



# Woodside Group Curriculum Plan and Policy

## Curriculum Plan and Policy 2019-2020

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## Overview

At Woodside Group's schools we offer an individualised curriculum to suit the needs of all of our students. Initially, we assess the anxieties and stresses of each student, which form their own personal barriers to learning and put plans in place, in the form of Individual Education Plans and Transition Plans, to allow them to overcome their barriers and access a broad and rich curriculum, designed to enable them to make steps towards their future goals.

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There are ten strands of the curriculum which students access in varying ways in order to equip them with the key skills necessary to live independently and further their education, should they wish, once they transition from Woodside Group.

As a series of Outdoor Learning Centres, we prioritise taking education beyond the 4 walls of the typical classroom environment. This is not only to reduce the barriers to education which the students may exhibit, but also because, as alluded to in the Ofsted Learning Outside the Classroom Manifesto ((LOtC (2008)), LOtC can lead to improved outcomes for students, including better achievement, standards, motivation, personal development and behaviour. This survey also found examples of the positive effects of learning outside the classroom on young people who were hard to motivate. All of these reasons are why we prioritise the human and social aspects of communication within our curriculum.

### **Fundamental British Values**

Alliance with Fundamental British Values pervades everything we do at Woodside Group. Opportunities to interact and engage with Fundamental British Values are not constrained to any particular aspect of our curriculum, but encouraged across all subject areas, as well as school trips.

As our work as Outdoor Learning Centres leads us to be heavily involved in local communities, our students interact with all of these aspects of British life on a daily basis. Both planned and incidental interaction with members of the community such as local MPs, police officers, religious leaders as well as a diverse range of others allow us to actively instil all of these values in our students on a daily basis, with a focus on creating independent, respectful members of society. We feel this is particularly beneficial as we work alongside building tolerance and fostering a culture of inclusivity, especially surrounding individual qualities listed in the Protected Characteristics Equality Act 2010

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Our work with student councils allows for embedment of the Fundamental British Values using our educational community as a microcosm of society. Representatives from each of our bases across Woodside Group meet bi-annually to discuss topics pertaining to our school and offering suggestions of how our educational society could be improved. These suggestions are taken and reviewed at Director level, in order to provide responses to all bases, giving rationale as to decisions to approve or decline suggestions.

We do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Spiritual, Moral, Social and Cultural (SMSC)**

We, at Woodside Group, are committed to developing and nurturing our students' spiritual, moral, social and cultural opportunities and capabilities throughout their time with us.

We see it as not only our duty to provide our students with an academic education, but also to equip them with a character education, preparing each of them in the best way possible to become independent and respectful contributing members of society.

Our planning proformas throughout all subjects in Woodside Group make reference to not only academic targets and how our teachers plan to achieve those with our students, but also to SMSC and 'soft' targets (personal, physical and emotional development) and how staff are looking to provide continuous, frequent and progressive opportunities for challenge and success in these areas, within an outdoor learning environment.



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Each of our bases is equipped with an SMSC Experiences folder in which staff record what ways, with regards to SMSC, the experience has benefited our students, alongside Woodside Group's SMSC checklist incorporating accompanying photographic evidence.

Further information in this area can be found in the Woodside Group SMSC Policy.

### **Mandatory Subjects**

As many of our students have found engaging with mainstream education challenging, rather than having a list of mandatory subjects, we enrich their educational journey by assigning ten strands of a curriculum which can be accessed in numerous ways that suit their interests and skills and enable them to reach their future goals be that in further education or through the wider world of work.

### **Linguistic**

Throughout Stages 1-6, we focus on the Rising Stars Progression Framework, progressing to working towards Functional Skills Qualifications in English at Level 1 and 2. As with all of our subjects, teachers are encouraged to demonstrate to students the practical necessity for learning English, as well as communicating to the students the importance of gaining the Functional Skills Qualification. Students have the opportunity to study and sit an iGCSE in English Language.

Assessment and tracking is carried out through the use of Classroom Monitor at Stages 1-6 and the Woodside Planning and Tracking document there after (Fig 1 and 2). This allows teachers to create reactive lessons and track on a lesson-by-lesson basis the confidence levels of students within the key skills, allowing for instant identification of weaknesses that require intervention.

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## Mathematic

Again, throughout stages 1-6, we focus on the Rising Stars Progression Framework, progressing to working towards Functional Skills Qualifications in Maths at Level 1 and 2. Teachers are again encouraged to demonstrate to students the practical necessity and relevance to learning mathematics, as well as communicating the importance of gaining these qualifications to aid them in their next step, whatever that may be.

Similarly, assessment and tracking is carried out through the use of Classroom Monitor at Stages 1-6 and the Woodside Planning and Tracking document (Fig 1 and 2). This allows teachers to create reactive lessons and track on a lesson-by-lesson basis the confidence levels of students within the key skills, allowing for instant identification of weaknesses that require intervention.

## Human and Social

At Woodside, we consider Human and Social subjects to be one of our core areas of curriculum due to the nature of our students. Through PSHE we explore a number of differing key topics, such as e-Safety, Crime, Bullying, Discrimination, Relationships, Hygiene and much more including both statutory frameworks and also those we deem beneficial to our individuals. Also, through PSHE sessions we explore each student's individual manifestations of ASD, using the APT (Autism Progression Tool); Woodside Group's unique and bespoke method of measuring autism, allowing students to adopt methods with which they can manage their autism in a number of different scenarios (Fig 3). Due to our focus on ensuring that our students leave us with the ability to live as independent citizens, we focus on equipping our students with the requisite skills relevant to each Key Stage, ensuring that our students get a base of fundamental skills, allowing them to successfully contribute to society upon leaving school. This is carried out using Woodside Group's unique Lifeskills Tracker, with which we can monitor our students' societal progress using neurotypical ages as a comparator. (Fig 4) Whilst all subjects are encouraged to explore the local community through our LOTC ethos, we provide specific Community sessions where students can take



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part in projects to fundraise or volunteer to aid the development of their understanding of a chosen charity or service provider.

### **Aesthetic and Creative**

Art or Music are included within a student's curriculum for multiple reasons. Firstly, exploration of a wide range of skills not only allows our students to form opinions on what we do, or do not like and communicate this viewpoint, but also allows them to try a range of different approaches to creating a piece of art, with a focus on them developing their own style as an artist. Differing opinions from peers is healthy and conversations exploring multiple viewpoints are encouraged and facilitated. The creative curriculum also focuses on use of fine and gross motor skills, allowing a creative outlet and the utilisation of the arts as a therapeutic tool as well as building individuals to gain an accreditation in The Arts Award.

### **Technological**

There is no escaping the fact that familiarity, and appropriate conduct, with computers is of paramount importance to our learners as they progress to the next phase of whatever they wish to do beyond school. With more and more of our students using computers and the Internet as the main interface through which they interact with the world, appropriate utilisation of technology is essential. At Key Stage 3 and 4, we work towards an IT User Skills qualification which explores both practical use of typical software such as word processors but allows for problem solving through the use of programming tools such as Lego Wedo or digital design tools for 3D printers.

### **Scientific**

Developing an understanding of the world around us is of vital importance to students with ASD. We encourage learners to ask questions about the world around them and so find it imperative to embed the skills of investigation as a process in order to find evidence allows

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students to make predictions based on learnt information and allows the exploration of parallels between this way of thinking in Science, with similar thought processes in day-to-day scenarios. Accreditation of this subject is through OCN's Certificate of Science, allowing us to tailor the Science curriculum to each student dependent upon interest, or need.

### **Physical and Mental Wellbeing**

Sessions are focused on: embedding the benefits of exercise on the body and mind; learning, and abiding by, a series of rules; appropriate conduct when winning; appropriate conduct when losing; invention of games and rules, followed by communicating this to a peer group; working as part of a team; following a set of clear instructions; fairness; taking developmental feedback; understanding of key terminology, and much more.

### **Humanities**

As many of our students find explicit teaching of History, Geography and Religious Education a challenge, we embed humanities within our core subjects and extra-curricular opportunities. Exploration of a number of differing faiths and belief systems is not only in line with Ofsted's suggested embrace of Fundamental British Values, it is an essential part of the Woodside Group way of working. Therefore trips to religious centers or visits from religious figures are arranged. Woodside also uses a bespoke set of targets for English and Maths which encourages exploration of other cultures and traditions as well as being emulated within the Arts framework.

Furthermore, the introduction of Duke of Edinburgh has allowed teaching of geographical concepts that can be applied to everyday situations such as understanding road sides, map reading and preparation for varying weather systems.

### **Therapeutic**

The changing face of ASD has brought with it challenges to our students mental health. As there are often barriers to learning from prior school experience, our therapeutic offering

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provides students with an opportunity to explore these feelings in a safe and nurturing environment. Utilisation of Animal Assisted Therapies, including ponies, goats, chickens and guinea pigs encourages students to understand how their behaviours can be reflected in animals but also how to manage these manifestations and use them in their daily lives. Similarly, Forest School and Mindfulness sessions provide many benefits from a range of holistic therapies. When appropriate, students also have access to a sensory room to help them self regulate and learn how to deploy these vital skills as they grow and move on from Woodside.

### **Vocational**

Throughout Woodside Group we are committed to providing individual transitional pathways for each of our students, from school to adult life, through which they can identify and associate with a clear plan to become an independent and contributing member of society.

From lessons identifying and discussing roles in society in our early work with our students, using members of the community as role models, straight through to work experience placements later in their educational journey, we aim to provide our students with up-to-date and impartial career guidance, which enables them to make informed choices about their future in line with the fulfilment of their potential.

We work with a number of partners with regards to career guidance to ensure a high level of competence and objectivity in this process. 'Skills Builder' allows us to chart the required values an individual needs from an early age through to more specific and targeted development of career specific skills. We utilise 'Prospects' with each of our students to take what each individual finds interesting, rewarding and purposeful and align these areas with job groups and job profiles suited to these skills through 'Prospects' online system. Then, using members of the local community, or partners such as the Leicestershire Education Business Company, we ensure that all of our students have opportunity for work experience

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within the sectors identified for them. This process is fully supported by the school to allow adequate self-reflection and also to aid students in understanding potential barriers to work.

### **Pedagogies**

Due to the nature of our students, and their previous experiences with education (and therefore their subsequent barriers to learning), we insist on working one-to-one with students, particularly in our core subjects. This means that we can individually tailor the program of study to each individual, taking into account their anxieties and stresses, as well as their areas of development and any gaps in prior learning.

Teachers are encouraged to take a number of different roles in learning in order to get best results from the students. Though directive teaching can work with our students, it is often imperative to take the role as 'master learner' alongside the student, in order to demonstrate certain skills. This method of working can promote resourcefulness; modelling to students how to seek help when needed, as well as demonstrating appropriate conduct when a mistake is made; thus allowing us to address the innate desire for perfection exhibited by a number of our students.

### **Assessment**

Woodside Group are committed to rigorous formative and summative assessment, in order to prove validity and authenticity of the achievement of learning goals. Assessment is linked closely to plans for students and targets are not considered met until a learner can demonstrate independent use of the skill on 2 occasions across all subjects. The specific methods of assessment are demonstrated in the strand explorations above.

All students have an Individual Education Plan (IEP), which includes a specific maths and English target, which is embedded into planning to ensure achievement of these targets.



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Through Head Teacher judgement, students are banded to decide upon progress expectation for the year based upon comparative neurotypical progress, special educational needs progress and individual capability. These targets are agreed with the subject teacher each academic year and regular reviews are undertaken to ensure that these targets are being met.

## Reporting

Formal reports are produced by Heads of Base and the students' teaching and support staff twice a year (December and July) using the template shown in fig. 5. Incidental reporting on progress in both academic and behavioural happens via the head of base by phone call or email upon request of the parent or career.

## Other Notes

### Party Political Views

We preclude the promotion of partisan political views in the teaching of any subject in the school.



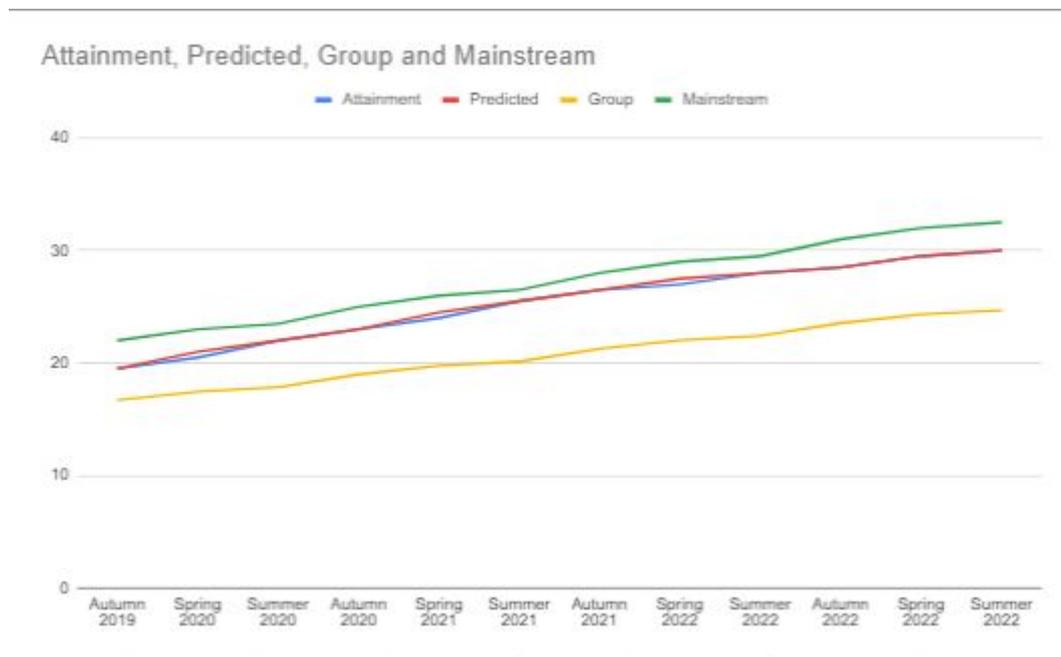
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## Appendix

Fig1.

Student Progress at Course													
Level 1	0.00%	Level 2	0.00%	Overall	0.00%			Name of Student	Base Location				
Academic Year Group at start of course				8	Age	12		Year Group	8	Academic Group	2		
% Achieved	Attainment		GCSE Equiv			Points Progression		Staff Prediction		Group Expectation		Mainstream Expectation	
	Level	Points	A-C	D-G	Points	Percentage	Level	Points	Points	Level	Points	Level	
Autumn 2019	10	7 c) Dev	19.5	E	2	1	11	7 c) Dev	19.5	16.72	6 c) Dev	22	8 b) Beg+
Spring 2020	20	7 e) Secure	20.5	E	2	1	21	7 f) Exceeding	21	17.48	6 d) Dev+	23	8 d) Dev+
Summer 2020	30	8 b) Beg+	22	D	2	1.5	31	8 b) Beg+	22	17.86	6 e) Secure	23.5	8 e) Secure
Autumn 2020	40	8 d) Dev+	23	D	2	1	41	8 d) Dev+	23	19	7 b) Beg+	25	9 b) Beg+
Spring 2021	50	8 f) Exceeding	24	D	2	1	51	9 a) Beg	24.5	19.76	7 c) Dev	26	9 d) Dev+
Summer 2021	60	9 c) Dev	25.5	D+	3	1.5	61	9 c) Dev	25.5	20.14	7 d) Dev+	26.5	9 e) Secure
Autumn 2021	70	9 e) Secure	26.5	D+	3	1	71	9 e) Secure	26.5	21.28	7 f) Exceeding	28	10 b) Beg+
Spring 2022	75	9 f) Exceeding	27	D+	3	0.5	76	10 a) Beg	27.5	22.04	8 b) Beg+	29	10 d) Dev+
Summer 2022	80	10 b) Beg+	28	C	4	1	81	10 b) Beg+	28	22.42	8 b) Beg+	29.5	10 e) Secure
Autumn 2022	85	10 c) Dev	28.5	C	4	0.5	86	10 c) Dev	28.5	23.56	8 e) Secure	31	11 b) Beg+
Spring 2022	95	10 e) Secure	29.5	C	4	1	96	10 e) Secure	29.5	24.32	8 f) Exceeding	32	11 d) Dev+
Summer 2022	100	10 f) Exceeding	30	C	4	0.5	100	10 f) Exceeding	30	24.7	9 a) Beg	32.5	11 e) Secure

Fig2.



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Fig3.

Student Information									
First Name	[REDACTED]	Surname	[REDACTED]	Date of Birth	[REDACTED]				
Academic Year 2019-20									
Academic Year 2019-20	Age (By End):	11	Parents' Score	Student's Score	Head's Score	Average Score	Average Progress from Last Year	Neurotypical Equivalent	Deviation from Neurotypical Equivalent
	1. Knowing 'Me'		5.08	5.8	5.8	5.56	N/A	5.00	0.56
	2. People Around Me		7.63	7.5	7.3	7.48	N/A	5.00	2.48
	3. My ASD		6.95	6.4	6.8	6.72	N/A	N/A	N/A
	4. My Anxieties		5.50	4.2	4.8	4.83	N/A	6.50	-1.67
	5. Change and Me		6.95	4.2	4.2	5.12	N/A	7.00	-1.88
	6. My Life Skills		4.15	5.1	4.3	4.52	N/A	5.00	-0.48
	7. My School and Work		6.41	6.8	6.2	6.47	N/A	6.50	-0.03
	8. My Friendships		6.12	6.2	5.3	5.87	N/A	7.00	-1.13
	9. My Future		5.71	5.12	5.7	5.51	N/A	6.00	-0.49
	10. My Wellness		4.53	5.72	5.5	5.25	N/A	7.00	-1.75
<b>Avg</b>						5.73	N/A	6.11	-0.38

Fig4.

Lifeskills Tracker Cover Sheet					
Name of Student		Example		Date of Birth	
Current Chronological Age		Current Societal Age		Current % Complete	
Date of Review	Chronological Age	% Complete	Societal Age	Societal Deviation from Chronological Age	Progress Since Last Review
10/09/2019	9 years 8 months	29.75%	8 years 2 months	- 1 year 6 months	N/A
03/03/2020	10 years 2 months	33.64%	8 years 9 months	- 1 year 5 months	+ 0 years 7 months

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Fig. 5



STUDENT NAME  
Report for end of Autumn Term 2019-2020

GENERAL	Head of Base Comments (including beautiful moment(s))								
	Attendance (%)	Notes on Attendance							
	Behaviour	L1		L2		L3		Total	
Avg Behaviour Score			Avg Success Score				Avg Knowledge Pts		
DVE	Education Health Care Plan (EHCP) Outcomes								
	Target	Target Met? (Y/N/Partially)	Comments				Next Steps		



REAL TARGETS								
	Autism Progression Tool (APT) Targets:							
	Target	Target Met? (Y/N/Partially)	Comments				Next Steps	

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