

What is the Formal Curriculum?

Through the formal curriculum pupils are supported to become active, engaged and prepare for independent adult lives. For some learners the best path to this goal is via accreditations, for some it is not. We celebrate our learner's individuality and personalise the curriculum according to each pupil's needs.

The pathway offers a broad and balanced curriculum, delivered by specialist teachers. It is based on the National Curriculum but expanded to include aspects of teaching and learning specific to meeting the needs of visually impaired pupils.

We offer a curriculum which champions access, develops cultural capital and supports mental well-being.

What am I teaching?

The Seven Characteristics, this is the overarching aim of the curriculum. Lessons should be facilitating the development of the 7 Characteristics. Medium term plans should include a target and a detailed implementation strategy which outlines how topics will be used to support development of cultural capital, generalisation of understanding, and fluency of skills and knowledge.

Specifically on this pathway we teach a range of qualifications, accreditations and syllabuses. The key aim of this pathway is to ensure that we grant our learners access to the most challenging options possible and reduce the barriers presented by their Sensory Impairments and SEN.

The EHCPs of individual learners will provide guidance about how best to organise teaching and learning in each subject and lesson, but the content of EHCPs should not be regarded as the actual curriculum on offer to a learner. Where individual developmental targets have been identified in EHCPs these should be addressed via modification of the teaching activities set out in each curriculum area. Subject areas should be regarded as the vehicle for new learning to take place and to enable learners to make progress within their personalised learning journeys

Subject Areas and breakdown

Linden Lodge offers a comprehensive formal curriculum offer. The array of subject areas provide our learners with the opportunities to pursue their own interests, acquire and develop the wide range of skills and knowledge they need to become active participants in class, school and wider communities. They will also support the holistic well-being development of the whole child and lay the foundations for life-long learning. Each pupil is placed within a tutor group and then has access to the following subject areas

National Curriculum STATUTORY CORE weekly

Maths: 4 sessions total 4hr 5min

English: 5 sessions total 3hr 55min

Science: 2 sessions total 2hrs

National Curriculum STATUTORY weekly

PE: 2 sessions, PE and Swimming

Citizenship: 2 sessions, Relationship and Sex Education, Assembly

Religious Education: 1 session

National Curriculum FOUNDATION weekly

Art & Design/ Design & Technology: 1 session

Food Technology: 1 session

Music: 1 session

Humanities: 1 session

Computing: 1 session

Modern: 1 session

Foreign Languages *Spanish*: 1 session

Media Studies: 1 session

Drama: 1 session

What does it look like?

Learners follow their timetables much like in a traditional secondary school. The transitioning around the school is also a crucial part of independence and incidental learning and one which is facilitated by the habilitation team. Each learner is placed within a tutor group and is taught by specialist teachers throughout the week, ensuring quality first teaching for all. Working within the 7 Teaching Characteristics to promote best outcomes will be a vital component in achieving engagement in all lessons, it is essential that learning is purposeful, immersive, fun and interactive. We are aiming to

minimise the learning barriers experienced by individual learners, to this end teachers should refer to the 7 Characteristics of Teaching for guidance on planning and delivery.

Sequencing Learning

We are aiming to equip our learners with the skills, knowledge and passion to participate and contribute within society, empowering them to live active and fulfilled lives. In recognition that the needs of learners change throughout their time at Linden Lodge more weighting will be given to Preparing for Adulthood (PFA) outcomes.

It is essential that learners have structured opportunities in a range of contexts to build on prior achievements and develop their own cultural capital. In applying previously learned skills and knowledge in different ways, newly-acquired abilities can be generalised and applied in everyday life and used as a strong foundation to develop more complex and abstractive skills and knowledge.

The learning route set out in all pathways reflects the changing needs of learners as they mature in age. The content we hope learners will acquire will include both academic and social skills which can be used and applied in everyday life.

How we assess

The role of assessment is to ensure that the way we are teaching is effective and getting the best out of each lesson. Assessment holds the curriculum to account, ensuring that it has created meaningful outcomes and is engaging and motivating.

Teachers monitor and assess the role and effectiveness of the learning goals and record on a weekly basis. This enables effective tracking and reflection of practice and ensures that there is an accurate tool to measure the impact of the curriculum on the pupils' attainment and wider outcomes.