



# **Curriculum Policy 2020 - 2025**

**LWS Academy**

Approved by:	GFM Board	Date:	05 June 2023
Maintained by:	LWS SLT	Next review due:	June 2025



## **GOSPORT & FAREHAM MULTI ACADEMY TRUST:**

### **Special Phase Curriculum Strategy 2020-2025**

Our mission is to educate for life. This is defined by our core principles and priorities for change. As an organisation, these priorities will be our focus and they will shape our improvement journey across the Secondary special phase. We will:

- Provide an excellent education for all: we will teach all of our students the knowledge and skills they are entitled to and instil how to apply these in how they think and work by:
  - Strengthening the curriculum
  - Enhancing literacy and oracy provision
  - Ensuring the most effective teaching and assessment.
- Deliver exceptional personal development: we will develop all our students socially and emotionally so that they can make good choices about education and life by:
  - Preparing students for life in the modern world & an aspirational LWS Future
  - Broadening horizons and enrich the lives of all students
  - Ensuring everyone matters.
- Guarantee the most effective support: we will understand what is needed for any student to excel so that no student across Gosport is disadvantaged by:
  - Ensuring positive GFM community well-being
  - Guaranteeing the highest expectations for all
  - Further developing behaviours and attitudes for learning in the twenty-first century.

In order to achieve our core principles, we must ensure that we:

- Lead well organised and well-run curricula in all of our schools. We will support this work by being efficient and by working with our local community, including businesses, to ensure our students have the best knowledge and first-hand experience of the LWS Futures.
- Ensure financial stability through exploring flexible programmes of study and work.
- Grow our capacity as an organisation within and around our sites' locality.
- Ensure positive staff well-being and workload.



## **Context**

LWS is a specialist school for boys (aged 11-16) whose primary special education need is Social, Emotional and Mental Health (SEMH). At LWS we support students' SEMH needs as well as any other identified special educational and or disabilities they may have. Due to the complex nature of the students that attend LWS, it is our responsibility to provide them with the most appropriate curriculum, a tailored approach, to both academic learning and their personal development.

## **Curriculum design**

The LWS curriculum has been designed as a multi stranded approach in order to provide our students with the most appropriate approach and content. During the autumn term ( or a student's mid-year admission) students take CAT4 and Renaissance Reading assessments. We use this data to group students based on their stage within their learning. Currently we have seven teaching groups within our school. In order to provide students at LWS with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses 3 broad levels: Keystone, Archway and Upper school.

Our groupings are formulated to prioritise literacy. At LWS, we recognise the importance of every child becoming a fluent and skillful reader. Reading equips children with the skills they need to understand and absorb knowledge from across the curriculum, enrichment and to be able to fully participate in the world we live in. We have created our dedicated reading strategy, and place a great emphasis on embedding it within our curriculum. As a result, groups that have been identified as having a literacy needed have an additional reading session embedded within their timetable.

A vital part of our programme is to have an accurate gauge on a student's current reading ability. As such, each student is assessed twice a year with our reading diagnostic tool, to ascertain their reading age and standardised score, celebrating their progress and providing us with a detailed report on a student's current reading ability, their strengths and areas for development. This report identifies the specific part of reading a student finds difficult, and allows us to provide targeted instruction.

This begins with quality first teaching on the area of reading need, and if this is not comprehensive enough, we then embed high quality structured interventions to provide additional support



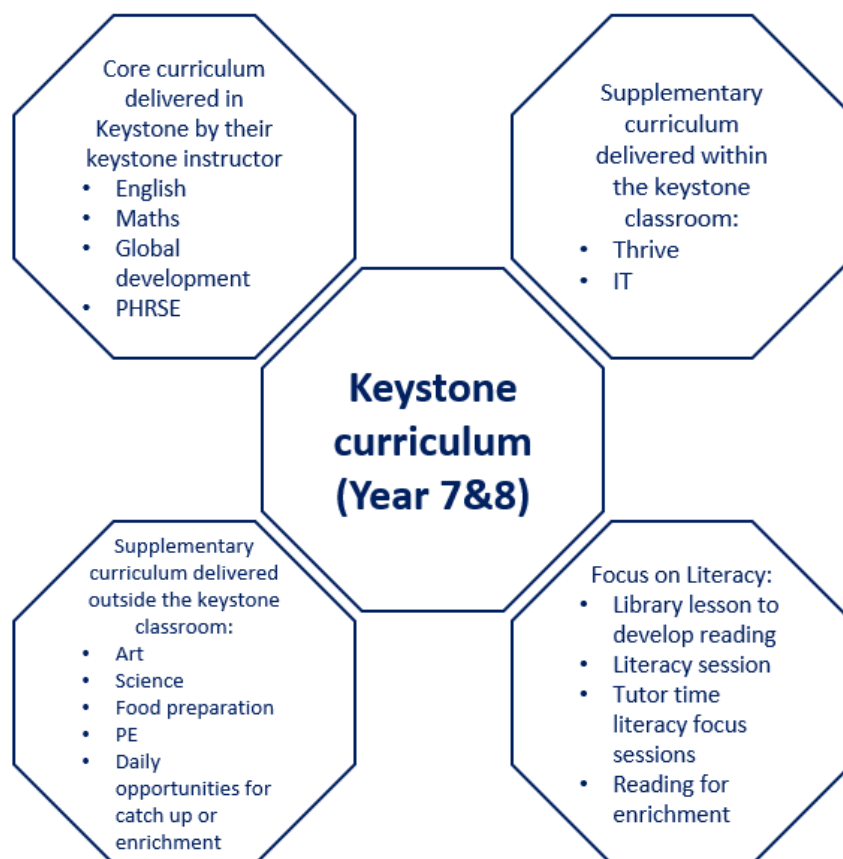
including; 1-1 targeted reading intervention, small group reading interventions, and reading to dogs to build fluency and confidence within reading.

The Thrive Approach is a whole school initiative that has become embedded across the school. All students have a dedicated Thrive session included in their timetable. These sessions are used to support the social and emotional development of the learners. The sessions are tailored to the students needs, as each student will have a Thrive Assessment completed by their tutor. This then creates an Action Plan which includes targets and activities to support the emotional well being of that young person. Thrive sessions are designed to be hands-on and engaging for learners. A number of the activities have a focus on social engagement and interaction as well as emotional understanding.



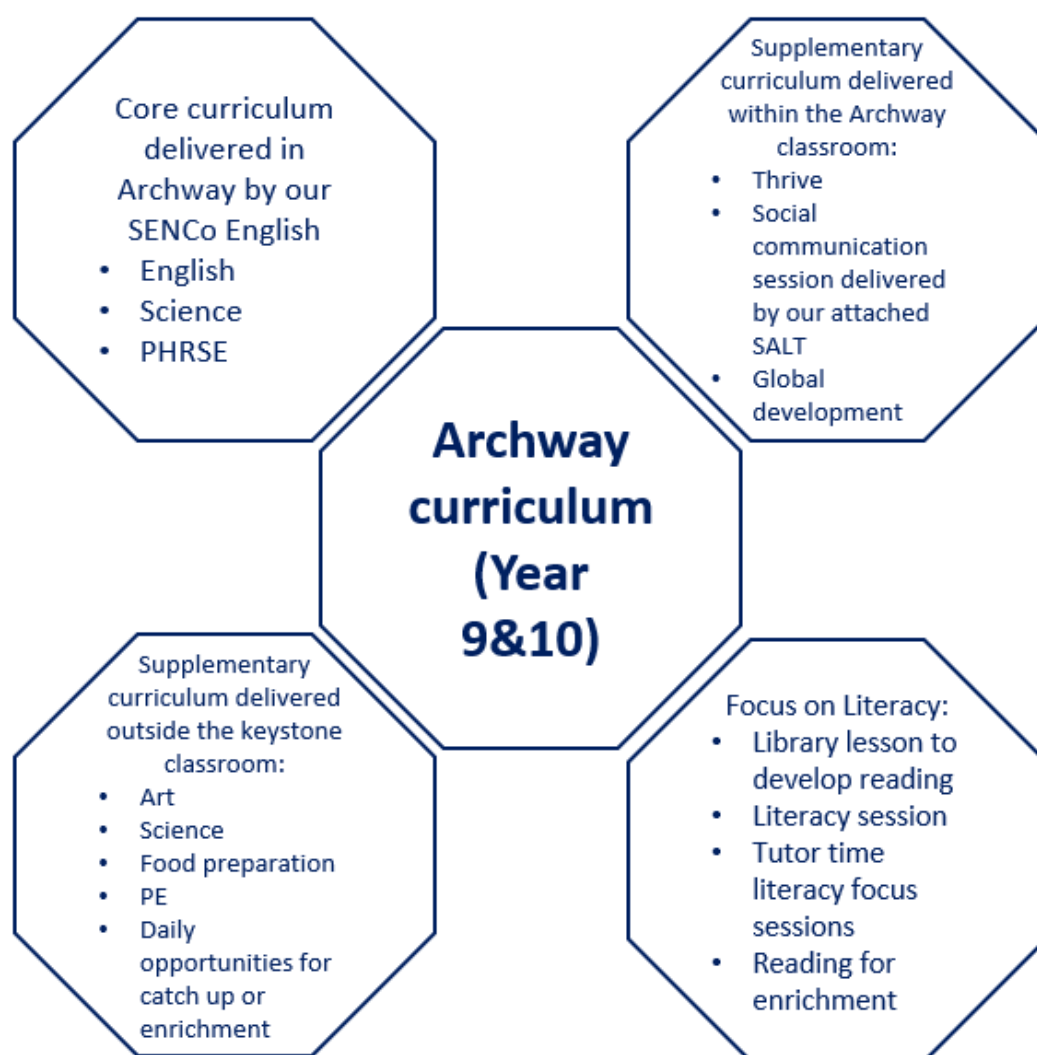
## **Keystone**

Keystone is the provision we provide for students within Year 7 and 8. We named this keystone as we feel this name encapsulates all we aspire for the provision to be. The keystone is the most important stone in an arch bridge, without this stone the bridge would collapse. The keystone is an integral part that holds the bridge together. Our provision is organised in order to give the greatest support to students to make successful transitions, whether to or from mainstream school, or within the year groups in our school. Keystone prioritises students building relationships with their key members of staff with 4 sessions delivered by their tutor and attached support staff, ensuring that they; feel a sense of belonging, have a base with their own personalised resources and have relationships to support their learning and self-regulation. The curriculum within keystone is balanced to support student needs, with lessons including; literacy and numeracy, Thrive sessions, PHSRE, Speech and language session run by speech and language therapist. Additionally to support transition from keystone to the upper school, students experience the wider school community through their science, food technology, PE and Art lessons.



## Archway

Archway is named after the main section of a bridge. This is where stress is distributed equally along an arc, instead of concentrating at any one point. Our archway provision has been developed with this thought in mind, and is specially created for our year 9/10 students who need enhanced pastoral and literacy support to ensure they can access the wider school and curriculum. They have specialist sessions with our SENCo for Science and English every day in addition to a weekly literacy and reading session, as well as 1 weekly session of social communication coordinated and delivered by an external speech and language therapist. They also have additional support to transition into year 11 (what additional support?).



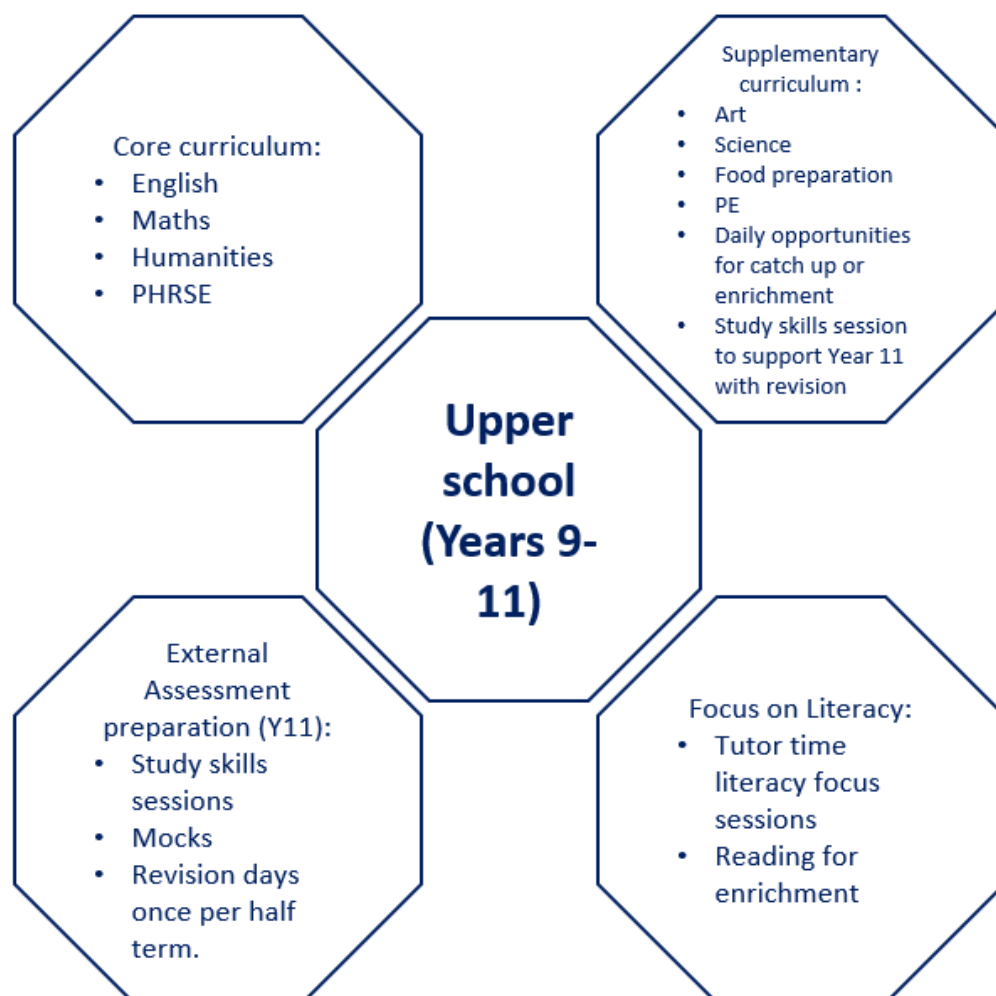
### Upper school

Upper school is organised for years 9-11 and is organised through students' intended assessment route. There are two main assessment routes in the upper school, entry level or GCSE (although these pathways can provide a blended approach). Students follow the provision that is best suited for their ability to achieve their best outcomes.



LWS has established links with a variety of colleges and alternative providers across the region. This allows us to create personalised pathways for those students in both lower and upper school should it be required based on addressing identified learning needs, supporting mental health and wellbeing

or contributing towards post 16 destinations. The following alternative providers currently feature on students personalised timetables: HSDC, Southdowns Equine Therapy, Military Mentors and Oarsome Chance, Academy 21 and NXT. All alternative provision is rigorously checked from a safeguarding perspective and regularly checked for suitability to with our SENCO. Students in Year 10 and 11 have the opportunity to attend a work experience placement. Students can either find their own placement which is then checked or students can be supported to find a suitable placement.







## **Role and Responsibilities**

The GFM will monitor the implementation of this policy through the Director of Schooling, Scrutiny and Advisory Groups (SAAGs). They will focus on the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

## **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed.



- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

#### Other staff

#### Departmental responsibilities at LWS Academy:

- To support and strategically lead the direction for the subject.
- To support and advise colleagues on issues related to their subject.
- To monitor students' progress in that subject area.
- To provide efficient resource management for the subject.
- To plan (long, medium and short term) effective learning journeys for all students with adequate differentiation in place. It is the responsibility of all subject teachers to keep up to date with developments in their subject at both national and local level. It is expected that all subject development planning links to whole school objectives identified school improvement documentation.

#### **Monitoring and evaluation**

The Curriculum will be monitored by:

The Head teacher and the senior team through;

- Meetings with subject co-ordinators
- Auditing of subject development plans
- Lesson 'drop ins' focused on subject implementation
- Auditing school resources
- Analysing assessment data and accreditation
- Book evaluations: work sampling and moderating
- Student voice

#### **Equal opportunities**



The school supports the rights of all pupils and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all pupils is highly valued. All pupils have an entitlement of access to the National Curriculum.