



*Inspire, Believe, Enhance Achieve*

# #MovingForward

## Warmley Park College Curriculum

Est. January 2024





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The essence of the Post-16 Curriculum at Warmley Park School and College is captured in its name, #MovingForward.

# #MovingForward

More than just a hashtag, more than just a catchy phrase, each element underpins the curriculum model itself, in line with our whole school intent.

## #

A **hashtag** is a way to **connect** social media content to a specific topic, event, theme or conversation. In the same way we want our students to be **connected**, to the community, to be **visible** in society and have their **voice** heard.

We want to **promote** our students and **highlight** their achievements. We want to **drive** conversations around **inclusivity** and **opportunity**. Ability not disability.

We want to be **involved** in conversations **relevant** to our young people and their lives, enable **advocacy** and to lead the way in bringing about **change** for the better for young people with learning difficulties.

This is our way. This is the **#WarmleyParkWay**.

**We maximise communication. For now, for tomorrow and for the future.**

## Moving

Moving in terms of **mobility**. We encourage a high degree of physical activity – fine and gross motor skill, dexterity, strength, fitness, and above all a positive **physical literacy** leading to **positive mental wellbeing**.

Moving in terms of **transition**. From arrival at Post-16, we prepare our students for moving on to their **next steps**, either at Post-19 or otherwise. We instil **confidence** in their own **identity** to make their own decisions and to be **aspirational** in what they want to achieve now and in life.

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 **opportunity**, respond to current events and **contribute** to the world in which we live.

**We build relationships. With ourselves, with others and the world around us.**

## Forward

Forward in terms of looking to the **future**. From their first days with us, be it Early Years or beyond, we plan **collaboratively** with our young people and their families on what they want their future to look like, always embracing the notion of **employability** and making **meaningful contribution**.

Forward in terms of making **progress** made through **building skills**. Progress will not always be linear, but we assess a student's starting point and end destination to **celebrate** true distance **travelled**.

Forward in terms of being **open-minded**. 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** both in life and in the workplace.

**We develop independence. Each in our own way, we have a voice and choice.**



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The Curriculum at Warmley Park College is collaborative. From staff-to-students-to-families, but also to external community and national connections.

# Working in partnership...

More than simply using tools and resources, we work closely on an ongoing basis with three key partners here at Warmley Park College.



The Skills Builder principles are embedded across our curriculum, timetable and College way of life.

**1 vision. 2 missions. 4 skills groups. 8 skills.**

The Skills Builder Framework will underpin our core development towards independence.

We develop skills practically and academically.



You will see and hear the language at work as you travel through the department and experience our work input and learning output.



As a College we take accredited Pathways at KS4 (**Transition Challenge**) and offer a full qualification pathway at KS5. This is delivered at present between 2 ASDAN programmes of study.

**Personal Progress** (Entry Level 1) – offering a range of practical, community and multisensory focussed learning to develop new skills and improve students life outcomes.

**Personal & Social Development** (Entry Level 1-3, Level 1-2) – offering imaginative ways to develop healthy, responsible citizens who make a positive contribution to society.

Students typically undertake one ASDAN module per 2 terms (12 weeks), working towards an Award (6-8 credits) or a Certificate (13 credits).

Each credit is equivalent to around 10 hours of learning time.



Students participate weekly in a range of physical and personal development sessions through a dedicated Sports Hub delivered by Bristol bears Community Foundation.

Activity includes individual sports developing skills and preferences, team/group activity developing collaborative and social skills, and Sports Leadership and Work Experience opportunities

Further activity is embedded across the week to work towards local, regional, and national objectives as (Youth Sport Trust) Lead Inclusion School for the West of England area.





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### Aims to:

- Be broad, balanced and relevant, focusing on functionality.
- Be flexible enough to meet the needs of all learners building on existing skills, knowledge and understanding.
- Reflect the multicultural nature of our community and builds on British Values.
- Develop confidence, high self-esteem and independence based on a personalised provision (driven by EHCP outcomes).
- Develop respect for others and the environment.
- Prepare students for the opportunities, and responsibilities of adult life.

### Means that:

- Lessons are challenging with pace, rigour and direction for each learner.
- A range of relevant teaching strategies are employed to ensure all learners are engaged that the of all needs are met.
- Provision of meaningful Cultural Capital through personalised opportunity.
- Students are active as partners in their own learning alongside parents/carers and other professionals to ensure all EHCP outcomes are met.
- Equitable opportunities for in-school, community, and independent work experience.
- A graduated approach is taken to ensure learning is personalised and works towards securing good progress and outcomes.

Assess → Plan → Do → Review

### Ensures all:

- Experience a range of stimulating learning opportunities in order to make progress.
- Have a clear communication system and are able to communicate effectively with a clear sense of voice and choice.
- Be confident individuals who are able to live safe, healthy, and fulfilling lives.
- Have a well-developed sense of self, being able to regulate their emotions and deal with setbacks and challenges.
- Be as independent as possible and responsible citizens who are able to make a positive contribution to society.
- Are able to build and maintain healthy and supportive relationships within college, with in their family and in the wider community.

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## Communication

## Relationships

## Independence

**Learning Pathways**

- Community and Sport Engagement
- CaSE Studies**
- Catering
- Communication
- Creative Arts
- The Duke of Edinburgh's Award

**Skills Builder**  
Communication

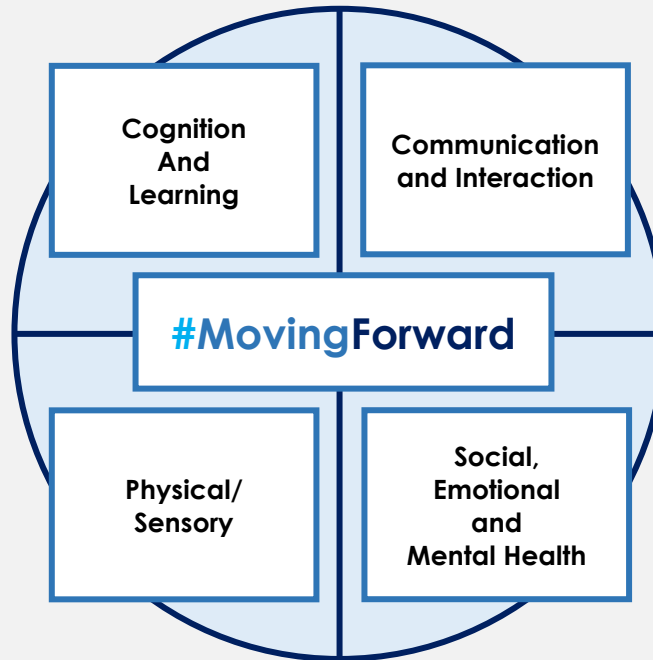
- LISTENING
- SPEAKING

**ASDAN Qualifications**

- Personal Progress (EL1)**
- Personal & Social Development (EL1-3, L1-2)**

**Skills Builder**  
Self-Management

- STAYING POSITIVE
- TIMING HELP



**Skills Builder**  
Creative Problem Solving

- PROBLEM SOLVING
- CREATIVITY

Bristol Bears Community Foundation

**Sorts Hub Sports Leadership Work Experience**

**Skills Builder**  
Collaboration

- LEADERSHIP
- TEAMWORK

**Learning Pathways**

- Expressive Arts
- Horticulture
- Media Studies
- Sport & Leisure
- Travel & Transport

PHSE+C

Functional Maths Skills

Skills Builder PARTNERSHIP  
Careers, Work Experience and Employability

Functional Literacy Skills

RSE (Inc. SoSafe)