

Sixth Form⁺ Curriculum Overview

What are we trying to achieve?

How do we organise learning?

How well are we achieving our aims?

Curriculum vision	Linden Lodge School offers a holistic and dynamic curriculum, personalised around each of our every student’s need. We ensure every aspect of the school day is maximised so every moment is considered a learning opportunity. Our curriculum meaningfully stretches and challenges our students, supporting them towards autonomy within their learning and independence. Professionals across inter-disciplinary teams work collaboratively to deliver an exciting, sequenced and highly-coherent curriculum, where individuality is respected and encouraged.																		
Curriculum Aims	Engaged Learners		Communicators		Problem Solvers		Unique Learners		Immersed Learners		21st Century Learners		Acquirers of Knowledge						
Areas of need	Communication and Interaction				Cognition and Learning				Social, Emotional and Mental Health				Sensory and/or Physical						
Focus for Learning	Attitudes and attributes				Learning to access				Skills, Knowledge and Understanding										
All learners have a right to...	Access High Quality Education				Identity		Decision making		Safety		Friendships		Health and well-being						
Components	Meaningful learning activities				Preparation for adulthood skills.		Independence skills.		Opportunities to continue Life Long Learning				Community involvement						
Approaches to learning	All stakeholders engagement EHCP focus for outside the classroom Face to face work experience			British Sign Language Functional Maths and English, Engagement Model Objects of Reference Total Communication AAC Bespoke timetables			PLGs Personalised Assessments EHCP’s/Annual Reviews Weekly reflection, Vocational Profiles, Bespoke accreditation pathways			Positive behaviour plans Communication Profiles Sensory Profiles			Education Team Habilitation Team Therapy Team Creative and Therapeutic Arts Specialists Team Nursing team			Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development, British values			
	Differentiation and Individualisation		Building on learning beyond the classroom and the school			Habilitation/Intervenors		SCMC and British Values		Behaviour for Learning		Reflects classroom practice		Sensory Integration					
Whole school approaches	Overarching themes that have significance for individuals cultural capital and provide relevant learning contexts: Sequenced Theme Progression																		
Curriculum Areas	My Communication and Literacy skills			My Maths and Numeracy skills			My Creativity		My Emotional and Physical Wellbeing			My Community and Employability			Life Skills		My Leisure		
Essentials for learning and life																			
Assessment fit for purpose	Looks at each student individually and monitor engagement			Is integral part of teaching and learning		Draws on wide evidence including accreditation		Promotes broad and engaging curriculum		Maximises progress and preparation for adulthood skills		Gives helpful feedback to the learner and stakeholders		Helps identify learners achievements and their next steps		Embraces peer and self assessment		Uses data to inform progress and areas for development	
Accountability measures	Attainment and improved standards of curriculum offer				Behaviour and attendance				Healthy and positive lifestyle choices				Student well-being surveys		Making informed decisions about all aspects of Post-19 options				