



Curriculum and School Organisational Policy

Curriculum Intent

The curriculum at Red Marsh School has been ***designed to reflect the context of our school including the unique needs of our pupils*** all of whom have learning difficulties. Our curriculum design therefore takes account of the following six contexts:

1. To meet the needs of each individual pupil as outlined in their EHCP; recognising and valuing each learner as an individual
2. To prepare our learners to become as independent and safe as possible, in school and the wider community; preparing learners for next steps in life.
3. To develop our all pupils spiritual, moral, social, cultural, intellectual and physical development
4. To ensure all our pupils access a broad, balanced, stimulating and an aged appropriate *curriculum with due regard to equal opportunities*
5. To ensure all learners have entitlement to statutory curricular requirements always adapted to meet individual needs.
6. To facilitate fantastic teaching and learning ensuring all learners are challenged and enabled to do their very best

See appendix 1 for detailed information

Taking into account the above we have designed our unique Red Marsh school curriculum as detailed below:

Our whole school curriculum intent (rational)

The intent of our whole school curriculum is to ensure our pupils *develop the necessary skills, knowledge and attitude to achieve fulfilling lives.*

All subject leaders, governors and the school council worked with the SLT to identify the knowledge, skills and attitude we believe our learners need to be taught in order to meet our whole school curriculum intent: ***To develop the necessary skills, knowledge and attitude for our pupils to achieve fulfilling lives.***

The identified knowledge, skills and attitudes required to meet our curriculum intent

Personalised Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of self-physical development, healthy and safe living • Knowledge of others- positive relationships, moral and social understanding • Knowledge of the world -Community including faith (spiritual),the world and technology • Specific Intellectual Knowledge -Learn to learn strategies and mathematical and literacy skills • Knowledge of expressive arts and design
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Personalised Skills	<ul style="list-style-type: none"> • Communication and Interaction
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	<ul style="list-style-type: none"> • Cognition and Learning • Physical and /or Sensory • Independent and stay safe • Personal Social and Emotional
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Personalised Attitudes School values	<ul style="list-style-type: none"> • Resilient • Positive and Hard Working • Self Confidence • Tolerant and understanding • Curious
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Destination pathways

The skills, knowledge and attitudes identified have been selected to ensure our pupils leave school able to live fulfilling lives in some or all of the following destination pathways:

- A) In their homes - encouraging and enabling our pupils to live as independently as possible
- B) In the community– encouraging and enabling our pupils to appreciate, participate and make a positive contribution to their community
- C) In employment further study or training- preparing students for the next stages in their lives

In order to successfully follow any one of these pathways our pupils will also gain the skills, knowledge and attitudes to follow destination pathway (D)

- D) Living the healthiest life possible -encouraging and enabling our pupil to live as healthy lives as possible.

Individual need and aspiration will determine which of the following destination pathways each of our pupils will follow.

Auditing curriculum design to ensure equality of opportunity for all learners

The identified knowledge, skills and attitudes required to meet our curriculum intent have been audited to ensure they develop:

1. All pupils spiritual, moral, social, cultural, intellectual and physical development
2. British values across the curriculum
3. Schools values linked to the identified attitudes

Individual Pupil outcomes

The needs of each individual as outlined in their EHCP is delivered through our curriculum. Personalised outcomes identified for the end of each key stage are broken down into Personalised Learning Intention Targets (PLITs) identified in the annual review.

The EHCP outcome and subsequent PLITS focus on developing learners individual skills and understanding in:



- Communication and Interaction
- Cognition and Learning-
- Social Emotional and Behavioural development
- Independence and Self-help skills
- Sensory and Physical needs.

Sequencing of knowledge and skills to meet personalised need across the curriculum

The **Knowledge / Skills Schemes of work** and the **Content Schemes of Work** are used together with individual **Education Health Care Plans** to identify the sequencing of skills, knowledge and appropriate end points in learning for each pupil.

Phases of learning

At Red Marsh School there are schemes of work for each of the pupils' phases of learning:

- EYFS (pupils aged 2-5)
- Key stage 1-4 (pupils aged 5-16)
- Key stage 5 (pupils aged 16-19)

Schemes of work

- **Skills and knowledge scheme of work**
- **The content schemes of work**

Skills / knowledge schemes of work

The purpose of the knowledge / skills schemes of work are to identify the sequencing of skills, knowledge for each pupil across all curriculum areas.

The content schemes of work

The purpose of the content scheme of work is to provide curriculum content which enables each learners to develop their individual knowledge and skills in a creative and age appropriate way without repetition. The content scheme of work ensures a broad, balanced, stimulating and an aged appropriate curriculum and includes: The EYFS Framework in the Early Years, National Curriculum in Key Stages 1 - 4 and an accredited curriculum in Key Stage 5 which focuses upon preparation for life beyond school.

Personal and Social development is seen as a core subject area across all departments.

Planning

Every pupil in school follows a personalised curriculum route which is tracked using our skills/knowledge scheme of work.

The skills /knowledge identified in the pupil's personal tracking documents are used to inform planning for each subject area.

Every pupil is tracked to follow their own personalised route through these schemes of work.

Curriculum maps

The purpose of the curriculum maps are to:

- a)** Strengthen the relevance and coherence of subjects
- b)** Enable subject leaders to check and support planning
- c)** Provide information to parents and homework opportunities

Teachers use the content schemes of work to create curriculum maps.

Medium-term plans

The purpose of medium term planning is to maximise progression for all learners by producing coherent units of work for a term or half term, which are differentiated to meet the needs of the learners:

Key elements

- A set of clearly differentiated learning outcome(s) taken from pupils personalised skills and knowledge scheme of work must be included in the planning
- Learning activities can be included to ensure learning outcomes can be achieved

Target sheets

The **purpose** of the target is to ensure **effective day to day teaching and assessment**. Target sheets ensure **all** staff understand which **learning outcomes** are to be taught to each learner. Where appropriate these should be shared with the learner.

Monitoring and evaluating the curriculum

The curriculum is constantly reviewed and enhanced by subject leaders to provide the best provision for our pupils. Changes to the curriculum must be agreed with the deputy head teacher who has oversight of the whole curriculum. Curriculum planning is reviewed termly by the SLT.

Implementation

School Environment

The school creates an environment where all our learners are cared for, valued and respected, allowing them to develop, as appropriate, their freedom and independence.

In our school, learners have the opportunity to meet, make friends and learn with their peers.

Our dedicated and experienced staff team work hard to make the curriculum accessible for all. The team employ a wide range of teaching and learning approaches to inspire learning and ensure progress.

School Organisation

The school structure is based around four departments: The Early Years Foundation Stage (EYFS) Primary, Secondary and the Further Education Department.

There are two EYFS bases: Rainbow and Sunshine Room. Sunshine Room caters mainly for pupils of nursery age and those pupils who may need the more nurturing environment of a



Red Marsh School

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smaller group. There are also two primary classes, a transition class, two secondary classes and two bases in the Further Education Department.

Early Years Foundation Stage department (EYFS; Nursery and Class 1)

The EYFS department caters for the needs of a generic population. From here children may transit to classes in Red Marsh School, Great Arley School (MLD provision) or mainstream placements. The EYFS department provides a caring, nurturing and creative environment where children enjoy learning through supported: play, exploration and active involvement. Children in the Early Years Foundation Stage (EYFS) may be below statutory school age these learners' attend on a part-time basis only.

EYFS curriculum

A personalised curriculum based upon the needs of every child is delivered through the EYFS curriculum. See above.

The EYFS curriculum experience reflects the learner's age, developmental readiness and individual needs. The four overarching principles that guide the work in the EYFS are grouped into 4 themes:

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development. In school there are three prime and four specific areas

The three prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas of learning are:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

RE is incorporated into the area of Understanding the World through the aspect of People and Communities.

The Primary department (Primary Blue and Primary Red, Green Class is a transition class.)

The Primary department and Green Class build upon the work of the EYFS department helping learners to develop essential Learn to Learn skills, developing PLITs and generalising new skills and knowledge through a creative curriculum brought together, where possible, to form a topic or theme. For the majority of the timetable learners remain with their class team comprising of a specialist teacher and dedicated support staff.

Primary curriculum

A personalised curriculum based upon the needs of every child is delivered through the Primary curriculum. See above.

The primary curriculum ensures learners access their curriculum entitlement of the core and foundation subjects as identified in the National Curriculum, alongside Religious Education and Personal, Social, Health Education all subject areas are adapted to meet individual needs including learners working at pre subject specific learning..

The Secondary department (Senior Blue and Senior Red)

Learners are placed in mixed-ability class groups according to age. For some lessons learners are also assigned to ability based teaching groups. Specialist teachers and dedicated support staff ensure high quality teaching and learning experiences.

Secondary curriculum

A personalised curriculum based upon the needs of every child is delivered through the Secondary curriculum. See above.

The secondary curriculum ensures learners continue to receive their curriculum entitlement of core and foundation subjects of the National Curriculum, alongside Religious Education and Personal, Social, Health Education, all subject areas continue to be adapted to meet individual need including learners working at pre subject specific learning

In key stage 4, learners are also helped to prepare for their next stage of learning. Foundation subjects are reduced to allow time for more vocational learning and the application of skills. Senior Learners' work is accredited through the ASDAN Transition Challenge Award.

At Key Stage 4 externally accredited courses are used to award and recognise many learners' achievement, especially in Key Skills communication, literacy and numeracy. This work is accredited through Asdan Personal Progress. Other learners develop their key skills by continuing to follow National Curriculum programmes of study.

Sixth form Department

The Sixth Form department contains two large purpose based classrooms. Learners in the FE Department pursue an educational course designed to prepare them for life beyond school. Learners gain a range of external accreditation and qualifications for their achievements. The accreditation and qualifications is matched to the needs of the learners. Learners are grouped in different ways according to need this includes being taught individually, in groups or as a class.

Sixth Form curriculum

A personalised curriculum based upon the needs of every child is delivered through the sixth form curriculum. See above.

All learners follow a differentiated curriculum that continues to build upon student's prior learning in literacy, numeracy and ICT. To prepare learners for life beyond school they follow a relevant, age appropriate PSD course which comprises of nine units focusing on developing: citizenship skills; work related learning and independent living skills. Learners also have opportunities to: complete voluntary work; achieve a Duke of Edinburgh Award; participate in residential school visits; carry out personalised work experience placements and attend local college courses. Learners continue to maintain their physical, social and moral wellbeing through participation in weekly sport and leisure activities and RE modules. All curriculum areas continue to be adapted to meet individual need including learners working at pre subject specific learning



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Identifying teaching time

The school day consists of four distinct teaching periods; however, there is flexibility for the teachers to take account of the concentration of the learners when considering how long a lesson should last. For example, for children in the EYFS, continuous provision is more appropriate, whilst in the FE department, where there is an emphasis on learning in the community, teaching periods may be extended. All timetables must be agreed by the Headteacher.

The right of parents to withdraw learner's from aspects of the curriculum

All learners have an entitlement to Religious Education, Collective Worship and Sex and Relationship Education. Any parent who objects to their child attending acts of Collective Worship, Religious Education or Sex Education may request that their child is withdrawn. Parents are informed of their right through the school prospectus which is available on the school web site.

Learning across the curriculum

Out identified attitudes for learning are developed across our curriculum

- Resilience
- A positive and hardworking attitude
- Self Confidence
- Tolerance and understanding
- Curious

Remote Learning

When pupils need to remote learn our curriculum is delivered via our remote learning classroom Showbie see remote learning link on school website.

Multi-disciplinary team

Red Marsh School is served by professionals from a wide range of services their advice helps to create a personalised curriculum that meets the needs of each individual pupil. Our multi-disciplinary team include a health care team, who play a vital role in the health and welfare of learners. An Educational Psychologist, a Clinical Psychologist the specialist services of Physiotherapists, Occupational Therapists and Speech and Language therapists. Social services including the Transition Team also play a key role within the school. In addition Advisory Teachers of the Hearing Impaired and Visually Impaired support learners with identified need. The school also works with a specialist music and sensory teacher. All visiting professionals are part of our multi-disciplinary team, working together to improve the learning opportunities of all our learners

Reviewed: Spring 2021

To be reviewed: Spring 2022

Appendix 1

Detailed explanation of the unique contexts of our school

1. ***The individual needs of each pupil:*** The special educational needs and disabilities of each of our pupils is very different and often complex. Our pupils often have spikey profiles across different aspects of learning. These personalised and individual needs mean we need to have a curriculum which provides opportunities for our pupils to work towards achieving personalised outcomes matched to their individual needs.
2. ***Identified needs of pupils with learning difficulties:*** All our pupils have learning difficulties which result in the need to have curriculum which develops the specific needs of this cohort of pupils. For example many of our learners come into school with little interest in anything beyond themselves. Therefore an example of an identified attitude we need to develop as part of our curriculum design is curiosity. Further examples include the inclusion in our curriculum of independent and stay safe skills identified to address the vulnerability of our pupils and the need for pupils to become as independent as possible if they are to live fulfilled lives beyond school.
3. ***The need to develop cultural capital.*** Due to their complex learning difficulties many of our learners have not had the opportunity to experience the wide range of information and experiences which their main stream peers may readily access. Therefore we believe it is the right of and meets the needs of our pupils to provide a broad, stimulating and age appropriate curriculum which develops a breadth of knowledge and experiences for all our pupils.
4. ***The needs of the schools catchment area.*** Red Marsh School is situated next to Fleetwood a sea side town with a high degree of deprivation. The catchment area is predominately white British. Our curriculums has been designed to support the needs of pupils and families coming from this and the surrounding community. For example health outcomes are low in this area and therefore knowledge, skills and attitude to develop healthy living forms an important aspect of our curriculum design. Other examples include developing knowledge of the world and tolerance and understanding of others, as a positive attitude, essential for leaners growing up in a predominately white British area.
5. ***Our belief that our children should have the same opportunities as their main stream peers but personalised and differentiated to meet their needs.*** This strong belief in equality of opportunity for all means our curriculum design ensures all our pupils have the same entitlement to the same statutory curricular requirements as their mainstream peers. This includes being taught all subjects from the national curriculum;; inclusion of British Values and providing a curriculum which ensures all pupils spiritual, moral, social, cultural, intellectual and physical development
6. ***Our schools school's purpose and values.*** Our purpose and values underpin everything we do at our very special school and therefore are reflected in our curriculum design. At Red Marsh School we believe that providing the appropriate curriculum for each learner is an essential part of fulfilling the school's purpose and values.