

Subject Curriculum Statement of Intent

Subject	Subject Leader	Completed By	Date
10 C Study Program (2 Years)	C Bowen	CBo	12/01/2020

Observable behaviours		
Care for Self	Care for Others	Care for our Environment
<ul style="list-style-type: none"> I take responsibility for my own emotions and behaviours. I take responsibility for my own learning. I am proud of my achievements. I am resilient when things get difficult. 	<ul style="list-style-type: none"> I reflect upon my impact on others. I celebrate in others achievements. I practice being honest, compassionate and empathetic. I talk to people, not about them. 	<ul style="list-style-type: none"> I respect my own and others property. I care about our environment. I show a contribution to our community.

Intent	
How is our school's intent represented throughout the curriculum for this subject?	<ul style="list-style-type: none"> <u>Care for Self</u> – The study programme embeds the skills and understanding that the pupils will require to lead independent, purposeful lives. Pupils are educated in a range of practical contexts including vocational options to raise their ambitions and work towards a successful transition to education, training or employment post 16. We support pupils; teaching and mentoring them to act responsibility when faced with challenges in life. The curriculum is designed to support practical application of English and mathematics in a range of contexts including cooking, attending college, vocational and independent living skills. This builds confidence and enables transference of skills across the curriculum. This supports the pupils in applying a range of skills from their ‘toolkit’ in becoming independent adults. <u>Care for Others</u> – Pupils are given the skills to work together in a positive and purposeful way that considers others’ thoughts and feelings. Pupils are taught how to interact appropriately with each other and a wider community through social use of language programme. Pupils are encouraged to instigate positive conversations with each other to discuss academic and behavioural progress. Learning how to be a good citizen is woven throughout the curriculum but is particularly focused upon in the PSHE and Leisure elements of the curriculum. Across whole school we provide opportunity three times a day where students are asked to effectively reflect and discuss their impact on others promoting improved emotional literacy as well as conversational interaction. <u>Care for our Environment</u> – Pupils are educated about their local environment and how to look after it. This is delivered through the vocational pathways where pupils can engage with offsite learning environments. It is specifically taught through horticulture and animal care. Pupils are taught how to access their local environment and resources appropriately and effectively through independent living skills and leisure. English, mathematics and science effectively provides the underpinning skills required to complete these effectively.

Adapted from OFSTED, 2018, *An investigation into how to assess the quality of education through curriculum intent, implementation and impact.*

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Implementation	
How is the subject timetabled? How do we know this happens?	Where ever possible core lessons are timetabled during the morning session as we find our students are more able to concentrate for longer periods and absorb new information effectively. They are also more responsive to academic challenge and show improved resilience. Social Use of Language Program lesson provides students with the opportunity to develop interpersonal and social abilities from a communication and thinking perspective. These positive verbal and social interactions practised in a calm and safe environment provide our students with the skills needed to progress confidently in a competitive world. Across the whole school we have a dedicated social reading session before afternoon lessons to facilitate individual and group reading activities promoting a love of books and literature whilst addressing the importance of reading to our young people. To enable our pupils to maximise their lifelong potential, they are provided with vocational learning one day per week where they can access college provision in horticulture and animal care. In addition to the practical skills this provides experience of post 16 leaning environment.
How is the subject mapped out? How are we ensuring coverage?	A two-year programme is planned including the tracking of progress. The units covered are prescribed and given to teaching staff. Within each topic, there are specific accredited assessment objectives ensuring certain skills are covered. This is only part of the learning journey and teachers/lecturers are given the autonomy to decide how to deliver the range of skills that underpin the study programme. Half termly department meetings provide professionals with the opportunity to highlight areas for development, and areas of strength that can be celebrated. This feedback can then be addressed and reviewed for future applications. To enhance the learning experience of our pupils their personal interests are taken into account and topics can be built around them to make their learning more accessible, engaging and valuable.
Can we see progression across the school within pupils' books?	Regular marking scrutiny monitors both student progress, curriculum coverage, and underpins progress alongside a termly assessment which is written in alignment with the topics covered. Marking progress is recorded on Perspective and monitored by both Curriculum leads and SLT so that this information can be shared, evaluated, and acted upon. The pupils' portfolios are also internally and externally verified by the lead internal verifier and the awarding organisation.
How is assessment used to impact learning? How do we know it is accurate?	During each term Elmwood students are required to compile a section their portfolio to demonstrate the skills and content covered that term in each accredited area. Work scrutiny and classwork will be drawn on to strengthen judgements when needed. For core subjects, moderation of marking and assessment occurs with other schools; ensuring content, levels and outcomes remain in line with our primary and special counterparts. For key stage four work our provider Gateway have external moderators that visit school termly and assess the quality and content of work.
How confident are staff with the subject? How do we know?	Staff have received support and guidance from staff regarding the Gateway qualification and the process of assignment writing and marking in accordance to a criterion scale. All staff leading elements of the curriculum are suitably trained to deliver subject content as well as having real life experiences within the local area and / or industry. In addition to this additional support and guidance has been sought from Senior Leaders from Cognition and Learning Special Schools and Educational Psychologists to look at retrieval practice and over learning subject content.

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Impact (Desired)	
Do all groups have equal access to the curriculum? How do we know?	The cognition and learning group have a particular suite of qualifications selected for these individuals to maximise their level of ability and pathway for the future. Curriculum Leads meetings discuss the progress and address significant shortfalls, and highlight patterns across the curriculum. Educational Health Care Plan meetings provide the opportunity to discuss progress and successes in the curriculum. Progress and achievement reviews also give teachers a termly opportunity to provide feedback and ensure all pupils are accessing the curriculum equally. Specialist lecturing staff teach horticulture and animal care widening the range of practical subjects that suits pupils' learning styles.
How does varying staff confidence impact on the curriculum?	We have a wealth of knowledge and expertise within the school we are able to share good practice and innovative lesson plans in practical and classroom learning environments. This provide both breadth and depth to subject delivery and improves impact for the students. Attainment and achievement in students is good overall due to the variety of learning environments and subjects we can provide which tap into our pupil's strengths and skills. We have a wide variety of teaching styles within the subject area which provide our students with the benefit of receiving a broad and comprehensive delivery. Therefore we can address specific learning requirements as well as providing stretch and challenge.
How are 2e students provided with the opportunity to show mastery and depth of understanding of the curriculum?	Not Applicable.
How does learning outside of the classroom impact the curriculum?	Pupils develop a greater understanding of how their knowledge and learning impacts on themselves, others and their environment. Learning becomes more accessible as it is relatable to real life situations and so retention is improved. Many of our young people have experienced barriers to learning whilst inside the classroom so relate to these previous hindrances by default. It is therefore invaluable that we can take our learning away from the very places that have previously caused upset and anxiety but provide a learning platform that has no pre conceptions or negativity attached. By being able to access learning in the community, pupils are developing lifelong skills that will support independent adulthood. Additional college vocational pathway also prepares pupils for future transitions into post 16 provision.
How does presentation of pupil work impact the curriculum?	Pupils are encouraged to show pride and care over their presentation in order to care for their own learning. Improved attention to vocational and practical skills underpins improvement in classwork and finished pieces. The learning journey undertaken by pupils on the study program naturally lends itself to an improved standard and quality of work. Elmwood feels it is important to encourage students to improve the quality of their presentation with the intention of improving standards achieved.

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Things to celebrate	Next Steps
<ul style="list-style-type: none">• A new curriculum that addresses the pupil's vocational needs as well as preparing them for life outside of Elmwood.• Engagement with college provision.• Accepting and thriving whilst completing unfamiliar tasks in unfamiliar environments.• Continue to be confident learners within their ability range.• Engagement with learning inside school is positive.• Staff recognise pupils' practical skills are further developed than theoretical/conceptual abilities and seek to maximise learning this way.	<ul style="list-style-type: none">• Quality assurance review cycle of the Rodbaston College experience and the evidence for the Gateway Progression qualification.• Develop learning briefs against assessment criteria.• Ensure that pupils' skills deficits are reassessed using BKSB.• Training – feedback from education psychology on maximising learning potential in the classroom.