

## Acorns 3 I's

### Curriculum Intent

At Acorns we believe that all our children have the right to the best possible education that is designed around their individual needs and that adheres to our school motto:

*'Individually we grow, together we thrive'*

Each layer of our curriculum ensures that our children develop the necessary skills, knowledge and attitudes to achieve their full potential and to open a world of future opportunities. Our curriculum is responsive to each child, building on their individual strengths, personal interests and learning styles and is designed to enable our pupils to move between layers and continually build upon their previous knowledge and skills.

Our curriculum is bespoke to Acorns and has been developed by us to meet the very specific needs of our unique children, irrespective of their starting point. We believe that our curriculum is ambitious and prepares our children to embark on the next stage of their educational journey.

We strive to develop stimulating learning environments both inside the school building and outside of the confines of the classroom, promoting learning through positive outdoor experiences routed in real-life situations.

Most importantly, our school values are at the heart of our curriculum, as we ensure that:

We **care** for each other

We **welcome** everyone

We **create** opportunities

We are always **positive**

And

We **celebrate** each other and our achievements

## Curriculum implementation

### **Planning and Teaching**

Our teachers have a wealth of knowledge and experience. They plan and deliver well thought out, exciting, engaging and highly differentiated lessons for all pupils regardless of their starting point. Lessons are planned in sequence to build upon their prior knowledge, skills and understanding. Teachers scaffold lessons to support the acquisition of new and key skills.

Highly skilled Teaching Assistants support pupil learning and are deployed to model and support pupils to develop independence in their application of knowledge and skills.

All teacher planning considers our pre-formal, semi-formal and formal layers and personalised targets are set out for each lesson. Our planning format is currently under review in-line with the curriculum developments of the Semi-formal layer. A new format is currently being trailed by one of our TLR leads.

PSE is taught discretely in all classes, however pupils in Seedlings continue to follow the Early Years Foundations Stage framework. Additional opportunities for developing pupil independence are incorporated throughout the school day, from encouraging independence with feeding and self-care routines to recognising dangers within their environment.

Teaching and learning is monitored by SLT through a combination of formal lesson observations, Learning walks, peer observations, planning scrutiny, IEP and EFL moderation to ensure that all pupils make expected progress or better than expected progress over time.

### **Assessment**

Progress towards EHCP outcomes is carefully monitored and evidence is captured using Evidence for Learning (EFL). Termly IEP data captures, using EFL Insights, are monitored by SLT and appropriate interventions are put in place where concerns arise. Data is shared with the governing body on a termly basis. Pupils are assessed against relevant benchmarks including Routes for Learning and The Engagement Model. Our bespoke assessment tools are currently under development to reflect the addition of the new curriculum layer. The new assessment system will require embedding throughout the curriculum, across Key stage 1 and 2 to ensure that the curriculum continues to be effective in meeting the learning needs of all our pupils and to ensure that they make at least expected progress.

EHCP outcomes are closely tracked and amended during the annual review process, should this be appropriate. New outcomes are highly lighted on our paperwork in green.

### **Cultural Capital**

Multi-cultural days are held throughout the school year to provide pupils with additional opportunities to increase their cultural capital and take part in new and exciting experiences. School has an effective 'equality and diversity' working party to ensure all aspects are covered and opportunities thoroughly planned and implemented to enable all pupils access. School are working towards achieving the Equality Mark.

Pupils are taught about their local area and issues that affect the wider world. We regularly visit and explore the local community and take part in local and county wide intra school events. We encourage our pupils to be curious and ask questions to aid their knowledge and understanding.

### **Personal Development**

Our curriculum fosters a love of learning and encourages our children to explore the world around them and in which they live and to begin to understand the role that they play within it. Our curriculum has been developed to teach our pupils the following skills: communication, teamwork, problem solving, resilience, independence, self-regulation, self-expression, body awareness, building positive relationships and behaviour for learning to name but a few.

We teach our pupils to apply the skills and knowledge they have learnt within the school setting to real-life contexts.

During their time at Acorns our children will have gained the skills and knowledge needed to prepare them for the next step of their educational journey. This is evidenced through teacher observations, formal assessments and recorded and shared with parents through Evidence for Learning.

### Curriculum Impact

The impact of our curriculum is regularly monitored through a rigorous process.

Insight data taken from Evidence for Learning (EFL) is analysed on a termly basis both for individuals and mixed cohorts to ensure that pupils are on track and identify the need for any specific learning interventions. Data captures are viewed alongside observations and evidence collected on EFL, which are then triangulated.

Senior leaders work together to review the curriculum, assessment, social and emotional support plans, attendance data, annual review paperwork and internal data sources from Insight.

Senior leaders meet regularly with class teachers to evaluate the effect our curriculum offer has on the expected progress of our pupils. This is a process that allows lead learning teams to 'tweak' elements within the curriculum and trail the delivery of new and exciting initiatives.

Teachers plan opportunities for pupils to deepen their understanding throughout the curriculum layers. Our current planning format is under review, with a new format being trailed by one of our TLR leads.

Evidence for Learning enables us to capture evidence of pupil progress and the achievement of targets in a variety of ways, including videos and photographs. We capture each pupils unique learning journey in this way and share it directly with parents via the parent portal (EFL).

We know that:

- Our pupils enjoy school and positively engage in a wide variety of learning activities.
- Our pupils build on their prior knowledge and develop new skills over time.
- Our pupils are given opportunities to discover new things and are always challenged to learn to the best of their ability.
- Our pupils are able to communicate to the best of their ability, whether it be using sign language, PECs, Eye gaze, AAC, via a communication book or verbally.
- Our pupils are prepared for the next step in their educational journey, evidenced by successful transitions to our partner High school, Sir Tom Finney.