

**Outcomes  
First  
Group.**

**ACORN EDUCATION  
AND CARE**

**School Curriculum Policy**

**Buzz Learning**

## Introduction

The school's curriculum comprises all learning and other experiences that we plan for our pupils. Pupils have a range of needs that can change over time and in order to best support them the curriculum is highly personalised and continuously reviewed and developed.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

## Values

At Buzz Learning Independent Special School we strive to make our pupils passionate for learning and make their learning as much fun and as meaningful and relevant as possible. We offer pupils an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every learner is valued as an individual; we aim to nurture well rounded, respectful and confident pupils who will develop skills for life-long learning. We nurture our pupils on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare pupils for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual learner, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Buzz Learning Independent Special School to have learning environment which includes an outdoor learning space and access to the local leisure centre. Outdoor learning and sports sessions not only build pupils' core strength, stamina, balance, flexibility, coordination and muscle strength but also boost positive mental attitudes.

At Buzz Learning Independent Special School our values permeate all areas of school life and are reflected by the school's simple motto: [Be All You Can](#).

## Curriculum Aims

The aims of our curriculum are to provide a broad and balanced experience for pupils which promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. We are committed to preparing our pupils for the opportunities, responsibilities and experiences of adult life so that they may become actively involved in their community, contributing to society financially where possible, and living as independently as possible.

At Buzz Learning Independent Special School, we aim to offer a balanced and broad-based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent pupils
- Be given significant time to learn new skills and have time to practice those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning

- Be able to set own SMART targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong pupils who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help pupils understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development
- Learn and practise the basic skills of English, Mathematics and ICT
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

## Curriculum Framework

Our framework is based on person centred planning as we believe that this model enables pupils to experience a broad and balanced curriculum, while also contributing to the development of robust Education Health and Care Plans and continued support for our pupils after schooling.

The school does not follow the national curriculum but does follow guidelines from the Department for Education and the Independent School Standards which specify that pupils must provide experience in the following areas:

1. **Linguistics:** this area focuses on developing Pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Pupils develop speaking, listening and literacy skills and work towards qualifications in, for example, Functional English Skills and GCSE English Language.
2. **Mathematics:** this area focuses on Pupils making calculations, understanding and appreciating relationships and patterns in number and space and developing their capacity to think logically and express themselves clearly. Pupils' knowledge and understanding of maths will be developed in a variety of ways, including practical activity, exploration and discussion. Pupils will work towards qualifications in, for example, Functional Skills maths and GCSE maths.
3. **Scientific:** this area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. Pupils will work towards an accredited AQA Award in Science.
4. **Technological:** Technological skills include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Pupils will work towards qualifications in, for example, Functional ICT Skills.
5. **Human and social:** this area includes history and geography. Pupils learn about people and their environment, and how human action, now and in the past, has influenced events and conditions.
6. **Physical:** this area aims to develop Pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils will acquire knowledge and understanding of the basic principles of fitness and health and take part in P.E. activities.
7. **Aesthetic and creative:** this area is concerned with the processes of making, composing

and inventing. Pupils will take place in creative activities, including art, music, dance and drama.

8. **The spiritual, moral, social, and cultural development of Pupils** is extremely important at Buzz and this is delivered through Personal, Social and Health Education (PSHE) and within all other subject areas.

Buzz actively promotes the Fundamental British values and ensures that there is political balance in teaching and other activities. We aim to ensure that Pupils know the difference between right and wrong, respect the civil and criminal law of England, and understand the consequences of their own and others' actions. We also aim to enable Pupils to:

- become confident and positive contributors to their local community and to society more widely and to become effective users of public services and facilities according to their level of ability and maturity;
- gain insights into their own cultures, and into those of society more widely and to encourage tolerance for others;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (i.e. age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation).

Pupils will work towards qualifications in, for example, the **AQA Unit Award Scheme** covering all topics from school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning.

### **Other qualifications**

There are also opportunities for pupils to work towards other qualifications relevant to them, including:

- **Entry Level Certificate** in Maths, English and Science
- **GCSEs** in Maths, English and Science (Key Stage 4)
- **Functional Skills**
- **Vocational qualifications**

**Practical work** is key in all lessons and is used to inspire and engage Pupils to learn. A key emphasis is on hands-on activities to enable Pupils to learn and develop practical skills that will be useful to them in their adult lives. Projects are also used to encourage pupils to utilise and explore further what they have learnt in lessons.

**Outdoor learning** also plays a large part in pupils' learning. The school makes use of its outdoor space and of its locality, e.g. the nearby Community Woods, to enable Pupils to experience and enjoy the outdoors.

**Educational trips:** These are linked to subjects and include, for example

- day visits to the theatre, places of worship, careers fairs and other places of interest
- participation in achievement award programmes such as The Duke of Edinburgh Award.

**1:1 interventions** with pupils and led by specialist staff take place when needed, to support personal wellbeing, e.g. mental health, body image and inappropriate behaviours etc.

**Careers education, information, advice and guidance (CEIAG):** a key focus of our curriculum is on preparing Pupils for adult life, including a successful transition from childhood into adulthood. We believe it is extremely important for pupils to be supported in thinking about and planning for

adult life from the age of 11 (Year 7).

To this end, our Careers Adviser delivers careers education, information advice and guidance to all Pupils, taking in to account their aspirations for the future. He also organises vocational tasters for Pupils and supports them with their employability skills.

## **Curriculum Intent**

The school is clear in its mission of achieving the very best for every learner. The school has considered its context to develop a curriculum which shows a progression of knowledge and skills appropriate to individual pupils' abilities. All pupils have access to a broad and balanced curriculum which is further enriched by links to the wider curriculum.

Curriculum is designed to stretch, challenge and meet the learning needs of all the pupils and provide them with rich and stimulating experiences, which lay the foundations for future learning, employment and life.

The curriculum provides opportunities to develop academic English, Maths and Scientific skills as well as having strong strands in aesthetic and creative arts and personal development opportunities.

Pupils are supported to achieve to their optimum both within classroom teaching and through additional targeted support and intervention (See individual learning plans).

## **Curriculum Implementation**

Teachers create a positive learning environment where pupils are engaged and focused. They are well organised and stimulating and provide appropriate scaffolding to support, challenge and extend pupils learning.

Effective CPD has ensured that all teachers and support staff have good subject knowledge. The curriculum is successfully adapted designed and developed to be ambitious and meet the needs of our pupils who all have SEND, developing their knowledge, skills and abilities to apply their prior knowledge with increasing fluency and independence.

All lessons have a clear and focused learning objective with precise steps to success which are shared at the outset, reinforced throughout and used as an assessment tool at the end of the lesson, ensuring pupils know how to make progress and that they make it.

The teaching of reading is well planned and whole school approaches are effective through whole class and guided/reciprocal reading, in addition to opportunities that encourage pupils to develop an enjoyment for reading.

All pupils are expected to achieve an appropriate accreditation within this range. The range provides ambitious opportunities and the content develops functional numeracy and literacy, including speaking and listening to a level appropriate for each of our pupils, while developing independence and social skills.

Support staff plan and are trained to support the delivery of the subjects. Maths, English, Science and Food Technology support provision in these areas.

Assessment is used succinctly and well by all staff to check understanding, helping pupils' understanding and informing areas for development.

The learning environment within the school is managed well with good visual displays and good learning resources including opportunities for the use of ICT. Materials used are appropriate, inspiring, and relevant. Links to employment and wider social and moral issues are referred to regularly.

Teaching and support staff all have post graduate qualifications and model good practice in their own use of speaking, listening, writing and reading of English using vocabulary that is appropriate to support the development of these skills for our pupils.

The curriculum is designed to ensure opportunities exist for pupils to read widely and often, with fluency and comprehension appropriate to their needs. They can apply functional mathematical knowledge, concepts and procedures appropriately according to their needs. Schemes of work show rationale and intent. Differentiation is clearly stated and opportunities to explore British values and Equality issues listed.

Pupils' work across the curriculum is of good quality, their work is well organised and presented in line with their needs. The pupils take pleasure in their presentation and understand how their work links to their understanding.

The curriculum is designed to ensure opportunities exist for pupils to read widely and often, with fluency and comprehension appropriate to their needs. They can apply functional mathematical knowledge, concepts and procedures appropriately, according to their needs. Schemes of work show rationale and intent. Differentiation is clearly stated and opportunities to explore British values and Equality issues listed. Our rigorous, well planned curriculum combined with high quality teaching ensures that pupils are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Pupils develop a strong sense of moral purpose in addition to a respect for and understanding of people.

All teachers are responsible for planning, evaluating and teaching in their specialist subject area. Assessment is part of the planning process, and all aims, objectives and learning outcomes of each lesson are clearly stated and shared with pupils. Schemes of work, including timescales for completion of each part or unit of a course, are drawn up and shared with pupils each term. Teachers are responsible for liaising with support staff where necessary. Assessments indicate how well pupils are progressing towards the stated aims, objectives and learning outcomes of a course.

Robust schemes of work and lesson plans allow teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes for all pupils in the school

Short term plans outline the individual lessons and adaptations made for individual classes and pupils along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

### **Assessment, Recording, Monitoring and Evaluation**

Short and medium-term assessment is the responsibility of the class teacher and is in line with the teaching, learning and assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what pupils can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the learner's books/work in the

detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for pupils to improve giving focused challenges and expecting pupils to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and pupils are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare pupils through the year groups for the end of the next key stage testing as required by law.

For further information about assessment, recording and reporting as well as marking and feedback see the policies below:

- School policy and procedure for Teaching, Learning and Assessment processes
- School procedure for learner assessment

Pupils' progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Learner progress will be reported to parents/guardians at the end of each term in writing or at an appointment where parents/guardians are invited to discuss their child's progress.

### **The roles of the Teacher and Curriculum Leader**

It is the role of each subject teacher and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject and ensures that progression is planned into schemes of work. The subject leader also keeps a portfolio of pupils' work, which s/he uses to show the achievements of pupils at each stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject teacher is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor learner progress in that subject area by working alongside colleagues, book looks, learner interviews, lesson observations and planning scrutiny;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

### **Risk Assessment**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to the School Risk Assessment Policy.

### **Inclusion and Adaptive Learning**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges

- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning
- 

Learning is planned and adapted to enable pupils to broaden, deepen and accelerate their understanding and development of skills and knowledge. Pupils are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify pupils/groups of pupils for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our pupils linking back to our school motto – [Be All You Can](#). Extra support and interventions are provided for pupils as necessary and in line with our SEND policy. See SEND Policy for details