

Local Procedure Title	Curriculum, Teaching & Learning
Site	Coxlease School
ECS Policy number and title	ECS 31 Curriculum
Local Procedure template reference	ECS LP 31
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Local Procedure Author(s)	Lisle Smith
Local Procedure Ratification	Checked and Approved by: Anthony Merriman

<p>1. Introduction</p> <p>Under the Education (Terms of Reference) (England) Regulations 2000, all schools are required to produce a Curriculum Policy.</p> <p><i>“As part of a national continuum of provision Coxlease School strives to protect and educate students with emotional, behavioural, social and associated intellectual and complex difficulties. We provide care, education, therapy, welfare, support, and related services of the highest standard. We establish strong links, collaborative working and co-operation with both placing authorities and parent/carers. Our main objective is to facilitate full inclusion into society and prepare our students for integration into the wider community as contributing adults.”</i></p> <p>In accordance with the recent report from The Education Committee, <i>“The forgotten: how White working-class pupils have been let down, and how to change it” – June 22nd 2021</i>; when considering the demographic of our cohort, their social needs and the effects on their education need to be taken into account when designing an appropriate, relevant and aspirational curriculum.</p> <p>The White Paper, <i>“Skills for Jobs: Lifelong Learning for Opportunity and Growth”</i> January 2021, discusses the need for upskilling the workforce and making sure that education is fit for purpose for the jobs of the future. It is not only about teaching Literacy and numeracy but about the need for curricula relevance to ensure a bright economic future.</p> <p>Coxlease School supports a wide demographic of students with a wide range of Special Educational Needs (SEN). This curriculum Policy describes the curriculum, its rationale and demonstrates how the aspirations of the school for its students are met within the remit of the Education Regulations (2000).</p> <p>Coxlease School’s curriculum incorporates the National Curriculum but embraces experiential learning and practical skills as well as relevance to our students’ lives, included in all subjects are considerations for Child Protection, Equal Opportunities, Risk Assessments and Health and Safety.</p>
<p>2. Aims and Rationale</p> <p>Coxlease School’s curriculum is characterised by the breadth of study and the relevance to our cohort but is also differentiated for individual learners and progression is mapped on an individualised basis, against standardised national age expectations.</p> <p>We aim to provide a curriculum that maps the topics that would be expected in age appropriate classes with work differentiated to the ability of the students, with interventions in place where need be.</p>

Many of our students have been out of school or have experienced failure within school and hold negative views of their learning and arrive disengaged from education. In response, Coxlease has created a curriculum designed to help students re-engage with a variety of topics through creative teaching and small working groups. Social skills is taught as an on timetable lesson to help students be more self-aware and to build self-esteem, this in turn is shown to improve academic outcome, Feroz *Correlating. Correlating Self-Esteem and Academic Outcome. Psychol Behav Sci Int J. 2018; 8(2): 555733. DOI: 10.19080/PBSIJ.2018.08.555733.*

We maintain a high aspiration for all students' success in a wide range of subjects both academic and vocational and provide every opportunity to develop the individuals' interests and personal goals for their future education.

Across the curriculum we provide access for all students to a Spiritual, Moral, Social and Cultural education to help enable our students to integrate well with the world around them and be able to tolerate and engage with many points of view and cultures.

Individual Pupil Plans (IPPS) supported by the individualised curriculum and high staff to pupil ratios allow students to receive emotional social and behavioural support, in individual and group settings, as well as explicit teaching of social skills and self-regulation strategies for all.

The curriculum is underpinned by reference to the Children Act 2004, The Education Act 2011 and the National Curriculum 2014.

3. Curriculum

The Coxlease School curriculum is designed to enable students to have a balance between academic subjects, practical subjects and creative and experienced-based learning.

To meet the needs of our students, we have implemented a timetable which puts a high emphasis on the social and emotional well-being of the students. The students have social skills and self-regulation lessons as well as PSHE topics as a priority within the timetable. Each term's learning is driven by a thematic approach, led by a particular subject area. This allows for a whole school approach, which enables an area of commonality of conversation between different peer groups and gives opportunity for increased social skills practise.

Students with more significant difficulties are highlighted and offered more intensive and frequent 1:1 intervention. This is to provide targeted support within personalised areas of need.

The school has strong links with Youth Support Services (or other bodies that replaced Connexions), local businesses, local colleges and training colleges for future pathways and work-related learning. Pupils access several vocational courses across a wide range of providers including: Sparsholt College, Brockenhurst College, Southampton City College, Totton College, Kingston Maurward College and Bournemouth and Poole College. We aim for our pupils to be forward thinking, therefore provide access to an independent career's advisor, as well as intensive support as they transition through the 14-19 curriculum.

The curriculum is designed in a way that enables students to take back ownership of their learning, with support from staff to help them to learn, process, practise, and revise/retrieve, over-learn and be able to generalise new skills across the curriculum and outside of school. The curriculum is increasingly specialised and individualised for all students whose expected outcomes differ in a variety of ways.

The Coxlease School site encompasses a range of facilities to support learning, these include:

- Sports Hall and Fitness Suite
- Art Studio
- Extensive grounds and play area as well as outdoor fitness equipment
- Outdoor Tennis/basketball Court
- STEM Lab
- Science Lab
- Performance Arts Studio
- Horticulture and forest skills development site

Where the school is unable to accommodate some activities such as horse riding, climbing, swimming, sailing, skiing, we have links with local businesses and include these as part of our enrichment programme. This enables our pupils to receive further life experiences and continue to build on their social skills and resilience.

At Coxlease, it is important that our pupils are exposed to up and upcoming pedagogical teaching techniques, as well as, the highest quality of teaching, therefore specialist leads are deployed to support in core and non-core subject areas.

Overview of the curriculum:

1. Academic Education components – Timetable of class lessons in line with NC 2014 – (records / tests / assessments)
2. Self -esteem and Confidence Building and Communication – individual and group work, interventions and Therapy support. – (Speech and Language assessments, therapists and support staff)
3. Physical and Emotional Wellbeing – Individual and Group Work, Therapy support, SEAL, Outdoor Education, support staff
4. Personal and Social - Individual and group work, interventions and Therapy support. – (Psychological and social assessments, records, talking with pupils and families)
5. Independence Training and Life Skills - Individual and group lessons, activities and specialist / enhanced support, (records, Care Pathways programmes, and CoPE assessments, AQA Unit Awards)
6. Home and Leisure Activities - Extracurricular activities and extended programmes. Care records, conversations with pupils and families)
7. SMSC & British Values and Culture capital.

4. KS2 (Primary) & KS3

Within KS2 & KS3 we adopt and maintain the nurture approach as a means of delivering the curriculum. We strongly believe our pupils benefit greatly from a consistent lead teacher for core subjects and some non-core subjects, such as Learning Journey, History, Geography and Social Skills. We see it as vital that our pupils build positive, trusting relationships with staff to then be able to access the curriculum successfully. Coxlease School delivers all subjects through a thematic approach, which is underpinned by a half-termly overarching theme, which is reflected throughout the whole school.

Our core teaching of reading, writing and maths is delivered within the morning lessons; we feel keeping to consistent routine is as effective as having a lead teacher for our younger pupils. Our reading is taught using a key skills coverage approach (VIPERS), however, we strongly believe the teaching of effective English will always lend itself to having rich and varied vocabulary. Our pupils may lack experience when considering a positive reading culture and therefore have not been

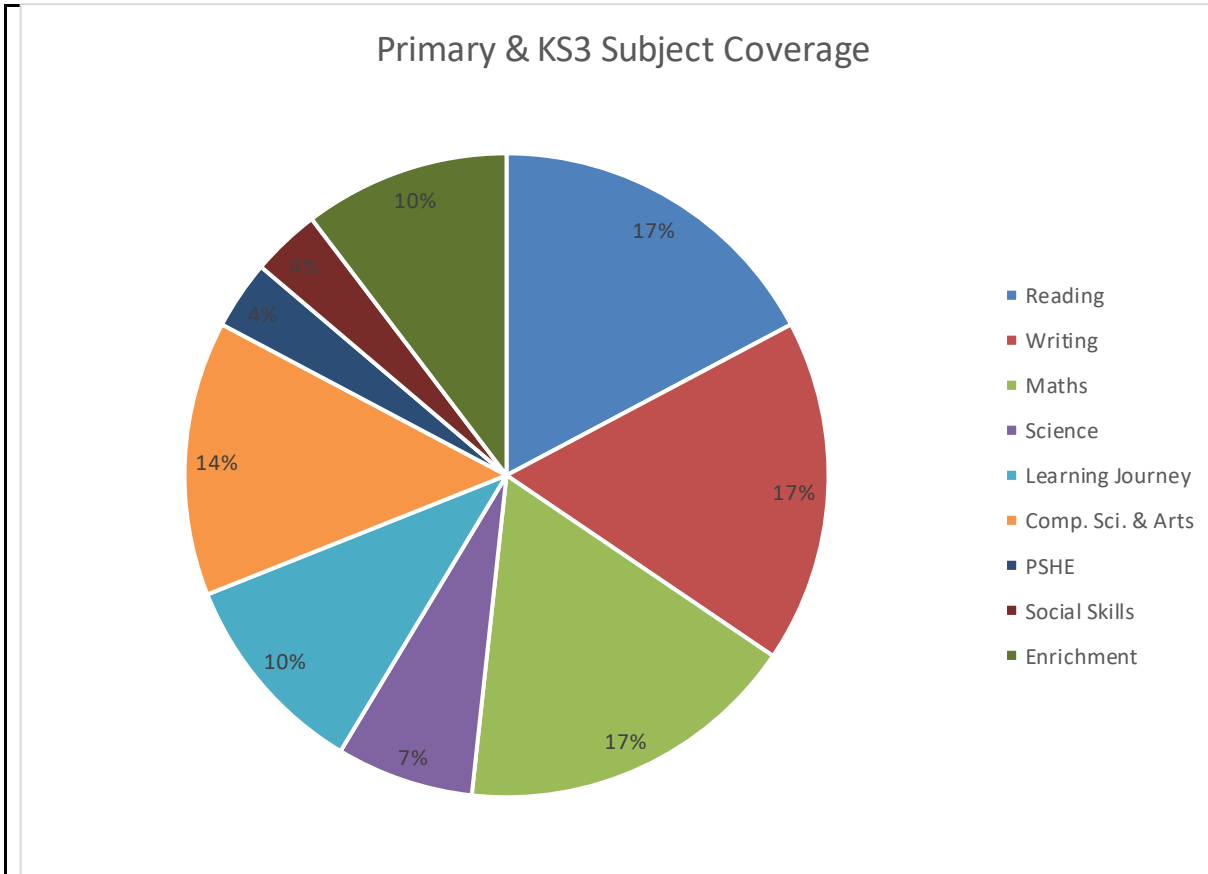
exposed to a variety of texts and the teaching of vocabulary. We aim to build this for pupils by encouraging them to stretch further into the world of reading through text exposure and class novel work. Our writing model adopts a 'writing for pleasure' approach and we strongly encourage our pupils to take ownership of their writing and most importantly, its purpose. We cover a range of writing genres throughout the academic year, using our reading lessons, as an opportunity to allow our pupils to study them further. The pupils are encouraged to follow a writing process of generating ideas, planning, drafting, revising, editing and publishing.

The teaching of mathematics through a real-life teaching model of consolidating key skills (fluency), problem solving, and reasoning supports our pupils in deepening their understanding of the subject and prepares them for real-life mathematical challenges that they may face. We support this style of teaching with practical learning opportunities and the use of concrete resources, as a way of consolidating the pupils' knowledge and understanding.

Science and some of our non-core subjects are delivered by specialists, this includes subjects such as PE, Art, Performing Arts and STEM. For our KS2 & KS3 pupils, these subjects are split accordingly in our timetable with science being delivered with the support of the lead teacher.

Due to gaps in our pupils learning, we teach all core subjects to the appropriate academic age that is best suited to their learning needs. We see this as an effective way to close prior learning gaps and support our students in making the best possible progress according to their learning need. Although we have adopted this approach within our core curriculum delivery, we maintain that our pupils must experience learning topics that reflect their chronological age, but to a SEMH appropriate level. All our non-core subjects address the appropriate learning outcomes according to their current key stage. This supports us in ensuring our pupils experience a cohesive and progressive curriculum throughout their time at Coxlease School.

We aim for cross-curricular links and enrichment opportunities where possible within our curriculum. We hold a holistic approach when delivering the teaching and learning and therefore encourage our pupils to take part in real-life learning opportunities in every subject.



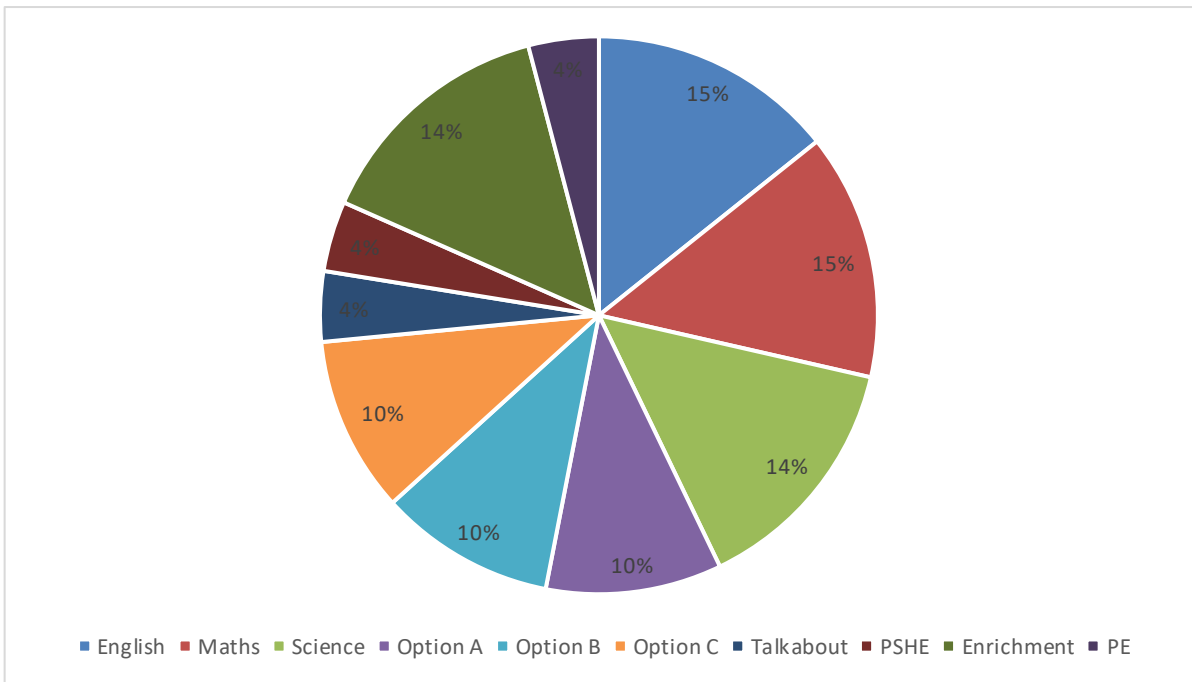
5. KS4

We believe that pupils enter KS4 socially and emotionally ready to adopt an options timetable. Our KS2 & KS3 curriculum model prepares our KS4 pupils for an explicit learning approach, which will lead them into further learning confidence, independence, and resilience.

Using our overarching theme, KS4 are taught more so explicitly. Our pupils participate in key learning, such as Social Skills and PSHE to support their emotional and social progress. We see this is as vital to developing skills, which will lead them to achieving a GCSE level in core subjects. All core subjects are compulsory within the timetable, however some pupils wish to study these core subjects further and are given the option to do so, such as English Literature.

Our KS4 pupils are introduced to an options programme, allowing them to direct their choice of study into areas that they find most interesting and would like to obtain a GCSE in. Students are directed through choosing their programme of study, which may include careers discussion, areas of strength and their preferred way of learning (practical, coursework, and exam).

At Coxlease School, we feel our KS4 pupils should still be part of our experienced-based learning ethos and therefore participate in enrichment opportunities and further learning beyond an academic classroom. As a key part of our curriculum, we choose to build on positive life experiences and encourage to seek further opportunities that will support them in their career decision. This can be addressed in a variety of ways through enrichment opportunities, sports participation, and Duke of Edinburgh Award.



6. Post 16

Following on from the support and careers guidance given over key stage 4, learners are supported in applying for a suitable course(s) at either A level, GCSE or Vocational Level. Through ongoing transition work with the learners, their parents and teaching staff, learners will have visited a variety of post 16 provisions including local colleges and the Coxlease Post 16 provisions and make an informed decision, in conjunction with the Local Authority, as to the best provision for them.

When our learners reach KS5 they are ready to access education in three different ways. Some learners have the skills necessary to be able to move on to an independent provision post 16 college, other learners still require a significant amount of support due to their SEMH needs, surrounding their ability to access the curriculum independently, but can access a mainstream provision with close support from staff who know them, and finally some learners are still developing the skills needed to move on towards independence.

If a learner remains with Coxlease, they will either attend The Hub or The Skills Centre, studying full time, or be supported in a third-party college and attend the Coxlease provision on the other days.

The Hub is a specialist construction centre with both practical and theory learning areas. There are areas for Carpentry, Joinery, Painting & Decorating, Tiling and Brickwork, plus a teaching room, a 1:1 room and an ICT area. Learners have access to a kitchen and are encouraged to cook and develop their independence skills.

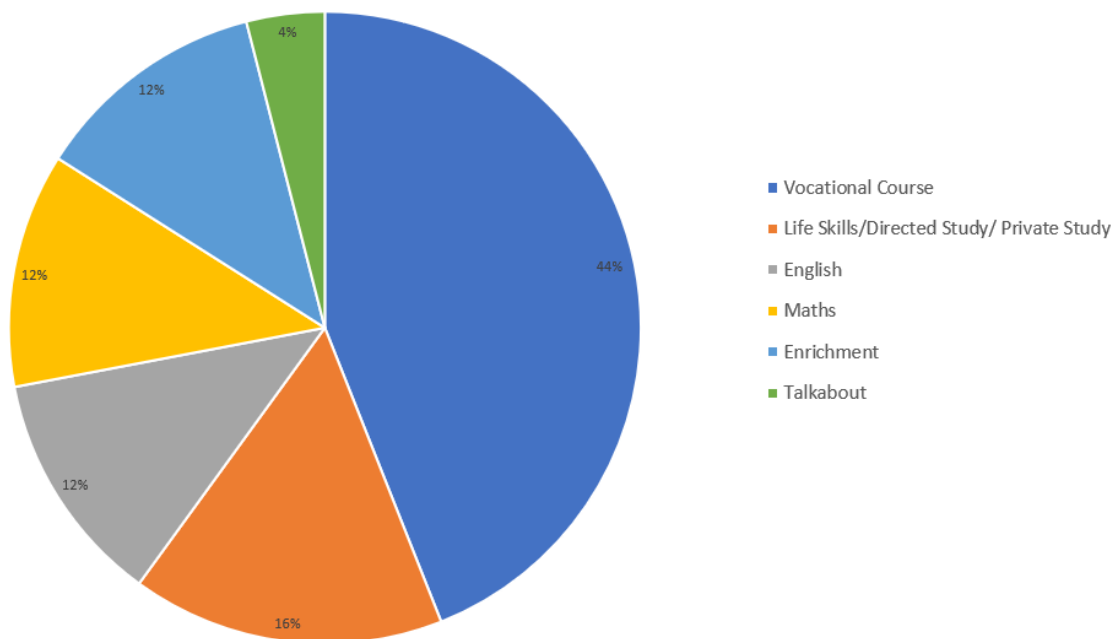
The Skills Centre has a commercial kitchen, a breakfast bar, two teaching rooms, an IT suite, a learner social area and an Inspiration/Sensory room.

At The Hub and Skills Centre, learners follow vocational courses in either construction, hospitality and catering, or vocational studies. These vocational qualifications are certified by BTEC or NOCN and are from Entry Level to Level 3. At college the learners have the access to the full breadth of the curriculum offered by the different colleges.

Alongside their vocational course, learners follow English and Maths at the appropriate level, a Talkabout programme and an enrichment programme. All learners continue to receive their therapeutic programme. Life skills and independence are promoted and developed, with support, throughout the curriculum. All Post 16 learners get to participate in at least one week's work experience.

At Coxlease we believe that our KS5 learners need to be given the opportunity to experience a variety of different environments that will enrich them and support them deciding upon their career pathways.

Post 16 Curriculum Coverage



7. Effective Teaching & Learning

Effective teaching is defined as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by pupils.

Based on the latest research, we list the six common components suggested by research that those involved in the quality assurance team should consider when assessing teaching quality. It is important to consider that the effective combination of these applied in different contexts is key, and that the most effective teachers have the ability to display all of them:

1. Pedagogical Content Knowledge

2. Quality of Instruction
3. Classroom Climate
4. Classroom Management
5. Teacher Beliefs
6. Professional Behaviours

8. Judging Effective Teaching & Learning

A formative teacher evaluation system – based on continuous assessment and feedback rather than a high-stakes test - must incorporate a range of measures, from different sources, using a variety of methods. A key to suitably cautious and critical use of the different methods is to triangulate them against each other. A single source of evidence may suggest the way forward, but when it is confirmed by another independent source it starts to become a credible guide.

When judging the overall effectiveness of teaching and learning, therefore, we will consider planning, learning walk observations, work scrutiny, pupil voice and gains in student achievement. These sources will be triangulated with outcomes informing future development points. The intended impact of this is sustained professional learning, and we believe this is most likely to result when:

1. the focus is kept clearly on improving student outcomes;
 2. feedback is related to clear, specific and challenging goals for the recipient;
 3. attention is on the learning rather than to the person or to comparisons with others;
 4. teachers are encouraged to be continual independent learners;
 5. feedback is mediated by a mentor in an environment of trust and support;
 6. an environment of professional learning and support is promoted by the school's leadership.
- To achieve this, we will implement a 4-6 weekly cycle of quality assurance every half-term where outcomes will inform future developmental targets.

To ensure research theories are implemented into practice, learning walks will coincide with CPD sessions to ensure if strategies are embedded. Our wider curriculum intent will form the foundations of our observations.

Use of Peer Observations

To add further quality to this process, we will also implement a peer observation framework for all teaching/instructing staff. This will coincide with our wider goal of creating an open-door, low stakes learning culture.

9. SMSC and British Values

SMSC and British values are considered across the curriculum in a variety of ways. They are addressed both by our whole school thematic approach with themes such as, Living in Modern Britain, Exploration and Discovery, The World Around Us, Arts and Cultures, The Lives of Others and Healthy Body, Healthy Mind, and more explicitly by PSHE, Citizenship and other enrichment activities, such as Duke of Edinburgh Award.

This integration of these values throughout the curriculum allows our students to debate and understand the laws of the country and to partake in mock elections, involving campaigning, and holding of ballots to make decisions across the school. They are then able to compare their inherent freedoms to those of people in other countries.

Students engage in religious education at all stages of the school, looking at not just the religion but also the culture that surrounds it and the value of the religion and culture to our British society. Students also follow an enrichment programme which is designed to reinforce their integration into the local community and to engage their own interests whilst off school site.

10. Culture Capital and added Value

Many of our students arrive at the school with very little experience of the world outside or of activities which can be available to them. As a school, we encourage our students to take risks and learn from their experiences in new environments, which are all managed and risk-assessed accordingly.

The breadth of new places and experience increases confidence and self-esteem amongst our students, so they develop into enquiring minds who love a challenge.

The value added to their education comes from the generalisation of the skills learnt both socially and in lessons across school and outside of the school in everyday life. As was referenced earlier in this document, it has been shown that improved self-esteem improves academic outcomes. By giving our students improved experience-based activities, we improve their self-awareness and self-esteem, therefore improving their outcomes and creating opportunities for them to be successful.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
07/09/21	Kayleigh McCarter	Written to match new teaching models.
16/09/2022	Lisle Smith	Review
10/01/2023	Lisle Smith	Review and changes added.