# CURRICULUM STRATEGY

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## Curriculum Intent

The curriculum at Lord Gowthorpe's is designed to provide an opportunity for our pupils to learn in a safe, supportive and nurturing environment. Therefore, at Lord Gowthorpe's, we offer an innovative curriculum that looks to meet the needs of the young people in our care and meet their additional needs through a personalised approach. This approach places the SEMH development of our young people at the forefront of everything they do. Thus, the curriculum is there to support and enable their SEMH and academic development as one; if a child is unable to regulate, they are unable to learn. Our curriculum moves from KS3 to KS4 in a planned and sequenced way that enables all young people to experience success and flourish whilst at Lord Gowthorpe's School.

Our aims, across our three stages of learning, are to:

- Support the individual development and growth of the holistic child at their own varied starting points.
- Help enable pupils to feel comfortable and to have opportunities to access positive experiences in education.
- Help young people feel safe and secure in education.
- Foster strong relationships with peers and adults within their microsystem.
- Use these understandings of microsystemic relationships to develop relationships outside of their immediate sphere.
- Develop a love of learning.
- Develop an understanding with the hope of fostering a love of reading.
- Prepare young people for life in modern Britain as they progress through their educational journey and onto their next steps in life, whether that be continued education or employment. In turn, our curriculum model will aim to develop:
- All our young people's ability to succeed in learning and life.
- Develop a positive self–esteem.
- Increase resilience towards tasks and issues they may face.
- Increase their ability to regulate behaviours when faced with adversity.
- To be proud of their achievements and learn to share these positively with others.

Through these clear and progressive aims, we look to contribute to their holistic development, including their spiritual, moral, cultural, mental and physical development. We aim to widen every young person's understanding of the world within a broad and balanced curriculum developed around nurturing the young people in our care.

In order to develop a young person's SEMH and SEND needs and EHCP targets, the curriculum offered at Lord Gowthorpe's specifically aims to develop, assess and track the SEMH target development alongside the academic development of each individual.

The progression of SEMH development requires a contextual understanding and thematic analysis of actions and experiences. Therefore, the development of SEMH targets is not related to the quantification of thematically analysed actions and experiences.

Through this premise, a young person's SEMH development is the completion of that target in an individual setting or experience. Similar to academic development, repetition of this action is not showing progression but repetition. Therefore, progression occurs through the application of the SEMH target in another setting or experience which may have been previously hindered by their SEMH needs.

Mastery in all areas of SEMH development is often unattainable for the majority of people let alone those with SEMH difficulties. As a consequence, the focus on individualised and personalised successes, and staff understanding of these, is crucial to the development of an effective SEMH curriculum.

In conclusion, an SEMH curriculum requires the understanding and thematic analysis of individual experiences and successes and how these relate to learning. This is instead of a quantification of thematically analysed experiences and successes. It is our understanding of these, and the intertwinement of SEMH, EHCP and Academic development, that enhances a child's potential for development, understanding and success in a SEMH curriculum.

## Curriculum Implementation

In order to develop the holistic child, at Lord Gowthorpe's we place the EHCP, SEMH development and 'The Threads of SEMH Development' at the core of our curriculum. This means that the development of SEMH targets and EHCP outcomes are the continual thread within our curriculum.

In turn, the academic opportunities are there to develop those outcomes and targets while providing greater access to a wider, more bespoke curriculum with enriching activities and enriching opportunities which enhances their opportunity to succeed.

We recognise that every individual may experience crisis or barriers to academic learning and as such we provide the flexible consistency for young people to learn through an EHCP, SEMH or academic lens with the end goal being able to operate in the academic/independent learning zone. For this to truly work, this takes time, time in school, time with trusted adults, time with natural breaks to the week or year. Lord Gowthorpe's School are skilled practitioners to expose our young people more and more to the academic learning but we do recognise that our young people will naturally regress in cycles and require some additional support with the SEMH or EHCP zones of learning.

We implement the following areas to help support the further development of EHCP, SEMH targets and academic achievement:

- A bespoke curriculum which focuses on developing EHCP and SEMH targets alongside broadening young people's knowledge and understanding of the world around them.

- We provide a personalised SEMH and academic curriculum that is carefully planned to allow young people to make positive next steps in life, whether that be within education, work or training.

- We provide our young people with the literacy skills to access their bespoke curriculum successfully with an aim to develop and foster a love for reading.

In KS3 we are understanding that pupils require close and positive relationships with the adults and pupils in their microsystem, however they need to be exposed to a more varied structure which includes transitions to some lessons from their classroom and different adults taking the role of class lead. This is designed to stretch the pupils' window of tolerance and be able to be more able to accept change and different styles of teaching. This, alongside the high-expectation, nurturing environment allows our pupils to develop a love for learning and personal development while in our care.

In order to meet these needs, we have implemented the following aspects to the curriculum in KS3:

- Consistency with class form tutor and TA (where possible) to help enable the students to feel safe in their environment.

- Opportunities to stretch pupils' window of tolerance by having a range of staff lead some specialist subjects e.g, Outdoor Education, Maths, PHSCE.

- Thematic focus towards the curriculum.

- Structured play and engaging activities which are embedded within their explore topic and the thematic curriculum.

- A range of interventions on offer which are personalised and suit each pupil.

- Structured time for nurture breakfast and social Team Time which can help pupils to develop and maintain positive relationships.

- Vagal breaks to support the SEMH regulation and ability to learn in an educational environment.

- More opportunities to develop a wider range of relationships through the use of different specialist teachers.

The curriculum offer in KS3 is as follows:

Maths (Bridging Gaps and Challenging)

English Language and Literature

Geography

History

DT

Art

IT

World Studies

British Values

SEMH Curriculum

Horse Riding

Vocational

## Curriculum Overview – KS4

By the time they have reached KS4 each pupil has been assigned a pathway which will embrace supporting research and the notion of creating an engaging curriculum which is relevant to the future, the strengths and the behavioural and emotional needs of our young people. In turn, we look to prepare our KS4 students for life in further education and/or work after leaving Lord Gowthorpe's in the best way possible. We aim to ensure no KS4 student leaves Lord Gowthorpe's without an English and Maths qualification.

Our students are then supported by a range of qualifications relating to their interests or their future careers; whether this is on or off-site

In order to meet these needs, we have implemented the following aspects to the curriculum in KS4:

- Consistent form tutor with teachers moving to their classrooms to support the transitions between different teachers.

- Thematic focus towards the curriculum.

- Structured play and engaging activities which are embedded within their explore topic and the thematic curriculum.

- A range of on offer which are personalised and suit each pupil.

- Structured time for nurture breakfast and social Team Time which can help children to develop and maintain positive relationships.

- Vagal breaks to support the SEMH regulation and ability to learn in an educational environment.

- More opportunities to develop a wider range of relationships through the use of different specialist teachers

The curriculum offer in KS4 is as follows:

Maths (Bridging Gaps and Challenging)

English Language and Literature

Geography

History

DT

Art

IT

World Studies

British Values

SEMH Curriculum

Horse Riding

Vocational

## Curriculum Personalisation

The curriculum at Lord Gowthorpe's aims to allow for the flexibility and personalisation of any young person in any key stage as we look to respond to each of their individualised needs. All curriculum areas aim to support every student's SEMH needs by providing them with opportunities to develop their 'Threads of SEMH development' through highly engaging, creative and knowledge-rich lessons.

Through this framework, we provide a broad, balanced and personalised curriculum that supports every child's SEMH and academic development; whether that be through traditional or vocational lessons. In turn, the moral, spiritual, cultural, psychological and physical development are all a key facet of learning which is embedded in the ethos of our curriculum chronosystem.

We use key information about students' needs identified in their ECHP to develop personalised targets. In addition, each child has SEMH targets which focus on their EHCP and threads of development as well as academic targets for English (reading and writing) and Maths.

The three SEMH targets which are set in alignment with the SEMH curriculum supports the development of their Threads of SEMH Development and their EHCP targets through a variety of experiences and class- based tasks. The curriculum chronosystem is a basis for learning which helps personalise planning. At the core of everything we do is the development of their EHCP and SEMH targets. As we develop those, our young people are more likely to be able to access more academic learning whether this be on or off-site. This helps us Pathway each young person effectively.

## Assessment Framework

The aim for assessment at Lord Gowthorpe's is to support the SEMH and EHCP targets alongside the academic development in order to improve the life chances of everyone in our care. In order to do this, a range of formative assessments which help support the summative judgements in English, Maths and SEMH development are continually completed alongside a robust Quality Assurance plan and low stakes testing.

The structures for assessment are then used to inform planning and progress. A central curriculum tracker is used to monitor progress in English, Maths and SEMH Development, and teachers update this regularly as young people work through skills in order to achieve personal successes.

Similar to English and Maths, SEMH, foundation and vocational subjects' mastery is something to be achieved. This is measured qualitatively and quantitatively in order to show the best possible progress for our young people and to support their EHCP and SEMH development.

Continued SEMH development is the application of one topic/skill in another setting or space. Therefore, the development of SEMH and progress examined can attribute to the academic progress shown through our assessment system. When following an exam assessed course, our young people are supported through the coursework and exam-based process to help build confidence and awareness of exam conditions. This is so they can apply their learning in different formats and contexts. The use of formative assessment and light touch exams will inform the areas for development and future teaching to help give them the best outcome possible.