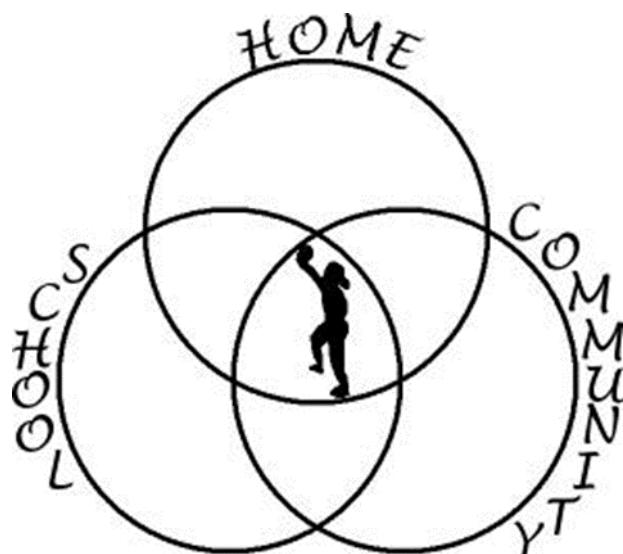


Lansdowne School

Curriculum

Policy



Adopted: 19.05.2021

Review Date: 19.05.2022

PART 3 – POLICIES

Curriculum Policy

Introduction

Our curriculum policy is based on the ethos of the school. Lansdowne is a school for young people with autism, communication difficulties and speech and language delay, with an associated learning difficulty.

Developing the whole child and young person is important to us. Our ethos is to provide a secure, caring and supportive environment in which there is an expectation of high pupil achievement and raised attainment.

When considering the intent, implementation and impact of our curriculum policy we firstly looked at what knowledge and outcomes our students will need at the end of KS5 to move successfully into adult life and secondly at the pedagogical research so we could deliver our curriculum in the best way for students to achieve these outcomes.

We recognise all our students have special educational need/disability and that we will need to plan meet those needs through therapy support, Autistic Spectrum Condition specific approaches and strategies and environment.

Outcomes

We aim for our students to transition from Lansdowne at the end of KS5 to Further Education Course, both life skills and vocational, apprenticeship or employment. We recognise that for this transition to be successful students will need:

1. a ‘currency’ of accreditation to move on to their next stage learning or employment.
2. The skills and strategies to live and thrive in their local community.
3. To be successful communicators.

We understand that for our students to achieve the end goal, the curriculum will need to:

1. support them by ensuring they gain a solid foundation of knowledge and understanding in KS3, which will, in turn, build and secure that knowledge through KS4 & 5.
2. Ensure our curriculum covers all aspects of learning for ‘life’ in terms of successfully living and working in the community, such as life-skills, mental well-being through an understanding of the importance of healthy eating, sport and leisure and being a responsible citizen in modern Britain.

We know that curriculum learning will need to be supported through:

1. Working with therapists who will support our students to manage and regulate their special educational needs and develop communication, such as speech and occupational therapies.
2. Ensuring the curriculum is delivered in small steps that are compatible with our students’ cognitive development.

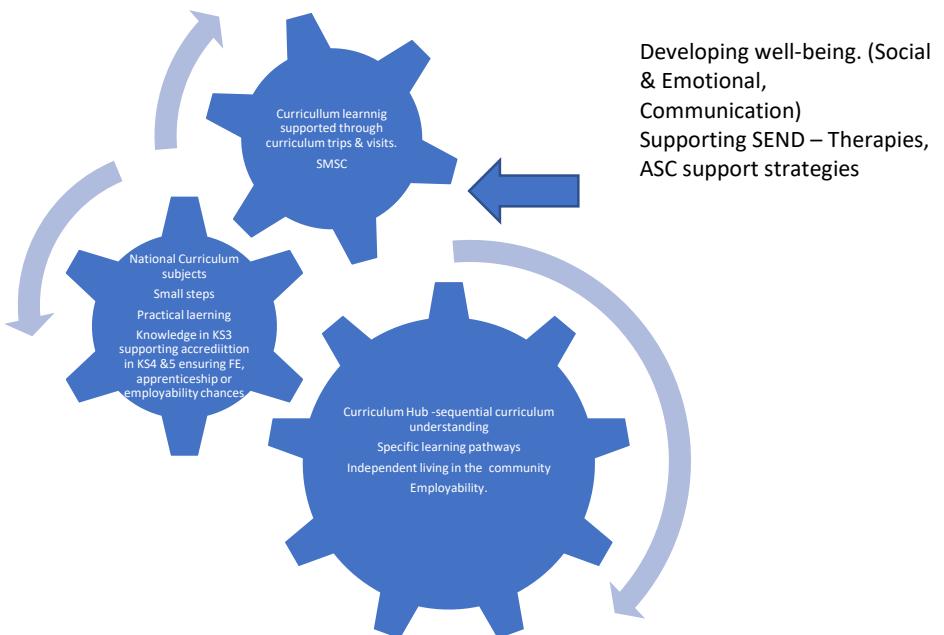
3. On-going assessment to ensure that teaching and learning is reviewed and revised in lessons, as well as cumulatively, so implementation can always meet the individual needs of our students and ensure progress.

Research

As educators we look specifically at child development, active learning and strategies which support language development and communication in relation to students' cognitive development.

Active learning engages students in **learning**, using activities such as reading, writing, discussion, or problem solving, which promote analysis, synthesis, and evaluation of class content. **Active in-class learning** also provides students with informal opportunities for feedback on how well they understood the material.

Curriculum Intent, Implementation, Impact



Intent

Our broad curriculum offer is predicated on our detailed knowledge of our students. This is drawn from a range of triangulated data sets and other evidence. This forms the basis of a curriculum offer which provides flexible pathways and progression routes for students across the age and ability range. We have high expectations of all students and it is our intent to equip them with the knowledge, skills and understanding to equip them to lead successful and independent lives.

The curriculum offer supports the reinforcement and consolidation of key concepts, knowledge and understanding; as well as providing extension opportunities at all levels. An example of this is the English curriculum offer in KS4/5

We recognise the social disadvantage of many of our students and regular engagement in the community and practical opportunities to use what is learnt in real contexts are embedded across the curriculum.

We prioritise the spiritual, moral, social and cultural development of our students through a comprehensive range of events in addition to our PSHE curriculum. These include community projects such as designing the Christmas Window in partnership with Squire & Partners, visits to local community groups and places of worship and organising social events, involving different members of the local community.

It is our intent that our curriculum supports character building through developing independence and offering opportunities to supporting our community, i.e. through bake sales in order to raise money for the Brixton Soup Kitchen and life skills to buy food to donate to the local Food Bank.

There is a focus on literacy and numeracy across the school to ensure that our students leave Lansdowne both literate and numerate. The development of students reading skills is a priority.

Implementation

The Leadership Team have an overview of long-term planning across the school. A recent review of the curriculum involving all staff has led to the revision and development of the curriculum offer by subject leaders and their teams. This process is still ongoing and will continue to be as we aim for subject leaders and all adults to 'own' our curriculum. Schemes of work are in place for all subjects and support all new teachers to take ownership of the curriculum and curriculum planning. This is a process supported through the school's coaching and mentoring programme. Whole school and departmental training and development is an embedded part of the professional development structure. Departmental Action Plans and Long- and Medium-Term plans are reviewed in consultation with link members of the Leadership Team.

Our curriculum continues to evolve in response to the changing needs of students to equip them for life beyond school. A recently developed 'Life Skills' curriculum for KS4 is designed to meet the high needs of a small number of our students. There has been a move away from AQA 'Step Up' to AQA Unit Awards and OCR Entry Level Certificates as a result of the changing needs of particular cohorts.

Real and practical contexts for learning have been a key focus for development over the last three years. Work related learning has been embedded from Year 7. The intention is to support the majority of our students towards employability; thereby contributing to their economic well-being. Links with a range of local charities, employers and other organisations to support vocational learning include 'Roots and Shoots' and 'New Start' Training such as for Hair and Beauty.

Guided Reading is embedded in our curriculum offer. Our 'Reading Champions' support weaker readers and our links with other schools extend to a peer reading scheme with a local secondary school. A range of other events to promote reading take place as part of the school's calendar.

Impact

The impact of our curriculum is measured through formative and summative assessment. Whilst formative assessment allows us to regularly track student progress, formative assessment is key to not only the impact of our curriculum, but also the implementation.