



# Curriculum Policy

**04.06.2024**

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Ratified by the Local Governing Body

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## 1. Background

- 1.1. In 2019 Baginton Fields Academy embarked on a review of the curriculum design in line with the new Ofsted Education Inspection Framework (EIF): which aims to evaluate the Intent, Implementation and Impact of the curriculum in terms of improving outcomes for students.
- 1.2. The chart below documents the results of the academy's review that recognises the depth and breadth of the curriculum content, clarifies the purpose of assessment and offers a logical progression through the key stages in preparation for adulthood.

CURRICULUM INTENTIONS	Dedicated to delivering inspirational learning experiences								INTENTIONS – know our curriculum – design and intent.	
	Values and Ethos	Baginton Fields School will strive to create a respectful, safe, positive learning environment where the dignity of all students is prioritised.	Our unique curriculum recognises individual talents and personalities which encourages all to flourish and enables us to celebrate student achievement.		Through genuine opportunities to make choices our students will feel valued, confident and happy knowing their voice matters.		We aim to build and sustain positive and trusting relationships with students, parents, carers and the whole school community.			Baginton Fields School will provide the stepping stones for students to develop life long learning skills that will encourage independence and resilience in preparation for adulthood.
	The BFS Way	Self-motivation / Choice – We try our best / new things.	Thinking / Reflective – We make informed choices.		Resilience and Resourcefulness – We strive to fulfil our potential.		Emotional Intelligence / Cooperate – We are kind and considerate.			Independence – Valued Collaboration / Reciprocity – We embrace the whole school community. We look after our school.
	The vision of the curriculum at Baginton Fields School	We have created a bespoke curriculum for our ASD and PMLD students. Communication – Citizenship – Flexibility – Emotional Well-being – Independence – Discovery – Creativity – Physical Well-being	We use the NC in order to develop the knowledge content of the curriculum, our aim is to make the curriculum relevant and exciting to our students, with purposeful outcomes that they care about achieving.		We aim to inspire our students to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.		We want our students to have a love of learning, feel excited by their lessons and have ownership of the outcomes.			We aim to meet the needs of all learners through our curriculum, challenging them to develop their skills to enable them to problem solve and undertake learning at a deeper level.
TEACHING INTENTIONS	Our teaching intentions are								IMPLEMENTATION – know how our curriculum is being implemented.	
	To ensure that the purpose of the learning is made explicit and students are aware of the learning outcomes.	To ensure that learning is modelled.	To ensure that different learning strategies are used.	To provide challenge for all and support where necessary	To use continuous formative assessment	To moderate assessments and judgements	To secure the next steps	To be BFS Outstanding teachers		
	Teaching is based on a clear understanding of our students' cognition and learning.	Teachers and teaching assistants monitor learning and provide feedback.	The positive classroom climate created by teaching, stimulates and motivates all students.	Class groups are determined by students' learning styles and needs providing the best of opportunities.	Strong partnership with parents and carers supports students' outcomes at school and home.	Teachers and teaching assistants have a deep knowledge of our students' needs.	Teachers and teaching assistants always provide choices.	Knowing the motivators for our students to create a happy and nurturing environment which closes the gaps and lifts barriers to learning.		
	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.									
IMPACT	Our curriculum has an ambition for aspirational achievement of all irrespective of background and starting point. This achievement is represented in three key areas:								IMPACT – know what impact our curriculum is having on students' knowledge and understanding.	
	IMPACT 1: Standards – Students make progress and attain in line with their individual expectations. They are given opportunities to achieve and then to apply and to transfer their learning. Students develop meaningful knowledge, skills and understanding. Assessment documentation show that knowledge and skills are embedded throughout the curriculum, leading to recognised qualifications.			IMPACT 2: "Dedicated to delivering inspirational learning experiences." – Students become confident, successful and resilient learners. They make informed choices for their learning. Teaching encourages students to adopt an "I can" attitude, as a result students respond to challenges.			IMPACT 3: Personal Development – Students demonstrate the "BFS Way" in their learning and in their behaviour in and beyond school. Students are supported to make informed choices regarding personal safety in preparation for adulthood. Students participate and contribute in order to enrich the whole school community.			
EVALUATION	We regularly review how well our curriculum goals enable progress and achievement.									
	Aspirational Quality Outcomes  We evaluate through monitoring, work scrutiny, triangulation, data analysis and project outcomes.	Curriculum Content is Responsive and Relevant  We evaluate through monitoring planning, pupil voice, external networking, teaching and learning observations and work scrutiny.		Mastery  As a result of planning and delivery of the curriculum the impact of this for students is measured and evidenced through various assessment methods.		Embedding Knowledge and Skills  We review our curriculum regularly including EHCP outcomes.		Being part of a Family and a Community  We evaluate through pupil voice, lesson observations, curriculum evaluations, parents/carers', governors' and visitors' feedback.		

## **2. Our curriculum**

- 2.1. At Baginton Fields Academy, we strive to ensure the curriculum is personalised to meet the needs of all our students and to ensure equality of access and opportunity.
- 2.2. We believe our curriculum provision reflects our aspirations for all our students and our respect for the individuality and uniqueness of all.
- 2.3. We aim to provide an ambitious curriculum that is "balanced and broadly based" whilst being relevant, inspiring and motivating.
- 2.4. We aim to provide a safe, stimulating environment that will encourage all students to make positive contributions to home, school and community life.
- 2.5. We are committed to providing a curriculum that promotes a lifelong love of learning and enables all students to successfully experience and develop their full educational and social potential.
- 2.6. There is a range of curriculum provision within school designed to meet the individual needs of all our students. Students who have SLD/MLD receive a curriculum that is based on the National Curriculum subjects, youngsters whose learning is significantly affected by their ASD/PMLD follow a bespoke curriculum tailored to their learning styles and needs while in Key Stage 5 students follow a curriculum leading to ASDAN, NCFE and Functional Skills qualifications. All curricula focus holistically on the student and wider opportunities that will prepare them for adulthood.
- 2.7. At Baginton Fields we value highly the Spiritual, Moral, Social and Cultural development of all our students and their personal, social and health education is very much part of our ethos.
- 2.8. Baginton Fields actively promote Baginton Values (BVs) which are based on the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. In addition, Character Education is embedded across the curriculum.
- 2.9. Baginton Fields view cultural capital as a vital element of the holistic education and development we offer to every young person in our school. We strongly believe that in order to equip and prepare our students for their role as influential global citizens we must offer them the very broadest range of opportunities, experiences and knowledge during their time in our school.
- 2.10. We aim to ensure that all students have access to extra-curricular activities such as enrichment sessions, lunchtime clubs, residential and community visits.

## **3. The fundamental intents of the curriculum**

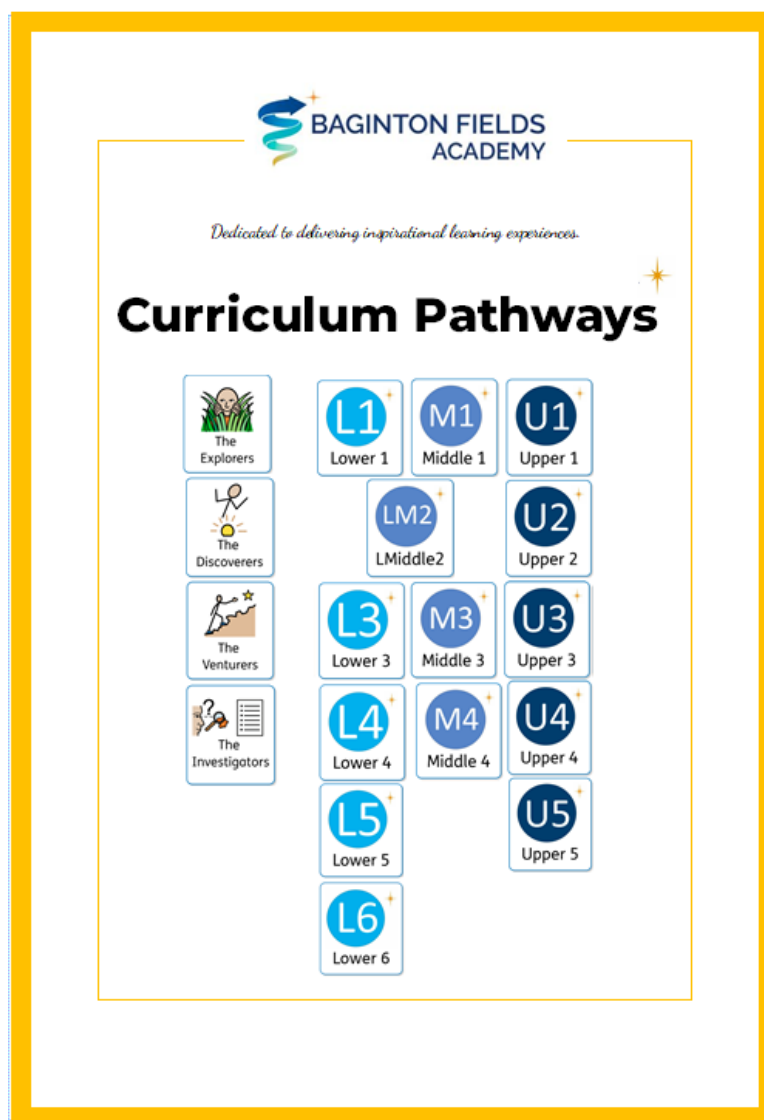
- 3.1. Provide an inspiring and challenging environment that encourages all students to aspire to securing high levels of achievement and attainment.
- 3.2. Provide students the chance to learn through experiencing a broad range of purposeful, motivating and enjoyable learning opportunities.

- 3.3. Provide equality of access and the opportunity for all students to make progress.
- 3.4. Personalise learning in order to overcome individual barriers to learning.
- 3.5. Promote the development of communication, language and literacy (incl. digital literacy), ICT and numeracy (incl. problem solving).
- 3.6. Develop student independence.
- 3.7. Enable students to acquire transferable skills and knowledge through focusing on the learning habits associated with Building Learning Power (resourcefulness, reflectiveness, resilience & reciprocity).
- 3.8. Actively promote spiritual, moral, social and cultural development.
- 3.9. Develop an awareness of what it is to be British and the importance of British Values.
- 3.10. Develop an awareness of the importance of a healthy lifestyle and how to maintain personal safety.
- 3.11. Enable students to become active participants in the whole school and wider community.
- 3.12. Develop individual personal and social skills.
- 3.13. Prepare students for the opportunities, responsibilities and experiences of adult life and to be able to make a valuable contribution to society.

#### **4. Class Structure**

- 4.1. There are 4 class groups, also known as pathways, in every Key Stage. Lower (=L KS3), Middle (=M KS4) and Upper (=U KS5) are the three strands to dissociate the key stages. Students are taught in mixed aged class group. In KS 3 students follow a three-year rolling cycle while students in KS 4 follow a two-year rolling cycle. In KS5, there is also a three-year rolling cycle.
- 4.2. In Key Stage 5 as in other areas of the school, students are grouped into different groups according to their needs but there are one and a half days a week where the students have mixed groups for social, creative, physical and work-related learning skills. Students who are able to choose which sessions they attend, other students are allocated to sessions according to their preferences and talents.
- 4.3. Students are grouped according to their learning needs and style rather than by age.
  - 4.3.1. The Explorers = young people whose learning is significantly affected by ASD.
  - 4.3.2. The Discoverers = students who have PMLD.

- 4.3.3. The Venturers = students with ASD and/or severe learning difficulties.
- 4.3.4. The Investigators = students with severe to moderate learning difficulties.
- 4.3.5. The pathways in situ:



## 5. The organisation of the curriculum

- 5.1. It promotes an enjoyment of learning and a commitment to achievement.
- 5.2. In KS 3 students follow a three-year rolling cycle while students in KS 4 follow a two-year rolling cycle.
- 5.3. KS 5 curriculum is focused on achieving ASDAN accreditation awards and NCFE qualifications such as Functional Skills in ICT, mathematics and English; this ensures progression through the development of core and independent life skills. This is a three-year programme of study.

- 5.4. Functional Skills are delivered to ensure support students' further education pathway.
- 5.5. Individual key stage and subject long-term plans indicate the knowledge, skills, vocabulary and include the subject specific concepts to be taught over the term.
- 5.6. Teachers plan their lessons and save their intention slides on SharePoint so that the class team can access in advance details of the personalised intentions and their progression for each lesson. The teacher will discuss with their team adaptive learning and any differentiated strategies.
- 5.7. All key stages actively promote Learning Outside the Classroom.
- 5.8. The Explorers:



Key Stage 3	Key Stage 4	Key Stage 5
<p>In Key Stage 3 &amp; 4 the national curriculum is not appropriate. These students follow a specially devised curriculum that allows those with significant ASD needs to follow a highly structured individualised programme of purposeful activities.</p> <p>In Key Stage 3 &amp; 4 the national curriculum is not appropriate. These students follow a specially devised curriculum that allows those with significant ASD needs to follow a highly structured individualised programme of purposeful activities.</p>		<p>in Key Stage 5 students follow a similar curriculum but their learning is accredited through an ASDAN qualification called Personal Progress.</p>
<p><b>Timetabled Lessons:</b></p> <p>Literacy x5, Maths x 2 Discovery x3, Independence x3, Physical development and wellbeing x4, Citizenship x 2</p> <p><i>RE Festivals are delivered through lessons and assemblies.</i></p> <p><i>Phonics – Sound awareness and see and learn vocabulary scheme.</i></p>		<p><b>Timetabled Lessons:</b></p> <p>Literacy x5, Maths x 2 Discovery x4, Independence x8, Physical development and wellbeing x7, Citizenship x 2</p> <p><i>Pupils are working on ASDAN modules titled: Developing communication skills, Developing ICT skills, Developing skills for the workplace, Developing independent living skills,</i></p>

	Preparing drinks and snacks, Daily routine and activities, Engaging with the world around you, Getting on with other people, Using interpersonal skills
<ul style="list-style-type: none"> <li>Lesson content is focused on developing student skills in six main areas: communication, flexibility, literacy, mathematics, independence, citizenship, discovery and physical development and wellbeing. Students will work on area specific targets during lessons; however, communication and flexibility are worked on continuously throughout the school day.</li> <li>Where possible and relevant teachers will support lesson content by using the sensory story for the term as a themed.</li> <li>Many students have individual sensory diets to support engagement with their learning.</li> </ul>	

### 5.9. The Discoverers



Key Stage 3	Key Stage 4	Key Stage 5
Key Stage 3 and 4 are combined to make one class. The national curriculum is not appropriate.		In Key Stage 5 students follow a similar curriculum but their learning is accredited through the ASDAN Personal Progress qualification.
<b>Timetabled Lessons:</b>  <u>Communication</u> : communication, language and literacy x3, communication snack time <u>Curiosity</u> : mathematics x 2, science x 1, technology x 1, sensory cooking x 1, sensology x 1, outdoor learning x 0.5, RE x 0.5 <u>Creativity</u> : art x 1, music x 1, theatre / Bamboozle x 1 <u>Physical development</u> : swimming and body awareness x 2, soft play and rebound x 2		<b>Timetabled Lessons:</b>  <u>Communication and literacy</u> x 4 <u>Employability</u> including Maths/cooking/farm x 4 , <u>Independence</u> x 4, <u>Physical development</u> x 2 <u>Emotional and social wellbeing</u> x2, including community visits. <u>Leisure and recreation</u> x 2



Emotional and social wellbeing: citizenship and emotional and social wellbeing x 1	
<ul style="list-style-type: none"> <li>• Allows for students with PMLD needs to follow a curriculum based upon communication, creativity, curiosity, emotional &amp; social wellbeing and physical development.</li> <li>• Students access literacy, numeracy, science, ICT, etc. These are taught through a sensory approach and assessed under one of the above headings.</li> <li>• Students' physical development is supported through programmes such as TacPac, Body Awareness and individual physiotherapy programmes.</li> <li>• Specialised strategies such as Intensive Interaction are employed to support learning.</li> <li>• Students access specialised therapies such as Music Therapy, Sensory Integration Therapy and Sensory Diets.</li> <li>• Students complete selected units from ASDAN Towards Independence/Personal Progress where appropriate and relevant to their year group.</li> </ul>	

### 5.10. The Venturers



Key Stage 3	Key Stage 4	Key Stage 5
In Key Stage 3 & 4 Students are taught in mixed aged class groups. Students are taught a mix of the National Curriculum subjects and a more personalised programme following on The Explorers, where appropriate.		As part of their transition to KS5 students complete a selective number of units of study from the ASDAN Toward Independence scheme. Students study ASDAN Personal Progress
<b>Timetabled weekly lessons:</b>  English x 3, mathematics x 2, science x 2, My Independence x 4 (RE, RSHE, PHSECC and cooking), physical wellbeing x 4 (incl. swimming and enrichment), 'My Arts' x3 (Art, music) and each week there is 1 session reserved for consolidation. This includes looking at EHCP targets,		<b>Timetabled weekly lessons:</b>  ASDAN Personal Social Development X 4 Independence in the community x 2 English Communication Skills x2 Maths Skills x2 RSHE x1 Recreation and Leisure x4

<p>well-being activities and completing work tasks that may need extra time.</p> <p><i>Historical, geographical and cultural understanding taught through lessons and assemblies.</i></p> <p><i>Online Safety is taught via ICT Computing and safe practice is across all subjects.</i></p> <p><i>Phonics – Sounds</i></p>	<p>ICT x 1</p> <p>Work Related Learning x 4</p> <p><i>Online Safety is taught via ICT Computing and safe practice is across all subjects</i></p>
<ul style="list-style-type: none"> <li>• Core subjects are delivered discretely but there is also a focus within English which may be use to provide a cross-curricular and holistic approach to the learning of the foundation subjects.</li> <li>• The literacy focus enables students structured opportunities to develop transferable skills.</li> <li>• In addition to Learning Outside the Classroom students across the key stage follow the John Muir Award (Discovery).</li> <li>• Key stage 3 &amp; 4 students participate in enrichment activities on a Wednesday afternoon, which provide the opportunity of working inclusively and developing social skills.</li> </ul>	

### 5.11. The Investigators



Key Stage 3	Key Stage 4	Key Stage 5
<p>Key Stage 3 students are taught the core subjects of English, mathematics and science, as well as RE, ICT, RSHE, PSHECC, art, music, PE (including swimming) and food technology.</p> <p>Key Stage 3 Investigators follow a specifically designed curriculum which occurs over a 3-year cycle. This is based on the National Curriculum with adapted expectations.</p> <p>Lesson learning intentions are adapted to all/most/some expectations and students are</p>		<p>All students study an ASDAN and NCFE accredited qualification i.e. Personal Progress, Employability, Personal and Social Development; Entry level 1 -3. The focus is on preparing students for the next stage of their education as they move towards adulthood and in supporting them to become as independent as possible. These awards allow for progression post key stage 4.</p> <p>Students focus on Life Skills and Functional Skills such as</p>

supported to access challenge at whatever level.	Communication, mathematics (numeracy) and ICT, Community experience, Work experience, Enterprise activities, Work and Leisure and Personal and Social skills. Some students participate in inclusive accredited activities at alternative establishments i.e. The Herbert Art Gallery.
<p><b>Timetabled Lessons:</b></p> <p>English x 3, mathematics x 3, science x 2, music x 0.5, art x 1, food technology x 2, ICT computing x 1, PSHECC x 1, RSHE x 1, RE x 0.5, Physical Education x 2 (incl. swimming)</p> <p><i>Historical, geographical and cultural understanding taught through lessons and assemblies.</i></p> <p><i>Online Safety is taught via ICT Computing and safe practice is across all subjects.</i></p> <p><i>We follow the PPSEN phonics programme and provide 15 minutes of daily phonics practice.</i></p> <p><i>Reading is a priority across all lessons, including comprehension and word reading. 1 English lesson per week is dedicated to specifically building reading skills.</i></p>	<p><b>Timetabled Lessons:</b></p> <p>ASDAN Personal Social Development X 4 (incl. community English Functional Skills x2 Maths Functional Skills x2 RSHE x1 Recreation and Leisure x4 ASDAN Employability x 2 ICT x 1 Work Related Learning x 4 Work Experience internal and external for individual students. <i>Online Safety is taught via ICT Computing and safe practice is across all subjects.</i></p>
<ul style="list-style-type: none"> <li>• Key stage 3 &amp; 4 students participate in enrichment activities on a Wednesday afternoon, which provide the opportunity of working inclusively and developing social skills.</li> <li>• A consolidation session at the end of the week is utilised to provide specific intervention to students; for example, catching up with missed work or practising tasks that students have found challenging.</li> </ul>	

## 6. Building Learning Power (BLP)

- 6.1. BLP at Baginton Fields is used to support young people in becoming more effective, confident and independent learners and to develop their ability to

transfer skills across a range of disciplines. It is our belief that everyone has the potential to develop and improve the way they learn. A further important aim is to help prepare students for the next stage in their life by instilling a love of learning that they can take forward with them into adulthood.

## 7. **MAG&T**

- 7.1. More Able Gifted and Talented Students are supported across the school within the curriculum with differentiated teaching to challenge them.
- 7.2. In KS5 students have been identified to take part in different work-related learning opportunities, including hospitality and catering, design technology, graphic design and horticulture.

## 8. **Roles and responsibilities**

- 8.1. Although the Deputy Headteacher has overall responsibility for the school curriculum, curriculum development, design and implementation is the collective responsibility of the leadership team and subject leaders.
- 8.2. Subject Leaders are accountable for reviewing and updating the long-term planning whilst teachers ensure the intervention "slide" planning is aligned with the long-term plans. Subject leaders are responsible for the moderation and assessment of their subject, providing coaching or mentoring where required.
- 8.3. Subjects are grouped into "Faculties" to support the development of subject leaders and to embed "joined up thinking" and consistency across the curriculum.
- 8.4. Faculty groups are: Core, Culture and Community, Creative and Expressive.

Faculties	Subjects	Subject Leaders
<b>Core</b>	English	Sharon MacLeod
	Total Communications Co-ordinator	Karen Dhesi
	Mathematics	Elizabeth Drew
	Science and STEM	Emma Maxfield
	ICT Computing	Sean Noone
<b>Cultural and Community</b>	Religious Education	Julie Reid
	Relationship & Sex, Health Education	Emma Dunstone
	Physical Education & Forest School	Rachel Burnside
	PSHECC	Beata Stasiewska
<b>Creative and Expressive</b>	Music	Helen Price
	Art and D&T	Kate Beaumont
	Food Technology	Leanne Parker
	Flat and Cooking	Helen Stimson

<b>Accreditation &amp; Qualifications</b>	ASDAN / NCFE	Sean Noone
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<b>Evolve LOTC</b>	Laura Pears
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<b>The Explorers Pathway co-ordinator</b>	Bethany Weale
<b>The Discoverers Pathway co-ordinator</b>	Hannah Breslin
<b>The Venturers Pathway co-ordinators</b>	Lynn Pearson and Emma Maxfield
<b>The Investigators Pathway co-ordinator</b>	Franck Lavie

<b>Head of Key Stage 3</b>	Franck Lavie
<b>Key Stage 3 Manager</b>	Emma Dunstone
<b>Head of Key Stage 4</b>	Rachel Burnside
<b>Head of Key Stage 5</b>	Sean Noone

## 9. Enrichment sessions

### 9.1. Aims:

9.1.1. To improve student well-being e.g. self-esteem, reduce anxiety associated with ASD.

9.1.2. To improve the physical health of students e.g. physical stamina, healthy weight

9.2. 'Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.' (Ofsted definition of SMSC education.)

9.3. Through our Enrichment programme, students are able to choose from a selection of Enrichment activities that cover the arts, cultures, sports, ICT and therapies (cultural). They are guided by staff towards activities to meet the aims as above. In addition, students benefit from peer support and interaction with different students across all years' group (socially/ morally). With Key stage 5 students, taking on the role of student leaders to support students and the staff delivering the sessions. Thus, preparing children and young people to live full active lives as part of their community and into adulthood.

9.4. Staff talents are utilised when planning the activities so the school is able to offer some more usual activities such as sewing and e-twinning and external companies are used to offer more variety e.g. Dave for music and NHS support for health and wellbeing.

9.5. Our whole school Thrive approach is incorporated, to develop students' emotional wellbeing, it is weaved into the sessions, with opportunities to 'check – in,' develop regulation and mindfulness strategies to support with all areas of the curriculum.

10. Changes

Description	Date	Page	Section
Update to new format	04.06.2024	All	All