



Curriculum Policy

2023 – 2024

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1. Introduction and Intent

At The Warwickshire Academy we believe that the “**Curriculum is the total learned experience of the child: formal, informal, within the**

classroom and beyond.” (Dr Barry Dufour – University of Leicester) We deliver a holistic curriculum that holds high academic aspirations whilst acknowledging progress and attainment is facilitated through the development of the child as a whole. Our aim is to improve the quality of life for all our pupils and each pupil's offer is adapted appropriately to ensure the best opportunities to reach their individual potential.

The Warwickshire Academy delivers the National Curriculum for core and non-core subjects, and these include English, Maths Science, Art, Citizenship, RSHE, Life Skills, Outdoor Learning, Technology, PE and Humanities. Our curriculum offer is varied and is for children and young people aged between 9 and 19 years who have a predominant need of Emotional, Social and Mental Health (SEMH) difficulties alongside conditions such as ADHD, ASD and attachment disorder.

Pupils are placed from Warwickshire and Coventry Local authorities, and all have an Education and Health Care Plan (EHCP). As a result of previous difficulties, many of our pupils will have been unable to access an educational curriculum effectively. Our aim is to provide a curriculum that is varied, broad and balanced, based on the realities of modern life and delivered in a therapeutic learning environment.

At the Warwickshire Academy our aim is to close the attainment gap that many of the pupils have when they join the academy. Our objective is to improve quality of life and life chances through pupils achieving qualifications, employment, positive relationships and positive social roles in society. Our aim is that all pupils achieve a GCSE qualification, or equivalent qualification, in every subject that they study. If this is not appropriate for individual pupils, alternative levels of qualifications are studied. In Key Stage 4, pupils will be offered vocational qualifications in an environment that is built around preparing the pupils for their next steps in life through their individual programme of study.

2. Curriculum Implementation

Academically the children are led by a spiralling curriculum allowing them to be introduced to basic knowledge, gradually building upon this, learning more complex ideas as they progress through each stage of their education. This academic strand of the curriculum is then further underpinned by therapeutic approaches and interventions in order to cater for the needs of the whole child.

Spiralling the curriculum allows children at TWA the opportunity to be introduced to basic knowledge in all areas that is differentiated to their ability; gradually then building on their knowledge and learning to develop more complex ideas and understand across subjects.

Spiralling curriculum design is grounded in cognitive science and brain-based learning. It enables the children to go back and look at prior learning and subject content, bringing together new details with old knowledge. The new knowledge has a context to relate itself to, which was built in previous lessons. Slowly creating lasting knowledge by way of repeated exposure works in alignment with how our brains work, rather than striving to remember a whole complex concept all at once, in a single school year. The spiral structure also allows for opportunities to make cross curricula connections between topics in other subject areas.

Key benefits

- The curriculum allows a logical progression of a topic from simplest ideas to more complex.
- Learning difficulties can be addressed in early phases of the spiral and interventions can be implemented when required as they move through the later stages.
- The information is reinforced or strengthened each time the child revisits the topic.
- Children are encouraged and taught to apply their knowledge from earlier learning.

In order to achieve our aims, we recognise that our role is to provide the highest level of attention, nurture and individual support that our pupils require in order to succeed at their best. We work closely with our pupils to help them to recognise and understand their emotions and manage them whilst developing empathy and social skills when interacting with others. We do this through the LACES (*Life, Academic, Communication, Emotion, Social*) approach which underpins our ethos and approach to developing 'the whole child' at The Warwickshire Academy.

3. LACES Approach

We want all pupils to be able to tie together the core laces that we believe are integral to achieving our aim; to improve their quality of life and access better life chances in their futures. The core laces are as follows:



L – Life Skills

A – Academic

C – Communication

E – Emotion

S – Social

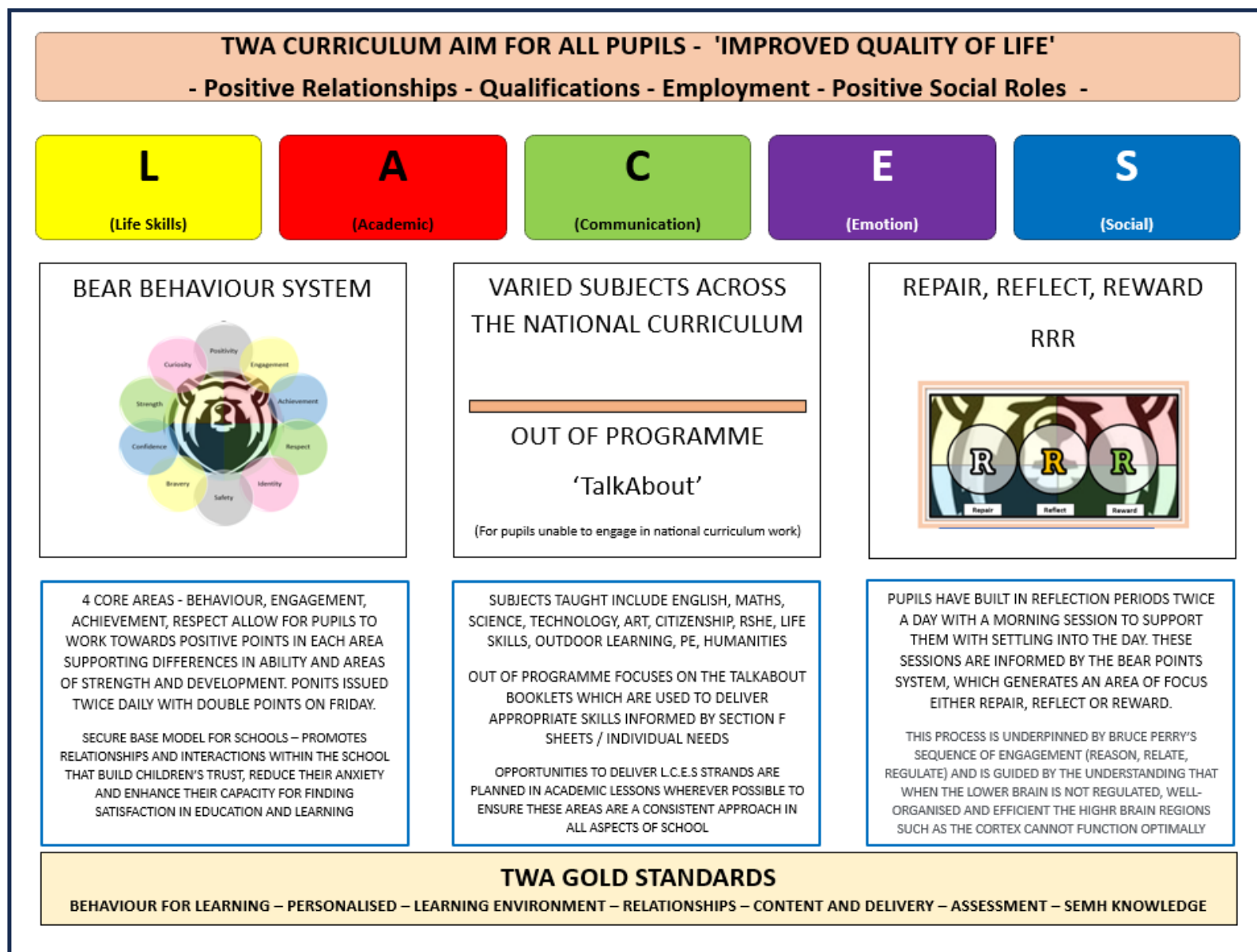
At The Warwickshire Academy the LACES approach has been designed to nurture and develop all aspects of the child's development. All staff ensure that approaches to every pupil across the LACES are adapted to ensure the best opportunities for our pupils to reach their potential. Through following this LACES approach, pupils are able to develop in all aspects of their lives allowing them to aim for and ultimately achieve improved quality of life. *(PBS Principles)*

We intend for all strands of the LACES to work together to provide additional support for pupils in recognising and understanding their emotions, further underpinned by the RRR system (*Repair, Reflect, Reward*) which is built into their daily routine. Developing empathy, social skills, independence, and the ability to be able to communicate clearly and effectively are further supported across the LACES and are a part of daily life across the whole academy.

We want to provide a safe and supportive environment for the pupils where they are able to develop all aspects of themselves in a secure base. *(Secure Base Model in School's - Gillian Schofield and Mary Beek)*

Please see Behaviour policy for further information on RRR and BEAR

4. Curriculum Aims



BEAR and RRR

The BEAR Behaviour System and RRR are both bespoke systems that have been developed to support the LACES approach to our curriculum offer at The Warwickshire Academy. The approach as visually demonstrated in the chart above takes into consideration our whole curriculum offer for the pupil.

The RRR sessions allow for therapeutic interventions through 'regulating, relating and reasoning' in reflect and repair sessions. In order to best access and facilitate these sessions positively, staff use a range of approaches such as PACE, Emotion Coaching, Counselling skills, Social Stories and adapted communication methods for each individual pupil. This system is ingrained into the structure of the day (x3) and builds in short, medium and long term opportunities for pupils to work towards.

The theory behind Bruce Perry's 'Three R's' has underpinned the RRR system that was designed specifically for TWA – "Repair, Reflect, Reward" with the important addition of the opportunity to achieve recognition for pupils' Behaviour, Engagement, Achievement, Respect: ('BEAR'). The BEAR System was also designed especially for TWA and offers every pupil the opportunity to achieve points to reinforce positive behaviour, achievement and choices. The measurable areas allow for detailed focus areas to be targeted and for a celebration of each pupil's personal strengths. The circle is completed each day supporting pupil mental health and the consistent and clear use of the BEAR system further underpins our whole academy ethos and culture.

Out of Programme

For students that are struggling to engage with the academic curriculum we offer 'Out of Programme' which follows the 'TalkAbout' programme. TalkAbout is a structured programme for teaching and measuring social skills, designed by Alex Kelly – a Speech and Language Therapist who specialises in working with people with social skills and relationships difficulties.

National Curriculum

Academic curriculum content is delivered in line with national curriculum expectations in key stage 2 and 3. Our offer becomes increasingly bespoke within key stage 4 and 5 enabling pupils to make choices, work to their strengths and aim to achieve their full potential and successful outcome destinations.

Teachers deliver carefully planned schemes of learning across a variety of topics, building upon prior knowledge and skills. Assessment is used to ensure pupils make progress throughout the curriculum and pupils are

assessed and progress tracked accordingly to allow for intervention, stretch and challenge to be offered where appropriate.

Rosenshine's Principles

We adopt Rosenshine's Principles of Instruction in our classroom practice where we aim to give all our pupils quality first teaching. Professor Barak Rosenshine (1930 – 2017) explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice. From this he developed seventeen 'instructional procedures' which best enable learning to occur as listed below.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with pupil practice after each step.
- Limit the amount of material pupils receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all pupils.
- Guide pupils as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask pupils to explain what they had learned.
- Check the responses of all pupils.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.
- Prepare pupils for independent practice.
- Monitor pupils when they begin independent practice.

5. Therapeutic Underpinning of the Curriculum

Secure Base

At The Warwickshire Academy we provide a Secure Base for all of our pupils. The Secure Base model in schools (2018 – 2019, Gillian Schofield and Mary Beek) provides a framework for building positive relationships and promoting security and resilience, not only in foster care, adoption and residential care, but also in schools, workplace teams and a range of diverse settings. We have used this to underpin and develop the approach we take to our pupils.

The attachment and resilience-based framework of the model promotes relationships and interactions within the school that build children's trust, reduce their anxiety, and enhance their capacity for finding satisfaction in education and learning. Research suggests that improving attachment awareness in schools can help to improve behaviour and reduce exclusions.

The model is particularly valuable for supporting staff in working with vulnerable and troubled children and is of benefit in enhancing the development and learning of all children. *'We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important in improving their **quality of life** (PBS principles)*

Specialist Therapeutic Support

In addition to creating a secure base and alongside the RRR system which further supports regulation and reflection at The Warwickshire Academy, we provide specialist therapeutic support to pupils in the following areas, in line with the individual needs stated in their EHCP's:

- Play Therapy
- Speech and Language
- Occupational Therapy

With dedicated therapists at The Warwickshire Academy, we are able to further support the wider needs of our pupils, providing 1:1 sessions and groups sessions as required. This is also extended to staff members where training and development sessions are offered in order to develop staff across the academy in therapeutic provision. Staff are also offered supervision as a part of our wellbeing focus.

Therapy Hub and The Sanctuary

The newly developed 'Therapy Hub' at The Warwickshire Academy provides a specially designed and designated space for pupils to access therapeutic support. This specialised area allows pupils to feel safe and able to engage positively in their therapy sessions, encouraging and developing their skills and providing them with everything they need to take positive steps forward with their therapy. In addition to this our 'Sanctuary' provides a designated area and time for pupils that require further support to access a nurture group, which is led by our Nurture Lead.

Pupils at The Warwickshire Academy are also supported by the Interventions Co-ordinator who works closely with the teaching and pastoral staff, to ascertain interventions that may further help to develop and support pupils with their school life. Interventions.

6. Curriculum Key Stages

- **Key Stage 2** – The curriculum focuses on engaging pupils in their own education and on inspiring a love for learning through a rounded and enriched subject offer taken from the National Curriculum. Subjects will include English, Maths, Humanities, Science, Art, Technology, Outdoor Learning, Life Skills, PE and RSHE.
- **Key Stage 3** – Pupils are grouped in their individual year groups across year 7,8 and 9 and the curriculum focuses on starting to further develop knowledge and understanding, revisiting prior skills learned in KS2 and applying new knowledge. Pupils have access to a varied subject offer, taken from the National Curriculum, with year 9 having access to suitable topics that will help to start preparing them for their chosen qualifications pathway in year 10. Subjects at KS3 will include English, Maths, Humanities, Science, Art, Technology, Citizenship and RSHE.
- **Key Stage 4** – Pupils in years 10 and 11 are taught in separate year groups. Pupils in KS4 can work towards a range of qualifications including GCSE, Functional Skills and Vocational qualifications. We follow pupils' interests and future career choices and provide additional relevant qualifications where possible. Personalised options are dependent on choice.
- **Key Stage 5** – Our Key Stage 5 offer is bespoke to each pupil. Pupils are offered qualification and accreditation which builds on prior learning in both core subject areas and vocational learning. Pupils

also continue to undertake sessions addressing wellbeing, personalised support and future options.

Additional aspects of our curriculum such as Music, MFL and Religious education will be threaded across curriculum areas as well as some aspects being addressed through termly focus celebration days.

The Learning Environment

In addition to the Therapy Hub and Sanctuary, learning pods and classrooms are spacious and have bespoke, dedicated areas to support pupil self-reflection and regulation. Calm spaces and quiet rooms allow for small group work, 1:1 sessions, break out learning tasks, exploratory play or quiet time for repair, reflect and / or reward, which all provide pupils with the best possible environment to succeed in.

The Warwickshire Academy is also equipped with additional specialist rooms offering state of the art facilities and equipment for the pupils to learn and develop skills in, working towards gaining more specialist qualifications at KS4. These areas include:

- Fully equipped Design and Technology Suite
- State of the art Food Technology room
- Fully equipped Science Lab

Sensory room

We have a fully resourced sensory room where pupils can use the designated space to explore their senses in a safe environment. The room contains a range of different resources to help pupils' personal development. Pupils are able to explore and engage the full range of their senses; helping pupils to gain the sensory stimulation that they need. Sensory rooms are highly effective in supporting children with additional needs to safely explore their sensory feelings and emotions and can help in the following areas:

- Reduce stress and anxiety.
- Improves focus.
- Helps with learning.
- Help to develop understanding of emotions and feelings.

7. Careers and Work Experience

All pupils will take part in the Academy's careers programme through bespoke cross curricular sessions and intent within curriculum pathways that supports them to:

- Express, develop and understand their education, training, employment and other progression opportunities.
- Develop the skills they need to plan and manage their own personal development and career/destination progression.
- Access relevant information and learning from community engagement activities as well as experience of work if appropriate.
- Have access to and support with using careers/destination information that is bespoke, timely and up to date.
- Provide feedback and ideas on how to improve the careers programme.

Pupils will recognise their own areas of competence and achievement and become independent individuals. This will include:

- Research skills.
- Knowledge of sources for impartial information, advice, and guidance.
- Personal presentation and communication skills, resilience.
- Problem solving skills.
- The ability to market and sell their skills and credentials.
- The skills, values, and attitudes to be self-reliant, positive, optimistic, confident and assertive, to develop emotional intelligence.
- The ability to 'make things happen' rather than waiting for situations to happen.
- Personal motivation to work.
- The flexibility to acquire new and 'sought after' skills.
- Ability to consider the benefits of different types of work.

Pupils prepare for their adult lives at home, work and at leisure as citizens This will include:

- An understanding of the demands of the workplace.
- An understanding of the rewards and satisfaction work can bring.
- An understanding of the rights of employers and employees.
- The ability to assess realistically new employment markers.
- The capacity to appreciate the benefits of a range of work opportunities.
- To embrace British Values and respect their communities.
- Become contributing positive members of their community.

To give pupils a better understanding of the developing scientific, technological, and industrial society and the role in which they will play. This will include:

- Awareness of employment opportunities locally, nationally, or overseas.
- Internet safety and creating a positive online presence.
- Planning and self-management skills.
- Realistic decision-making skills.
- The ability to appreciate the benefits of a range of work opportunities.
- The ability to use breaks in employment, the use of leisure time and education, and training as opportunities.

As part of pupils spiritual, moral, social and cultural development, the school's Careers Education, Information, Advice and Guidance programme will support pupils in their choice of career, learning, work and life goals. This will include.

- Enabling pupils to understand the meaning and value of work for individuals, their community, and the country.
- Make clear that there are types of work other than paid employment, which are intrinsically valuable.
- Identify a range of experiences which may include employment, self-employment, volunteering, working in the home and work in the community.
- Pupils will have an 'entitlement' to expert independent advice, guidance, and support. CEIAG will be provided to pupils from year 8 onwards.

The Careers Education, Information, Advice and Guidance programme will enable pupils to achieve the following broad aims:

- To understand themselves and develop their capabilities.
- In thinking about education, training and work, learners will assess their own needs, interests, values, aptitudes, and aspirations.
- To investigate the changing patterns and trends

Provision will be made for pupils to find out about local, national, and international opportunities and gain direct experience of, and insights into different types of work and training and the associated modes of access.

8. Informal Curriculum

Our curriculum includes events and themes led by the whole team in conjunction with our Pupil Council and with input from pupil and staff

voice. These include Charitable Events such as Red-Nose Day, Remembrance Day, MacMillan Coffee Mornings, and Children in Need.

MPCT Programme

Our pupils also have the opportunity to engage in the MPCT programme. The MPCT Schools provision complements existing school curricula. MPCT Schools pedagogy is based upon active learning, both within academic lessons and the application of practical skills. Whether providing outstanding outcomes for schools through learner attainment, or positively impacting a pupils' approach to education, MPCT Schools strives for excellence. The Pupils who attend sessions receive a unique learning experience, qualification attainment and develop vital employment and work-based skills. These are the fundamental objectives for all MPS pupils' and the active and holistic approach to learning inspires, motivates and educates all pupils to reach their potential.

Cultural Capital

At the Warwickshire Academy, we believe that the National Curriculum *'has the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement,' (DfE Framework.)* Following the National Curriculum offer ensures that cultural capital for our pupils is valued and developed daily. Not only does the academic area of our LACES approach achieve this, but the additional areas of our whole approach to the curriculum provides pupils with additional opportunities such as educational and extra-curricular trips and visiting speakers/groups, which help to develop pupils outside the school environment and staff members.

Exposing our pupils to these opportunities in addition to the range of subject areas we offer helps to promote character-building qualities and a stronger understanding of themselves. Our aim is for our approach to support us in creating well-rounded, self-confident and knowledgeable pupils, alongside the more typical expectations of education, which is to provide our pupils with recognised and meaningful qualifications that will provide them with improved quality of life and better life chances.

9. Curriculum Impact

Academic:

At The Warwickshire Academy, we will aim to offer a range of qualifications and accreditations which are tailored to individual pupils. These are outlined below and will be subject to development and expansion as the academy develops into KS4.

Subject Area	Exam Board and Qualification
English	AQA Functional Skills English Level 1, Entry Level 1-3 AQA – GCSE English Language 9-1
Maths	AQA- Functional Skills Mathematics Level 1, AQA – GCSE Mathematics 9-1
Science	AQA – G.C.S.E Combined Science (Synergy) 9-1
Humanities	AQA - GCSE Geography 9-1 AQA - GCSE History 9-1
Art	AQA GCSE Art and Design BTEC - Level 1 First Award in Art and Design (Ed excel)
Food Technology	AQA GCSE Food and Nutrition
PE	AQA GSCE PE
Vocational	Pearson - BTEC Vocational Studies (All Levels) Pearson BTEC Nationals in Vocational Areas
Life skills	ASDAN - Key Steps ASDAN – Life Skills Challenge AQA – Preparation for Working Life Level 1 and Level 2 Certificate BTEC Animal Care – BTEC First Award

Personal Development

Personal development is key to pupil progression and outcomes at The Warwickshire Academy. Our aim is to improve quality of life and provide better life chances for our pupils and we support this through the LACES approach as outlined in section 2. The BEAR and RRR system further support the personal development of our pupils and our therapeutic offer which all work together to provide a safe and supportive environment in which our pupils can grow. We aspire for all pupils transitioning from The Warwickshire Academy to be:

- Caring and nurturing individuals.
- Individuals who are able to form secure attachments and lasting relationships.

- Individuals who have positive self-perception.
- Individuals who are able to process their own emotions and feelings as well as those who can understand and process the emotions and feelings of others.
- Individuals who are resilient.
- Individuals who have a sense of belonging.
- Individuals who have a sense of personal and social responsibility.
- Individuals who know how to have fun and have developed lifelong passions and enthusiasms.

10. Protected characteristics

The 2010 Equality Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Warwickshire Academy teaches respect for everyone. We utilise every opportunity for SMSC, British Values and Safeguarding to be taught and explored safely within all subjects where there are opportunities to do so. This is in addition to Citizenship, RSHE and whole academy foci such as anti-bullying, PRIDE, and Mental Health Awareness.

Our commitment to adapted, restorative and reflective approaches across all staff and pupils further supports education around protected characteristics, for all our pupils.

We preclude the promotion of any partisan political views in the teaching of any subject in the academy.

11. Linked Policies

This policy should be read in conjunction with the following academy and The Warwickshire Academy policies and procedures:

- SEN Policy
- Equal Opportunities, Equality and Diversity Policy
- Accessibility Policy
- Positive Behaviour Support and Physical Intervention Policy
- Behaviour Policy
- Marking and Assessment Policy
- CEIAG Policy
- RSHE policy

12. Changes

Stef Jones – Deputy Head

Description	Date	Page	Section
Reviewed and edited Introduction and Intent	08/09/23	3	1
Reviewed and edited Curriculum Implementation	08/09/23	4	2
Inserted new LACES Approach	08/09/23	5	3
Reviewed and edited Curriculum Aims	09/09/23	6	4
Inserted new therapeutic underpinning of the Curriculum	09/09/23	9	5
Edited Curriculum Key Stages	09/09/23	10	6
Edited Careers and Work Experience	09/09/23	12	7
Reviewed and edited the Informal Curriculum	11/09/23	14	8
Edited Curriculum Impact	11/09/23	15	9
Edited linked policies	11/09/23	17	11