

Ravenshall School

Curriculum

2023 - 24

Contents

Curriculum Intent.....	p1
Overall School Intent.....	p1
Curriculum Pathways and Intent.....	p2
Subject Intent.....	p3
Class based Intent.....	p4
Curriculum Implementation.....	p5
Reading for All.....	p6
Thrive Time.....	p6
Wonderful Wednesdays.....	p8
Monitoring.....	p8
Curriculum Impact.....	p9
Accreditation.....	p9
British Values.....	p9

Curriculum Intent

At Ravenshall, we approach our curriculum intent at four levels:

- Overall school intent
- Curriculum pathway intent
- Subject intent
- Class based intent

The overall school intent is threaded through all levels of the curriculum which leads to a personalised approach that maximises the potential of all our learners.

Overall School Intent

We want our learners at Ravenshall to be:

- effective emotional and social communicators
- as independent and creative as possible
- healthy in body and mind
- able to form healthy and safe relationships
- skilled in numeracy and literacy
- happy, engaged and included members of their community
- confident and committed to lifelong learning



Curriculum Pathways and Intent

Semi-Formal Pathway		Formal Pathway		PfA	
Pupils in Primary, Key Stage 3, and Key Stage 4		Pupils in Primary, Key Stage 3, and Key Stage 4		Post 16 Provision	
<p><u>Learner Profile and Curriculum Intent</u> Learners who are working at non-subject specific level or slightly above. As learners progress through the Key Stages on the Semi-Formal pathway the curriculum moves towards a life skills focus. The curriculum follows termly themes and intent is personalised based on Individual EHCP outcomes.</p>		<p><u>Learner Profile and Curriculum Intent</u> Learners who are comfortably at subject specific level and working within the national curriculum.</p> <ul style="list-style-type: none"> Adapted National Curriculum in Primary and Key Stage 3, following termly themes Working towards accreditations in Key Stage 4, following termly themes where applicable 		<p><u>Learner Profile and Curriculum. Intent</u> Learners who do not transition to college in Year 12, due to level of need. These young people continue to develop their literacy and numeracy skills whilst also developing confidence, social skills, employability skills, and life skills.</p>	
<p><u>Primary Curriculum Content</u></p> <ul style="list-style-type: none"> Reading for all Thrive Time Wonderful Wednesday My Communication Cognition and Learning ICT SRE My Physical Wellbeing The World About Me My Outdoor My Art My Creativity My Independence My Play and Leisure My Music 	<p><u>Secondary Curriculum Content</u></p> <ul style="list-style-type: none"> Reading for all Thrive Time Wonderful Wednesday My Communication My Independence Maths My Physical Wellbeing My Art SRE My Drama Elklan Play My Thinking and Problem Solving My Music RE The World About Me PE 	<p><u>Primary & KS3 Curriculum Content</u></p> <ul style="list-style-type: none"> Reading for All Thrive Time Wonderful Wednesday English Maths Science ICT Geography History RE PSHCE DT/Food PE Art 	<p><u>Primary & KS3 Curriculum Content</u></p> <ul style="list-style-type: none"> Reading for All Thrive Time Wonderful Wednesday English Maths Science ICT RE PSHCE PE ASDAN Accredited Pathways 	<p><u>Curriculum Content - Towards Independence</u></p> <ul style="list-style-type: none"> Reading for all Thrive Time Wonderful Wednesday Communication Maths in Action My Future My World My Health Independent Living Shopping Cooking Gym/PE Creative Arts and Craft Sensory Stories Makaton Singing and Signing Outdoor Learning Options 	<p><u>Curriculum Content - Employability</u></p> <ul style="list-style-type: none"> Reading for all Thrive Time Wonderful Wednesday Communication Maths in Action PSHCE Assistive Technology Gym/PE ASDAN Employability Independent Living Skills Product Design Creative Arts Travel and Transition Options

Subject Intent

Formal Curriculum

To achieve a clear sequential and progressive formal curriculum, each subject has a progression framework which is broken down in to seven stages. Each framework shows how knowledge and skills build through each stage.

See the example below:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Locational and Place Knowledge						
Name and locate different parts of the local community.	Name and locate some places in their locality, the UK and wider world.	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and Physical Geography						
Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.
Geographical Skills: Enquiry and Investigation						
Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues

Subject intent for accreditations in Key Stage 4 and PfA come directly from course specifications and schemes of work.

Semi-Formal Curriculum

In the Semi-Formal pathway, due to the high level of personalisation from pupil EHCPs, subject based and classed based intent is one of the same. Each Semi-Formal learner has a 'Personalised Learning Map', which demonstrates challenge, progression and sequential learning on an individual basis. These include learning intent for Communication & Interaction, Cognition & Learning, SEMH, Sensory and /or Physical, Numeracy, Reading, Writing, ICT and PSHCE.

Class Based Intent

Medium Term Plans

Teachers plan termly for each subject and class they teach. They draw their differentiated class intent (intended outcomes) from the subject progression frameworks, by identifying which stage of progression each pupil is working within.

This ensures that teachers are aware of the clear steps of progression and knowledge within each subject, and they can plan for a learning progression which is consistent across the whole school.

Formal Curriculum			
Medium Term Planning Document			
Subject:	Maths	Class:	55
Submitted by:	G Owen	Term and Curriculum Theme:	Spring – Come Fly with Me
Progression Framework:	Ravenshall Maths Progression Framework	Key Stage/Department:	Key Stage 3
Learning Intent			
Key Vocabulary:	Key Questions:	Intended Outcomes:	
Number Equal, More, Less, Most, Least Smallest, Greatest Geometry and Measure Before, After First, Next Morning, Afternoon, Evening Today, Yesterday Hour O'clock Statistics Sort Big, Small Long, short Tall, short Tally Most, Least	Number Which ones are equal? What is one more than? What is one less than? Which one has the most? Which one has the least? Geometry and Measure What happens before...? What happens after...? What comes first? What comes next? What day is it today? What day was it yesterday? What day will it be tomorrow? How many days in a week? What are the days of the week? What is the order of the days? Statistics Can you sort these into big and small/long and short/tall and short? Which one has the most? Which one has the least?	Number All – PV.2.1, PV.2.2, AS.2.1 Most – PV.2.3, PV.3.1, PV.3.2, AS.2.2 Some – PV.3.3, AS.2.3 Geometry and Measure All – T.2.1, MEA.2.1, PS.2.1 Most – T.2.2, MEA.2.2, PS.2.2 Some – T.2.2, MEA.2.3, PS.2.2 Statistics All – ST.2.2, ST.2.2 Most – ST.2.3, ST.3.1 Some – ST.3.2, ST.3.3	

Stage 2	Stage 3			Stage 4			Stage 5			
C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
Number: Place Value										
Understanding > 10	PV.3.1 - Introducing numbers to 100			PV.4.1 - Introducing numbers to 1000			PV.5.1 - Introducing numbers to 10,000			
Understanding > 20	PV.3.2 - Embedding numbers to 100			PV.4.2 - Embedding numbers to 1000			PV.5.2 - Embedding numbers to 10,000			
Understanding > 50	PV.3.3 - Mastering numbers to 100			PV.4.3 - Mastering numbers to 1000			PV.5.3 - Mastering numbers to 10,000			

The medium-term plans are intended to show:

- the key vocabulary the teacher intends the pupils to learn
- the key questions the teacher hopes the pupils will be able to answer and the knowledge they intend the pupils to acquire
- the intended outcomes clearly follow the school's progression frameworks or awarding body specifications
- how the teacher has chosen theme-based activities to support the intended outcomes.
- the pupils individual learning targets for the term (ABC or Holistic)
- how the teacher plans to promote the fundamental British values within the subject.













Curriculum Implementation

In the Primary and Secondary departments, we follow a termly theme on a 4-year cycle (see the table below). We believe that some of the benefits of theme-based learning are:

- to increased pupil interest and engagement in learning
- to enable pupils to see relationships between concepts
- to ensure the curriculum draws on connections from the real world
- to promote a love of learning

Each year, the themes come under the following categories:

- Autumn - Me and My World
- Spring - The Wider World
- Summer - Action and Adventure

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i> 	<i>Come Fly with Me</i> 	<i>Pirates</i> 
Year 2		
<i>Help is at Hand</i> 	<i>Going Wild</i> 	<i>Time Travel</i> 
Year 3		
<i>Unity in the Community</i> 	<i>Global Warning</i> 	<i>To Infinity and Beyond</i> 
Year 4		
<i>Law and Order</i> 	<i>Under the Sea</i> 	<i>Superheroes</i> 

In Key Stage 4, ASDAN and accreditation pathway subjects follow their own specifications and schemes of work and therefore, do not follow the school's themes.

This is also the case in PfA, where the curriculum is designed around the pupils' accreditation pathways.

Reading for All

“Reading is the gateway to learning. It is the key to pupils’ future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading.”

Ofsted

At Ravenshall, we recognise the importance of reading in enhancing and extending a learner’s overall achievements. We strongly believe that a high-quality reading provision is a focal point to support our overall curriculum intent.

Each class at Ravenshall receives a daily 30-minute reading/phonics session (Reading for All). In the primary department the purpose of these sessions is to facilitate daily phonics sessions for all pupils. All pupils follow the Phonics for SEND scheme.

In the secondary department the purpose of these sessions is to improve pupil achievement through initially developing a passion for reading and increasing our learner’s functional reading skills. This are achieved through a variety of activities e.g.

- Reading a class story
- Reading and following a set of written instructions
- Reading magazines related to hobbies and interests
- Listening to audio books
- Reading newspapers or news websites
- Independent reading
- Reading or performing a play script as a class

Pupils in the secondary department also take part in phonics catch up interventions where appropriate.

Thrive Time

“Research evidence shows that education and health are closely linked. Therefore, promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.”

Public Health England

We strongly believe that our learners’ physical and mental wellbeing is a key factor in their success in all areas of the curriculum. We have designed our curriculum to feature a 30-minute wellbeing/regulation session (Thrive Time). The overall intent of this session is to support our pupils to become as independent as possible in maintaining their own physical and mental wellbeing. These sessions are designed to meet our pupils’ individual wellbeing and regulation needs, through the most appropriate strategies. We recognise that some pupils may benefit from ‘wake up and shake up’ style activities but others may benefit from emotional regulation strategies.

The Thrive Time sessions aim to provide pupils with individual and group strategies to feel calm and focused. Teachers facilitate exploration of resources and activities that help to calm and/or stimulate pupil's mood and feelings so that they feel able to engage and reach their potential learning ability.

Some pupils are under stimulated during the day, and need more active, stimulating activities to prepare for engaged learning. Others feel over stimulated, which can present as loud, boisterous, anxious, talkative etc, and need calming activities to prepare for focused learning.

The activities can be class based or outside/ in other areas of school. Teachers and support staff lead clearly planned activities for individual/ pairs or small groups.

Pupils are asked to feed back on the activities they feel help them most effectively, so that this can be recorded and shared with staff and with families.

Examples of class-based activities:

- Listening to music, story, or meditation (headphones)
- Art activities
- Sensory activities e.g. exploring box of smells/ textures
- TacPac
- Wake up, shake up
- Brain gym
- Looking activities like 'I spy'
- Singing (along on karaoke/ YouTube)
- Puzzles
- Origami

Examples of around school activities:

- Sullivan room- sensory circuits, pressure/heavy work
- Yoga
- PE/ physical activities e.g. dance- tap or line dancing
- Jobs
- Tai chi/ Chi Kung
- Animal therapy- dog or rabbits or fish

Examples of outdoor activities:

- Horticulture- e.g. planter near class
- PE/ physical activities
- Sound walks
- Playground equipment
- Running

Wonderful Wednesdays

All pupils participate in a variety of enrichment activities on Wednesdays from 11:15. These activities are led by members of the leadership team, support staff and external providers. This gives our pupils the opportunity to develop cultural capital, hobbies and interests, and experience work related activities. This also allows all teaching staff to share the same planning time to work collaboratively.

Wonderful Wednesday activities are:

- ProRide cycling
- Karate
- Country Walking
- Charity Shop
- Furniture Upcycling
- Girls Club
- Creative Crafts
- Singing and Signing
- Dance
- Horticulture
- Forest School
- Bushcraft
- Creative Media
- Sensory Play
- Lego Therapy
- Dance
- Music

Monitoring Curriculum Implementation

We know that the curriculum intent is being implemented effectively in all areas of the school through:

- monitoring termly planning
- monitoring pupil evidence/work
- learning walks
- formal observations
- pupil voice
- pupil progress meetings
- evaluation of the school environment - displays etc.

Curriculum Impact

We measure the impact of the curriculum by tracking pupil progress through our ABC and Holistic Target systems.

In English, Maths and Science, our pupils are set annual progression targets which are based on their individual starting points. Progress towards these targets are monitored on a termly basis and data is used to identify pupils in need of additional support.

Pupils are also set termly holistic targets, which are smaller steps towards annual review outcomes. Evidence of progress towards these targets is collected in all areas of the curriculum using 'Evidence Me'. Progress towards these targets is also monitored in a termly data analysis as well as through weekly pupil progress sample meetings.

The impact of the curriculum is also evident through pupil achievements in accredited courses

Accreditation

Key Stage 4

Entry Level English

Entry Level Maths

Entry Level Science

Entry Level ICT Functional Skills

ASDAN Personal and Social Development

ASDAN Personal Progress

Sports Leaders

GCSE Art

PfA

OCR Life and Living Skills

ASDAN Employability

Arts Award

First Aid

Food Safety Awareness

British Values

At Ravenshall, we develop and promote British Values throughout our school and within our curriculum. We aspire to ensure our pupils become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

British Values are taught explicitly as part of our PSHCE and RE curriculum and are promoted in all other areas of the curriculum and the school community. Teachers plan opportunities for pupils to develop these values in each area of the curriculum. It is very important that our pupils are aware of all their opportunities to develop British Values and can reflect on their experiences.