

**Cambian Wing College
Curriculum Policy**

Legal Status:

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent College Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

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

Availability:

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

Related documents:

Curriculum map



Key Elements of Teaching and Learning – statement for best practice

Monitoring and Review:

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

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 one year 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.

Signed:

	Date: January 2015
	
Principal: Cassandra Pollitt	Representative, Proprietor- Cambian Group

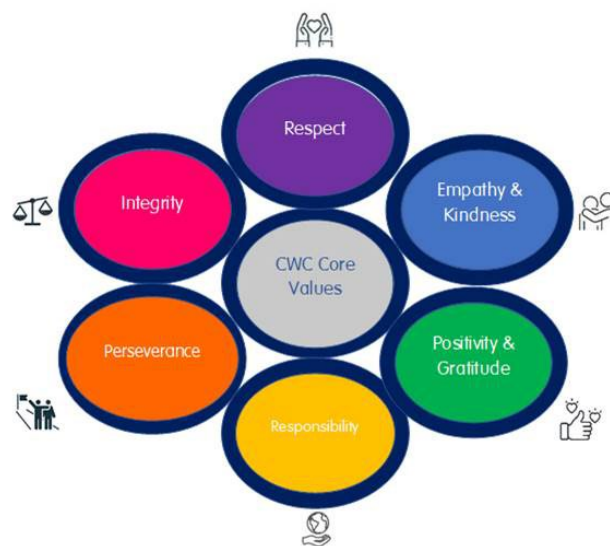
❖ College vision underpinned by values

All of our students are supported to holistically achieve their academic and vocational aspirations and prepare themselves (with specialist support) for adulthood and to develop their ability to contribute to the community in which they reside by developing their skills, knowledge and behaviours during their placement at CWC.

- Respect – To show respect towards others (physically and emotionally) and to the environment.
- Empathy & Kindness – To show empathy and kindness to others through the development of social communication skills.
- Positivity & Gratitude – To develop a growth mindset and reframe negative thoughts/challenges to achieve and accomplish.
- Responsibility – To develop a sense of responsibility by cultivating metacognitive awareness and autonomy in learning and developing accountability for the consequence of action.
- Perseverance – To show perseverance and motivation to achieve personal best – academically, vocationally and in emerging key life competencies.
- Integrity – To have an honest approach and hold yourself to high expectations both socially and in your personal development.

At CWC, the Core Values are explicitly shared within the college community and underpin our high expectations and outcomes - that all of our students are supported to holistically achieve their academic and vocational aspirations and prepare themselves (with specialist support) to prepare for adulthood and to develop their ability to contribute to the community in which they reside. The CWC core values are a part of the long-term focus of creating a safe, supportive and welcoming environment in which positive behaviours and attitudes are shared and displayed.

The CWC values are intended to align students and staff alike in a whole college approach to developing positive behaviours, building trusting relationships and creating a space and culture where students feel connected, have a sense of belonging and are ready to learn.



❖ Policy rationale

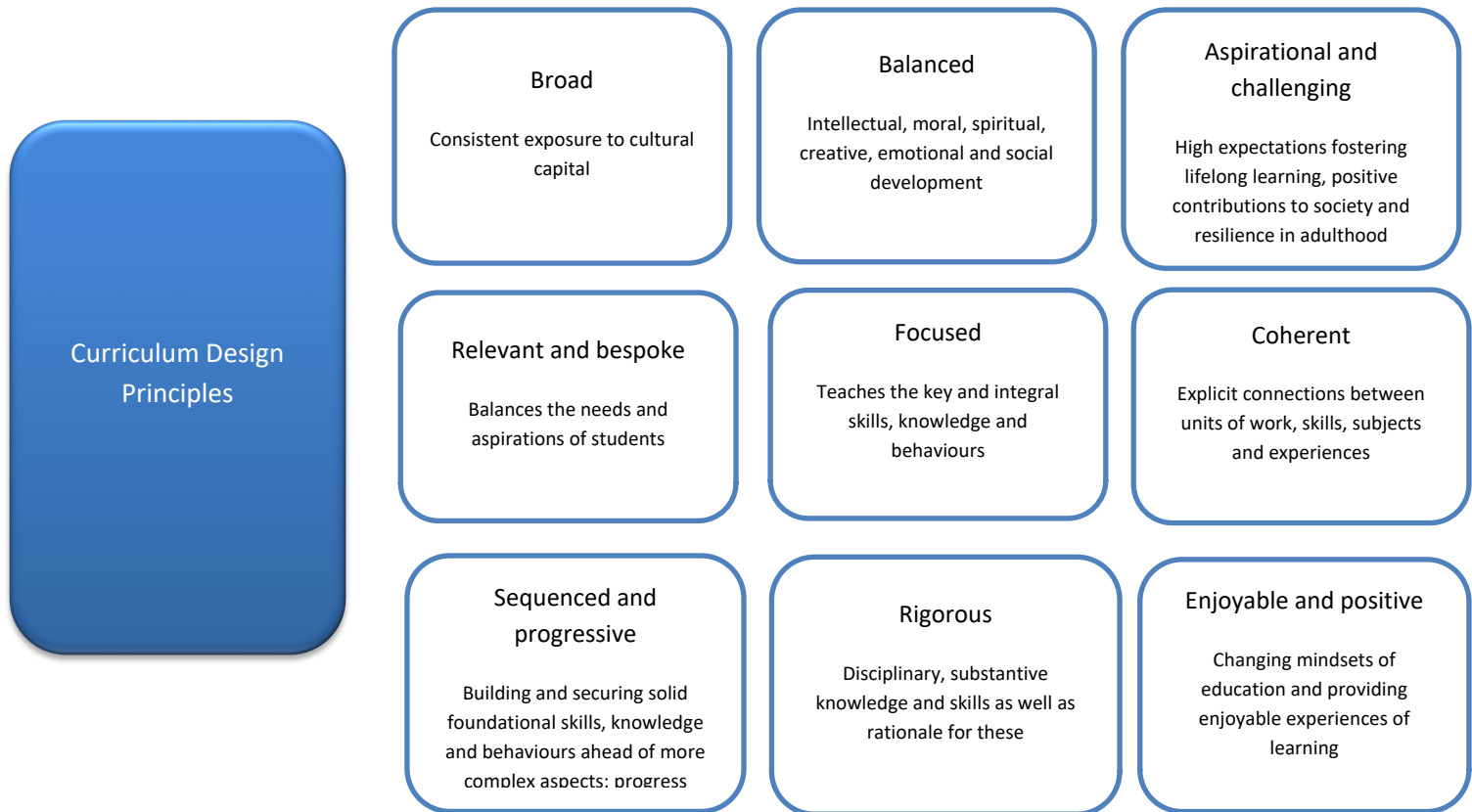
- Clarity and Consistency of Curriculum Vision
- Developing an overt sense of shared curriculum ethos and accountability

❖ Policy aims

- To comprehensively depict the vision for Curriculum Intent, Implementation and Impact at CWC
- To maximise quality of education

❖ Curriculum

CWC curriculum is a purposefully planned sequence of knowledge, behaviours, creativity and skills for adulthood development informed by the following design principles:

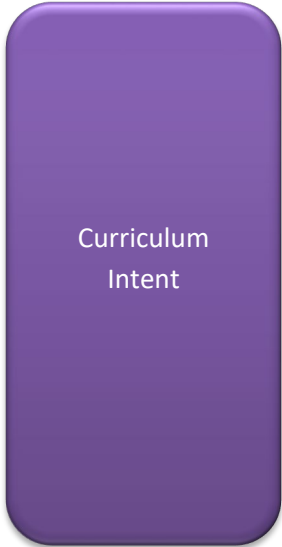


○ Curriculum Intent – what do we want our Curriculum to achieve?

‘The job of a good curriculum is to inspire willingness to change’

In establishing the Curriculum intent and implementation, we have closely considered the profile of CWC students.

Our college provides education for young adults with a primary diagnosis of Autism Spectrum Conditions as well as a range of co-morbid conditions. Majority of our young people are referred to us and funded through the local authorities and are between 16 and 25 years of age. All of our students hold an Education Health Care Plan, which is fundamental in creating a bespoke and meaningful curriculum as it provides us with an in depth understanding of their strengths, further learning areas and aspirations for a successful and fulfilling future. They often join our college community having had negative experiences of education, which, in many cases led to a significant period out of education. This often leads to their personal, academic, social and vocational progress being severely impeded. The mission for our curriculum and a dedicated professional community is to break down barriers that have arisen from previous experiences, awaken the enjoyment and sense of achievement that education can bring about, changing student mindsets for their growth and building character strength for adulthood.



CWC curriculum intent for students is to:

- Be effectively prepared for adulthood and become independent, self-sufficient, resilient and informed citizens
- Experience well-planned, well-taught, structured aspirational study programmes reflective of long term EHCP goals and ambitions
- Communicate effectively with others
- Obtain and use strategies for self – regulation in transferable contexts
- Maintain strength of character and develop identity to be able to take on life challenges and use them for personal development
- Explore personal interests and use these to build effective relationships
- Achieve qualifications in order to support their aspirational and vocational pathways
- Develop independence in every aspect of life
- Experience the world of work
- Prepare for the world of work and foster expected knowledge, skills and behaviours
- Take part in new, out of comfort, experiences and have confidence to access their community following British Values

○ Curriculum Implementation – how do we apply our curriculum intent?

We pride ourselves on a holistic approach to curriculum implementation. The ‘whole’ student is considered in order for their programme of study to be planned for and implemented.

Our curriculum implementation is informed by current and classic research in education, psychology, occupational therapy and speech and language therapy into how students on the autistic spectrum learn, retrieve and store knowledge, skills and behaviours; how they process the social world and physical/sensory environments around them and how the latter impacts their experience of learning. Reflecting this, foundations for implementation are informed by:



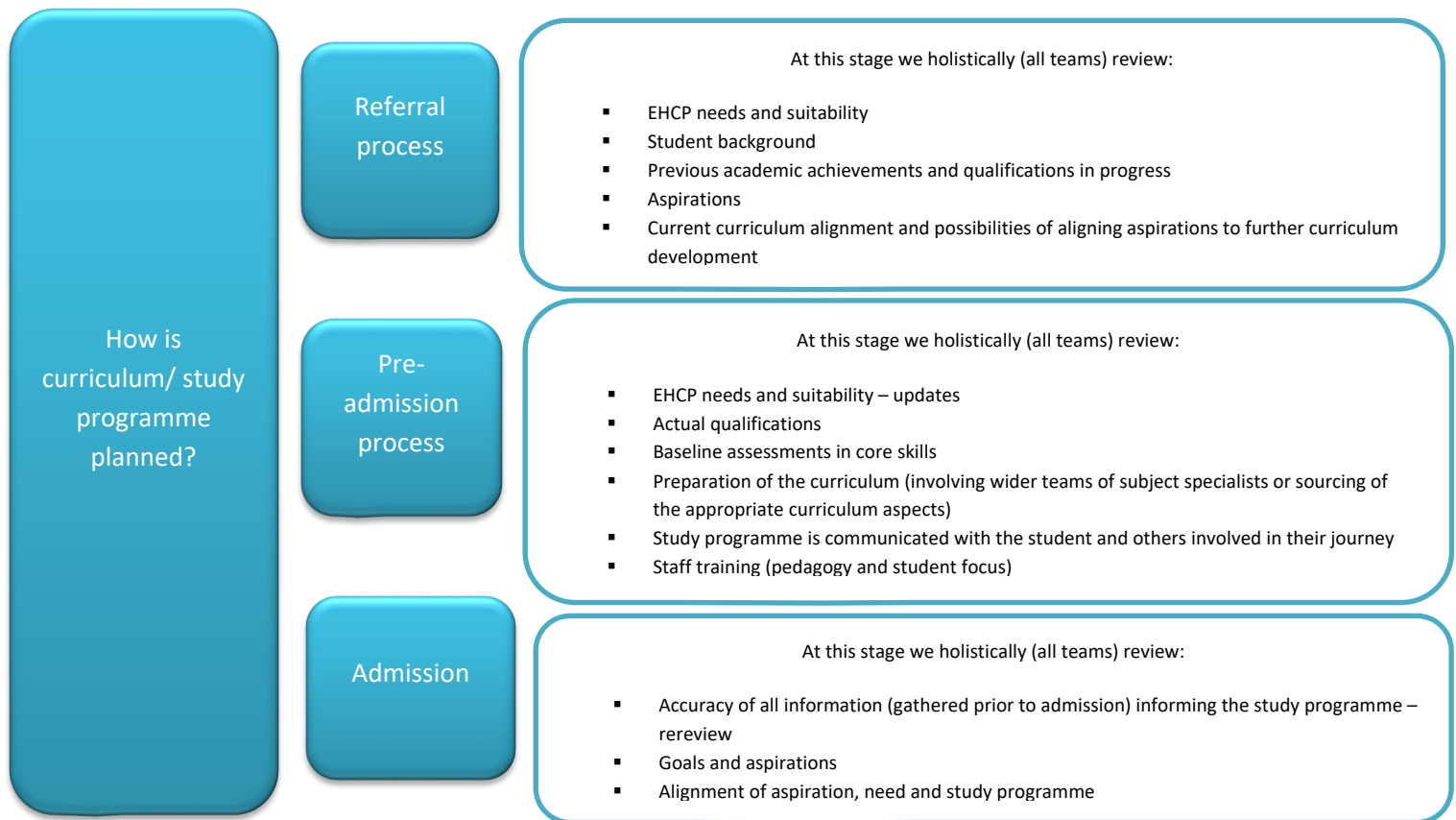
- EEF – Metacognition and self-regulated learning
- Carol Dweck – Mindset theory
- Rosenshein’s - Principles of Instruction
- Dylan William et al. – Assessment for learning
- EEF – Independent learners
- Bloom’s taxonomy
- NAS – SPELL
- Autism Education Trust
- Teacher handbook - SEND
- Cognitive science – effects on learning

When teaching teachers adopt a highly sensitive and adaptive approach to curriculum implementation characterised by thorough knowledge and understanding of student starting points, their background, EHCP needs and provision, aspirations and pace of progression. They strive to enable students to be challenged at appropriate levels and in safe environments so that they can be better prepared for challenges of their future, adult lives (see teaching and learning information).

○ Planning and organisation

- Students are offered highly bespoke and individualised study programmes to support them in achievement of their academic, vocational and personal development aspirations as well as to meet their EHCP outcomes.
- Teachers and leaders plan the Curriculum sequentially and so it is relevant to student aspirations and starting points
- Curriculum is implemented through a combination of 30 sessions a week differing in length, from 45 to 55mins, with relevant breaks to aid an enhanced focus on learning and provide learning experiences that do not overload our students cognitively.

- Students are required to attend college from 9:15 till 4pm, although this aspect is individualised for some students and is dependent on their individual profiles.
- Each student is assigned an education tutor who oversees their education, progress and wellbeing and is the main point of contact between parents, care and education (LINK aspect of the SPELL framework).
- Fundamental to supporting students' goals and outcomes each study programme has a strong element of explicit and implicit instruction in preparing for adulthood and employability.
- Explicit instruction occurs through a carefully designed and bespoke preparation for adulthood programme titled Next Steps (delivered on an individual basis), where students' learning is clearly aligned with their need and their EHCP goals.
- Preparation for Employment and Personal Development sessions are also a strong element of explicit preparation for adulthood.
- Implicit instruction of PFA skills, knowledge and behaviours underpins every teaching session as well as the entire time that students are exposed to educational environment at CWC. This takes place through role modelling and indirect and direct input, which is at the centre of enhancing students' sense of self and achievement and enabling them to thrive.
- Sessions are planned and delivered with adapted pedagogy at the centre of good practice by teachers with expertise and experience in their subject field. Where that experience is less extensive, effective support is provided by leaders.
- Ongoing adaptation is informed by the progress students make and any changes in their presentation, enhanced through holistic and proactive analysis by the team around the student.
- Students' progress is measured through a variety of assessment for/of/as learning methods (formative and summative) and always informs further practice and instruction.
- Decisions about when to progress are always based on the security of students' understanding and their readiness to progress to the next stage as curriculum is planned sequentially.
- Students who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content in the curriculum. Those who are not sufficiently fluent with earlier material consolidate their understanding, including additional practice, before moving on. Curriculum is planned sequentially with bespokeness of supportive strategies in mind.
- Student representatives regularly attend the Student Voice meetings. Student reps volunteer and are chosen democratically across the student cohort, promoting and exposing students to British Values in practice.



- See Curriculum Map for detailed curriculum offer at CWC

Preparation for Adulthood (PFA)

The foundation of the entire curriculum at CWC centres around preparing our students for adulthood. We define preparation for adulthood as planning for the future, experiencing life changes, gaining skills and knowledge for independence and building character traits, which will enable our young people flourish as resilient, happy and rounded adults. The curriculum at CWC utilises a range of methods to reduce overwhelming emotions of anxiety around adulthood and prepare students effectively for transitioning into, what they perceive as potentially the most overwhelming challenge in their lives.

All of our students experience a curriculum, which prepares them for adulthood through:

- Staff empathy and compassion
- Fostering transition behaviours
- Formal PFA sessions (Next Steps: EHCP and bespoke need focus; Preparation for Employment, Personal Development, Work experience, Careers education and advice, External visits and guest speakers) and within this education on employment, training, further education, health, independent living, community inclusion and any other relevant to each student aspects)
- Each student has a bespoke PFA profile – a record of their PFA journey and reflection on it
- Formal qualifications in Employability and Progression
- Cross-curricular approach to PFA in all subjects across the curriculum and in unstructured times of their every day

Self-regulated learning, metacognition and executive functioning

By implementing our curriculum, we are guided by the needs of our students and their aspirations. We recognise that our students can only be successful if they develop as independent individuals; this means that they will be able to self-regulate, take leadership, plan and think forward, monitor and grow from any challenges they may face in life. Therefore, our curriculum and its implementation is underpinned by real, committed dedication to supporting students' journeys in INDEPENDENCE, in learning, adulthood and dealing with their emotions in expected ways.

Spiritual, Moral, Social and Cultural Development and British Values (SMSC)

This policy statement and the declared values of the college are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development.

- Cambian Wing College is a non-denominational college where students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.
- Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our college:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable students to develop their self-knowledge, self-esteem and self-confidence;
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide students with a broad general knowledge of public institutions and services in England;
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the college.

Personal, Social and Health Education (PSHE)

- Cambian Wing College is committed to providing a comprehensive programme of PSHE education for all students, which is appropriate to their age and needs, as outlined in Education, Health and Care Plans.
- Although responsibility for developing and implementing this programme rests with the Principal and the Pastoral Lead Teacher, the curriculum is developed and adapted with holistic input. Each individual's PSHE education informs all aspects of the college day. The form this takes ranges from the way we treat each other to planning food technology lessons based on individual's cultural heritage. We have a cross-curricular approach to PSHE education. We 'help students achieve more' by ensuring that all students are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Enrichment

- All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate during lunchtimes, after college and during Enrichment Drop Down Days. These reflect the talents and interests of the students and staff, while some will also involve the input and expertise of external specialists.
- Overall purpose of enrichment is to build students' character led by integrity, independence, resilience and growth mindset. CWC values fit into this well.
- CWC now has 6 Enrichment Drop Down themed events scheduled – one for each half term. Themes are organised on the basis of students' developmental areas and are informed by their EHCP needs, interests and engagement

- Enrichment Drop downs will not only provide exciting opportunities for new enriching experiences but also involve guest speakers, offsite, themed trips and visits so that students are exposed to cultural capital
- Enrichment offer includes Social Hub (onsite/offsite)
- Enrichment offer included lunchtime clubs, which run on termly basis and each term the options change so that students have a variety of experiences
- Enrichment offer involves students in themed trips organised by subjects; e.g. theatre trip, Bletchley etc.
- Termly sports events, involving staff and students to develop collaborative skills and foster growth mindset are planned for
- A range of student competitions
- Music lessons
- Community engagement – contribution to community by volunteering either as part of DofE and as part of themed events around chosen charities (hampers etc.)
- Themed events – Mental Health Days, LGBTQ etc
- Student voice is listened to, to add or remove aspects of the enrichment offer

Curriculum intent is implemented through:

- Structured and unstructured learning opportunities
- Linking education and therapy across the curriculum to promote key life competencies
- Promoting and supporting PFA and EHCP outcomes
- Work experience
- Delivery of accredited/core courses offered at a range of levels, from Entry to Level 3
- Enrichment learning opportunities
- Community projects (DofE, charity events etc.)
- Bespoke Next Steps programmes
- Bespoke Personal Development and Preparation for Employment programmes
- Social Hub initiative
- Outdoor education
- Physical education
- Musical education
- Focused Enrichment Drop Down Days, workshops and weeks fostering personal, social and academic/vocational development of students (e.g. Human Rights Day, Forensic Psychology workshops, Enterprising events, Themed trips etc.)

Curriculum Impact – what do we want our students to know and be able to do at the end of their CWC journey?

Progressing students through the curriculum

- Student progress is of high importance to us and we ensure that the implementation of the curriculum maximises and prioritises student progress by adopting most suitable pedagogical methods and creating safe learning environments. We recognise that to make progress students need to have a level of challenge and so ensure that teachers and professional alike provide a supportive environment where challenges are commonplace and normalised and are perceived as learning opportunities.
- We recognise that students may have barriers to making sustainable progress (such as reoccurring mental health difficulties for example) however, we believe that despite this our curriculum must remain ambitious and expectations high so that progress can be maximised and barriers can be broken by an expert led approach and student motivation for change.

- We use a 4-point scale to provide indication of progress for our students in their curriculum. The scale moves from a high level of interdependence in learning to a high level of independence in learning and ability to transfer learnt knowledge, acquired skills and behaviours into a variety of contexts relevant to adulthood.
- We aspire for our students to take full ownership and accountability of the progress they are making therefore teaching pedagogy aims at maximising independence in learning and accountability for academic, social and vocational performance. To formalise this ethos, students engage in Progress Check Ins – formally -students review their progress every six weeks during progress weeks (setting and monitoring their own targets) and every twelve weeks they have a formal appointment with their education tutors, where a holistic approach is taken through a reflective dialogue on academic, social, vocational personal and EHCP progress.
- All teachers and professional monitor student progress through the curriculum outside the formal Progress Check Ins on an ongoing basis and we work holistically, with students too, to ensure that optimal conditions are created for maximum impact on progress. Curriculum impact is only possible if progress is made.

At CWC we believe that curriculum's impact on students is life changing and captured in the following statements:

- Increased access to education, engagement with the curriculum
- Meeting and Exceeding EHCP and ILP Outcomes
- A range of qualifications increasing employability opportunities
- Metacognitive knowledge of self and transferability of this into life challenges
- Developed behaviours for lifelong learning
- Feeling and being prepared to access next stages in life
- Realistic chances of employment
- Decreased barriers to learning and further development
- Increased self confidence in voicing one's views
- Newly found and explored interests, broadened intellectual and social horizons and cultural capital
- Increased access to the community and engagement in society through boosting employability potential
- Increased sense of self through achievement - Positive Mental Health Outcomes – enhanced sense of self and achievement
- Secure knowledge, skills and understanding of socially expected behaviours
- Established purpose and belonging to wider communities and valuable contribution to society
- Established knowledge and skills and cultural capital in adulthood
- Experience of enjoyment associated with learning experiences and education in general
- Increased knowledge and understanding of British Values and the spiritual, moral, cultural, mental and physical development
- Increased access to the community and engagement in society
- Experience of exposure to the best that has been thought and said
- Becoming an informed, well-rounded, responsible and independent, fully-functional adults in society
- Developed ability to transfer and apply key life competencies (teamwork, problem solving, leadership skills, work ethic, research and analytical skills, Initiative, creativity, good communication, manners, decision making, organisation, commitment, flexibility, time management, reliability, enthusiasm, self-motivation, working under pressure) to life beyond the College