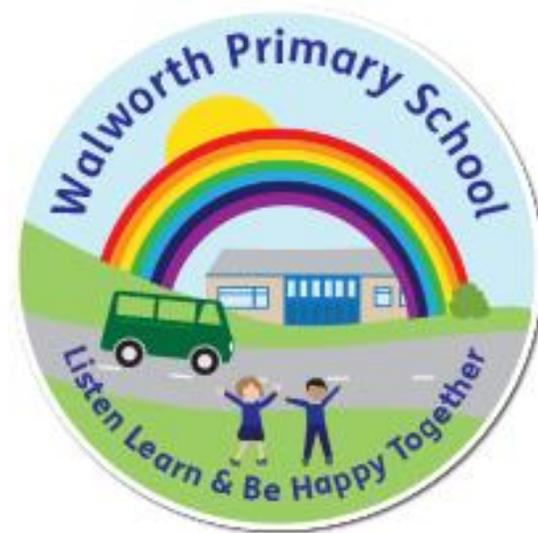


Walworth Primary School

“Supporting everyone’s emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn.”



Walworth School Curriculum Policy
Quality of Education
Intent, Implementation and Impact

Date: March 2020, **Revised Dec 2021, May 2022, July 2022**

Revision Due: July 2023

Ref: Mr. Cooke

Intent: (What do we want our pupils to learn and why?)

We work collaboratively in order to provide opportunities for all learners to thrive and integrate into our school and the wider community. Our aim is to, ***‘Significantly improve the quality of all our children’s lives’***. The intent of our curriculum has been written with significant importance placed around the individual learning needs of our pupils, including relevant subject specific knowledge and skills to be gained in Key Stage 1 and Key Stage 2.

Parental voice is also at the heart of our curriculum design. The Head Teacher designed a parental survey and found that ***25% of parents say that their children enjoy going on educational trips, whereas 29% think English and 25% think Math are important things children should learn in school.*** Leaders use this feedback to help shape our curriculum design.

Our main **intention** is for our pupils to be fully prepared for the next stages in education and for future life by having

- **An awareness of how to be a successful learner.**
- **The appropriate knowledge and skills to develop independence.**
- **A good understanding of being a responsible citizen.**

We aim to achieve this by providing a curriculum that is committed to meeting the requirements of the primary National Curriculum whilst recognising the need to develop our children in **five key areas** agreed by stakeholders;

We are **ambitious** for all learners and want them to develop: -

- **Knowledge and Skills** in relation to **communication, reading, writing and Maths** so they are prepared for their next stage in learning.
- **Emotional Awareness** so that they are **engaged, inspired and motivated** pupils who **enjoy** and **contribute to learning**, make **progress** and are **challenged to achieve** above and beyond expectations.
- **Citizenship** so that they are **responsible citizens** who share **‘British Values’** and have the cultural capital to make a **positive contribution** to life in **modern Britain**
- **Independence** so that pupils have the **knowledge** and **skills** to make **informed choices**, foster **positive relationships** and promote their **independence** in school and their **next stage of education**.
- **Life experiences and understanding** to help them become **confident individuals** who are able to lead **safe, healthy & fulfilling lives**, making **successful transitions** in to adulthood

We have chosen these because we feel that these are key areas of **‘deficit’** in the overall development of our children which are closely linked to their special educational needs. At Walworth School we place positive mental health and wellbeing at the centre of school life. Our Vision ***“Listen, Learn & Be Happy Together”*** highlights the importance we place on supporting every pupil’s emotional wellbeing so that they are listened to and are happy together and ready to learn.

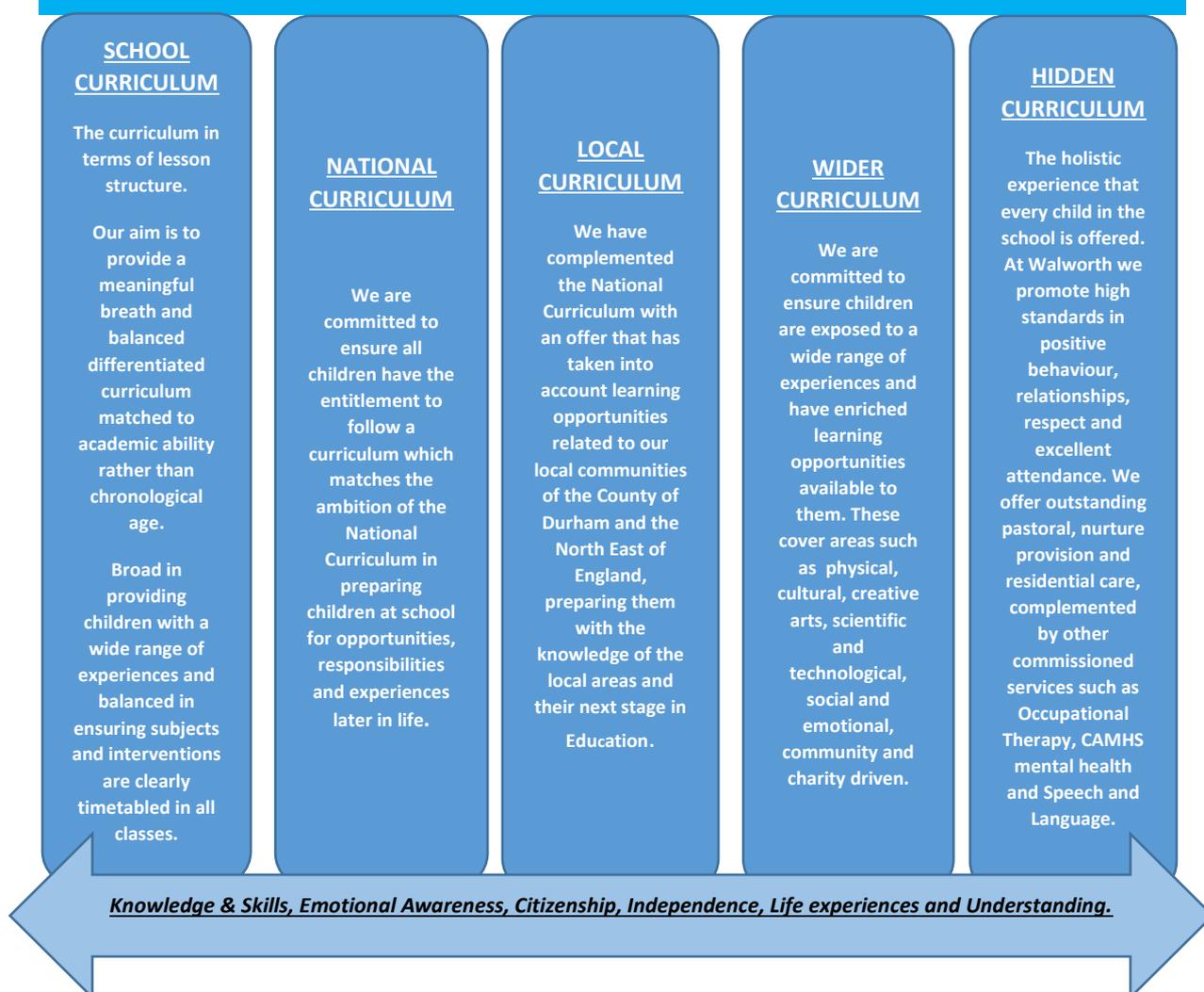
To do this we aim,

- To nurture independent, responsible, life-long learners equipped with creative thinking skills to enable them to respond to the challenges of the world they live in.
- To enable pupils to become confident individuals with a positive self-esteem, who have a thirst for knowledge and high expectations of themselves.
- To create a positive attitude to learning, by encouraging confident and caring relationships which motivate and inspire them to do their best.
- To support pupils to become confident in making decisions, be able to take risks and persevere to allow them to challenge their learning and maximise their potential.
- To foster an environment of politeness and good manners in which each child is able to communicate and collaborate effectively.
- To celebrate their individuality and that of others, with a respect of all and the world we live in, and an understanding of their place in modern Britain and the world.

Personalised learning is central to our philosophy. All of our learners have **unique qualities and needs**, after collective discussions we identified and there are 5 strands to our curriculum as we build pedagogical profiles of each pupil's educational and social & emotional needs, developed through underpinning **Education, Health and Care Plans outcomes** (EHCPs). Academic learning is important, but we understand that if a learner's social and emotional needs are not met then there will be limited progress in meeting wider educational outcomes and a poor quality of life. Our curriculum therefore focuses on **five strands (Fig.1.)**, not solely on academic subjects and achievement, but recognising the importance of providing pupils with target intervention support, promoting positive relationships, embedding rich learning experiences, educational visits, residential visits, extra-curricular activities and enrichment opportunities. We want children to enjoy attending school, have fun at school, broadening their life experiences and providing a positive experience of education.

Fig 1 - Walworth School Curriculum Offer

In determining the vision for an outstanding curriculum we identified 5 strands of curriculum. The five strands of the curriculum reflect our belief that the curriculum is far more than the experience within lessons, but is far more holistic, reflecting the entire sum of their experiences with their school life and beyond.



Our main intention is for our pupils to be fully prepared for the next stages in education and for future life by having awareness to be **successful learners**, the opportunity to develop **independence** and a good understanding of being a **responsible citizen**.

We follow the National Curriculum and its programme of study. We have designed our curriculum so that children work on age related objectives, adapted to their ability and needs. This provides opportunity to challenge them, accelerate progress and help close the gap between current academic levels and age-related expectations. Within this, there is flexibility for teachers to be able to address earlier year group concepts where gaps in learning are identified to ensure children have a deep understanding of concepts.

Core knowledge has been carefully selected to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

Within this stranded curriculum approach we recognise the importance of **preparing for adulthood (PFA)** within our curriculum planning. We aim to unlock their potential and to maximise their progress through ensuring that we meet their individual aspirations, employment ambitions, whilst developing independence, and enabling them to be **healthy, happy and active** members of society.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g. social media, health and relationships and finance. Alongside the teaching of knowledge, skills and vocabulary, we aim to promote **positive mental health** for every member of our school community including, staff, pupils and families. We pursue this aim using both universal and whole school approaches as well as specialised, targeted approaches aimed at individual pupils. A bespoke emotional health, well-being and resilience programme is embedded in our curriculum alongside the teaching of knowledge, skills and understanding in all other curriculum subjects. We have dedicated members of staff in school that work with the emotional well-being of all our school community. Pupils are encouraged to talk openly about their mental well-being and access support as and when required. We aim to provide pupils with the tools and strategies needed to cope when faced with challenges within school or home life.

There is a recognised link between children's sense of wellbeing and their success as learners. Within Walworth all of our children are recognised as having ranging and complex social, emotional and mental health needs so we strive to find additional means through which support can be facilitated. Whilst many flourish through access to our broad and balanced curriculum and multi-agency support for some they are simply not fully ready to meet the social and intellectual demands of school life. For these children it is intended that access to a creative, short term, focused intervention will promote longer term successes with social and emotional awareness, confidence, positive engagement and personalised learning goals. **Nurture Group provision** provides further opportunities for some of our most vulnerable learners to develop secure attachments with significant others which promotes age appropriate behaviours.

This work enhances relationships within their classroom and supports children in being in a ready to learn state. It is intended that across our whole school community a nurturing ethos will underpin this work. Through this work children will gain better access to our key curriculum drivers

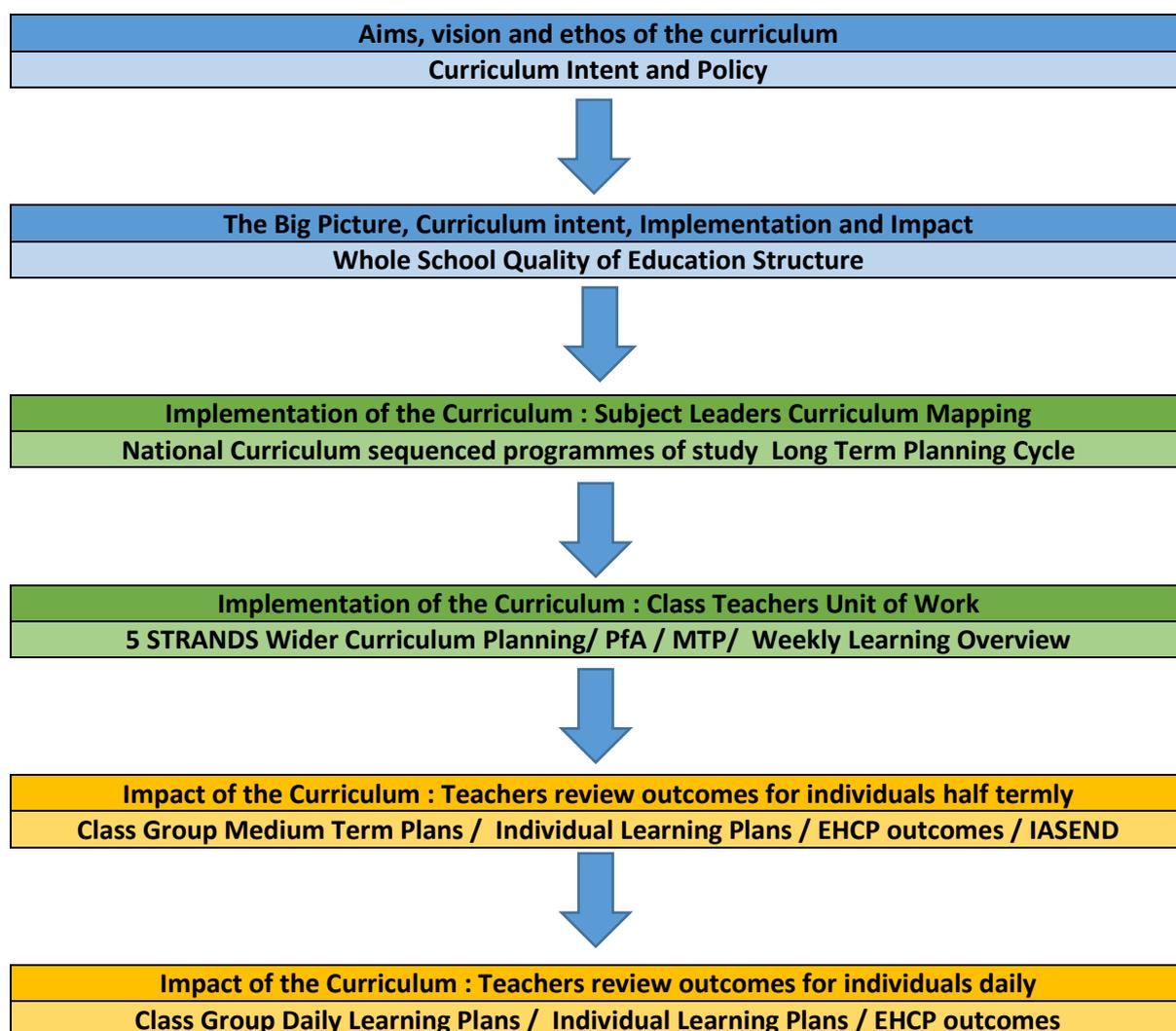
We value the role that outdoor education has in a child's development and aim to incorporate as much outdoor learning as possible into our broad and balanced curriculum. Increasingly pupils are spending a lot of time in the 'electronic' world. We aim to equip pupils with the knowledge and skills they need to stay safe in this world whilst promoting a love and excitement for being outdoors and playing in their outdoor environment.

Implementation (How do we organise teaching and learning?)

Curriculum Structure.

The curriculum is an **entire planned sequenced learning experience** and we believe that every moment is a learning experience. Senior Leaders commission specialist curriculum support from the Local Authority so that subject leaders had the relevant and up to date advice to design appropriate long term subject plans that relate to National Curriculum expectations and where possible link learning opportunities to the local area and local resources. Teachers' and Learning Support Assistants use these programmes of study to develop innovated, engaging and progressive schemes of work over the course of a half term. The planned and sequenced learning experiences have been written to give children opportunity to practise and revisit prior learning.

There are **multiple, dynamic components** to our curriculum design. Learning experiences are devised and measured by acknowledging the processes involved in the whole Curriculum Planning Structure (see below).



Learning is planned around and implemented through the **statutory requirements** of the **National Curriculum**. Subject leaders have placed a clear emphasis on **curriculum sequencing in Long Term planning and mapped out the skills (procedural knowledge) and knowledge (declarative knowledge)** across their subject, so that what children learn builds on what they've learned before. Regular revisiting and reinforcement of the curriculum content is a carefully planned process. English and Math are given greatest priority in terms of curriculum time as the importance of functional literacy and numeracy is fully appreciated. Following a reading audit review by an independent reading consultant (Feb 2022) the school implemented an approved systematic synthetic phonics teaching programme (Read Write Inc.) This taught in Key Stage 1 which blends into an intervention in Key Stage 2 for years (3 and 4). For children in years (5 and 6) who require catch-up reading support Fresh Start intervention programme is used offering a simple but powerful solution to accelerate reading progress.

Foundation subjects (wider curriculum) are planned half termly implementing the four key areas collectively agreed. Through this approach we provide a creative curriculum which feeds the imagination and helps children achieve the very best they can by placing them at the centre of their own learning journey. Links between subject areas are made wherever possible, bringing a cohesive approach which is relevant and makes sense to young children. Within this, the vocabulary and key skills being used in the lessons are identified to ensure children understand which lessons they are working on. We use a planned timetable to enable children to become immersed in their learning, whilst still retaining a core emphasis on the key skills of English and Maths. We enhance teaching experiences through providing stimulating resources, enrichment activities and supplementing our varied curriculum with performing arts and sporting activities. Creativity is at the heart of our curriculum. Children's learning is strengthened through practical experiences, visits outside of school and within school workshops.

Learning outside the classroom includes a 24-hour curriculum with some learners accessing residential and/or extended services. Educational visits such as to Durham Cathedral and exploring the North East and local community also play an important part. Opportunity to attend a Forest Schools skills approach at Walworth is designed to use the natural environment to impact positively on the health and well-being of learners. The experience offers a larger, learning environment outside of the confines of a classroom with natural light and reduced environmental stress factors e.g. bright lights. It is also used as a tool to provide cross-curricular learning links and the opportunity for our young people to experience leading their own learning.

EHCP and Individual Learning Plan outcomes are addressed and informs the planning process. These form the first part of Individual Medium-Term Plans and daily lesson plans, with a focus on:

- Communication and Interaction Skills, including SaLT;
- Cognition and Learning Skills, including English, Maths and the wider curriculum;
- Social, Emotional and Mental Health Skills, including Citizenship, The DEN Nurture provision, Life Skills, CAMHS therapies and SRE;
- Sensory and Physical Skills including PE, Swimming and Rebound and Individual Therapies delivered by future steps;
- Independence and Vocational Skills including using the community and Life Skills, preparing for adulthood outcomes.

There is **Multi-Professional Collaborative approach** to implementation. Learning Programmes are planned and delivered by the main class teacher who is a qualified teacher skilled in meeting the

very specific needs of children with SEMH. Each class or pupils are supported by Enhances Learning Support Assistants (SEN) also experienced in meeting the needs of students with SEMH. This is further complemented by an integrated therapeutic approach implemented by highly specialised therapists with discipline in emotional wellbeing and mental health therapy, occupational therapy, speech and language therapy. Sensory issues are central to the person diagnosed with Autism and ADHD. Upon joining the school, each new pupil's sensory functioning is assessed through a number of means. Walworth School employs an Occupational Therapist 2 days a week who work with all pupils throughout the school and residential setting. Intervention may be in the form of class-based work and observation, one-to-one or small group withdrawal. Occupational Therapy aims to develop each young person's independence and functional performance across a wide range of activities and environments. Added to this teachers also work alongside the SENCO, Education Psychologist, Social Workers, and School Nurse to support learners.

The school supports children to be full 'active' stakeholders within their school community and to have their voices heard and ideas brought to fruition within the forum of the School Council, Family Group Meetings and Themed Assemblies. Residential provision is a further intervention for those children identified to need additional support to develop their social, emotional and life skills. The social curriculum supports the development of children's, daily routines and personal care skills. Staff support Children to foster positive relationships and promote their independence. Children are provided with a stimulating, safe environment in which to learn, grow and develop.

Vocabulary

Here at Walworth School we aim to develop pupil's working vocabulary. On entry a large majority of our pupils are identified as having speech and language needs. Language is often delayed and active working vocabulary limited. For this reason, alongside the teaching of knowledge and skills we also teach pupils a range of vocabulary associated with their curriculum subjects and learning areas. We teach specific unfamiliar words to the children which they will come across in their lessons which will then be taught and learnt and become part of their active working vocabulary.

Reading

The teaching and acquisition of reading skills is prioritised at Walworth School to allow pupils to access the full curriculum. From September 2022 we will use Oxford Reading Tree Levels and Book bands for children who no longer need Read Write Inc programme. Once the pupils have acquired enough reading skills to be independently accessing texts, they have access to a wide range of texts in both the whole school library and individual class libraries. Children are read with on an individual basis where they are able to discuss what they have read and answer questions posed by their class teacher or learning support assistant.

In reception, year 1 and year 2, pupil's receive phonics lessons using a validated systematic synthetic phonic programme (Read Write Inc). Pupils that do not pass the phonics screening test in Year 1 are provided additional support linked to identified gaps, this allows children to improve phonic skills and the opportunity to re-sit the test at the end of Year 2.

Alongside this, reading skills and a love of books is stimulated through: The teaching of specific skills in discrete comprehension lessons, the sharing of a whole class novel in English Lessons and shared reading activities across the curriculum.

Subject Leadership

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including **Governors regularly review and quality assure** the subject areas to ensure that is being implemented well and coverage and breadth and balance is adequate.

Training and Development

In order for us to be able to deliver the best and most up to date curriculum we provide staff with high quality CPD in their subject specific areas of leadership or teaching role. This may include attending courses and network meetings on the curriculum. Following CPD, staff feedback to each other about what they have learnt and we then discuss the impact of this on a class teacher, subject leader and whole school strategic level. In addition, the school is a member of Schools North East and encourages teachers and Learning support Assistants to further their knowledge through university study.

To best understand and meet the needs of our pupils, external professionals also provide CPD (e.g. Occupational Therapy and trauma informed approaches)

Assessment for Learning is an integral part of daily learning planning and is therefore central to classroom practice. There is a focus on what pupils couldn't do, what they can now do, and what will they do next? Clear outcomes, shared with all adults and in 'student speak', support sequencing of activities to ensure positive engagement and the development of skills and knowledge and understanding. Teachers ensure that pupils embed key concepts in their long term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Pupils revisit prior learning as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. Assessments are moderated to ensure that expected outcomes are fully understood by all staff.

The 24-hour curriculum ensures a '**Whole School Approach**'. This is achieved through close and daily liaison between evening and day staff. Provision includes a curriculum which focuses on social, emotional and personal development for children with SEMH difficulties, and the development of Independent Skills, such as responding to routines, personal hygiene and self-help skills and sleep planning. There are close links here with the Life curriculum within the main school curriculum

Impact (What have our pupils learnt and how do we know?)

Monitoring and Evaluation

There are a wide variety of data to identify individual learner progress measures including assessment data and EHCP outcomes. These are tracked and assessed through varied accountability measures including Quality Assurance and Appraisal, where CPD needs are also identified. Priorities for development are then identified in the School improvement plan (SIP). The evaluation of impact provides a summary of the accountability measures and informs the School Self-Evaluation Form (SEF) and Governor Scrutiny.

Some members of the governing body have attended training and development around curriculum development in aspects of the monitoring role. All governors have access to an online hub where the head teacher provides relevant and up to date information and training materials about the school curriculum design.

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders to enable them to successfully carry out their roles and responsibilities. The information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area.

The Senior Leadership Team (SLT) has overall responsibility for assessing the intent, implementation and impact of the whole curriculum that we offer. The SLT has overall vision of the monitoring and evaluation and will support staff in their roles and responsibilities.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, outcomes of assessments and quality of teaching and learning are all used as tools to help the SLT assess the impact of the curriculum.

Outcomes for Pupils

Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. It is therefore important that each new age/stage continues to develop and build on the previous ones, therefore supporting pupils to make rapid progress where possible.

Our curriculum is planned to provide the best outcomes for pupils according to their need. We strongly believe that as well as academic achievement, outcomes in terms of experience and personal development are equally important. We believe that our pupils make good progress across the curriculum in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps. We are proud of the life-skills curriculum that we provide for our pupils. Essential skills such as first aid, money awareness, internet safety, healthy eating and basic life skills such as tying shoe laces, using knives and forks correctly, telling the time are all part of what we consider to be necessary skills for our pupils to succeed in life and are key parts of our teaching in school.

There is a bespoke plan for life-skills teaching and emotionally health awareness. Although these skills may not be assessed numerically or with a grade, we still feel that being able to achieve these life-skills will enable pupils to fully access life in modern day Britain.

The wider curriculum offers an additional therapeutic level of provision to further support children's social and emotional well-being. Support from an additional CAMHS worker is provided on two days per week. We provide 'Active Listening' and 'Connecting with Children' therapeutic interventions where children can explore and express themselves within supported play and activity. The 'Relax Kids' intervention supports our children to combat stress, relax, learn about their emotions, to develop positive relationships and raise their level of self-esteem.