

Overarching Curriculum Policy

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Impact of Autism

All learners at Progress School have an autism spectrum condition and experience a range of strengths and difficulties as a result. Autism affects the way the young people interact with the world around them and, as such, we take seriously our responsibility to provide a world around them that is stimulating, engaging and relevant and meets their needs as an autistic child whilst equipping them for their future as an autistic adult.

1. Rationale

Progress School provides a curriculum which has been carefully planned to meet the needs of all of our learners. We have developed a rolling programme of innovative, creative and exciting themes; a skills based curriculum for the 21st Century. A variable mixture of personalised learning, mini projects and themed weeks motivates the pupils and gives them enthusiasm for their learning.

Our Curriculum ensures pupil entitlement, progress and achievement by promoting positive attitudes, values and relationships characterised by respect for everyone. Through the carefully planned and structured delivery of our Curriculum we enable all pupils in the school to develop their personal characteristics, attitudes and values, to their fullest potential. It is the intention of this policy that the sequencing of curriculum content will be done with a fundamental aim of enabling pupils to build upon their prior learning.

We strive to ensure all pupils regardless of their ability, gender or race have the opportunity to experience the enjoyment, stimulation and knowledge that the teaching of our Themed and Personalised Curriculum provides.

2. Aims

The aims of this policy are underpinned by reference to a set of basic principles:

- To ensure our curriculum is informed, structured and relevant to meet the needs of all our learners
- Learning will be incrementally structured in ways that enable all pupils to have the opportunity to build on what they already know and to generalise this, and what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it
- To ensure our curriculum is child centred.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of individual pupils.
- To recognise the individual needs and talents of each student and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally
- To ensure IEP's are infused into all aspects of provision as appropriate to the needs of the pupils
- To link to statutory requirements

- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each student achieves his or her fullest potential
- To provide quantitative data
- To use formative and summative assessment criteria to inform target setting to provide evidence of lateral learning as well as linear learning
- To create an inclusive curriculum with links to external accreditation which recognises pupil/student achievements not just experiences or pupil participation
- To monitor standards of student achievement and the quality of teaching and to recognise and record the achievements of all students equally
- To set achievable but challenging targets that promotes an ethos of continual improvement
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each student achieves his or her fullest potential
- To promote the inclusion of all learners and to ensure the protected characteristics of all members of our diverse community are celebrated.
- To encourage confidence, high self esteem, independence and mutual respect

3. Curriculum Organisation

Pupils of all ability levels follow a rolling programme of cross curricula themes which fully incorporate National curriculum areas and are currently delivered through a thematic approach. Within each theme the long term planning clearly identifies the subject focus for each term and highlights SMSC opportunities. Teaching staff within the School fully differentiate the modules identified to support pupils' individual needs and learning styles.

Through our optimal stimulation specialist environment we help motivate and engage all learning styles ensuring all activities have meaning for each child. We recognise individual interests and aspirations by promoting fun and enjoyment in all areas of learning. We aim to use a range of specialist techniques and teaching approaches, which may motivate, support the needs of and improve access for any individual pupils.

4. Personalised Learning

All learners at Progress School have complex learning and developmental profiles. We utilise a person centred and holistic learning approach to best meet each individual's holistic needs.

We acknowledge those children who experience complex needs require a curriculum which is broader than the National Curriculum and which is relevant and meaningful to them. This personalised, differentiated curriculum is responsive to the particular (and changing) needs of individual pupils, including those who might require therapeutic curricula, thus ensuring their experience is child centred. Therefore the design and organisation of our curriculum and assessment schedules are properly empathetic to the needs of our young people and rooted in a culture of high expectation and inclusive teaching. It additionally aims to give pupils the awareness, experience and learning skills they need to access National Curriculum programmes of study and accredited learning successfully.

The National Curriculum Subjects therefore are used as a *vehicle* to deliver our Personalised Learning Curriculum. An essential feature of the Personalised Learning Curriculum model is that the autism specific element is not separated from other components of the curriculum but is interwoven in all aspects of the pupils' learning. The linkage between the various elements of a pupil's learning are established at the outset of the personalised curriculum exercise and provide steps joining the two strands known as differentiated learning outcomes. These are the steps which the pupil progresses through on their learning journey.

Protected Characteristics and Promotion of Diversity.

Pupils at Progress School are uniquely individual and respected as such. When designing personalised learning pathways we actively promote and protect the characteristics of each child relating to their disability and place an emphasis on promoting the wider societal protected characteristics of age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. This is done both overtly and covertly depending on individual levels of understanding and life experiences.

5. Organisation

5.1 The following elements, which determine shared entitlements and priorities for learning for all pupils in various age groups, will be represented in our curriculum:

- The general requirements of the National Curriculum, ensuring breadth and balance
- The full range of subjects of the National Curriculum
- Functional skills curriculum including Personalised Learning
- Provision which prepares pupils for adult life, with access to suitable accredited courses as they grow older- AQA, ASDAN, Duke of Edinburgh
- Provision within other educational settings (e.g. – colleges or work/volunteer placements)
- Personal priority needs
- Pupil/student aspirations which are informed through the Transition Review process

5.2 The school has developed a comprehensive range of policies and guidelines, which underpin our approach and our curriculum. The curriculum aims are agreed and shared by all members of the school staff, parents, carers and other professionals as well as ensuring they continue to carefully match local and individual circumstances. To ensure our policies aims, values and consequent provision remain appropriate for our pupils we review all documentation annually. For all aspects of the curriculum there is a policy and responsibility for each curriculum area is undertaken by a school senior leader. Subject Specialists allocate responsibility for curriculum materials and resources in respect of the designated area; monitor and plan expenditure and submit estimates of annual spending requirements to the principal.

Our documentation relating to these is available on request to the Head Teacher. The range of policies available includes the following:

- PSHCE
- PSHCE - SRE
- English

- Maths
- Science
- Computing
- PE
- Design Technology
- Art
- Music
- Work related learning
- Careers Education
- Business & Enterprise
- Religious Education
- SMSC
- Modern Foreign Language
- History
- Geography
- Social Understanding
- Flexibility of Thought
- Communication

1.3 The school is currently organised into two phases –

Phase	Key Stage	Needs
1	KS2 KS3 KS4	ASD, SLD, CB
2	KS5	ASD, SLD,CB

The structure of each Phase curriculum offers children opportunities for learning relevant for their learning levels and specific needs relating to social engagement and sensory integration. Through regular Phase meetings throughout the term we ensure on-going discussions, decision-making processes and detailed review of current curriculum continues to reflect the agreed aims and values.

1.4 Each phase is currently organised into discrete teaching groups to support the specific learning needs of pupils. The groups are organised and are dependent upon motivating factors for the individual, optimum environment for the individual, best teaching approaches for the individual, flexibility, right time for the individual and length of time for the individual. These groups are not necessarily static for the academic year; the on-going scrutiny of individual pupil goals, targets and priorities results in planned opportunities for inclusion both within Progress School and other educational or community settings when appropriate.

- Pupil involvement – maximise choices, encourage independent work, AFL (where appropriate)
- Health and safety issues which may require the completion of appropriate risk assessments

6.2 Inclusion opportunities featured within class timetables enable some of the pupils to access blocked units of work, which are delivered through structured teaching sessions. These units incorporate opportunities for accredited courses such as ASDAN and AQA.

7. Planning

7.1 At all times we will strive for excellence in all our teaching by:

- The quality of learning that pupil's experience
- The quality of teaching that we provide
- The richness of the environment in which pupils learn.

7.2 Staff are actively expected to promote and seek to secure the curriculum aims and, in particular to:

- Have high expectations of pupils
- Employ a variety of appropriate teaching and learning methods
- Ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed
- Deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which confirm the requirements of the National Curriculum
- Provide a wide range of learning experiences for pupils in each key stage suitable for their age
- Provide work which meets their pupils' needs and aspirations, which offer depth and challenge, and which motivates and inspires them
- Involve the learner in the process of learning – see progress path and next steps.
- Develop pupils' skills to become independent learners
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- Keep parents/carers fully informed about the progress and achievements of sons/daughters

7.3 It is very important that parents and other professionals, as well as teachers are involved in defining and planning the curriculum as these specialists and support services will have an important role in specialised assessment leading to the identification of specific needs. Collaborative planning will encourage all aspects of the Curriculum to be taken into account. Parents/carers will have aspirations and priorities based on their knowledge of their child in the home context. Pupils will also have aspirations and these are recognised and considered within all aspects of the Curriculum as appropriate. This process of shared understanding of curricular priorities will culminate in the pupil's individual learning plan, which will define priorities and strategies to meet needs, as well as the acting process by which progress will be reviewed.

8. Curriculum and planning

8.1 Levels of planning

Level	Responsibility	Purposes	Outcome
Whole school	Principal Head Deputy	Curriculum Provision Equal Opportunity	Curriculum policy and plan <input type="checkbox"/> Broad and balanced curriculum <input type="checkbox"/> Relevance <input type="checkbox"/> Consistent planning
Long Term*	Principal Head Deputy Phase teachers	Age appropriate, breadth/balance Coverage, progression Relevance	Inclusion opportunities (as appropriate) <input type="checkbox"/> Schemes of work <input type="checkbox"/> Timetables
Medium Term	Deputy Phase teachers	Individual progression Subject delivery (including Inclusion opportunities as appropriate) Monitoring Effective differentiation	Writing and monitoring IEP's <input type="checkbox"/> Subject MTP's <input type="checkbox"/> Policies implemented <input type="checkbox"/> Assessment <input type="checkbox"/> Assessment for and of Learning <input type="checkbox"/> Accreditation opportunities identified
Short Term	Class teachers	Differentiation Ongoing review Pupil progress <input type="checkbox"/>	Phase files <input type="checkbox"/> Lesson plans (optional) Individual records <input type="checkbox"/> Assessment <input type="checkbox"/> Assessment for and of Learning

8.2 Information on the different planning sources and formats are contained in the following policy documents relevant to each phase of the school:

- Long term planning and curriculum sources
- Planning cycle
- Medium Term Plan (standardised)
- IEP

9. Formats and guidance for IEP and Medium/Short term Curriculum Planning

Standard formats and guidance are given for the following,

1. Long term aims identified as part of the EHC plan (termly and annual review)
2. Short Term IEP target sheet (3x yearly)
3. Medium Term subject plans including SMSC focus (Termly for each subject/theme)
4. Curriculum map of provision

10. Monitoring and review of curriculum delivery

10.1 It will be the responsibility of all staff and the SLT to ensure that:

- The aims of the curriculum policy continue to underpin all learning and teaching
- Individual pupils' needs are being met
- Planning ensures continuity for individual pupils over time and across the whole curriculum
- The curricular requirements are being met
- There is progression across the years
- There is a balanced coverage in the areas of the curriculum

10.2 In order to maintain progression and ensure continuity, liaison between the phases is essential. Teachers collaborate on a regular basis to plan a co-ordinated delivery of the curriculum through structured PPA time and staff meetings.

11. Resources

11.1 Each Subject receives an allocated budget from the SLT.

The Subject Leader details in their action plan how the budget will be spent ensuring maximum value is paramount.

11.2 The use of effective resources needs to be carefully monitored by SLT to ensure they provide value, are age-appropriate and comply with Health and Safety Requirements.

12. Development

12.1 Each Phase details an action plan for each academic year. This is written to ensure that pupils/students within the Phase continue to receive an appropriate curriculum. This plan will support the needs of all pupils and the individual at the same time.

12.2 The action plan is reviewed during Phase meetings to ensure consistency of the planned development is paramount.

13. Assessment, Recording and Reporting

13.1 Pupil achievement is celebrated throughout the school and positive rewards are used to promote good behaviour and learning. A wide range of accreditation is available within the school, which allows for individual learning styles and rates of progress. Assessment, recording and reporting is a vital, integral and on-going part of our teaching process to promote pupil learning.

13.2 The present context within each Phase is as follows:

- B2 pupil tracking sheets

- Teacher assessment of students work recording individual learning outcomes via medium term plans at end of each term/ half term
- 'Learning adventures/Student portfolios which clearly determine current P level with examples of dated, annotated and moderated work within English, Maths, Science, PSHCE and ICT
- Pen Portrait of Progress documents are updated termly to identify qualitative and quantitative progress made in academic learning, IEP targets, social inclusion and behaviour management.

14. Accreditation

- 14.1 Use of accreditation using the ASDAN Transition Challenge modules, AQA and Duke Of Edinburgh will enable the pupils to undertake meaningful accredited units of work. Teachers will determine on an individual basis the appropriateness of each unit based on pupil/student need ensuring these add value to individual learning.
- 14.2 Within Post 16 students will continue to study relevant ASDAN and AQA modules of work and The Duke of Edinburgh Award.
- 14.3 We additionally provide recognition for pupil's achievements through the Wow awards..

15. Equal opportunities

- 15.1 At all times, all staff will ensure that provision does not discriminate on grounds of cultural diversity, ethnicity, religion, gender, ability, disability or age.

16. Implementation

The curriculum has been fully implemented within all phases of the school. In order to evaluate the impact of this we recognise it needs to become fully embedded enabling us to reflect upon the data which will identify and track pupil progression.

17. Monitoring and review

It will be the responsibility of the Class teachers and Leadership Team to ensure the Progress School Curriculum is monitored and reviewed to make sure the delivery of this curriculum maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives. We recognise that feedback from parents and carers will be crucial to this process. All educational gains will be discussed at pupils/students Annual/Transition Reviews and through our IEP meetings each term. The Leadership Team will monitor this policy and the consequent teaching delivery of the Curriculum.