

Inspire, Believe, Enhance, Achieve



Warmley Park College Curriculum

#MOVINGFORWARD

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Why #?	Why Moving?	Why Forward?
<p>A hashtag is a way to connect social media content to a specific topic, event, theme or conversation. We want our students to be visible in society and have their voices heard.</p> <p>We want to promote our students and highlight their achievements. We want to drive conversations around what they can do and not what they can't.</p> <p style="text-align: center;">#thisstudentcan</p> <p>We want to be involved in conversations relevant to our young people and their lives and to lead the way in bringing about change for the better for young people with learning difficulties.</p>	<p>Moving in terms of physicality. We encourage a high degree of physical activity to increase physical strength, fitness and stamina. We want our young people to feel good about themselves and to experience positive mental wellbeing.</p> <p>Moving in terms of transition. We prepare our students for moving on to the next step in their lives. We give them the confidence to make their own decisions and to be aspirational in what they want to achieve.</p> <p>Moving in terms of evolving. We want our curriculum to move with the times and be flexible enough to meet the needs of every student. We want to be able to seize opportunities and respond to current events.</p>	<p>Forward in terms of looking to the future. From the Early Years, we have discussions with our young people and their families on what they want their future to look like. In college, these conversations become critical to ensure they have the necessary skills and support to achieve their goals.</p> <p>Forward in terms of making progress and furthering skills. Although progress may not always be linear, we can assess a student's starting point and finishing point and show them just how far they have come.</p> <p>Forward in terms of forward thinking. Our world is changing at a rapid pace and we need to keep our curriculum relevant to ensure our students have the best chance of succeeding in life and in the workplace.</p>

The Warmley Park #MOVINGFORWARD Curriculum

Aims to:

- Be broad, balanced and relevant, focusing on functionality.
- Be flexible enough to meet the needs of a diverse range of students and enable personalisation.
- Build on students' existing skills, knowledge and understanding.
- Reflect the multicultural nature of the local community and builds on British Values.
- Provide Cultural Capital.
- Develop confidence, high self-esteem and independence.
- Develop respect for others and the environment.
- Prepare students for the opportunities, responsibilities and experiences of adult life.

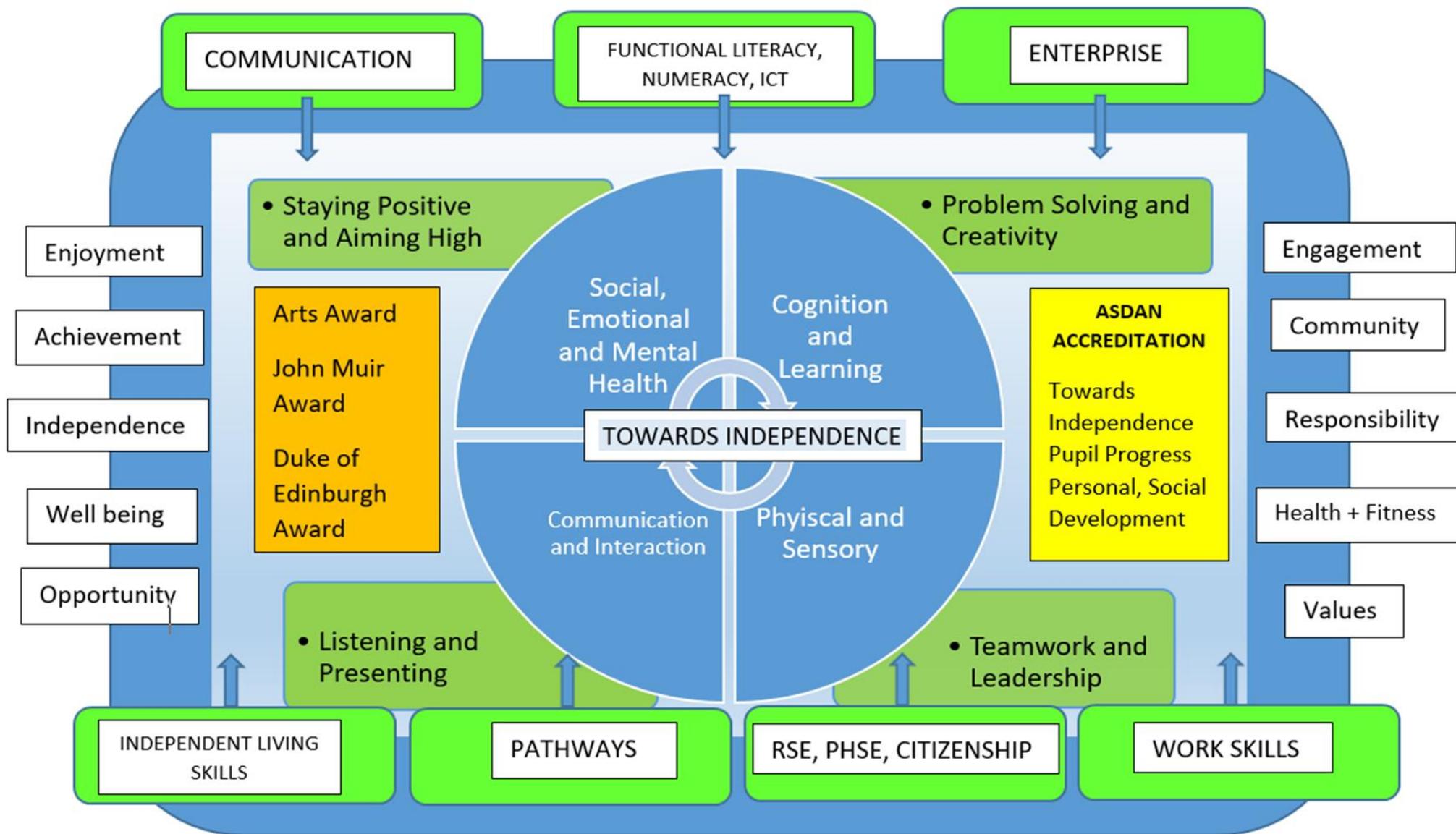
Means that:

- Lessons are challenging and have pace, rigour and direction for each learner.
- A range of relevant teaching styles and strategies are employed to ensure that the needs of all students are met and learners are engaged.
- A graduated approach is taken to ensure students are making at least good progress and securing good outcomes. The four stages of the graduated approach are:

- Students are partners in their own learning and play an active part in reflecting on their own progress.
- Staff liaise closely with parents and carers to ensure the best outcomes for students.
- Staff liaise closely with other professionals to ensure that the holistic and therapeutic needs of each student are addressed.

Will ensure that all learners:

- Have a formal communication system and are able to communicate to the best of their ability.
- Are able to build and maintain healthy and supportive relationships within college, within their family and in the wider community.
- Experience stimulating and engaging learning opportunities that enable them to build on prior learning and skills in order to make progress.
- Are able to use and generalise specific knowledge across a range of contexts. Enjoy learning and develop an understanding that learning is an enjoyable lifelong process.
- Have a well-developed sense of self, being able to regulate their emotions and deal with setbacks and challenges.
- Be confident individuals who are able to live safe, healthy and fulfilling lives.
- Be as independent as possible and responsible citizens who are able to make a positive contribution to society.



The Warmley Park #MOVINGFORWARD Curriculum Model

PEDAGOGY

The effectiveness of particular teaching methods depends on their underlying purposes. For instance, if the aim is to help students remember facts, then direct instruction has been found to be most effective. On the other hand, approaches that engage students in active learning are more effective in developing understanding. Different purposes demand different methods. For this reason, we believe in taking a multi-faceted approach to pedagogy, inspired by research.

What does our understanding of research look like in practice?

Ensuring that learning has meaning for learners through building on their own aspirations and interests.

Recognising each learner's unique experiences, motivations and aspirations as fundamental to the learning process.

Focusing on both process and outcomes, ensuring that learning leads to worthwhile outcomes for learners linked to their aspirations and needs.

Using strategies that combine learning in real-life situations with learning in controlled or simulated environments. Recognising and actively plan for the transfer and generalisation of learning between settings.

Embedding the use of technology and multi-media approaches into the teaching and learning process.

Ensuring that learners have access to progressively more demanding learning environments through which they can widen their social networks and interactions and be supported in transforming how they see themselves and how others see them.

ASSESSMENT

Measure what you value instead of valuing only what you can measure.

Andy Hargreaves, Thomas More Brennan Chair in Education

We value measuring students' progress against their **Education Health Care Plan (EHCP)** outcomes. We do this by breaking outcomes down into individual targets through the **Individual Education Plan (IEP)** process. Students are assessed as making **expected** progress, **more than expected** progress or **less than expected** progress.

We value the achievement of **accreditation** and **awards**. We recognise the richness they can add to our curriculum. However, we do not value accreditation or awards driving our curriculum at the expense of personalisation.

