

# Baginton Fields School

## Curriculum Policy



*"Dedicated to delivering inspirational learning experiences"*

**Reviewed** March 2021  
**Review date:** Spring 2023

## Our Curriculum

In 2019 Baginton Fields School 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. The chart below documents the results of the school's review that recognises the depth and breadth of the curriculum content and clarifies the purpose of assessment. The policy will show that the curriculum offers a logical progression through the key stages in preparation for adulthood.

Dedicated to delivering inspirational learning experiences						
<b>CURRICULUM INTENTIONS</b>	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 - Curiosity - 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.

**INTENTIONS** - know our curriculum - design and intent.

Our teaching intentions are								
<b>TEACHING INTENTIONS</b>	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.							

**IMPLEMENTATION** - know how our curriculum is being implemented.

<b>IMPACT</b>	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 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.		
<b>EVALUATION</b>	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.

**IMPACT** - know what impact our curriculum is having on students' knowledge and understanding.

## Background

- At Baginton Fields School, we strive to ensure the curriculum is personalised to meet the needs of all our students and to ensure equality of access and opportunity.
- We believe our curriculum provision reflects our aspirations for all our students and our respect for the individuality and uniqueness of all.
- We aim to provide a progressive curriculum that is “balanced and broadly based” whilst being relevant, inspiring and motivating.
- We aim to provide a safe, stimulating environment that will encourage all students to make positive contributions to home, school and community life.
- 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.
- 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 curriculums focus holistically on the student and wider opportunities that will prepare them for adulthood.
- 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.
- 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 and Culture Capital are embedded across the curriculum.
- We aim to ensure that all students have access to extra-curricular activities such as enrichment sessions, lunchtime clubs, residential and community visits.

### The **FUNDAMENTAL INTENTS** of the Curriculum are to:

- Provide an inspiring and challenging environment that encourages all students to aspire to securing high levels of achievement and attainment.
- Provide students the chance to learn through experiencing a broad range of purposeful, motivating and enjoyable learning opportunities.
- Provide equality of access and the opportunity for all students to make progress.
- Personalise learning in order to overcome individual barriers to learning.
- Promote the development of communication, ICT, reading, writing and numeracy.
- Develop student independence.
- Support students in social and emotional development.
- Enable students to acquire transferable skills and knowledge through focusing on the learning habits associated with Building Learning Power (resourcefulness, reflectiveness, resilience & reciprocity).
- Actively promote spiritual, moral, social and cultural development.
- Develop an awareness of what it is to be British and the importance of British Values.
- Develop an awareness of the importance of a healthy lifestyle and how to maintain personal safety.
- Enable students to become active participants in the whole school and wider community.
- Develop individual personal and social skills.
- Prepare students for the opportunities, responsibilities and experiences of adult life and to be able to make a valuable contribution to society.

## **Class organisation**

There are 4 class groups in every Key Stage.

Students are grouped according to their learning needs and style rather than by age.

- Group 1 = young people whose learning is significantly affected by ASD.
- Group 2 = students who have PMLD.
- Group 3 = students with ASD and/or severe learning difficulties.
- Group 4/5 = students with severe to moderate learning difficulties and SEMH.

## **The Organisation of the Curriculum;**

- It promotes an enjoyment of learning and a commitment to achievement.
- Is planned effectively within a 3 year cycle of areas of interest to ensure progression (KS 3 & 4).
- Is taught both through discrete subjects and links to “areas of interest” (KS 3 & 4).
- KS 5 curriculum is focused on achieving ASDAN and NCFE accredited awards; this ensures progression through the development of core and independent life skills.
- KS5 more able learners follow Functional Skills in mathematics, English and ICT at Entry level leading to Level 1 to ensure support for their further education pathway.
- Individual key stage and subject curriculum maps indicate the areas of interest and include the subject specific concepts and skills to be taught over the term.
- Teachers plan half-termly using medium term plans that contain details of the scheme of work and the progression of learning objectives. The plans include differentiated targets for all students.
- Medium Term plans include relevant opportunities for communication, literacy, numeracy, Building Learning Power and SMSC, FBVs and strategies to support positive student mental health.
- All key stages actively promote Learning Outside the Classroom.

## **Key Stage 3 –SLD/MLD**

- Students are taught in mixed aged class groups (Year 7-9).
- Students are taught all the National Curriculum subjects, where appropriate.
- Core subjects are delivered discretely but there is also a termly area of interest to provide a cross-curricular and holistic approach to the learning of the foundation subjects.
- The curriculum enables students structured opportunities to develop transferable skills.
- Over the course of three years students follow the ASDAN New Horizons programme.
- In addition to Learning Outside the Classroom students across the key stage follow the John Muir Award (Discovery)

## **Key Stage 4 – SLD/MLD**

- For the majority of lessons students are taught in mixed aged class groups (Year10-11).
- As with Key Stage 3 students they are taught the core subjects of English, mathematics and science discretely, other subjects are taught with a cross curricular approach relating to the term’s area of interest.
- As part of their transition to KS5 students complete a selective number of units of study from the ASDAN Toward Independence scheme and some work towards Functional Skills.
- Key stage 3 & 4 students participate in enrichment activities on a Wednesday afternoon, which provide the opportunity of working inclusively and developing social skills.

## Key Stage 5

- 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 as they move towards adulthood which may involve further education and in supporting them to become as independent as possible. These awards allow for progression post key stage 4.
- Students focus on Life Skills and Functional Skills such as Communication, mathematics (numeracy) and ICT, Community experience, Work experience, Enterprise activities, Work and Leisure and Personal and Social skills.
- Some students participate in accredited activities at alternative establishments i.e. The Herbert Art Gallery.
- 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, choose which sessions they attend, other students are allocated to sessions according to their preferences and talents.

## The ASD curriculum

- In Key Stage 3 & 4 there are a small number of ASD students for whom 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.
- Lesson content is focused on developing student skills in six main areas: **communication, independence, flexibility, citizenship, discovery and emotional wellbeing**. Every student has at least 1 target from each category and these targets are used by the class teachers to devise learning opportunities that will support their progress.
- Where possible and relevant teachers will support lesson content by making links to the areas of interest.
- Specialised strategies such as Intensive Interaction are employed to support learning such as Bamboozle.
- Many students have individual sensory diets to support engagement with their learning.
- The ASD cohort in Key Stage 5 follow a similar curriculum but their learning is accredited through an ASDAN qualification similar to their KS 5 peers.

## The PMLD curriculum

- Allows for students with PMLD needs to follow a curriculum based upon **communication, citizenship, creativity, curiosity, emotional & social wellbeing and physical development**. All students have at least one target from each area and as with the ASD curriculum these targets are used by the class teachers to devise learning opportunities that will support their progress.
- Students still access literacy, numeracy, science, ICT, PSHE etc.. linked to the areas of interest but these are taught through a sensory approach and assessed under one of the above headings.
- Students physical development is supported through programmes such as TacPac, Body Awareness and individual physiotherapy programmes.
- Specialised strategies such as Intensive Interaction are employed to support learning.
- Students access specialised therapies such as Music Therapy, Sensory Integration Therapy and Sensory Diets.
- The PMLD cohort in Key Stage 5 follow a similar curriculum but their learning is accredited through an ASDAN qualification similar to their KS 5 peers.

## The John Muir Award

The John Muir (Discovery) Award is an environmental award scheme focused on wild places. It encourages students of all backgrounds to connect with, enjoy and care for nature, landscape, and the natural environment - wild places. It is a timetabled theme delivered through four challenges: discover a wild place, explore it, do something to conserve it and share experiences. It is also used as a conduit to deliver discretely subjects: English, mathematics, science, STEM, etc.

## Building Learning Power (BLP)

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.

## MAG&T

- More Able Gifted and Talented Students are supported across the school within the curriculum with the opportunity to work with external providers around different subject areas: Art, music, ICT Computing, etc.
- To enhance experiences and learning.
- 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.

## Roles and Responsibilities

- The Deputy Headteacher has overall role of Curriculum Leader.
- Responsibilities for the leadership of subjects are distributed to teachers.
- Teachers are encouraged to be middle leaders and to promote teaching and learning and student progress in their respective subject area.
- Subjects are grouped into “Faculties” to support the development of subject leaders and to embed “joined up thinking” and consistency across the curriculum.
- Faculty groups are;
  - **Core:** Mathematics, English, Science, ICT Computing, ASDAN & NCFE accreditation
  - **Creative and Expressive:** Art, D&T, PE, Music
  - **Culture and Community:** Humanities (History and Geography), RE, PSHE, RSE and Citizenship.
- Subject leaders are responsible for updating individual subject maps in line with the areas of interest, and for the moderation and assessment of their subject.

Faculties	Subjects	Leaders
English & Communication	English, Literacy and Communication	Sharon MacLeod
	Total Communication	Alison Down
Mathematics	Mathematics	Sam Rowe
Science	Science and STEM	Rachel Wedgbury
Humanities	History and Geography	Samuel Farrington
	PHSE	Beata Stasiewska
	Citizenship	Julie Reid
	RE	TBA
	RSE	Julie Kelleher
	John Muir	Helen Coombes

ICT & Computing	ICT Computing	Sean Noone
Creative Arts	PE	Sheryl Lawlor
	Art	Sharon Davies
	D&T	Lynn Pearson
	Music	Emma Dunstone
ASDAN / NCFE and accreditation		Julie Kelleher

### **Enrichment Sessions:**

Enrichment aims to improve students' physical and mental health well-being.

Students are able to choose from a selection of Enrichment activities that cover the arts, cultures, sports, ICT and therapies. They are guided by staff towards activities to meet the aim. In addition, students benefit from peer support and interaction with different students across Key Stage 3 and 4.

Staff talents are utilised when planning the activities so the school is able to offer some more unusual activities such as sewing and e-twinning. Some Enrichment activities are an opportunity for students to pursue a gift or talent, or gain an award.

### **Appendix 1 - John Muir Table**

#### **Other relevant documents:**

*Teaching and Learning, Assessment, Recording and Reporting, Moderation, Sequence for learning.*

<p><b>Discover a wild place</b>  <b>Where/what is your wild place (or places)?</b>  This can be school grounds, local park, beach, woods, river, mountain or national park...  Briefly:  Where will your activity take place? (Note all the places you will visit).  What is the natural character of your chosen place(s)?  What makes it special for you/your group?  Why is it a suitable place for your Award activity?</p>	<p>School grounds have a forest area, a very large green playground (2 lapses = 1 mile), a farm, vegetable garden plots, two sensory gardens. In addition, there are two LOfC areas.  The school visits the following area: Coombe Abbey Country Park, Ryton Pools Country Park and Brandon Marsh Nature Reserve.  The school has a yearly residential at Dol Y Moch (National Park) in Wales.  The places the group will be visiting are "safe" and will bring diversity in terms of nature and its flora and fauna. The school grounds can bring activity opportunities with the different areas whether it is man-managed or not. It will support learners to grow independence and explore at their leisure through hands on activities.  The school is taking part in the Tree Award through the Woodland Trust. This is valid for all four strands: Discover, Explore, Conserve and Share.</p>	<p>Our learners are exploring school grounds and external venues at their ability level e.g. treasure hunt, scavenger hunt, bucket tasks, painting leaves with a 'homemade' paintbrush with stick and pine leaves, making bird nests, bird feeders with food and pinecones attached in trees, etc. Symbols and signs will support pupils to make a choice and provide them the ability to explore. Geography is used as a conduit for John Muir. A John Muir is also organised every Wednesday afternoon.  Activities are all supervised at different levels; close proximity and discovery through independence and own choice. Students will be directed to complete activities in line with the theme of the day whether it is about birds, insects, trees, grass, flowers, etc.  Our pupils require sensory input and therefore lying on the ground under a tree looking at the leaves falling is also an experience worth doing. They will be making 'things' such as insect hotel, bird feeders, etc. Photographs will be taken as evidence for their portfolio and also towards progress of their social skills and cooperation, team working, etc.</p>	<p><b>Explore it</b>  <b>Tell us what you will do to increase your awareness and understanding. How will you experience, enjoy and find out more about your wild place(s)?</b>  You might:  Visit it at different times of day and night, in different seasons, alone or with others.  Travel extensively – walk, camp, bike, canoe.  Sit, look, listen - engage senses.  Identify and find out more about landscapes, habitats and living things (biodiversity), and how they connect.  Make maps. Take photographs.  Research local geology, natural and cultural history.</p>
<p><b>Conserve it</b>  <b>How will you care for your wild place(s), take some personal responsibility, make a difference, put something back?</b>  Take practical action for nature - wildlife or pollution surveys, litter picks and audits, tree or shrub planting, grow plants for wildlife or clear invasive plants, create or monitor habitats...  Campaign and inform others to highlight an environmental issue or help protect a wild place.  Apply minimum impact approaches to your activity.</p>	<p>Our students will be learning that conservation is important and will become responsible (at their own level) towards the environment and nature.  Litter picking is planned and students will be planting shrub and a tree, grow their own plants and make insects hotel, etc. They will take part in gardening in the sensory gardens and the allotment  The class base has a display board dedicated to John Muir and will show work done by the students. They will highlight environmental issues and advice to protect the wild place. The latter will be part of a newsletter sent to parents. Campaigning will be taught and our students will become responsible citizens.  The school has an Eco Warriors club which discusses environmental issues and help the school to become greener by creating campaigns and talking with others.</p>	<p>Our students as part of the school ethos and vision will celebrate their achievement and will be able to access the citizen of the week and take part in assemblies.  The teacher is aiming to have a link with the school Eco-school team which is led by our KS5 students. The Eco-school team has also a display board which will have an insert for our John Muir explorers' achievement.  Teachers will be able to inform any progress and updates via the school website and Class Dojo which is our communication platform with parents and carers. The school newsletter will also inform parents of John Muir.  The teacher is looking to have European projects via online through the e-twinning platform (British Council with other SEND pupils on the continent).</p>	<p><b>Share your experiences</b>  <b>Tell others about what you have done – experiences, achievements, feelings, what has been learned. Celebrate!</b>  Reflect, review and discuss your adventures and experiences in wild places – do this during as well as after, informally or more formally.  You might:  Make a display of photos, drawings, stories, poems, artwork.  Make a group diary – as a book, wall display or film.  Organise a presentation.  Lead a guided walk around your wild place(s).  Use newsletters, websites and social media.</p>