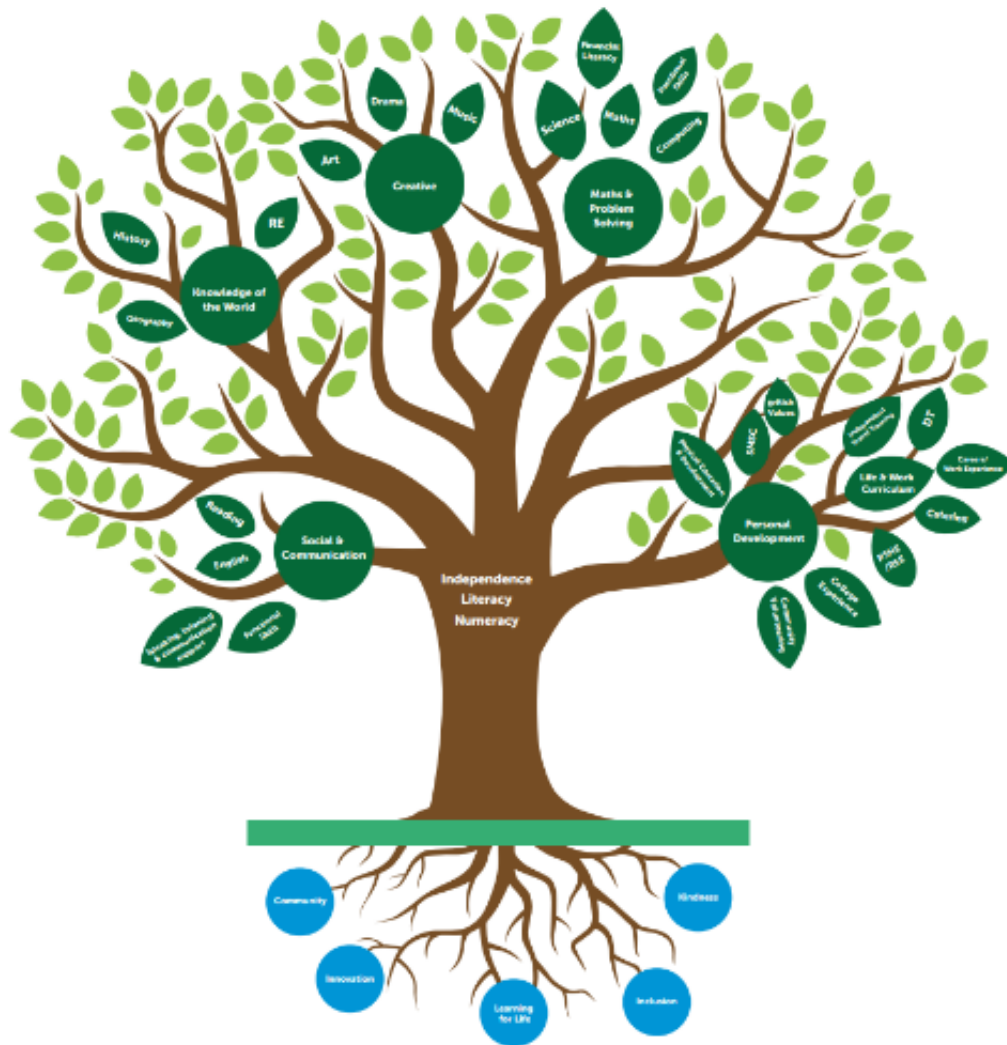


# Curriculum Policy

2025-26



*We aim to enable our young people to thrive in the adult world with an understanding of British life, able to participate in the community and with the knowledge and skills to be successful in relationships, in life and in work.*



## Rationale

The purpose of this Curriculum Policy is to ensure that, through our curriculum we meet our statutory duties by law and bring our shared mission to life by making long-lasting changes for our young people to improve life opportunities beyond the school gates, enabling them to function within society.

## Purpose

The purpose of this policy is to outline our offer in which we endeavour to offer a rich and diverse curriculum that is built on the belief that every child and young adult deserves to and can succeed.

Our definition of flourishing goes beyond academic achievement. We help learners to acquire the knowledge, skills and experiences they need to achieve physically, emotionally, socially and academically, so they can enjoy active and rewarding lives. At each stage we prepare them for the next phase of life and, in the upper school, we help them progress into further education and work. We call this **learning for life**.

Our curriculum aims to equip pupils with knowledge and skills for adulthood and supports them to work towards the 'preparing for adulthood' (PFA) outcomes which include 'employment, good health, independent living, friends, relationships and community'. It is aspirational and provides opportunities to travel independently, experience both college and work and practice living skills through residential opportunities. The local labour market is also considered within the context of curriculum. We have extensive partnerships with local employers and provide exposure and insight through high quality careers education. This supports our pupils to later access training and employment opportunities within and beyond their local area

We provide a curriculum that is broad and balanced, motivating and fun. We provide first-hand, practical and creative opportunities, allowing for pupil independence and choice. Provide pathways that prepare pupils for adulthood through targeted progression routes, including opportunities for training and employment where appropriate. Personalise learning matched with pupils' interests, achievements and abilities. Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in a way that maximises their potential. We do this by developing strong relationships with learners, which are built on shared values of kindness, inclusion, community, innovation and learning for life.

Taking into consideration the views of pupils, parents, carers, staff and Governors, the following areas emerged as important to the formulation of our curriculum:

- Prepare pupils for adulthood and equip them with skills for life, supporting them to reach their full potential and gain employment wherever possible.
- Empower pupils to have a voice, exercise choice and increase independence.

- Develop communication, reading and social skills to build relationships, friendships and support networks. Instil an understanding of the local, national and global community while promoting active citizenship.
- Encourage good mental and physical health and enable pupils to stay safe and be able to regulate emotions.
- Develop knowledge and skills that promotes digital confidence, creativity, innovation and problem-solving.
- Promote kindness, consideration, resilience and responsibility in everything we do and learn.

We implement this through our 5 learning domains; Social and Communication, Knowledge of the World, Creative, Maths & Problem Solving and Personal Development. All areas of learning are closely interlinked, as pupils draw on the knowledge and skills across domains when applying to learning tasks, situations and opportunities. The school's core values as well as independence, literacy, numeracy and ICT are embedded across all curriculum areas. There is also a focus on developing pupils life skills across the school day, through the curriculum and all that we do. We fully appreciate every child is different, and we are therefore committed to understanding the motivations, goals and preferred methods of learning. The curriculum has been designed to gradually weave core knowledge and skills into the fabric of the pupil's day. At each Key Stage, milestones have been designed coherently, building on the previous Key Stages' learning goals with the aim of developing pupils' knowledge and skills in preparation for adulthood.

## The Planning Process at West Lea

**We build our curriculum around 'Big Questions' and our goal is for everyone to be able join in the discussion, no matter their starting point or ability.**

We try to make learning as relevant to 'real life' and the wider world as possible, which is why we build it around 'Big Questions'. We also stress that it's not about having the 'right' or 'wrong' answer to these questions, as that's not what life is about. Instead, we aim to develop our students' thinking, whether through our teaching, by encouraging self-reflection or through practical application.

**We plan our MTP plans using SOLO taxonomy**

The SOLO taxonomy contains 5 levels of knowledge, from simple to complex: At the lower levels, students demonstrate lower-order cognitive skills, while at higher levels students demonstrate the ability to use complex reasoning strategies

**Lower-order  
cognitive skills**



**Complex  
reasoning strategies**

**PLANNING SUPPORT FOR INTENTIONS,  
SUCCESS CRITERIA AND TARGETED QUESTIONING**



Principle	I have no idea about the topic	I have one idea about the topic	I have more than one idea about the topic	I can link my ideas together	I can use my ideas in a new way or a new situation				
Link to blanks to support inclusivity		Blank level 1 – naming Blank level 2 - describing	Blank level 3 – re-telling	Blank level 4 – justifying					
Verbs – to support intentions/success criteria		choose define draw match arrange name label listen locate match name	quote recognise read recall (one) recognise repeat identify recite select spell	describe list order outline calculate can follow a procedure demonstrate	recall (more than one thing e.g. beginning/middle/end) rephrase	compare contrast classify develop summarise solve discuss debate explain causes	explain an effect investigate persuade justify apply analyse (strengths/weaknesses)	appraise generalise infer predict evaluate experiment formulate justify design	modify plan persuade question substitute argue hypothesise construct prioritise
Questions to support feedback		Can you name...? What is this? Show me... Can you find another... Can you pick up a...?  Where is...? Who is...? When did ... happen? What is...doing? How would you describe its colour/size/texture/shape/quantity?	Which one...? What happened? What will happen next? How might ... feel? How might Describe the different features of... List the ... What happens to... when ....?	How would you group...? How would you compare/contrast...? Can you group by characteristics such as...? What causes...? Show me how... Convince me that... Which is the most important? Which is better? How is ... a good ...? Why did...? What is the relationship between...? What information would you use to support/criticise the view that...?	Is there a better solution to...? What are the alternatives to...? How would you test? How effective is...? Suppose you could...what would you do? Can you predict the outcome if...? Would it be better if...?				

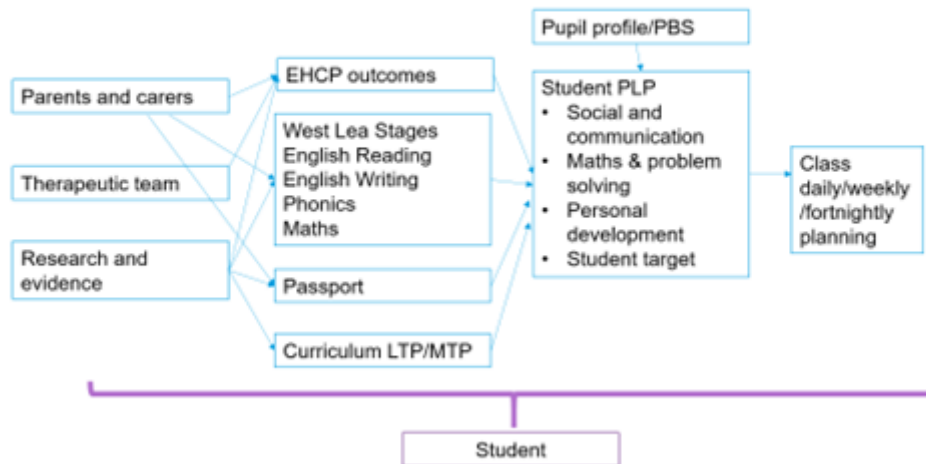
*‘Teachers could be encouraged to use the ‘plus one’ principle when choosing appropriate learning material for students. That is, the teacher can aim to move the student one level higher in the taxonomy by appropriate choice of learning material and instructional sequencing.’*

This helps all of us personalise the learning to individual starting points whilst exposing all our students to the same rich and challenging curriculum

**We personalise the curriculum through planning for our students’ individual stages of learning and needs**

Every student has a personalised learning plan that is co-produced with parents/carers, student, teaching team and other input where applicable. This is reviewed on a half termly basis internally and termly with parent/carers. It is used to inform planning learning for each individual learner across the school.

# How can we plan for personalised learning?



## Student Personalised Learning Plan



Student name:

Class:

Date set:

**Social and communication** (review half termly linked to ...)

Reading: / con...  
★  
Writing: / con...  
★

This comes from the West Lea Stages/ assessment frameworks (e.g. Functional skills)

★ RAG this at the end of each half term – at the end of the unit

**Maths and problem solving** (review half termly linked to topic)

Topic: / con...  
★

This comes from the West Lea Stages/ assessment frameworks (e.g. Functional skills)

★ RAG this at the end of each half term – at the end of the unit

**Personal development** (review termly linked to ...)

Minimum 1 target/Maximum 3 targets

/ con...  
★  
/ con...  
★

This comes from the passport / EHCP outcomes: linked to PIA / L&W curriculum / PSHE/RSE curriculum

**Student led target** (review termly linked to ...)

/ con...  
★

This comes from the student and is personal to what they would like to achieve

Picture



# Curriculum Pathways

West Lea School offers children and young people four pathways that progress from Early years to Post 16. Each pathway is ambitious in its expectations of children and young people's capacity to make progress, to learn, thrive and be happy and to prepare for fulfilling and purposeful adulthoods.

Each of the four pathways delivers a broad curriculum consisting of a balance between academic (national curriculum) programmes of study, life skills and preparing for work and adulthood. Each pathway recognizes the needs of the child as expressed in the EHCPs and seeks to support the child to overcome the barriers to learning that inhibit progress and development.

Children in all pathways have equal access to resources, therapies, support and enrichment opportunities. Children move between pathways freely when this is appropriate and are therefore never limited by a pathway. All pathways focus on personalised learning and practitioners craft their own plans around the particular needs of each learner, breaking down any barriers to learning.

## WILLOW PATHWAY:

Children following the Willow Pathway may have a range of complex needs and/ or medical conditions. These children may experience barriers to learning in the areas of communication and interaction as well as cognition and learning. They may need targeted support to help them develop their socialization, language and life skills as well as learning and study skills.

Children will make progress through targeted teaching approaches designed to educate them in key aspects of the national curriculum and to prepare them for adulthood. Independence, in life and work are significant elements of the curriculum for all West Lea pupils. In order to ensure full and equal access for all pupils, adaptations and adjustments are made as necessary.

Academic and vocational learning sit alongside social and life skills, to provide a practical and purposeful curriculum experience. As the children progress up the school the focus on employability and vocational learning intensifies and they will work towards personalised qualification targets.

At post 16 the potential for supported employment becomes a real goal for those young people ready to take that path in society and many will access employment pathways through West Lea's Horizon Campus.

## OAK PATHWAY:

Children on the Oak Pathway may have moderate learning difficulties, medical conditions or other developmental, social or emotional needs.

Children will experience a full range of the national curriculum programmes of study appropriately scaffolded to recognize the barriers to learning which they may face. This pathway also focuses on functional independence and supports pupils to independently travel and access work experience within their local area, where appropriate.

Opportunities to sit formal examinations mean that young people on this pathway will leave school with qualifications for work and life. Most young people on the oak pathway will achieve qualifications in Functional Skills (up to level 1) in English, mathematics and ICT and in vocational awards in the Arts, as well as broad skills accreditation through the Duke of Edinburgh Award and the Princes Trust Achieve programmes.

Young people on this pathway typically move on from West Lea to follow college courses, Supported Internships and paid employment.

### **SYCAMORE PATHWAY:**

Children and young people of the Sycamore Pathway may be described as experiencing mild to moderate learning difficulties and may also have medical, social or emotional needs. This Pathway provides an appropriately adjusted and scaffolded National Curriculum to allow the children and young people to enjoy programmes of study similar to those delivered in mainstream schools.

Young people will access both academic and vocational subjects to educate them for adulthood. Work placements and community engagement feature in the weekly diet of young people as they move up the school, and the majority will learn to travel independently within their local area. Where appropriate, some young people access aspects of their learning through partnership delivery with mainstream secondary schools, as well as develop life skills in order to prepare for adulthood.

Functional skills qualifications to level 2 or GCSEs in English, Mathematics and ICT are available for those young people who have the ability. Entry level courses as well as vocational qualifications in the Arts and Duke of Edinburgh or Princes Trust Achieve programmes, sit alongside the core subjects to create a full and ambitious curriculum at key stage 4 and key stage 5. Pupils on this pathway usually move from West Lea's one-year bridging course to sixth form or to full time college provision. Many later access Supported Internships and paid employment.

## **Curriculum Overview:**

### **EARLY YEARS FOUNDATION STAGE – 'EXPLORING'**

The Early Years foundation stage (EYFS) curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure in line with EYFS documentation. There are seven areas of the EYFS curriculum divided into three prime areas; (Communication and Language, Personal, Social Emotional Development (PSED) and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World). We recognise that young children are active learners and they learn through their senses, through exploration, investigation, experimentation, listening & watching as well as through play.

It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

Within our continuous child initiated and child and teacher led provision, we provide play-based learning opportunities aimed to motivate and engage children developing the characteristics of effective learning. This allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for lifelong learning.

### **KEY STAGE 1 – ‘BROADENING’**

The curriculum at Key Stage 1 builds on the EYFS foundations, still using the continuous provision model, but with more adult-directed learning introducing specific, essential knowledge in preparation for more formalised subject-based learning at Key Stage 2.

We support our pupils to develop their independence and self-help skills, and develop a robust and flexible communication pathway. Pupils freely explore a range of motivating and engaging learning opportunities that are skilfully facilitated by adults who are aware of intended learning outcomes and individual next steps.

Taught knowledge is applied in a range of play-based and real- life contexts to ensure flexibility and depth of understanding. We also deliver short bursts of direct, structured teaching of Maths and English as pupils become developmentally ready. We use pupil interests and motivations to guide topic-based planning. Classrooms have continuous provision spaces for playful, child-led learning (such as a role play area, a small world area, construction area, reading area).

### **KEY STAGE 2 – “TAKING OFF”**

The curriculum at KS2 develops independence; builds on prior learning to ensure a firm foundation from which to progress and supports pupils to discover their own identity; to find their voice, make it heard and be understood, continuing our emphasis on developing communication, personal and social skills. The needs of each pupil are taken into consideration

Through the use of appropriate and varied resources, we aim to encourage our pupils to be independent learners, using a small steps approach to deepen and build upon prior learning.

In Key Stage 2, there are subject-specific, knowledge-based learning opportunities that are differentiated against a sequenced structure. Our core subjects of Maths, English and PSHE are taught across the week through discrete sessions tailored to individual needs and interests. Foundation subjects of history, geography, creative arts, science, information and communication technology (ICT), music, Religious Education (RE) and Physical education (PE) are covered throughout the academic year and delivered through termly topics. Topics maybe based on National Curriculum programmes of study, current events or pupil motivation. The foundation subjects enrich the curriculum and offer opportunities for pupils to acquire knowledge and provide a context for learning. This allows us to provide a curriculum responsive to individual needs in a stimulating and accessible environment.

### **KEY STAGE 3 – “FLYING HIGH”**

The curriculum at KS3 is structured to support learners in making links and connections between areas of knowledge, embedding learning in long-term memory. It builds on prior learning so that pupils reach their optimum potential in core subject areas.

The curriculum supports pupils to make decisions; further develops problem solving skills and builds individuals self-esteem and self-awareness through accessing and evaluating a wide range of learning opportunities.

All Pupils access core National Curriculum subjects of Maths, English and PSHE through discrete sessions tailored to individual needs and interests. There is a strong focus on phonics, reading, mathematics and PSHE due their significant impact on future life chances. Some pupils that are excelling in Maths, or English can access lessons taught in KS4 to further develop their skills and knowledge.

Science and Foundation subjects (History, Geography, Art, Music, Drama, ICT, Life and work incl. D&T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to use and apply knowledge and skills developed in the core subjects. PE is taught throughout the year in individual, group and/or inclusion sessions.

PSHE provides an opportunity for pupils to think about themselves, their future and any vocations that they may wish to pursue, looking ahead to KS4 where they can choose their options.

### **KEY STAGE 4 AND POST 16 – “SOARING”**

Key Stage 4 students access a functional curriculum that supports them to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real-life situations. The focus is on practical application and a deepening of the significance and use of knowledge and skills.

They are encouraged to use decision making skills based on knowledge, personal experience and individual preference, while learning to recognise the impact of decision making on self and others. For all students we continue to offer a personalised, enriching and individual curriculum very much focusing on skills for life and preparation for adulthood.

Our core curriculum offer includes Maths, English, PSHE, Life Skills and PE with Communication underpinning everything we do to ensure all our students are the best communicators they can be. Students will access these subjects through different pathways depending upon their individual needs.

Students have the opportunity to have taster sessions of the foundation subjects on offer and are supported to choose their own options. These vary from year to year and we encourage students to suggest subjects and be involved in the planning of their learning. For students that are able to access appropriate Edexcel and/or BTEC qualifications in certain subjects, the units of work taught

are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.

Pupils may also have opportunities to undertake work related learning and where appropriate work experience placements. Along with Enfield Careers, we support and prepare our year 11 students to make their own choices regarding their post-16 journeys.

We recognise the importance of developing confidence, self-esteem and resilience in our young people as they transition into adulthood. This underpins all learning. We ensure that our young people are able to develop and use critical thinking and problem-solving skills in real life situations. There is a strong emphasis on Work Experience and work-related learning within the Department, working towards potential employment opportunities as a future outcome wherever possible in a young person's local community.

The FE curriculum also offers a select range of opportunities for students to achieve accredited qualifications which are realistic and relevant to their personalised future outcomes. Students are provided with opportunities to access the community safely and as independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum.

## **How we support our staff to implement the curriculum**

- Collaborative planning teams to ensure cross-campus sequencing of the curriculum
- Regular CPD planned to support subject pedagogical development across the subject areas
- Collaborative planning time built into directed time
- Centralised planning to support staff workload
- Regular one to one support from middle and senior leaders
- External support from consultants to coach and support staff where applicable

## **What we expect of our staff when implementing the curriculum**

In order for such an environment to develop, and lead to an effective, enabling curriculum, all staff are committed to the following:

- To plan thoroughly in accordance with agreed medium term plans, ensuring that such plans are accessible and available to other staff (in case of absence)
- See West Lea Teaching and Learning Policy for further information

# We quality assure the curriculum through:

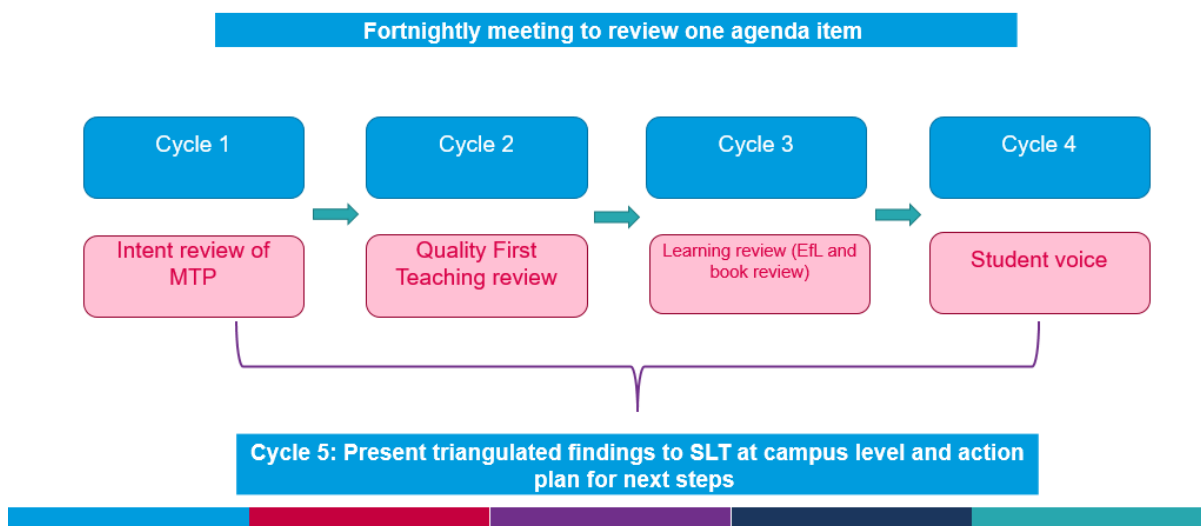
## WHOLE SCHOOL/SENIOR LEADERSHIP

- Governors Curriculum Committee will monitor relevant developments and report at the appropriate point in the Governors' meeting.
- Aspect reviews calendared over the academic year to deep dive into curriculum domains systematically and triangulate data to identify areas of strength and next steps for development
- Curriculum quality assurance through curriculum team including at data collection points to monitor the suitability and effectiveness of provision and resource.
- Continued discussion with last teams through the Partnering for Performance system.

## CAMPUS MIDDLE LEADER LEADERSHIP

- Student Personalised Learning Plans and class lesson planning is quality assured by Heads of School and AHT teams looking at a selection of lesson plans, making sure that all areas are covered and appropriate intentions are set for the pupils.
- Our Middle Leaders along with their line manager (Assistant Headteacher) and the Head of Curriculum QA the curriculum through our curriculum coaching cycle:

## Curriculum QA



## EAL

West Lea has a number of pupils with 'English as an Additional Language' (EAL). We offer all our students' equal opportunities and access to the curriculum through our approaches to support language, including phonics, a focus on key vocabulary. We have members of staff who act as Interpreters and translate at meetings with parents/carers. The school has a Parent Support Advisor whose role includes working with families, parents, carers, and pupils who have English as an additional language. This work enables pupils to have full access within the school context to educational opportunities. This support is designed to overcome any language barriers.

## Safeguarding

Everyone has a responsibility for safeguarding children and young people. "Keeping Children Safe in Education" makes the link between safeguarding and the curriculum. Our Governing body and school leaders have considered how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social health and economic education (PSHE), and/or through relationship and sex education (RSE).

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. We have developed an open and safe learning culture in which pupils express their views, seek help and help others.

Pupils at each key stage are supported to make good choices. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding.

Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age- appropriate level, or at a small group or 1:1 level where a more urgent need arises. To enhance our curriculum around safeguarding we also involve external agencies (where appropriate) to deliver workshops and mentoring around gang awareness, positive choices and risky behaviours. This can include more targeted work for pupils at risk.

## Employability

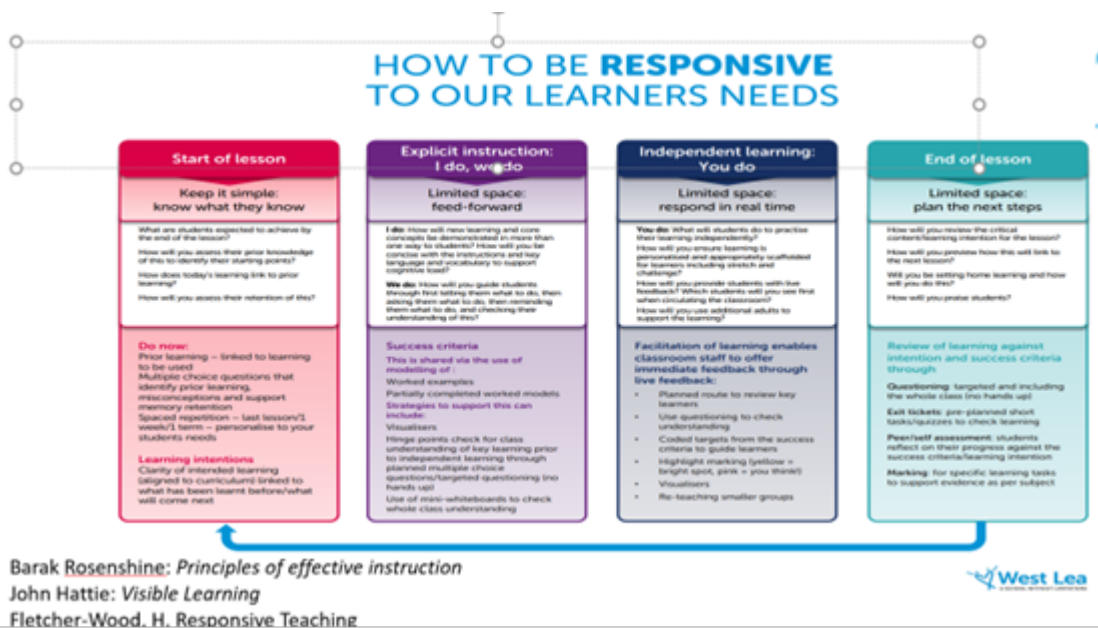
There is a strong emphasis on Work Experience and work- related learning within the school, working towards potential employment opportunities as a future outcome wherever possible in a young person's local community. The Post 16 curriculum also offers a select range of opportunities for students to achieve accredited qualifications which are realistic and relevant to their personalised future outcomes. Students are provided with opportunities to access the community safely and as

independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum.

## Assessment

Our assessment links directly to our curriculum and comes in a range of formats – both formative and summative. We believe that assessment for our students should influence future teaching. Therefore, our assessment is intended to build on previous learning and lead practitioners to improve planning and delivery.

**Formatively** we continuously are checking students' acquisition of new knowledge and skills throughout our learning sequences:



**Summatively**, we assess the progress of students, to inform our planning for next steps incl. phonics and Maths groupings at 3 points of the year: Baseline – Sept, progress review – Feb, summative level/grade - June

### Marking codes

Code	Meaning
WWW 😊	What went well
Use of yellow highlighter	Yellow = bright spot!
I	Work completed independently
S	Work completed with support
T	Target - your next step
Use of pink highlighter	Pink = think

sp	Spelling error
G	Incorrect use of grammar
C	Incorrect use of capital letter or capital letter required
P	Incorrect punctuation or punctuation required
//	New paragraph required
^	Word, phrase or letter missing

We have three points in the academic year for parents/carers to meet with the class team to be kept up-to-date regarding the progress of their child, alongside co-producing with the child and the class team their PLP for the next learning period.

## The Curriculum and compliance with the Equality Act (2010)

There are two strands to reviewing equality in the curriculum:

1. Ensuring all pupils regardless of profile have access to the same resources and facilities ensuring that all pupils have an equal chance of success
2. Bringing up issues of equality as part of the curriculum encouraging social inclusion and education about a range of people profiles

West Lea addresses these two areas through:

- Providing effective training for staff to understand equality and develop ownership and commitment to equality, diversity and inclusion
- The curriculum meets the needs of all people with protected characteristics
- Teaching teams are encouraged to review what is being taught and resources used to explore a range of ideas and issues
- There is a range of assessment strategies to ensure all pupils can participate
- The pupil and parent voice are heard through surveys and questionnaires
- The environment is accessible
- There is flexibility to make use of reasonable adjustments
- No avenues/experiences are closed to any specific group/individual pupil
- The school works with a range of agencies to ensure seamless transitions for learners with disabilities



community  
**kindness**  
**learning for life**  
innovation **inclusion**