



ISP School: The Curriculum Explained

The overarching intent of our curriculum is to provide access to a full and varied national curriculum that enables all pupils to reach their potential from their individual starting points.

I N T E N T	Our Beliefs	Our curriculum is exciting and draws from the best of what has been. It is knowledge-engaged broad and balanced. We understand the importance of ensuring our pupils are not offered a narrowed curriculum.	Our curriculum is ambitious for all our pupils including the most disadvantaged. We have a key role in addressing social disadvantage and ensuring our pupils have the very best chance of future success and happiness.	Our curriculum is coherently planned and sequenced to allow all pupils to achieve the best possible outcomes in line with their starting points.	Our curriculum is designed to be ambitious for our pupils whilst ensuring it is adapted to develop knowledge, skills and ability with increasing fluency and independence.	
	Adapting the curriculum	<p>National Curriculum</p> <p>We ensure that our pupils are taught the National Curriculum at a pace that suits their needs. We believe that learning has occurred when a child has experienced a change in their long-term memory.</p>	<p>Vocabulary</p> <p>We recognise that many of our learners do not have a broad base of key vocabulary. This is addressed in our curriculum through a range of strategies so that pupils have the understanding to access learning.</p>	<p>Health & Wellbeing</p> <p>We recognise that the county in which the school sits has higher than average rates of health and wellbeing concerns. Pupils are encouraged to become active through a range of experiences.</p>	<p>Community</p> <p>We ensure that our pupils experience the best that Kent and Medway have to offer so that they can celebrate the world around them.</p>	<p>Multicultural links</p> <p>We embrace a rich, diverse British culture and actively seek out opportunities for our pupils to experience multiculturalism. Beyond Britain, we ensure our pupils develop an understanding of, and curiosity about, the wider world, preparing them for their role as a global citizen.</p>
	Phases	<p>Nurture KS2</p> <p>Pupils learn both through child-initiated play and carefully planned adult-led activities. In a safe and stimulating environment, pupils are encouraged to apply all the skills they have learnt in exciting and interesting ways. This promotes a firm foundation and allows pupils to demonstrate skills through action.</p> <p>Nurture KS2-3</p> <p>Pupils learn through a combination of curriculum led study and nurture based explorative play. We recognise that sometimes pupils are not ready to access the KS3 curriculum in a traditional manner and allow pupils time that they need to be emotionally and academically ready to do so.</p>	<p>KS3</p> <p>Pupils focus on acquiring the skills which are needed to be successful in the next phase of their education. We teach these skills through engagement in exciting topics which broaden their understanding of the world around them. Building on strong fundamentals of reading, writing, maths and communication, pupils develop their skills, applying them in challenging and stimulating situation. Our pupils are offered the opportunity to attain ELC qualifications in English and Maths, allowing pupils to experience learning success in preparation for KS4.</p>	<p>KS4 – Preparing for KS5</p> <p>Pupils are supported to obtain skills, knowledge, understanding and qualifications to enable them to move onto key stage 5 as independently as possible and to be well prepared for their next steps. Curriculums and qualifications are bespoke and built around pupil's needs. A range of subjects and qualifications are achievable including entry level, level 1- 2 and GCSE in a range of subjects including maths and English.</p>		

I M P L E N T A T I O N	Learning behaviour	<u>Vision</u> Our school values are embedded into our learning: ISP school strives to help all pupils reach their potential and believe that they can achieve, be kind, make positive relationships, communicate well and grow as individuals.	<u>Ready To Learn</u> As a school that adopts a therapeutic approach, our mission is to provide each pupil with a diverse education in a safe, supportive environment that promotes self discipline and engagement, inspires learning and encourages aspiration and achievement.	<u>Learning to Learn</u> We recognise that metacognitive strategies are important in deepening the learning process. Our key strategies include: Building resilience, practical application, managing cognitive load, supporting working memory, elaborated word teaching and celebrating success.	<u>Engaged in Learning</u> Our pupils deserve to be captivated in the exploration and possibilities of learning. Through amazing openings, exciting endings, opportunities to access real-life learning and lessons designed with individualism in mind our pupils learn with passion and enthusiasm.
	Curriculum depth and breath	As a team we work collaboratively to ensure that learning is connected. Cross curricular opportunities are capitalised upon and pupils are rewarded for achievements both within the formal curriculum and emotional literacy.		STEM: Maths, Science, Computing English & Humanities: English, History, Geography, RE, and MFL The Arts: Art & Design, Drama, Photography, D & T Healthy Me: PE, Outdoor learning, Food Technology, Land and environment, RE, PSHE, RSE, Citizenship, Employability and Enterprise	
	Planning	<u>Long term planning</u> Our long-term planning ensures that progression in skills and knowledge is mapped backwards from EHCP targets. Pupils received a broad and balanced education		<u>Schemes of Work</u> Sequenced progression is matched against EHCP targets. We support pupils to get the most from their learning by focussing on specific skills and carefully chosen aspects of knowledge which will drive their understanding forwards, whilst making links with what they already know and laying the foundations of future learning.	
	Key drivers	<u>High Expectations</u> We ensure work is demanding and matches the aims of the curriculum.	<u>Subject Knowledge</u> We understand the importance of teachers' having excellent subject knowledge for the skills and knowledge they are teaching. This is developed through a collaborative approach and effective CPD.	<u>Pedagogy</u> We understand the importance of working back from the end goals as detailed in EHCP's. Strategies include differentiation and scaffolding; improving knowledge retention through planned, regular recap; managing cognitive load to aid working memory; questioning strategies to deepen understanding; making links so that facts are not isolated.	<u>Assessment</u> We use a variety of assessment methods including an educational psychologist to provide guidance on baselining. We use the information gathered efficiently and effectively to promote progress.
	Reading	We recognise that reading is key to assuring the future prosperity of our pupils.	<u>Phonics</u> We ensure our pupils have the best start using a systematic synthetic phonics approach. We accurately assess existing knowledge and skills. We carefully match phonics skills with reading books.	<u>Cohesion</u> From the initial assessment we focus on progress in their reading skills, we ensure books are matched to their ability.	<u>Vocabulary</u> We understand the importance of pupils building a wide and varied vocabulary and don't leave this to chance. Our pupils read a range of rich challenging texts.
				<u>Short term planning</u> Our teachers ensure that regular AfL leads to pupils's work being matched to their next steps to achieve the goals set in their EHCP.	<u>Real experiences</u> We ensure that pupils have access to high quality experiences outside of the classroom. This includes trips, visitors, and charity / community events.
				<u>Celebrating Success</u> Pupils are given every opportunity to see how they are progressing with their reading skills and gain success and self belief in their skills as they develop.	

	Teacher workload	We value our teachers and understand the importance of managing workload. This is particularly evident in our assessment and feedback policy. In addition, we have weekly reflection meetings and leadership have an open door policy for all staff.				
I M P A C T	Assessment & Attainment	<u>How we assess academic standards</u> National Tests, YARC Assessment, Accelerated Reader and Accelerated Maths, Educational Psychologist Assessments. Analysis undertaken by class teachers / middle leaders/senior leaders/external reviewers including local authority quality assurance. Reviewed by Governors		<u>How we assess that pupils are ready for the next stage of their learning</u> Transition meetings Independent careers meetings Analysis of key skills: Reading, Writing, Maths, Science Analysis of wider curriculum: knowledge and skills		<u>How we assess pupils's personal development</u> Analysis of attendance Analysis of behaviour Pupil meetings & questionnaires Reward system to celebrate engagement
	Evaluation	<u>Governance</u> Full Governors Meeting Governors are involved in the school community and attend celebration assemblies as well as evaluative visits to the school.	<u>SLT</u> Weekly Operations Meeting Weekly leadership meeting Half termly reviews of curriculum Regular review of data Book Looks Work Scrutiny School council discussion forum	<u>Middle Leaders</u> Regular review of data – pupil progress meetings Book Looks Work Scrutiny Support for CPD for teachers	<u>Parents & Community</u> Questionnaires Ofsted Parent View Safeguarding forums Daily communication via Class Dojo	<u>Staff</u> Questionnaires Staff Wellbeing lead Collaborative approach Weekly reflection groups Staff supervision