



# The Forum School 5 Year Curriculum Vision Strategic Plan September 2024- July 2029



***Audience: Education and Care teams***

***Families to be communicated through the end of year newsletter for academic year 2024-2029 and then each subsequent year***

### ***The Forum School's Core Vision***

*At The Forum School, we believe that education is a powerful gift and is ours to give. We are committed to delivering inspirational teaching that develops independent and responsible individuals who aspire to achieve their full potential. Throughout the School, we respect and value each young person. Providing a safe, secure and engaging learning environment, we will ensure that our young people gain a wealth of learning opportunities and life experiences as they move on their pathway to adulthood.*

## **The Forum School's Five Year Curriculum Vision**

Over the next five years The Forum school will evaluate and redesign its curriculum to provide our young people with an engaging, exciting and empowering curriculum that equips them for today and tomorrow.

The one singular core aim is to:

***'Explicitly continue to develop our curriculum so that it provides our young people with the best chance of succeeding into the future in a world of an ever changing educational landscape and fulfils the school's core vision'.***

In order to achieve this aim, the school will conduct an environmental scan over the Autumn term 2024 to ensure that future curriculum development continues to provide a curriculum conducive to the specific and individual needs of our children.

For the purpose of this document, the Forum School will define an 'environmental scan' as: ***an evaluation of the practice and resources the school uses to provide learning needs and provision for our children so that all learners learn.***

The school believes that its educational provision should stand out from other schools and is seen that:

- We don't 'copy' what others do
- We carry out continuous action research to provide a Forum context for our young people
- We are what it says on the tin...what is inside is transparent
- Our Learning Values of *Respect, Kindness and Creativity* are clear and embedded in all that we do
- Building cultural capital is right for our young people (the essential knowledge that children need to prepare them for their future success). The school wants our young people to have unique experiences that are built in to growing minds so that they can draw on cultural awareness, giving them the best possible start to their education

## Moving Forward

The School will select Key Point Indicators (KPIs) to systematically examine ourselves and our practices within the 'immediate and longer term picture'. These will include:

- Termly curriculum monitoring and subject development
- Focused half termly learning walks – *are we actually teaching what we have set out to teach?*
- School Deep Dives
- Reflection and review points to measure impact –
- Annual external reviews
- Code of Conduct and Behaviour Policy evaluation and reviews

From these KPIs, the school will ensure that goals and actions are implemented into the academic year and provide:

- A shared community of what a great curriculum looks – articulating this to all stakeholders and the wider community
- Developing actions for the School's School Improvement Plan (SIP) with clear processes and implementation – developing and putting into practice what has been planned
- A strong coherence of what is being taught
- Curriculum intent at the heart of planning
- A good sequenced curriculum that provides layered knowledge for children to build on year on year, and progression of skills – *are we ensuring there is working memory for the long term memory (building on INSET training)?*
- Continuous CPD for staff – providing personalised support for all staff
- A school who explores research and case studies to improve curriculum and build depth – *are there possibilities to become part of a or part of an Educational Endowment Foundation (EEF) study?*
- A school who invests time into building teachers of the future (Apprentices/ ECT)
- Strong behaviour and attitudes amongst children – modelled and consistently embedded by adults
- Challenge and support for all children and staff
- Known staff resilience/wellbeing and built into the core ethos and culture of the school, and known amongst the wider community – factors that support the journey and may possibly change it
- A strong sense of shared practice – *Taking aspects learnt from the pandemic and lockdown*

## Marketing the Forum School of the Future

*The Forum school is part of the Cambian Group. The Cambian Group has a nationwide portfolio of Department for Education (DfE) registered special schools, each of which provides a high standard of education for children with a broad range of needs, including Autism Spectrum Disorder, Asperger Syndrome and Social, Emotional Mental Health (SEMH). Our schools offer a variety of personalised learning programmes tailored to match each individual's needs.*

At the Forum School we offer a broad and balanced curriculum, (including the National Curriculum where appropriate) enabling students to study the core subjects of English, Maths and Science alongside an extensive range of foundation subjects and vocational learning, relevant to each key stage. Specialist and highly experienced teams of staff, included fully qualified teachers, teaching assistants, care and clinical teams work closely with our young people to promote positive social, emotional, behavioural and academic outcomes for all. Our intense focus is on helping students to embrace independent learning and living, social skills and employability skills.

Moving forward through initially the next four years, the school has to ensure that marketing the Forum School includes:

- Identifying, through the environmental scan a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of '*where the school is*'
- Ensure there is a strong sense of 'sewing' the experience of our young people together with the broad and balanced curriculum they receive
- Embedding activities within the grounds with outdoor learning opportunities and real life experiences
- Build relationships with the wider community through dialogue, inviting them to visit to see how our young people flourish
- Publicising school events by writing articles for local press
- Building the school's website gallery to showcase educational provision
- Build what others don't have – e.g. The Forum Performing Arts
- Building a visual experience – Utilising QR codes into displays so that visitors can hear children's experiences

## The Forum School Curriculum Vision Strategic Plan

### Evaluate and Monitor The Forum School curriculum 2025 'one year on'

#### Curriculum Environmental Scan

- Effectiveness of subject Intent, Implementation, Impact
- Curriculum Practices
- Curriculum strengths
- Curriculum weakness
- Internal and external factors
- Young People's experiences
- Skills of the school

Where are we now? (Autumn 2024)

Where do we want to be one year on, three years and five years on? (Autumn 2025 & 2027)

How will we plan this journey?

#### Key Performance Indicators

- SIP
- External moderation
- Governor Monitoring
- Internal Deep Dives
- Intent, Implementation, Impact Toolkit
- Ofsted

**Curriculum Intent, Implementation and Impact Environmental Scan Toolkit  
Autumn 2024**

Carried out by **Senior Leadership Team (LT)**, **Middle Leadership Team (SLT)**, **Staff (S)**

***NB: The environmental scan has been a working document and is not a polished piece of prose within the table. Some aspects that have been documented have moved on from the capture point.***

Enquiry	Evaluation	SLT	MLT	S
<p>How effectively does The Forum's curriculum fit into the school's demographic context?</p>	<p>Consideration is given to the context of the demographic in terms of a broad and balanced curriculum. The school looks after the pastoral care of children very well. The school now needs to consider longer life skills such as a deeper understanding of cultural capital and STEM. Some Subject Leaders have a strong vision for their discipline.</p> <p><i>The team considers the young people at all times when designing, planning and implementing the curriculum. Some work has been done to fit the school's demographic context into the curriculum but this work can be further improved and opportunities developed over time.</i></p> <p>School grounds providing a safe space to grow.                      Early reading and language development – tier words/ Develop a robust reading and phonics approach.                      Wide range of hooks and experiences to enrich children who lack 'real life' experiences.                      Diverse range of cultural and religious experiences to include all demolitions taking into consideration the exposure children have had previously.                      PE giving children sporting challenges – marathon – timetabled mean children are getting more exercise.  <i>Do our young people get the cultural capital they need? Do we need to increase cooking and gardening opportunities?</i></p>	✓	✓	✓
<p>What core skills and knowledge do The Forum's young people need to</p>	<p>Some work has been carried out to develop the teaching of reading skills, guided reading and reading for pleasure; the outcomes of this will be seen in the rise in reading attainment. The school needs to build further development work to expand reading for enjoyment and expand high quality texts across the curriculum. For example, using science stories to teach concepts.</p>	✓	✓	✓

<p>underpin the curriculum?</p>	<p>Using high quality texts in foundation subjects and then being able to read cross curricula texts –</p> <p>Key number skills – ensuring that children can build and apply Maths in any circumstances. The school needs a new consistent approach to Maths and this will be written into the new Maths expectation document.</p> <p>Our Values are important to our learning to use as a community as that provides children with the foundation to all that they do.</p> <p>Reading - the school is starting to improve the quality of teaching reading and robust discussions are demonstrating this. The school now needs to use quality texts across all curriculum subjects.</p> <p>Core Maths skills – we need to improve further the dedication of time at the beginning of the lesson so that maths has a range of strategies to give our young people a toolkit.</p> <p>The Schools, Behaviour Policy and Values are beginning to change the ethos and culture of the school and it is now apparent that these skills are essential to the school’s curriculum; it is who we are.</p> <p>How to be happy, engaged and inspired.  Core skills such as toileting, dressing, drinking and holding a knife and fork.  Reading for pleasure and purpose – instilling it is essential to read and write – to edit writing to improve themselves as authors.  Listening to learn.  Mathematical skills essential to life – how to record things.  History – built up of understanding sequencing and time, cause and effect for writing.  Fostering a love for learning and instilling that learning is for life.  Geography – to see outside their own lives and understand the world – climate changes and environment.  Curiosity of the world.  Asking questions.  Personal: confidence, resilience, respect and being part of something – striving to persevere and have resilience in what they do to be independent but also ensure they know how to collaborate and support each other – successful health and wellbeing.</p>			
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	<p>Knowledge about safety and the world children live in – how to keep ourselves safe – who can they talk to – what can they do to get help – the role of the adults in school – why do we follow rules.</p> <p>Build on previous knowledge.</p>			
<p>How does the team implement the values into the curriculum?</p>	<p>It is clear that much work is starting to take place to strengthen the curriculum. The next year will bring further changes with subjects as Subject Leaders carry out action research and take into account staff and pupil voice which has become stronger. In addition, Subject Leaders' passion for their subjects will bring change too.</p> <p>Our young people are able to express themselves in many ways and this is successful across all areas. Many creative ways are used in teacher's curriculum delivery.</p> <p>English – hooks and enriched texts – engaging lessons that take a child centred approach  Maths – mathematical vocabulary in explaining – more need of engaging the children into real life concepts.  Science – hooks need developing – meaningful and related to life.  Developing Knowledge and Skills – chilli challenges Maths' treasure hunts, shop role play  Making the curriculum purposeful.  Staff workshops and continuous CPD training –  Clear understanding of what we want our young people to learn.  Hook, pose a problem, concrete resource.</p>	✓	✓	✓
<p>How are SEND children supported within the curriculum and what evidence is there to support this?</p>	<p>The School has good provision for SEND and this has been evidenced from parents both verbally and in writing. Our young people are supported well across the curriculum. Evidence of support for SEND children can be seen in books and learning walks. However, the pedagogical understanding of SEND needs to improve further. Profile folders for each individual young person have been created; this will now build a case study for each child. Appointment of a SENDCo will support all staff further</p> <p>There are many good elements of SEND:</p> <ul style="list-style-type: none"> <li>- Speech and language support</li> <li>- Inclusive learning</li> <li>- Careful considered planning</li> <li>- Intervention groups and discussion of needs with teacher and LSA</li> <li>- Close monitoring and focuses intervention and su</li> </ul>	✓	✓	✓



	<p>Differentiated tasks. Scaffolded learning e.g. adult led learning Concrete resources. SNAs. Intervention groups. Adapting tasks to allow individuals to succeed. Individual resources/equipment to support the timetable. Consideration of role models to support. SMART targets. In the moment assessment and response to SEND issues arising in development. Concrete resources (CPA). SEND resources. Flexible grouping / Adaptive teaching and learning Different outcome expectations.</p>			
<p>One year on from The Forum's new curriculum, what aspects does the School feel need to be removed, changed or developed further?</p>	<p>History and Geography need some units tweaking to make the coverage stronger – re-evaluation of some units of work. Move some units to make more integral authentic links between the two humanities. Leaders have identified how teachers can plan for this but at the same time build a stronger pedagogical oracy. English and Maths have worked together to look at our learning can fit a prescriptive curriculum which is more rigid in what needs to be taught.</p> <p>In looking at the environmental scan question, there is nothing fundamental that is being removed, but there are curriculum changes to strengthen the curriculum further for the whole school. This will include the introduction of ASDAN and further development of AQA</p> <p>Work underway to improve what we already have in place – Development of an Art Gallery to display young people's work PE Coaches to support a series of lessons Continue to develop progression of skills and knowledge for subjects across the curriculum Diversity within text drivers. We need to work together to continue to embed the curriculum – need to closely identify any 'holes' that arise Assessment trackers need to be condensed especially Maths – we know this is changing. DT to be developed to fit in with STEM vision. DT needs to change more to fit STEM.</p>	✓	✓	✓

	A document with all subject Intent, Implementation and Impact so it is one place and easily referred to All 3Is statements in one place on the system.			
How effectively are each subject's Intent embedded with the team?				
How effectively are each subject's Implementation embedded with the team?				
How effectively are each subject's Impact embedded with the team?				
How is The Forum's curriculum building cultural capital?	<p>The School recognises that cultural capital goes beyond visiting an art gallery. The team is very aware of building experiences. <i>'There is much potential for the school's cultural capital and there should be definitions to embrace different backgrounds, tradition, and a range of cultural opportunities that ensures young people's experience leads to personal advancement and investment in future interests'.</i></p> <p>The school recognises that future cultural capital needs to consider social interaction, spiritual and cultural aspects.</p> <p><b>The school considers cultural capital well and this will add to the ethos and culture of the school</b></p> <p>Assemblies – Re integrate music assembly / Friday celebration assembly School Values Health and Wellbeing – curriculum develops self awareness and feelings of others. RE – respect other cultures. Maths – skills for the future</p>	✓	✓	✓

	<p>Guided Reading – reading useful material.  History – awareness of past and influence on today.  Geography – other cultures and respect.  Opportunities to work collaboratively.  High expectations.  Assembly celebrating difference and cultures  RE – gaining a deeper understanding of different religions.  The school prioritises early reading as a priority.  Development of life long learner through the school values.  Outdoor learning opportunities  Language development/tiered vocabulary/talk toolbox/P4C.  Weaving in more opportunities for children to build things.</p>			
<p>What should be developed next for the educational provision of The Forums young people within the 2024-2025 SIP?</p>	<p>Developing Subject Leaders to deepen the work that has been carried out on implementing core principles into the curriculum model; to deepen subjects to build a rich and ambitious curriculum – strengthening subjects as disciplines not topics and build capacity for Subject Leaders to stand behind their subject rationale.</p> <p>New documents to show progression of skills for English and Maths. These will move away from phase objectives to termly objectives. Maths will deepen the level of challenge for all groups of children.</p> <p><b>New progression of skills and standing alone in school identity. We know who we are.</b>  Further develop reading for pleasure  Whole school assemblies – re-build the sense of community.  Really excited about the Maths changes in expectation and planning.  stables and outdoor learning  Even greater use of outdoor space  More environmental/green topics to support our children’s futures.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

## Next Steps

**NB: the next steps section is an open section that will be added to as time goes on and will be added into the SIP.**

What does the school want to achieve?	By Summer 2025	By Summer 2027	By Summer 2029
<p><b>Communicate with parents/carers curriculum improvements and developments</b></p>	<p><i>End of year newsletter (June) articulates curriculum vision for the next year, and 5 year vision.</i></p> <p><i>Build in QR codes into newsletters for messages and information including transition newsletters.</i></p>	<p><i>End of year newsletter (June) articulates curriculum vision for the next year, and next step of 5 year vision.</i></p>	<p><i>End of year newsletter (June) articulates curriculum vision for the next year. New 5 year vision?</i></p>
<p><b>STEM</b> <b>Build a generation of children who are embedded into future careers</b></p>	<p><i>The school has launched its STEM programme and linked this to the wider community.</i></p> <p><i>A Science Fayre to include STEM aspects.</i></p> <p><i>Use Science stories to teach science once in a year</i></p> <p><i>Adjustments to the curriculum to increase capacity for: expectations of teaching Science;</i></p>	<p><i>The school has developed subjects across the curriculum including Maths, DT, Science and Computing for a robust STEM curriculum.</i></p> <p><i>The Science Fayre is established as a STEM fayre with an increased wider community involvement.</i></p> <p><i>Explore opportunities for contributions to the STEM Ambassador Programme.</i></p>	<p><i>Explore expanding STEM into STEAM, and makes provision for some engineering</i></p>

<b>What does the School want to achieve?</b>	<b>By Summer 2025</b>	<b>By Summer 2027</b>	<b>By Summer 2029</b>
<b>Protected groups including Pupil Premium, SEND, LAC and EAL children</b>	<p><i>Continue to build high expectations and an inclusive culture for protected groups' attendance in order to impact attitudes to learning and outcomes.</i></p> <p><i>SENDCo appointed</i></p>	<p><i>Outcomes driven by end of 2027.</i></p>	<p><i>Focus on next steps and expectations</i></p>
<b>Maths Curriculum</b>	<p><i>Make adjustments to the curriculum to increase capacity for: expectations of teaching Maths across the school, and include planning expectations to increase oracy and decrease workload – all teachers to use mapped learning journey as discussions take place.</i></p> <p><i>Set new expectations for teaching Maths that embeds development over time.</i></p>	<p><i>Further develop Maths curriculum , expectations and challenge for all students</i></p> <p><i>Outcomes driven by end of 2027</i></p>	<p><i>Focus on next steps, opportunity to become a Maths Hub / Support Cambian schools with Maths curriculum as a centre of excellence</i></p>

<b>English Curriculum</b>	<p><i>Expand curriculum texts across a wider range of subjects – building tier vocabulary – building challenge and enjoyment as reading for life.</i></p> <p><i>Improve library facility</i></p> <p><i>Set new expectations for teaching English that embeds development.</i></p>	<p><i>Further develop English curriculum , expectations and challenge for all students</i></p> <p><i>Outcomes driven by end of 2027</i></p>	<p><i>Focus on next steps, opportunity to become a English Hub / Support Cambian schools with English curriculum as a centre of excellence</i></p>
<b>Developing Lego Therapy</b>	<p><i>Key team members to have trained for implementation in curriculum opportunities.</i></p> <p><i>Lego Therapy is used with some SEND children.</i></p> <p><i>Purchase relevant Lego to support therapy.</i></p>	<p><i>Lego Therapy embedded</i></p> <p><i>Work with Therapy teams evaluate effectiveness and evidence further curriculum opportunities</i></p>	<p><i>Lego Therapy is used consistently to support all groups of children where appropriate.</i></p>
<b>What does the school want to achieve?</b>	<b>By Summer 2025</b>	<b>By Summer 2027</b>	<b>By Summer 2029</b>
<b>Develop The Forums Performing Arts</b>	<p><i>Plan new opportunities for a range of dance / performance within the curriculum: Bollywood,</i></p>	<p><i>Different styles of dance are established across the school</i></p>	<p><i>The Forum School Performing Arts Hub</i></p>

	<i>Strictly Come Dancing and Line Dancing.</i>	<i>and performance to a range of audiences takes place.</i>	
<b>Further develop mental health wellbeing including the development of mental health ambassadors to support both adults and children</b>	<p><i>Create two wellbeing gardens including a sensory one, and one for reflection and remembrance.</i></p> <p><i>Mental Health and Wellbeing Ambassadors established.</i></p> <p><i>Leadership Team to create a document that links to wellbeing outlets including how an individual can self help to promote wellbeing.</i></p>	<p><i>Embed Health and Wellbeing Curriculum , further developing curriculum to enhance opportunities for young people.</i></p> <p><i>Continue to work in collaboration with local community</i></p>	
<b>Further develop and embed a cultural capital to provide experiences across the curriculum and extra curricula</b>	<p><i>Plan intergenerational opportunities where a parents / family members can join in too, Friday afternoon garden project, community visitors</i></p> <p><i>Assemblies have an established range of cultures celebrated.</i></p>	<i>Older generation is established as key audience.</i>	

What does the school want to achieve?	By Summer 2025	By Summer 2027	By Summer 2029
<b>Climate Change Education</b>	<p><i>Build a culture of:</i></p> <ul style="list-style-type: none"> <li>- <i>Turning off lights</i></li> <li>- <i>Turning photocopiers from standby to off overnight</i></li> <li>- <i>All teachers turn off whiteboards when not in use for long periods of time, and straight after school</i></li> <li>- <i>Composting fruit waste at break time and lunchtime – set up green bucket campaign (</i></li> <li>- <i>Begin to look at how the school recycles</i></li> <li>- <i>and laminators</i></li> </ul>	<p><i>Build a culture of:</i></p> <ul style="list-style-type: none"> <li>- <i>Reducing all plastic wastage that comes into the school</i></li> </ul>	
<b>Strengthen links with the Community</b>	<p>Maintain and further develop links with;</p> <ul style="list-style-type: none"> <li>• The Big Yellow Bus Project</li> <li>• Shillingstone railway</li> <li>• Dorset Wildlife Trust</li> <li>• Dorset CC – Bikeability</li> <li>• Sealife Centre Weymouth</li> <li>• Lukins Gym and Café</li> <li>• Local community</li> </ul>		



