

# Woodside Group
# Curriculum Plan and Policy

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| **Owned by: Head of Curriculum** | |
| **Last reviewed on: Aut 26** | By: Sarah Scott Blore |
| **Next review due by:Aut 27** | |

# Overview

At Woodside Group's schools we offer an individualised curriculum to suit the needs of each of our learners. During the learner's transition to one of our schools, Headteachers will carry out a dissection of their EHCP to identify key aspects that we build into their routines. We also spend this 'assessment phase' understanding the young person as they present to us, and not just on paperwork alone. Using our 'soft skills assessment' we provide early challenges to understand the types of behaviour support we can also provide, alongside gaining baselines in English and Maths to ensure when the young person joins us full time they have access to the full, broad curriculum available, it is suitably pitched.

There are nine strands of the curriculum which learners access in varying ways in order to equip them with the key skills necessary to meet our Mission: to independently contribute to society, embrace life long learning and to achieve without a ceiling.

As a series of Outdoor Learning Centres, we prioritise taking education beyond the four walls of the typical classroom environment. This helps reduce the barriers to education which the learners may exhibit and built from previous damaging experiences in other settings, and, as alluded to in the Ofsted Learning Outside the Classroom Manifesto ((LOtC (2008)), LOtC can lead to improved outcomes for learners, including better achievement, standards, motivation, personal development and behaviour. This survey also found examples of the positive effects of learning outside the classroom on young people who were hard to motivate. All of these reasons are why we prioritise the human and social aspects of communication within our curriculum.

The weaving of Woodside's therapeutic approach to education creates an environment where learners develop their emotional literacy and self awareness, helping them understand their motivators, the ways they interact with others and the impact this has on themselves and others around them. This therapeutic approach includes our trauma informed approach to start and end of days called 'Bookends', the way we approach deconstructing behaviour incidents and opportunities for learners to learn to independently regulate through use of healthy strategies such as movement breaks or using fidget toys.

## Fundamental British Values

Alliance with Fundamental British Values pervades everything we do at Woodside Group. Opportunities to interact and engage with Fundamental British Values are not constrained to any particular aspect of our curriculum, but encouraged across all subject areas, as well as school trips.

As our work as Outdoor Learning Centres leads us to be heavily involved in local communities, our learners interact with all of these aspects of British life on a daily basis. Both planned and incidental interaction with members of the community such as local MPs, police officers, religious leaders as well as a diverse range of others allow us to actively instil all of these values in our learners on a daily basis, with a focus on creating independent, respectful members of society. We feel this is particularly beneficial as we work alongside building tolerance and fostering a culture of inclusivity, especially surrounding individual qualities listed in the Protected Characteristics Equality Act 2010

Our work with learner councils allows for embedment of the Fundamental British Values

using our educational community as a microcosm of society. Representatives from each of our bases across Woodside Group meet regularly to discuss topics pertaining to our school and offering suggestions of how our educational society could be improved. These suggestions are taken and reviewed by the Headteacher, in order to provide responses to all bases, giving rationale as to decisions to approve or decline suggestions.

Our Let's CHAT framework is underpinned by the fundamental British values (and SMSC) and allows opportunities for our learners to form and express their opinions on a given topic and hear others views, before finding out a statistic or fact about it and discussing if their opinion has changed.

We do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## Spiritual, Moral, Social and Cultural (SMSC)

We, at Woodside Group, are committed to developing and nurturing our learners' spiritual, moral, social and cultural opportunities and capabilities throughout their time with us.

We see it as not only our duty to provide our learners with an academic education, but also to equip them with a character education, preparing each of them in the best way possible to become independent and respectful contributing members of society.

In addition to the Let's CHAT framework explained above, during our Enrichment time, learners explore a number of SMSC areas as well as opportunities to consider similarities and differences, religious and public institutions, their autism and wellbeing. Through this rich offering of trips, guest speakers and bespoke activities learners learn about themselves, their local, national and global communities and the way they can use or impact them positively and negatively.

# Mandatory Subjects

As many of our learners have found engaging with mainstream education challenging, rather than having a list of mandatory subjects, we enrich their educational journey by assigning nine strands of a curriculum which can be accessed in numerous ways that suit their interests and skills and enable them to reach their future goals be that in further education or through the wider world of work.

## 1. Linguistic

Throughout Stages 1-6, we focus on the Rising Stars Progression Framework, progressing to working towards Functional Skills Qualifications in English at Level 1 and 2. As with all of our subjects, teachers are encouraged to demonstrate to learners the practical necessity for learning English, as well as communicating to the learners the importance of gaining the Functional Skills Qualification. Learners have the opportunity to study and sit an iGCSE in English Language.

Assessment and tracking is carried out through the use of the Woodside English Long Term Plan (LTP). This document houses the objectives that require teaching throughout the curriculum with guidance on the recommended order (the sequencing tab). The data bank provides details about the objective, including the knowledge points that sit behind the objectives (skill) to support the practitioner in planning lessons and gather high quality evidence that meet the VIC standard (Validity, Integrity and Currency).

Practitioners forecast their medium term plans using information provided to them by the Subject Coordinator via the Reintegration Tool. This provides specific details of how many objectives to be taught in a period of time to allow teachers to focus on teaching and planning for their learners, knowing that through successful evidencing of those objectives, the learner will make the designated progress to close the gap between neurotypical learners and their current attainment with the potential to reintegrate back into a mainstream or supported setting.

Lessons are planned on the Woodside Session Contract utilising the information provided from the LTP. These session contracts provide clarity to the learner on what they are learning and how to be successful through the knowledge they will gain and the behaviours that can demonstrate to meet non-academic targets such as those from their EHCP. It also highlights what the benefit of learning this skill/knowledge is in line with learners' individual motivators. The Session Contract allows practitioners to rapidly assess each lesson and determine next steps for their learners as well as a space to store multimedia evidence.

### Reading

Reading is an integral part of Woodside learners' curriculum. The TES literacy assessment provides us with annual data on our learner's reading ages and allows us to provide books and texts that are appropriately matched to their ability and maturity. Learners then have access to books that are colour banded to suit their reading ability. Learners are given allocated reading time each day. During this they can read towards one of the "Woodside 3 Ps": Performance - where learners read 1 book band below their own to develop prosody and verbal agility to support in developing social communication skills; Pleasure - learners read at their book band, a comfortable and fluent reading experience to immerse them in the enjoyment of books; Progress - learners read one book band above their own with an English teacher to help develop the skills associated with unfamiliar words which can be a barrier in situations such as examinations or in wider society such as letters received in the post. Learners have the opportunity to review their reading log with their English teacher and

earn ‘words read’ that can be reinvested by buying books back for the school. These books are then read and reviewed by the learner. After adding a designated number of books to their library, the learners are able to select one to be repurchased for them to take home.

Learners are also ‘gifted’ a piece of text from their teacher once a half term that is in line with their interests and motivators. This text will be given to the learner with an indicator of the name of another learner who has a similar text or thematic link to encourage them to discuss what they have read together. This creates the opportunity for learners to confidently start conversations with their peers, supporting their social communication.

Learners also have access to Rapid Reading Plus, provided by Pearson, as an intervention tool to rapidly boost their reading skills. This creates fidelity to Pearson’s ways of working in preparation for Functional Skills.

learners that have not yet learnt to read, follow the Twinkl Phonics programme. This systematic synthetic phonics program combined with our timetable of a twenty minute lesson during the morning and one in the afternoon allows learners to rapidly learn and practise the fundamental units of sound with a consideration of their autistic need to process information before applying it. learners following the twinkl phonics program have access to the full Twinkl Rhino Readers reading scheme to ensure learners have books matched to their ability. learners who need intervention with Phonics follow the Twinkl Codebreakers program during their timetabled English lessons.

# 2. Mathematic

Throughout stages 1-6, we focus on the Rising Stars Progression Framework, progressing to working towards Functional Skills Qualifications in Maths at Level 1 and 2. Teachers are again encouraged to demonstrate to learners the practical necessity and relevance to learning mathematics, as well as communicating the importance of gaining these qualifications to aid them in their next step, whatever that may be.

Assessment and tracking is carried out through the use of the Woodside Maths Long Term Plan (LTP). This document houses the objectives that require teaching throughout the curriculum with guidance on the recommended order (the sequencing tab). The data bank provides details about the objective, including the knowledge points that sit behind the objectives (skill) to support the practitioner in planning lessons and gather high quality evidence that meet the VIC standard (Validity, Integrity and Currency).

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Learners' agility with numeracy is supported at least weekly through the use of Numeracy Ninja. Woodside have created and mapped the Numeracy Ninja methodology to the Rising Stars framework for primary learners as well as using the ‘off the shelf’ secondary tool. This frequent practice of the mathematical functions consolidates learning and highlights misconceptions for immediate review on a regular basis.

Learners are baselined using the Hodder Education - PUMA at primary level and Access Maths Test at secondary level. These baseline assessments give a ‘maths age’ and produce diagnostic reports that give us specific ‘entry’ points into the curriculum that we can pick from based on the individual learner e.g. we can start with a skill they are confident with to support in building their confidence in the subject with the teacher before approaching a skill they need to target.

# 3. Human and Social

At Woodside, we consider Human and Social subjects to be one of our core areas of curriculum due to the nature of our learners. It is built up of PSHE, Lifeskills, Weekly Review/Personal Progress, all aspects of helping our learners to understand who they are and how to 'be'.

## PSHE

Through the utilisation of the PSHE Association's Programme of Study for Key Stage 1 to 4, we explore a number of differing key topics within the areas of Relationship, Living in the Wider World and Health and Wellbeing. This includes coverage of topics we feel are important to our learners due to their status as vulnerable young people such as digital literacy, emotional wellbeing and safe relationships. The objectives studied with PSHE also cover the statutory RSE requirements (see separate RSE policy.)

Teachers plan lessons following the sequencing document in their Long Term Plan. Teachers use these to create their session contracts which are utilised in the same way as in English and Maths as tools of lesson planning, assessment and evidence gathering.

Baselining in PSHE is conducted by the teachers using an inhouse built tool based on the key aspects of the curriculum in each year.

Teachers are able to identify individual knowledge points that learners have not been confident with in their inital coverage lesson and mark them for 'follow up' to ensure learners have opportunities to recover missed concepts as well as using this time, if relevant to push forward into the next stage of learning to help close the gaps between the learners working grade and neurotypical expectations.

## Lifeskills

Due to our focus on ensuring that our learners leave us with the ability to live as independent citizens, we focus on equipping our learners with the requisite skills relevant to each Key Stage, ensuring that our learners get a base of fundamental skills, allowing them to successfully contribute to society upon leaving school. This is carried out using Woodside Group's unique Lifeskills Tracker, with which we can monitor our learners' societal progress using neurotypical ages as a comparator. These learning tasks are divided into 'around the house', 'building independence' and 'contributing to society'. Session Contracts are used to break down the knowledge required for each of the skills within the tracker and evidence the successful amassing of this knowledge. Each unit of study is tested using 'scenarios' giving learners the opportunity to demonstrate the skills they have acquired in real life contexts.

## Weekly Review/Personal Progress

Once a week learners have the opportunity to sit 1:1 with a member of staff and reflect on their behaviour through the use of the 'Deconstructive Interview Proforma' (DIP). This 10 min activity encourages learners to look at the balance sheet from their daily behaviours and critically reflect on their week. This may include discussing the 'footsteps to success' that led to the acquisition of AUTISM tokens, how they are progressing with their half-term behaviour target and if necessary, opportunity for restorative action if there are levelled negative behaviour points. This is the 'weekly review' part of the session. The remainder of this session is to work on the individual learner's 'personal' targets that have been identified in the APT (Autism Progression Tool). This is our unique and bespoke method of measuring autism, allowing learners to adopt methods with which they can manage their autism in a number of different scenarios.

# 4. Aesthetic and Creative

Art sessions allow for exploration of a wide range of skills and allows our learners to form opinions on what we do, or do not like and communicate this viewpoint, but also allows them to try a range of different approaches to creating a piece of art, with a focus on them developing their own style as an artist. Differing opinions from peers is healthy and conversations exploring multiple viewpoints are encouraged and facilitated. The creative curriculum also focuses on use of fine and gross motor skills, allowing a creative outlet and the utilisation of the arts as a therapeutic tool as well as building individuals to gain an accreditation in The Arts Award. Teachers use the Rising Stars Arts and Creative targets at KS1-3 to provide coverage of the essential skills in varying contexts led by learner's interests and motivators. As with all subjects, session contracts are used to identify the skill and knowledge being taught in the lesson and collate evidence of successfully amassing these.

# 5. Enrichment

## Enrichment 'Afternoon'

A two hour window to enrich the curriculum available to our learners. In this time we develop our learner's cultural capital and to help them meet the Woodside Vision to 'make Autism' everyone's first language' through engagement with communities. A program of events is created for each school based on 6 areas: learner council and contributions towards this, autism focused events, commonalities and differences, public institutions, religious institutions, and wellbeing activities.

## Mission, Vision, Values (MVV)

These sessions are intended to help all learners engage with Woodside's Mission, Vision and Values. Through collaboration, the learners are to decide on a project or activities to complete in the half term to meet one of the MVV aspects and practise the academic and social skills they have been learning in their sessions. Independence is encouraged to help embed the skills required for life after Woodside.

## Personal Development

These sessions start with a reflection on the week's Let's CHAT question (see FBV section above) and provision of the fact or statistic for further discussion. Following this, practitioners have creative freedom to do something purposeful with the learners that may bring something of themselves to the learners in their sessions, with the aim of supporting learners in pastoral/behaviour targets or enacting acts of service. This will be supported by their EHCP targets, APT, Half Termly Behaviour Target or Soft Skills, or other identified areas of need.

# 6. Physical and Mental Wellbeing

Sessions are focused on: embedding the benefits of exercise on the body and mind; learning, and abiding by, a series of rules; appropriate conduct when winning; appropriate conduct when losing; invention of games and rules, followed by communicating this to a peer group; working as part of a team; following a set of clear instructions; fairness; taking developmental feedback; understanding of key terminology, and much more. Teachers utilise the National Curriculum Physical Education targets to plan active sessions where learners can practise the above skills in varying sports context.

# 7. Scientific

Developing an understanding of the world around us is of vital importance to learners with ASC. We encourage learners to ask questions about the world around them and so find it imperative to embed the skills of investigation as a process in order to find evidence that allows learners to make predictions based on learnt information and allows the exploration of parallels between this way of thinking in Science, with similar thought processes in day-to-day scenarios. Learners study Science Rising Stars Stage 1-6 before accessing the national curriculum via OCR Key Stage 3's framework. Those with an interest have the opportunity to study iGCSE Single Science, allowing us to tailor the Science curriculum to each learner dependent upon interest, or need. As with all subjects, session contracts are used to identify the skill and knowledge being taught in the lesson and collate evidence of successfully amassing these.

# 8. Technological

There is no escaping the fact that familiarity, and appropriate conduct, with computers is of paramount importance to our learners as they progress to the next phase of whatever they wish to do beyond school. With more and more of our learners using computers and the Internet as the main interface through which they interact with the world, appropriate utilisation of technology is essential. Understanding and using software for every day life is embedded within sessions such as using a word processor in English, however our technological sessions can also cover the use of new age technologies as a form of experimentation and problem solving combining elements of

maths, art and science: tools such as Lego Wedo, digital design tools for 3D printers and World of Minecraft are utilised often. Teachers follow Project Evolve, created by the UK Safer Internet's 'Education for a connected world' program. This online resource provides baseline tools with diagnostic reports called knowledge maps which pinpoint exact skills and knowledge that learners need to learn in those areas. As with all subjects, session contracts are used to identify the skill and knowledge being taught in the lesson and collate evidence of successfully amassing these.

# 9. Vocational

Throughout Woodside Group we are committed to providing individual transitional pathways for each of our learners, from school to adult life, through which they can identify and associate with a clear plan to become an independent and contributing member of society.

From lessons identifying and discussing roles in society in our early work with our learners, using members of the community as role models, straight through to work experience placements later in their educational journey, we aim to provide our learners with up-to-date and impartial career guidance, which enables them to make informed choices about their future in line with the fulfilment of their potential.

We work with a number of partners with regards to career guidance to ensure a high level of competence and objectivity in this process. 'Skills Builder' allows us to chart the required values an individual needs from an early age through to more specific and targeted development of career specific skills. We utilise 'Careers Education Skills Assessment' with each of our learners to take what each individual finds interesting, rewarding and purposeful

and align these areas with job groups and job profiles suited to these skills. Then, using members of the local community, or partner suppliers we ensure that all of our learners have opportunity for work experience and independent careers advice and guidance. This process is fully supported by the school to allow adequate self-reflection and also to aid learners in understanding potential barriers to work.

# Pedagogies

Due to the nature of our learners, and their previous experiences with education (and therefore their subsequent barriers to learning), we insist on working in paired or small groups. This means that we can tailor the program of study to each individual, taking into account their anxieties and stresses, as well as their areas of development and any gaps in prior learning alongside developing their ability to work in group settings.

Teachers are encouraged to take a number of different roles in learning in order to get best results from the learners. Though directive teaching can work with our learners, it is often imperative to take the role of ‘master learner’ alongside the learner, in order to demonstrate certain skills. This method of working can promote resourcefulness; modelling to learners how to seek help when needed, as well as demonstrating appropriate conduct when a mistake is made; thus allowing us to address the innate desire for perfection exhibited by a number of our learners.

Woodside Group also follows ‘Rosenshine’s Principles of Action’ and supports the need for active practice in multiple environments. Due to the nature of ASC learners, it can often be difficult to transfer knowledge from one scenario to another so it is important we demonstrate this through active practice in functional scenarios, ensuring deep learning is embedded and schema surrounding concepts are richly developed.

In line with this, we believe in swift and effective feedback to learners based on an agreed success criteria at the start of the session. These ‘session contracts’ identify what skill is being learnt (the objective of the lesson), ‘What’s the point?’ (to help motivate learners to engage in the learning), ‘Successful Learning’ (composed of the key knowledge that sits behind the skill being learnt), and ‘Successful Behaviour’ (the target on which a learner is developing or needs to demonstrate to be successful in this session. This contract is reviewed at the end of each session (and often during it in the form of mini plenaries) through use of questions or review of evidence gathered. This ‘marking’ of learning and behaviour feeds into our rewards system and attainment.

# Reporting

Reports are produced by Heads of Base/Headteachers and the learners’ teaching and support staff twice a year (December and July) using the Woodside Group Report Template. This reports learners' attendance, rewards and sanctions and current attainment and attitude to learning with an anecdotal ‘beautiful moment’. Incidental reporting on progress in both academic and behavioural happens via the head of base/headteacher by phone call or email upon request of the parent or career.

# Other Notes

## Party Political Views

We preclude the promotion of partisan political views in the teaching of any subject in the school.