whole school Rewards Afternoon, which takes place on six occasions every academic year. The Enrichment Team, in collaboration with the pupils, will set daily and weekly targets. Reward activities will be offered frequently to reinforce progress and positive behaviour.

Pupils will participate in a variety of collaborative activities that will target social development. For example, board games will be played in small groups to teach pupils how to take turns, to show patience, to communicate with adults and peers and to experience winning and losing. Pupils will participate in different forms of physical activity during their school day. This will help to promote a positive mental and physical well-being, whilst encouraging a life-long enjoyment of physical activity. Examples of daily physical activity may include walking to local shop, completing a daily mile challenge, participating in sports for enjoyment and experiencing local parks. The local amenities are varied and of high quality. Bower Grove School possess excellent Physical Education expertise and facilities, which can be utilised in collaboration with the subject leader.

## CURRICULUM IMPACT

At Bower Grove School there are a range of measures used to evaluate the impact of the curriculum across all our learning pathways.

These include:

- Progress measures using formative and summative assessment, these are recorded formally using Pupil Asset
- Senior Leaders/Curriculum leader work scrutiny
- Monitoring of pupil well-being and engagement using the Leuven Scale
- Monitoring the impact of Social, Emotional and Mental Health Interventions through Boxall profiles
- Reviewing Sleuth behaviour data
- Monitoring of EHCP provision plan targets
- Reviewing pupil behaviour plans to assess the impact of strategies and interventions
- Reviewing attendance data
- Pupil surveys
- Parent surveys
- Parental feedback at EHCP reviews - Section A form
- Observation of pupil engagement during drop-ins, lessons observations and learning walks
- Assessing the impact of transitions through pupil well-being at the start of the new academic year or following a change in class.
- Destination data and follow up calls to pupils, parents and carers to ensure transition to college, apprenticeship or employment has been successful.
- Transition arrangements for year 6 pupils attending ASC Satellite at West Borough Primary School.
- Feedback from other agencies such as social services, Early Help, College, Employers.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.

School governors monitor the effectiveness of our school curriculum. The Governors learning and development team are responsible for curriculum monitoring and take responsibility for different subjects and areas of the curriculum holding subject leaders and school leadership team to account.

### Related Documents

Bower Grove School Curriculum Plan

Individual Subject Policies

Assessment, Recording, Reporting and Marking Policy

Educational Visits Policy

Appendix 1.Curriculum Pathways for Learning**IMPACTS Pathway**

**IMPACTS PATHWAY:**– Individual, Meaningful, Profile, Assessment, Curriculum, Target Setting

A pathway of learning focused on communication, cognition, technology, physical and personal, social, emotional well-being skills.

IMPACT stands for: Individual, Meaningful, Profile, Assessment, Curriculum, Target Setting.

**Primary IMPACT class: ‘Squirrels’**

Nurturing and independence skills focused curriculum for pupils in years 3-6.

**Secondary Impact class: Oaks**

Life skills and independence curriculum for pupils from year 7 – 11.

**Main Pathway****Primary Classes**

Primary aged pupils from year R – 6 are allocated a class according to their age and learn with a consistent staff team of teacher and learning support assistants. Classes are named after animals.

Falcons & Eagles – year 6

Penguins – year 5

Owls – mixed class of year 4 – 6

Foxes – year 4

Hedgehogs – year 3

Honey Bees – year 2

Frogs – year 1

Tadpoles – year R

**Secondary Classes**

Secondary aged pupils from Year 7 – 11 who follow a differentiated mainstream curriculum with a consistent staff team and are taught by specialist subject teachers. Each class has learning support assistants to support pupils learning, behavioural and emotional needs.

In Year 10 & 11 pupils have an opportunity to study accredited qualifications including Entry Level and GCSE.

**Enrichment SEMH Pathway**

A provision for pupils who require social emotional and mental health support to their learning.

The provision offers waves of supported learning:

1. Home learning
2. Learning in Enrichment
3. Part Enrichment/Part Main school
4. Main school with Enrichment support

**Satellite Provision based at West Borough Primary School**

An inclusive for children in years 3-6 with Autism and cognitive ability to follow a mainstream curriculum with support. Satellite pupils will transition to mainstream secondary specialist provision for young people with Autism.