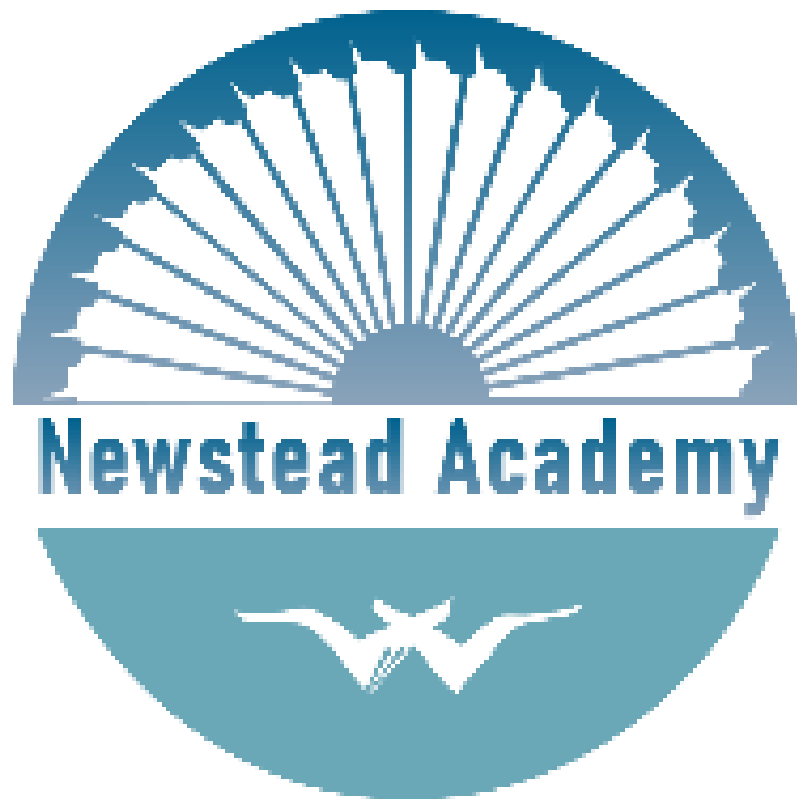


September 2023

Newstead Academy



Aspiration and achievement
for all
Curriculum

Newstead Academy Vision and Ethos

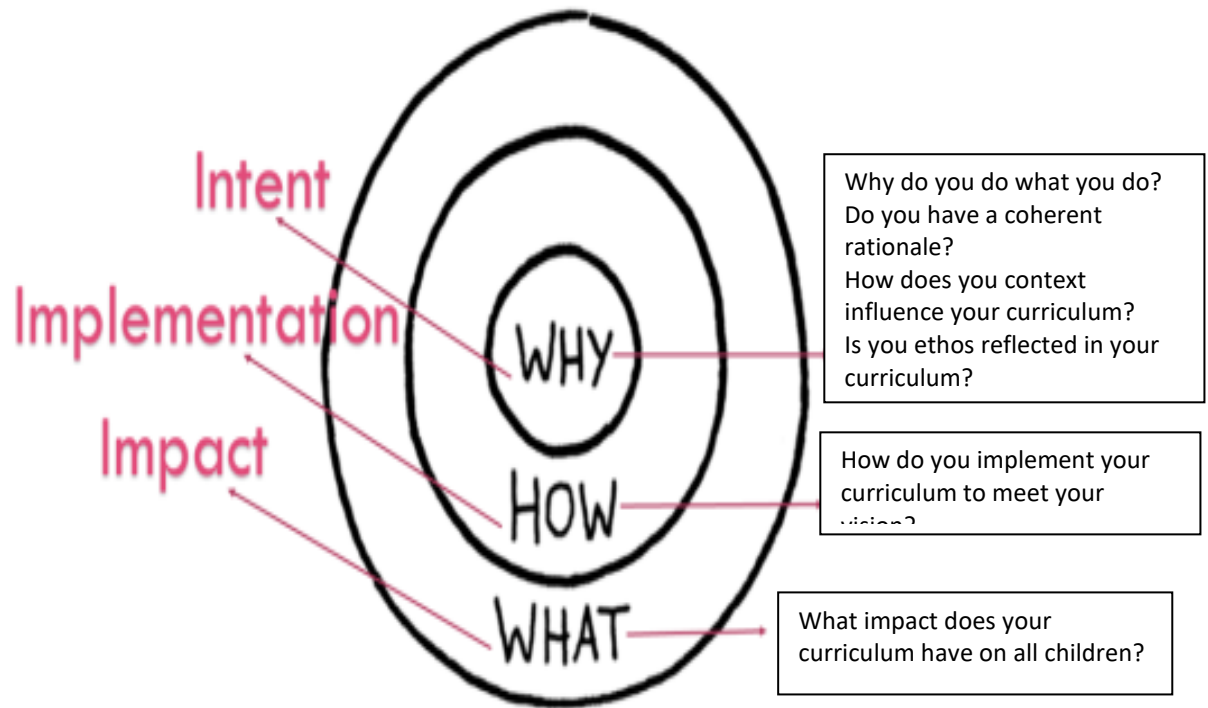


Newstead Academy is a setting which seeks to continually develop its students and staff and influence practices and attitudes. At Newstead students and staff work together in a safe and happy environment where there is a culture driven by nurture and a passion to prepare children for the future. It is our belief that every child should have the provision in place which allows them to achieve their full potential, we are aspirational and strive for achievement for all.

We will provide each child with support, nurture, kindness, independence and new experiences to inspire a bright future. We focus on the child as a whole and aim to provide a holistic curriculum that encompasses a wide variety of key social and life skills as shown below:



The curriculum



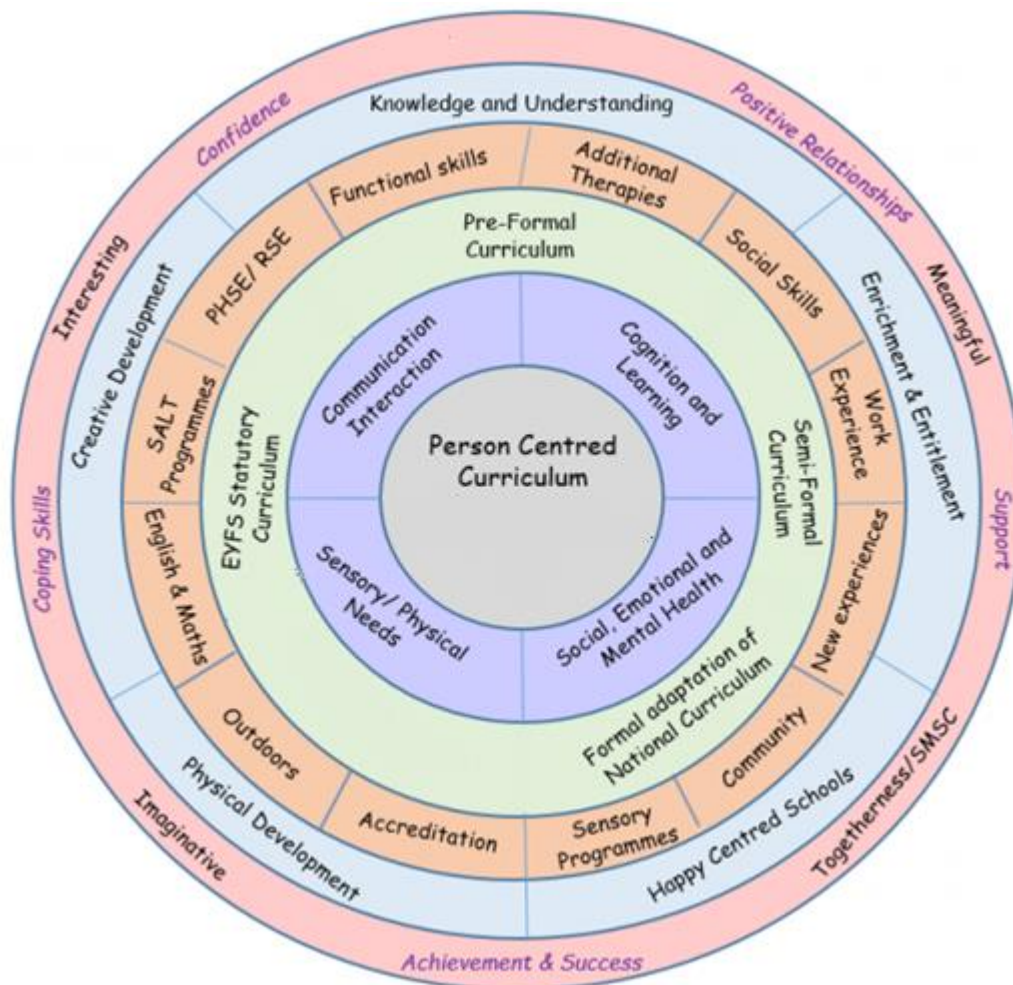
Our curriculum Intent

We believe in a broad and balanced curriculum which is aspirational and strives for achievement for all. Our aims are that our curriculum grows and develops life long learning, builds interests, is expressive and creative and encourages togetherness in the school and wider community. It is centred around the child's happiness – the most important aspect of our curriculum. This is built on positive relationships, independence, coping skills and achievement and success.



Our curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. DFE (2014)

Intent explained –Our aspiration and achievement Curriculum

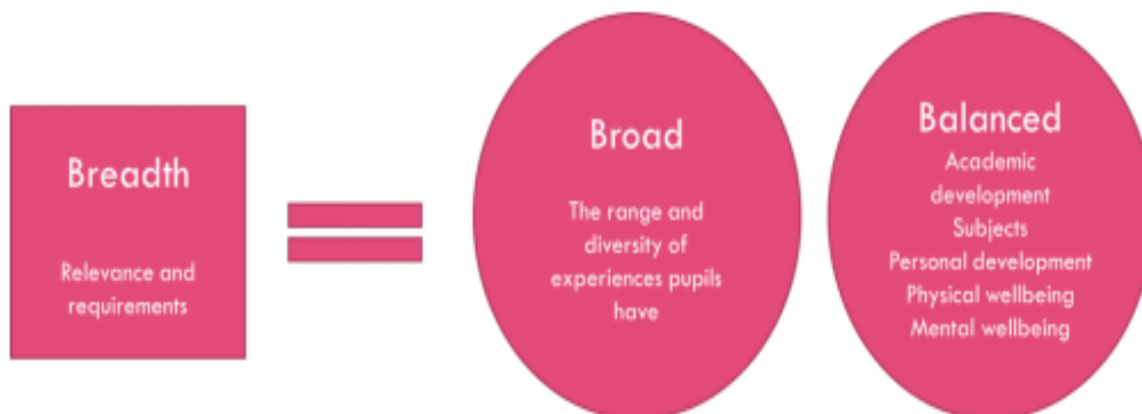


The curriculum model is based on the pupils needs in our provision. It embodies:

- Pupil need at the centre of the curriculum.
- The four key areas of learning underpinning each pupils needs.
- The organisation of the different curriculums suited to need.
- Elements of learning that may be included in each pupil’s personalised curriculum, dependent on interests, strengths, needs and areas of development.
- Core strands of the curriculum that learning are taught for all pupils.
- We focus on 5 key areas for development and learning. These are confidence, positive relationships, achievement and success, support, and coping skills that are taught through interesting, meaningful, imaginative ways that build social, moral, spiritual and cultural skills.

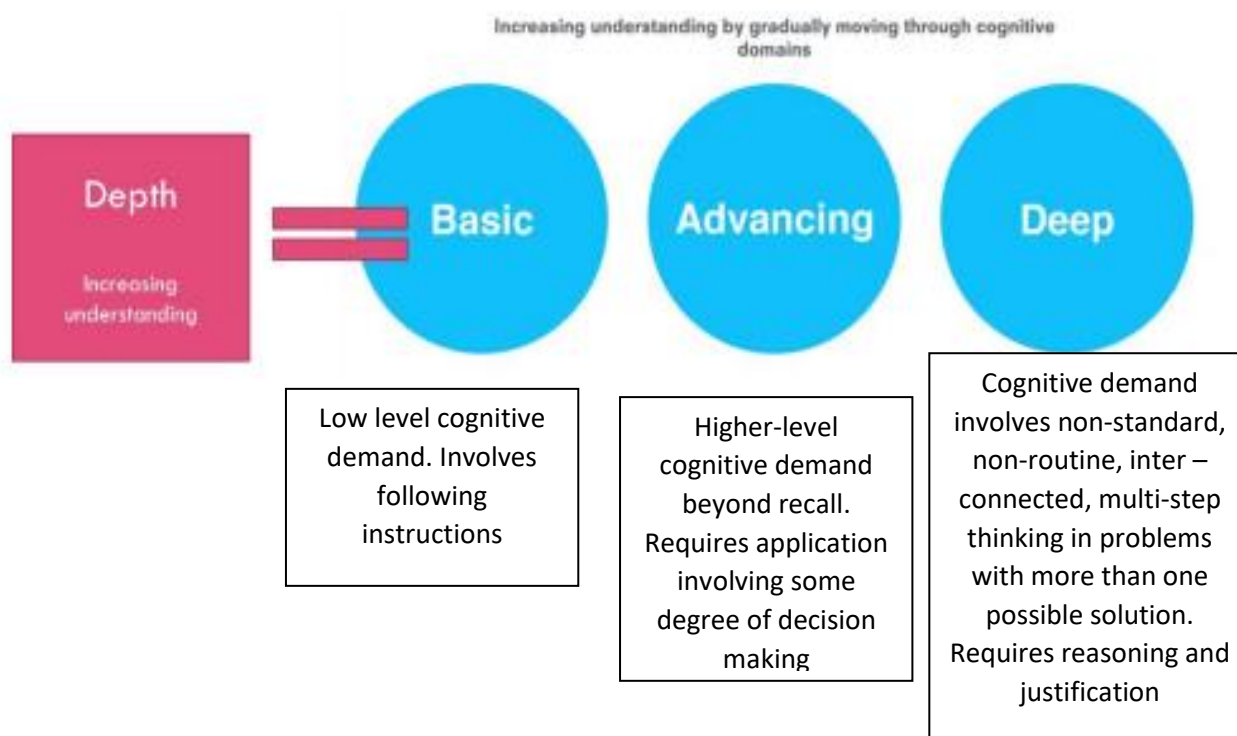
Curriculum implementation

Curriculum content will deliver our curriculum philosophies, purpose, entitlement and development expectations, whilst ensuring opportunity of coverage of the statutory requirements of the national curriculum



Staff follow a long term planner that details the core focus for each term and the key driver e.g. ocean explorers. They then use a termly medium planning format that enables them to shape the curriculum for their learners. This breaks the key theme down into the 7 areas of learning from the EYFS and details core activities, aims and objectives that we want the children to achieve. In addition to this we incorporate EHCP and Pupil Progress Priorities into their individualised learning plan.

The curriculum medium term plan is then split into core development pathways dependent on the child's current stage of development. These allow the topic to be explored within the levels detailed below:



Learning must be engaging for each pupil, without this, pupils will struggle to be interested, and therefore pupil progress and depth of learning will be limited. Our curriculum, ensures that learning is engaging and will always be appropriate.

Individualised Curriculum

Children's individualised learning is tracked through our use of Cherry Garden assessment as part of their Tapestry portfolio. This produces a clear picture of each child's current developmental point across 9 key areas and details current, previous and next steps of learning. This ensures that learning and skills can be further developed in the future, but also ensures that all pupils have access to a wide range of opportunities and learning.

Even though the majority of our pupils are accessing a pre-formal and semi-formal curriculum, we still feel it is important to utilise, where needed, the National Curriculum requirements, for pupils who are beginning to work within this phase. The majority of our pupils will do this within the EYFS curriculum but may have key identified areas where they are beginning to work within the National Curriculum. This enables us to make an informed decision about what each pupil is interested in, their strengths and how we can support them to develop further.

Each Pupil has an Education Health Care Plan focusing on their specific and identified key areas. In turn, these targets put in place the foundations for pupils achieving their long-term goals into adult life.

The Role of the Teacher

- To plan and teach the 7 areas through the statutory EYFS curriculum, pre-formal curriculum, semi-formal curriculum, a formal adaptation of the national curriculum.
- To plan focussed opportunities for teaching and learning of these areas, through a rich array of experiences, using the aspiration and achievement for all approach to planning.
- Include elements of learning that are personalised to meet the needs of each individual learner.
- Use themes and projects to enhance and enrich pupils learning of the key areas.
- Plan pupil led activities to increase interest and motivation.
- Ensure that depth and breadth of the curriculum are planned for through engaging activities.
- Allow the pupils time and opportunities to practise and generalise their learning across other areas.

- Give pupils space and opportunities to self-discover learning.
- Ensure the learning environment meets the expectations of the school policy, reflects the needs of learners, and supports their outcomes.

Methods and Ideas

By consistently using the aspiration and achievement for all approach to teaching and learning, it ensures that teaching focuses on developing life long skills, it is interesting, imaginative and meaningful and is taught in ways to promote togetherness.

To create an inclusive approach we ensure the curriculum:

- Uses the long-term planning formats customised for our pupils.
- Is pupil centred, needs led and individualised.
- Is responsive and flexible to individuals needs and interests.
- Uses expertise beyond the classroom – at home, in the community and local environments.
- Incorporates cross-curricular links and is exciting, interactive and engaging for all.
- Develops the pupil as a whole – their knowledge, skills and emotional health and well-being.
- Is broad, balanced and demonstrates progress in knowledge and skills.
- Prepares the pupil for now and for later life by considering the big picture – life skills, social skills, communication and independence.

Curriculum Impact

We triangulate evidence and data from a number of sources, throughout the school year, to gauge the impact of our curriculum. These include:

- Peer-to-Peer observations
- Pupil Progress Meetings to discuss progress that has been made towards EHCP targets
- Environment walks and Learning walks
- Pupil Voice
- Continual Professional Development programmes in line with the School Development Priorities and the impact this has on teaching and learning.

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- Regular reviews of the curriculum and its development as it embeds in the first year
- Scrutiny of planning documents
- Observations of children