



Curriculum Policy

Date policy:

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Signed by:

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Date: 22nd June 2024

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Date: 22nd June 2024

Curriculum Statement & Principles

CURRICULUM STATEMENT

Supreme Start School is a special day school in Oldham, helping young people overcome social and emotional barriers to learning. We provide quality pupil led, thematic and innovative education for pupils aged 5 to 11. Pupils who attend our school present a wide range of needs including SEMH, Autism, ADHD. As a small provision, we aim to tailor our core offer to suit the aptitudes and interests of our individual pupils.

Rationale

Our curriculum offer, leads with therapeutic intervention and blends with core curriculum subjects. Our primary curriculum has been designed to meet the specific needs of pupils that attend Supreme Start School, who for the vast majority, have had negative experiences of school, learning and the curriculum and become disengaged. All our pupils have an Educational Health Care Plan, and many have . There is a clear intent to ensure that our curriculum encompasses the four core aims listed below:

Aims

We aim to ensure that when our pupils leave, they.

- Have the skills, knowledge, and confidence to thrive in their next educational placement.
- Understand how to live healthy, independent lives.
- Are resilient, confident, and happy learners, having made progress from their starting point.
- Have a purpose and can voice their educational direction.

Curriculum Intent

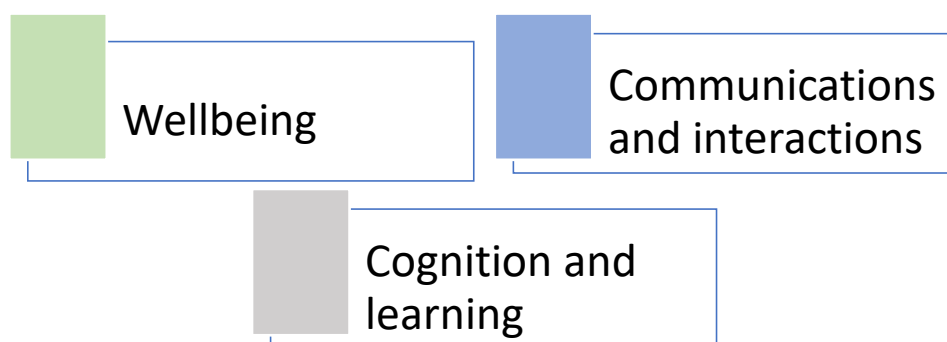
Our curriculum intent outlines why the curriculum has been constructed in this way. It incorporates our curriculum rationale and our key aims, and it has been developed in response to THREE key questions.

- What do we want a SUPREME START SCHOOL pupil to 'look like' when they complete their primary journey?
- What do our pupils need to succeed?

- Is our curriculum sufficiently flexible and individualised to ensure that each pupil has a rich and equitable end goal, which enables them to reach their full potential?

To meet the future needs of our pupils, the curriculum has been developed around THREE strands.

Wellbeing; communications and interactions; cognition and learning.



Furthermore, for our pupils to be successful and achieve our aims, we must ensure that learning is underpinned by the teaching of the key skills of the core curriculum.

Wellbeing

Wellbeing combines both physical and mental wellbeing. All pupils need regular focussed support to develop their awareness and understanding of how to lead healthy lives. All our pupils need access to specific therapeutic interventions as part of the provision that is offered to them. The SEMH needs of our pupils create the greatest barrier to their learning. To overcome these barriers, we take an approach that encompasses the six Principles of Nurture and is trauma informed:

- Pupils' learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of pupils.

To do this we will.

- Support the implementation of our SEMH curriculum through three key aspects of the school day: nurture breakfast, social dining and social times with staff who model, facilitate, and reinforce positive social skills in a structured safe environment.
- Support our pupils to be active and contributing members of the community both at school and beyond.

- Guide our pupils to become individuals who can live safe, healthy, and fulfilling lives.
- Provide the best therapeutic provision to support and protect the mental wellbeing of our pupils.
- Offer high quality professional support for pupils who demonstrate a range of mental health/behavioural concerns.
- Support our pupils to develop a good understanding of their emotional wellbeing and regulation.
- Ensure our curriculum reflects the importance of the balance between academic and the wellbeing of our pupils.
- Include dedicated time for targeted support towards IEP targets and use Social and Communication Time to support pupils varying SEMH/Communication needs.
- Support pupils to recognise the physiological symptoms of their emotions within themselves as well as an awareness to perceive emotions, control reactions and express their feelings.

Communications and Interactions

The pupils who attend SUPREME START SCHOOL are vulnerable with communications and interaction challenges. Our curriculum will equip each young person with the skills and knowledge that will allow them to successfully communicate their feelings, though Supreme Start School and actions both in and out of the school community.

To do this we will.

- Language opportunities through visits from speech and language therapists and modelled language from adults led activities.
- Support pupils to develop self-awareness and social, life and independence skills.
- Provide safe and trusting environments for pupils to develop relationships with peers and adults.
- Empower our pupils to find and use their voice to communicate and be heard.
- Support our pupils to be able to successfully communicate and interact with others using both verbal and nonverbal communications.
- Provide social stories to reduce social and communication anxiety.
- Provide outdoor learning opportunities and experiences which enables problem solving, team building and further linguistic benefits.

Cognition and learning

With a small school population, our pupils need regular experiences of life learning opportunities. Our curriculum coverage enables us to provide a stimulating and meaningful context for our pupils to develop fundamental skills, knowledge and understanding. We aim to equip our pupils with the confidence and the ability to learn for oneself to cope within our ever- changing technological world.

To do this we will:

- Ensure that we are meeting the needs of all our learners, enhancing their social and academic development.
- Ensure that our curriculum is 'contextualised and 'hands on' linking real life to learning.
- The curriculum at Supreme Start School is progressive in skills and knowledge and promotes learning experiences needed to maximise learning potential.
- Has high expectations of pupil's academic and behavioural outcomes.
- Ensures that pupils work towards achieving the outcomes as defined in their Education, Health, and Care (EHC) Plans and accomplishing our school goals of ensuring our pupils are ready for their next steps in education.
- Use high quality texts to develop reading, writing and cultural capital.
- Is broad and balanced, filled with enrichment and experiences which embody cultural capital and provide opportunities to apply or experience learning.
- Is continually assessed with personalised targets, to close gaps whilst moving pupil's learning forward.
- Support our learners to make connections across the curriculum whilst maintaining the integrity of the key element of each subject.
- Ensure our pupils recognise, celebrate, and encourage diversity.
- Raise awareness of global issues and their impact on the future so that our pupils can contribute to society.
- Ensure that every student is provided with a solid foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive, and active place in an ever-changing British society following the UNICEF Rights to Respect. We place a distinct emphasis on developing and maintaining key social and personal skills in a supportive and productive learning environment.
- Develop each young person's self-awareness by increasing their knowledge of their strengths so they can see themselves positively, identify their areas of interest and understand how they relate to others.
- Promote a culture of 'Its ok to make mistakes and let's try this again...' in a safe space, where many of our pupils suffer from performance anxiety.

Implementation

The curriculum needs to be clearly set out to show how the intent will be implemented. Wellbeing; communications and interactions; cognition and learning along with the national curriculum core areas of learning through all aspects of the therapeutic offer and curriculum to ensure that our pupils are prepared for life after SUPREME START SCHOOL. We use evidence-based practice to identify the unique needs, difficulties and learning skills of each pupil, then provide personalised learning experiences and plans.

Our team work together to ensure the learning is relevant and purposeful, ongoing, and progressive and that all pupils are fully engaged and curious in their learning. All teachers differentiate appropriately considering the pupil's EHCP needs, past

educational experiences and plan according to the pupil's starting and emotional point. Staff implement curriculum ensuring that no pupil is left behind.

How is 'wellbeing; communications and interactions; and cognition and learning' delivered across the key stages?

KS1

- Supporting pupils to develop an understanding of their strengths.
- Growing knowledge of different industry and career paths irrespective of gender, visits, speakers, imaginative play
- Developing external learning opportunities
- Developing an understanding of world issues and diverse cultures through PSHE, other school links, trips, and visits
- Healthy eating, food/cooking, enrichment activities, mindfulness and relationship,
- Therapeutic offers
- Therapeutic approach to positive behaviour management
- Support pupils to think about their own learning (metacognition)

KS2

- Developing good decision making through a range of scenarios where pupils are expected to make decisions and then explain them.
- With support, pupils take ownership of their EHCP plans, actions, and targets.
- Explicitly show them the knowledge and skills they have gained.
- Support pupils to think about their own learning (metacognition)
- Help pupils to know their strengths and weaknesses and not be frightened to make decisions.
- Growing understanding of world issues and diverse cultures through PSHE, pupil forums, trips, and visits
- Healthy eating, food/cooking, enrichment activities, mindfulness, relationship, and sex education,
- Group Therapeutic offers
- Understand themselves and taking responsibilities in making the right choices.
- Understand the notion of interdependence in an increasing complex society.

Impact

The progress of pupils within and across lessons is routinely evaluated using the curriculum frameworks to make judgements. This information is used to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly. Teachers provide Subject Leaders with timely summative information about the outcomes of pupils in their class. Pupils are assessed in Reading, Writing and Maths at either at the end of each half term or on entry into school (Baseline assessment)

More broadly, our impact is delivered with a focus on four key components.

Outcomes	<p>Pupils leave Primary as:</p> <ul style="list-style-type: none"> • Independent and inquisitive learners. • They demonstrate positive attitudes to their learning, embracing challenge and exhibiting resilience and perseverance. • They have a secure understanding of the fundamental skills in reading, writing and maths. • They are ambitious and take pride in all that they do. • They are confident and responsible citizens who contribute to and demonstrate an appreciation of the world they live in. • They are compassionate and caring, demonstrating high levels of respect for other. • They are articulate; demonstrating the ability to question, debate and challenge
Transition	<p>New pupils have a bespoke transition package that is developed on arrival and in discussion with themselves, parents/carers, and other involved professionals.</p> <p>Pupils leaving Supreme Start School following Year 6, have a bespoke transition package developed for them. We work closely with all those involved to ensure the smoothest possible transition takes place and that this is successful.</p>
Outreach	<p>As part of our enrichment programme, we regularly take pupils out into the community to attend a variety of character-building activities. We invite visitors from a number of professions in to talk to pupils and to help inspire them for the future linked closely with our secondary vocational pathway.</p>
Working with Parents	<p>We encourage parents to visit whenever possible and to attend the annual review meetings. Parents are provided with updates on progress in the termly report that comments on all areas of the curriculum and includes learning targets for the term ahead. We also hold Parents Evenings to give an opportunity for dialogue between young people, parents, education staff and care staff.</p>

This is how we measure the success of our curriculum intent and implementation, and it is based around a variety of criteria including.

- Pupil voice
- Academic progress
- Qualitative Data (confidence, self-esteem)
- Attendance
- Engagement
- Progress data
- What parents/carers say about us ➤ Pupils are engaged, happy and confident.
- Policies

Scheme/curriculum overview

Scheme/curriculum overview	
Subject	Curriculum followed
English	Literacy Tree
Phonics	Twinkl Phonics
Handwriting	Twinkl Handwriting
Spellings	Twinkl Spelling
Reading	Twinkl Rhino Readers Literacy Leaves
Maths	White Rose
Science	Kapow
History	Kapow
Geography	Kapow
Design and Technology	Kapow
Art	Kapow
Computing	Kapow
Music	Kapow
P.E	Twinkl Move P.E
R.E	Kapow