

FOREST MOOR CURRICULUM STRATEGY

2023-
2024



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Curriculum Intent

The curriculum at Forest Moor is designed to provide an opportunity for our pupils to learn in a safe, supportive and nurturing environment. Therefore, at Forest Moor, we offer an innovative curriculum that looks to meet the needs of the young people in our care and meet their additional needs through a personalised approach. This approach places the SEMH development of our young people at the forefront of everything they do. Thus, the curriculum is there to support and enable their SEMH and academic development as one; if a child is unable to regulate, they are unable to learn.

Our aims, across our three stages of learning, are to:

- *Support the individual development and growth of the holistic child at their own varied starting points;
- *Help enable pupils to feel comfortable and to have opportunities to access positive experiences in education;
- *Help young people feel safe and secure in education;
- *Foster strong relationships with peers and adults within their microsystem;
- *Use these understandings of microsystemic relationships to develop relationships outside of their immediate sphere;
- *Develop a love of learning;
- *Develop an understanding with the hope of fostering a love of reading;
- *Prepare young people as they progress through their educational journey and onto their next steps in life (i.e. education, work or training).

In turn, our curriculum model will aim to develop: their ability to succeed (in learning and life); develop a positive self-esteem; their resilience towards tasks and issues they may face; the pupil's ability to regulate behaviours when faced with adversity and, to be proud of their achievements and learn to share these positively with others. Through these clear and progressive aims, we look to contribute to their holistic development (including their spiritual, moral, cultural, mental and physical development) and their widening understanding of the world within a broad and balanced curriculum developed around nurturing the young people in our care.





Curriculum Intent

In order to develop a young person's SEMH needs and EHCP targets, as commissioned by the DfE as an SEMH specialist provision, the curriculum offered at Forest Moor specifically aims to develop, assess and track the SEMH target development alongside the academic development of each individual. The progression of SEMH development requires a contextual understanding and thematic analysis of actions and experiences. Therefore, the development of SEMH targets is not related to the quantification of thematically analysed actions and experiences.

Through this premise, a young person's SEMH development is the completion of that target in an individual setting or experience. Similar to academic development, repetition of this action is not showing progression but repetition. Therefore, progression occurs through the application of the aforementioned target in another setting or experience which may have been previously hindered by their SEMH needs. Thus, mastery in all areas of SEMH development is often unattainable for the majority of people - nevermind those with SEMH difficulties. As a consequence, the focus on individualised and personalised successes, and staff understanding of these, is crucial to the development of an effective SEMH curriculum.

In conclusion, an SEMH curriculum requires the understanding and thematic analysis of individual experiences and successes and how these relate to learning. This is instead of a quantification of thematically analysed experiences and successes. And, it is our understanding of these, and the intertwinement of SEMH, EHCP and Academic development, that enhances a child's potential for development, understanding and success in a SEMH curriculum.



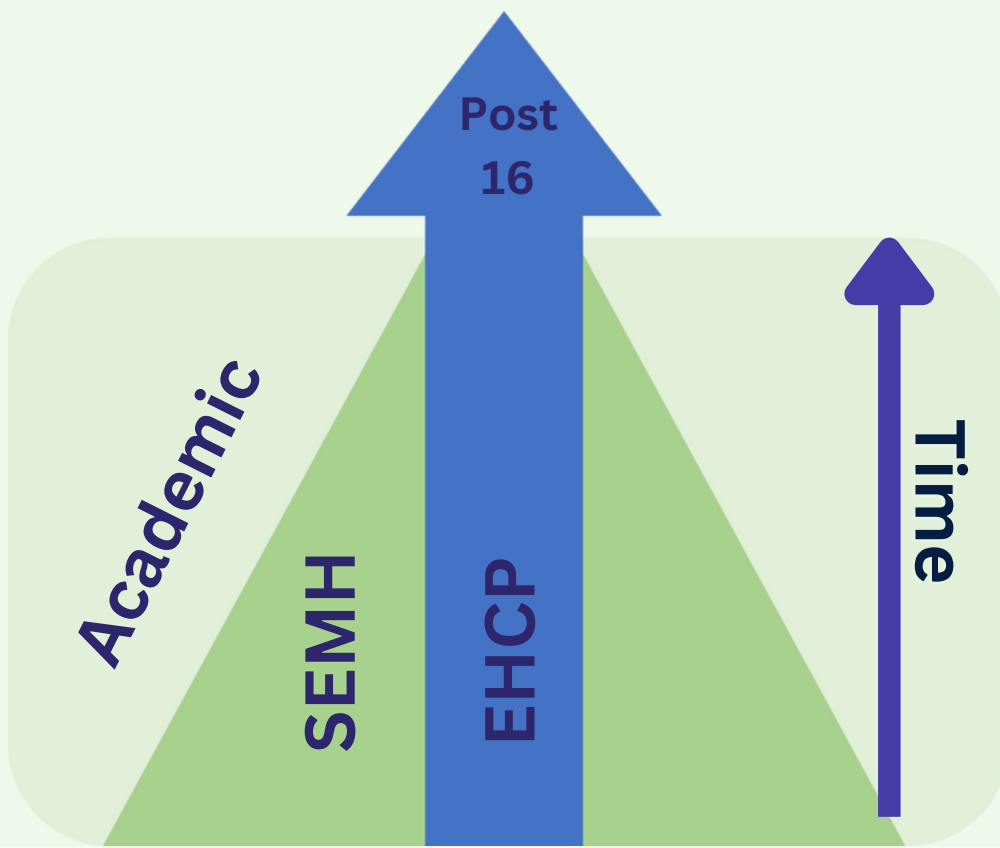
Curriculum Implementation

In order to develop the holistic child, at Forest Moor we place the EHCP, SEMH development and 'The Threads of SEMH Development' at the core of our curriculum.

This means that the development of SEMH targets and EHCP outcomes are the continual thread within our curriculum. In turn, the academic opportunities are there to develop these outcomes and targets while providing greater access to a wider, more bespoke curriculum with enriching activities and enriching opportunities which enhances their opportunity to succeed.

Thus, we implement the following areas to help support the further development of EHCP, SEMH targets and academic achievement:

- *A bespoke Explore curriculum which focuses on developing EHCP and SEMH targets alongside young people's knowledge and understanding of the world around them.
- *We provide a personalised SEMH and academic curriculum that is carefully planned to allow young people, pupils and students to make positive next steps in life, whether that be within education, work or training.
- *Provide our young people with the literacy skills to access their bespoke curriculum successfully with an aim to develop and foster a love for reading.



Curriculum Overview

Primary Phase (KS2)

In KS2, the holistic development of each child is paramount to their SEMH development and ability to learn through an immersive, play/academic-based curriculum. This provides a high-expectation, low-pressure environment with flexibly-consistent rules, routines and boundaries which, according to research, states is important for SEMH children's development and positive experiences in education. Our aim is to support children through a personalised curriculum which allows them to take part in activities "which are relevant to their future, their strengths and their behavioural and emotional difficulties". Through the reading of research, at Forest Moor we understand that we should aim to incorporate an adapted and personalised nature to our KS2 curriculum which is imperative for the development of the children in our care and meeting their needs through their educational journey.

In order to meet these needs, we have implemented the following aspects to the curriculum in KS2:

- Consistency with class team (where possible) to help enable the children feel safe in their environment;
- Thematic focus towards the curriculum;
- Allotted time for structured play and activities to develop their social and emotional skills;
- A range of Wave 1, 2, 3 and 4 interventions on offer which are personalised and suit each child;
- Structured time for nurture breakfast and sociable Team Time which can help children to develop and maintain positive relationships.
- Vagal breaks to support the SEMH regulation and ability to learn in an educational environment.
- Regular, personalised vagal breaks to support children's regulation in lessons.

Curriculum Overview

Primary Phase
(KS2)

The curriculum offer in KS2 is as follows (Subject - number of sessions):

Maths - 4

English - 4

Science - 2

Art - 1

Enrichment - 1

Explore Thematic Curriculum - SEMH development with curriculum wraparound (Art, Design and Technology, Food Tech, Geography, History, Music and RE) - 3

Food Technology - 1

Forest Schools - 1

Music - 1

PE - 2

PSHE - 1

Structured Play - 2 (Alternates with Swimming)

Swimming - 2 (Alternates with Structured Play)

Curriculum Overview

Secondary Phase (KS3)

Similar to our KS2 model, in KS3 we are understanding that pupils require close and positive relationships with the adults and pupils in their microsystem (Dolton, Adams and O'Reilly, 2020). We at Forest Moor, alongside the views of academic commentators (Cosma and Soni, 2019; Dolton, Adams and O'Reilly, 2020; Martin-Denham, 2021), acknowledge that these positive relationships are very important in pupil's ability to access academic learning and developing their SEMH skills in our setting. Due to this, we understand the importance of having structured class teams for the majority of our KS3 pupil's lessons; with the exception of some specialist subjects. This, alongside the high-expectation, nurture environment allows our pupils to develop a love for learning and personal development while in our care. This allows the pupil to explore and partake in activities, sessions and lessons relating to their interests, future and things relevant to their understanding of the world while attempting to broaden their horizons.

In order to meet these needs, we have implemented the following aspects to the curriculum in KS3:

Consistency with class team (where possible) to help enable the students feel safe in their environment;

Thematic focus towards the curriculum;

Structured play and engaging activities which are embedded within their explore topic and the thematic curriculum;

A range of Wave 1, 2, 3 and 4 interventions on offer which are personalised and suit each pupil;

Structured time for nurture breakfast and social Team Time which can help pupils to develop and maintain positive relationships.

Vagal breaks to support the SEMH regulation and ability to learn in an educational environment.

More opportunities to develop a wider range of relationships through the use of different specialist teachers.

Curriculum Overview

Secondary Phase
(KS3)

The curriculum offer in KS3 is as follows (Subject - number of sessions):

Maths - 5

English - 5

Science - 2

Art - 1

Construction - 1

Debating - 1

Explore Thematic Curriculum (inc. Art, Design and Technology, Food Tech, Geography, History, Music and RE) - 4 (non-O.Ed weeks) 2 (O.Ed Weeks).

Food Technology - 2

Music - (peri offer)

Outdoor Education - 3 (every other week)

PE - 2

PSHE - 1

Curriculum Overview

Secondary Phase
(KS4)

As students progress through the school, we aim for our nurture principles to help us understand which pathway (table 2) our students will be able to access throughout their journey at Forest Moor. By the time they reach KS4, the students will be on a pathway which will embrace Cosma and Soni's (2019: 429) notion of creating an engaging curriculum "which are relevant to their future, their strengths and their behavioural and emotional difficulties". In turn, we look to prepare our KS4 students for life in further education and/or work after leaving Forest Moor in the best way possible. In turn, we aim to ensure no KS4 student leaves Forest Moor without an English and Maths qualification. Our students are then supported by a range of qualifications relating to their interests or their future careers; whether this is on or off-site.

In order to meet these needs, we have implemented the following aspects to the curriculum in KS4:

Consistent form tutor with teachers moving to their classrooms to support the transitions between different teachers;

Thematic focus towards the curriculum;

Structured play and engaging activities which are embedded within their explore topic and the thematic curriculum;

A range of Wave 1, 2, 3 and 4 interventions on offer which are personalised and suit each pupil;

Structured time for nurture breakfast and social Team Time which can help children to develop and maintain positive relationships.

Vagal breaks to support the SEMH regulation and ability to learn in an educational environment.

More opportunities to develop a wider range of relationships through the use of different specialist teachers.

Curriculum Overview

Secondary Phase
(KS4)

The curriculum offer is as follows (Subject - number of sessions):

Maths - 4

English - 4

Science - 3

Art - 1

ASDAN - 3

Construction - 1

Debating - 1

Food Technology - 1

PE - 1

PSHE - 1

Options 2 subjects (2.5 sessions per week)

These are chosen from the following subjects:

Construction;

Art;

Volunteering and Life Skills;

Outdoor Educations;

Food Tech;

PE.



TEACHING AND LEARNING STRATEGY

1

Establishing starting points

Pupils, with the support of staff, choose appropriate qualifications that align with their possible career pathway.

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.

6

Assessment and Retrieval Practice

All work undergoes to an internal or external verification process in order to ensure that work meets the required standard for the qualification.

5

Academic Intervention

Student's will receive additional support in areas where they may be struggling with required level of work in order to help them best succeed.

4

You Do

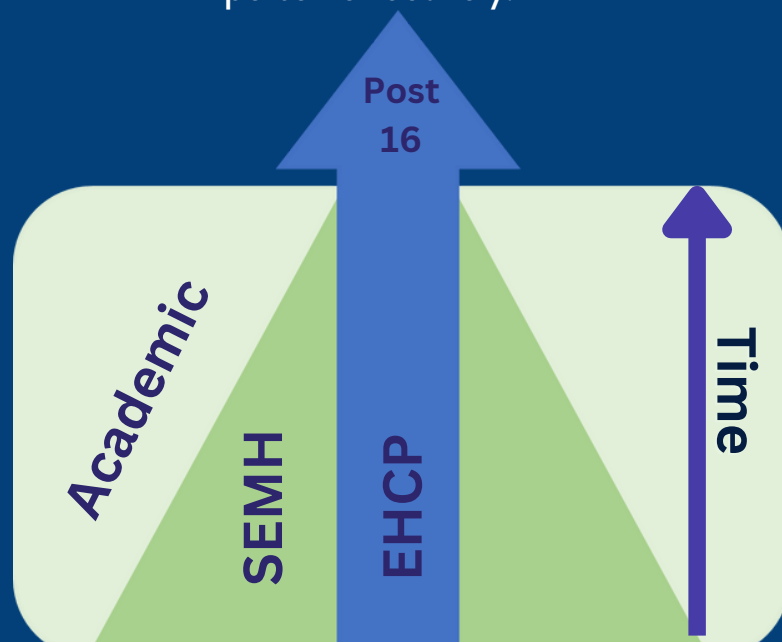
Questioning and formative assessment informs teaching staff whether pupils are ready to independently use newly acquired knowledge and skills. Scaffolding and modelling may be used to establish confidence, however students should be given minimal support at this stage.

Curriculum Personalisation

The curriculum at Forest Moor aims 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.

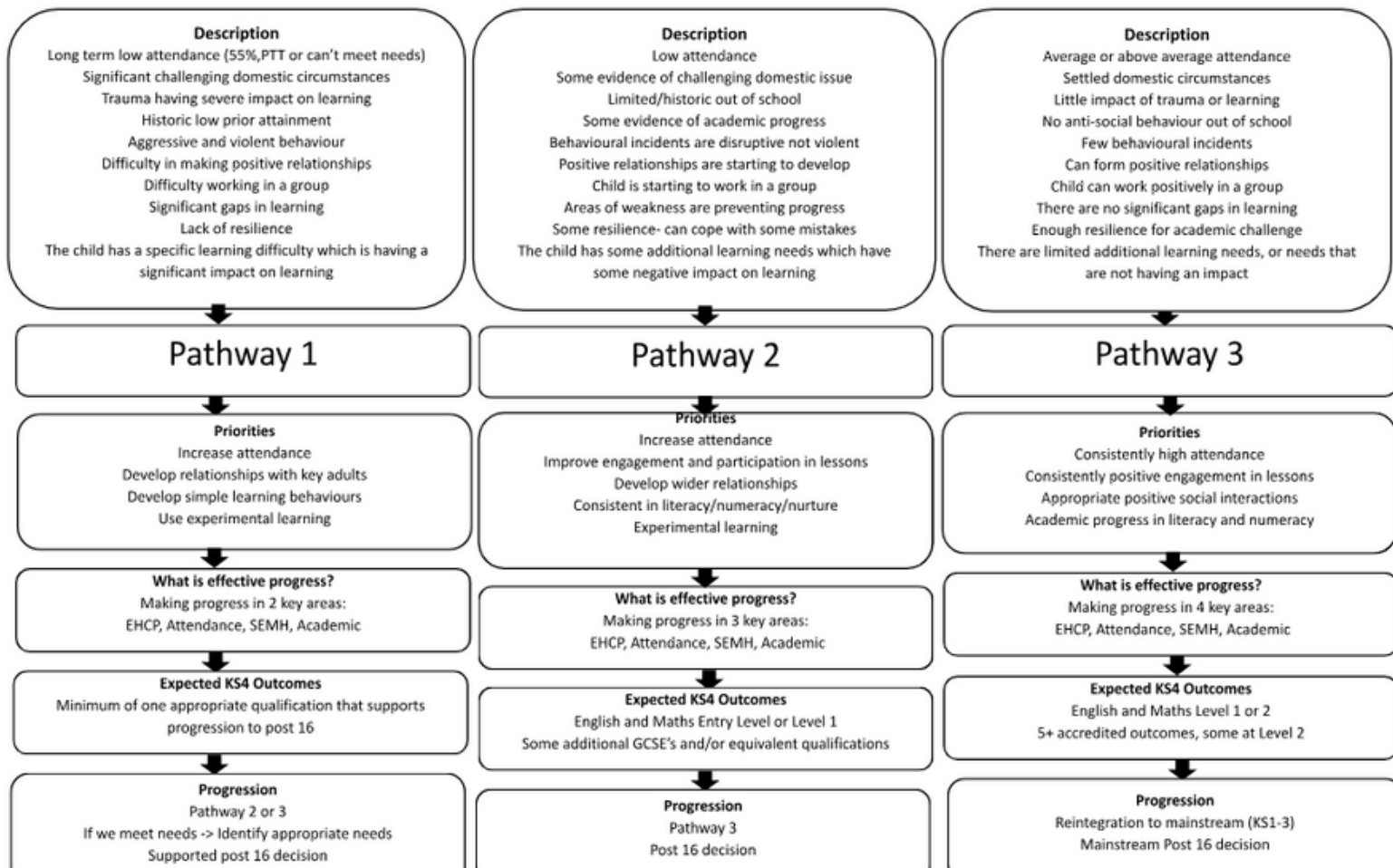
We use key information about students' needs identified in their EHCP to develop personalised targets. In addition, each child has SEMH targets which focus on their EHCP and threads of development as well as academic targets for English (reading and writing) and Maths. The three SEMH targets which are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



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. Similar to English and Maths, SEMH and foundation and vocational subjects mastery is something to be achieved. This is measure qualitatively and quantitatively in order to show the best possible progress for our young people and to support their EHCP and SEMH development. Continued SEMH development is the application of one topic/skill in another setting or space. Therefore, the development of SEMH and progress examined can attribute to the academic progress shown through our assessment system.

When following an exam assessed course, our young people are supported through the coursework and exam-based process to help build confidence and awareness of exam conditions. This is so they can apply their learning in different formats and contexts. The use of formative assessment and light touch exams will inform the areas for development and future teaching to help give them the best outcome possible.