

Status	Approve By	Date Approved	Review Period	Date for Review	Statutory/Optional	SLT
	Full Governors	October 2019	Annual	October 2020	S	JH



CURRICULUM POLICY (September 2019)

Our curriculum is unique to us – it is intended to provide our students with the skills and knowledge they need to be successful in life. We implement our curriculum through quality teaching and learning experiences across a broad range of subjects, specifically chosen to meet the diverse educational needs of our students. We see the impact of our curriculum daily; our students *know* more – about themselves, and the world around them –and they can *do* more with their lives, through increased independence and safer, more appropriate communication with others.

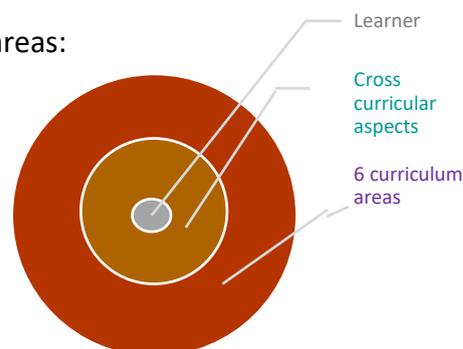
We know that we should never be complacent; we are currently undergoing an exciting time of curriculum review and development, to ensure we have the very best learning opportunities available for our students.

CURRICULUM STRUCTURE AT KEY STAGES ONE, TWO & THREE [LOWER & MIDDLE SCHOOL]

The overall structure of learning in Years 1 to 9 is illustrated by the curriculum wheel diagram below. Here the student is at the hub of the wheel, with a focus on working towards autonomy and independence as central to all learning. Cross curricular skills in English, Mathematics and ICT are always kept in focus and we are developing a greater emphasis on Learning and Thinking Skills, Social and Emotional Skills, and Physical and Coordination Skills.

The timetabled curriculum is structured through six broad curriculum areas:

- English – Reading, Writing, speaking and listening
- Mathematics – Numerical understanding and application
- PSHE – Personal Life Skills
- PD – Physical Development
- TWW – The Wider World - History, Geography, Science and RE.
- CAD – Creative Arts and Design – Art, Drama, Music and Technology.



Each term there is a focus on particular cross curricular attributes and skills. These will also be emphasised during a termly 2 week Integrated Project, offering opportunities for in-depth rich learning and culminating in an authentic event.

CURRICULUM INTENT IN LOWER SCHOOL – KS1 and 2 (Years 1-7):

To lay the foundations for learning and success and to be confident members of our school community

Students in Lower School focus on being confident within our school environment. Our Lower School curriculum is thematic, on a 3-year rolling programme, with topics especially chosen to enable students to make links across the subjects. Students develop their self-care skills, alongside carefully planned opportunities to develop appropriate communication and social interaction skills.

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Learning is supported by a wide range of enrichment activities including off site visits, and visits to the school by a variety of organisations e.g. visiting drama groups, bands and ensembles.

CURRICULUM INTENT IN MIDDLE SCHOOL – KS3 (Years 7-9):

To build on strong foundations and to become active citizens in the wider community

Students in Middle School begin to look outwards. Our Middle School curriculum is designed to develop skills and knowledge across all subjects, while focusing on increasing students' independence and communication skills. Through specially chosen KS3 topics, on a 3-year rolling programme, students experience a cohesive, 'joined up' approach to their learning and are able to make links across the curriculum. Students begin their career development plans in Middle School; our Careers Champions work across the phase to expand horizons and plot future aspirations.

We offer regular enrichment opportunities through an exciting range of curriculum-based visits, including an annual Residential trip.

Embedded in our timetable are opportunities to explore life within the wider North Devon community, and begin to make a difference to the lives of others. We achieve this through regular community involvement through, for example, the TESCO Fairshare scheme, supporting the Northern Devon Foodbank, attending community events, and forging links with a local care home and hospice.

CURRICULUM INTENT IN UPPER SCHOOL – KS4 (Years 10-11):

To prepare students for life and work beyond Lampard.

The Upper School curriculum primarily focuses on independence and preparing students for life after school. Students develop the skills needed for adulthood and learn how to apply these skills in practical situations. The programme also includes an emphasis on preparation for working life and all students have an opportunity each year to experience the world of work. There is a particular emphasis on individual choices leading towards the appropriate next step for each young person.

All students work towards Functional Skills qualifications in English, Maths and ICT in Upper School, alongside accreditation in PSHE and Work-Related Learning. They also take part in weekly Sport & Leisure sessions and are able to make choices within the programme. Students select from a range of Options subjects: Life Skills, Land Studies, Environmental Studies, Food Studies, Textiles, Music, Art, Science, PE, Drama, Child Care, French, Media and Humanities, to enable them to explore areas of particular interest. Students also have the opportunity to participate in learning off-site where specialist facilities are needed, for example Motor Vehicle Studies, Multi-Trades, Hair & Beauty and Animal Care. All students participate in the 'Preparation for Adulthood' programme, which covers the four key areas as identified on the EHCPs, and have weekly RE lessons.

WORK EXPERIENCE

All KS4 students take part in an annual, week-long Work Experience placement in a range of industries in the North Devon area. Support is allocated depending on the needs of the students, and independence is always promoted when possible.

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Careers Development forms an integral part of the curriculum. Please refer to our website for our whole school Careers Programme and Careers Policy and Provider Access statement.

ORGANISATION OF THE DAY

The Lampard school day consists of five lessons, which vary in length from 40-60 minutes. During the week, all students have time allocated to follow a Personal Programme, focusing on their specific needs. This may take the form of withdrawal for specialised academic or therapeutic intervention, or may take place in class following specific programmes or targets.

The first two lessons of the day are generally English and Maths. These lessons are punctuated by a ten minute Daily Physical Activity session. After break, a single lesson is followed by lunch.

The afternoon starts with a 15-minute reading session, followed by two lessons. These are sometimes combined as 'double lessons' to accommodate longer activities, and if so, there is an opportunity for a Mindfulness and Relaxation break mid-way.

There is a short tutor period at the beginning and end of every day. An assembly lasting approximately 15 minutes takes place on Friday mornings – one for Lower and Middle School, and one for Upper School. All tutor groups have a planning session at the start of the week and a review session at the end. On Friday afternoons, whole school enrichment activities take place in which all age groups are mixed. Students choose a new activity each term and a wide range of experience is offered during the course of a year.

GROUPING

The school is organised geographically into three sections, namely Lower, Middle and Upper School. The number of tutor groups in each section varies depending on the cohort. Classes are generally vertically grouped and broadly structured by ability and SEND need. The average class size is ten, but groups can vary in size from five to eleven dependent on the complexity of needs of the students. The younger students are taught for the majority of the time by their class tutor, with a small amount of subject specialist teaching. The proportion of specialist teaching increases gradually as students move through the school. In the Upper School, students are grouped differently for some sessions depending on subject choices.

TEACHING AND LEARNING

Emphasis is on the adaptation of teaching styles and learning activities in order to facilitate personalised learning. Small group or individual learning situations may take place within, or separate from, the classroom when particular needs are being addressed. There is a strong focus on cross-curricular skills and the transfer of learning to 'real life' situations. We endeavour to ensure that age-appropriate teaching methods and materials are used throughout the school.

LEARNING OUTSIDE OF THE CLASSROOM

A fundamental part of a student's experience at Lampard is the opportunity to participate in regular educational visits and off-site activities. Students also experience a residential visit or an 'activity week' during each academic year. Within the curriculum, there are many opportunities to participate in a range of interesting challenges and experiences, both on and off site. This is particularly true during integrated Project Weeks.

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THE CURRICULUM ENVIRONMENT

Each tutor group has its own classroom where many of the lessons take place. The school also has specialist classrooms for Science, Design [Art and Technology], Music, Drama and Food Studies. We have two sensory studios and a Forest School area, all of which can be used to enhance the curriculum. The Hall is multi-purpose and is used for teaching PE, Sport & Leisure, as well as DPA activities, clubs and assemblies. We also have an outside allotment area for gardening activities, including raised beds and a polytunnel.

NEXT STEPS

We are currently undergoing an exciting time of curriculum review and development, to ensure we have the very best learning opportunities available for our students.

The Curricula priorities in our 2019/2020 School Development Plan, are:

- To ensure clear Intent and Implementation within English, Maths and PSHE across the whole school, including the reformed Functional Skills standards
- To create a Pathway to Reading Policy
- To ensure consistent application of the Calculation Policy across the school
- To ensure the Preparation for Adulthood framework is embedded across the curriculum.