

# **FOX WOOD SCHOOL**



## **CURRICULUM POLICY**

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Review Date: September 2027

Adopted by the Governing Body: September 2025

## **Philosophy**

Fox Wood is divided into two distinct phases of provision, the school phase which provides education for pupils aged 4 – 16, and the college phase which provides education for pupils aged 16 – 19. Our innovative and progressive curriculum forms the basis for learning and the experiences our pupils enjoy during their time at Fox Wood and prepares them for their time at college.

This policy outlines the purpose, nature and management of the curriculum at our school. It reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher and all teaching staff.

‘Schools already have the freedom to use any curriculum they feel is appropriate for the needs and requirements of these pupils’ (Rochford Review, 2006, p20) where ‘these pupils’ are defined as those not engaged in ‘subject specific learning’ (SSL). In light of the Rochford Review, Fox Wood School have further updated their curriculum to reflect the degrees of learning difficulty and the age of the pupils. We continue to underpin our curriculum using the National Curriculum and a range of supporting, evidence-based schemes, but have developed a more expansive approach to its delivery that involves a rich fabric of creative, cultural, social, sporting and vocational opportunities and which meets the individual and specific needs of our pupils. This ensures that our pupils receive experiences and opportunities to develop their knowledge, skills and attributes in ways that will guarantee teaching and learning is exciting and relevant. We aim to do this by:

### **Ethos**

- Enabling pupils of differing abilities and whose experiences are wide ranging to develop at their individual level and stage of development.
- Providing a varied and appropriately differentiated curriculum to match individual needs and abilities.
- Providing all pupils with clear sequences of learning, which are carefully planned and personalised to match individual needs, interests and abilities.
- Utilising evidence-based schemes and progress drives to ensure that our sequences of learning are founded on sound pedagogy underpinned by peer-reviewed research.
- Providing all pupils with opportunities to acquire, develop, practise, apply and extend their skills in range of contexts across the curriculum.
- Having high expectations of the pupils and ourselves.

### **Communication**

- Enabling pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- Encouraging pupils to interact and communicate effectively with others in a range of social situations.
- Recognising the crucial role which parents / carers play in their child's education and making every effort to encourage parental involvement in the educational process.

- Working closely with specialists and professional agencies to ensure that pupil needs are met.

### Learning

- Promoting a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- Promoting a love of outdoor learning through a structured Forest Schools provision that supports young people to engage with the world around them and take a leading role in their own learning.
- Incorporating a range of teaching and learning strategies, and quality resources suitable for an individual's age and stage of development.
- Preparing pupils for an adult life in which they have the greatest possible degree of independence.
- Teaching pupils to have an awareness of their own spiritual development, and to understand right from wrong as far as possible.
- Helping pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enabling pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Ensuring that pupils have access to a wide range of opportunities to enrich and broaden their experience (e.g. educational visits, termly enrichment weeks, Voice Your Choice weeks).
- Reviewing, monitoring and evaluating planning, teaching and learning strategies.
- Using a thorough process of continual assessment which informs future planning (Evidence for Learning, Engagement, B Squared).
- Promoting Life Skills and FUNctional skills to prepare for adulthood
- Providing opportunities for external accreditation.
- Providing Focused Support sessions to work towards set targets in communication, literacy and maths which utilise evidence-based approaches.
- Providing appropriate inclusion placements for pupils as appropriate within other classes, other schools.
- Providing relevant in-house and external work experience placements for older pupils.

### Context

- Providing equality of opportunity for all pupils regardless of gender, race, culture and disability within the delivery of the curriculum.
- Creating and maintaining an appropriate and well-resourced learning environment.
- Increasing pupil awareness and understanding of their environment and the world, encouraging pupils to explore, to question, to think and to challenge.
- Providing excellent staff and ensuring that they are utilised effectively.
- Providing skilled and enthusiastic subject leadership teams, who attend regular training, support staff and share their expertise.
- Ensuring that the curriculum policy and linked policies are implemented consistently by all staff.

### Teaching and Learning Styles

Lessons at Fox Wood are delivered imaginatively with a focus on multi-sensory teaching and learning strategies (Visual, Auditory and Kinaesthetic), and reflect pupils' changing needs as they mature. Lessons provide learning opportunities encompassing the outcomes of the 'Every Child Matters' Agenda. Pupils have differentiated objectives and differentiated targets and these are shared with them in an appropriate format. Lessons build upon each pupil's prior attainment and experience; ensuring that all pupils progress and develop well. The curriculum may be delivered through individual, paired, group or whole class activities. Pupils are encouraged to collaborate, share their work and, where possible talk about or relate to their own experiences. Teaching and learning take place in a variety of settings including the classroom, outdoor learning environment and the local community and includes a wide range of appropriate ICT experiences. The teaching of Number and Phonics take place through 'streaming groups' which aim to match pupils to their peers working at a similar attainment level in these key areas.

At Fox Wood we have a significant percentage of pupils with ASD (Autistic Spectrum Disorder). Staff receive regular training to further develop their skills and knowledge. Structure is provided by a combination of familiar routines and key activities to make a clear distinction between the days of the week. The school does not follow one single teaching approach but draws upon a range of recognised strategies and tools such as TEACCH, PECS, II, Sensory Diets.

### **Curriculum organisation and implementation**

The Early Years Foundation Stage is based on the seven areas of learning and is differentiated to meet individual needs accordingly. At Fox Wood the EYFS may incorporate both reception and year one.

<b>Early Years Foundation Stage</b>						
Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design

Key stages 1 – 4 is based on the following four tiers:

- Pre-formal PMLD
- Pre-formal Complex ASD
- Semi-formal
- Formal

<b>Pre-formal PMLD Curriculum Primary and Secondary Phase – Engagement Model</b>			
Communication	Cognition	Physical	Self-care and Independence

<b>Pre-formal Complex ASD Curriculum Primary and Secondary Phase – Engagement Steps</b>
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Communication	Cognition	Physical	Self-care and Independence
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<b>Semi-formal Curriculum - Progression Steps</b>			
<b>Sensory/physical</b>	<b>Communication</b>	<b>SEMH</b>	<b>Cognition</b>
MOVE PE Eco and forest	Communication English Music RE Arts	PSHCE RHSE Enrichment	Maths Science Computing Humanities Life Skills
Secondary – WRL, accreditation, enterprise, citizenship days			

<b>Formal Curriculum Progression Steps</b>			
<b>Sensory/physical</b>	<b>Communication</b>	<b>SEMH</b>	<b>Cognition</b>
MOVE PE Eco and forest	Communication English Music RE MFL Arts	PSHCE RHSE Enrichment	Maths Science Computing Humanities Life Skills
Secondary – WRL, accreditation, enterprise, citizenship days			

The morning and afternoon timetables in all key stages and across curriculum tiers start with our innovative 'Ready to Learn' programme. This programme ensures that all pupils are ready to learn after arriving at school and after the lunch time period. Activity examples include 'heavy work', yoga, sensology and breakfast club.

In all key stages, the English and Maths curriculum is based on the National Curriculum and objectives are adapted to meet individual learning needs. All classes have a Daily Basic Skills provision which includes reading, phonics and number. Daily Basic Skills takes place four days a week and has a timetable allocation of four mornings. This is in addition to Maths lessons which will focus on measurement & geometry Maths strand within the semi-formal and formal curriculum tiers. At the pre-formal level, these lessons will focus on communication and cognition, which are the building blocks for English and Maths.

In EYFS and the school phase, the foundation subjects are delivered through an innovative thematic curriculum where planned activities are linked to an overarching theme. Thematic learning offers opportunities for pupils to practise key skills within a wide range of activities and experiences. Foundation subjects are taught during theme afternoons in which teachers do not have to target a specific foundation subject, and have the freedom to creatively combine aspects of foundation subjects together to most effectively engage pupils in thematic learning. A wide variety of life skills and FUNctional skills opportunities enables the pupils to develop their independent skills as far as possible through regular and repeated activities.

Long term plans for each key stage are designed to ensure that the curriculum is progressive and offers a wide range of enrichment opportunities. Rolling programmes in each key stage ensure curriculum breadth and balance. The

curriculum in key stage 4 provides a coherent transition between the statutory requirements of the school curriculum and the wider vocational elements of the college curriculum. This ensures a smooth transition for all pupils between the two distinct phases at Fox Wood.

The college curriculum offers extensive provision through four pathways. These progression pathways determine the personal, functional, core and vocational provision and accreditation on offer for each pupil. These pathways include access to accredited courses and qualifications (e.g. ASDAN, AQA, Entry Level matched to ability), work related learning, F.E. links and a wide range of opportunities to develop independent living skills. The Foundation Learning Tier (FLT), has been developed to provide a personalised, coherent and valued learning offer for pupils working at Pre-National curriculum Level 2. It is used to describe qualifications at entry and level 1 within the Qualification and Credit Framework (QCF) and is part of a wider agenda of vocational 14-19 reform. This works alongside statutory requirements and provide a more personalised learning for our pupils at Fox Wood (more detail in Post 16 Policy).

The needs of our most able pupils and those who are Gifted and Talented within Fox Wood are met through differentiated activities in class-based lessons, and through Focused Support. Focused Support sessions are conducted on a one to one or small group basis as appropriate to the activity, and aim to enable pupils to progress towards specific targets. Sessions are delivered with a focus on communication, English or Maths.

### **Curriculum organisation and implementation**

The curriculum is split into 4 pillars which match those set out in the outcomes of each pupils' EHCP; Cognition, Communication, SEMH & Sensory/Physical. Each area is overseen by a curriculum leader and has a dedicated curriculum team whom are responsible for ongoing management and development of their area.

### **Planning**

Class teachers are responsible for planning the curriculum with guidance from the subject leaders. Specialist tutors for music, PE and swimming are responsible for the planning of their curriculum area. The curriculum is underpinned by whole school planning and policy making. Teachers take part in regular planning meetings, INSET training opportunities and follow the whole school planning framework. Effective planning involves the careful and deliberate sequencing of curriculum content and experiences that build on previous learning and achievements to promote future learning. Teachers ensure that they have a thorough knowledge of the relevant subject matter by following guidelines given by curriculum subject leaders within school and developing a clear knowledge and understanding of the National Curriculum, engagement and the Progression Steps. Teachers will follow a pre-determined progress drive as set out by the Big Maths scheme of work for the sequencing of the development of number knowledge. Similarly, Read Write Inc will be utilised as the DfE approved scheme of work to map the progression of phonic knowledge for Fox Wood pupils. Both Big Maths and Read Write Inc are evidence-based schemes which set out a clear roadmap for the progression of knowledge and

skills in the core areas of Number and Phonics. For foundation subjects and Science, the EQUALS scheme of work has been mapped into each long-term plan for teachers to follow, and will support teachers in creating effective progress drives and sequences of learning. In key stages 3 and 4, teachers ensure they also have a thorough knowledge of accreditation schemes in use such as ASDAN and Arts Award.

Common planning formats with agreed headings are used throughout Fox Wood School. Long term plans detail which units of work will be taught in each key stage during the academic year, taking account of statutory requirements and guidance. Long term plans are compiled by class teachers in consultation with subject leaders to ensure that knowledge, skills and concepts are developed systematically from year to year and within the key stages. Long term plans make clear reference to the evidence-based schemes utilised within the curriculum (Read Write Inc & Big Maths) with signposts to specific units of work for science and foundation subjects (EQUALS). Overviews are shared with parents to ensure that they are fully aware of the curriculum their children will be covering during the academic year. Class teachers produce detailed medium term plans and linked short term plans which outline objectives, activities and outcomes for each unit of work.

### **Curriculum Enrichment**

All pupils benefit from enrichment weeks once per term and a voice your choice week, which they contribute towards planning, once per term. Pupils in EYFS have enhanced provision with a range of activities. Enrichment options are changed termly and link directly to the learning that has taken place over the previous term. Teachers will use enrichment weeks to focus in on aspects of a theme which pupils found particularly interesting and will also give pupils the opportunity to identify areas within a theme which they would like to explore further. Curriculum provision is also enhanced through outdoor learning, educational visits and visitors. The school has the use of minibuses and classes are encouraged to plan and undertake regular trips and community visits to complement the curriculum. The Community Champion will support class groups in accessing external trips/visits and will forge lasting bonds between the school and community in order to secure ongoing opportunities for community inclusion for our pupils.

The curriculum at Fox Wood School is also enriched by the provision of planned theme weeks once a term. Recent examples of such weeks are Enterprise week, Equality and Diversity week and Community Arts week. In addition to this, further enrichment opportunities occur throughout the year such as British Science Week, Great Britain Day and five citizenship days for key stages 3 and 4 across the year. Planning for themed weeks or days is undertaken by subject teams, and distributed to the rest of the staff no later than two weeks before the event. This ensures that all staff have a shared vision and are able to share differentiated resources and strategies in order to deliver the planned activities.

### **Religious Education**

Fox Wood has a fully integrated R.E. policy and follows the Lancashire Agreed Syllabus to ensure that pupils experience different religions and festivals through

humanities lessons, collective worship, assemblies and whole school events such as harvest festival. Classes also hold RE Faith days which enable pupils to explore and experience different festivals and RE topics in greater depth. Class groups integrate aspects of the Lancashire Agreed Syllabus into thematic learning and promote a wide range of cross-curricular learning where possible. We welcome religious leaders to visit school and share their faith through stories, songs and artefacts. The school provides a strong moral compass and plenty of opportunities for spiritual reflection, for example remembering children and staff who have passed away in our remembrance garden at the front of the school grounds, holding a minutes silence during times of national mourning and remembering those who lost their lives while serving our country as part of Remembrance Day celebrations. Should parents wish to withdraw their child from this part of the curriculum they may do so by contacting the Headteacher at Fox Wood. The School has no affiliation to any specific religious denomination.

### **Equal Opportunities**

We believe all pupils should have equal opportunities and equal access to the curriculum. Equal opportunities are addressed as follows:

- Pupils with special educational needs have access to the curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific learning and teaching strategies are used to maximise access to the curriculum for pupils with PMLD and those with barriers to learning.
- Resources and planning aim to reflect our multi-cultural society.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the curriculum.
- Opportunities to address issues of gender and race are provided through discussion, texts and resources.

### **Health, Safety and Welfare**

Keeping Safe opportunities are embedded into learning as relevant to the subject area, for example online safety, water safety, kitchen safety. It is the duty of all staff to take reasonable care for the health and safety of themselves and others that may be affected by their actions.

Pupils are made aware of the relevance of health and safety when undertaking work throughout the curriculum.

### **Home School Liaison**

Parental involvement is welcomed at Fox Wood School and parents are informed of the theme for that term. A "Parent/Carer Information Sheet" is uploaded to the school website with an overview of learning tasks and suggestions for home learning where appropriate. Parents/Carers have access to their child's work through Evidence for Learning, where they can view their child's progress within different areas of the curriculum and against their child's wider Education Health and Care Plan (EHCP) outcomes and Individual Education Plan (IEP) targets. Parents/Carers have regular



opportunities to come in to school and view pupils' work. Regular links are maintained through home-school diaries, assemblies, annual reports, parent's evenings, open days, IEP and Annual Review Meetings, regular newsletters, WOW cards and website/social media updates.

### **Assessment and record keeping**

Fox Wood considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows the work to be planned and taught to accurately meet the needs of the pupils whilst ensuring high levels of expectation and support. Progress is measured in all curriculum areas using Engagement and the Progression Steps, which are indicators for recording the achievements of pupils with Special Educational Needs, who are working towards the National Curriculum programmes of study.

The Engagement model is used to assess pupils working at the pre-formal tier of the curriculum. Fox Wood has a middle leader who is a lead Engagement Model trainer for the DfE who ensures that all staff are able to capture high quality assessments for this group of learners.

The B Squared assessment system used at Fox Wood for pupils working on the Progression Steps divides each of the Steps into further finely graded indicators, so that capturing even the smallest steps of progress is achievable. B Squared is used for all curriculum subjects, and assists teachers to set targets for the pupil's future development, both as an individual, and as part of our future planning for the whole school. In this way we hope to ensure that we assess uniformly within school and also alongside our colleagues in other special schools across the country.

Assessment of learning and assessment for learning are incorporated into each activity, at an appropriate level. Reporting to parents takes place annually through the Annual Review process and annual reports, and on a more frequent basis through the home school diary, Evidence for Learning, IEP Meetings, Parents Evening.

### **Monitoring and review**

The curriculum should be monitored regularly and in different ways. A key aim of the monitoring is to learn from good practice, understand when improvements are needed and know the next steps to move forward. In assessing the effectiveness of the curriculum policy, the following monitoring procedures may be used:

- Analysis of pupil attainment data
- Monitoring of teacher planning
- Monitoring of pupils work from across the curriculum
- Tracking individual pupils, or cohorts of pupils
- Evaluations from the impact of staff INSET on curriculum planning and delivery
- Evaluation of the impact of additional resources e.g. teaching assistants, ICT
- Pupil and parent voice- evidence from pupil and parental questionnaires / surveys

This policy will be reviewed every two years.

### **Related Policies**

- Planning, Assessment, Recording and Reporting
- Behaviour
- Communication
- Subject specific guidance documents
- Positive Handling
- EYFS
- SEND
- Teaching and Learning Guidance