

Wood Edge Independent School



The Curriculum: Rationale and Development

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Care Δ Education Δ Therapeutic

Context

Wood Edge Independent School provides care, education and therapeutic services for students between the ages of 11 – 19 years who have a range of special education needs.

Established in 2018, the school is providing for students who have experienced a disrupted and fractured education and referred to the school because it has a growing reputation for successfully meeting the needs of students who have been unable to access other educational resources. In response to the students social and educational needs, the school is focussed on creating imaginative and flexible approaches to develop self-esteem, confidence and an interest in wider learning and bespoke educational aims. This is facilitated by a flexible and social pedagogical approach which combines care, education and therapeutic services, within a twenty-four-hour learning curriculum, and embraces lifelong learning.

The work undertaken by My3 staff is at all times underpinned by their shared vision and values to establish fair, respectful, trusting, supportive and constructive relationships.

My3 staff believe that nurturing and attuned experiences promote opportunities for growth and development. The My3 therapeutic approach provides the basis of a cultural framework, one that informs not just practice but, everyone's experience of living and working at Wood Edge Independent School.

My3 Values and Aims

As part of the community of My3 residential care homes, the mission statement for Wood Edge Independent School is grounded in an ethos of **Hope, Respect, Fairness and Togetherness** so that everyone can live and work together in healthy social relationships based on mutual care and respect:

“Working together to make sense of the world to reach personal goals and life aspirations”

Wood Edge Independent School aims to deliver the highest level of care and education based upon individual needs, in a safe positive and enriching environment, in which every pupil is encouraged and supported to achieve their full potential.

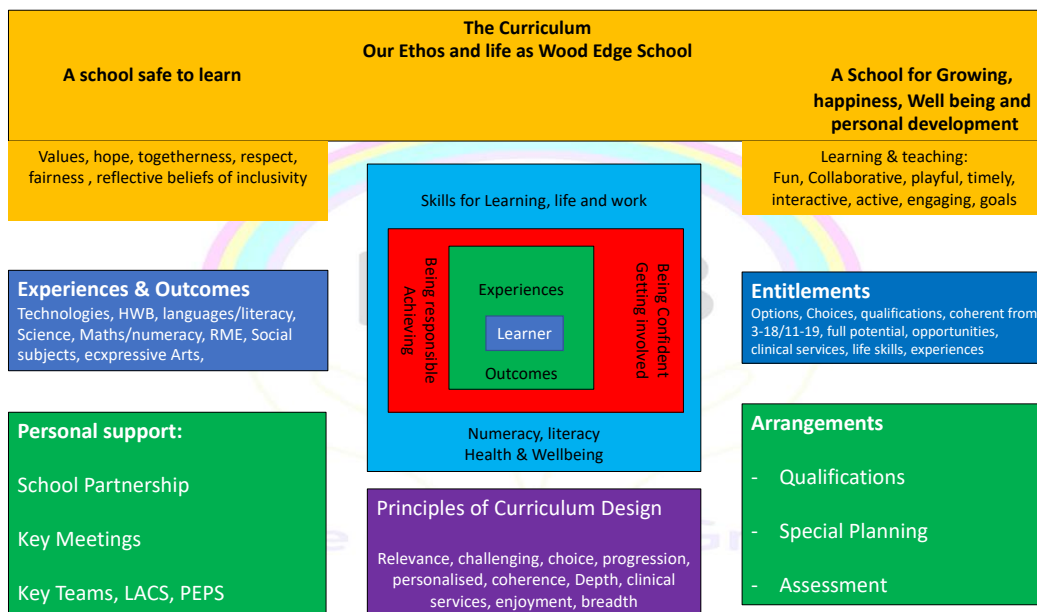
At Wood Edge Independent School we aim to:

- To support students to be successful in life and awaken their curiosity in learning about themselves, their environment and instil an interest in life-long learning
- To support and prepare them to fulfil their own potential and level of independence
- To support students to find their place in society

- To promote social, mental, emotional, physical and spiritual well-being
- To develop an individual's capacity and resilience to meet change and uncertainty
- To enable students to participate in and contribute to life in Britain and the world where ever is possible

We will do this by:

- Placing the student at the centre and adopting a holistic, therapeutic and nurturing approach to care, education and therapeutic services
- Placing every student at its heart, putting their interests first to enable their specific talents and aspirations to be nurtured and their potential realised and maximised.
- Providing opportunities to meet the educational needs of individuals who require an alternative provision at Wood Edge Independent School; mainstream secondary; further education; vocational work and/or independent living
- Providing a triad of services within the organisation including Education, Care and Therapeutic Services working together with parents, the community and other professionals to provide individualised learning pathways to meet the student's academic, social, emotional and physical needs



Entitlements - National Curriculum

The National Curriculum states that all young people at each key stage are entitled to:

- follow core subjects – Literacy Numeracy Science - and other foundations subjects that give opportunity to obtain an approved qualification
- a coherent curriculum, with smooth and well-paced progression
- age appropriate teaching and learning experiences and outcomes
- appropriate setting of ambitious assessment targets
- well planned experiences and outcomes across the curricular areas so that every pupil can achieve ([special educational needs and disability code of practice](#))

The Curriculum at Wood Edge Independent School

Wood Edge Independent School offers a holistic approach to education from a social pedagogy that supports students across a twenty-four-hour curriculum.

The school curriculum is divided into 3 stages (KS3, KS4, KS5 – see appendix) ranging from 11-19 years, to include a senior phase where pupils can gain qualifications and continue to develop social and vocational skills. The curriculum emanates from our expectations of high-quality teaching and learning: engagement, accurate assessment and feedback, planned and sustained progression and personalisation.

We believe that education has to be for life, that all students should be helped to develop as successful and confident learners, responsible and contributing individuals and that we need to be creative and flexible in finding ways of making learning meaningful and accessible for all.

To this end we have created a Wood Edge Independent School curriculum framework, which covers all the curricular areas, but which also allows the teacher, in both class and house, considerable freedom in how the associated experiences and outcomes will be interpreted and organised.

Although Key Teachers and teams are encouraged and expected to be creative and innovative in their approach, they are responsible to the Head Teacher and meet on a weekly basis to work on curriculum development, to share best practice, and to plan themes and topics for each term.

A central aspect of curriculum delivery is linking the Individual Care Plan to the Local Authority Personal Education Plan (PEP). This is compiled at bi-annual review meetings with SMART aims being chosen, worked on and assessed on a termly basis through progression benchmarking weeks. The SMART aims and related achievements are brought to the 6 monthly reviews attended by pupil, parents / carers, key worker, key teacher, therapeutic services and other relevant professionals.

My3 Principles



The benchmark around which projects and activities are arranged form the principles of our curriculum design. We believe that the in-depth and comprehensive experience of working with specific projects over a period of time, will help to deepen understanding and provide pupils with:

- support to develop as individuals and social beings who will be capable of having positive futures and responsible roles as adults in the wider community
- opportunities for developing skills for learning, life and work, with a continuous focus on literacy, numeracy and health and well-being
- opportunities to achieve the highest levels they can through appropriate personal support and challenge
- supportive relationships which help them to grow and develop
- opportunities to move into positive and sustained destinations beyond school

Our Arrangements

Tracking and assessment of progress is undertaken in a number of cyclical ways:

- Personal Education Plan - 6 monthly reviews with local authority
- Individual Care Plan (to include social and behavioural profiles)
- Personal Learning Profile - Clinical Services
- Daily teacher feedback
- Subject flight paths
- Termly Progression Reports with SMART aims
- Annual School Reports
- AQA, Pearson, ASDAN and other Amazing Awards where appropriate

Support for post school transition starts early and involves:

- Collaborative work with all other professionals through the Review process
- Contributing to assessments for Adult Services
- Acting as advocates for young people
- Key Worker, Key Teacher, Therapeutic Services work closely with young people to gain their views on the future
- Accompanying students on transition visits
- Celebrating success and maintaining contact once the student has moved on from education

Appendix:

The school curriculum is divided into 3 stages ranging from 11-19 years:

Key Stage 3 (Ages 11-14)
<p>The Wood Edge Independent School Key Stage 3 curriculum aims to build on the learning experiences that students bring from their primary school years. It aims to support the empowering of our students to achieve their potential, and to make informed and responsible decisions throughout their lives. The learning opportunities provided should help our students to develop as individuals, contributors to society and contributors to the economy and environment. With work alongside the care team and therapeutic services it supports our students grow and progress positively into their teenage years.</p> <p><u>KS3 subject curriculum list</u></p> <ul style="list-style-type: none">· Maths (National Curriculum)· English Language & Literature (national curriculum)· ICT· Humanities· PSHE· P.E· Technology (Food)· Art· ASDAN—Bronze· Science (national curriculum)
Key Stage 4 (Ages 15-16)

The Wood Edge Independent School Key Stage 4 curriculum aims :

- To provide a balanced, accessible and relevant range of learning experiences
- To know our students - their strengths, interests and needs – and use this knowledge to make the best possible personalised offer to them
- To develop our students as learners and as people such that they are confident and able to secure and sustain positive, meaningful and relevant post 16 destinations
- To provide our students with the most up to date information, advice and guidance on opportunities that they will have after leaving

KS4 subject curriculum list

- Maths FS and EDEXCEL GCSE
- English Language & Literature FS and EDEXCEL GCSE
- ICT / Business Studies BTEC or AQA units
- Humanities AQA units
- PSHE AQA Units
- P.E
- Technology (Food) Short Course BTEC
- Art AQA Units
- ASDAN—Silver (if completed bronze)
- Science AQA Units

Key Stage 5 (Ages 16-19)

The aim of the Key Stage 5 curriculum at Wood Edge Independent School is to prepare students to access ambitious destinations. Through diving deep into the knowledge skills and understanding of subject area, we aim to motivate students to gain a thorough grasp of what it means to be a academic within subject disciplines. The curriculum is designed to build on the learning that pupils have already had in Key Stage 3 and 4 and elevate their understanding to new heights. We aim for our pupils to have mastery or aboard range on topics within the subject, of a contextual and conceptual nature.

KS5 subject curriculum list

- BTEC (L1 & 2)
- Functional Skills (L1, 2)
- GCSE (Maths & English)
- Art
- Food Technology
- Outdoor Education
- Careers
- ASDAN Gold (if passed silver)

Mapping the curriculum onto EHC areas of need:

Students at Wood Edge School follow a multi-faceted curriculum which is highly personalised in nature, meeting the student at an appropriate developmental level, particular learning priority and differentiated to individual learning preferences. Below are some ways in which the 4 EHC areas of need are addressed within the school curriculum.

Cognition and Learning	Communication and interaction
Core and Foundation National Curriculum Subjects Educational Visits/Field Trips	Morning routines Intensive interaction Guest Speakers
Social, Emotional and Mental Health	Physical and Sensory
Celebration assemblies Structured breaks Community engagement School reward systems Work Experience	Physical Education Horticulture Trips

In addition to the above, all young people at Wood Edge Independent School will additionally have access to:

- Weekly themes for PSHE/SMSC/Citizenship and intervention work
- Deeper Learning Days based upon subject based projects – 1 per half term
- Key Teacher Time – to foster a positive professional relationship with a key member of staff to support their learning
- Access to impartial and independent careers advice