

Whole School Curriculum Policy

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An academy within:



“Learning together; to be the best we can be”

1. Context

- 1.1. North Ridge Community School, a part of Nexus Multi Academy Trust, is a special school for children with severe learning difficulties. There are 140 pupils, aged 3 to 19 on roll. Pupils are largely taught in key stage classes from Foundation to Year 14.
- 1.2. At North Ridge Community School, the pupils are at the heart of everything we do, and we strongly believe it is our responsibility to provide a place where everyone feels welcome, secure and highly valued and promote this through our REACH values. Therefore, we ensure all pupils understand how to: show and receive **RESPECT**; **ENJOY** their learning and school life; **ACHIEVE** the best possible outcomes; be a valued part of the school and wider **COMMUNITY**; feel and know how to be **HAPPY AND SAFE**.

2. Curriculum Intent

- 2.1. Our curriculum intention is to empower pupils to be aspirational and have resilience to reach their full potential. North Ridge believes that for a curriculum to be successful, pupils sensory and learning behaviours need to be personally catered for. The way in which we do this is throughout our curriculum vision. Our curriculum is focused on the **Future** by shaping **Learning** through **Inspirational** and **Personalised** opportunities (FLIP).

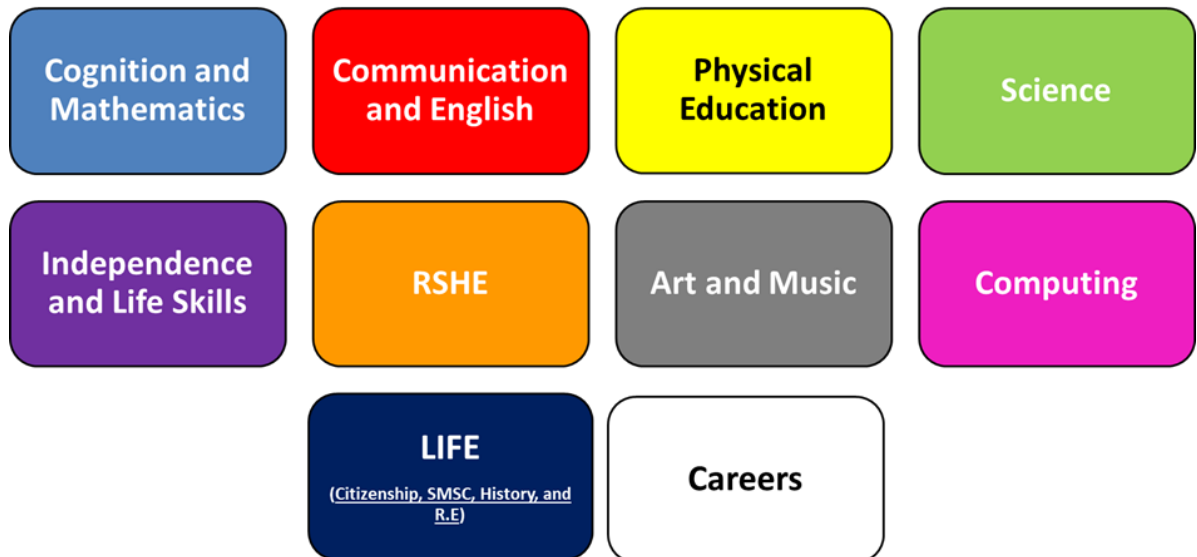


2.2. We aim to do this by:

- Providing a broad and balanced education for all pupils, that is coherently planned for the Future, through Learning that is Inspirational and Personalised.
- Providing a safe and stimulating environment.
- Promoting a positive attitude towards learning.
- Collaborative working with all stakeholders.
- Providing staff with specialist skills and training.
- Learning beyond the classroom.
- Community involvement.
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Supporting pupils' spiritual, moral, social and cultural development.
- Supporting pupils' physical development and responsibility for their own health, and enable them to be active and lead a healthy lifestyle.
- Ensuring equal access to learning for all pupils, with high expectations and appropriate levels of challenge and support.
- Having a high personal/academic/vocational ambition for all pupils.
- Equipping pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for further education, internships or employment.

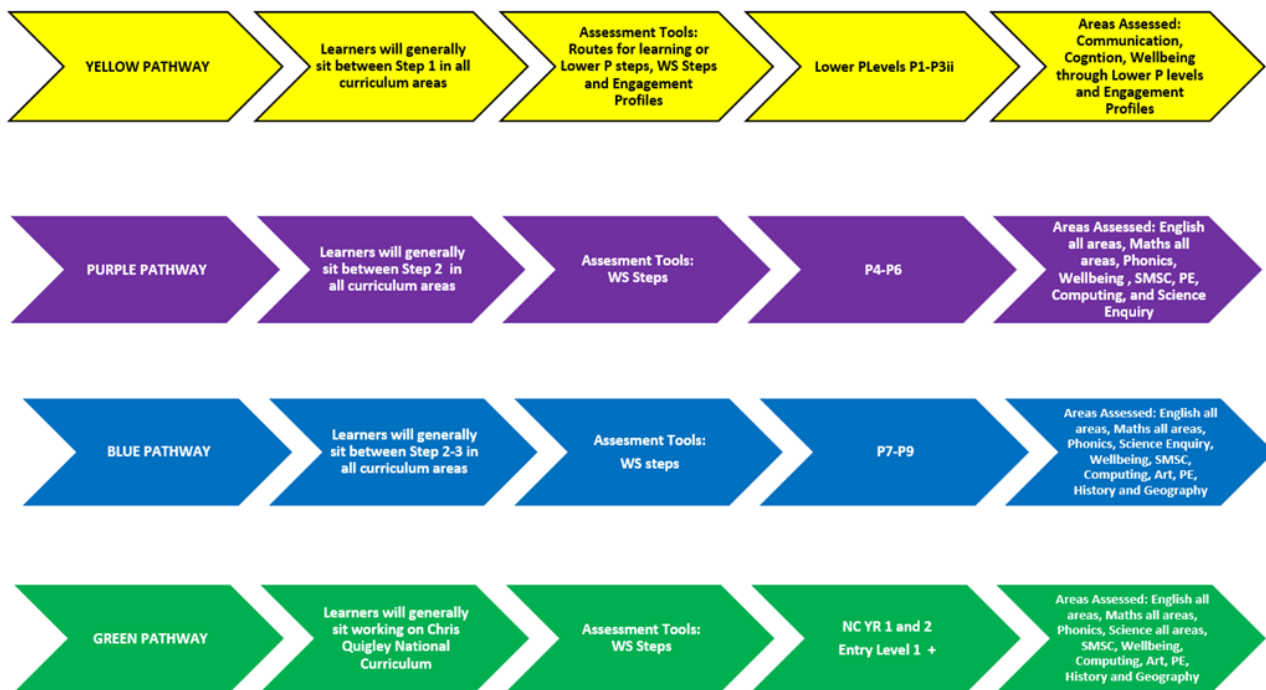
3. Implementation, Organisation and Planning

3.1. Pupils at North Ridge Community School access 10 different curriculum areas. Learning is delivered through the following subjects:



3.2. To ensure a broad and balanced curriculum is offered, we follow a thematic approach and have four pathways. All pathways support pupils to become more resilient, confident and regulate their own emotions. The pathways are designed to meet pupils at their individual starting point of learning and offer opportunity to build on previous learning and develop knowledge and skills.

Subject knowledge is organised by transferable skills to ensure learners can apply knowledge gained to all areas of life. Some pupils require highly individualised timetables, and these are facilitated where required. The pathways are detailed below:



- 3.3. Yellow** – These are our more complex pupils. We offer a multi-sensory, play based and experiential approach to their learning, similar to the expectations of Early Years. This curriculum enables pupils to establish positive interactive relationships with others, whilst exploring the world around them. Functional communication is key for these pupils and is at the centre of everything we offer. All pupils are given personalised learning opportunities to allow them to achieve the highest level of social and independence skills possible.
- 3.4. Purple** – These learners follow a heavily differentiated National Curriculum with a wealth of opportunities for practical hands on learning that relates to their own experiences. Some pupils learn through play whilst others will learn more effectively through functional activities. Teaching approaches will always reflect the age and learning style of each pupil. The thematic approach allows pupils to fully embed and build on previous knowledge.
- 3.5. Blue** – These pupils are preparing to step into National Curriculum at year 1, they will follow a combination of core aspects of the National Curriculum (Essentials Curriculum) and an adapted National Curriculum. Pupils on this pathway will be applying transferable skills to all areas of their learning.
- 3.6. Green** – These are our most able pupils who follow a curriculum derived from the National Curriculum (Essentials Curriculum) with a clear pathway through to recognised accreditation and qualifications. This pathway is formal and includes life and independence skills for Secondary and Post-16 pupils.

3.7. Our curriculum suits the needs of the school and our pupils and provides a challenging pathway for all, whatever their needs or abilities.

Each pathway covers all the age-related National Curriculum subjects at a level that each pupil can access. All curriculum pathways cover the following:

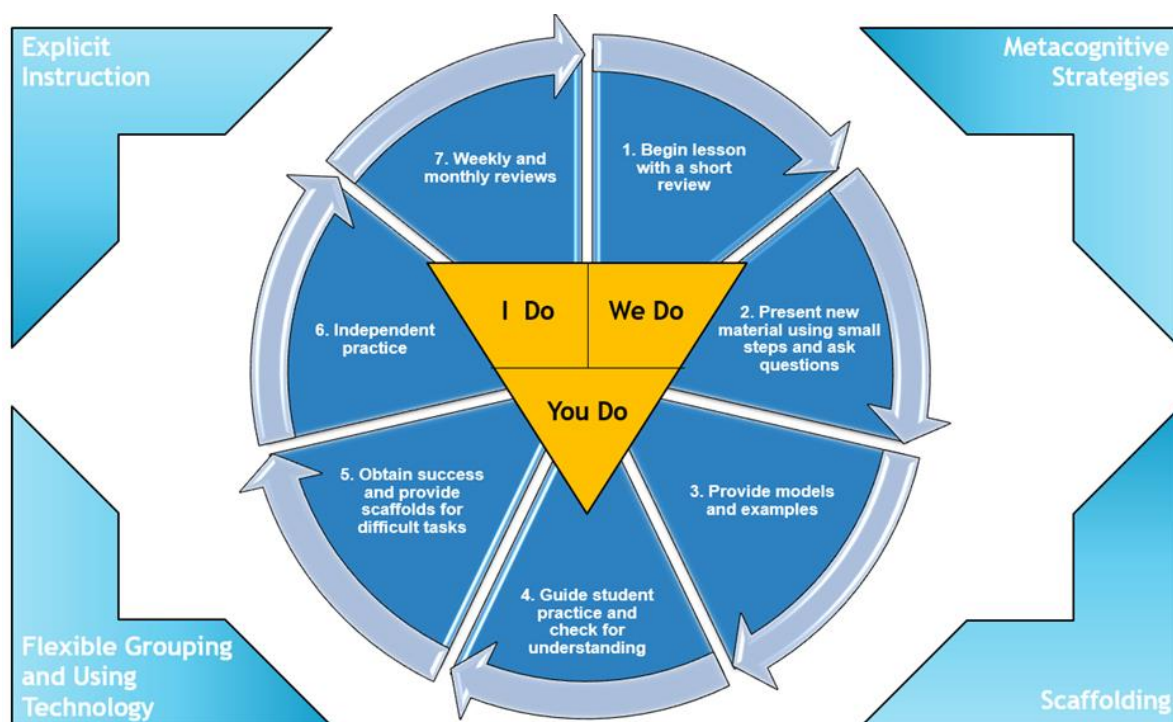
- Relationships and Health Education
- Relationships and Sex Education
- Spiritual, Moral, Social and Cultural Development
- British Values
- Careers Education and Guidance (Years 8-14)

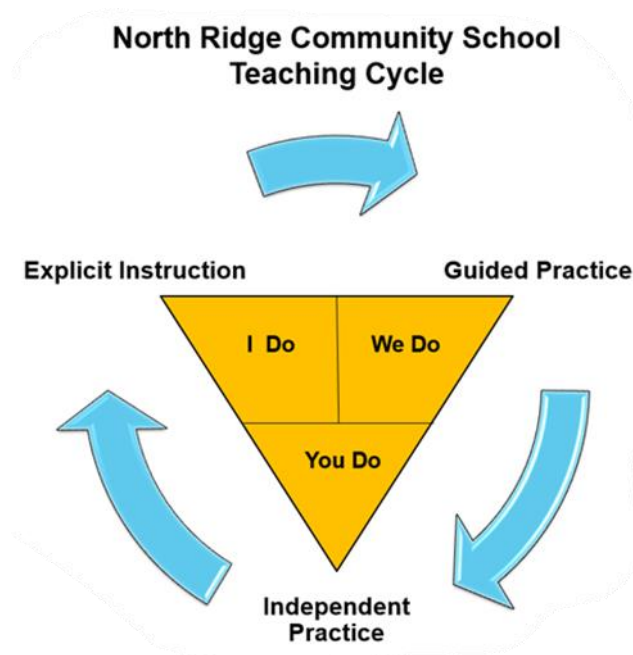
All subjects have a termly overview carefully chosen to align with the theme being delivered. Class teachers have medium term plans for each subject area.

3.8. NRCS Teaching Cycle

The teaching cycle at North Ridge Community School, is framed by the EEF 'Five-a-day' principles. Rosenshine's Principles of Instruction form the main area of delivery which is "I Do, We Do and You Do". Starting with explicit instruction and modelling, followed by guided practice, leading onto independent practice.

Teachers plan a series of lessons to incorporate the "I Do, We Do and You Do" stages. In the "I Do" stage, it explains what pupils need to understand or models how to do a process. Then, in the "We Do" stage, it details how to support pupils by providing scaffolds such as prompts or partially completed procedures. Finally, in the "You Do" stage, activities are planned for pupils to do the procedure or show their understanding on their own.





4. Planning

4.1. Teachers and leaders plan the topics each half term and from this, subject leads create a rolling programme of coverage for each curriculum area. This allows teachers to identify what transferable skills to be working on each half term, the aim of this is to ensure pupils build on previous learning but also have a wide breadth of curriculum coverage throughout the year. Teachers use a FLIP planning document to plan out what the needs of the pupils are and how this can be met through the topic for the half term.

4.2. Weekly and Medium-Term Planning

Teachers plan weekly for Communication and English and Cognition and Mathematics. This is in order to ensure core learning skills are developed and built upon correctly in order for pupils to apply these to all areas of learning and life.

Teachers work in planning groups to plan for medium term areas below. North Ridge Community School have split foundation subject areas into the following 6 categories (please see below). Through medium term planning, teachers ensure all learners receive a breadth of curriculum and build upon individual cultural capital.

Curriculum Overview					
Science/Outdoor Learning	Good Health	Independence and Life Skills	Friends, Relationships and Community	Creative and Enrichment	Employment
<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • Independence • Cookery • Travel Training 	<ul style="list-style-type: none"> • RSHE • LIFE 	<ul style="list-style-type: none"> • Art • Music 	<ul style="list-style-type: none"> • Careers • Computing

5. Impact

5.1. Impact on pupils

North Ridge pupils can meet their full potential through a curriculum that is personalised to meet their needs and goals.

5.2. Impact on progress

North Ridge pupils will make progress in all areas of their lives; academic, personal and social. This prepares pupils for life after North Ridge.

5.3. Impact on life opportunities

North Ridge pupils access a broad and balanced curriculum offer, giving them wider cultural capital for life after North Ridge and prepares them for Further Education or the world of work, either through volunteering, supported internships or part/full time work.

6. Key Stage 4 Offer

- 6.1. When pupils reach KS4, their curriculum offer is enhanced, whereby they focus on building their independence/employability skills through completion of Asdan Personal Progress Units. Pupils have an options afternoon linked to work-based skills which includes Forest School, Childcare, Hair & Beauty and Animal care.

7. Post-16 Offer

- 7.1. North Ridge Community School reviews learners' Education, Health and Care Plans (EH&CP) on entry to Post 16. This is to ensure they are an accurate reflection of an individual's needs and creates their pathway for life after Post 19. The Post 16 offer is designed around 4 Preparing for Adulthood Pathways: Health, Employment, Independent Living and Community Inclusion. Post-16 have their own area located in the main school and we also have an offsite provision called 'The Bridge'. This offer has a strong focus around employability and life skills.

7.2. Intent

The Post 16 curriculum is designed to build on learners' prior knowledge and equip them for a future where they are fulfilled and valued contributors to their community. As such, the focus is firmly on further developing the application of skills and knowledge needed for: further education, entering employment, living independently, and building positive relationships with others. The core goal of the Post 16 offer at NRCS is to prepare learners for adulthood. Our ambition is to prepare our learners for a fulfilling and successful adulthood; enabling them to actively make a difference in their communities and their own lives.

We support our learners to develop their practical and academic learning skills. We facilitate emotional resilience and promote community connections that will give them the best possible opportunities to find employment, live with independence and engage positively in their community. We teach our learners to live healthily and that includes both physically and emotionally. These aims correspond directly to the 'Preparing for Adulthood' directives from the Send Code of practice. Our target is for all students to make outstanding progress according to their own individual needs, strengths and aspirations; and to hone the life-long learning skills that will enable them to continue to succeed beyond their time in formal education.

7.3. Implementation

The Post-16 phase of learning is modelled on two pathways. And thus, learners entering Post 16 are assessed from evidence provided in EH&CP documents, their annual review, and initial assessments to decide which pathway is most suitable. Each pathway is designed to build upon and extend learners' previous knowledge. Please see link to rolling programme of study.

Pathway 1 is structured around learners who are studying for formal accreditation, to prepare them for further education or employment. These learners focus on developing their skills for work and study so that they can leave ready and prepared with the qualifications for their desired career route. At points through this pathway learners will experience different voluntary employment opportunities. These include in house or external options to ensure they are fully informed of future career options.

Pathway 2 focusses on independence and life skills. These learners spend most of their time developing skills for independence, further study and working life if this is appropriate. Learners follow a personalised whole school Math's, English, RSE and Wellbeing curriculum. They are assessed using differentiated steps from a variety of Transferable Skills for each subject. The continuation of these curriculum subjects is tracked using our in-house Solar assessment system. At points throughout this pathway these learners will also experience different voluntary employment options as mentioned above. Thus, ensuring learners leave Post-16 being as independent as possible with appropriate life skills that lead to their next steps. This may be entry into further education, voluntary or supported employment.

7.3.1. Post-16 Pathways

Pathway 1	Pathway 2
FS English E1-L2	Practical Maths
FS Maths E1-L2	Practical English
Personal Development & Employability (Prince's Trust)	Personal Progress (Asdan)
Skills for Further Learning & Employment E1-L2 (Open Awards)	Personal & Social Development (Asdan)
Enterprise/Careers	Careers
Work Experience	Enterprise
RSE	Sport
Wellbeing	Wellbeing
Sport	RSE
Options (Outdoor Learning/Creativity/Languages/DofE)	Options (Outdoor Learning/Creativity/DofE)
Travel Training	Travel Awareness/Training

7.4. Accreditation

Students at North Ridge will have the opportunity to work towards achieving the following qualifications:

- Functional Skills in English and Maths (E1- L2)
- Open Awards Entry Level Award/Certificate in Skills for Travelling in the Community (E2)
- Open Awards Entry Level Award/Certificate in Skills for Travelling Independently (E3)
- Open Awards Entry Level Award/Certificate in Skills for Further Learning and Employment (SFLE EL3-L2)
- Prince's Trust Award/Certificate in Personal Development and Employability Skills (PDE) (E3-L2)
- Asdan Personal and Social Development (PSD) (E3-L2)
- Asdan Personal Progress (PP) (Award to Diploma)
- Duke of Edinburgh: Bronze, Silver and Gold
- Sports Leader Award (L1-L2)

7.4.1. Focusing on life after North Ridge ensures learning is centred on developing and applying the skills and knowledge needed for 'real life' and planning for learners' next steps takes place. Teachers have high expectations of all learners. They have a consistent approach to planning, matched by increasingly accurate teacher assessment; thus, ensuring learners' work is appropriately challenging. Where able, pupils contribute to an evaluation of their learning.

7.4.2. Teaching is also undertaken outside the classroom during carefully planned visits/activities which allow the learners to demonstrate their confidence in a range of situations. This helps learners to consolidate and apply their skills to different contexts; therefore, extending their learning.

7.5. **Impact**

Learners build on previous knowledge to continue to develop detailed knowledge and skills across the curriculum and, as a result, achieve to the best of their ability. Where relevant, this is reflected in results from tests and examinations, or in the qualifications obtained.

Learners are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

Learners with high needs have greater independence in making decisions about their lives.

8. Roles and Responsibilities

8.1. **Nexus MAT**

The Board of Directors will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation, via the Chief Executive Officer and the structures outlined in the Trust Scheme of Delegation. This will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

8.2. **The Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets to make informed decisions

8.3. **School Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum leads will ensure their subjects are led effectively in line with the Subject Coordinator job description.

9. Legislation and Guidance

- 9.1. This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.
- 9.2. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.
- 9.3. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

10. Inclusion

- 10.1. All pupils who attend North Ridge School have an EHCP and school responds carefully to all pupils' needs and overcomes potential barriers to learning for individuals and groups of pupils – including those with SEN, SEMH, English as an additional language, particularly high attainment, low prior attainment and/or disadvantaged backgrounds.
- 10.2. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups including :
 - More able pupils
 - Pupils with low prior attainment
 - Pupils from disadvantaged backgrounds
 - Pupils with English as an additional language (EAL)
- 10.3. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- 10.4. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- 10.5. Further information can be found in our Statement of Equality Information and Objectives, and in our SEND Policy.

11. Links with Other Policies

11.1. This policy links to the following policies and procedures:

- EYFS Policy
- Post-16 Policy
- Assessment Policy
- Examination Policy
- SEND Policy
- Equality and Diversity Policy