

# Woodfield School

# 2016



## Semi Formal Curriculum



## **Semi-Formal Curriculum**

### **Why a different curriculum?**

Woodfield meets the needs of the majority of our learners through a differentiated version of the National Curriculum, developed by subject specialists with expertise in special educational needs. This provision aims to develop non-academic skills such as behaviours for learning through consistent delivery of personalised strategies throughout the school, to promote students generalisation, perseverance, confidence, sense of self and emotional wellbeing through a secondary model. As pupils progress through the keystages, the curriculum becomes progressively focused around functional and vocational skills, and transferring knowledge skills and understanding beyond the school.

Woodfield's new curriculum model is to meet a new population of learners, functioning between P4 and P8. The semi-formal curriculum is developed to focus upon meaningful progress against each Learner's Outcome statements within their Educational Health and Care Plan.

### **What is the core commitment of the New Curriculum?**

The Semi-formal Curriculum model has been developed to be:

- ✓ **Pupil-centred:** the curriculum is developed with the learners at its centre, each classes curriculum planning and delivery will be bespoke to the strengths, interests, needs and barriers to maximise meaningful progress
- ✓ **Support Generalisation:** subjects are not delivered discretely but are combined through thematic teaching and learning to encourage application and combining skills
- ✓ **Develop Independence:** Learners' are progressively and encouraged in their independence as young adults, both in terms of curriculum content and in assessment for learning.
- ✓ **Focus on real world application:** We want our learners to not wait for Sixth Form but to engage from Year 7 with experiences like community visits, vocational skills, use of money, and safe travel to maximise on their time in specialist education and shape their aspirations for adulthood.
- ✓ **Make progress meaningful for pupils and parents:** To work with pupils and families on the skills that matter most now, to have a shared understanding of what progress would look like and to make this visible to parents and carers outside of school.

### What does the curriculum look like?

The semi-formal curriculum adapts the school’s core curriculum offer to promote deeper learning through thematic delivery. The curriculum is divided into seven ‘Strands’ or subject areas, which encourage students to combine different areas of subject knowledge, skills or understanding:

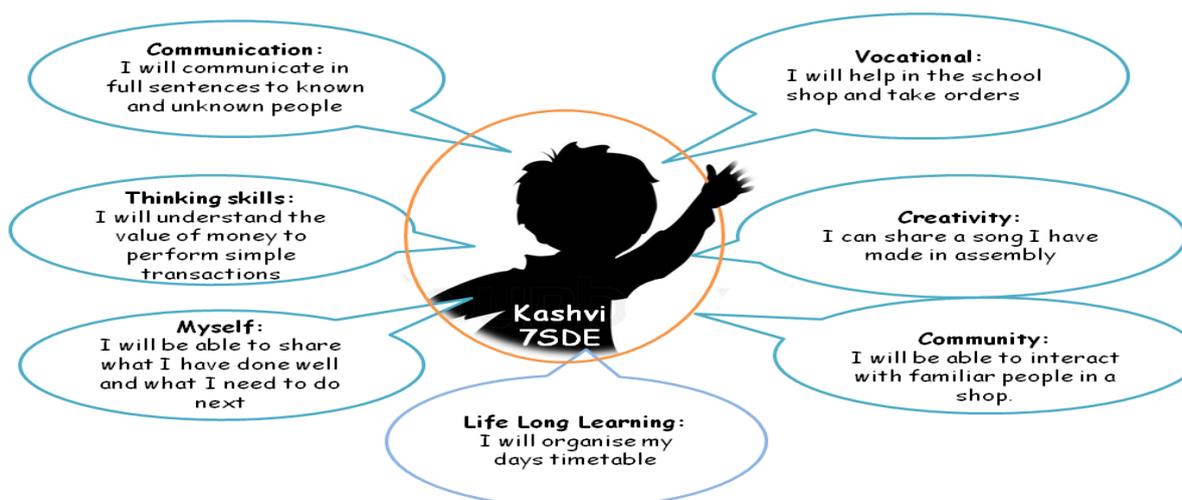
My Communication	My Thinking	My Creativity	Myself	Vocational	My Community	Life long Learning
<ul style="list-style-type: none"> <li>•English</li> <li>•Art,</li> <li>•Drama</li> <li>•Music)</li> </ul>	<ul style="list-style-type: none"> <li>•English</li> <li>•Maths</li> <li>•DT</li> <li>•Science</li> </ul>	<ul style="list-style-type: none"> <li>•Music</li> <li>•Art</li> <li>•English</li> <li>•Drama</li> <li>•Maths</li> </ul>	<ul style="list-style-type: none"> <li>•PE</li> <li>•PSD</li> <li>•PSCHE</li> <li>•Humanities</li> <li>•Drama</li> </ul>	<ul style="list-style-type: none"> <li>•English</li> <li>•PSD</li> <li>•Science</li> <li>•PE</li> <li>•Food Tech</li> <li>•DT/Voc.Ed.</li> </ul>	<ul style="list-style-type: none"> <li>•PSCHE</li> <li>•PSD</li> <li>•English</li> <li>•Maths</li> </ul>	<ul style="list-style-type: none"> <li>•PSCHE</li> <li>•PSD</li> <li>•English</li> <li>•Maths</li> <li>•DT</li> </ul>

Each half-term is developed around a central theme, with linked activities taught in each of the strand areas to stimulate interest and support and structure generalisation. Activities are then organised into weeks, with daily planning evaluated in class teams.

### How is progress measured? How do parents know pupil’s are making good progress?

During 2016-17 as the Curriculum is introduced learners following the Semi-Formal Curriculum still use wholeschool progress systems, are assessed using Woodfield’s Assessment without Levels policy and progress is tracked and reported on using Classroom Monitor.

In addition each learner has termly in each of their Strands which form discrete stepping stones towards their Outcome statements and link to a strand of their curriculum; for example:



Pupil’s Strand targets are integrated into their Personal Learning Plan, and shared and review with parents every term (see SEN Information Report, linked here).

The school is currently piloting additional assessment in 'My Communication' and 'My Thinking' in these areas using the Continuum of Skills Development Scale and MAPP software. We aim to assess progress for each learner in Spring Term, measuring each learners independence, fluency, Maintenance and generalisation, eg:

<b>Learning intention</b>	I will be able to pick up at least two items from the shops by looking at the pictures.									
Prompting			b		1			2		
Fluency		b				1				
Maintenance		b		1			2			
Generalisation		b						1		
C.S.D. Scale	<b>1</b>	2	3	<b>4</b>	5	6	<b>7</b>	8	9	<b>10</b>

Learning moments will be captured using multimedia, so that they can be meaningfully shared with families and most importantly the learner's themselves. We aim to integrate MAP assessment into each of the Seven Strands by Autumn 2017.

### **How do we moderate our Curriculum and Assessment Model?**

As a new Curriculum model, we want to quality assure our curriculum delivery and pupil progress, and use this to support a cycle of reflection and evaluation. Since Spring 2016 we have been working with Swiss Cottage School Development and Research Centre, and employ their Lead for SLD Curriulum for twice termly moderation of our Curriculum planning, and Target-setting and assessment. From Spring Term 2017 we aim to introduce interschool moderation with our Special School partners.