

What is the Formal Curriculum?

The formal curriculum is a tool which enables the learner to become an active, engaged and contributor to our society. For some learners the best path to this goal is via accreditations. We celebrate our learner's individuality and put their needs and wants at the forefront of all curricula decision.

The pathway follows a Secondary approach offering a broad and balanced curriculum, involving form teachers and personalised timetables delivered by specialist teachers. Although in some cases we are teaching adapted national curriculum content, it is being delivered in a highly specialist and nuanced way, ensuring the learners time on this pathway is as meaningful and impactful as possible. Some learners will need approach which is not aligned to the national curriculum to best further their education and preparation for adulthood.

Our holistic well-being approach enables our learners to access the national curriculum fully in an adapted and inclusive way. Utilising the EHCP and aspirational goals which are set outside these curriculum aims results in our offer being beyond that of just qualifications, we offer an education which champions access, develops cultural capital and supports mental well-being. As a school we are uniquely placed to do this with our highly skilled specialist subject teachers and provision we are able to offer a secondary school approach. This contributes to the sequential nature of our school, ensuring learners are transferring knowledge and skills into new and exciting subject areas.

Who am I teaching?

The learners operating within this pathway are those who may or may not have Moderate Learning Difficulties and a range of Sensory Impairments. The complex nature of the Sensory Impairment combined with other Special Educational Needs and Disabilities present significant barriers to their ability to engage effectively in the process of learning. As a result these learners require a curriculum and teaching approaches that are highly-personalised to the unique needs and context of each learner. The age range of this pathway has the capacity to work through the entire school and is equally relevant to learners at all Key Stages.

What am I teaching?

On the formal curriculum we are following an adapted form of the national curriculum. 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 form 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 form group and is then taught by specialist teachers throughout the week, ensuring quality first teaching for all. Individual teachers themselves have autonomy to work in a way which promotes the best outcomes for each learner. The utilisation of the EHCP to create optimal learning environments is a crucial component of SEN teaching and one we expect all our teaching staff to use appropriately. 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. We follow examination board protocol and ensure that we are in align with all accreditation assessment systems.

The formative assessment system used in this pathway is aimed at measuring the impact of the implementation approaches used during day to day teaching. This is done by measuring the fluency, maintenance, generalisation and level of prompting. This ensures our delivery of the curriculum is the best it can be by examining the context of the learning and assess how effective both the learning and teaching has been.

Teachers monitor and assess the role and effectiveness of the EHCP concurrently and upload this evidence onto MAPP and keep video and photo evidence on Earwig. This will enable effective tracking and reflection of practice and ensure that there is an accurate tool to measure the impact of the curriculum on the pupils attainment of the 7 characteristics and their EHCP targets.

We follow all guidance set out by the DFE to summative assess our progress towards accreditations and qualifications and complete comprehensive moderation work alongside Southfields Academy, Garrett Park and Ibstock School.