



WOODSIDE SCHOOL

What we teach. Our curriculum policy for Woodside School

Independent School Standards: paragraphs 2, 3, 4, 5 and 34

This policy must be considered alongside and in addition to:

- our '*What we do*. Our seamless therapeutic approach' policy
- our published curriculum and assessment documents
- curriculum plans
- our Key Stage 4 curriculum booklet.

Last external review

September 2024

Next external review

September 2025

Latest update

September 2024

OUR PUPILS

- Every pupil at Woodside School has an education, health and care plan (EHC plan) for their social, emotional and mental health (SEMH) difficulties, most of which are borne out of their adverse childhood experiences (ACEs). A significant proportion of our pupils have additional special educational needs and/or disabilities (SEND), including attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), conduct disorder (CD) and autistic spectrum condition (ASC).

OUR SEAMLESS THERAPEUTIC APPROACH

- As a therapeutic school, therapy is at the heart of everything we do. All staff work seamlessly together to teach and proactively support pupils who have endured (and continue to endure) adverse childhood experiences (ACEs), including trauma, toxic stress and associated mental health difficulties. As well as the range of therapies offered to pupils on a pupil-by-pupil basis, therapists work seamlessly in class alongside teachers, deliver small group sessions and workshops and work collaboratively with staff, raising awareness of ACEs and associated needs and to ensure that the full curriculum offer is accessible to all pupils.
- The range of therapies at Woodside School are offered on both a structured and self-referral basis across the school sites to all pupils identified as needing them. They are timetabled flexibly, sensitively and effectively so as to maximise engagement and progress. They are crucial elements of pupils' curricula and not 'bolt-ons' or 'distractions' from 'real lessons'. Counselling, canine therapy, play therapy, dramatherapy, music therapy, art therapy, occupational therapy and speech & language therapy are all available to enable pupils to overcome their complex social, emotional, behavioural and psychological needs.
- The curriculum is carefully adapted to meet class and individual needs and to accommodate the various therapies offered. We have to be extremely flexible in our timetabling, school day timings and use of adult support.
- The curriculum is underpinned by our values-centred curriculum (available on our website and displayed around the school) which permeates our assembly programme (at the beginning of every day), our PSHCE education programme, our daily reflection sessions and the conversations staff have with pupils.

WHAT WE TEACH

- We provide an ambitious specialist curriculum.
- Our therapeutic curriculum model comprises personalised therapy and specialist personal, social, health and economic (PSHE) education. This is complemented by a broad, rich academic curriculum which ensures that all pupils learn linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, in accordance with 2(2)(a) of the independent school standards.
- In addition to our specialist curriculum, our qualified subject experts teach English, mathematics, science, computing, PSHE education (which includes religious education, citizenship and relationships and sex education (RSE)), history, geography, design and technology, art and design, and physical education. These are taught at all key stages.
- We also provide pupils with experience of music and modern foreign languages as an extra-curricular activity, and celebrate modern foreign languages and a range of music, cultures and traditions throughout the academic year.
- Our curriculum maximises use of both curricular and extra-curricular time. A wide range of mandatory extra-curricular clubs are timetabled daily after curriculum time. Curriculum time is therefore protected, and rarely affected by enrichment or reward activities. We actively avoid removing pupils from protected curriculum time for 'interventions'. Where this is necessary, it is carefully timetabled to avoid repetition of the same subject being missed out on.
- Our curriculum planning is based on the national curriculum. At Key Stage 1, it is designed using a thematic approach (most pupils are mainly working at a pre-curriculum level), and at Key Stages 2-4, all subjects and pathways are taught discretely and sequentially. All topics, subjects and pathways are taught as interactively and kinaesthetically as is possible.
- Our curriculum model enables pupils' learning to be developed sequentially over time, where learning builds on from one learning phase to another. From Key Stages 1-3, using our assessment framework, subjects follow a cyclical and progressive scheme of work, written in age-related expectations and learning phases. At Key Stage 4, subjects and pathways follow specifications at either Entry Level, Functional Skills, NCFE or GCSE level. These ensure that the national curriculum expectations and qualification specifications are covered, and pupils' 'next steps' are identified and taught. It also ensures that pupils are well prepared for Key Stage 4 and post-16.
- Teachers have real flexibility to adapt their planning to meet the needs of the very complex and challenging pupils whom they know

and understand very well.

- Our focus is facilitating quality opportunities for pupils to learn and make progress. Long and medium-term curriculum planning overviews are written for each topic, subject and pathway at Key Stages 1–4. These then combine into weekly planning overviews for all subjects, topics and pathways. Weekly overviews are designed to minimise the time spent typing up planning so that teachers can get on with actually planning and resourcing outstanding lessons. These plans are always available on the school’s shared drive in teachers’ planning folder. Pupils’ learning is evaluated on a daily basis and planning amended accordingly, so as to plan for real progression.
- Lessons, and the effective use of lesson time, are of paramount importance to the pupils and staff at WS. Any resources used within a lesson or any media shown is related to curriculum content: this includes the use of video clips, music or films, which are be age-appropriate, relevant and related to the academic curriculum. Electronic activities that do not further learning, such as games consoles, are prohibited across our schools
- Regular school trips, visitors, workshops and extra-curricular activities (such as football, swimming, boxing, arts & crafts, cooking, music, languages and visits to Vauxhall City Farm, Vauxhall Climbing Centre, local museums, libraries and Black Prince Trust Sports Centre) are some of the different ways in which we enrich our curriculum to meet the needs of our pupils. We run a timetable of extra- curricular clubs, in order to ensure that all pupils have equal access to extra- curricular activities and are able to experience a wide range of creative, practical and sports-based activities.
- Across Key Stages 1–2, all pupils take part in daily, discrete phonics sessions where they are grouped according to ability or guided reading. The school uses relevant writing and reading resources adapted from the synthetic phonics programme Read Write Inc. in order to ensure that achievement in reading and writing is accelerated. Identified pupils at risk of underachieving in reading and writing have additional intervention sessions. Pupils who have completed the RWI programme, access daily guided reading lessons planned and assessed against our reading milestones.
- All parts of the school day including breakfast and morning exercise, breaktimes, lunchtimes, assembly and extra-curricular activities are seen as opportunities to deliver the curriculum, especially SMSC through the PSHCE education programme. There is no ‘pupils go out for break or lunch’; breaktimes and lunchtimes have to be structured and community activities (including eating together) are again fundamental elements of our curriculum.
- At Woodside Schools, London, the Key Stage 4 curriculum offer includes career pathways. Depending on their abilities and interests, pupils study core subjects leading to functional skills and/or GCSE and NCFE qualifications, as well as one of the following career pathways for which we aspire to provide work experience placements:

- NCFE Creative Craft (Construction and Art & Design)
- Pearson GCSE Art and Design
- NCFE Certificate in Food and Cookery Skills
- NCFE Certificate in Sport
- NCFE Interactive Media
- NCFE Music Technology

■ The core curriculum includes:

- GCSEs or Functional Skills in English and mathematics
- NCFE award in ICT
- NCFE award in personal and social development
- Entry-level certificate in science and humanities
- Non-accredited PE.

Whether pupils study either the Functional Skills or GCSE pathway is dependent on:

1. pupils' cognitive ability and assessment at the end of Key Stage 3 and baseline assessment at the beginning of Key Stage 4
2. transition discussions between teachers, therapists and leaders
3. transition discussions with the pupil and their family.

■ All pupils new to Woodside Schools will receive in their first term a speech and language assessment and an occupational therapy assessment if necessary. In addition, a parent interview will be held in which we ascertain:

- a) whether there have been or are currently any visual or hearing needs. If this is the case, we will support parents in attending necessary appointments
- b) vital information regarding adverse childhood experiences (ACEs), which will inform subsequent interventions
- c) past and present professional involvement and their input with the family.

QUALITY OF CURRICULUM, TEACHING AND LEARNING

Pupils learn in many different ways and our pupils are particularly complex because their behaviour tends to have been a barrier to them making the progress and achievement they should have made in the past. They generally arrive with a history of poor attendance, placement gaps and a multitude of exclusions from school, and have therefore missed (often hugely significant) periods of education. As a result of this, they also often arrive with us already considering themselves 'stupid' or 'a failure'. This is often compounded by them having not been allowed to stay with friends in their mainstream school or larger referral unit, and feeling negative about being placed permanently in a special school.

Our job as educationalists is therefore a significant challenge but one that is faced with enthusiasm and energy. We achieve this in a number of ways.

- We teach using precise learning objectives and differentiated success criteria.
- We facilitate learning using a diverse range of learning tasks and strategies borne out of in-depth knowledge of our pupils.
- Where appropriate, we use 'cold' (pre) tasks to check for prior understanding and plenaries to check that our pupils have fully understood the objective of the lesson, and if they haven't, we adapt our plans and spend time with pupils to ensure they do, before moving on.
- We plan and teach in reference to our assessment milestones and pupils' progress plans which identify pupils' next steps (targets) in learning, communication and interaction and social and emotional wellbeing.
- We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and that they belong, enjoy learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed.
- We ensure that teaching and curriculum builds on previous learning through a learning sequence and that constant praise, engaging learning tasks and positive use of our behaviour system keeps pupils motivated.
- We ensure learning tasks are varied and tailored to individuals, and include investigation and problem-solving tasks, ICT and use of interactive whiteboards,

debates, role-plays, design and making activities, critical thinking tasks and time for reflecting on our learning. Pupils work in a variety of ways – in groups, pairs, with the whole class or independently, depending on the task and the individual.

- We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn best – what helps them learn, and what makes it difficult. They are involved in setting targets, which they work towards each term, and teachers ensure that pupils' interests and suggestions are incorporated into the curriculum as much as possible.
- Pupils engage in self-assessment throughout lessons and use a traffic light system to enable to communicate to the teacher how far they felt they achieved the learning objective and success criteria in the course of a lesson or task. At Key Stage 4, pupils engage in regular editing and improving tasks, whereby feedback from the teacher is responded to. In this way, pupils can feel in control of their own learning and teachers are able to use this feedback in order to probe thinking or even inform their planning for subsequent lessons.
- We ensure our classrooms are attractive learning environments. We change displays every term so that the classroom reflects the subject themes and current topics being studied by the pupils and use achievement walls to celebrate pupils' learning and achievement by displaying their writing and mathematics work. We also use learning walls to scaffold and support learning and change these weekly or fortnightly. All pupils have the opportunity to display their work regularly. We believe that a stimulating yet calm environment sets the climate for learning, and that a stimulating and organised classroom promotes focus and independent use of resources, which results in high-quality learning.
- Staff receive regular continuing professional development on subject pedagogy from the national curriculum, effective teaching & learning and curriculum development in the form of subject link meetings.
- Leaders and members of the quality and standards committee monitor the quality of education through our own internal focused review system, learning walks, lesson observations, workbook scrutiny, workbook moderations, pupil achievement meetings, pupil and teacher interviews.
- We believe that parents & carers have a fundamental role to play in helping pupils learn which is why we have three, families days where families can meet teachers to discuss their child's report and achievement; these are written in accessible language with clear explanations about effort and expected levels of achievement.
- At Key Stage 4, our pupils in Years 10 and 11 experience a bespoke, 'further- education feel' learning experience. Spending around a third of their time on their 'career pathway', pupils from age 14 begin to experience the world of work and learn skills that will provide

aspiration for a productive future rather than

being entirely classroom based working on written qualifications (where possible, their work experience placements are linked to their chosen career pathway).

Every learning activity undertaken, however, is accredited – so pupils will be prepared for their next step (training, apprenticeship, employment, further education) with a credible set of qualifications and experience.

- All teaching is unbiased and balanced. Teachers know that they must never promote partisan political views in the teaching of any subject. Where political issues are brought to the attention of pupils, teachers always offer pupils a balanced presentation of opposing views.

- We ensure that our pupils receive a high quality of education even under exceptional circumstances. Where it is necessary to close sites (for reasons such as, but not limited to, polling days or extreme weather), teaching staff provide online learning to pupils through Google classroom, ensuring – as much as possible – continuity in the quality and consistency of provision.

CURRICULUM SUBJECTS

English, including early reading, reading and writing

Our pupils have missed out on crucial parts of their education as a result of exclusion, isolation and lack of support. It is up to us to facilitate their accelerated achievement in their phonics, reading and writing despite the multiple challenges they face. With this in mind, we provide:

- Daily, differentiated English sessions for all pupils focus on shared and guided reading and writing, word and sentence level skills and extended writing. Teachers are all trained in Talk for Writing techniques which explore both narrative and non-narrative texts, using drama techniques to bring texts and ideas to life.
- Weekly spelling, punctuation and grammar lessons in order to provide pupils with the opportunity to develop the basic skills of writing.
- Daily, discrete phonics sessions using resources adapted from the Read, Write, Inc. synthetic phonics and reading scheme for Key Stages 1 and 2.
- Additional reading sessions, such as guided reading for pupils in Key Stages 1, 2 and 3 (Read, Write Inc. or reading VIPERS (vocabulary, infer, predict, explain, retrieve & sequence) a tool devised by literacy shed based on the National Curriculum) along with a specified, appropriately challenging book from the reading schemes we use (Oxford Reading Tree/Project X). Alongside these, we have a large collection of texts for reluctant older readers.
- Pupils in Key Stages 1 & 2 are grouped for phonics according to their reading ability, in order to ensure that the needs of every pupil are met and that progress in reading and writing is accelerated.
- Pupils who need additional one-to-one or group intervention (our lowest 20% of pupils) access this with a teacher.
- Pupils have access to a variety of engaging fiction and non-fiction texts in their classrooms and in our library at our primary sites and Key Stage 3 site. The teaching of writing encompasses a wide range of genres, both fiction and non-fiction, which prepare pupils for later life (for example writing reports, recounts and letters).

- Primary pupils and secondary aged pupils at an early stage of reading take appropriately challenging reading books home (including having access to eBooks online) to read with their family, where appropriate. Parents & carers are encouraged to read as much as possible with their children and to visit libraries.
- Weekly literacy tasks are set for homework which extend and consolidate the learning that has taken place in class.
- Achievement in reading and writing is celebrated, for example, in celebration assemblies using 'special mentions', 'principal awards' or 'achievement' awards and other rewards.
- Reading is given a high profile across all subjects, and cross-curricular opportunities to develop reading skills are planned throughout the week, including visiting local libraries. Strong links are also made between reading and subjects such as science, history and geography.
- Pupils who have a diagnosis of dyslexia are supported through targeted literacy support using resources designed specifically for dyslexic pupils.
- Teachers plan regular shared and guided writing opportunities, which enable them to model word, sentence and text level skills with small groups of pupils or one-to-one.
- Next steps for reading and writing are set using pupils' milestones assessment grids, which identify any knowledge and skill gaps which a pupil needs to consolidate in order to move to the next step or milestone. These are communicated verbally and in books.
- We believe that neat, well-formed handwriting and the presentation of written work helps to raise standards. Pupils should take pride and have a sense of ownership in their work. We have adopted a continuous cursive handwriting scheme throughout Key Stage 1 and 2, in order to benefit pupils in the areas of both spelling and writing; fine motor skills are also fine-tuned. The scheme presents a fluid style that is easy to learn, neat, legible and fast. Handwriting is taught regularly through short, focused sessions and may be linked with other areas, e.g. spelling, grammar and phonics.
- At Key Stage 4 and depending on their core pathway, pupils in Years 10 and 11 work towards Functional Skills or GCSE qualifications in English.

Mathematics

Pupils arrive with us displaying varying degrees of competency in mathematics and often have huge gaps in their knowledge of basic concepts due to disrupted periods of schooling. Often, pupils have missed out on the early learning experiences necessary to cement key mathematical skills. With this in mind, we provide:

- Daily, discrete maths lessons which follow the National Curriculum (focusing on mastery of concepts) but consider each pupil's unique starting points.
- High quality, practical resources which help maths to 'come alive' for our pupils. Teachers strive to present each new skill within a practical context that has relevance for our pupils. For example, measuring may be taught through the medium of cooking and food technology or probability may be taught in the context of a favourite football team's predicted performance.
- Numicon which is used with pupils in order to help develop a secure number concept and support the acquisition of early maths skills. Counting, ordering, addition and subtraction are all taught using this multisensory resource, which also supports our pupils who have different sensory needs.
- Displays in classrooms which support and scaffold pupils' knowledge of maths concepts. Mathematics prompts on learning walls in classes reflect the current maths unit being taught. Other displays in classes (such as multiplication tables) help to immerse pupils in a number rich environment.
- Regular problem-solving activities are planned by teachers in order to provide pupils with the opportunity to apply their maths skills in different contexts, and begin to develop abilities for higher order thinking.
- Weekly core skills activities are planned by teachers in order to provide pupils with the opportunity to develop calculation strategies and place value and number knowledge.
- Weekly mathematics homework tasks give pupils the opportunity to consolidate their learning at home, mainly in the form of MyMaths.
- A variety of interactive resources to help pupils to learn and cement complex maths concepts. ICT is used in different ways to model concepts and allow opportunities for pupils to explore their own

mathematical understanding. Online

teaching tools such as MyMaths are used, where appropriate, to offer pupils the opportunity to master mathematical skills.

- At Key Stage 4 and depending on their core pathway, pupils in Years 10 and 11 work towards Functional Skills or GCSE qualifications in mathematics.

Personal, social, health, citizenship and economic (PSHCE) education and spiritual, moral, social & cultural (SMSC) development

- Developing our pupils' social skills and teaching them about healthy living, preparing them for life in modern Britain and enabling them to make positive life choices is of considerable importance.
- A weekly formal lesson of PSHCE education is not enough in a school setting such as ours, which is why we have an embedded values-centred curriculum, regular whole school or classroom values-based assemblies and family lunchtimes. We also carefully connect PSHCE education and pupils' SMSC development across the curriculum.
- As well as offering all pupils therapy and fulfilling the objectives in our tailored schemes of work at all key stages, we aim to develop all pupils':

SPIRITUAL DEVELOPMENT (S)

- ability to be reflective about themselves
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

MORAL DEVELOPMENT (M)

- understanding of right and wrong
- respect for the rule of law in modern Britain
- understanding of the consequences of their behaviour and actions.

SOCIAL DEVELOPMENT (S)

- use of a range of social skills in different contexts
- willingness to participate, cooperating well with others and being able to resolve conflicts effectively
- understanding of & engagement with the fundamental British values of democracy, mutual respect and tolerance of those with different faiths and beliefs.

CULTURAL DEVELOPMENT (C)

- understanding and appreciation of the range of different cultures, faiths within school, in London and in the United Kingdom
- knowledge of Britain's democratic parliamentary system
- positive participation to artistic, sporting and cultural opportunities
- improving understanding of and showing respect for different faiths and cultural diversity.

We:

- teach values across the school year as part of a values-centred curriculum and each term has a focus (e.g. term 2: developing and sustaining positive relationships, term 3: self-respect and respecting others).

These values:

- form the basis for daily, weekly and termly assemblies
 - form the basis for learning conversations around the school
 - contribute to the planning and content of discrete PSHCE education lessons
 - link closely with British values, with a focus on one value each term.
- Use reflection time on a daily basis as a tool to focus on the social and emotional aspects of learning as well as many of the elements of our PSHCE education/values curriculum.
- Teach PSHCE education formally at three times per week weekly across the key stages with lessons including discrete SMSC lessons at lower key stages and discrete careers sessions at KS4. The lessons follow adapted, national statutory guidance / including our whole-school values curriculum which emphasises:
 - developing our confidence and making the most of our abilities, including setting ourselves goals and celebrating achievements
 - preparing to play an active role as citizens and developing our awareness of the importance of the communities to which we belong
 - developing a healthy, safer lifestyle and knowing how to stay safe online
 - developing good relationships and respecting the differences between people.
 - Formally teach online safety to pupils of all ages across our schools, according to age and ability. Please also see our online safety policy.
 - Formally teach PSHCE education to all pupils on a very regular basis which focuses on the following areas:
 - the development of social skills including managing anger and emotions, building relationships, dealing with conflict and making positive choices, including online as part of e-safety education

- the development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance
- preparation for life in modern Britain and knowledge of fundamental British value, including cultural diversity, mutual respect, the rule of law including marriage and forced marriage, democracy, right & wrong, consequences and the range of faiths, religions, values in Britain including the protected characteristics
- providing opportunities for reflection, thinking, discussion and formal argument
- helping our community, supporting charities, and helping others
- linking with curriculum-wide trips which aim to develop pupils' understanding and experience of the world including artistic, religious, cultural and sport
- linking with our community police officers who visit regularly to lead assemblies and PSHCE education sessions
- personal health and how to stay healthy with specific focus on nutrition and exercise
- the development of the understanding of risk and keeping safe in everyday life, including knowledge about and preventing knife crime and first-aid training
- an understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities.

Carefully planned and differentiated activities ensure that all pupils begin to view and understand themselves in the context of wider society, in a structured and supportive way.

In addition, our PSHCE education curriculum also ensures that pupils have the opportunity to:

- contribute to our community through activities such as raising money for local and national causes such as more recently the Ukraine appeal.
- learn about public institutions and services in England (for example, the royal family, government, national health service, fire service, the police)
- develop an understanding of the importance of tolerance and equality whilst challenging prejudice and discrimination. We teach specific lessons which promote tolerance of different family structures and recognise that whilst not everyone's families are the same, they should all be respected and valued as part of an inclusive school community

- use morning time (breakfast and exercise), breaks (time for healthy snacks & water), lunchtimes (family style service in each class) and extra-curricular time to learn and practise personal skills including turn-taking, sharing and making positive and healthy choices
- access workshops and sessions on the importance of staying safe and healthy, for example workshops on knife crime and the dangers of knife crime, drug and alcohol awareness which explore the dangers surrounding tobacco, alcohol and illicit drugs, and basic first aid.

An accredited NCFE award in personal and social development reflects a more formal approach to PSHCE education at Key Stage 4.

For Relationships and Sex Education and Health Education, please see our separate Healthy Living policy.

REGULAR, IMPARTIAL CAREERS INFORMATION, ADVICE & GUIDANCE

- Careers guidance is a planned aspect of the PSHCE education curriculum for all pupils, focusing on the range of career opportunities, suitable roles related to skills, qualifications and experiences, goals, next steps and raising aspirations – which links to our values-centred curriculum, especially the term’s unit on ‘aiming high and achieving goals’. Pupils at Key Stage 4 also study careers-focused units as part of our accredited study of personal and social development, including a unit on ‘goal setting’.
- Secondary-aged pupils receive impartial careers information, advice and guidance from an external, impartial commissioned provider. It is an especial focus for all Key Stage 4 pupils at our Kennington site.
- Pupils in Years 10 and 11 have one-to-one at least three times per academic year with an external, impartial and suitably qualified careers advisor. These sessions focus on post-16 options, CV-writing, application and interview preparations for colleges, apprenticeships and jobs, and support with the applications process itself.
- At Woodside Schools, London, a member of staff at the Kennington site has an additional responsibility for preparing pupils for ‘life after school’. S/he liaises closely with external agencies, including our externally-commissioned careers advisor.
- Pupils in Years 10 and 11 access regular additional careers experiences. For example, speakers from a range of careers visit to speak to pupils. Pupils also regularly attend careers fairs at universities and other settings.
- Pupils in Years 10 and 11 access work experience placements on a case-by-case basis.

- Pupils at Key Stage 3, access careers advice three times a year from an external, impartial and suitably qualified careers advisor. This is offered in addition to the integrated careers focuses which form part of the PSHCE education programme.

Science

- Our science curriculum provides the foundations for understanding the world through the disciplines of biology, chemistry and physics.
- Science at Key Stages 1-3 covers the national curriculum aims and content and all science programmes of study. Programmes of study are repeated annually and are sequenced carefully to enable pupils to build on prior knowledge and skills.
- We teach science once a week across all key stages. Our science specialist teaches all science lessons at secondary whilst at primary, class teachers teach science with expert support from the subject specialist.

Computing

- Our computing curriculum equips pupils for the digital world. Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate, and learn how to use modern technology and the internet safely and effectively. Computing at Key Stages 1-3 prepares pupils well for Key Stage 4 study, including NCFE IT User Skills and those pupils who wish to study NCFE Interactive Media.
- Computing at Key Stages 1-3 covers the national curriculum aims and content. Curriculum content is repeated annually and builds on prior knowledge and skills.
- At Key Stages 1-3, we teach computing once a week. Our computing specialist teaches all computing across all key stages.
- All pupils have access to Chromebooks and iPads. At Key Stage 4, computing is facilitated in a modern multi-media suite (including a modern recording studio) with the use of Macs.

Physical Education (PE)

- Our PE curriculum provides opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. PE at Key Stages 1–3 prepares pupils well for Key Stage 4 and for those pupils wishing to study NCFE Sport.
- PE at Key Stages 1–3 covers the national curriculum aims and content. Curriculum content is repeated annually through different sports and builds on prior knowledge and skills. At Key Stage 2, pupils also engage in water safety and swimming instruction.
- At Key Stages 1–3, we teach PE twice a week. Our PE specialists teach all PE across all key stages.

Art, design and technology

- Our creative curriculum equips pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils are also able to use practical skills, creativity and imagination, to design and make works and products that solve real and relevant problems. Art, design and technology at Key Stages 1–3 prepares pupils well for those pupils wishing to study creative craft: construction or art and design at Key Stage 4.
- Art, design and technology at Key Stages 1–3 covers the national curriculum aims and content for art and design and design and technology. Curriculum content is repeated annually and projects build on prior knowledge and skills.
- We teach art, design and technology once a week across Key Stages 1–3. Our art, design and technology specialist teaches all art, design and technology lessons at secondary whilst at primary, class teachers teach art, design and technology with expert support from the subject specialist.
- Pupils at secondary are also taught in our specialist craft workshop.

Cooking and catering

- At Key Stages 1–3, pupils are taught how to cook and learn about nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others now and in later life. We instil a love of cooking in pupils across Key Stages 1–3, preparing those wishing to study our NCFE catering courses at Key Stage 4.
- Cooking and nutrition at Key Stages 1–3 covers the national curriculum aims and content within design and technology. Curriculum content is repeated annually and food dishes and themes build on prior knowledge and skills.
- At Key Stages 1–2, we teach cooking and nutrition for a term (six weeks), once a year, every year, and at Key Stage 3, once a

fortnight. Class teachers teach

cooking and nutrition at Key Stages 1–2 and our expert executive chef teaches catering to all secondary-aged pupils. They provide pupils with professional experience of learning and working in our industrial kitchen, including involving pupils in the preparation of healthy, hot lunches.

Humanities

- Our humanities curriculum is divided into two strands: history and geography.
- Our schools' values, incorporating British values, are covered in every geography and history topic, such as the history of democracy in Britain and on Energy Conservation Day.
- Humanities at Key Stages 1–3 covers the national curriculum aims and content. Curriculum content is repeated annually for geography, and both subjects are sequenced carefully to enable pupils to build on prior knowledge and skills. Our history curriculum is ordered chronologically through time.
- At Key Stages 1–3, we teach humanities as weekly, separate geography and history lessons. Our humanities specialists teach all of humanities at secondary and at primary, class teachers teach humanities with expert support from our subject specialists.

HOW CURRICULUM SUBJECTS ARE MONITORED

- The senior vice principal for quality and standards oversees the monitoring of the overall quality of education across our schools. Subjects are monitored through learning walks, lesson observations, workbook scrutiny, workbook moderations and pupil and teacher discussions.
- All subjects are externally scrutinised by the COO and members of the quality and standards committee as part of our annual 'focused reviews' quality checks. These focus on the expertise of subject specialists, the sequencing of curriculum plans, the quality and regularity of professional development for teachers and the pupils' learning experience.

PROFESSIONAL DEVELOPMENT

- For English, mathematics, PSHCE education, humanities, art, design & technology and science our subject specialists, along with relevant senior leaders, coordinate CPD subject link meetings across all key stages throughout the year including training days.
- All teachers who teach reading, writing and mathematics access external period Read Write Inc. and Talk4Write training.

- Our specialist teachers access CPD through external training providers and collaborate and link with other mainstream / specialist settings. Where subjects are taught by non-specialists, for example PSHCE education at primary, our specialist will lead on subject link meetings and CPD for non-specialists.

ASSESSMENT

Learning milestones

- We use our own comprehensive framework of learning stepping stones and milestones (informed by the national curriculum) to track the achievement and attainment of every pupil in curriculum subjects. The framework of tracking achievement in skills for life and emotional wellbeing has been designed by teachers and therapists at Woodside Schools, in order to capture the holistic achievement pupils make with us.
- This system of ‘milestones’ enables us to personalise each pupil’s achievement. We encourage them to consider their progress a journey, starting at their first milestone (called their ‘starting point milestone’, or ‘SPM’) and progressing through a series of milestones, numbered 1-9. In this way, we can celebrate achievement and success with every pupil, regardless of whether they started with us working at age related expectations or below.
- Evidence is gathered through observations of pupils, samples of work, informal and some formal assessments, workbooks, and written tasks.
- Pupils produce a range of evidence for assessment including their workbooks, photographs, recorded commentaries from their teachers as a result of observation and saved computing work. For some lower attaining pupils, the schools use Tapestry to capture pupils’ evidence.
- Teachers record pupils’ stepping stone levels or milestone levels in each pupil’s assessment folder and on our central achievement tracker three times per year in all subjects. Achievement within the stepping stones and milestones are broken down into the six levels of competency (or ‘steps towards the stepping stone / milestone’), either walking (w) or walking+ (w+), running (r) or running+ (r+) and sprinting (s) or sprinting+ (s+).
- All pupils are targeted to make at least 3 ‘steps’ of achievement across both the stepping stones and milestones over the academic year, every year, for core subjects. This is reflected on their progress plans and achievement reports home
- Our teachers collaborate three times a year to moderate internally or

externally,
pupils' work and milestone levels.

- At Key Stage 4, pupils in Years 10 and 11 are assessed and achievement is measured on a termly basis, according to the qualifications they are working towards, as well as according to the emotional well-being and skills for life assessments framework.

Within each milestone, there are 6 levels of competency (steps towards the milestone):

- **Step 1 (walking and walking +)** - when a pupil displays some of the knowledge and skills within that milestone.
- **Step 2 (running and running +)** - when a pupil displays most of the skills and knowledge within that milestone.
- **Step 3 (sprinting and sprinting +)** - when a pupil consistently displays the skills and knowledge, including depth and knowledge of understanding, within that milestone and is beginning to display some of the skills and knowledge within the next milestone.

Similarly for foundation subjects, we have our own bespoke assessment frameworks which link to curriculum learning phases to measure pupil achievement and attainment in all foundation subjects across Key Stages 1-3. The framework incorporates the following assessment scales for the following curriculum subjects:

- science
- computing
- history
- geography
- art and design
- design technology
- personal, social, health, citizenship and economic education
- physical education.

The framework uses a system of milestones, based on the national curriculum, which are grouped into three progressive and differentiated learning phases. This also helps us combat teaching mixed age groups - phase 1, phase 2 and phase 3:

Learning phases

- **Phase 1**
Chronological age expectations of 6 and 7 years olds.
- **Phase 2**
Chronological age expectations of 8, 9, 10 and 11 years olds.
- **Phase 3**
Chronological age expectations of 12, 13 and 14 years olds.

Achievement and attainment within each phase are measured in the following way:

- **Walking** - when a pupil displays some of the knowledge and skills within that phase.
- **Running** - when a pupil displays most of the skills and knowledge within that phase.
- **Sprinting** - when a pupil consistently displays the skills and knowledge within that phase.

At Key Stage 4, we follow relevant accredited specifications at either Functional Skills, Entry Level, NCFE or GCSE level.

Assessment points

We update pupils' assessment folders and trackers for all subjects including skills for life and emotional well-being, three times per year. Teachers and therapists share information in order to complete assessments.

- Assessment Point 1 (AP1): December
- Assessment Point 2 (AP2): April
- Assessment Point 3 (AP3): July.

Recording assessments and examinations

Every pupil has an assessment folder for all subjects. Highlighting colours to show achievement are dependent on the term:

- Autumn terms 1 and 2 = **BLUE**
- Spring terms 3 and 4 = **GREEN**
- Summer terms 5 and 6 = **YELLOW.**

Examinations at Key Stage 4 are conducted throughout the year at various points:

TER M	ASSESSMEN T
1 (October)	Functional Skills practice
2 (December)	Functional Skills examinations
3 (February)	Functional Skills practice
4 (April)	Functional Skills examinations

5 (May/June) National	Y11 GCSE examinations
	Functional Skills practice
6 (July)	Functional Skills examinations for Y9, Y10 & resits for Y11

Identifying pupils' starting points (baseline)

- Pupils often arrive at Woodside Schools with a very mixed assessment profile, some come with a lot of assessment data, some with very little or none at all that is relevant or up-to-date. It is very often unreliable data (for a multitude of reasons).
- We assess pupils over their first terms with us and assign them a starting point milestone (SPM) for core subjects, including 'skills for life' and 'emotional well-being' and foundation curriculum subjects. These starting point milestones are moderated by senior leaders.
- We immediately begin gathering evidence of work across the curriculum (recorded on each pupil's assessment folder) in order to track the pupil's achievement and to provide personalised learning tasks and developmental targets that support academic achievement.
- During their transition term and first term at Key Stage 4, pupils in Years 10 and 11 will be baselined using summative and formative assessments to determine their starting points and to set meaningful English and mathematics targets using the GCSE 9-1 scale and Functional Skills grading criteria. For all other subjects, pupils will be baselined using a range of assessments in their chosen qualification areas (the grading for which will depend on the qualification e.g. levels of progress towards a pass, merit and distinction in NCFE qualifications). However, 'emotional well-being' and 'skills for life' assessments continue through to the end of Key Stage 4 (Year 11) - new pupils joining in Year 10 will, therefore, be baselined using these milestone grids as at all other school sites. These are always moderated with oversight from senior leaders.

Marking pupils' work

- Marking and feedback is the *dialogue* that takes place between teacher and learner, in order to ensure that learning objectives are met and that pupils are secure in their knowledge. At Woodside Schools, this is mainly in the form of oral feedback, and written feedback.

- The process of marking and offering feedback is positive and marked in a positive colour (green). Often, teachers will use a green highlighter to indicate incorrect spellings.
- At Key Stages 1–3, pupils’ work is corrected on a daily basis and teachers annotate work to indicate the level of support given to the pupil, using a consistent code (‘I’ for independent work, ‘AA’ for adult assisted work).
- Homework is marked, where applicable, and feedback communicated to pupils before the next homework is set.
- At Key Stage 1–3, pupils participate in self-assessment of their work through a simple ‘red, amber, green’ traffic light system, which they mark in their books at the end of each lesson. At Key Stage 4, pupils engage in regular editing and improving tasks, set by the subject teacher.

We ensure that:

- marking happens while the learning phase is in progress, there and then. This could be in the form of verbal feedback, or even written.
- whenever possible, marking and feedback involves the pupil directly, there and then, or after completion while the work is still fresh in the pupil's mind.
- ticks are used where work is correct, and dots where errors have been made. Other symbols may be used once their meaning has been explained (see the marking schemes below).
- if a comment is made, they are appropriate to the age and ability of the pupil and focus on the most significant strength and weakness for improvement, at any one time (this would constitute marking the success criteria).
- wherever possible, teachers establish direct links between oral or written praise and the class or school rewards systems.
- when self or peer assessment has been undertaken (i.e. pupils may mark their own or another pupil's work) the teacher always reviews this marking
- spelling and grammar are only marked if it forms part of the lesson’s objective, if it’s an area of spelling or grammar the pupil should absolutely know, or if it’s an area related to one of their targets on their progress plan. Otherwise, if every spelling is circled and identified as ‘wrong’, the pupil is likely to be demotivated every time they receive feedback. A recommendation of a maximum of three different spellings which are highlighted using a green highlighter, is deemed suitable if absolutely necessary.

Key stage 4

- At Key Stage 4, marking is bespoke to the subject being taught and specialists' professionalism takes priority - a catering and hospitality teacher is rightly likely to take a different approach to an English teacher. However, there is consistency in so much that feedback to pupils must be high-quality, regular and accurately recorded in books, folders, or electronically. Staff are as responsible for pupils' rapid achievement in all their chosen and core subjects and in emotional well-being and skills for life as at all other school sites.

Marking schemes

A copy of the marking schemes (English and mathematics (Key Stage 1-4)) and PSD/Science (Key Stage 4 only) must be stuck on the inside cover of both workbooks. This allows pupils an opportunity to regularly familiarise themselves with the marking scheme. Both must also be displayed within the classroom on a learning wall.

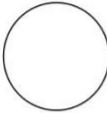

What does my Mathematics feedback mean?

Fix It Centre!

- ✓ Correct
- Incorrect
- ✓✓ I like this
-  Verbal feedback

What does my English feedback mean?

Fix It Centre!

-  Missing capital letter
-  Missing punctuation
- ✓✓ I like this
-  Spelling (sp)
-  Verbal feedback

HOMEWORK

Pupils receive regular online homework, including via our Google Classroom platform, which they are expected to complete. All homework is linked to what pupils are learning at school and the national curriculum.

At Key Stages 1-3, pupils receive:

- weekly English and a mathematics learning task, via Google Classroom or MyMaths.

We ask that families:

- read with their child as often as possible (hearing children read as well as reading to them are both really helpful).
- support their child with homework tasks by providing, wherever possible, online access and a quiet space to work.

At Key Stage 4, pupils receive:

- weekly tasks in English, mathematics (via My Maths) and information communication technology (ICT) via Google Classroom.

Homework is set on a Friday and pupils are expected to complete it by the following Wednesday. Pupils who are unable to complete it at home are able to complete homework at school with additional support.

Pupils who consistently complete their homework are rewarded as part of the schools' behaviour system.

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in all learning opportunities. Pupils with EAL make the best progress within a whole-school context, where pupils are educated with their peers.
- We support pupils with EAL through planning differentiated tasks during lessons, offering focused vocabulary support and also provide targeted literacy support on a 1:1 basis if this is appropriate. In addition, we ensure that our classrooms are vocabulary rich and that classroom displays reflect and support the current learning topics in order to reinforce new vocabulary.

Assessment on admission

The pupil's needs are identified during the admissions process. Following this, lessons will be planned appropriately, including in liaison with one of our speech and language therapists (SALTs), where necessary.

Teaching and learning

Staff can help pupils learning English as an additional language in a variety of ways:

- by planning differentiated work for pupils with EAL if necessary
- by setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers
- by monitoring progress carefully and ensuring that pupils with EAL are set appropriate and challenging learning objectives
- recognising that pupils with EAL may need more time to process answers
- ensuring that there are effective opportunities for talking, and that talking is used to support writing
- encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Access and support

- All pupils will follow the full school curriculum.

- Pupils with EAL may be supported by an additional staff member in the classroom, such as a SaLT or another qualified teacher.
- Only where absolutely necessary, withdrawal support may take place.

Beginner pupils with EAL

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. We aim for all pupils with EAL to:

- immediately feel part of our school community
- develop language in context
- experience their full curriculum entitlement.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from mathematics or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies we use to support beginner pupils with EAL

- Provide a classroom rich in oral experiences.
- Enable pupils to draw on their existing knowledge of other language/s.
- Encourage and use bilingual support from other pupils and staff, where available.
- Use translated materials and bilingual dictionaries.
- Use visual support of all kinds (diagrams, maps, charts, pictures).
- Develop card sorting, sequencing and matching activities.