



# Curriculum Policy

2024 - 2025

## **Learning to Flourish**

To provide Personalised learning experiences so that every child can communicate, interact, grow and develop to the best of their ability. Together with families, we can ensure that our children have the skills and knowledge to manage everyday life as independently as they can and to lead happy and successful lives, through our values of **S**ocialisation, **C**ommunication, **I**nteraction, and **P**lay

The Hollies definition of curriculum is aligned with the definition provided by Welsh Government “Curriculum includes all the learner’s experiences and assessment activities planned in pursuit of agreed purposes of education” (WG 2020; Preparing for the New Curriculum). “Curriculum for Wales 2022 consists of: a national level framework, school-level design and planning”.

In response to guidance from Welsh Government, The Hollies adheres to curriculum guidance while engaging in curriculum design activities to support the development of ‘school level design and planning’. The Hollies curriculum was, and continues to be, co-constructed by staff in response to contribution and feedback from pupils and parents. The format and design of the curriculum is pupil-centred, ‘starting with the child’ so that our pupils can engage with the themes for learning at any level and be encouraged to learn and grow at a pace and rate that is tailored for the individual learners.

Our thematic curriculum offers the breadth and balance stipulated by the *Curriculum for Wales*, with engaging themes that provide a framework from within which teachers can plan exciting interactive opportunities for learning and skill development. There is a three-year rolling programme of topics designed with all learners in mind regardless of verbal ability, cognitive ability, socio-economic or ethnic background. Within each topic are three ‘micro-topics’ designed to ensure accessibility for every learner.

The curriculum reflects the holistic needs of all our learners. It prioritises the learning outcomes for pupils with autism spectrum disorder and has been designed by staff, parents and pupils who have an acute knowledge of the learning needs of our children.

Assessment of learning and assessment for learning sits very much within our curriculum and assessment processes have been designed alongside the curriculum offer to ensure a consistent and cohesive approach to pupil-centred teaching and learning practices. When designing this curriculum offer for pupils, staff have incorporated mandatory, statutory and non-statutory guidance with the following aims.

## **Curriculum aims**

Our curriculum aims/intends to:

- Provide a broad and balanced education, as defined by the four purposes of curriculum for Wales. This is coherently planned and sequenced towards cumulatively sufficient knowledge, and experiences for skills for future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils’ spiritual, moral, social and cultural development

- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide a range of authentic contexts for learning
- Regularly exploit opportunities for organic learning

This policy reflects the requirements of the Curriculum for Wales. It also reflects requirements for inclusion and equality set out in the Additional Learning Needs code for Wales (2021) which contains statutory guidance for local authorities in Wales and governing bodies of maintained schools.

Governors will monitor the effectiveness of this policy and ensure its implementation across the school. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the Curriculum for Wales and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with additional learning needs (ALN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

AOLE facilitators will be responsible for the monitoring and evaluation of coverage and provision for their individual AOLE's will which inform the whole school SER and SIP. They will contribute to the monitoring of standards and progression.

Other staff will ensure that the school curriculum is implemented in accordance with this policy. All teachers are members of an individual AOLE team and support staff contribute to all ALOEs when appropriate. All staff are responsible for fostering enthusiasm for and promoting engagement in the AOLES through a variety of activities including, but not exclusive to: organising enrichment days/activities, supporting colleagues as part of inset, sharing curriculum information with our families.

## Organisation and planning

Pupils' individual needs are addressed through the ALN code, which is reviewed annually via a person-centred review and the provision of individual development plans. These 'feed in' to our school pupil profile which brings together the individual needs of the child which informs the Individual Development Plan (IDP) going forward. Intended Outcomes and Additional Learning Provision (ALP) are set according to the needs and barriers to learning identified during the IDP review. These are regularly reviewed and whole school results are monitored in order to ensure that pupils are appropriately supported in achieving their targets.

Assessment processes are designed to support and promote further learning and are therefore a core element of our curriculum provision. Wherever possible, assessment for learning and assessment of learning is carried out as part of the natural classroom setting in order that we can get a true and accurate picture of learners' abilities and most importantly, effectively plan opportunities for future learning.

Our thematic curriculum offers the breadth and balance stipulated by the *Curriculum for Wales*, with engaging themes that provide a framework from within which teachers can plan exciting and interactive opportunities for learning and skill development. There is a three year rolling programme of topics designed with all learners in mind regardless of verbal ability, cognitive ability, socio-economic or ethnic background. Within each topic are three 'micro-topics' designed to ensure accessibility for every learner.

Staff have produced a curriculum guide which reflects the holistic needs of all our learners. It prioritises the learning outcomes for pupils with autism spectrum disorder and has been designed by staff, parents and pupils who have an acute knowledge of the learning needs of our children. Opportunities to further learning at home is shared with families on ClassDojo.

Literacy, numeracy and ICT are planned for as discreet areas of learning and as provision for many cross-curricular links. Communication skills are a priority as they provide access to all other areas of the curriculum. This can include but is not exclusive to support for receptive and expressive oracy, alternative and augmentative communication and written forms communication.

There is an expectation on teachers to integrate into their planning and provision, advice and support from other professionals such as Speech and Language Therapists, Occupational Therapists, medical practitioners and specialist teachers.

## Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with ALN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with ALN and/or disabilities can study every Curriculum Area of Learning and Experience (AoLE), wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

### **Monitoring arrangements**

Governors monitor coverage of AoLEs and compliance with other statutory requirements through:

School visits/learning walks, governors' meetings, information shared on The Hollies Website.

TLRs (Curriculum), overseen by curriculum lead (Deputy Head), monitor and support AoLE facilitators in their roles which include:

The development of AoLE portfolios, which may contain evidence of: learning walks, planning scrutiny, pupil work scrutiny, assessment information etc.

This policy is shared with and ratified by Governors.