



### ASPIRATIONAL CURRICULUM PROCEDURE

STATUS:	DATE OF LAST REVIEW	DATE OF NEXT REVIEW
RECOMMENDED	SUMMER TERM 2024	Summer Term 2025

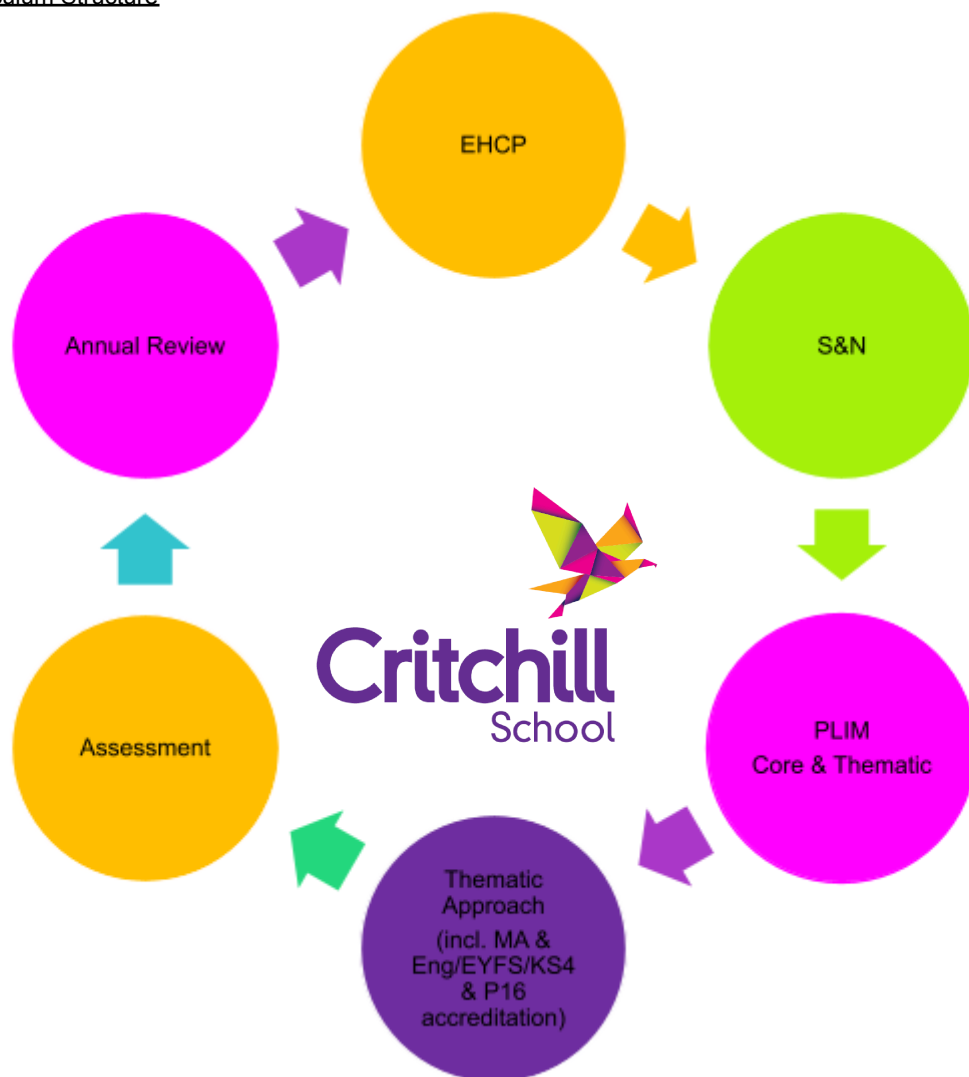
## Aspirational Curriculum

### “ADDRESSING PUPILS’ NEEDS AT THEIR POINT OF LEARNING”

Our Aspirational Curriculum:

- Is profoundly personalised, creative and based on deep learning
- Meticulously identifies and responds to priorities against a pupils’ strengths and needs
- Consistently and persistently assesses a pupil’s progress
- Methodically and diligently narrates and reports to a pupil’s EHCP
- Ensures a purposeful, ambitious, pupil-driven transition to life beyond Critchill School

### The Curriculum Structure



### How do we create profoundly personalised Personal Learning Intention Maps (PLIM’s)?

#### Education Health & Care Plan (EHCP)

- All children & young people that attend Critchill School have an EHCP. An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.

- EHCPs identify educational, health and social needs and set out the additional support to meet those needs. All plans contain strengths and areas of development and long term and short term outcomes for individuals.

### **Strengths and Needs Analysis (S&N)**

- Every pupil has an S&N analysis written and updated annually or when they join the school. These are devised collaboratively between staff members and this document should clearly outline an individual's:
  - Strengths: what motivates them, preferred learning styles, interests, talents, areas of expertise, their strong points, what is working well for them.
  - Areas of development: special educational needs, difficulties, barriers to learning what is not working well, longer term needs
  - Next learning needs: (academic, social and personal) for the coming academic year. These will inform the learning intentions and the coverage statements.
- Staff develop S&N analysis collaboratively through professional dialogue with one another and by:
  - Using a pupil's EHCP & Annual Review to help devise a highly accurate S&N and take into account a range of views including parents, other professionals and the pupils themselves.
  - Reflecting on the previous year's PLIM report. This allows them to evaluate the progress a pupil made against their previous PLIM and identify the next steps suggested by previous class teacher.
  - Referring to any specialist reports from other professionals such as SALT, OT and Physio.

*These documents are profoundly personalised for each and every student*

### **Personal Learning Intention Maps (PLIMs)**

- As a school staff we have agreed upon 8 areas of 'Priority learning' (PLAs) which have been carefully selected to reflect our aspirational and holistic approach. Furthermore our PLAs ensure that coverage is cross curricular and resonates with real life. At Critchill School we believe that sustained and continuous progress in each of these priority learning areas will allow our students to gain the skills and experience that they need to reach their full potential.
- At Critchill School we have chosen not to devise a succession of hierarchical 'next steps' for our learning intentions. Instead we reassess individual's S&N each year and develop new PLIMs which are specific to and reflective of a student's current needs. Therefore we ensure that we '*address a pupil's needs at their point of learning*'.
- Each student will have one learning intention per priority learning area per year. In order to indicate continuous progress towards achievement of each learning intention, evidence against 'Coverage statements' outline significant skills in relation to it.
- Each learning intention should be aimed to be completed within an academic year (Sept- July). *They should remain aspirational and highly personal to the individual.*
- Progress is tracked numerically each term.
- Progress against learning Intentions and coverage statements is reviewed, monitored and moderated throughout the school year. We record and evidence progress using the app 'Evidence for Learning'. Evidence is collected in the form of photographs, videos and staff comments. Evidence should clearly demonstrate that a pupil has mastered a coverage statement.

### **Why and how do we moderate?**

- Our Moderation processes help us to increase the dependability of the assessment information that we gather for each pupil.
- S&N Analysis will be internally moderated by staff at the beginning of each new academic year to ensure that progression of next learning needs has been appropriately identified.

- As a staff group we take part in internal and external moderation and verification processes to ensure that we verify that there are robust links between a pupil's EHCPs, their S&N analysis document & their PLIM.
- Through robust internal and external moderation we ensure that learning intentions facilitate our young people in making outstanding progress year on year which is personal to them. Progress for learners at Critchill School is about mastering a wide skills set individual to each of their particular areas of development. Therefore the success criteria for outstanding progress is highly personal, ensuring that each pupil receives a bespoke approach and subsequently makes outstanding progress according to their starting point.
- Moderation meetings include:
  - A collaborative exploration of the progress made against coverage statements between colleagues
  - Reflective questioning devised to extend and challenge the class teams approach and systems.
  - An exploration of further interventions, approaches to teaching and learning and strategies which could be used to support a student

*(Where appropriate a student will be an integral part of this process)*

## **The Thematic Approach**

### **How are English and Maths skills taught and assessed?**

#### **Maths**

At Critchill School we believe that mathematical and numeracy skills are an essential part of all pupil's learning. Maths gives our pupils opportunities to explore, investigate and problem solve to develop their understanding of number, measure, shape and data as well as developing their communication through their spoken and written language using objects, pictures, diagrams and symbols.

We believe that all pupils can become mathematicians.

We teach maths and numeracy at Critchill School at a level that 'addresses a young person's needs at their point of learning' and is appropriate to the learning styles, needs and motivations of each pupil.

Our profoundly personalised curriculum ensures that individual personal learning intentions are at the heart of our planning. Functional mathematical skills prepare our pupils for life beyond Critchill School and the National Curriculum programmes of study are used to ensure breadth of coverage.

Learning includes discrete daily maths lessons and a cross curricular, thematic approach. We teach maths skills in a variety of curriculum subjects, environments and in events that pupils encounter throughout the school day such as playtimes.

As a school we are developing a mastery approach towards maths to support pupils to develop a deeper understanding of maths; through the development of maths language and the use of a variety of manipulatives and representations, with an aim for pupils to use their deeper knowledge of a concept to solve problems and explain their reasoning

In Key Stage 4 and Post 16 those pupils whom it is deemed an appropriate learning need will follow the Functional Skills accreditations.

#### **English**

At Critchill School we believe that English and literacy skills are a fundamental life skill enabling our pupils to develop all forms of communication. We strive to extend and deepen these skills through a cross- curricular approach inspired by quality texts. The knowledge and skills involved in speaking and listening, reading and writing are a necessary preparation to allow our pupils to effectively engage in adult life.

We aim to provide a lively, stimulating environment in which staff are committed to promoting a wide variety of literary experiences at a level that 'addresses a young person's needs at their point of learning' and is appropriate to the learning styles, needs and motivations of each pupil.

Our profoundly personalised curriculum ensures that individual personal learning intentions are at the heart of our planning. Functional English skills prepare our pupils for life beyond Critchill School and the National Curriculum programmes of study are used to ensure breadth of coverage.

Learning includes daily phonics and English lessons and a cross curricular, thematic approach. We teach English skills in a variety of curriculum subjects, environments and in events that pupils encounter throughout the school day such as playtimes.

In Key Stage 4 and Post 16 those pupils whom it is deemed an appropriate learning need will follow the Functional Skills accreditations.

### **How are other National Curriculum subjects taught and assessed?**

At Critchill School we believe that pupils learn best when learning is multi-sensory, hands on and exciting for young people. We aim to spark curiosity and engagement through thematic lessons.

Thematic lessons include EYFS strands, National Curriculum subjects, Preparation for Adulthood strands and accredited syllabus as appropriate. Teachers plan these lessons according to their cohort and this allows a breadth of coverage and also to respond to the cohort's strengths and areas of interest can be utilised. Effective moderation makes sure planning is effectively covering the national requirements for the age range

In thematic lessons, children are exposed to new and progressive topic content, throughout the school. Our profoundly personalised curriculum ensures that individual personal learning intentions are at the heart of our planning. Pupils are assessed against their personal learning intentions in these lessons.

Many of our young people are working at a pre key stage standard and experience topics. We also use levels of engagement when assessing against learning intentions from PLIMs. Those for whom it would be relevant will have thematic mastery and skills development embedded as part of their PLIs. For example; Investigation, enquiry, questioning, design and creativity, understanding of language

We often have visitors and external visits as a part of our thematic learning.

Our thematic lessons take place in the classroom, in alternative learning spaces such as Food Tech or the sensory room and also outside the classroom and in the local community.

Our curriculum is further enriched with extra- curricular activities including but not limited to; hydrotherapy, swimming, yoga, gymnastics and forest school.

Modern Foreign Languages are taught each term over enrichment days. The school focuses on a country and each class will explore and experience the chosen country according to the needs of the pupils. This may include stories, music, food, cultural events and visitors from the chosen country as well as exploring the dialect and language.

Further information can be found about this aspect of our aspirational curriculum and implementation of this in the following document [Aspiration Curriculum - Thematic Curriculum](#)

### **How do we ensure EYFS and National Curriculum coverage within the Aspirational Curriculum?**

- *Our Aspirational Curriculum is designed to ensure pupils are given regular opportunities to develop the skills needed to become a confident learner as well as learning the skills and content relevant to the age and ability levels of the class group*
- Statutory EYFS and National Curriculum objectives are mapped across the curriculum to ensure breadth of coverage for all students.
- The themes provide the vehicle to teach students curriculum content alongside their PLI as identified through their Strengths and Needs Analysis.

### **Careers Education, information, advice & guidance Curriculum (CEIAG)**

- Our CEIAG curriculum is an integral part of our curriculum offer. The curriculum has been skilfully designed to ensure that all pupils can make informed choices about their future whilst also developing the skills and capabilities that they will need for employment and to thrive in all areas of their lives.

### **What accreditation do we offer?**

- We offer a range of accreditation to meet the needs of our pupils. This offer is flexible and changes, depending on the interests and abilities of KS4 pupils.
- Accreditations are offered for those students it is identified as a need on their Strengths and Needs analysis.
- Currently for 2023-2024 KS4 pupils we are offering:

Subject	Exam Board	Qualification	Course Duration
English	Edexcel Functional Skills	Entry Level 1-3	2 years
Maths	Edexcel Functional Skills	Entry Level 1-3	2 years
Duke of Edinburgh		Bronze	2 Years

- Currently for 2023-2024 P16 pupils we are offering:

Subject	Exam Board / Organisation	Qualification	Course Duration
Duke of Edinburgh		Bronze (Practical Element)	2 Years
Food hygiene	Chartered Institute for Environmental Health	National qualification	Dependent on individual pupil
Arts Award			1 Year

Learning opportunities are also enriched through extra-curricular activities

In the Lower School, this may include:

- Rebound therapy
- Hydrotherapy
- Eyegaze Technology
- Outdoor learning
- Forest School sessions
- Additional Physical activities, provided by external companies such as yoga or gymnastics

In the Upper School, this may include:

- Hydrotherapy or Swimming
- Eyegaze Technology
- Outdoor learning/forest school
- Rangers
- Build-a- Bike AP
- Work experience and work placement opportunities
- Additional Physical activities, provided by external companies such as 'Mojo Moves' or yoga