EXPLORE CURRICULUM STRATEGY

2022-
2023

FOREST MOOR SCHOOL

WELLSPRING
We Make A Difference

TABLE OF CONTENTS

FOREST MOOR SCHOOL

01 Introduction

02 **Curriculum and Qualification Overview**

03 **Teaching and Learning Strategy**

04 Curriculum Personalisation

05 Assessment Framework

Introduction

Explore at Forest Moor

The Explore curriculum at Forest Moor School focusses on developing the SEMH threads of development through a sequential curriculum offer which looks to expand their understanding of the world through enriching experiences and personalised learning opportunities. In turn, this will support the students SEMH development which will support their progression to being learning ready through an immersive model which also challenges and stretches their academic attainment preconcieved understandings and misconceptions.

Alongside the development of the SEMH threads of Development our Explore curriculum combines the following subjects: Geography, History, RE with experiential learning.

The diverse curriculum content allows all students, regardless of pathway, to access elements of the content. Pathway 3 students may be expected to be fully engaged in all sequences of learning, whereas pathway 2 and 1 students will have the opportunity to access key content and experiential learning and develop their SEMH outcomes.

Curriculum Overview

Primary Phase

In KS2, our SEMH and EHCP targets are at the forefront of what we do. Our focus in Explore is experiential learning , this allows us to support our students individualised SEMH development, alongside their EHCP targets. Through our innovative, creative and experiential learning our students will make progress and develop their understanding of the world around them. Experiential and multi-sensory approaches allow our students to access learning in a holistic and agile way, helping to prepare them for KS3.

INNOVATION	BRITISH VALUES	AWE AND WONDER	CITIZENSHIP	HERITAGE	TEAMWORK
critical thinking and problem solving	tolerance and respect	curiosity and imagination	entrepreneurship, demonstrating strength and hope	belonging and nurture	collaboration & transition

The above sub-headings are the basis of our big questions which make up our curriculum overview. Examples of big questions we have studied are: "What on Earth has happened?" and "What is it like to be respected?" The questions are broad to allow teachers to personalise the lessons to the interests and needs of their class.

Curriculum Overview

Secondary Phase (KS3)

As with KS2, in KS3 our SEMH and EHCP targets are the basis of our learning. Through a rich and creative curriculum, students are taught through a variety of approaches in order to support students to make both academic progress and develop their SEMH needs. Explore incorporates RE, History and Geography with elements of experiential learning to support our students to make progress in line with their academic and SEMH development.

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TEACHING AND LEARNING STRATEGY

1

Establishing starting points

At the beginning of each sequence, teachers assess prior knowledge and understanding. This allows for gaps to be identified and misconceptions to be planned for.

2

I do

The intended learning objectives and remember to's (success criteria) is shared to enable students to know what curriculum content is being taught. WAGOLLs may be used to demonstrate learning objectives and remember to's.

3

We do

We model the learning to our students as modelling can support the structure of new knowledge and concepts, reducing misconceptions. New material is broken down into accessible chunks.

The Explore curriculum at Forest Moor, allows pupils across the three pathways to learn and apply new content to different contexts.

4

You Do

Questioning and formative assessment informs teaching staff whether pupils are ready to independently use newly acquired knowledge and skills. Scaffolding and modelling may be used to establish confidence, however students should be given minimal support at this stage.

5

Academic Intervention

Teachers will identify any specific interventions that may be required to support students to apply new knowledge or to understand a specific concept. The member of staff conducting the intervention is aware of the focus of learning.

6

Assessment and Retrieval Practice

Teachers record learning in pupils online or physical explore books. Questioning is used to assess understanding as specific stages of learning.

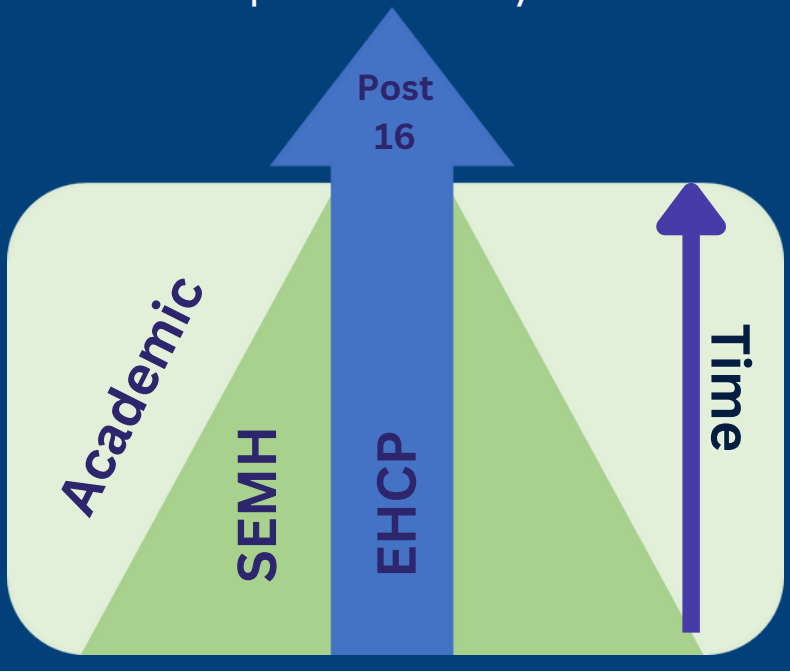
Curriculum Personalisation

The curriculum at Forest Moor aims to to allow for the flexibility and personalisation of any young person in any key stage as we look to respond to each of their individualised needs. All curriculum areas aim to support every student's SEMH needs by providing them with opportunities to develop their 'Threads of SEMH development' through highly engaging, creative and knowledge-rich lessons. Through this framework, we provide a broad, balanced and personalised curriculum that supports every child's SEMH and academic development; whether that be through traditional or vocational lessons. In turn, the moral, spiritual, cultural, psychological and physical development are all a key facet of learning which is embedded in the ethos of our curriculum chronosystem.

We use key information about students' needs identified in their ECHP to develop personalised targets. In addition, each child has SEMH targets which focus on their EHCP and threads of development as well as academic targets for English (reading and writing) and Maths.

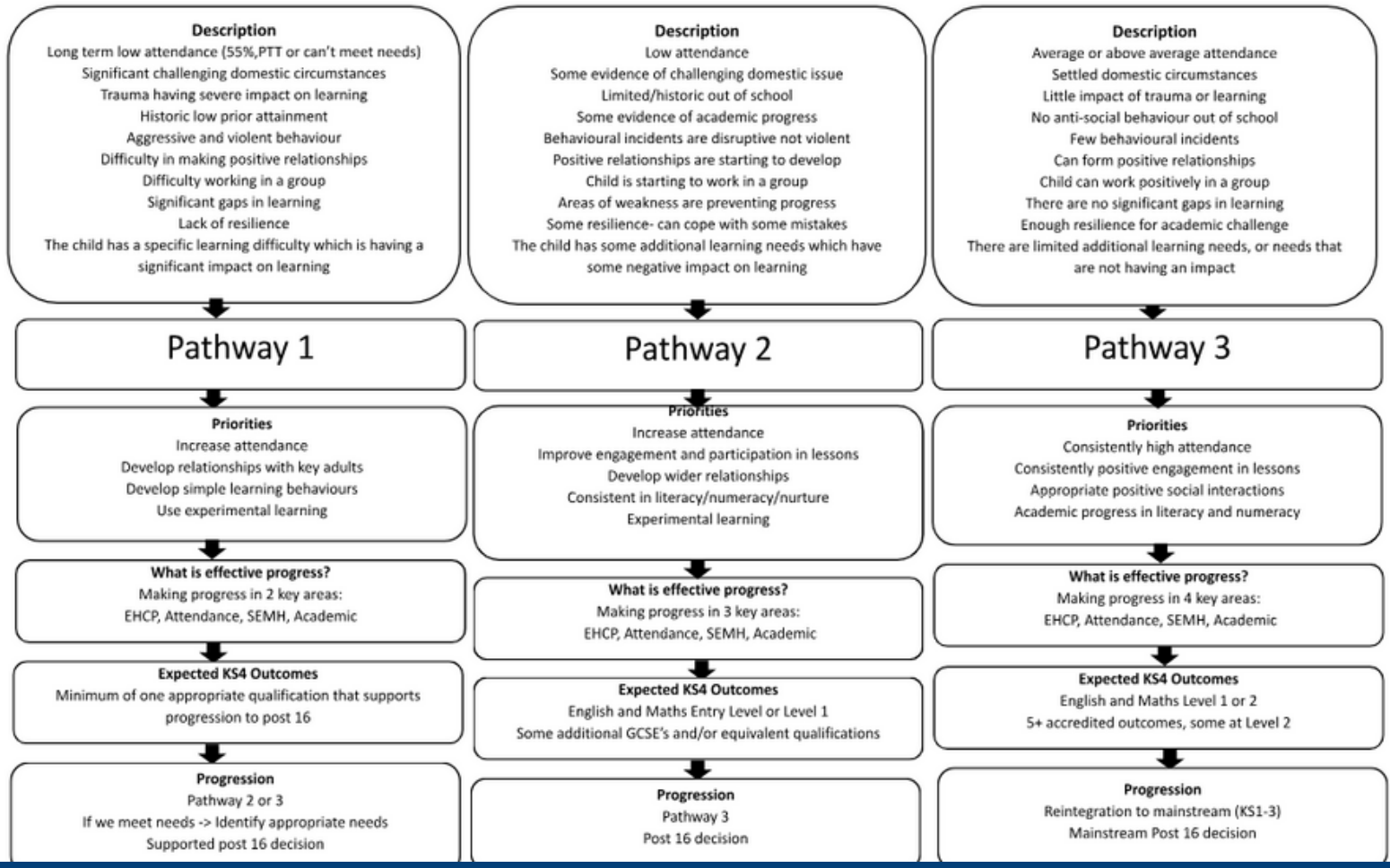
The three SEMH targets which are set in alignment with the explore curriculum supports the development of their Threads of SEMH Development and their EHCP targets through a variety of experiences and class-based tasks.

As alluded to earlier, the curriculum chronosystem is a basis for learning which helps personalise planning. At the core of everything we do is the development of their EHCP and SEMH targets. As we develop those, our young people are more likely to be able to access more academic learning whether this be on or off-site. This helps us Pathway each young person effectively.



Planning for Personalisation

Staff should use the following diagram to make a professional judgement about which pathway is best fit for a student. A student does not need to tick all the descriptions to fall into a particular pathway.



Planning for Personalisation

Is the child ready to engage in learning?

NO

YES

Pathway 1 with specific SEMH Needs. Longitudinal challenges in accessing academic learning

Pathway 2/3 where wave 1, 2 and 3 interventions would support SEMH Needs

Personalised timetable with therapeutic interventions in place

SEMH tracker, SEN plan and PPM meetings evaluate the impact of the support

Assessment to check prior learninng. This is used to identify starting point for new knowledge to be taught

New curriculum content is introduced and explained using : I do /we do / you do

Testing used to check content is learnt. Does testing show new content has has been learned?

NO

YES

Intervention planned for teacher/ TA to support with specific next steps

Opportunity for learning to be applied in different contexts and mastered

Curriculum tracker completed at the end of unit

Retrieval practice used to ensure new content is retained

Assessment Framework

The aim for assessment at Forest Moor is to support the SEMH and EHCP targets alongside the academic development in order to improve the life chances of everyone in our care. In order to do this, a range of formative assessments which help support the summative judgements in English, Maths and SEMH development are continually completed alongside a robust Quality Assurance plan and low stakes testing.

The structures for assessment are then used to inform planning and progress. A central curriculum tracker is used to monitor progress in English, Maths and SEMH Development, and teachers update this regularly as young people work through skills in order to achieve personal successes. Our young people then move on to more complex skills once more basic skills have been mastered (shown, applied and shared in a different context or with another person). This supports teachers in developing the child and their transition to more academic learning over time.

The Explore curriculum follows a 5 year chronological sequence of learning (which is developed on the KS2 and KS3 curriculum) which starts in Year 5 (KS2) and lasts until Year 9 (KS3). Each curriculum plan focuses on a time period in which the children learn about historical, geographical, religious and artistic elements of this time period alongside the focus of developing their SEMH threads of development. This is supported through planned enriching activities and increasing the young peoples exposure to situations which will stretch their window of tolerance and improve the SEMH development.

Formative assessment alongside a child's class experiences page (where a young persons learning is recorded in Explore) helps to support the academic and SEMH tracking and development in their Explore sessions. We aim to develop SEMH targets through increased exposure. This means we are continually qualitatively analysing each child's development through a journal style approach. Thus, it is not the number of times an activity is completed which acknowledges their SEMH progress. Instead, it is the application of the SEMH threads of development in different settings and experiences which supports and acknowledges their progress. This alongside learning about the wider world allows the children to develop an understanding of the historical and geographical timescales while relating these to the world they know - and do not know - around them.

Assessment Framework

Threads of SEMH Development

Behaviour for Learning	Emotional	Regulation	Social
I am learning to access a wide and varied curriculum	I am learning to name key emotions	I am learning to respond well to both up and down regulation activities	I am learning to take part in learning activities with 8 other children
I learn well with a range of different teachers	I am learning to recognise my own emotions and how they make me feel physically	Following any crisis I am learning to take part in post incident learning	I am learning to actively take part in family dining
I am learning to transition well around the building	I am learning to recognise the emotions of known adults and peers from their body language and communication	I am learning to take part in nurture breakfast and can settle into the day	I am learning to interact with a range of adults
I am learning to learn safely in a range of different teaching spaces (including outdoors)	I am learning to recognise the emotions of a wide range of adults and pupils across the school community from their body language and communication	I am learning to know what my triggers are and can follow my individual behaviour plan	I am learning to apply my social skills at nurture time, break time, lunch and during transitions
I am learning to take part in question and answers	I am learning to respond appropriately to my own emotions	I am able to regulate when others around me are dysregulated	I am learning to make and maintain friendships
I am learning to treat a range of school resources with respect	I am learning to respond in a socially acceptable way to others' emotions	I am learning to apply regulation skills at break and dinner time and in transitions	I am learning to apply my social skills in the context of a larger groups
I am learning to access my learning without one to one support	I am learning to regulate my own emotions using taught strategies	I am learning to recognise that my dysregulation can impact others and compromise safety	I am learning to work on a shared learning activity with all the students in my class
I am learning to use resources to support my learning	I am learning to access support with my emotions when needed	I am learning to recognise the sensations in my body that mean I need regulation strategies	I am learning to share
I am learning to accept and respond to feedback	I am learning to make decisions based on a range of factors, not just emotions	I am learning to accept adult support to co-regulate	My social communication involves active listening and turn taking
I am learning to maintain focus in learning	I am learning to accept comfort from a trusted adult or peer	I am learning to repair a relationship when I have been dysregulated	I am learning to apply my social skills in a wider community context
I am learning to follow rules, routines and boundaries	I am learning to develop my confidence and self-esteem	I am learning to apply regulation skills in a community context	I am learning to express my voice
I am learning to accept and take part in academic interventions	I am learning to manage change	I am learning to transfer some regulation skills into my home	
I am learning to work towards a target			
I am learning to persevere and overcome obstacles to my learning			