



## The Hollies Curriculum Summary

We have used our experience as curriculum pioneers to co-construct our curriculum over the past three years. Throughout the process we have engaged with:

- ❖ Learners
- ❖ Families
- ❖ Governors

and collaborated within and beyond school, e.g. Welsh Government networks and other schools, to design a curriculum which fulfils our mission to:

***Provide a personalised learning journey so that every pupil is able to grow and develop successfully, and have the skills and knowledge to manage everyday life as independently as they can.***

We began our journey by setting up curriculum planning groups to:

- ❖ Look at our current curriculum and agree what about our current provision was working for our learners, and what wasn't.
- ❖ Consider the four purposes, what matters statements, and descriptions of learning, and what they would mean for our learners who have autism and additional learning needs.

We engaged with our learners to find out:

- ❖ What matters to you in school?

And our staff to find out:

- ❖ What matters for our learners in school?

Over the past three years we have 'fine-tuned' our 'listening to learners' initiative so that the voices of our learners are incorporated into our curriculum planning every year.

We shared our plans with governors and families in an 'open day' which saw over sixty visitors to the school throughout the day! It was the role of the children to demonstrate our curriculum to their parents and they had great fun delivering digital competence sessions and working with their families in forest school. We continue to work with families, collaborating with health services to design and deliver workshops to support our families in supporting their children's learning and development.

We continued to develop our curriculum using the feedback we gain from families, governors and learners, including the suggestion of a home-learning document to better support parents to support their child's learning at home. Every term, we publish our home learning document for families which sets out the topics for the term with a variety of suggestions for simple, easy to access, home learning activities.

As curriculum pioneers we have been involved in a range of collaborative projects involving practitioners in other schools, Welsh Government, and stakeholders such as BAME groups, NSPCC and representatives of the Children's Commissioner. These collaborative experiences have been effective in continuously evaluating and revising our curriculum offer.

### **Our Curriculum Guide**

Our curriculum aligns with the requirements of the C4W with topics and 'micro-topics' which have been developed to support teaching and learning.

Our curriculum is purpose led and comprised from:

- ❖ The four core purposes for learning;
- ❖ What Matters statements;
- ❖ AOLE's and descriptions of learning;
- ❖ Cross-cutting themes and authentic experiences;
- ❖ Principles of progression.

Each topic provides a context for learning and supports cross-curricular experiences and the learning disciplines of:

- ❖ Humanities;
- ❖ Language Literacy and Communication;
- ❖ Maths and Numeracy;
- ❖ Health and Well-being;
- ❖ Science and Technology;
- ❖ Expressive Arts.

For learners in early stages of development, an effective focus on prerequisite skills is important to enable the learner to successfully respond to situations in a meaningful way, thus supporting progression. We created additional topics to better engage our learners in the cross-cutting themes of:

- ❖ RSE;
- ❖ RVE;
- ❖ Rights and Diversity;
- ❖ Authentic Experiences.

We reviewed our teacher's planning format to ensure that we are planning for learning i.e. knowledge, skills, and experience as opposed to planning activities!

Our assessment arrangements are forward-looking and continue to be revised to ensure that:

- ❖ Assessment is an indistinguishable part of teaching and learning;
- ❖ Learners are as much involved as they can be in assessment arrangements;
- ❖ Assessments are ongoing and progression is verified through collaboration between practitioners.

Assessment tools have been created to aid teachers to identify progress made, the next steps needed in progression, and the teaching and learning needed to support each individual learner in achieving the four purposes for learning.

- ❖ One of our proudest achievements is our learning journeys, which are underpinned by a process of reflection for learners and teachers and support:
- ❖ Learner participation in self-reflection and self-evaluation;
- ❖ Practitioner collaboration and peer to peer support with assessment arrangements;
- ❖ Professional learning.

### **Going forward**

Our Curriculum will never be finished!

We continue to revise our topics and their content to ensure that our curriculum is:

- ❖ Effective in supporting teachers to plan the pitch and pace of learning that is appropriate for the learners they have in front of them;
- ❖ Experience-near i.e. learning, teaching, and assessments arrangements that are designed to take account of the experiences and values (both within and beyond school) of the individual child;
- ❖ Successful in creating the capacity for all our learners to achieve the four purposes for learning.

Our plans for next year include:

- ❖ Continuing our 'listening to learners' initiative so that we can continue to incorporate the voices of our pupils into our curriculum guide
- ❖ Re-evaluating taught topics to ensure they continue to be effective in supporting learner progression
- ❖ Continue to develop models of progression for our learners who are working within the enabling pathways phase
- ❖ Further develop forward looking assessment arrangements using peer-to-peer work to triangulate information we gain from assessment and maintain a holistic view of every learners' progress.