



## Principles of our Curriculum and How We Work at Woodfield School

We expanded our School Motto of:

### **Sharing, Caring, Achieving Together**

to include five key principles that underpin everything that we do.

#### **1. Every pupil is an individual with unique strengths and needs**

We recognise that every pupil has their unique potential. At Woodfield School, we make sure that every pupil is safe, comfortable and welcome. Our pupils belong at Woodfield School, and their individuality and heritages are understood and respected. Their needs are met, and they can contribute. We recognise the significant barriers that our pupils face, and we use the Social Model of Disability to understand these and, wherever possible, to remove these barriers, so that our pupils are able to access a broad curriculum within school and in the community. We use strengths-based planning to tailor the curriculum to individual pupils' needs, mapping out personalised learning pathways within our broader curriculum.

#### **2. Positive Relationships underpin our curriculum and all our work**

We use the Herts Steps Therapeutic Thinking approach at Woodfield School. This draws on trauma-informed and attachment-friendly practice. We recognise the importance and the interconnectedness of all learning, especially the three Prime Areas – Communication and Language, Personal, Social and Emotional Development and Physical Development. We treat everyone with respect and with unconditional positive regard. We recognise that our pupils face particular challenges and that they potentially use up their energy just getting ready for learning (see Spoons). This is built into our curriculum, so that we support our pupils to regulate with us as trusted adults and to be able increasingly to self-regulate, so that they can access the curriculum in more depth and breadth. We recognise that learning takes place in relationship to other people, and that this builds strong foundations for adult life.

#### **3. We have high expectations and aspirations for all our pupils and everyone who works at Woodfield School**

We use an accurate, bespoke assessment system to understand our pupils' current strengths and achievements (ref Routes for Learning, Communication and

Interaction Framework, Development Matters....). We use this information to set ambitious, realistic short and long term EHCP targets, which fit into broader curriculum next steps. We also recognise that professional development for all staff is key to driving improvements for our pupils.

We use the AQA Unit Award scheme to accredit our pupils' learning in KS4 and KS5. This allows us to make sure that all of our pupils gain and are recognised for their achievements. It also enables us to accredit individual learning based on a pupil's strengths and particular interests. We also use this scheme to accredit our staff professional development.

We work in partnership with parents, carers and professionals to achieve the best possible outcomes for our pupils.

#### **4. Learning at Woodfield School is engaging, fun and purposeful**

As soon as our pupils enter our school, they are experiencing our curriculum. It encompasses making successful transitions, learning to have increasing independence with their self-care, how to communicate and get on with others; as well as how to use functional maths and literacy skills in real-life contexts. Skilled, trusted adults are key to this. The quality and appropriateness of the resources on offer is also crucial (see 'The environment is the second teacher' – Reggio Emilia approach).

Our curriculum is also about broadening our pupils' experience of the world and supporting them to find their place in it. We enrich our curriculum by following a three-year cycle of themes, that develop with each Key Stage. We use external providers and trips out into the community to deepen our pupils' learning. The curriculum is sequenced so that current learning builds on previous skills and knowledge. Our curriculum values play, risk and builds a sense of awe and wonder about the world.

#### **5. Our curriculum supports pupils to apply their skills and knowledge in a functional context in school and in their community, ready for an adult life that is as fulfilling and independent as possible**

Our curriculum is destinations-led. From the start of the Early Years to our post-16 curriculum, we are building the foundations and further skills and knowledge so that our pupils make a successful transition to the next stage of their life. We use the Preparing for Adulthood framework to prioritise the learning that we know will make the most difference to our pupils, both now and as adults. We learn about making healthy choices, doing jobs, living as independently as possible and how our pupils would like to access their local community during each phase of our curriculum in a developmentally appropriate and personalised way.