Falconer School

Curriculum Policy

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Principles

Provision of a rich, inclusive and personalised learning environment where every learner is empowered to progress and achieve at the highest level for their ability, is fundamental to the philosophy at Falconer School.

The curriculum is the whole learning experience offered by the school. How children learn is as important as what they learn. Children are learning all the time and it is our responsibility to optimize learning opportunities throughout the school day, in curriculum and social times.

Within our ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them. All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our learners. We believe in promoting equal opportunities for young people with autism so that they achieve their full potential by encouraging growth and independence in a challenging, safe and supportive learning environment.

Curriculum Intent

Falconer School is committed to providing a curriculum which enables our young people to take their plane as active, independent and responsible citizens in modern British society.
Falconer students will develop proficiency in communication, social interaction and emotional regulation to secure success academically, personally and socially.
We aim to deliver an engaging and accessible curriculum shaped by student's aspirations for adulthood. Our broad, sequenced, personalised curriculum ensures students acquire the essential knowledge and skills for success.

The Falconer Way promotes self-respect, respect for our community and respect for our environment through the promotion of British Values and our Core Values of **Kindness**, **Respect, Accepting, ready to learn and be involved**.

As a school we aim to:

- Educate the whole person (academic, spiritual, moral and physical), promoting respect for all
- Provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- Promote high standards in all areas of life
- Develop basic skills for life including reading, self-regulation, social communication and independence through a taught curriculum
- Provide each child with a broad and balanced curriculum that encourages children to realise their full potential
- Foster a lively and varied learning environment adopting teaching styles relevant to each child's learning
- Work in partnership with parents, encouraging dialogue in the best interests of their child

Curriculum Aims

We aim to ensure that the curriculum:

- Is broad, balanced and relevant focusing on functionality
- Will encourage all students to reach their full potential
- Is flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student

- Builds on students' existing knowledge, skills and understanding.
- Reflects the diversity of the local community and builds on British Values
- Develops confidence, high self-esteem and independence
- Develops a respect for other people and the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life.

As learners move through the school to KS4, the emphasis shifts more towards preparation for adulthood and maximizing independence. Where relevant, opportunities are provided for students to participate in mini-enterprise activities, link courses and work experience in order to support them plan for the transition process and prepare for life after Falconer.

The Context of our Curriculum Provision

At Falconer School we cater for young people who face a significant range of challenges in accessing learning. Some of this may be because they have not been in school for a few years prior to them joining us and therefore time must be spent building their resilience for learning. Most young people who attend Falconer School have complex needs that include ASD, learning difficulties and SEMH and associated challenges such as pathological demand avoidance. The proportion of children whose main need is autism is increasing year on year.

Curriculum implementation

The structure of the curriculum is designed to facilitate breadth, depth, balance and where appropriate, choice or personalisation. Our high expectations are reflected in our curriculum and are based on our students' starting points. All students have a personalised curriculum which is adapted from our curriculum model. Each subject area will share a 'Curriculum map' which clearly outlines the skills, knowledge and content to be delivered at KS3 and 4.

It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all pupils. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school. Providing a range of pro-social activities during the school day recognises the different learning needs of our young people.

The Curriculum is organized into four flexible pathways, each of these covers the statutory requirements of the National Curriculum, and culminate in KS4 outcomes and pathways onto further education. They can best be described in relation to the outcomes intended for them. The curriculum is ambitious for all pupils based on their starting points and is studied at a level appropriate to each pupil.

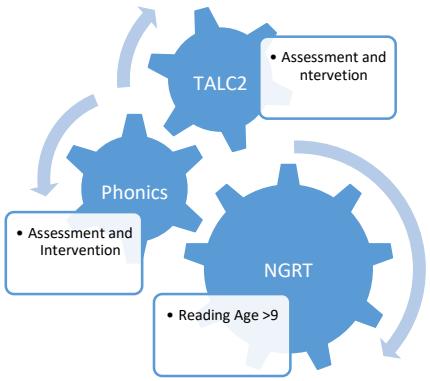
Pathway	Entry Requirements	Core	Wider Curriculum	Outcomes
GCSE	Maths and English predicted Grade4/5 Reading at Age 9+	Maths, English, Science	History, Geography,	College and A levels Apprenticeships
Vocational Level 1	Reading at age 7+	Maths, English, Science, PSHCE, Talk for learning	Food, DT, Music, Horticulture, Sport, Construction, Barbering, Hums	College Vocational

Pre-Vocational	Reading below Pre KS standards at KS2	Maths English Digital, PSHCE	Food,	Supported College Courses
Provision Elsewhere Cohort (gradually phasing out)	School avoidance, lack of engagement since COVID and other reasons	Student led	Student led	Phased back to a school where possible

Reading:

Reading is a priority at our school. Students arrive at Falconer with a range of challenges around reading. Early assessment, where they are able to engage allows us to set appropriate targets and interventions for them to help them develop and progress. This includes phonics and speech and Language assessments. From this starting point students are allocated interventions such as phonics programme of sppech and language input. Our phonics programme is the DFE recognised SMART kids programme which has been adjusted to suit the needs of older learners. Books have been identified to suit the needs and age of the learners.

A newly developed curriculum has been developed which has reading at its centre. Text and materials are flexible to allow us to focus on the learner's interests and further support access and motivation. This will be launched in September 2024.



Personal Development and PSHEE

Personal Development is another cornerstone of our aim for children's development. This is delivered in a number of ways. Formally, through the Talk for Learning, PSHE and Personal Development curriculum and lessons. For PSHEE, we have used the PSHE Society support curriculum and adapted it where needed for our cohort. Personal Development incorporates elements of the Autism Education Trust Progression framework in areas of self-regulation and social skills.

Talk-For-Learning: A programme focussed on developing social communication skills for young people based on the progression framework from Autism Education Trust. This is delivered through communication skills including speaking, listening and working in small groups. It can be seen through group discussion, or through games, depending on the ability and engagement levels of the students. The skills developed in this course are essential for successful learning across the curriculum.

Personal Development is also embedded throughout our day as staff continue to teach appropriate social communication, self-regulation and recognising emotions through all aspects of the school day.

Pro-Social Experiences

Enrichment: Every Friday afternoon, students can select from a wide range of enrichment activities including sports, crafts and IT to mention a few.

Super-Curricular Activities: Students are offered opportunities to engage in structured activities beyond the curriculum. These are personalised to the student and may include off-site activities such as swimming, trampolining or rock-climbing.

Personalised Learning

All students at Falconer have EHCPs, which identify their complex needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. One-page profiles offer teachers a summary of those needs and identify targets set termly with parents and young people. We continue to embed these in lessons.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills. All our children learn best from firsthand, concrete experiences. To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practice and apply learning in many contexts.

Semi-Formal Curriculum

For a small cohort of children, a more semi-formal curriculum is more appropriate. While we are not designated to support students with these needs we are currently running a programme for a small group of children to help them access their learning more effectively.

Therapeutic Support

Alongside the traditional curriculum the school has a range of therapeutic inputs that support young people struggling with adolescence to access learning. These include Speech and Language Therapy, Sensory Integration/ Occupational Therapy, Music Therapy, Dog Therapy, Art Therapy and a range of offsite alternative provisions.

Alternative Provision

All students are entitled to receive a full and varied education. In a small number of cases, it may be necessary to use Alternative Provision (AP) to best meet the needs of learners and where something is not available on site. AP may take the form of students being assigned to work with a mentor for a predefined period of time to develop engagement and resilience for learning with a goal of full-time education.

Planning (Lesson Planning format)

In planning the curriculum and putting this policy into practice, Falconer School aims to ensure that:

- Lessons are engaging, challenging, have pace and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that we meet pupil's individual needs.
- On-going assessment informs planning.
- Children's learning progresses smoothly through the school and prepares them for life beyond school.

It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for children in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

Assessment, Record Keeping & Monitoring

It was noted by the leadership team that progress throughout the mainly mainstream curriculum was in small steps. A system of 'I Cans' was developed and staff identify those statements that students are most confident in each term. To support more whole level assessment to support planning the leadership team are adopting the B squared Assessment framework. This is being rolled out to staff to enable a greater emphasis on small step teaching and learning and capturing progress.

At KS4, students are assessed and can gain a range of accreditation at Entry Level, and GCSE Class teachers are responsible for reviewing the overall progress and achievements of students and for maintaining the records in good order.

Student progress is reported to parents on a number of occasions during the school year. Written information is sent to parents as part of the Annual Review process and an end of year report and assessments are sent to parents in June. In addition, Parents Meetings are held for all pupils three times a year. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement and the school has a firmly embedded system of including parent and students in decision making.

Planned Curriculum Impact:

The impact of our curriculum is to enable all young people to have access to an education that supports each of them to become the best version of themselves'. Specifically:

- ✓ All young people develop the knowledge and skills to enable them to be successful in whatever pathway they choose
- ✓ All young people have the opportunity to receive consistent praise and recognition for their achievements.
- ✓ Young people have developed interests and talents through the enrichment that runs through the curriculum.
- ✓ All young people value relationships, British values, diversity and contribute responsibly to their communities.

Monitoring

Governors monitor the implementation of this policy through visits to school lessons and conversations with staff, through reports on the outcomes of internal monitoring and of student outcomes for public exams and destinations. This policy will be reviewed each year.