

Question	Notes
<b>INTENT</b>	
Describe the curriculum design and state why have you done it that way?	<p>The curriculum is designed on study programme principles whereby pupils develop interlocking skills that transport across the curriculum. This builds confidence and enables transference of skills, supporting pupils in the application of a range of skills from their 'toolkit' leading to them becoming independent adults.</p> <p>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.</p> <p>The curriculum design supports pupils, teaching and mentoring them to act responsibility when faced with challenges in life. It supports the practical application of English and mathematics in a range of contexts including cooking, attending college, vocational and independent living skills.</p>
How have you secured a "broad and balanced" curriculum?	The curriculum delivers core curriculum for KS4 English and mathematics differentiated to meet need. Teachers have worked together to select particular, balanced suite of qualifications for these individuals to maximise their level of ability and pathway for the future and ensuring rich cultural capital. They cover PE, Cooking, Independent Living, KS4 options, PSHEe, SULP, access to leisure activities as well as college provision enabling access to Animal Care and Horticulture. Attending college not only facilitates cultural capital but also raises aspirations for post 16.
What are the important things they need to know before they leave Elmwood?	<p>Bespoke course – designed to meet needs.</p> <p>Group least likely to have rich cultural capital have aspirational experiences.</p> <p>Engagement.</p>

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	<p>Embedded literacy and mathematics across curriculum. Curriculum promotes independence, love of learning and responsibility. To take learning and skills into adulthood including: Form filling. Budgeting skills – for essentials and leisure. Independent living skills – shopping, cleaning, maintaining a home, household bills. How to live healthily – positive relationships, diet, exercise, hobbies. Access to transport, healthcare and local services independently including appointments for health and wellbeing. Keeping selves safe in the community. Contribute to local community in a positive way. Know where to get help and support. Skills for further education. Understand rights and responsibilities moving into adulthood. Access online platforms required in life – emails, appointment, journey planning, communication.</p>
<p>How is the curriculum sequenced (long, medium, weekly, daily) and why do we do it that way?</p>	<p>The curriculum is planned from the outset to meet the developmental needs across KS4. It is planned into a holistic KS4 study programme. Within this pupil voice and choice is advocated through KS4 options. Accredited outcomes are assigned to each curriculum area, the sum of the units ensures that pupils achieve a level 1 certificate or diploma in addition to English and Mathematics core as per their peers. Within the units there is flexibility for teachers to choose the best routes to address learning objectives and outcomes. The units are based on a criterion referenced assignment briefs that are completed in collaboration with pupils, teachers and Internally Verified and Externally Verified. The two-year study programme revisits and overlearns skills, chunking and checking in lessons, to support recall and retrieval. This also ensures</p>

	that pupils embed the skills and knowledge required for further learning, employment and independent living.
Is there an example of where the curriculum builds on knowledge and skills?	The study programme builds upon skills in core and wider curriculum. English and mathematics is underpinned by KS3 for example accessing Rodbaston College is based on the skills developed in years 7 – 9 Out and About outdoor education and then the application of simple English and mathematics knowledge and skills.
How successful is the curriculum, and how do you know this?	Engagement is excellent. Pupils are completing assessments based on skills learnt so far and are demonstrating excellent retention of knowledge for a cognition and learning group.  Progress will be re-evaluated at Easter against unit tracker.
How innovative is the curriculum?	Study programmes have been in existence for a number of years. In terms of Elmwood this is an innovative approach drawing on the pupils' strengths in practical skills application to support holistic skills and personal development.
<b>IMPLEMENTATION</b>	
How do you keep abreast of new developments?	TES Collaboration and thinking with local Cognition & Learning Special School and Careers Advisors to look at stretch and challenge and preparation for Post 16. Webinars Pearson Quality Nominee training Informal professional conversations with other teachers/schools SLE collaborations Online CPD/standardisation when provided by awarding organisations.
Are there any published schemes of work you use, if so why?	The schemes of work are built upon the prescribed topics from the awarding organisation.
What schemes are you currently working towards, and what resources are you using?	Taking Part in Sport Sex and Relationship Education

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	<ul style="list-style-type: none"> <li>Personal Relationships</li> <li>Participating in Leisure Activities</li> <li>Understanding Emotions</li> <li>Routine Motorcycle Maintenance</li> <li>Produce Basic Woodworking Joints</li> <li>Using Cooking Skills in the Domestic Kitchen</li> <li>Developing Skills for Independent Life</li> <li>Independent Shopping for Household Items</li> <li>College Induction</li> <li>Cultivating Herbs</li> <li>Developing Skills in Garden Horticulture</li> <li>Sowing and Growing Techniques</li> <li>Assist with Animal Accommodation</li> <li>Assist with feedstuffs for Small Animals</li> <li>Assist with the care of animals</li> </ul>
How effective is teaching?	All teachers / instructors and Teaching Assistants (specialists within SULP) are validated as good practioners.
How do you ensure that pupils understand and remember information?	<p>Pupils learn skills and then apply them to assessment tasks to meet the standards set by the awarding organisation to demonstrate mastery.</p> <p>In core subjects, diagnostic assessments are undertaken termly. Pupils work is also cross referenced against online platforms e.g. BKSB.</p>
<b>IMPACT</b>	
Does the curriculum lead to good results?	The curriculum is new. However, it is clear that engagement is high as it uses pupil's natural strengths to stretch and challenge as well as address skills deficits. Pupils are making especially good progress at Rodbaston, where they have had to engage with an entirely new environment and learning experiences. This will support the development of skills required post 16 and lead to enhanced outcomes for this cohort.

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Does learning over time show appropriate challenge, how do you know?	Pupil engagement is high. They are widely achieving at level 1 which is good progression based on prior achievement and attainment (aligned to standardised measure with a local Cognition & Learning Special School).
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Cognition & Learning Department