



**HIGHFIELD LITTLEPORT ACADEMY**  
*An Active Learning Trust School*



**HIGHFIELD ELY ACADEMY**  
*An Active Learning Trust School*

LINC 19-25

# HIGHFIELD ACADEMIES

## CURRICULUM POLICY

THIS POLICY WAS APPROVED:	SPRING 2023
THIS POLICY WILL BE REVIEWED:	SPRING 2025
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	SIMON BAINBRIDGE

Our Pathway system, each with its own curriculum, is a direct result of a belief that we can ensure better outcomes when we group learners with peers working at a similar level. Our curriculum changes a little each year, dependent on the cohort we are working with. In order to get the best possible outcomes we have to consider what – based on our professional judgement - are the most important factors for each young person.

We provide **engaging** lessons and schemes of work which foster a genuine **love of learning**. Many of our students have had negative experiences with learning in other settings and this is a barrier we work hard to remove.

**Independence** is a major focus for all of our students – what this means and looks like will vary greatly from class to class and individual to individual. Below are some of the areas we consider as essential for independence:

- **Communication** – we develop communication skills from the earliest stages in our Blue Pathway to using email at work for our older Yellow Pathway students
- **Behaviour** - learning to demonstrate consistently safe behaviour is a challenge for many of our learners and a potentially harmful barrier during later life. This is a high-priority priority for us and we have a high level of expertise within our staff team to work with our learners in this area
- **Physical needs** - from development of fine and gross motor skills to providing specific physical interventions that improve the outcomes of life-limiting conditions
- **Preparedness for the next steps** – whatever they may be. For some learners this will be further education or work and for others it may be a social enterprise placement, or supported living. We aim to bridge any gaps and broker a smooth transition to whatever is next.

In addition to independence, we also focus on opportunities that deliver **cultural capital**. We recognise that many of our students miss out on aspects of life and education that many of their peers without SEND experience, enjoy and benefit from. We work to provide experiences and learning to close these gaps.

The final consideration in curriculum planning is **EHCP Outcomes and associated short term targets**. Our curriculum has to allow for these to be achieved in the short and long term, as they play a significant part in the journey towards fulfilling their potential for each and every one of our learners.

### **Student/Parent/Carer/Staff Voice**

Parents'/carers', staff and students' feedback is taken into account throughout the year in annual reviews, parents' and carers' evenings, by email, during lessons and during surveys – in a very wide range of ways. We listen, take note and reflect on suggestions and comments. Whenever we believe that someone has highlighted a way we can improve our curriculum,

we listen and make changes. The way we do this varies in each school and the process involved may change over time.

### **Planning and Reviewing**

We work together regularly as a teaching team to plan and develop our curriculum, with school leaders having overall responsibility. All teachers are assigned to a subject or curriculum area and are responsible for leading on it. This involves reviewing existing content, searching out new content and best practice (through both specialist and mainstream colleagues); staying on top of statutory requirements and understanding how their subject fits into each Pathway. Subject leaders are sometimes not subject specialists but they are responsible for ensuring that every area of our curriculum is meeting our high expectations in terms of intent. Teachers are encouraged to undertake CPD wherever relevant to broaden subject knowledge and increase our expertise through Performance Management processes and their own drive to develop themselves.

### **External Review**

Curriculum content is regularly reviewed by Governors and through AIG (Academy Improvement Group) meetings which are led by the Active Learning Trust.

### **Knowledge/Skills and Non-negotiables**

Our curriculum targets contain a mixture of knowledge and skills, arrived at through teacher professional judgement and a constant review of the needs of the cohort in front of us.

**Over-learning** and **repetition** are a necessity for many of our young people because of their additional needs. This applies to all Pathways although it will look different in each. We recognise that too much repetition *could* stifle the love of learning we aspire to build, so we make professional judgements as to when it is time to move on from a topic. We also use professional judgement to decide what areas of learning are “**non-negotiables**”; those which will be revisited again and again because they are key to learners getting the best possible outcomes, and which are pieces of content that we are happy for learners to simply experience without an expectation of memorisation or generalisation.