


Curriculum

Esland Isaac Newton School
Policy & Procedure



Policy	Curriculum Policy & Procedure 006
Date prepared	March 2021
Review date	September 2021
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Signed	

Curriculum

At Esland Isaac Newton School, pupils are entitled to a curriculum which provides a well-balanced education, developing the abilities and life skills of individual pupils so that they can see their valuable contribution and play an active part in society. This entitlement is for all pupils at Esland Isaac Newton School, regardless of age, gender, race, religion or disability.

The key drivers for our curriculum are:

- Self-regulation
- Independence
- Social Interaction

Aim

Our aim is to provide high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning. We will do this by providing a welcoming, happy, nurturing and supportive learning environment in which everyone is treated fairly and all achievements are celebrated.

COVID-19: Due to the ongoing pandemic we have a flexible approach for pupils who need to self-isolate. For those pupils the learning will be delivered and planned through the Century learning platform. More information can be found in or Remote Learning Policy.

Curriculum Vision/Values

Our curriculum vision is for an ambitious and aspirational offer to inspire our young people towards a successful working life, stable relationships and rewarding community engagement.

Perseverance: the continued effort to do or achieve something despite difficulties, failure, or opposition

Adaptability: an ability or willingness to change in order to suit different conditions

Respect: admiration felt or shown for someone or something that you believe has good ideas or qualities.

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Responsibility: To do the things you are supposed to do and accept the result of your actions

Teamwork: the combined action of a group, especially when effective and efficient.

Our curriculum demonstrates:

Breadth

Our pupils will be introduced to elements of learning that include the development of:

Knowledge |Skills| Attitudes by incorporating aspects of the following:

- social
- political
- linguistic
- literary
- mathematical
- moral
- ethical
- physical
- scientific
- spiritual
- technological
- creativity

Balance

All pupils will benefit from an appropriate whole school curriculum that can be tailored to suit the needs and abilities of individual pupils. Amendments to an individual pupil's curriculum will be done in consultation with the young people so they can help influence their own learning pathways.

Coherence

Careful planning will ensure that pupils know how to progress and have the opportunity to maximise their potential and overall attainment.

Relevance

The curriculum will be appropriate to pupils providing opportunities to respond to changes in modern society and allowing reflection on previous experience.

Pedagogy

We will always remain child focused. The needs of individual pupils will remain central to what we do. Pupils are encouraged to take an active role in their personal development, sharing with teachers how they learn and evaluating their progress.

Areas of Learning

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Social: The area encourages pupils to use a range of social skills to participate in the local community and beyond: appreciate diverse viewpoints, participate, volunteer, cooperate and resolve conflict.

Political: Political education needs to teach students how the government works, how new laws are introduced, the differences in neighbouring democratic countries and finally how to become directly involved in British Politics: offering young people an inroad into British democracy, its benefits and our responsibility as citizens.

Linguistic: Due to the nature of our pupils and their educational journey, this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Many of our pupils have difficulties with written and expressive language and therefore English skills are taught discreetly through all other subjects to consolidate work done in English lessons.

Literary: This area immerses pupils in a literary world, with a view to creating strong levels of engagement to provide meaningful and authentic contexts for English. Young people become critical readers and acquire an authorial style as they encounter a wide range of significant authors, as well as a variety of genres.

Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Mathematics is taught across all Key Stages.

Moral/Ethical: It is vital that pupils are taught to recognise the difference between right and wrong and respect the law. They need to understand consequences, investigate moral and ethical issues and offer reasoned views. Ethical Education focuses on issues of equality and justice – a key element of our PHSCE offer.

Physical: This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. Due to small class sizes traditional team sports are often limited. Our PE curriculum focuses on physical literacy, discrete self-regulation and emotional awareness and wellbeing, through timetabled PE lessons and outdoor activities. All pupils have regular opportunities throughout the week for physical exercise.

Scientific: This is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Science is taught in all Key Stages.

Spiritual: The aim of this area is to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world, use imagination and creativity

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and reflect on experiences. This offer is not only brought to life via the discrete teaching of the Lincolnshire Agreed Syllabus for RE, but also through the daily teaching of SMSC during reflection times.

Technological: These skills include information and communication technology and computer science. This helps pupils to develop the skills they need for the future workplace and to be digitally aware learners. Food Technology is taught as a weekly subject throughout all Key Stages with pupils developing a much-needed life skill.

Creativity: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution, including outdoor learning and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. Art & Design is taught across all Key Stages.

Cultural Capital:

Many of our pupils will have disrupted learning and, as result, gaps in their knowledge and skills which makes educating them to be fulfilled citizens, where they can appreciate human creativity and achievement, all the more important. As a school we endeavour to build in memorable experiences for each topic or half-term that supports and challenges pupils to appreciate human creativity and endeavour, the awe and wonder of nature and understand the significance of certain people, places and events and how they have shaped the world.

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Intent

Esland Isaac Newton School's aims to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities; where pupils will enjoy learning, celebrate achievement and recognise the importance of education; and to nurture the qualities that will enable each pupil to become confident and competent members of society. These aims are central to our curriculum which focuses on pupils' well-being, learning and preparation for adulthood.

The curriculum intent is carefully devised to consider the knowledge, skills and attributes that we consider to be essential in order to become a healthy and successful adult. Our curriculum has been developed to support each pupil's holistic development. The school's curriculum allows us to focus on academic achievement, personal wellbeing and relationships and recognises the core characteristics which we feel are essential if young people are to become successful adults. To that end, our curriculum also addresses Fundamental British Values and Spiritual, Moral, Social and Cultural education as discrete areas, as well as each incorporating these elements.

Implementation

We have 5 periods each day which are 45minutes long. This excludes 2 sessions of reflection time each day and 30 minutes of enrichment activities each day. Teachers work hard to plan learning through active and engaging experiences which allow for progression and identify next steps for pupil development.

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Learning: Our school, is based on therapeutic principles with a clear focus on understanding behaviour, improving communication, building strong learning foundations and developing self-esteem. The school provides a safe and supportive space with key adults. As pupils move through the school the level of independence expected increases and support offered becomes more tailored to the needs of each pupil. Pupils at Esland Isaac Newton School can access BTECs, Functional Skills or GCSEs dependent on their ability levels and aspirations. Subjects taught include: English, Science, Maths, Art & Design, Food Technology, Computing, PE, PSHCE (including SRE), Humanities and Horticulture. We also offer ASDAN and Employability Skills

Pupils are expected to contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. Extra-curricular activities enrich the pupils' experience and are an integral feature of the school's ethos. All pupils and adults are encouraged to participate in the many experiential learning opportunities and off-site learning experiences offered.

Future: We encourage pupils and provide opportunities to focus on careers throughout their time at school with specific work targeted at Y9. During Y9, pupils have the opportunity to undertake vocational courses at college to prepare them for life after school. In terms of careers we work hard to ensure compliance with the 8 Gatsby benchmarks.

Our Curriculum includes a great deal of additional opportunities including those which are social, moral, spiritual and cultural. Pupils contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. We also ensure that pupils have accurate Drug and Relationships Education through PSHE. Extra-curricular activities enrich a student's experience and are an integral feature of the school's ethos. All students and teachers are encouraged to participate in the many experiential learning opportunities and off-site learning experiences offered.

Planning: Each subject curriculum is designed to detail the progress pupils will make across their time at school in regard to the acquisition of knowledge and the development of core skills.

Curriculum Intent will be visible in all subject planning.

Wellbeing- All elements of our curriculum are therapeutic. Staff support pupils throughout the school day. We also provide more specific therapeutic opportunities delivered and implemented by trained clinicians with pupils able to access sessions weekly.

Impact

The impact of our curriculum can be tracked in lots of ways focusing on academic and non-academic achievement.

Pupil progress is recorded at 6 points across the academic year and learning is planned around their identified next steps. In lessons pupils are encouraged to collaborate and support each other and are afforded opportunities to foster independent learning skills. The qualifications

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pupils achieve allows us to assess the impact of our provision. For some pupils, just sitting an exam, considering their lived experience, shows commitment to learning and, in some cases represents significant progress.

We have a very strong sense of community and we encourage pupils to consider the importance of contributing to wider society. We use photographic evidence to capture the achievements of pupils, how we have supported them to make progress and track their development against our key curriculum drivers of social regulation, independence and social interaction. Our photographic evidence also shows how we have supported pupils in the development of their education with regards to FBV and SMSC.

Inclusion

All lessons at Esland Isaac Newton School are inclusive. Teachers have high expectations of all pupils in line with their stage of education. School staff 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 and pupils with an identified SEND. Teachers will plan lessons so that pupils with SEND can access the curriculum offer and ensure that there are no barriers to pupils' learning.

Lessons will be planned so that teaching opportunities help pupils to develop their literacy and numeracy skills and to support pupils to take part in all subjects. Differentiation provides appropriate tasks for each student and a level of challenge which will maximise academic achievement. Each student should be sufficiently equipped to make informed and realistic decisions at each stage in their development, so that they can take an active role in contributing to their progression.

Assessment

Teachers use assessment to inform lesson planning and to set appropriate targets that provide realistic targets for each pupil. Assessments and planning are reviewed regularly by the senior leadership team and used to aid whole school progress tracking. There will be regular communication with parents/carers with updates provided each half term and also during bi-annual parent/carer information days.

Staff CPD

The curriculum is supported by appropriate INSET for teachers, and the school will make available appropriate resources to support effective teaching and learning. Staff are encouraged to take risks and try new ways of delivery in order to be innovative across all areas of the curriculum.

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Appendix 1 – Isaac Newton School

Subject Co-ordination – Roles and Responsibilities

Subject co-ordination 2020-21		
Subject	Curriculum co-ordinator	Additional Support
English	Justine Cooper	Summer Robinson Gilson Lavis Natalie Firth Martha Alderson
Mathematics	Suzanne Harvey	
Science	Richard Hawley	
Computing	<i>TBC</i>	
Humanities	Peter Watson	
Food Technology	Michelle Raygada	
Physical Education	Nick Goacher	
Art	<i>TBC</i>	
Citizenship	Suzanne Harvey	
PSHE	Suzanne Harvey	
Careers & Life Skills	Natalie Firth	
ASDAN	Natalie Firth	
Duke of Edinburgh	Nick Goacher	
Primary Class	Suzanne Harvey	

Accreditation:

In Key Stage 4 the pupils study a number of GCSEs at Foundation and Higher level, with an Entry Level or lower option if required. Teachers often use close links with exams boards who run regular moderation and standardisation courses to ensure their individual accuracy.

We also offer access to courses from The European Computer Driving License (ECDL), AQA Awards, which enable us to build a more practical and vocational timetable for some pupils. It is targeted at the 14–19 pupil population and can, therefore, be used as part of the Key stage 3 and 4 curriculum. Attached to this programme is the Enterprise Initiative, which builds both practical and life skills for the same group of pupils. Items made within this group are regularly sold at school events.

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Access to outside agencies, providing suitable alternative courses, such as City and Guilds can be accessed when required.

Post-16 pupils access partner mainstream colleges and schools. They study for a range of qualifications from Level 1 to Level 4. All courses taken are appropriately accredited and all lead to nationally recognised certification.

As a school, we utilise a variety of examination boards, chosen by the subject coordinators to best match the style and content of the course with the profile of the pupils within each class.

There is a range of accreditation offered:

GCSE:

English Language
English Literature
Mathematics
Science – Core
Science – Additional
ICT (ECDL)
Food Technology (WJEC)
Art & Design
History Geography
Media Studies

Entry Level

English
Maths
Science
Other subjects if Level 2 study is not an option for individual pupils

High Flyers

The profile of pupils with AS and ASD is such that some pupils have above average ability, particularly in subjects such as Mathematics and Science.

As a school we recognise the value of early GCSE study both academically, and for the self-esteem of the pupil.

To this end we utilise individual 1:1 or small group withdrawal, as well as younger pupils joining higher sets to enable pupils to take examinations early as appropriate.

We can provide an opportunity for some pupils to join GCSE groups whilst still in Key Stage 3 and take examinations before the usual time.

Resources

Resources are the responsibility of the subject co-ordinator and class teacher. As a school we are constantly expanding resources to meet basic subject needs and the wider implications of government initiatives. A yearly subject-specific audit is carried out by the curriculum co-ordinator. This audit provides an overview of the subject requirements over the coming year and

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provides a breakdown of costs and needs both essential and desirable. Where possible, those subjects taught in modular format are resourced on a termly basis linking to the specific programme of study.

Documentation

Without effective planning, monitoring, reporting and assessment, the curriculum would be less effective. Planning is the method of ensuring lively, reflective delivery with appropriate pace and continuity, leading to a positive and rewarding learning experience for the pupil. The system of curriculum documentation at Oracle School is designed to streamline planning, assessment and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Curriculum documentation at Oracle School forms the physical backbone of the planning for continuity and effective progress in education through Key Stages 1-4. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year.

It is broadly split into the following main areas:

- Annual Review documentation:
- Education Health and Care Plans (EHCP)
- Positive Support Plans (PSP) incorporating time-out procedures
- Personalised Learning Plans

Curriculum planning:

- Long-term plans based on 2014 National Curriculum and subject specific schemes
- Medium-term plans completed termly and detail objectives, activities, differentiation, outcomes, assessment opportunities, resources and evaluation.
- Short-term plans are managed daily using medium term plans and within teacher planning.

Assessment & recording:

- from work completed and annotated in exercise books, levelled by teachers to support teacher assessment
- from curriculum planning
- formal testing; mock examinations; assessment activities; skill specific testing relating to reading and spelling

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Reports:

- Academic end of term reports, including current attainment and comments on progress and next steps are sent to parents three times a year.

The progress tracking system enables teachers to plan and record pupil progress and assessment results together with evidence of teacher assessed levels. When possible, teachers will utilise each others' expertise to moderate levels given.

The school tracks assessments half termly using the IMS (Engage). It also records results from Literacy assessments. These results are used, in conjunction with the teacher assessment to provide an 'expected level' that can be used to inform planning. Teachers can use this information to inform their planning.

Curriculum Documentation

Most documentation pertaining to planning is kept on the school server (Office365), where it can be easily accessed, shared and developed. Individual teachers have their own physical planning files, allowing them the flexibility to adapt medium and short term planning on a daily basis.

Curriculum Documentation

Syllabus – GCSE Schemes of Work
Subject Policy Statements
Subject Schemes of Work
Programmes of Study (Long term plans) Termly planning (Medium term plans)
Teacher Planning (Short term plans)
Individual 1:1 tutor or support timetable for in class activities or withdrawal

IEP, Assessment and Recording Documents

Education, Health and Care Plan
Initial Screening e.g., literacy testing, OT and SALT assessments
Review Recommendations/targets
Personalised Learning Plans

Assessment Evidence in

- Exercise books
- Mock Examinations
- End of unit/year tests
- Pupil tracking
- Assessment tasks
- Collected into progress files
- Bench Mark Grade Using the CEM assessment

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- End of term and Annual Review reports
- Steer Programmes
- Occupational Therapists/ Speech and Language Assessment
- Individual Assessments
- Individual Programmes
- Group Programmes
- SCERTS Assessments

Monitoring and Evaluating Practice

The following will be monitored by the Senior Education Team:

- SMART PEP targets are in place and reviewed each term
- Subject teachers set individual targets for the subject area
- Long term, medium term and lesson planning is in place and fits the Scheme of Work
- Marking gives constructive feedback and guidance to attain at the next level • Practice and provision is consistent throughout the school

Monitoring will include:

- Work scrutiny
- Planning scrutiny
- Marking scrutiny
- Learning walks
- Lesson observations

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Oracle School's objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities.
Pupils will enjoy learning, celebrate achievement and recognise the importance of education.
Oracle School aims to nurture the qualities that will enable each pupil to become confident and competent members of society.

THE ORACLE MODEL

Better Together	Nurturing Environments	Tailored Education	Child Focused	Therapeutically Informed	Committed to Training	High Expectations
Developing a culture of collaborative and independent learning	To provide an inspirational, supportive and safe learning environment where pupils actively participate in all learning opportunities.	Promote personal and academic achievement where pupils will enjoy learning, celebrate successes, and recognise the importance of education.	To remove barriers to learning, promoting independence, confidence, and resilience, developing individual's talents and interests.	Provide an environment where all pupils are challenged, encouraged and receive the right level of support.	Facilitate active and reflective learning opportunities for staff and pupils.	To nurture the academic and personal qualities that will enable each pupil to maximize potential and become confident and competent members of society
CORE STRENGTHS			ACADEMIC EDUCATION		ADDITIONAL NEEDS/THERAPEUTICALLY INFORMED	
Empathetic Independence Respect for self Self-management Creative Thinkers Personal & Cultural Identity			English ICT Geography Food Technology Duke of Edinburgh	Mathematics. Citizenship PSHE & Careers Physical Education	Science History Art	Literacy Social Skills Speech & Language Therapy Play Therapy Clinical Input Occupational Therapy ASC Processing Skills
Independent Living Skills			GCSE	Functional Skills	ASDAN	TAC LAC PEP

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Therapy Program Forest School Volunteering Bespoke Education	Entry Level Certificates AQA Units College Links Educational Visits Off-Site Learning Work Experience Vocational Pathways	EHCP Reviews Multi-Agency Working Clinical Assessments Transition Reviews
EHCP OUTCOMES		
Experiences designed to prepare for adult life, becoming positive and independent members of society, ready for the transition from school	Work towards relevant and appropriate qualifications to facilitate progress in preparation for each transitional phase	Equip pupils with the skills and coping strategies to approach obstacles and life challenges confidently in a positive manner
Promote happiness, social, emotional and mental wellbeing to build safer lives and better futures		