



# Curriculum Policy

**December 2024**

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## **Important contacts**

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Sean Di Sora	<a href="mailto:Sean.disora@lintonschool.co.uk">Sean.disora@lintonschool.co.uk</a> 01772 957062 07840 803896
Deputy DSL	Steph White	<a href="mailto:Steph.white@lintonschool.co.uk">Steph.white@lintonschool.co.uk</a> 01772 957062 07961 699720
Deputy DSL	Paul Barton	<a href="mailto:Paul.barton@lintonschool.co.uk">Paul.barton@lintonschool.co.uk</a> 01772 957062
Regional Lead	Declan Tuer	<a href="mailto:Declan.tuer@caretech-uk.com">Declan.tuer@caretech-uk.com</a> 07827 302334
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	<a href="mailto:Tim.booth@lancashire.gov.uk">Tim.booth@lancashire.gov.uk</a> 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	<a href="mailto:Amanda.quirke@blackpool.gov.uk">Amanda.quirke@blackpool.gov.uk</a> 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264
Prevent / Channel Referrals		<a href="mailto:concern@lancashire.pnn.police.uk">concern@lancashire.pnn.police.uk</a>

**If the child is at immediate risk, please call the police on 999.**

## Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills

## Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

## The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

**More information about the school can be found in the school Prospectus.**

## 1. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

## 2. Roles and responsibilities

### Regional Lead/Proprietor Representative

The Regional Lead/Proprietor Representative will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Regional Lead/Proprietor Representative will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths ICT, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with Additional Learning Needs (ALN) and SEMH
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from key stage 2 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced (through PSHE, Living Independently, Employability lessons and Career Guidance Sessions)
- All courses provided for pupils below the age of 19 that lead to qualifications

### The Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Regional Lead/Proprietor Representative
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Head of Education and SLT is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Head of Education is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with ALN & SEMH

## Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

**Overall curriculum responsibility:** Sean Di Sora

**English & Humanities:** Andy Cavill

**Math, PHSE & Employability:** Steph White

**Science & Arts:** Sean Di Sora

**ICT & Outdoor Education:** Tracey Pinder

**Physical Education & Outdoor Learning:** Ellen McCarthy

## 3. Curriculum Intent

At Linton School, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: enrichment activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

### Key values:

<i>'Building our future together'</i>			
Respect	Curiosity	Individuality	Resilience
Our intention for each of our school values is detailed below:			
Mutual respect and effective relationships are used to ensure every learner feels safe and is nurtured through their educational journey at Linton School.	Every pupil has the opportunity to be curious through Quality First Teaching and those curiosities will be built into the learning that takes place.	Each individuals' strengths, interest and likes will be developed whilst at Linton School and careers programmes will enable them real-life experiences in these chosen fields.	Students will be given numerous opportunities across the curriculum to develop resilience within their education which allows them to recover from setbacks and stay on track to achieve their potential.

### **Our curriculum aims to:**

1. Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
2. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
3. Support pupils' Spiritual, Moral, Social and Cultural development
4. Support pupils' physical development and responsibility for their own health, and enable them to be active
5. Promote a positive attitude towards learning
6. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
7. Have a high academic/vocational/technical ambition for all pupils
8. Equip pupils with the knowledge and cultural capital they need to succeed in life
9. Provide a broad curriculum prioritising a strong academic core of subjects
10. Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

### **Teacher aims:**

Quality First Teaching at Linton School, means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.

Teachers will:

- Have high expectations of themselves and all of the children
- Impart knowledge accurately and with enthusiasm
- Consider prior knowledge and experiences and to build upon this in a systematic way
- Have highly focused lesson design with clear objectives
- Have high demands of child engagement with their learning
- Have high levels of interaction with all children and young people
- Use of questioning, modelling and explaining
- Emphasis on learning through dialogue
- Have an expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regularly use encouragement and praise to motivate children

## **4. Curriculum Implementation**

### **Curriculum design and content**

Our curriculum is carefully sequenced starting with curriculum maps, moving through to learning journeys, yearly overviews and then medium-term plans. Each area of study has long-term plans in place with details of what will be taught and when; taking into consideration the need to develop upon prior knowledge, recap previously learning and create opportunities for new learning to take place in a safe and stimulating environment.

At Linton School we have a creative and bespoke way of delivering and organising our curriculum which takes into account the needs of all the young people. We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points.

The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life. Most subjects are taught discreetly while others are covered through cross curricular activities.

We aim to promote the Spiritual, Moral, Social and Cultural (SMSC) development of the pupils as well as giving pupils experience in English, Mathematics, Science, Technology, Human and Social, Physical, Aesthetic and Creative education. We also have an extensive outdoor and enrichment curriculum at Linton School which provides the young people with opportunities for educational visits, access to key speakers and real-life experiences all tailored to develop British Values and SMSC.

We also ensure that pupils acquire, within their abilities, speaking, listening, literacy and numeracy skills.

Curriculum subjects are taught by baselining the young people upon entry, establishing their strengths and areas for development and creating a curriculum where bespoke, achievable and subject specific targets are used to close the gaps in their learning and provide the young people with a basis on which they can make progression.

The teachers at Linton School teach their specialist subjects and staff are provided with training to help support the teaching of these. Where a teacher is not teaching their specialist subject then additional training and support is offered by both internal and external providers to develop their knowledge and understanding as well as regular feedback and monitoring from the Senior Leadership Team within the School.

Teaching assistants support the young people and they are the consistent figures within the classroom. As the lessons change throughout the day, the teachers will visit classrooms, meaning that the students remain in a space that is familiar to them.

Classes at Linton School are organised in a variety of ways, taking into account the Social, Emotional and Mental Health (SEMH) needs of our young people. All pupils are placed into a class group by identifying their main area of need and matching them to the currently cohort / class groups. Children may not be with peers in the same year group and maybe with children both older and younger than themselves. However, these groups are created to promote social and emotional stability and ensure teaching can take place with minimal disruption.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and considering best practice within Special Needs Education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

### **High Impact Teaching Strategies**

- **Explicit teaching** - Teachers model the activity and content to students as well as check for understanding during their explicit teaching time. They then review the content at the end of the lesson, linking it with the bigger picture of the unit
- **Asking questions** - By asking effective questions, teachers can build an immediate understanding of students. Effective questioning supports ongoing assessment and helps teachers to plan for future teaching and learning experiences. Asking questions allows students to discuss and express their ideas and possibly argue a point of view, engaging students in the content and allowing them to link their learning to their own lives



- **Goal setting** - There are clear learning intentions and success criteria which are all explained to or developed with students. This means that the students know what they are learning, why they are learning it and how they know when they have achieved the goal
- **Feedback** - Feedback tells students about their performance in relation to the learning intention and success criteria. It also provides a deeper understanding for teachers around the students' knowledge and skills in relation to the learning goals. Feedback can be provided by both teachers and peers and is used to redirect or refocus teacher and student effort in the following learning actions. Feedback can take many forms, including verbal and written
- **Modelling examples** - Teachers demonstrate the content and activity using modelled examples that are worked through with the students, showing the steps that are required to complete the task or solve a problem. The students will use these steps during the group or independent learning time to develop and acquire the new skill or knowledge
- **Well-structured lessons** - A well-structured lesson not only reinforces routines and scaffolds learning, but ensures quality time on tasks and includes smooth transitions. Well-structured lessons link lesson and unit learning objectives and keep students engaged to maximise learning
- **Multiple exposures** - Students are more successful at achieving and expanding on skills and knowledge when they are provided with multiple opportunities to encounter, engage with, discuss and explain in their own words their new knowledge and skills. These learning opportunities may occur over a period of days, using a variety of different learning tasks or activities
- **Metacognitive strategies** - Metacognitive strategies support and teach students to consider their own thinking. Students gain control over their learning when they become aware of the learning process that they are engaged in. Metacognition also links to self-regulation and supports students to manage their motivation towards their own learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress and monitoring comprehension
- **Differentiation** - No matter where a student's knowledge or skill level is, a differentiated activity or task provides a starting point for all students. Differentiation is a way for teachers to adjust the content, process and/or end product specifications according to student needs. This allows for the further development of skills, knowledge and abilities so that all students can be successful learners
- **Collaborative or small group learning** - Completing meaningful learning tasks in structured small groups sees students actively participating in organising roles and responsibilities, as well as sharing in the outcomes of the activity or task. This learning style also provides for peer learning, where students take note of what their peers are doing to be successful and apply these techniques or strategies to their own learning

### Subject specifics

#### English, Mathematics, ICT and Science

English, Mathematics, ICT and Science are taught discreetly and consciously reinforced through all aspects of the curriculum and the school environment. Where children and young people have significant gaps in their knowledge and understanding within these subjects we have trained staff available to provide interventions tailored to the needs of each pupil. These interventions allow the pupils to make accelerated progress in the area focused upon and can support them to be more independent with their learning by developing confidence and resilience.

English and Mathematics are taught four times a week and form part of the pupils' routine. How English and Mathematics are taught varies across the year groups and for each young person. Teacher will follow the National Curriculum as much as possible during Key Stage 2 and 3 but children will also be taught topics to close the gaps in their learning if required. Once children progress to Key Stage 4 they will be following one of three routes:

1. ASDAN short courses
2. AQA entry level certificate
3. AQA functional skills
4. GCSE's

Which route each young person takes will be established by Year 9 and the staff team at Linton School will discuss this with the parents / carers and other significant adults.

Pupils reading schemes are developed by the use of a variety of methods, for example phonics and sight reading schemes, which provide a structured, age, appropriate and engaging scheme to support reading and comprehension skills. Linton School uses the Rising Stars reading schemes during guided reading to which more information can be found using the link below:

[Reading Planet - Reading scheme for home and school \(risingstars-uk.com\)](http://www.risingstars-uk.com)

Science and ICT can also be taught in a variety of ways. Like with English and Mathematics, Science and ICT will follow the National Curriculum as much as possible whilst children are in Key Stage 2 and 3 however, exceptions may be made. At Key Stage 4 there are different routes for the students:

Science

1. ASDAN short courses e.g Land Based Sector, Computing Vocational Taster
2. AQA Unit Awards
3. AQA Entry Level (Science only)
4. BTech Award and/or Certificate
5. iDEA Bronze (ICT only)

All ICT lessons will begin with the basics of Online Safety. Depending on the students ability they may sight the Online Safety badge on the iDEA platform. For information about the schools' commitment to Online Safety please see the Online Safety policy on the school website or you can request a copy from your class teacher.

### **PHSE, SMSC, Religious Education and Collective Worship**

PHSE is a timetabled session enabling all pupils to develop their self-knowledge, self-esteem and self-confidence. An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days. Through PSHE we aim to ensure pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

The PSHE and SMSC curriculum strongly encourages respect for other people, and promotes the fundamental British values– Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance, particularly for those people with protected characteristics. This would include for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. As part of the Linton School offer we also hold ten 'enrichment days' where children and young people have the opportunity to do educational visits, spend time with key speakers, and create local community links and/or work within larger groups.

Sex and Relationships Education is taught in the PHSE lessons at a level appropriate to the level of understanding of the young people. We liaise closely with partner organisations and the School Nurse for specialist individual input and support. Parents may request that their child is excused from Sex Education.

Religious Education themes and topics are covered through assemblies, PHSE and designated enrichment days throughout the year. Children of any faith, and those of no faith, are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worthship of all those within Linton School's community and aims:

- To show interest in and concern for members of Linton Schools' community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and the wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon the dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful

Learning outcomes are accredited by AQA unit awards.

### **Arts**

Linton School believes that all students should be allowed to express themselves creatively. We have skilled and trained staff offering a wide range of activities following the Arts Award scheme of work, for more information please click on the following link: [Arts Award](#)

The principles of the Arts Award are:

- to offer learning and qualifications which support individual creative development in any setting
- to place young people at the heart of the Arts Award process
- to increase young people's experience and understanding of arts practitioners and cultural organisations
- to embrace new art forms and technologies
- to reach the widest possible range of young people

The programme develops creativity, leadership and communication skills. Through Arts Award young people learn to work independently, helping them to prepare for further education and employment. Young people can achieve an award through any arts, media or cultural activity, such as music, literature, film-making or drama, and through technical and support roles such as arts marketing, stage lighting and web design.

Arts Award is open to anyone aged up to 25, and embraces all interests and backgrounds. Arts Award has four levels, 3 of which are on the Regulated Qualifications Framework (RQF):

1. Discover & Explore
2. Bronze
3. Silver
4. Gold

### **Humanities**

Humanities are taught across all key stages at Linton School and children get a broad and balanced curriculum of History and Geography topics. Where possible teachers will follow the National

Curriculum and adapt the learning content to meet the needs of the young people. Children and young people should be completing age appropriate topics where possible. As part of the humanities curriculum students may go on a range of educational visits and outdoor education days will be linked to the topics being covered.

Learning outcomes are accredited by AQA unit awards and where appropriate entry level qualifications e.g. Functional Skills, ASDAN, and GCSE's.

### **Physical Education**

Physical Education at Linton School is taught in a variety of ways. We will ensure that each child or young person has the opportunity to participate in a range of sports as stated in the National Curriculum however, we will also provide opportunities for additional learning such as Equestrian. Children will get the opportunity to play sport in larger groups when possible and children may attend other local educational settings to participate in activities with peers of a similar age.

Learning outcomes are accredited by AQA unit awards, ASDAN short courses, and GCSE's.

### **Career guidance, Employability and Living Independently**

At Linton School we offer a range of programmes tailored to meet the pupils' needs that are designed to help prepare them for adult life and the world of work. From the day that children start at Linton School they are offered a range of careers information and we ensure that all the career guidance that pupils receive:

- a) is presented in an impartial manner;
- b) enables them to make informed choices about a broad range of career options and;
- c) helps to encourage them to fulfil their potential.

The school will hold careers weeks, attend careers fairs and ensure that the children have access to a wide range of information regarding careers. One way in which Linton School achieves this is by the use of Xello. Xello is an engaging online programme which prepares students for post-secondary success in academics, careers and life. With Xello, Linton School can support the students to develop their skills and knowledge in order to create actionable plans for the future, regardless of their chosen pathway.

The Employability qualifications provide a framework for developing and recognising general employability skills at Entry 2 to Level 1. At Key Stages 3 and 4, Linton School will use the qualifications to accredit preparation for employment training, career education, enterprise education, work-related learning and work experience. Employability is a nationally recognised qualification, fully approved by Ofqual in England. The Entry 2, Entry 3 and Level 1 qualifications are intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale.

The Living Independently short course, is offered as an option and is aimed at young people of all abilities, mainly aged between 13 and 18. The Living Independently Short Course contains nine modules:

- Earning and spending money
- Keeping track of your money
- Making financial choices
- A place of your own
- Health and wellbeing
- Cooking on a budget
- Practical cooking skills
- Career management

- Preparing for the world of work

Each learner will need their own copy of the Short Course student book or an e-portfolio login – this contains the challenge content and recording documents.

In addition, skills such as basic cooking are taught and, where appropriate, work experience will be arranged within ROC Northwest or external employers for all young people in Key Stage 4 where appropriate. For any children or young people not able to attend work experience externally then internal opportunities will be provided.

### **Enrichment, Outdoor Learning and Outdoor Education**

Enrichment opportunities are planned across the time table and are planned across the time table and completed weekly by each class. These could be done during outdoor learning or outdoor education lessons, through PHSE or bespoke to that young person. Linton School also has an extensive Enrichment calendar which is planned across the year involving cross-circular teaching and drop-down days etc. We welcome visiting speakers during these sessions as well as take trips to the local community, do volunteering works and enterprise activities.

Linton School offers a range of outdoor learning such as; Equestrian, Horticulture, Outdoor Education, Forest School, Animal Husbandry and Animal Care. These lessons provide opportunities for the children and young people to experience, develop and master life skills. All pupils can gain qualifications and work experience that will provide them with a platform to find a career once they leave Linton school. Our extensive outdoor curriculum can also be used to support a child's therapeutic needs.

Outdoor Education is available to young people at Linton School and all will get an opportunity to access this provision. This programme is taught discretely and integrated with other topics such as humanities, SMSC and British Vales. Children will do a range of activities such as outdoor pursuits taught by Linton School staff and external providers and attend a range of educational visits. During these sessions children will be working towards recognized qualifications through AQA Units awards or the Duke of Edinburgh qualification. Within the outdoor learning programme children will complete volunteer work, carry out visits locally and further afield, visit places of outstanding natural beauty, learn new skills, participate in outdoor adventurous activities and visit places of historical or religious significance etc.

Equestrian and small animal care subjects are taught at Linton School discretely by trained and qualified professionals with over 10 years' experience in the field. Our lead Equestrian instructor works closely with other professionals such as Occupational Therapists so that the children's therapeutic needs can be met where possible. Equestrian and small animal care helps to develop children's self-esteem, confidence and resilience whilst teaching them about animal welfare and horse riding. The students at Linton School work through a progressive and challenging curriculum making full use of the facilities that we have on-site.

Linton School has a large Horticulture and gardening section in which children can grow their own fruits and vegetables for cooking lessons or plant and nurture a range of flowers, shrubs and trees. Some examples of topics that are covered are:

- Planting in the garden
- Growing food on the allotment
- Working under cover
- Wildlife in the garden
- Using your produce in the kitchen
- Construction in the garden

- Art in the garden
- Careers in gardening

Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The process helps and facilitates more than knowledge-gathering, it helps learners develop Socially, Emotionally, Spiritually, Physically and Intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience.

Learning outcomes are accredited by AQA unit awards.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with Additional Learning Needs (ALN)
- Pupils who have a social worker
- Pupils who have been previously, or are, looked-after

Teachers will plan lessons so that ALL pupils can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our Additional Learning Needs (ALN) policy and information report.

### **Post-16 Provision**

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a Living Independently and Employability focus in the timetable which gives pupils the opportunity to prepare for adult life.

Please see the separate policy for Post-16 Educational Provision.

### **Third Party Providers**

At times, Linton School may choose to use third party providers to enhance the curriculum offered and provide the young people with quality experiences in a chosen subject. Linton School has previously worked with local colleges and enrolled students on their 14-16 programme. These courses also help provide a scaffolded transition into further education.

### **Resources**

Resources are allocated in line with the School Development Plan.

## **CPD**

All staff are provided with opportunities for professional development and training in line with the School Development Plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

## **5. Curriculum Impact**

At Linton School, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on reports.

Linton School uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed termly and progress is measured against end of year outcomes for individual pupils.

Enjoyment of the curriculum promotes achievement, confidence and positive engagement and behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

- Pupil achievement data
- Attendance data
- Incidents and behaviour data
- Stakeholder questionnaires
- Pupil Voice
- Progress towards EHCP and PEP targets
- Future destinations data

## **6. Monitoring arrangements**

This policy will be reviewed on an annual basis by the Head Teacher and Regional Lead. It will be due for review in **December 2025**.

## **8. Links to other policies**

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Post-16 Educational Provision
- Safeguarding Policy
- Additional Learning Needs policy
- Equality statement
- Remote learning strategy
- Online safety