

Whole School Curriculum Policy – Teaching and Learning

Legal Status: Regulatory Requirements, Part 1, paragraph 2 and parts of paragraph and 4, Quality of Education Provided (curriculum) (teaching), and aspects of Part 2, Spiritual, Moral, Social and Cultural Development, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Policy Review by:	Jane Holloway
Ratified by:	Melissa McCarthy
Date implemented	October 2024

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Contents

1. Monitoring and Review
2. Curriculum Policy
3. TFS Values
4. The Forum School Curriculum
5. Curriculum Delivery
6. RSE
7. Multi-disciplinary input
8. Curriculum Review

Related Documents:

- SEND Policy and Informative Report
- Positive Behaviour Policy
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

Availability:

This policy is made available to parents/guardian/carers, carers, staff and students from the school office and website

1. Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

The Regional Lead for Education, in their capacity for school governance, acting on behalf of the Proprietor, undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

In fulfilling the Cambian mission statement:

To actively enable each and every one of the people in our care to achieve their potential best

2. Curriculum Policy Aims

The policy outlines the whole school approach to the curriculum design. It maps the curriculum rationale, overall intent, implementation and Impact. It also shows how personal development is delivered across the curriculum

The Forum School provide:

- A caring, holistic approach to the education and care of our young people, with as curriculum providing opportunities across the working day
- A curriculum that addresses the very special needs of our learners, a curriculum that is Autistic Spectrum Condition specific (ASC) and that promotes individualised approaches to learning
- A skilled staff team who are empathetic to the needs of the students and are trained to a high standard
- A Therapeutic environment and facilities that maximise opportunities for young people to learn and make progress
- A multidisciplinary approach to working where every professional around the young person is fully involved and working together to secure best possible outcomes

3. The Forum School Values

Respect

Respect - understanding and valuing other's feelings, rights, and traditions.

Kindness

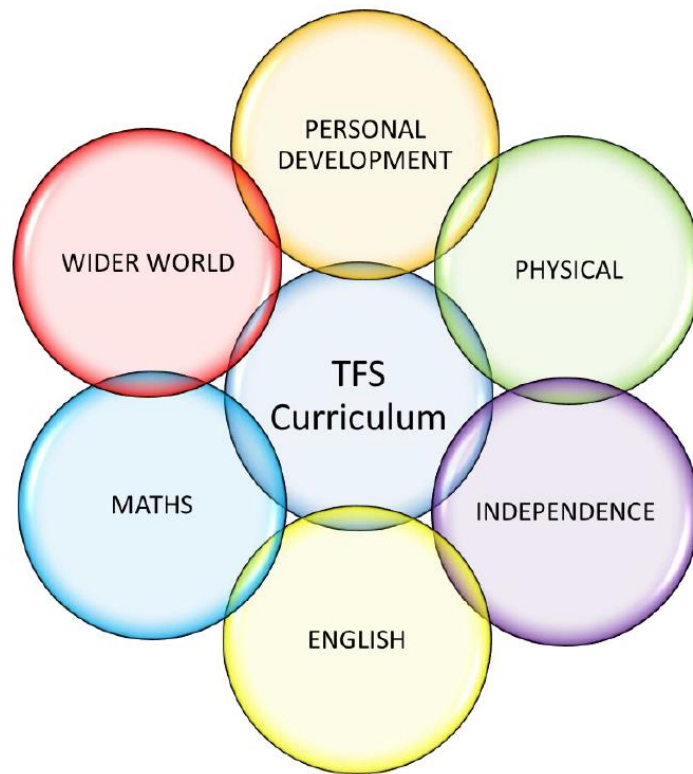
Kindness - a core value that emphasises being friendly, generous, and considerate towards others. It involves actions that reflect affection, gentleness, warmth, concern, and care

Creativity

Creativity - the ability to think outside the box and come up with new and innovative ideas. It involves using imagination to solve problems, express oneself, and explore new possibilities.

4. The Forum School Curriculum

The overarching curriculum at The Forum School comprises six elements , English, Maths, The Wider World, Personal Development, Physical and Independence



Within this overarching structure there are three pathways:

- Informal
- Semi Formal
- Formal

Informal Pathway	Semi-Formal Pathway	Formal Pathway
Learners on this pathway will access a broad and balanced curriculum with multi-disciplinary and Therapeutic input. This may be seen as an individualised programme enabling access to opportunities for progress	Learners on this pathway will develop their skills to lead independent and fulfilling lives within the community. They will begin to build on learning from Informal Pathway and develop opportunities to take an active role in the community	Learners on this pathway will aspire to securing their independence, personal and living skills and preparation for the world of work and employment. They will build on prior learning from Informal and Semi – formal pathways
<ul style="list-style-type: none"> • Key skills in English and Maths • Making choices 	<ul style="list-style-type: none"> • Experiences in Informal pathway will be secure and embedded 	Experiences in Informal and Semi Formal pathways will be secure and embedded

<ul style="list-style-type: none"> • Developing independence and personal skills • Lead full and active lives • Experiencing the wider world • Enterprise opportunities • Internal work experiences • Access to careers advice, awareness and opportunity 	<ul style="list-style-type: none"> • Skills for independent living • Developing skills to enable access to the community (enabling) • Developing skills for independence within the community (securing) • Skills for making a positive addition to the wider community (Contributing0) • Internal or External work experience • Careers advice and support leading to aspirational choices 	<ul style="list-style-type: none"> • Functional, Personal and Life Skills for Independent living • Travel experiences • Work related skills • Preparation for employment • Access to work opportunities • Internal / external work placements • Careers advice and planning for the future
<p>AQA <i>(ASDAN Transition Challenge – Sensory)</i></p>	<p>AQA Unit Award Scheme- Pre-entry level and level 1 (ASDAN Transition Challenge – Introduction and progression ASDAN Workright ASDAN Towards Independence)</p>	<p>ASDAN Workright and Employability (ASDAN – Towards Independence World of Work modules AQA Unit Award Scheme – Pre – entry level and level 1 & level 2)</p>
<p>Specialist Residential Care</p>	<p>Specialist Residential Care Supported Living Residential Specialist College</p>	<p>Supported Employment / Paid Employment Supported Living / Access to local FE college</p>

		Residential Specialist College or FE provided
--	--	--

The Forum School pathways are driven by the identification of individuals' personal targets, and as the needs of our young people evolve, we continually assess the most appropriate pathway for them. Learners can move between pathways to achieve a personalised model to meet their individual needs. This offers a degree of flexibility for learners to progress into more appropriate pathways as they develop their learning skills. At The Forum School our aim is to engage our learners in enjoyable learning activities that are of functional value to them now and in their future lives.

Essential focus areas:

- Personalising learning opportunities
- Developing our learners' ability to communicate and interact with others
- Improving learners' 'physical abilities and sensory development
- Enhancing personal, social, health and emotional skills
- Developing cognitive skills
- Developing independence

The Forum School Pathways are designed to have an innovative style to learning to stimulate our young people to acquire a continuum of learning opportunities. Our creative themed approach is planned to ensure it provides breadth and flexibility; it is relevant, inclusive supporting a balance of learning experiences and opportunities to meet individual need. Curriculum Pathways have been devised to support the skills and confidence individuals need to be ready for learning, developing independence alongside therapy interventions.

In planning for breadth and balance across the different pathways account is taken of;

- Statutory requirements
- Changing needs of our learners
- Views of parents and carers
- Views of a wide range of professionals
- Levels of support required

We acknowledge that some of our young peoples' needs may cover more than one pathway and that those additional requirements for every learner should be taken into consideration. Through whole class sessions, small groups and 1:1 support, enrichment experiences and medical, sensory and behavioural interventions we aim to be adaptive, flexible and creative to maximise learning opportunities

Some learners at The Forum School may progress to be working at a higher level and we address their needs with a bespoke curriculum offer

5. Curriculum Delivery

Young People can join The Forum School at all times throughout the academic year. They may have joined from another school via a well-planned transition and come with information of prior attainment. Others may join having spent a significant period of time out of education resulting in little or no information about prior attainment or educational experiences.

All our young people start their educational journey from different starting points, necessitating a thorough baseline assessment that is undertaken by a variety of staff and approaches;

- clinical observations and assessments (SALT / OT)
- Functional analytic
- Assessments of behaviours
- Assessment of academic knowledge
- A 12-week multi-disciplinary assessment of existing knowledge, skills and barriers to learning is also undertaken on entry to school. From this baseline assessment, academic targets are set

Students, parents and/or carer insights and priorities are also identified and inform decision making. Targets are set in agreement with students and their families each term in order to support each student to reach their personal goals and achieve the best possible outcomes in the wider areas of personal and social development. The key processes, key concepts and contexts necessary to address these needs and priorities are then planned, in addition to strategies designed to remove barriers to learning.

The grouping of learners according to their ability and need promotes effective learning as the classes are structured to best cater for individual learning styles.

Teachers use formative assessment on an ongoing basis to monitor progress and to revise or adjust targets as necessary.

Each student has a Learning Journey which captures the journey of attainment and progression that they have been on since they arrived at The Forum. These documents highlight barriers to learning, progress made, and the goals and learning aspirations of the student for the future.

Each young person has a range of targets developed from their overall EHCP outcomes and our initial baseline assessment. They fall under:

- Cognition and Learning
- Communication and Interaction
- Social and Emotional
- Physical, Sensory and Personal Development

These targets are and are assessed and reviewed on a termly basis. Assessments are moderated via shared moderation meetings to ensure accuracy. The review process determines whether a student has made sufficient progress towards their target, or if they have, for whatever reason, fallen short. Progression for the student is built into the process by building on successfully achieved targets and reviewing and updating targets that are yet to be fully-met.

Our curriculum is sequenced and structured to draw upon existing skills and knowledge, and to ensure topics and themes complement each other by being taught concurrently or sequentially as appropriate. This provides our students with the best chance of building and consolidating skills and knowledge.

In Post 16 (College) we offer a distinct curriculum focused on the consolidation of existing academic skills and the development of employment and independence skills and knowledge for successful transition into adulthood.

Progress and attainment are recognised and celebrated by the achievement of external accreditation awards, including AQA Unit Awards and, where appropriate, ASDAN awards and Functional Skills Entry Level Certificates.

6. Relationship and Sex Education (RSE)

The Forum School has a separate policy for RSE

7. Assessment and Outcomes

A major indicator of the success of the curriculum is the outcomes that are achieved. All students at The Forum School have an Education Health and Care Plan (EHCP) which specifies the outcomes sought for the child or young person to be well-prepared for adulthood, including wider outcomes such as positive social relationships and emotional resilience or stability. Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation. An outcome can be defined as the benefit or difference made to an individual as a result of an intervention – in other words, what it is that the young person will be able to do as a result of the intervention that they cannot do now and by when this will be achieved.

Outcomes will set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. An outcome for a child of secondary school age might be, for example, to make sufficient progress or achieve a qualification to enable him or her to attend a specific course at college. The effectiveness of our provision and the education which our students receive is monitored continuously through observation of students, data analysis and their progress towards achieving the outcomes agreed in their ECHP.

At the Forum School we assess our students in a number of ways including:

- observations of students at work directly or via video evidence
- scrutiny of work produced
- formative assessment via skilled questioning
- consultation with students and parents supported by a range of evidence such as photos, video
- Students are also summatively assessed using the [TFS Mark book]. This is based upon the previous 'P' levels and National Curriculum levels of attainment. Progress is analysed termly in order to inform future planning, assess effectiveness of current

methodology and to action interventions in a timely manner. Reports are sent to parents and authorities on progress achieved.

It is very important to all at The Forum School that students' achievements are formally recognised through external accreditation, both as a celebration in its own right, but also as they are gateway qualifications that can support progression onto a suitable course of study, training or employment in adulthood. The range of accreditations are detailed in Section above

7. Multi-Disciplinary input

Multi-disciplinary input into all decision-making underpins student progress through collaborative assessments, curriculum planning, teaching, instruction and interventions, and is encouraged and expected at all levels and stages of decision making. Our multi-disciplinary and multi-agency approach and our commitment to working in partnership with parents are fundamental to how we support and nurture every student in reaching their full potential and in ensuring they have the best possible life-chances. Formal input into provision, review of targets and assessments from multi-disciplinary colleagues is done through Pupil Centred Reviews.

8. Curriculum Review

In our determination to realise the aims and outcomes of this Curriculum Policy, we are committed to continuous review and improvement of teaching and learning. Each student's personalised curriculum will continue to evolve in alignment with their individual needs and learning priorities; in consultation and partnership with parents; and with close involvement from all professionals working for the best interests of each student both now and in planning for the future.