



Curriculum Implementation Policy

Curriculum Policy - Implementation

Rationale

Equal Opportunities and Inclusion

At Longridge School we provide relevant and equitable learning opportunities for all learners by matching the challenge of activities through in-depth understanding of each young person's learning differences and how best to promote learning for each individual.

Aims

All school staff share the same values and ethos in delivering lessons and supporting learners. Our learning and teaching aims are:

- to provide a stable and happy environment, underpinned by a nurturing and therapeutic approach, where all young people can learn well and develop into resilient learners who value the importance of education.
- to provide a highly individualised and bespoke curriculum to match the learning differences of our young people.
- to put reading at the heart of the curriculum so that our learners become confident and competent readers.
- to provide a variety of interesting contexts, through a whole school thematic approach, so that learners can acquire new skills and make links within and across different subject areas.
- to equip learners with knowledge and skills for a successful future.
- to give young people the opportunity to ask questions in a safe and nurturing environment, where all ideas and the smallest successes are valued and celebrated.

Our approach

Teachers and support staff complete an analysis of learners' strengths and needs, set personalised targets, identify progress and opportunities for next steps. These include;

- Personalising the curriculum where pupils engage in activities relevant to their developmental stage rather than age
- EHCP cycle and annual analysis of Strengths and Needs.
- Careful and flexible groupings e.g. ability, social or age related.
- Setting activities which are open ended and can have a variety of responses.
- Using a system of prompts and scaffolds that provide support and challenge.
- Targeted deployment of teachers, teaching assistants and specialist staff.
- Working as a multi-disciplinary team with parents/carers and specialists to provide targeted interventions.

Induction

Our induction starts with an initial meeting with the young person, accompanied by their parent/carer. This may be held at school or home and is important because it allows us to explore the young person's views. We read all the information we have been given and do our very best to track down anything that may be missing and access the 'Key to Success' national site for information on statutory assessments. We carry out a variety of our own assessments, typically within the first half term, so that an accurate baseline can be established. Our therapy team (where

commissioned) carry out assessments and the results of these are shared with school as soon as possible, so that our teachers can decide which teaching approaches might have the best results.

The classroom environment and resources

Our classrooms are bright, exciting and well organised spaces. All resources are labelled clearly so that our learners can independently access them and can take on appropriate responsibility for keeping them tidy and in good condition. Potentially harmful resources e.g. scissors are stored securely. Our teaching assistants are a valuable classroom resource and they add to the richness of our young people's learning experience by working closely with the teacher to support learning. Their role is very clearly to be with the young people and general administration tasks are carried out before or after school, or if appropriate, by the office administration staff.

Furniture is not static and its movement is encouraged to support different learning approaches e.g. chairs may be arranged in a circle to facilitate discussion activities. Teachers are encouraged to use their own creative flair when setting up their classrooms but to ensure a consistent approach, the non-negotiables are shown in **Appendix A**.

Classroom organisation

Learners are taught in small classes and are sensitively supported (which may sometimes mean working in even smaller break-out groups or one to one) to ensure that the pace and lesson content is appropriate to foster secure learning. Where learners need significant support, this is typically delivered by the teacher whilst the support staff work with the majority. Teaching staff know their students well and carefully plan stretch and challenge where appropriate to embed, consolidate and broaden students' learning.

The length of our lessons are flexible but typically one lesson is approximately forty-five minutes long and is broken up into appropriate tasks and activities including sensory time and/or movement breaks to ensure the learners remain focused and responsive.

All staff and young people are encouraged to bring a named water bottle; staff are also encouraged to have water bottles in class and act as role models for encouraging learners to take responsibility for keeping hydrated throughout the day. All students are provided with a mid-morning snack of toast or fruit.

Planning

Key Stage 2 and 3

As our learners are typically working well below national age related expectations, our three curriculum pathways follow bespoke curriculums which may be sensory based, adapted national curriculum or functional skills based. All pathway programmes aim to prepare the learners for life beyond school and into adulthood. Learners of mixed ages are grouped according to their education and social developmental stages and follow a curriculum presented as "stages" rather than year groupings. The curriculum will embrace all areas of academic learning adapted to a level that is related to individual educational needs and provides suitable levels of challenge.

Literacy and Numeracy skills are essential for all educational achievement, for community engagement, life beyond school and their future employment opportunities, so core subjects of English and Mathematics are taught daily in all classes. Teachers constantly use precision teaching to identify individual priority focus areas and then boost progress to try and raise basic skill levels.

Learners access weekly lessons in Science, Humanities, Food Technology, Computing and PSHE. In addition all students have at least two sessions of physical activities per week plus bespoke sessions for the development of personal skills. We have a termly whole school theme, which enables our learners to make links across and between subjects and apply their skills in a range of contexts including regular opportunities to apply their computing skills and knowledge. Where possible, all lessons are cross-curricular and linked to a theme but some lessons or sequence of lessons e.g. maths and Science, may be planned and delivered separately. When planning, our teachers typically start with what they want each learner to achieve and then work backwards, breaking the learning into small incremental steps which are built on in a systematic and meaningful way.

PSHE, SMSC and British Values are key themes which are firmly embedded across all aspects of school life. All staff seek opportunities to challenge any forms of exclusion, extremism or racism within the materials they use.

Our agreed approach to planning always contains the considerations detailed in **Appendix B**.

There is a significant focus on delivery of the curriculum through practical and creative activities including forest school type activities and other outdoor learning projects to promote inquisitive self-development and positive relationships with the natural world. The development of learners' social and emotional wellbeing is also highly valued at Longridge and staff are trained to use personalised therapeutic interventions to help students find positive ways to recognise and regulate their emotions and re-engage in learning. These are delivered through 1:1 or small group personal development sessions. The opinions and ideas of our young people are important and time is made each day for learners to "check in" with their key school staff members along with regular opportunities for pupil views to be shared through feedback questionnaires and school council meetings.

Key Stage 4

For KS4 learners, Longridge offers learners programmes of study in core subjects of Maths, English and Science. Young people are supported to make choices, Pathways Options, regarding other courses of study and the types of qualifications they work towards from Entry level to Level 2. There is a strong focus on Preparation for Adulthood and learners may follow courses from the ASDAN individualised programmes such as My Independence, Personal Development Programme and Life Skills Challenges which include topics such as employability, independent living, out in the community, PSHE, and sport and fitness. Partnership working is also a strong theme, with learners accessing work-related learning placements and having access to alternative provision where appropriate. Through specialist tutors, learners will be able to experience a number of vocational skills-based learning opportunities to help them make choices regarding their future pathways.

Key Stage 5

Longridge school values the importance of all young people leaving our setting with relevant skills and qualifications to enable access to further education, training or employment and adult life; for our learners this may not have been achieved by the end of Key Stage 4. For those who have not achieved formal qualifications by the end of KS4 and it is felt by the young person, parents/carers and the school, that Longridge is the most appropriate educational setting, individuals may stay at the school in order to achieve accreditation. Accredited courses are offered at varying levels from Entry Level to Level 1/2, ASDAN (**see Appendix F**) where applicable in both traditional school subjects, skills for adult life and vocational based qualifications to suit each learner and to ensure that all can gain success and develop confidence. Initial and ongoing assessments allow the staff at

the school to deliver teaching which is informed by the learner's current level of ability and future aspirations.

Key stage 5 learners will have a bespoke curriculum incorporating a minimum of 4 Maths and 4 English lessons per week plus pathway programmes to promote employability, independent living, personal progress and social development. We aim for all learners to have access to a minimum of 1 day per week in a work experience placement.

Linking our creative curriculum to careers

We are committed to raising the future aspirations of our young people, and encouraging them to explore which skills they will need for adult life and work is an important part of this. Linking our creative curriculum to future careers helps our learners to make links between core subjects and how the skills and knowledge they acquire can be applied in the future. We supplement this by planning for visits to a variety of employers across our curriculum subjects, regular role-play opportunities, inviting guests who can supplement the children's class-based learning by sharing real life, first-hand experiences and explaining the connection between subjects and their chosen career paths. Where possible, our teachers use resources from the world of work in the classroom as well as explicitly planning in careers links.

Our bespoke approach to teaching

- Teachers carefully assess each learner's abilities.
- Teachers work with parents/carers and any linked professionals to target the next key steps in priority areas that include communication/understanding, personal and social development and key skills.
- Teachers plan the next individual learner steps in all curriculum areas.
- Teaching is informed by the planned and sequenced knowledge and skills in all areas.
- Teachers identify the individual strategies that each learner needs to access the curriculum to achieve and make progress.
- Teachers use a range of strategies to support young people to learn and retain information.

Strategies include:

Process based learning
Skills based teaching and learning
Intensive Interaction
Structured visual support
Makaton
Use of Widgit
TISUK approach
Sensory integration
Multi-sensory delivery

Learner Work Books

High expectations of presentation are encouraged in all books/folders. See **Appendix C** for our presentation guidance.

Learner targets

Typically, targets are set following teacher assessment, are bespoke to each individual student and in line with EHCP targets which build towards more substantial, long term goals. A record of targets set for each term, and progress made towards them, are kept in in the front of learner books.

Many of our learners will have small steps to develop particular areas of both learning and personal development. These are skilfully woven in to all areas of the curriculum wherever possible. This holistic approach is possible because of the size of the school and the emphasis on treating each young person as an individual.

Handwriting

Initially for learners whose written skills are not developed, adults in class support them to communicate their ideas and responses through more concrete evidence such as pictures, photos, or dictated work scribed by an adult. Learners will be sensitively encouraged to develop a level of fluency and legibility and extend their writing from single words to sentences and paragraphs. Daily opportunities to improve handwriting are included as part of our Read, Write Inc. programme.

Vocabulary

Developing, reinforcing and extending learner's every day vocabulary, as well as subject specific, is a key part of our teaching and learning approach. All classrooms have vocabulary boards which are added to regularly and we consistently use the 'star' approach for teaching new words to the whole class or in our intervention teaching. See **Appendix D** and **Appendix E**.

Monitoring and Evaluation

We have a relentless drive for excellence, with learning at the heart of what we do. Regular self-evaluation enables us to identify and share good practice and this is used in an open and collaborative way to improve the quality of learning and teaching.

To monitor and evaluate the quality of teaching and learning, senior leaders complete quality assurance checks which might include lesson observations, learning walks, planning checks and workbook scrutinies. The frequency of lesson observations is differentiated as necessary in order to provide the most effective support but all staff have at least one formal observation per academic year. A particular focus will be agreed before any observation and the criteria for observation will be based on key points from previous observations, a particular aspect that the teacher has identified, as well as the latest guidance from Ofsted. We encourage peer observations because we know that this less formal, supportive method is effective for the sharing of good practice. All staff are encouraged to approach the head teacher to request timetable changes in order to facilitate this.

Training

Regular and relevant training is essential for staff to plan and deliver high quality lessons and to ensure they keep up to date with current research and educational thinking. Training can be delivered as a whole school (when there is a shared focus which is highlighted on the school's improvement plan) or specifically matched to an individual's personal objectives which would have been identified during the performance management cycle. A training calendar is planned at the start of each academic year setting out whole school and role specific training which sits as a live document and added to as different training needs are identified. Training is viewed very much as a shared responsibility between the individual and the leadership team.

All staff are responsible for logging their own training and ensuring that their training record is up to date. These are stored centrally on the school's computer system.

Enrichment Days: In addition to the subjects detailed above, once each half term the whole school takes part in trips, a project or other themed day. These days are designed to complement the curriculum, provide opportunity to apply skills across subjects and to bring different groups of learners together to work collaboratively. They also provide an opportunity for young people to take part in visits and trips and meet inspirational specialists who can provide specific knowledge and skills to help motivate and engage individuals.

Examination Arrangements: The School is registered with Open Awards to deliver recognised qualifications from Entry Level to Level 2 across a range of subjects. Open Awards qualifications allow students to complete portfolio based evidence with less external examinations than traditional GCSEs. This is particularly important for learners who find examinations very stressful and need a known and comfortable environment in which to sit them.

Our students may have particular difficulties accessing and achieving in examinations. Through portfolio based externally moderated ASDAN qualifications and multiple opportunities a year to gain accreditation in externally set examinations, Longridge School is able to reduce stress and allow students to build resilience for examination situations.

<i>Last Reviewed</i>	<i>August 2025</i>
<i>Next Review Due</i>	<i>August 2027</i>
<i>Reviewed by</i>	<i>Head Teacher</i>

Appendix A

Visual timetable for the whole class

A more detailed visual timetable for individual learners

Class rules, created with the children and positively phrased

Working wall for maths

Working wall for English

Phonics frieze

Mood board (which learners use to help them recognise and self-regulate throughout the day)

Place value headings clearly displayed

100 square – large

Months of the year and days of the week

Vocabulary board – ability to be very interactive, not static

Area of the classroom for books

Resources – clearly labelled with pictures and words, accessible to learners

Brain Break Box – with activities/timer for learners who may need this

N.B.

We are mindful when putting up displays to think about their purpose, are they supporting learning or celebrating a learner's successes? We aim for at least one piece of work from every person to be on display somewhere at any one time. A classroom that is too overstimulating with colour and too many 'busy' displays can be distracting and threatening, rather than a calm, safe space, so we aim to keep this to a minimum within the learning spaces and display the majority of learners' work in the communal areas within the school where it can be shared freely with the whole school community and visitors.

Appendix B

Our agreed, consistent approach to planning:

- Learning Objective/s
- Sharing 'the big picture' with learners
- 'Hook'/initial engagement focus
- Concrete Learning Resources
- Differentiation
- Use of additional adults
- Key vocab (linked to class vocab board)
- Links to learners' individual targets
- Assessment for learning
- Extension activity if needed – not further content but consolidation and more in depth learning and not 'more of the same'

Appendix C

Presentation Policy

Aims

- To create a consistent approach that all learners are familiar with
- To encourage learners to take pride in their work and to regard presentation as a key factor

Books

- The front of books only shows the learner's name and subject, no writing or doodling
- If sheets are used, they are trimmed and stuck in neatly (by the learner if they are able)
- The learning objective (LO) is written at the top of the piece of work
- The date is written as the day, month and year e.g. Monday 14th June 2020
- The short date only is used in maths e.g. 14/6/2020
- Learners are taught to underline neatly with a ruler
- A margin is always drawn and learners are shown how to use this to aid their presentation e.g. by putting numbers in the margin and writing up to the margin

Appendix D

Developing Vocabulary

We use the 'STAR' approach to teaching vocabulary based on 'Word Aware' by Stephen Parsons and Anna Branagan, Speechmark, 2014.

This acronym stands for:

Select

Teach

Activate

Review



This approach is used as a pre-teaching tool or as part of a main lesson and is based on a multi-sensory (auditory, visual and kinaesthetic) approach. Our young people have a range of learning differences and have varying ranges of vocabulary and may need help to develop their confidence and ability to use words correctly. All classrooms have a 'star' board for vocabulary.

The S.T.A.R. approach

Select

When planning, our teachers think carefully about the key vocabulary connected with their topics or their sequence of lessons. These words are then split into 3 tiers, known as Star 1, 2 and 3. We never put a ceiling on a young person's learning and all learners are encouraged to learn and use words from the star 3 tier whenever possible.

Star 1 – Everyday language for a learner in your class

Star 2 – Everyday language for an average adult

Star 3 – Not typically used in everyday language and might be topic specific

This approach can be used for other vocabulary e.g emotions, maths concepts, "powerful" verbs, adjectives etc. as well.

Teach

A young person needs to learn lots about a word in order to remember how the word sounds and what it means. In an introductory session the following features of the word need to be covered:

Symbol: Link it to a visual representation – a picture or symbol

Phonology (sound): Learners to say the word lots of times. Clap syllables, rhyme, initial sound, say to partner.

Semantics (meanings): Discuss the meaning/definition, word parts, different contexts

Sentence: Put the word into different sentences.

Action: Act it out or use gesture/signs to represent the word.

Song: Use a song or rap. For example, to the tune of “The Wheels on the Bus”, e.g. sing “The word of the week is subtraction, subtraction, subtraction. The word of the week is subtraction. The word of the week is subtraction.”

Word wall: Put the word and symbol/picture onto a word wall. Make sure this is at the learners’ height and that any words there are accessible for them to remove and use for spellings etc.

Use real objects/toys etc. to demonstrate the meaning of the word. Have these available for the young person to play with to reinforce the meaning of the word during the week.

Activate

To help a young person to remember and understand the word our teachers will “activate” it. A normal lesson can be a useful vocabulary learning environment. Teachers aim to use the target word as many times in a lesson as they can (“there’s our word again!”) and they encourage learners to use the word/s themselves. To complement the ‘star’ approach, Appendix E provides a useful list of ways to share vocabulary.

Review

Review the word at the end of the lesson. You could go through a few of the “teach” activities again and make sure the young people all say the word again. (Try shouting the word, singing the word, whispering the word.)

You will then need to remind the learner of the word at regular intervals, e.g. the next day, the next week, the next month etc. and ensure that it is put on the class vocabulary board.

Appendix E

Ideas for sharing key vocabulary with learners

We regularly use different strategies to introduce and commit vocabulary to our learners' long term memory. Our varied approach helps to maintain their engagement and appeals to different learning styles. Vocabulary is never just presented as list with no interaction or connection to what is being taught otherwise, it becomes merely wallpaper.

- Key vocabulary can be 'lifted off the plan and displayed in brightly coloured paper around the board and constantly referred to by the adults and learners throughout the lesson. These words can be removed at the end of the lesson and learners asked to use their memory skills to recall their position and definition
- Definitions recorded, so the learners have to recall the new word
- Display key vocabulary on a board at the front and 'tick off' as you say each word. This can be done once by the teacher or a young person chosen to tick off the key words every time they are mentioned by the teacher or young person
- Display key vocabulary on a different board to the main board permanently through the lesson and move the board to different places around the room as the lesson progresses
- Construct the key vocabulary for the lesson with the learners by giving the L.O. and the first/last letters of key words
- Play hangman for key vocabulary at the beginning, end or as a strategy to re-focus learners in the middle of the lesson
- Learners to make vocabulary posters at key points during a topic or group of lessons
- Share the LO and ask the young people to guess the key vocabulary on your plan (useful for finding out what they know already or highlighting any misconceptions that may need to be addressed throughout the lesson)
- Stick key vocabulary under chairs/tables and encourage learners to hunt for the words and then be in charge of the word on their tables. Can be used in a plenary as someone from each table is chosen to put the word at the front and explain its meaning
- Select learners to keep a tally chart of how many times a word is used throughout the lesson
- Go through key vocabulary at the start of the lesson and then wipe it off. Either at the end or part way through the lesson give a clue/definition to a key word and learners write on their whiteboards and share
- Key vocabulary shared at the start of the lesson (on separate strips of paper) and then a young person is chosen to be the 'keeper of the box' – who can remember what was in the box at the end of the lesson? Strips then put up on the shared vocabulary board.
- Learners to write the key vocabulary in their books under the learning objective (not all the time!) and ask them to pick the trickiest word for them and write a definition. This can be re-visited at the end of the lesson to check progress/retained knowledge and assessment tool.
- Ensure that the vocabulary board is re-visited at the end of the week and also as part of the 'time for Me' reflective routine, before it is cleared for a fresh start to the week
- Learners to illustrate key words for a display/working wall
- Vocabulary displayed in shapes to consolidate the meaning e.g. the word perimeter displayed so it makes the outside edge of a rectangle, or circumference written in a circle shape

- Peg up the key vocabulary in the room – hanging/vertical displays make a change from a flat display
- Key vocabulary put in strategic places around the school e.g. in the dining room
- Occasional vocabulary hunts around the school
- Provide 'placemats' or 'illustrated vocabulary lists' to support writing
- Young people always corrected in a sensitive way if they use the wrong vocabulary or grammar. The correct version is repeated back to them by in context by adults. A useful format for this is, "I just want to make sure I understand what you mean. Do you mean...(insert correct word and wait for the learner's response)
- Bluetack key words around the room – forcing the learners to 'search' for them from their seats. Change where the words are located throughout the lesson to keep them alert. When a young person/teacher calls out a key word, the other learners have to point to it.
- Appoint a vocab champion so when the key vocab is mentioned by the teacher, the champion rings a bell/tambourine (can get annoying if used too frequently!)
- Decide together on the 3 key words for the lesson and when these are mentioned, the young people make a particular movement associated with the word (which they decide together first). At the end of the lesson, the young people can come and do the action for the word and the rest write the word down/or its definition on their whiteboards and share
- Vocabulary incorporated into weekly spellings
- Adults making a point to include the key vocabulary whenever possible throughout the day
- When reading aloud to the young people, try and take the opportunity to perhaps replace words in the text with the week's key vocabulary. For fun, a teacher can also decide to replace every word that starts with a 'm' as they read, with the key science word e.g. magnet!

Appendix F

Qualifications and Accreditation

An explanation of the current qualifications, accreditation and assessments we deliver in Key Stage 4 and Key Stage 5.

Qualification grades:

- Entry Level 1
- Entry Level 2
- Entry Level 3
- Level 1 (equivalent to GCSE grades 3- 1)
- Level 2 (Equivalent to GCSE grades 4-5)

Key Stage 4

Entry Level

Entry Level in the UK is the lowest level in the National Qualifications Framework in England, Wales, and Northern Ireland. Qualifications at this level recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not usually geared towards specific occupations. Entry Level qualifications can be taken at three levels (Entry 1, Entry 2 and Entry 3 and are available on a broad range of subjects. They are targeted at a range of learners including those with learning difficulties. The level after Entry Level in the National Qualifications Framework is Level 1, which are the equivalent to GCSE grades 3-1. We currently offer entry levels in the following subjects:

- English
- Maths
- Science
- IT and Computing

Personal and Social Development (PSD)

Personal and social development is interwoven across all areas of the secondary curriculum. Learners are assessed in the following 3 strands:

- Interacting and working with others
- Independent and organisational skills
- Attention

Functional Skills

In English, Maths and IT we offer functional skills qualification at Level 1 and Level 2 for those that are able to access it.

Level 1 and 2 Qualifications

We offer a range of subjects at L1/2 level including, but not restricted to;

Sports Leadership
Child Development
Health and Social Care
Business and Enterprise
Creative Arts

ASDAN

ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, employment and life. ASDAN provides a range of courses covering preparation for life and work, enrichment subjects, PSHE and Citizenship.

ASDAN stands for;

- Celebrating the diversity of multi-talented young people
- Encouraging, engaging and motivating learners
- Making learning relevant and transferable
- Developing skills for learning, skills for employment, skills for life
- Promoting active and experiential learning
- Rewarding a range of learning styles and contexts

Every course is designed to develop learners' personal, transferable and employability skills through an engaging and challenging curriculum of activities, leading to a certificate of achievement. ASDAN courses offer wide-ranging provision.

Key Facts about ASDAN

- ASDAN is growing in status and is becoming more widely recognised and acknowledged by both Colleges of FE and Employers.
- More than 4,000 registered centres
- Approved by the Department for Education (under Sections 96 and 97 of the Learning and Skills Act 2000)
- Approved by Ofqual (England), DfES (Wales), CCEA (Northern Ireland) and SQA (Scotland)
- Recognised by the Universities and Colleges Admissions Service (UCAS) in relation to HE Entry
- All ASDAN qualifications are approved by Ofqual and carry points comparable to GCSEs.

Longridge offers ASDAN My Independence programmes, Personal Development Programme and Lifeskills Challenges. The completion of short courses accrue credits which can then be carried forward to achieve the Award of Personal Effectiveness (AoPE), which is a nationally recognised qualification, available at Levels 1, 2 and 3.