



Curriculum Implementation Policy



Curriculum Policy - Implementation

Rationale

Equal Opportunities and Inclusion

At The Fitzroy Academy we provide relevant and equitable learning opportunities for all students by matching the challenge of activities through in-depth understanding of each young person's learning differences and how best to promote learning for each individual.

We use meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence. We have the same high expectations for all students.

Aims

All school staff share the same values and ethos in delivering lessons and supporting learners. Our learning and teaching aims are:

- to ensure all students have access to a broad and balanced curriculum
- to provide a stable and happy environment, underpinned by a nurturing and therapeutic approach, where all young people can learn well and develop into resilient learners who value the importance of education.
- to promote the spiritual, moral, social and cultural development of students.
- To promote the independent living skills and communication skills of all students
- to support all students in developing healthy lifestyles and positive relationships
- to provide a highly individualised and bespoke curriculum to support the learning differences of our young people.
- to provide a variety of interesting contexts (through a topic-based approach, based predominantly on the National Curriculum), so that students can acquire new skills for a successful future and make links within and across different subject areas.
- to give young people the opportunity to make progress in a safe and nurturing environment, where all ideas and the smallest successes are valued and celebrated.
- to ensure all students have meaningful pathways towards their next destinations and for students to have meaningful involvement in decision making related to this.

Our approach

To support effective teaching and learning, teachers and support staff complete an analysis of learners' strengths and needs, set personalised targets, identify progress and opportunities for next steps. This process includes:

- Personalising the curriculum so that pupils engage in activities relevant to their Individualised Education Plans (IEPs).
- Monitoring and reporting on progress through the EHCP/IDP cycle and annual analysis of strengths and needs.
- Positive Behaviour Support Plans in place for each student which detail strategies to best support them
- Formative and summative assessment through the use of B Squared
- Careful and flexible groupings e.g. ability and/or communication related.

- Setting activities which are open ended and can have a variety of responses.
- Using a system of prompts and scaffolds that provide support and challenge.
- Working as a multi-disciplinary team with parents/carers and specialists to provide targeted interventions.

Induction

Our induction starts with an initial meeting with the young person, accompanied by their parent/carer. This may be held at school or home and is important because it allows us to explore the young person's views. We read all the information we have been given and do our very best to track down anything that may be missing. We carry out a variety of our own assessments, typically within the first half term, so that an accurate baseline can be established. Our therapy team carry out sensory assessments and communication profiles. The results of these are shared with education staff as soon as possible, so that our teachers can decide which teaching approaches might have the best results.

Information gathered at induction will be used to write Positive Behaviour Support Plans and Individual Education Plans. These documents will be shared with class teams so that approaches can be agreed and strategies used consistently to support students.

The classroom environment and resources

Our classrooms are bright and well organised spaces. All resources are labelled clearly and age appropriately, so that our students can independently access them and can take on responsibility for keeping them tidy and in good condition. Widget (Writing with Symbols) will be used to make agreed labels across the school. These will be consistent so that students are able to locate equipment regardless of which classroom they are in. Equipment/resources that could potentially be harmful (e.g scissors, glue sticks, paint, protractors), will be stored securely.

Our teaching assistants are a valuable part of the school, and they add to the richness of our young people's learning experience by working closely with the teacher to support learning. Their role is very clearly to be with the young people and general administration tasks are carried out before or after school or, if appropriate, by the office administration staff.

Furniture is not static, and its movement is encouraged to support different learning approaches e.g. chairs may be arranged in a circle to facilitate discussion activities or for some students an individual workstation may be appropriate. Teachers are encouraged to use their own creative flair when setting up their classrooms, but to ensure a consistent approach, the classroom essentials are shown in **Appendix A**.

Classroom organisation

Students are taught in small classes and are sensitively supported (which may sometimes mean working in even smaller break-out groups or one to one) to ensure that the pace and lesson content is appropriate to foster deep learning. Where students need significant support, this may be delivered by the teacher whilst the support staff work with the majority. Staff allocation in the classrooms will be decided typically by the teacher in order to facilitate the learning and depending on the planned activity. If a student finishes a task earlier than expected, our teachers provide suitable extension activities which are carefully planned to embed, consolidate and broaden their learning.

The length of our lessons are flexible but typically one lesson is approximately thirty minutes long and is broken up into appropriate tasks and activities to ensure the students remain focused and responsive.

Planning

Key Stage 2 and 3

All of our students are working below national age-related expectations. The Key stage 2&3 Curriculum within the Main School classrooms is based predominantly on the Hamilton curriculum scheme and is topic based. Some students may be working in some areas at age related expectations and able to engage with National Curriculum objectives, while others may need adapted primary National Curriculum objectives. We aim to ensure that students basic skills are in place to ensure good building blocks for skills progression into the next Key stages.

The curriculum in the Log Cabins classrooms is based on the Sensory Curriculum, a topic based curriculum which provides developmentally appropriate sessions and repeated learning opportunities to support embedding key skills.

Students of mixed ages are grouped according to their academic and social developmental stages. The curriculum will embrace all areas of academic learning adapted to a level that is related to individual educational needs and provides suitable levels of challenge.

The core subjects of English and Mathematics are given priority with the content being referenced to the National Curriculum. Teachers constantly use precision teaching to identify individual priority focus areas and then boost progress to try and raise basic skill levels. Learners access weekly lessons in Science, Humanities, Community Access, Computing, Art, Independent Living Skills and P.E. Students follow a topic-based curriculum, which enables our learners to make links across and between subjects and apply their skills in a range of contexts including regular opportunities to apply their knowledge in functional and practical learning sessions. Where possible cross-curricular links are made linking to the topic, but some lessons or sequences of lessons are planned and delivered separately. When planning, our teachers typically start with their knowledge of where the learner is at and decide what they want each learner to achieve and then work backwards, breaking the learning into small incremental steps which are built on in a systematic and meaningful way and scaffolded carefully to support the learning and ensure students make progress.

PSHE, SMSC and British Values are key themes which are firmly embedded across all aspects of school life. All staff seek opportunities to challenge any forms of exclusion, extremism or racism within the materials they use.

Our agreed approach to planning always contains the considerations detailed in **Appendix B**.

There is a significant focus on delivery of the curriculum through practical and creative activities including outdoor learning activities, community participation, independent living skills, mini-enterprise projects and other learning projects to promote inquisitive self-development and positive relationships with the wider world. The development of students' social and emotional wellbeing is also highly valued and staff are trained to use personalised therapeutic interventions to help students find positive ways to recognise and regulate their emotions and re-engage in learning. These are delivered through 1:1 or small group sessions. The opinions and ideas of our young people are important, and time is made each day for learners to "check in" with their key school staff members along with regular opportunities for pupil views to be shared through feedback questionnaires and surveys.

Key Stage 4

For Key Stage 4 students, The Fitzroy Academy offers students programmes of study in core subjects of Maths, English, Science and Computing. Young people are supported to make choices regarding other courses of study and the types of qualifications they work towards. Accredited courses are offered at varying levels from Entry Level to Level 2 (**see Appendix E**). There is a strong focus on Preparation for Adulthood and learners follow courses from the Equals ASDAN Personal Progress or Personal and Social Development which include modules such as employability, independent living, out in the community, PSHE, and sport and fitness. Partnership working is also a strong theme, with students accessing work-related learning on-site, work-related community placements, and having access to alternative provision where appropriate. Students will be able to experience a number of vocational skills-based learning opportunities to help them make choices regarding their future pathways.

Key Stage 5

The Fitzroy Academy values the importance of all young people leaving our setting with relevant skills and qualifications to enable access to further education, training or employment and adult life; for our students this may not have been achieved by the end of Key Stage 4. For those who have not achieved accredited qualifications by the end of KS4 and it is felt by the young person, parents/carers and the school, that The Fitzroy Academy is the most appropriate educational setting, individuals may stay at the school in order to achieve accreditation. Accredited courses are offered at varying levels from Entry Level to Level 2 in both traditional school subjects, skills for adult life and vocational based qualifications to suit each learner and to ensure that all can gain success and develop confidence. Initial and ongoing assessments allow the staff at the school to deliver teaching which is informed by the learner's current level of ability and future aspirations.

Key stage 5 learners will have a bespoke curriculum incorporating a minimum of 4 Maths and 4 English lessons per week plus pathway programmes to promote employability, independent living, personal progress and social development. We aim for all students to have access to a minimum of 1 day per week in a work experience placement or sessions to build on independence and life skills, based on individual needs, strengths and interests.

Linking our topic-based curriculum to careers

We are committed to raising the future aspirations of our young people, and encouraging them to explore which skills they will need for adult life and work, is an important part of this. Linking our topic-based curriculum to future careers helps our learners to make links between core subjects and how the skills and knowledge they acquire can be applied in the future. We supplement this by planning for regular role-play opportunities, inviting guests who can supplement class-based learning by sharing real life, first-hand experiences and explaining the connection between subjects and their chosen career paths. Where possible, our teachers use resources from the world of work in the classroom as well as explicitly planning in careers links.

Our bespoke approach to teaching

- Teachers carefully assess each student's abilities.
- Teachers work with parents/carers and any linked professionals to target the next key steps in priority areas that include communication/understanding, personal and social development and key skills.
- Teachers plan the next individual learner steps in all curriculum areas.
- Teaching is informed by the planned and sequenced knowledge and skills in all areas.
- Teachers identify the individual strategies that each student needs to access the curriculum to achieve and make progress. These will be detailed in their Individual Education Plans.
- Teachers use a range of strategies to support young people to learn and retain information.

Some strategies include:

Process based learning

Skills based teaching and learning

Structured visual support

Makaton/sign language

Sensory integration

Multi-sensory delivery

Repetition/overlearning

Back-chaining

Practical sessions

Linking outdoor learning projects and community participation to learning in the classroom

Learning targets/outcomes

Targets are set following teacher assessment and in line with EHCP/IDP targets which build towards more substantial, long term goals. All targets are 'SMART' (specific, measurable, attainable, realistic and timely). Targets are never seen as 'just an add-on' to the learning experience, they are a vital tool to assist our teachers in planning and delivering a bespoke curriculum.

Termly targets will be set for each student which includes targets from EHCP/IDP plans as well as academic and social/emotional targets. These targets are recorded on the Individual Education Plans and reviewed and evaluated at the end of each term.

Handwriting

Initially for students whose written skills may not be in line with their reading and responding skill, adults in class support them to communicate their ideas and responses through more concrete evidence such as pictures, photos, or dictated work scribed by an adult. Learners will be sensitively encouraged to develop a level of fluency and legibility and extend their writing from single words to sentences and paragraphs. In recognition of some of the difficulties our students have with handwriting, alternative methods (such as use of IT equipment) may also be utilised.

The Fitzroy Academy recognises that for some students, handwriting is not a form of communication or expression that is appropriate or accessible. In these situations, students will be supported to develop communication skills in alternative, appropriate ways, such as signing, use of photos/symbols/objects of reference, or through dictating using specialised IT equipment.

Vocabulary

Extending and reinforcing student's every day vocabulary, as well as their subject specific one, is a key part of our teaching and learning approach. All classrooms have vocabulary boards which are added to regularly.

Monitoring and Evaluation

We have a relentless drive for excellence, with learning at the heart of what we do.

Regular self-evaluation enables us to identify and share good practice and this is used in an open and collaborative way to improve the quality of learning and teaching.

To monitor and evaluate the quality of teaching and learning, our Head Teacher carries out regular monitoring activities. These will be both formal and informal. Regular learning walks will take place. More formal monitoring will take place three times per year and will consist of lesson observations, learning walks and work and planning scrutiny. There is a yearly quality assurance schedule in place which is shared with teachers. Should there be any concerns raised from the monitoring these will be addressed on an individual basis and teachers will be supported to address any issues raised. Before formal monitoring activities the focus will be agreed with the teachers and criteria will be established. These may be based on key points from previous observations or a whole school focus or this may be a focus identified by the teacher or be taken from the latest guidance from Ofsted.

We encourage peer observations because we know that this less formal, supportive method is effective for the sharing of good practice. All staff are encouraged to approach the head teacher to request timetable changes in order to facilitate this. In addition to peer observations the teachers will meet every two weeks with the Head Teacher for a teaching and learning meeting. The agenda is set for this meeting and the opportunity used to have professional discussion.

Training

All staff will undertake statutory training with regular updates as necessary. Regular and relevant training is essential for staff to plan and deliver high quality lessons and to ensure they keep up to date with current research and educational thinking. Training can be delivered as a whole school (when there is a shared focus which is highlighted on the school's improvement plan) or specifically matched to an individual's personal objectives which would have been identified during the performance management cycle. Training is viewed very much as a shared responsibility between the individual and the leadership team.

Enrichment Activities

In addition to the subjects detailed above, the whole school takes part in trips, projects or other themed days throughout the academic year. These days are designed to complement the curriculum, provide opportunity to apply skills across subjects and to bring different groups of students together to work collaboratively. They also provide an opportunity for young people to take part in visits and trips and meet inspirational specialists who can provide specific knowledge and skills to help motivate and engage individuals. There is a SMSC calendar of awareness days and weeks which support enrichment activities.

Accreditation and Qualification Arrangements

All students have the opportunity through portfolio based externally moderated ASDAN qualifications, and Entry Level to Level 2 functional skills (Maths, English, ICT) to gain accreditation. In this way The Fitzroy Academy is able to reduce stress and enable all students to achieve accreditation whenever possible. Please see our Examination Policy for further information.

<i>Reviewed</i>	<i>August 2021</i>
<i>Reviewed</i>	<i>August 2026</i>
<i>Next Review Due</i>	<i>August 2027</i>
<i>Reviewed by</i>	<i>Head Teacher</i>

Appendix A

Many young people with a diagnosis of ASC can find too much visual stimulus overwhelming. Therefore each classroom is individualised to meet the needs of the student group. The following are examples of the expectations of the classroom environments:

Visual timetable individualised for the needs of the class group (for some this may be a whole day timetable, for others it may be a 'now and next' timetable)

Class rules, created with the children and positively phrased

Subject working walls including key vocabulary for English, Maths and the term's topic

Resources – clearly labelled with pictures/symbols and words. The school uses Widget (Writing with Symbols) as its visual symbol system

Area of the classroom for books – organised and labelled

Easily accessible sensory equipment if necessary such as wobble cushions, fiddle toys, weighted lap pads, timers etc. These will be agreed with the therapy team.

Classroom doors labelled clearly and consistently across the school

For some students busy environments with lots of resources can be overwhelming. In these cases resources may be kept out of sight until they are needed, to reduce the visual overload that some of our students can experience.

Displays

We are mindful when putting up displays to think about their purpose, are they supporting learning or celebrating a learner's successes? Or displays aim to do both, in order to promote our learners' sense of achievement.

We aim for at least one piece of work or image from every student to be on display somewhere at any one time. For many of our students, a classroom that is too overstimulating with colour and too many 'busy' displays can be distracting and threatening, rather than a calm, safe space.

No work/pictures are to be displayed on walls, only on display boards.

Appendix B

Our agreed, consistent approach to planning:

- Planning formats agreed with teachers – all teachers use the Schemes of Work to devise short term plans
- Schemes of Work in place showing intended learning over time, cross-curricular links and key vocabulary
- All planning to be shared with the class teams to ensure that supporting adults understand what the intended learning for each individual student is
- Learning Objective(s)/Outcomes to be evident for individual students
- Differentiation and individualisation to be evident, linked to students IEP targets
- Assessment for learning – clear focus for sessions to ensure that adults supporting are clear about the intention and the learning for each young person

- Extension activity if needed – not further content but consolidation and more in depth learning and not ‘more of the same’
- Feedback from supporting adults to teachers following sessions

Some ideas for sharing key vocabulary with learners

Some of these ideas may be suitable for older students while others for younger students. Teachers need to decide which is most appropriate. This is not an exhaustive list.

We regularly use different strategies to introduce and commit vocabulary to our student’s long term memory. Our varied approach helps to maintain their engagement and appeals to different learning styles. Vocabulary is never just presented as list with no interaction or connection to what is being taught otherwise, it becomes merely wallpaper.

- Key vocabulary can be ‘lifted off the plan and displayed in brightly coloured paper around the board and constantly referred to by the adults and students throughout the lesson or during the topic sessions. These words can be removed at the end of the lesson/series of lessons and students asked to use their memory skills to recall their position and definition
- Definitions recorded, so that the students have to recall the new word
- Display key vocabulary on a board
- Play hangman or other word games for key vocabulary at the beginning, end or as a strategy to re-focus learners in the middle of the lesson
- Students to make vocabulary posters at key points during a topic or group of lessons
- Share the LO and ask the students to guess the key vocabulary on your plan (useful for finding out what they know already or highlighting any misconceptions that may need to be addressed throughout the lesson)
- For younger students- stick key vocabulary under chairs/tables and encourage students to hunt for the words and then be in charge of the word on their tables. Can be used in a plenary as someone from each table is chosen to put the word at the front and explain its meaning
- Select students to keep a tally chart of how many times a word is used throughout the lesson
- Go through key vocabulary at the start of the lesson and then wipe it off. Either at the end or part way through the lesson give a clue/definition to a key word and learners write on their whiteboards and share
- Key vocabulary shared at the start of the lesson (on separate strips of paper) and then a young person is chosen to be the ‘keeper of the box’ – who can remember what was in the box at the end of the lesson? Strips then put up on the shared vocabulary board.
- Students to write the key vocabulary in their books under the learning objective (not all the time!) and ask them to pick the trickiest word for them and write a definition. This can be re-visited at the end of the lesson to check progress/retained knowledge and assessment tool.
- Ensure that the vocabulary board is re-visited at the end of the week
- For younger students -to illustrate key words for a display/working wall
- Peg up the key vocabulary in the room – hanging/vertical displays make a change from a flat display. If doing this remember the needs of the students in the class and whether this will be distracting for them or support the learning.
- Occasional vocabulary hunts around the school

- Provide 'placemats' or 'illustrated vocabulary lists' to support writing
- Young people always corrected in a sensitive way if they use the wrong vocabulary or grammar. The correct version is repeated back to them by in context by adults. A useful format for this is, "I just want to make sure I understand what you mean. Do you mean...(insert correct word and wait for the student's response)
- Blotac key words around the room – encouraging the learners to 'search' for them from their seats. Change where the words are located throughout the lesson to keep them alert. When a young person/teacher calls out a key word, the other learners have to point to it.
- Decide together on the 3 key words for the lesson and when these are mentioned, the young people make a note.
- Vocabulary incorporated into weekly spelling
- Adults making a point to include the key vocabulary whenever possible throughout the day
- When reading aloud to the young people, try and take the opportunity to perhaps replace words in the text with the week's key vocabulary. For fun, a teacher can also decide to replace every word that starts with a 'm' as they read, with the key science word e.g. magnet!

Qualifications and Accreditation

The school offers accreditation from Unit awards to Level 2 as well as a range of vocational and experiential learning qualifications.

Qualification grades:

- Entry Level 1
- Entry Level 2
- Entry Level 3
- Level 1 (equivalent to GCSE grades 1- 3)
- Level 2 (Equivalent to GCSE grades 4-5)

Entry Level

Entry Level in the UK is the lowest level in the National Qualifications Framework in England, Wales, and Northern Ireland. Qualifications at this level recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not usually geared towards specific occupations. Entry Level qualifications can be taken at three levels (Entry 1, Entry 2 and Entry 3) and are available on a broad range of subjects. They are targeted at a range of students including those with learning difficulties. The level after Entry Level in the National Qualifications Framework is Level 1, which are the equivalent to GCSE grades 3-1. We currently offer entry levels in the following subjects:

- English
- Maths
- ICT
- Science

You can find out more about Entry Level here: [Functional Skills | Open Awards](#)

Arts Award

The Arts Award is delivered at level Explore (equivalent to EL3), Bronze (Equivalent to a Level 1 Award) or Silver (Equivalent to a Level 2 Award) Level dependent on learners' individual abilities. To find out more about Arts Award, [click here](#)

ASDAN

ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, employment and life. ASDAN provides a range of courses covering preparation for life and work, enrichment subjects, PSHE and Citizenship.

ASDAN stands for;

- Celebrating the diversity of multi-talented young people
- Encouraging, engaging and motivating learners
- Making learning relevant and transferable
- Developing skills for learning, skills for employment, skills for life
- Promoting active and experiential learning
- Rewarding a range of learning styles and contexts

For some learners who are working at Entry Level 1, they may follow the ASDAN programme of study called Personal Progress. The qualifications offer imaginative ways of accrediting young people's activities. They promote, and allow centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

To find out more about ASDAN: [ASDAN Website | Personal Progress](#)

We also offer ASDAN's Personal and Social Development accredited qualification. ASDAN's Personal and Social Development (PSD) Qualifications are regulated, portfolio-based qualifications for learners aged 14 and over, including adults. Available as Awards and Certificates from Entry 1 to Level 2, they provide a flexible framework for developing and recognising personal, social, wellbeing, independent living and work-related skills.

To find out more about this qualification: [ASDAN Website | Personal and Social Development](#)