



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	<u>National Curriculum</u> 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.	<u>Vocabulary</u> 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.	<u>Health & Wellbeing</u> 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.	<u>Community</u> We ensure that our pupils experience the best that Kent and Medway have to offer so that they can celebrate the world around them.	<u>Multicultural links</u> 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.			
	Phases	<u>EYFS and KS1</u> We recognise that many of our learners, although at KS2 age, are not yet ready for the demands of a classroom and need a programme that is more child-initiated play than provided in our Nurture KS2 offer. For these pupils we follow a EYFS ethos and pupils are supported to develop skills to learn in order to improve readiness for more formal learning. Pupils will have exposure to age appropriate year group curriculum however this will be delivered through a variety of bespoke activities and play that allows for their social and emotional readiness for in school learning. Assessments will predominantly be observation driven and pupils will likely have low work demand.			<u>Executive Function KS2</u> We ensure all pupils understand the importance of executive function skills in their every-day lives and to be able to reflect on how they learn. Throughout the year all pupils in school will have the opportunity to build on their executive functioning skills. Pupils are given opportunities to build on skills and strengths, allowing for greater mastery and understanding as the year develops.		<u>Nurture KS2</u> 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. <u>Nurture KS2-3</u> 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.		

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. Each term, the school will have one day off timetable dedicated to Executive Functions skills delivered through 'activity days. This will usually be the first day of a new term with a total of 6 days over the course of the year (a minimum of 30 hrs per year). The Executive Function Curriculum is delivered over the course of two years to cover the 11 executive function skills.			STEM: Maths, Science, Computing English & Humanities: English, Topic, RE and International Cultural Studies (ICS) The Arts: Art & Design, Music & Drama Healthy Me: PE, Outdoor learning, Land and environment, PSHE, RSE
	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.
				<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.	

	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>Reading Skills</u> We recognise the importance of word recognition going hand in hand with language comprehension. We ensure that pupils have the skills they need to be readers.	<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, Accelerated Reader and Accelerated Maths, Educational Psychologist Assessment. 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 Analysis of Executive Functioning skills Analysis of key skills: Reading, Writing, Maths, Science Analysis of wider curriculum: knowledge and skills		<u>How we assess pupils' personal development</u> Analysis of attendance Analysis of behaviour Analysis of Executive Functioning skills 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 Fortnightly leadership meeting Half termly reviews of curriculum Regular review of data Book Looks Work Scrutiny School council discussion forum	<u>Leadership Team</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	<u>Learners</u> Pupil Meetings Curriculum School Council