

1. What are we trying to achieve?

Curriculum vision and mission	Linden Lodge offers a holistic and dynamic curriculum from the moment the learner transitions to school to the moment they return to you as the best version of themselves possible. We look to make the most of the whole day so every lesson; every transition and every interaction is a learning opportunity including break, lunch and personal care time. We supply countless extensions to our curriculum to stretch and challenge each learner so they can become their best self. Professionals across disciplines work collaboratively to deliver an exciting, sequenced and highly-coherent curriculum where individuality is respected and encouraged so that learning is purposeful and positive.									
Curriculum Aims	Engaged Learners	Confident	Independent learners	Ambitious	Ambitious	Expanded Opportunities	Ready for independent adult lives			
Areas of need	Access to the curriculum		Readiness for employment		Self-esteem		Access to technology		Confidence to engage and challenge	
Focus for Learning	Attitudes and Attributes			Learning to Access			Skills, Knowledge and Understanding			

2. How do we organise learning?

Components	Broad and balanced classroom		Expanded core curriculum for VI learners		Personalised learning		Integrated therapy provision		Accessible Environments			
Approaches to learning	<p><b>7 Teaching Characteristics</b></p> <ul style="list-style-type: none"> <li>Innovative</li> <li>Take Appropriate Risk</li> <li>Dynamic</li> <li>Be Reflective</li> <li>Be Challenging</li> <li>Knowledgeable</li> </ul>		<ul style="list-style-type: none"> <li>Careers guidance</li> <li>Work experience</li> <li>Widened social opportunities</li> <li>Readiness for employment</li> </ul>		<ul style="list-style-type: none"> <li>Access to learning</li> <li>Learning to access</li> </ul>		<ul style="list-style-type: none"> <li>PLGs</li> <li>EHCP</li> <li>Weekly reflection</li> <li>Personalised accredited pathways</li> </ul>		<ul style="list-style-type: none"> <li>OT</li> <li>Habilitation</li> <li>Physio</li> <li>SLT</li> </ul>		<ul style="list-style-type: none"> <li>Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development</li> </ul>	
Whole school approaches	Differentiation and Individualisation		Building on learning beyond the classroom and the school			SCMC and British values			Behaviour for learning			
Curriculum Areas	National Curriculum Subjects + Expanded Areas e.g. Use of technology, habilitation, access to work											

3. How well are we achieving our aims?

Assessment fit for purpose	Looks at each learner individually and captures holistic progress	Is integral part of teaching and learning	Draws on wide evidence of learning including accreditation	Promotes broad and engaging opt in curriculum	Maximises progress and employability	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	Accreditations and outcomes		Behaviour and attendance		Healthy and positive lifestyle choices		Student Well-being Surveys		Further improvement in education, employment and/or training	