

The Levett School



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Positivity | Determination | Reflection | Integrity

Curriculum Policy

<i>Policy agreed by Governors on:</i>	3 rd May 2022
<i>Review date for Governors:</i>	3 rd May 2022
<i>Allocated Group/Person to Review:</i>	Hannah Buchanan
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	25/03/2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
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Doncaster
Council

The Levett School

Intent, Implementation and Impact Statement



Curriculum and the Core Values

Positivity – We will know how to characterise ourselves of positivity through the presence of feeling safe, happy, optimistic for ourselves, our family, friends, our local community and in the wider world.

Our curriculum balances the academic and SEMH need of pupils, developing the emotional literacy skills through having a learning environment and atmosphere that is encouraging, reaffirming, passionate, enthusiastic and optimistic.

Integrity - We will understand and value differences, allowing others to express themselves in order to work together towards common goals, making our community stronger.

Our curriculum broadens horizons and promotes social equity and mobility. It is built upon principles of currency, character, culture

Determination - We will provide opportunities and experiences that support the growth and development of each other, enabling us to add meaningful value to ours and others' lives.

Our curriculum is sequenced and planned to provide depth of learning and build on knowledge and skills previously acquired. We follow the National Curriculum to enable students to return to mainstream school or progress to post 16 destinations, having developed effective literacy and executive functioning skills, as well as nurturing personal strengths and interests.

Reflection - We will empower one another to make moral and informed decisions and be accountable for the behaviour choices we make, choosing the way we respond to life's events, rather than simply just reacting.

Our curriculum develops life skills including leadership, organisation, resilience, initiative and communication. Through our nurturing, holistic and integrated approach to learning and development, students will develop an understanding of self and how they fit into 21st Century global community.

Curriculum Statement

Intent:

Every pupil who attends The Levett School is given a unique and personalised educational pathway to lifelong learning by implementing targeted provision in-line with the graduated response within the SEND Code of Practice.

We are committed to being a positive and stabilising school that bridges to continued education, whether that be another mainstream school or specialist setting. Pupils are placed with us for varying amounts of time and come in at various points throughout the school year. Our curriculum therefore is flexible, personalised and designed to enable pupils to progress to the next stage on their educational journey.

Our aim is to provide a curriculum that enables each pupil to feel safe and supported to achieve by nurturing their individual talents and raising aspirations.

The curriculum is designed to:

- Re-engage all pupils as learners.
- Enhance the self – perception of pupils as learners.
- Inspire and motivate pupils, fostering a curiosity to learn.
- Enable all pupils to make progress from their individual starting points and to have success in learning underpinned by a focus on developing pupils' social development, emotional wellbeing and mental health.
- Have a strong curriculum focus on the facilitating subjects of Literacy, Speaking and Listening, Reading, Mathematics, Science and PSHE.
- Allow pupils to explore subjects beyond the core curriculum in a thematic approach.
- Support all pupils to lead healthy and safe lifestyles.
- Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to and be successful in the next phase of their education or life as a British Citizen.

Implementation:

Our curriculum is broad, balanced and modernised to re-engage and prepare pupils for life as caring and thoughtful citizens. We use rapid and accurate assessments to build on prior learning that develops key concepts and knowledge and broadens pupil's vocabulary. Teaching is adapted to meet the needs of the whole pupil, providing opportunities to access and succeed within the National Curriculum.

Our curriculum diet intertwines academic and personal development, identifying appropriate starting points for each pupil and targeting next steps for learning; emphasising heavily importance of PSHE development. We deliver our curriculum in a way which reignites a love of learning as this is critical to improving the life chances of our pupils. We are consistent in our response to behaviours, encouraging good behaviour and ensuring there are consequences to unacceptable behaviour.

In any one classroom at The Levett School we will have pupils who attend from different Doncaster schools, some who have been absent from education for set periods of time, and most who have experienced very different curriculums before joining us, and then who may return to another setting with a different curriculum.

On our Primary site we have mixed age classes of pupils and on our secondary site we have year group set classes with one mixed year group nurture class. Many of whom are not working at age related expectations. It is therefore crucially important that our curriculum is ever developing, dynamic, tailored, purposeful and creative to enable us to meet a wide range of needs.

A robust induction process ensures prior information is shared involving previous school and parents/carers. Each pupil who enters The Levett School will be assessed on entry. Pupils complete baseline assessments in Maths, Literacy (all elements), Science and Reading, allowing staff to develop a bespoke curriculum that identifies any gaps they have in prior learning, allowing them to progress at their own pace, whatever their starting point. Using the National Curriculum as a starting point we operate a two year rolling programme of themes indicating which topic is to be taught each *term. Core subjects and where appropriate, foundation subjects are taught under these themes. PSHE is taught standalone in line with local and national themes.

The Levett School Core Curriculum Entitlement:

- Literacy; pupils are encouraged to write in a number of ways and given different opportunities to write for different purposes through all subjects. Key linguistic, grammatical features and vocabulary are highlighted to link with the genre being taught.
- Reading; this includes a bespoke phonics(decoding) programme, an immersive library, book banding system, Salford Testing and PM Benchmarking so pupils can access and understand the world around them with independence.
- Mathematics; following the White Rose Maths curriculum, alongside Maths Mastery skills to develop a consistent approach, clear structure and guidance on the NC content. This also gives a range of methods and strategies in understanding different key skills and allows teachers to plan for reasoning and problem solving on a daily basis to push all pupils.
- Science; pupils to follow a sequenced scheme that links to topic where possible, in order to develop their investigation skills and inquiry minds.
- Computing; to highlight the importance of keeping safe in a digital society.
- PSHCE; to help pupils see themselves as a member of a wider community and understand how they can be a valuable member of that group.
- Physical Education; to promote healthy lifestyles and show the value of teamwork;
- Careers; to develop an understanding of the world of work, encourage aspirations and their future pathways.
- Foundation subjects; to give pupils the outlet to express themselves and find their passion.

Please see the timetables, subject intent statements and policies and curriculum overviews on our website for more information.

Impact:

Our vision is one of pupils who by the time they leave will be well informed, self -motivated and responsible citizens, ready for the next phase of their education. Pupils will leave happy, with a sense of well- being and with positive memories of their experiences and achievements of their time at the Levett School. They will be active learners who are able to tackle problems and deal with the everyday demands academic learning, keeping themselves safe and having a moral and spiritual awareness.

Pupils are prepared for adulthood. This includes teaching skills for employment, friends, relationships and community, independent living and good physical and mental health.

We will judge our achievements in delivering our ambition by measuring:

- Quality Assurance; observations of learning, analysis of pupil progress data, learning walks, book scrutinises.
- An increase in academic performance and educational outcomes (flight path tracking, subject assessments).
- Reductions in unacceptable and negative behaviours.

- Successful supported returns to mainstream/ other education.
- Increased social and emotional performance based on observational assessment (Boxall Profiling Assessment and daily mentor reviews.)
- An increase in special educational needs outcomes (from EHCPs and SEN Plans).
- Improvements in attendance.
- Reductions in exclusions.
- Pupil voice.