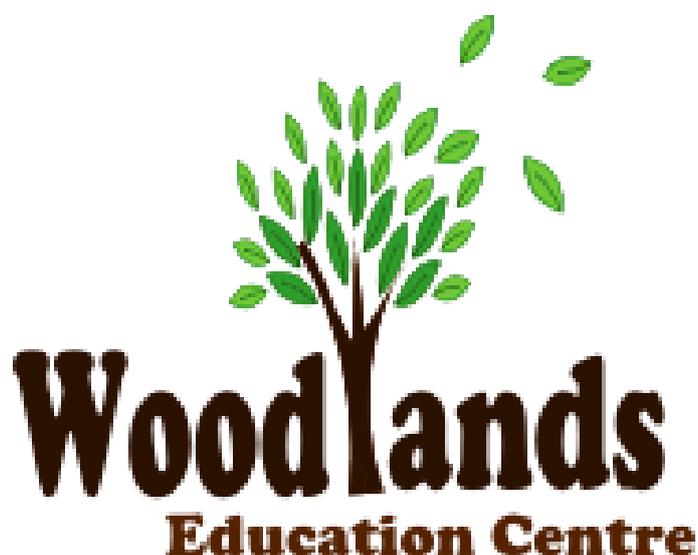


CURRICULUM STATEMENT



*Current document may be accessed under the policies tab at:
www.woodlandsec.org.uk*

Document Control

Start Date:	June 2018
Reviewed by:	Headteacher and Link Governor
Approved by	Management Committee (May 18)
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Introduction

Woodlands' Curriculum is vital to ensure our students' active engagement with relevant and rewarding learning both at the Centre and in other mainstream or specialist educational settings. It is fundamental in realising our core values of: **Respect, Engage and Achieve**.

This policy sets out:

- responsibilities for setting the curriculum
- priorities and objectives of the curriculum and extra-curricular activities
- what we teach students and how we seek to achieve the best possible outcomes
- Parent/carer opt out
- details of other policies closely associated with Woodlands' curriculum

Responsibilities for setting the curriculum

Responsibility for the curriculum is shared between the Head teacher, Management Committee, Local Authority and Department for Education (DfES)

The DfES determines what will be taught nationally, through the National Curriculum and other statutory requirements. The Head teacher, in consultation with students, staff and other stakeholders, balances Woodlands' legal obligations with the individual and collective needs of our students to decide the Centre's curriculum. The Management Committee is responsible for ensuring that Woodlands meets both its statutory obligations and our students' needs.

Priorities and objectives of the curriculum and extra-curricular activities

Woodlands' curriculum aims to enable all our students to become:

1. Successful, independent learners who make the best possible progress and attainment
2. Confident individuals who are able to live safe, healthy and fulfilling lives
3. Responsible citizens who make a positive contribution to society

1) Successful learners:

- have the essential learning skills of literacy, numeracy, and ICT
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves, to process information, reason, question and evaluate
- communicate effectively in a range of circumstances
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future
- are prepared for the next stage of learning whether this is at school, college, or in employment

2) Confident individuals:

- have a sense of self-worth and personal identity

- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- have secure values and beliefs, and have principles to distinguish right from wrong
- become increasingly independent, are able to use their initiative and can organise themselves effectively
- make healthy lifestyle choices
- are confident culturally, creatively, intellectually and in physical pursuits
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are curious about and inspired by the natural and man-made worlds, and human achievements

3) Responsible citizens:

- are well prepared for life, learning and work
- are enterprising
- are able to work co-operatively with others
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage and values, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others
- sustain and improve the environment locally and globally
- take account of the needs of present and future generations in the choices they make
- are motivated to change and improve things for the better

What we teach students and how we seek to achieve the best possible outcomes

Year 7, 8 & 9 curriculum (appendix 1)

The curriculum for Year 7, 8 & 9 follows the National Curriculum, which is differentiated to meet students' individual needs. The expectation is that will return to mainstream schools or move to specialist provision within two terms or as soon as possible.

Subjects	
English	Enterprise
Mathematics	O & A
Science	PDL
Art	Employability
Food	

Year 10 and 11 curriculum (appendix 1)

Subjects	
English language GCSE	O & A
Mathematics GCSE	Enterprise
Science GCSE	Employability
Art GCSE/	PDL
Jamie Oliver Home Cooking Skills – EDECEL BTEC AQA unit awards	Child Development GCSE

Emotionally vulnerable (EV) students

A number of students are referred for support at Woodlands when their emotional condition, additional needs and/or medical condition prevent them from accessing mainstream provision. These students are either taught at home through 1:1 tuition or in the Centre's discrete EV unit. Some EV students require considerable support to manage the transition from home tuition, to the EV unit and ultimately to return to mainstream schools. The complex needs of these students often necessitate bespoke programmes. The expectation is that EV students will return to mainstream schools or more specialist provision as soon as possible, but mental health needs, for example, can delay this.

1:1 tuition typically focuses on English and mathematics, but this can be extended to include other subjects depending on the student. On-site learning in the EV unit prioritises core curriculum subjects, with enrichment opportunities for KS3 and access to GCSE options for KS4 students

Maximising positive outcomes

Many, but not all, of our students have gaps in their knowledge, skills and understanding. These may have been caused by a range of factors, such as absence from school or an undiagnosed learning difficulty. All curriculum subjects assess students' strengths and areas for improvement, and set termly targets to address gaps in their knowledge, skills and understanding. The learning objectives for each lesson (what the students need to learn), contribute to termly targets and students' progress is closely monitored. Progress is monitored through the subject tracking sheet (appendix 2) and the RAG rated registers. The latter records whether students have achieved all of their learning objectives in each lesson. Additional support is provided for students who are at risk of missing their termly targets.

Flight paths show students' progress against national expectations based on the levels they achieved at the end of primary school and whether or not they are making accelerated progress.

Parent/carer opt out

Parents and carers have the right to withdraw their child from religious education (RE), sex and relationship education (SRE) and acts of collective worship. Parents/carers are asked to contact the Head teacher if they have any questions or concerns about how the Centre will meet your child's individual cultural or spiritual needs.

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