

Curriculum Plan And Schemes of Work



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Introduction

The core purpose of Cornfields school and our curriculum is 'to improve the life chances of children'.

The school aim is to reverse and eradicate the known correlation between poor outcomes in life and factors that have made pupils vulnerable to underachievement at school. These circumstances include children looked after, disadvantaged pupils and, in particular, pupils with special educational needs and/or disabilities (SEND). Cornfields school seeks to adopt a fresh and dynamic approach to addressing the needs of vulnerable children, irrespective of the difficulties presented, in order to maximise their future life chances. We know through experience and evidence gained since the school's inception, that by raising pupil's expectations and their personal standards by jointly setting realistic goals, that the pupil and their life chances will be improved. Raising personal ambition through graduated achievements is key to our SEND pupils seeing a difference for themselves, both in the present and future. We take a radical approach to the curriculum and embrace the autonomy to choose our own holistic approaches by supporting pupils to acquire knowledge and skills that they will need in order to take advantage of the opportunities, responsibilities and experiences of later life.

We adopt a 'no excuses culture' and our approach to education, the curriculum and supporting pupils to achieve is innovative and bespoke. We aim to foster an environment where pupils feel safe and develop a secure sense of belonging. The majority of our pupils have experienced turbulence in their schooling and many have severe, complex, or profound needs that have a significant impact on their cognitive development and their social, emotional and communication development. Many of our pupils have complex mental health issues. We aim to support pupils in a family school environment and support pupils to achieve the best they can in order to maximise their life chances and to ensure that they can be as independent as possible, participating in society and being as healthy as possible in adult life. To ensure that they become independent we have to foster and ensure that learning leads to secure knowledge of learning skills that can be transferred to many different situations in the here and now and most importantly in the future. This ability to apply information and knowledge for us is a key indicator in measuring progress and achievement. We assess learning progress from the evidence we observe; and see in written content too, which identifies for us whether key concepts have been understood and transferred to long term memory and so applied fluently at later times.

Our curriculum seeks to powerfully address social disadvantage. Doing what other schools do, mean that the shocking statistics and outcomes between disadvantage and non disadvantage remain static – we advocate a different approach. The way we tackle disadvantage is not profound, in fact it is very simple. We believe that if a child is not learning then we need to change the way we teach.

Cornfields is a blended, interesting and relevant curriculum which is created around each individual pupil, taking account of their starting point to ensure that their academic, spiritual, moral, social and cultural needs are addressed in a way that captures and motivates them to learn. We use assessment to good effect, with opportunities for revisiting and self quizzing so that the content taught to develop information and skills is generative, becomes secured and therefore learnt. Building trust, self-confidence, resilience, and belonging are key to our approach. Our end point is clear. We promote preparation for, and appreciation of, life in modern Britain. Equipping pupils with the

knowledge and cultural capital they need to succeed in life. We believe all children should be provided with an education where they can thrive, no matter what their background or the challenges presented.

Cornfields have high expectations of what can be achieved by our pupils and we strive to bridge the gaps between pupils' current attainment, their cognitive levels, and their long-term potential.

Many of our pupils have experienced a turbulent education pathway prior to starting at Cornfields. Obtaining accurate baselines can be challenging. We seek to engage pupils so that this baseline can be found. The way this is done is often via diverse methods such as mentoring and engagement outside of the school environment. We believe that it is important to understand the pupil in order that the curriculum is well matched, planned and sequenced so that new knowledge and skills build on what has been taught before, including pre-existing knowledge and we can then build towards its defined end points. We believe that one of the contributing factors to disadvantaged pupil underachievement is that the curriculum and methodology is often seen as a process that the pupil needs to adapt to. We take a different stance and we take the pupil and adapt the curriculum and methodology to them rather than expecting the pupil to make that adaptation. We understand clearly that learning happens when pupils make sense of ideas in relation to what knowledge they already have embedded in their long term memory. Experience also alerts us to the clear evidence that learning does not always "stick" and is therefore may not be available for future pupil reference. Pupils may not always learn what is intended or intent in the curriculum pathway, due to such reasons as attention deficits, lack of prior knowledge because the foundation key concepts have not been secured, or memory overload. We have to tease out which is the key issue for every individual and adapt accordingly, presenting in different ways or using different methodology to increase knowledge and memory for every individual person.

The curriculum we deliver captures all the elements of the National Curriculum as well as ensuring pupils Education Health and Care Plan (EHCP) targets are met. We are compliant with the Independent School Standards ('the standards') in the schedule of the Education (ISS) Regulations 2014 and an evaluation of judgements as detailed in the independent school inspection handbook which was updated in September 2019.

The school's curriculum is supported by rigorous planning and it is clear what end points the curriculum is building towards, and what pupils will need to know and be able to do at those end points. The curriculum we offer takes account of the need to promote and be preparatory for the next step, it must develop readiness to progress forwards, sideways and in reflection too. Our curriculum as such then is broad and balanced, planned and sequenced and designed to develop personal independent learning skills, so that retention of knowledge and skills happens and lays future building blocks for cumulative and extended learning. Cornfields plans its curriculum so that new knowledge is built on previous teaching towards the intended outcome. In the design of our curriculum we take note that knowledge is generative, that learning alters and extends long term memory and that a pupil's vocabulary size will relate to academic success.

We recognise and promote good school attendance in order to learn and learning widens and increases the breadth of children's general and technical vocabulary. This is then a recognised marker of success. For our pupils with their range of additional needs the pre teaching therefore of key and technical vocabulary is essential to the chances of new knowledge sticking within their long term memory. This teaching has to be explicit not left

to chance, with vocabulary introduced, revisited through experiential learning and reinforcement targets and with all adults over using specific topic related vocabulary throughout the learning period, to ensure the best chance of it being retained. If retained this knowledge can then be applied because it is embedded and therefore stays forever. We exercise caution because we appreciate that new learning is fragile and usually forgotten unless steps are taken overtime to refresh and revisit. Thinking that because as the Teacher/ Tutor/adult that you have taught content that it is therefore parked is misguided. We expect our Teachers to revisit and quiz in consecutive lessons, for over learning to be facilitated, because this makes learning stickier. Through revision and follow up, opportunities to identify and correct misunderstandings in key concepts help inform ongoing teaching for learning.

How do we deliver the Curriculum

Our environment and delivery of our curriculum incorporates the three characteristics of effective teaching and learning, weaving these into the continuous learning cycle.

1. Playing and exploring – pupils will have opportunities to investigate and experience things, and 'have a go'.
2. Active learning – pupils will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements. Being an active participant in their own learning, not a passive bystander is essential we believe to ensure that a pupil sees the purpose of learning and the link it makes to lifelong learning for them.
3. Creating and thinking critically – we encourage and support pupils to have and develop their own ideas, make links between ideas, and develop strategies for doing things. We ask pupils to consider how this links to something they will learn in a different subject, how it links to pre existing learning Topics and how they are acquiring new ideas and going to transfer this to further studies and daily functioning.

But additionally we follow an approach particularly relevant in our belief to SEND pupils identified as **LEARNS**, which promotes our aim of ensuring pupils remember more

L is for linking - seeing how ideas are inter related, making links purposefully is more likely to ensure taught information becomes stored in long term memory

E is for emotion - if the pupil enjoys, becomes emotionally attached, then things become relevant and secured

A is for anchoring - by making connections between sets of information, using images, objects and words to trigger memory.

R is for repetition through creation of neural pathways within the brain is fragile without repetition, we use small spaced out bites of repetition to secure skills and knowledge.

N is for novel, learners find things that are novel, quirky, presented in a catchy way are more likely to catch interest and engagement and therefore be learnt

S - setting in a story, a great tie to a story anchors our learning, makes connections to what we know, taps into our emotional pathways, whilst weaving in both repetition and a bit of novelty.

Appropriateness of activity choices selected by a teacher to be used in delivery and teaching is key to successfully engaging pupils and so increase their learning achievements. The right

activity suitable and differentiated to their SEND need, chosen in partnership with the pupil also increases the likelihood of the knowledge and skill being retained.

Organising delivery for learning

Class groups and curriculum content are not categorised simply by year group. Class groups are categorised by learning styles, sensory needs and class grouping is completed considering the advice of the SENCo and Educational Psychologist. Classes can be categorised as follows:

1. Nurture group – learning taken back to following best practice strategies of early years setting. Learning through play and carousel activities. A back-to-basics approach to build skills, knowledge and understanding. Pupils ordinarily operating at EYSF or KS1 levels. The EYFS framework is applied.
2. Teaching and learning are highly dynamic and fluid incorporating best practice strategies of the KS1 curriculum whilst also covering some aspects of the KS2 curriculum
3. Clear routines and expectations are established. A therapeutic and nurturing environment where pupils will need to be supported and taught to manage sensory environments. Pupils ordinarily operating at higher KS2 and lower KS3 levels
4. Low sensory stimulation environment where pupils will need to be supported and taught to manage sensory environments. A KS3 and KS4 curriculum is followed.
5. KS4 Outcomes Group – focus on securing qualifications, life skills and independence skills in preparation for transition into college, apprenticeship, or training.

For all our learners irrespective of the class group

We use skilled and highly trained Progress Engagement Guides to support and check pupil learning and to close the gaps as they become evident. This informal and quick observational assessment quickly informs Teaching content and is vital in ensuring correct understanding is achieved.

Teachers are expected to identify in conjunction with the EHC plan individual learning styles and techniques which support the acquisition of both knowledge and learning how to be a learner, to increase the pupil's thirst for learning.

We believe firmly in giving the skills that will enable a learner to develop some autonomy, whilst understanding that you cannot and are not expected to know everything and that not knowing things is okay too. However, if you skill them to develop resilience both to accept this and use it to know that you can accept help too, through using a technique, we term to "SNOT." SNOTTING expects them to go through a difficulty that arises and consider whether they can S - self manage, N - ask a peer neighbour for help, O to refer to others for guidance or explanation and T to seek further information or instruction from the Teacher. Running through this gives them a hook to pin learning challenges to in the search for finding the solution and knowledge.

We have an emphasis on the basics of reading, English, Spelling, punctuation, and grammar (SPAG), maths and numeracy. A strategy on many EHCP is one of pupils requiring 'over

teaching.’ We embed this into the curriculum. In addition to Maths and English being taught we also have reading timetabled, maths through practical application ‘MAPA’, ‘writing for a purpose’ and ‘Basics’ which focuses on mastering elements of maths and English such as handwriting, times tables and high frequency spellings.

Reading is at the heart of the curriculum and reading is prioritised. We recognise that having a ‘functional reading age’ (age 8.0years+) is pivotal in enabling our pupils to access a broader and richer curriculum. We address social disadvantage by ensuring our pupils have every opportunity to achieve this ‘functional reading age’, thus improving life chances. On entry, many of our pupils have rapidly fallen behind their peers therefore we act quickly to close the gap and work towards accelerated progress. Our intent is for all pupils to read at an age-appropriate level through rigorous and sequential assessments so that new knowledge and skills build on what has been taught before and retained. These assessments identify barriers to learning and gaps. From this starting point we implement a bespoke programme, using high quality multi-sensory/dyslexia friendly resources. Weaknesses are addressed quickly so that potential can be unlocked. Pupils are encouraged to adopt a problem-solving mindset and in doing so, build resilience and independence.

Teachers have access to a range of schemes of work which enable lessons to be planned and adapted around the needs of the pupils. Schemes of work and resources include:

- Hamilton Trust Schemes of work which Cornfields subscribes to covering EYFS until KS3 in maths, English, science, and topic work
- Twinkl schemes of work
- Nelson and MLS spelling and comprehension schemes of work
- TES resources and schemes of work
- EYFS framework
- AQA specifications and schemes of work
- Sounds write
- City and Guilds specification and schemes of work
- ECDL specification and scheme of work
- OCR specification and scheme of work
- Gateway Specifications and schemes of work
- NSPCC share aware lesson plans and teacher guidance
- NSPCC lesson planning
- St Johns Ambulance lesson planning
- SEAL PSHE

Our systems inspire us to ask the hard questions: "Are we teaching what we think we are teaching in reading?" "Are pupils learning what they are supposed to be learning in reading?" "Is there a way to teach reading more effectively/differently, thereby promoting better learning/progression?". Our individualised assessment and teaching of phonics correlates directly with ‘Letters and Sounds’ and provides a sharp focus to enable us to sort out any confusions, target gaps in learning and evaluate impact. PM Benchmark running records are carried out by a specialist teacher (The Reading Doctor). Barriers to learning are identified in order to implement tailor made programmes with appropriate coverage, content, structure, and sequencing, to unlock the potential of our struggling readers.

We use a variety of high-quality reading schemes that adhere to the colour book banding system. This allows pupils to be flexible in their approach -reading a variety genre across different publishers. It also provides us with an accurate tracking system and assessment tool for measuring impact. It enables the evaluation of pupils’ knowledge and skills against

those expectations for each colour band and National Curriculum standards, as these are made explicit in The Reading Doctor support materials. The texts we use provide opportunities for speaking, listening, and writing and connect closely to pupils' phonics knowledge. Our systems, methods and resources facilitate reciprocal links between reading and writing and ensure all pupils have every opportunity to gain the phonics knowledge and language comprehension necessary to read for meaning and the skills to communicate, giving them the foundations for future learning and better outcomes in life.

The pupils who are part of our Nurture Group follow aspects of the Curiosity Approach. We encourage pupils to become independent thinkers allowing them freedom to explore, create and think critically and actively learn. Where possible they will be encouraged to challenge themselves to build their confidence and resilience, given the opportunity to develop the capacity to surprise themselves and others and to become confident and self-assured. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning.

We have realistic, yet challenging expectations and plan opportunities to extend their knowledge, experiences, and interests, motivating and supporting every pupil to reach their individual potential. All planning is based on each individual pupil to ensure their goals are realistic and achievable. Adult led and child-initiated activities are equally important, adults interact sensitively encouraging perseverance and practice reinforcing that we all learn at a different pace and can all learn when things go wrong.

The curriculum is built around the pupil and consequently we will adapt the curriculum around pupils so that they have the option to complete various qualifications in subjects which engage and assist them in the next stages of their education. We offer a variety of qualifications and awards as it is an important pathway for our students to receive accreditation for their achievements. We offer a wide range of units which are differentiated, making accreditation accessible to all pupils regardless of their starting positions. Furthermore, many of our qualification schemes allow amendments and writing of our own units, we are able to expand and customise units to our pupil's individual learning interests, needs and we are therefore able to truly bespoke learning around the pupil.

Pupils are given the opportunity to achieve a range of qualifications including:

Subject	Qualification	Level	Rationale
English	AQA Step up to English	Entry level	Course for KS3 pupils to begin preparation for external exams and continues into KS4 as a differentiated programme for pupils not able to access functional skills or GCSE English
	AQA Functional Skills	Level 1	Functional skills – incorporating aspects of Reading, Writing and Spoken Language.
	AQA Unit Award	Unit Awards	Provides recognition for units completed. Assists to build a portfolio of achievement.
	AQA English Language GCSE	GCSE	GCSE age related expectation for end of KS4. Nationally recognised course.
Maths	AQA Entry Level Certificate	Entry level	Alternative programmes of Maths study
	AQA Functional Skills	Level 1/2	Course delivery helps support entry to KS5 and KS5 studies
	AQA Unit Award	Level 1	Provides recognition for units completed. Assists to build a portfolio of achievement.

	AQA Maths	Unit Awards	<p>Course delivery helps support entry to KS5 studies</p> <p>An additional GCSE for specific pupils to gain further qualifications to support KS5 course applications</p>
Science	Entry Level Certificate	Entry Level Certificate Pass / Fail	Combines 3 science disciplines but with focus on biology and looking after yourself. Course work submitted at end of academic year. 3 practical elements and 3 externally set assignments marked by teacher.
	AQA	Unit Awards	<p>Course delivery helps support entry to KS5 studies</p> <p>An additional GCSE for specific pupils to gain further qualifications to support KS5 course applications</p>
Art	AQA Art, Craft and Design	Unit Awards	Provides recognition for units completed. Assists to build a portfolio of achievement.
PE:	AQA	Unit awards	Awards for various different sports and qualifications can be gained. Assists to build a portfolio of achievement.
	RYA sailing	Level 1	Nationally recognised sailing qualification.
Land-based Studies	Practical Countryside awards	Entry level	Accredited courses providing vocational learning

	Land-based Unit Awards	Unit Wards	Assists to build a portfolio of achievement.
Food technology	City and guilds	Level two in food hygiene	Food safety nationally recognised qualification
	Food Technology and Cooking Unit awards AQA	Unit awards	Food and living skills. Assists to build a portfolio of achievement.
	Skills for Hospitality and Catering	Entry level 3 certificate	Accredited courses providing vocational learning
ICT and Programming	ICT and programming	Entry level 3 certificate	
Progression Qualification	Selection of options from Opening minds, Personal finance, Leadership, living independently, Road wise	Entry certificate level 3	Certificates enabling pupils to demonstrate and achieve functional skills and understanding of life skills as preparation for adulthood. Will aid access to KS5 courses, training and apprentice opportunities
First Aid	St John Ambulance	Short course programmes	Practical course in Basic skills of First Aid response and management

Employability Skills	Level 1	Award	Pupils have to put forwards a portfolio containing units that build to 6 credits. Pupils are completing a project unit on restaurants (worth 2 credits), a unit on mindset, a CV unit, and then can select two optional credits. The portfolio gets sent off at the end of the academic year.
Topic work including. - History - Geography - RE - Citizenship - MAPA	Unit Awards	AQA	Assists to build a portfolio of achievement.
Wheels of Time	Awards accredited with the Kent Children's University	Bronze, Silver and Gold Awards	Assists to build a portfolio of achievement.
London Academy of Music and Dramatic Art	LAMDA	Level 1 upwards	Accredited qualification which can count for UCAS points.
Music	Guitar Piano Singing	Grades 1 upwards	Music practical and theory is taught. Qualifications can be gained which assist with further study or building a portfolio of qualifications for KS5 transition.
Motor Vehicle	IMI	Entry level	Nationally recognised exam
CITB and CSCS	Construction Skills certification scheme	CSCS Card	Nationally recognised exam
Excavator (N201 and N202) Plant mover (N132)	NPORS (National plant operator registration scheme)	Accreditation	Nationally recognised exam

Fire warden	NPORS (National plant operator registration scheme)	Accreditation	Nationally recognised exam
Health and Safety	NPORS (National plant operator registration scheme)	Accreditation	Nationally recognised exam

For pupils that are interested in motor vehicle studies we work with Rowhill School to provide the option to gain an IMI entry level 1 qualification.

We also attend a local forest school provision where pupils are able to undertake land based practical work.

Our 'Prevent' work promotes and ensures that all pupils are aware of the fundamental British values of democracy, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. We use the resources provided by CEOP, our Head Teacher is an accredited CEOP ambassador.

Cornfields assess the skills and needs of children who are learning English as an Additional Language so that they can access appropriate provision within the school, with emphasis on over learning key technical and life skills vocabulary.

Pupils are supported with progress into further education in the next stage of their lives and are supported with careers advice and transition.

Developing valuable life skills and skills to develop independence can be very difficult for children and young people who have attachment and or educational learning difficulties. Specific time is dedicated for pupils to develop these skills in a safe and nurturing environment, always with the aim of promoting learning as a healthy option, vital to their all round well being and a pre requisite for being able to make informed decisions in adulthood.

We pride ourselves in the values that we instil in our pupils an inquisitive mind and the importance of seeing learning as a tool for progressing on their lifetime journey.