



WILDS LODGE
SCHOOL

CURRICULUM POLICY

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In consultation with: The School Leadership Team
All Teaching Staff

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Introduction and Context.

Wilds Lodge is an independent special school for students with social, emotional, and mental health difficulties. Wild's Lodge is a day and boarding provision with pupils from 5 to 19 years.

The primary need of our students is social, emotional and mental health (SEMH) difficulties. An increasing number of pupils referred are diagnosed with Autistic Spectrum Condition (ASC).

The majority of our pupils are underachieving on entry to the school compared to their peers of the same chronological age. Some of this underachievement is as a result of gaps in knowledge due to missing time in education, their traumatic life experiences or undiagnosed special educational needs such as specific learning difficulties.

Once these gaps have been addressed and any additional needs identified there are students who have the potential to achieve in line with or at a higher level than their peers, and could transition into further and higher education in colleges and universities. Other students may have cognitive and learning challenges that may limit their ability to reach age related expectations in some areas of education. This spectrum and complexity of need, ability and performance is taken into consideration when planning the curriculum.

Curriculum Intent:

The Curriculum at Wilds Lodge school is designed to embody the six core principles of the school:

Understanding Optimism Authenticity Connection Empowerment Compassion

Understanding:

At Wilds Lodge our Curriculum is broad and balanced. The curriculum enables pupils to gain the basic skills they need to live successfully in Modern Britain and inspires them to be the best they can be. Each subject is well designed and carefully sequenced. Pupils build on prior learning and gain the knowledge, understanding and skills they need. Understanding students' individual development needs and building an understanding within the community that what represents success for one student is relative to their starting point and may not be relevant for another.

Optimism:

Through high expectations and appropriate challenge, we aim to develop pupils' perseverance and self-belief. We nurture positive attitudes towards challenges. We help students to think rationally and be creative and independent.

We aim to raise students' aspirations and equip them with the knowledge and skills to flourish in their future careers.

Authenticity:

We ensure pupils feel safe to explore and understand who they are and what they want to achieve. At Wilds Lodge Pupils become self-confident, develop perseverance and self-regulation. The curriculum encourages students to take responsibility, show initiative and develop an understanding of living in a community.

Connection:

We aim to build positive caring relationships with and between our pupils to help them achieve success in and beyond the classroom. Our Curriculum aims to foster the development of pupils' character, personal development, health, and wellbeing. We prepare our pupils to make a valuable contribution to society and enable all to experience success.

Empowerment

We ensure pupils maximise their potential, achieving the highest levels of academic success. We provide effective independent careers guidance. Pupils engage in work experience, and vocational education. In

addition, the curriculum offers a wide range of opportunities for pupils to own and personalise their pathway in order to develop existing talents and interests and discover new ones.

Compassion

We realise that our pupils need to feel that teachers care about them as individuals. Our students need constant support and recognition. They will struggle at times. Staff are trained to support and help them through periods of anxiety, behavioural challenges and mental health difficulties using a therapeutic, including PACE (Playfulness, Acceptance, Curiosity and Empathy) approach, to help them engage and/ or re-engage effectively in learning.

*We aim to change society's views of unique children,
so they can change the world for the better.*

Curriculum Implementation:

At Wilds Lodge we follow the National Curriculum as the foundation for our academic curriculum. We make suitable adaptations so that our students can access the curriculum. In order to support all the needs of our students we also offer vocational education, environmental and outdoor learning, therapeutic activities and intervention/bespoke programmes to address gaps in knowledge and skills.

Our curriculum planning is guided by the Primary and Secondary Framework and a wide range of examination syllabuses including GCSE, BTEC, ASDAN, City and Guilds and WJEC and AQA Entry/ Unit Levels. We draw on current research in learning and cognition to ensure that our curriculum is focused and sequenced in a way that enables our students to engage with learning and feel motivated.

Nurture and Key stage 2

A thematic approach to learning is in place based on pupils' interests, needs and therefore teach and adapted/modified National Curriculum. Themes rotate in a three-year cycle. Science and maths are taught as discrete subjects using the White Rose scheme making suitable adaptations based on pupils' starting points. Phonics is taught daily using Read, Write Inc.

Key Stage 3

At key stage three all students study Mathematics, English, Science, PE, PSHE, Humanities, Global Citizenship also have access to a wider range of subjects that include vocational, environmental and outdoor learning. The schemes of work are structured around the National Curriculum but can be modified based on student engagement and Mental Health. In this way students, parents/carers and teachers can make informed decisions about curriculum pathways at key stage 4. At Key Stage 3 students build upon skills and knowledge to enable them to transition into the appropriate curriculum pathway at key stage four and five.

Key Stage 4 and 5

At key stage 4 and 5 students mainly follow one of three pathways based on individual needs, areas of interest and ability.

Pathway 1 - Entry level/functional skills/ vocational pathway. This is for students who need to develop numeracy and literacy skills or address gaps in learning alongside accredited qualification in vocational and environmental/outdoor learning in line with their areas of interest and career aspirations

Pathway 2 - Hybrid pathway. This is a mixture of academic subjects and option choices alongside vocational/environmental/outdoor subjects. This is for students that are academically able to access level 2

courses (including GCSE) and level 3 courses (including A level) but have an interest in also studying vocational subjects to gain accredited qualifications in line with their areas of interest and career aspirations.

Pathway 3 - Academic pathway. This is for students that are academically able and have an interest or career aspiration relating to more traditional subjects at GCSE or level 2 equivalent and A level or level 3 equivalent.

At key stage four all students study Mathematics, English, PE, PSHE and Science. At key stage five students may continue to study mathematics and English if they require further skill development and/or qualifications in these subjects alongside their option choices.

The curriculum subject/learning activity offer at Wilds Lodge is detailed below. Students access subjects at the appropriate level for them, across all key stages. At key stage four and five students make option choices based on their areas of interest and ability/individual needs.

Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Maths English Geography Science Cooking Physical Education Swimming History Drama CDT Music ICT/Computing Global Citizenship Art PSHE Wilds Wood	Maths English Science Geography History Cooking Physical Education Drama/Theatre studies CDT Music ICT/Computing Art PSHE Citizenship Wilds Lodge Metal Work Construction Global Citizenship Horse Riding Careers sessions	Maths English Science Geography History Catering Physical Education (Core) GCSE PE CDT Music (Arts Award/ GCSE) ICT/ Computer science Art GCSE Performing arts Mechanics Construction ASDAN Animal Care Statistics Duke of Edinburgh Careers sessions Work experience	Maths (Entry/FS/GCSE/A-Level) English (Entry/FS/GCSE/A-Level) Science Catering Physical Education/Fitness CDT Music ICT/ Computer Science Art Mechanics Construction Animal Care Work Experience (Internal or external) Statistics Duke of Edinburgh Careers guidance College Placements

The Environmental curriculum/ Wilds Wood/ Eco-Schools/ Duke of Edinburgh/ Outdoor Education.

The school environment includes a Site of Special Scientific Interest. As the school develops there are plans to incorporate aspects of this into the curriculum to enrich the curriculum. The animals on site allow aspects of animal care and AQA Unit Awards to be accredited. The school has staff accredited to teach Forest School (Wild's Wood.) The school also provides opportunities for students to engage in the Duke of Edinburgh award.

Preparation for Adulthood (PFA):

Preparation for Adulthood is a key focus for our curriculum as many of our students will require extra support as they transition through the key stages. As a result we start our preparation for adulthood and careers programme at Key Stage 3.

At Post-16 students have access to an individualised 'Study Programme' which focuses on Preparing for Adulthood (PfA). We provide students with valuable skills to prepare them for their transition into adulthood focusing on the Four Outcomes:

- Employment
- Independent living
- Community Inclusion
- Health

Much of the course work and activities require students to be offsite and out in public, using transport (various types), going shopping, working with money while out in public.

The School Day (Sept 2023)

The school day is as follows:

Monday -Thursday	FRIDAY
<p><u>9.00 - Tutor time</u> 9.20 Lesson 1 10.00 Exch 10.10 Lesson 2 10.50 Break Time 11.10 Lesson 3 11.50 Exch 12.00 Lesson 4 12.40 Lunchtime 1.30 Lesson 5 2.10 Exch 2.20 Lesson 6 3.00 Exch <u>3.10 Tutor Time</u> 3.30- Taxis/End of Day</p>	<p><u>9.00 - Tutor time</u> 9.20 Lesson 1 10.00 Exch 10.10 Lesson 2 10.50 Break Time 11.10 Lesson 3 (Enrichment Activities) 12.00 Lesson 4 (Enrichment Activities) 12.40 Lunchtime 1.30 Lesson 5 (Enrichment Activities) 2.30- Taxis/End of Day</p>