

Curriculum Statement

Henry David Learning

Woodfield School



August 2024 – August 2025

Curriculum intent statement

Woodfield school is an independent school that provides an alternative and adapted curriculum for pupils with special educational needs. We recognise that many of our pupils have faced challenges in their education prior to arrival at Woodfield school, which have severely impacted not only on their progress but additionally their social, emotional, and mental health. Therefore, we provide a broad and varied curriculum that develops academic skills, creativity, behaviour, and social skills: in many cases it is necessary to focus on the later to improve academic achievement. To this end the curriculum is flexible and personalised to meet the needs of the individual at the point at which they arrive. The curriculum is designed to provide an environment where pupils can reengage with learning.

Our pastoral support systems empower pupils with the skills required to overcome barriers and promotes a love of learning, which is achieved through interventions. The inclusion of therapeutic learning is evident across the curriculum.

At Woodfield school, we recognise the importance of developing core skills in Reading, Writing, Communication and Maths. We understand that these skills are fundamental to learning. Furthermore, many of our pupils arrive performing below their expected ability. As such, the intervention programmes featured across the curriculum are targeted, rigorous, and impactful.

When planning the curriculum, Woodfield school recognises that pupils learn best when activities are varied and tailored to meet their specific needs, we aim to develop pupils who love the challenge of learning, are resilient and curious, and these qualities should not be hindered by a pupil's starting point.

Our curriculum is designed to support pupils in developing the knowledge and skills they need to function effectively in the community and to succeed in future life. To this end, the curriculum provides specific learning days and enrichment activities where learning focuses on topics such as careers, aspirations, staying safe, promoting literacy and British values. Pupil voice provides a platform where pupils learn to take responsibility for their school and participate in decision making.

Curriculum intent summary:

- An alternative curriculum is accessible to all
- Learning and teaching is ambitious and raises attainment for all pupils regardless of their starting points
- Reading, writing, communication and Maths is prioritised across the curriculum and targeted interventions are used to narrow gaps in learning
- Activities and interventions support pupils to use strategies to enable them to improve their behaviour choices
- Pupils' creativity and artistic knowledge is embraced and celebrated
- Sport and physical activity are part of the curriculum to promote pupils' social and physical development
- The local community provides social, moral, spiritual and cultural opportunities to prepare our pupils for life in modern Britain
- Pupils are supported to prepare for the next stage of learning and adult life
- Wellbeing, healthy living and safety is actively promoted by everyone

Curriculum Implementation

The school is flexible in its approach to grouping pupils by aptitude, believing that one size does not fit all. Staff use a variety of approaches to differentiate, ensuring pupils' individual progress is maximised and individual needs are met.

Wellbeing and Mindfulness:

Pupils may come to Woodfield School with varying needs of emotional and mental health needs. Mindfulness is a reflective way for all students to take part in learning how to take time for themselves to be able to develop the skills and mechanisms that can help them to cope with the stresses of daily life in a calm and organised way. Techniques used will include Guided Mediations, Gratitude and Cognitive Behavioural methods to develop strategies to help them cope and succeed with various challenges that

they may face and learn to be able to use them independently. Our onsite psychotherapist will advise on the best ways of working with individual pupils and classes and these will be embedded within the school day.

Intervention for Academic Progress:

While literacy and numeracy are promoted and reinforced in every subject with an emphasis placed on Spelling, Punctuation, Grammar and Maths, Woodfield School recognises that pupils acquire Literacy and Numeracy skills at different rates of progress. Therefore, pupils who are performing significantly below their expected ability in these areas will be targeted for intervention.

Break and Lunchtime Activities:

At Woodfield School we consider break and lunchtime to be an extension of the curriculum. Pupils can practice transferrable skills through structured play and creative activities. During these periods our staff actively engage with pupils to develop their social, emotional and mental health.

At Woodfield School we take full advantage of our local surroundings including wildlife and heritage places of interest which are utilised regularly throughout the curriculum to enhance the learning experience. This is further enhanced by some of the units studied at Entry 3 and Level 1 of the NOCN Skills for Employment, Training and Personal Development qualifications offered.

An example of activities in the local community include Brolay Farm where pupils can further develop their knowledge and understanding in Biology and geography, the Frolesworth allotment, for building resilience and determination as well as learning about how things grow and the impact of climate on healthy crops, and the nearby lake, where pupils can explore different ecosystems and habitats.

Phases of learning

Pre-key stage learning	Pupils who enter the school at pre-key stage learning level will access a curriculum to promote communication and interaction, early literacy skills, phonics, early numeracy skills, PSHE and physical development.
Key stage 1 and 2 learning	Our key stage 1 and 2 primary phases of teaching and learning focuses on developing literacy and numeracy through daily phonics interventions, guided reading, and mathematics programmes. Pupils are also taught science, PSHE, art and design technology, history, geography, physical education, French and ICT. Health and wellbeing, relationships and living in the wider world are taught and promoted through science, and ICT, as well as during play activities. Pupils start to learn about careers options and choices.
14-19 phase	Our 14-19 curriculum focuses on pupils achieving accredited qualifications in English, maths, science, skills for training, employment and personal development and digital skills. This is supported by a PSHE curriculum and physical education. Pupils can also gain work experience. Examinations are through NOCN and Edexcel awarding bodies.

Curriculum subjects

English

In English, Woodfield School places a strong emphasis on equal opportunities and providing an environment in which all pupils are encouraged to become independent in their thinking and expression of their ideas. The three main components of speaking and listening, reading and writing are taught interdependently and pupils are expected to take responsibility for their learning, as individuals and as part of a team. Teaching and learning take place in a collaborative environment of stimulating interactive lessons and extra enrichment activities.

Pupils will learn how to:

- Demonstrate skills in Speaking and Listening, Reading, and Writing that are necessary to communicate with others confidently, effectively, precisely, and appropriately
- Express themselves creatively and imaginatively
- Become critical readers of texts
- Use reading to develop their skills as writers
- Understand the patterns, structures, and conventions of written and spoken English
- Understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity
- Select and adapt speech and writing to different situations and audiences.

In Key Stage 3 / 4 and post 16, pupils will follow Functional Skills Entry 1 -3 and Level 1 and 2 alongside NOCN Skills for Training Employment and Personal Development Award, Certificate and Diploma.

Mathematics

Woodfield School help pupils to develop an appreciation and enjoyment of mathematics. We follow the White Rose Maths programme at Key Stage 1, 2 and 3 to allow pupils to work at any area of maths and to fill gaps in their knowledge. The programmes support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum. The flexibility of the programme allows pupils to follow individualised pathways and reinforce core knowledge. The delivery of concrete, pictorial and abstract approach supports our learners who often struggle to grasp abstract thought.

Science

In Science pupils are taught to understand the nature of the changing world in which we live. Teaching and learning in science aims to equip pupils with the fundamental skills required to function in everyday life as well as instilling a sense of responsibility to our environment through the exploration of ethical, cultural, and moral issues.

Our schemes of work offer an alternative science programme that supports the aims of the National Curriculum

- Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- Pupils develop understanding of the nature, process and methods of science through different types of enquiry that help them to answer questions about the world around them
- Pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

At Key Stage 4 and post 16 pupils will access courses at their ability level.

Science teaching and learning is enhanced by:

- Science Practical's
- Group activities
- Science quizzes for assessment
- Making use of the wider community for field trips and ecological studies.

History and Geography

Humanities is taught using connecting themes for each year group closely linked to the national curriculum expectations.

- In geography pupils learn about their local area, global areas of special interest, continents, oceans and rivers and climate, seasons and the weather. Our curriculum helps pupils gain knowledge and skills of enquiry, mapwork, and fieldwork. Pupils also explore complex issues, such as climate change and sustainability, at both a local and global scale. The curriculum aims to enable pupils to know and understand more about the world and view it through a geographical lens.
- History topics link to these via local history, UK history and wider world significant historical events, explorers around the globe and significant global individuals. Our teaching helps pupils understand what has happened in history and how that has shaped civilisation and developments around the globe such as the Romans and Ancient Greece.

Information Communication Technology (ICT):

At Woodfield School pupils can study Digital Functional Skills ICT Entry Level to Level 2. The courses are designed to equip pupils with the skills they require to operate confidentially, effectively, and independently when using ICT in learning, life and work.

Pupils will develop understanding and skills in:

- Using ICT
- Finding and selecting information.
- Developing, presenting, and communicating information.

Pupils learn through a range of activities including short, focused tasks and project-based work. Health and Safety and Online Safety are taught both explicitly and implicitly throughout the course. This includes the need to have respect and regard for others, keeping yourself and personal data safe and protecting electronic devices.

- Pupils are taught to question the reliability and validity of the information they come across by applying critical thinking skills. In addition, they learn to look for possible hidden agendas when communication online.
- Pupils are taught to use different types of software to explore and solve problems. These include Word Processing, Spreadsheets, Presentation, Internet browser and Email programmes.
- Pupils use the Microsoft Office Suite to develop and present their work.
- Activities include producing multimedia presentations, entering, editing and presenting data in different formats using spreadsheets, creating flyers, leaflets and posters, using the internet to research and solve problems and using databases to organise data.
- Pupils also learn how to format their work making it appropriate for any given audience.

Physical Education:

Our pupils take part in weekly PE sessions at the local leisure centre in Broughton Astley. Additionally, gym fitness sessions are targeted to meet the needs of individuals, and swimming takes place during summer months, there are also opportunities such as basketball, badminton and five a Side Football, alongside opportunities on site at the school.

At Woodfield PE is used to:

- Improve physical health and promote healthy living
- Develop and promote good behaviour
- Develop teamwork and a sporting attitude
- Support good mental health and wellbeing
- Develop sporting skills.

French

Woodfield School teaches conversational French up to KS3. Pupils develop their knowledge of the French language in the key areas (reading, writing, speaking, listening and communicating, grammar) and apply these within familiar situations. They will gain a basic knowledge of the French language and learn up to 100 words within the first year of teaching.

Pupils will work through a variety of exercises and tasks which focus on the following:

- Introductions
- Family and hobbies
- French culture and celebrations, directions
- Food and Drink, telling the time, days of the week
- Holidays
- School and professions

The course is supported by materials from Language Angels.

The Arts and Design technology

In art, pupils will learn about artists, colour theory, artist techniques and using different media to create artwork. DT involves using tools to create artwork and using digital technology to be creative. Music is also

taught and involves using voice, instruments and technology to learn about music theory and to create sounds and music.

This is with the aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture, and other art, craft, and design techniques
- Evaluate and analyse creative works using the language of art, craft, and design
- Know about great artists, craft makers, and designers
- Understand the historical and cultural development of their art forms

Cooking Life Skills:

Pupils at Woodfield will learn how to use basic cooking equipment to make a range of food dishes. They will also focus on Health and Safety, and food nutrition. This is further enhanced by some of the units studied at Entry Level and Level 1 of NOCN skills for Employment, Training, Personal development qualifications offered.

Personal, social and Health education

At Woodfield School PSHE focuses on helping pupils understand what it's like to be them in their world. Learning focuses around understanding the importance of celebrating difference, helping pupils to recognise their dreams and goals and what is important to them, how to maintain a healthy lifestyle, the different types of relationships they encounter and how to ensure these relationships are positive and how to recognise their own changes in growth and development. We use Jigsaw resources to deliver our PSHE curriculum, which are carefully selected to reflect age and stage of our pupils.

PSHE teaching and learning is enhanced by:

- Interactive group activities
- A range of highly visual resources
- The use of ICT to enhance learning
- External speakers
- Educational trips

Relationships and Health Education

In RHE at Woodfield School pupils are taught skills in Critical Reflection, Decision making and Managing Risk whilst developing relationships and working with others. They also learn about the importance of physical and mental wellbeing. This is based on the PSHE Association Standards and DfE Statutory Relationship and Health Education Guidance and will be differentiated using the SEND standards and delivery when necessary.

RSHE is also used to explore many of the issues that impact our pupils and the wider community in which they live.

Pupils study the following themes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Pupils learn about Relationship and Sex Education, focusing on families, respectful relationships, including friendships, online and media, being safe, intimate and sexual relationships and including sexual health.

Preparing for the World of Work: Carers and Work Experience

The Careers Education and Guidance programme at Woodfield School aims to prepare young people for the world of work and to provide them with a general understanding of its opportunity and challenges.

Guidance at Key stage 3 is generally through the PSHE curriculum.

Pupils at Key stage 4 are supported in exploring the world of work in the local community and some take part in a day a week of work experience.

Social, Moral, Spiritual and Cultural Development and Fundamental British Values

At Woodfield School the social, moral, spiritual and cultural development of all pupils is enhanced through pupil voice and is embedded across the curriculum so that it is taught implicitly. This is evidenced using a range of teaching and learning strategies that develop social skills and foster the positive attitudes required to function successfully in modern Britain. It aligns with our ASK principles where we expect all pupils to have ambition in class, to support each other and to demonstrate kindness to each other. British Values are taught explicitly in PSHE using Jigsaw resources.

Related policy and procedures:

School Development Plan
Internal Quality assurance policy
Exam related policies

Review:

This policy will be reviewed on an annual basis by the Principal and Deputy Principal (Curriculum). This policy will also be revised as and when necessary, in response to pupil or staff feedback or good practice guidance issued by an awarding organisation or other regulatory body.