



# **Newbury Manor School**



## **Curriculum Procedure**

**September 2018**

## Newbury Manor School - Our Curriculum

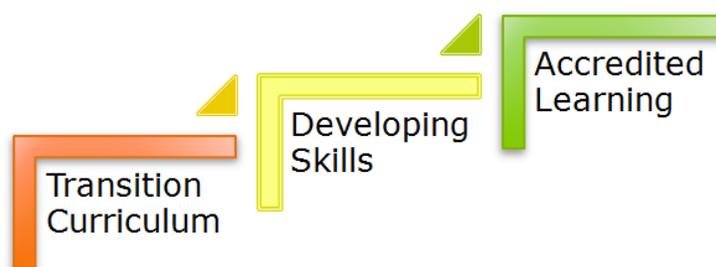
*This document is our local procedure and should be considered alongside the overarching curriculum policy.*

We are proud to offer high quality, bespoke curriculum packages that meet individual need. When a new student starts at Newbury Manor, a brand new package is built around, and with them, and in consultation with their families and carers. We would not expect them to fit into what already exists. Highly specialised teachers, therapists and support staff work together closely to create a seamless, integrated transition.

As part of the process of forming these packages, we take care to look at the whole child and ensure that we consider any factors that could limit or prevent access to our ultimate lifelong goal - a happy and fulfilling adult life.

We endeavour to ensure that progress is made in all areas. For our students to prepare for their adult lives, they must develop the skills that could be obstacles to their success. For example, if our learners wish to access further education or employment, they will need to make academic progress AND develop the broader skills to successfully access that new environment.

Our curriculum model has three stages, represented by the steps our learners make on their lifelong learning journeys.



### Transition Curriculum

Students who join our school have often faced highly significant challenges prior to admission and may be experiencing a cycle of failure. We develop a tailored transition curriculum for each new student so that they can quickly feel our 'culture of success.' This process prioritises splitting down the transition into attainable stepping-stones with outcomes of reducing anxiety, raising confidence and the developing strong, trusting relationships. The greatest of care is taken to track progress, with transition targets being regularly reviewed.

### Developing Skills Curriculum

As pupils settle at Newbury Manor they become familiar with the routines, and are ready for a slight increase in the learning challenge. This is a subtle move towards greater structure in lessons, and increased adult-led learning. As pupils engage more readily within this learning culture, there is an introduction to achievable elements of the National Curriculum. Pupils are given opportunities for paired and group work, and are encouraged to access activities within the wider community.

## Accredited Learning Curriculum

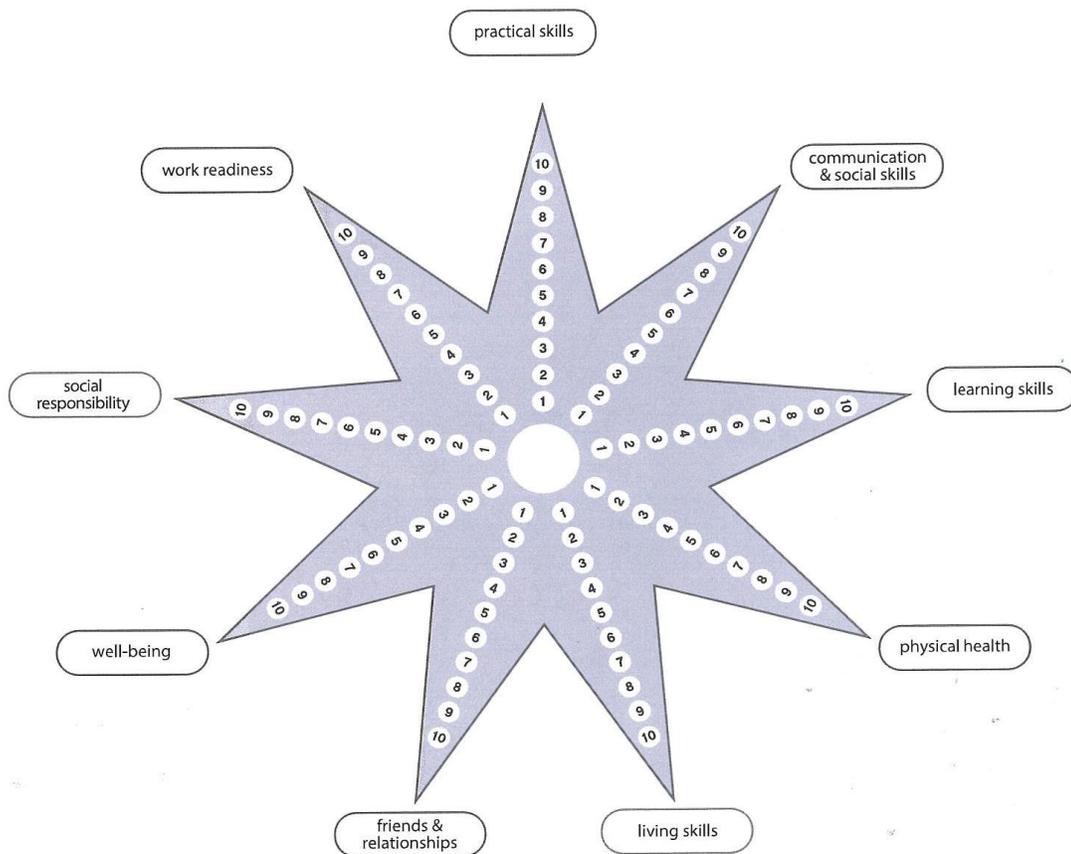
As pupils progress through our school, we want to ensure that all our learners, are offered the maximum opportunities for success, and for many this is via the national system of accreditation. At Newbury Manor we offer GCSEs, AQA Unit Award, Functional Skills, BTECs, and Independence Awards via ASDAN. The learning journey that all of our pupils undertake ensures that, with careful support, they are all able to achieve accreditation. This, for many, will be the stepping-stone to an FE college course.

Whatever the award, or pathway, we celebrate all achievements within our school, and do not lose sight of the amazing journey of change that we have undertaken with each and every one of our unique young people.

## 'Whole Child' Assessment

In all three of our curriculum stages, learning is underpinned by the 'Outcome Star' assessment structure, which allows all staff to offer support and challenge at the appropriate level for each individual.

This 'Outcome Star' assessment and tracking tool is used to provide a holistic framework from which to work. Aspects and areas of this relatively new tool has been created in consultation with the National Autistic Society and Autism Education Trust and has had significant input at the design stages from individuals with a diagnosis on the autistic spectrum.



Long-term targets (set annually) are broken down into medium term targets (reviewed termly), which are assessed using the 'Goal Achievement Scale' (GAS). This allows for very high levels of ambition to be embedded through the use of target setting – this is scored using our own unique system. The scores are analysed termly and additional support via an intervention plan is embedded as required.

### Assessment

Detailed and accurate assessment is central to ensuring that we meet the needs of our students. Alongside the assessment information that is received upon admission, we use a variety of tools to ensure our practice in this respect is fit for purpose.

### Academic Assessment

As a school, we use the B-Squared assessment tool as a way to record and track our teacher assessments. This allows us to carefully monitor progress made by each individual from P-Scales up to and including NC Level 5 to ensure that our students make maximum possible progress. Records are updated at least termly, and, where possible and practical, teachers moderate their assessments to ensure accuracy. Whilst it is acknowledged that P and NC levels are now not used, the school has developed its own scoring that translates this to identify where progress has been made. The school has valuable data from 2014 that tracks progress using this formula, and will continue to use the B Squared measuring tool when it introduces a new system in May 2019.

As our students become ready to study on our "Towards Accreditation Curriculum," their progress may be tracked in line with the relevant course requirements. For example, those studying towards a GCSE course are likely to be assessed against GCSE grade descriptors. Due to the wide range of accreditation on offer, the relevant teacher, and the Head Teacher will make the decision around this tracking on an individual basis.

We place a significant focus on literacy and the school is proud of the standard and quality of specialist literacy intervention that is provided. All young people have daily literacy (and numeracy) and this is complimented by daily phonics sessions, overseen by the Assistant Head Teacher, for the pupils who are ready for this level of intervention. In addition, the school also employs a specialist dyslexia tutor, who works either individually with pupils or as part of a teaching group to offer direct input to those who either have a dyslexic diagnosis, or whom have requested (via parents or teachers) this input.

### Planning, Monitoring and Review

#### Academic Curriculum

Teachers use national curriculum programmes of study to set age-appropriate schemes of work that are tailored for each individual.

The school is clear that although some of our students may have fallen behind in their learning, some significantly, before they reach us, and will therefore need a highly personalised version of the national curriculum, we must be in a position to provide a robust, challenging curriculum for them if and when they have re-engaged in education, and are able to access at an age-appropriate level and to 'close the gap.' We will never place a ceiling on the aspirations of our students.

Teachers create medium and short-term plans that ensure high quality learning experiences for their students. These are evaluated and quality assured via meetings with SLT.

### Subjects we offer

The flexibility of our timetable enables us to offer the following subjects

- ✓ English
- ✓ Mathematics
- ✓ Science
- ✓ English Literature
- ✓ History
- ✓ Geography
- ✓ Art
- ✓ Design and Technology
- ✓ Music
- ✓ PE/Games
- ✓ PSHE
- ✓ ASDAN
- ✓ Functional Skills
- ✓ BTECs
- ✓ ASDAN awards
- ✓ Cooking skills
- ✓ Outdoor Learning

### Accreditation we offer

We offer accreditation in the following subjects and subject areas

- ✓ GCSEs
- ✓ BTECs
- ✓ AQA Unit Awards
- ✓ Functional skills
- ✓ ASDAN awards

### Reporting

Every student receives a detailed report twice per year, which summarises their achievements, reviews targets and sets goals for the following term.

### Timetable

All of our students are different, and their individual needs require a bespoke timetable. We are careful not to force a rigid timetable structure around our students, if this is not in their best interests and so we are purposefully flexible. However, we are equally mindful of the needs of many individuals with a diagnosis on

the autistic spectrum to have clear structures and routines. For this reason, we have a whole school timetable structure that all students can engage with at their own level.

The day starts with students engaging in high quality, focused literacy and numeracy learning until morning break. This is followed by a non-core period of learning, where students can focus on their wider curriculum and therapy programmes. After lunch, the school offers its most personalised sessions, which are often based off site. This off site learning allows pupils to experience and participate in individual and group sessions in activities such as swimming, horse riding and increased opportunities for play.

Newbury Manor School offers outdoor learning both on and off site. In keeping with the ethos of the school, each session is carefully planned and tailored to meet the needs of the pupil. From horse riding to Forest School, the underlying theme is developing the 'whole child' and ensuring that all young people are given the environment, structure and support to ensure that they have maximum learning opportunities.

Our unique, individualised programme of learning enables all pupils to develop and progress at their own rate, whilst building their self-esteem, creating a culture of success and ensuring that they aspire to all they can be. We provide the environment, structure, specialised staff, programme of study and enthusiasm to unlock the potential of each young person within our school.

MH

Written: September 2014

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Review due: September 2018

Re written and updated in September 2018

Review due: July 2020