

# Curriculum Plan And Schemes of Work



<b>Approved by:</b>	Governing Body
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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 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 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.

Our curriculum seeks to powerfully address social disadvantage. Doing what other schools do means that the shocking statistics and outcomes between disadvantaged or not 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 has 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. 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 the curriculum 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 around them rather than expecting the pupil to simply adapt.

Our 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. We work to securing each pupils EHCP target. These targets are set within a multi-agency forum and detail the objectives required to have been achieved by the end of the key stage they are working in. We work to this end point. We continually build, develop and adapt pupil individual provision plans to outline how we will achieve the targets. Assessments are ongoing but we formally report on progress to parents/carers twice a year.

The curriculum 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.

Classes groups and curriculum content are not categorised simply by year group. Groups are categorised by learning styles, sensory needs and class grouping is completed considering the advice of the SENCo and Educational Psychologist. Groups 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 EYFS 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.

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.

We have an emphasis on the basics of reading, English, 'spelling, punctuation, and grammar' (SPAG), and teaching functional numeracy. A strategy on many EHCP plans 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 words for 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.

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.

Our environment and delivery of our curriculum incorporates the three characteristics of effective teaching and learning;

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 to allow them the opportunity to enjoy their achievements.
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.

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 and accreditations including:

<b>Subject</b>	<b>Qualification</b>	<b>Level</b>	<b>Rationale</b>
English	QA English Language GCSE	GCSE	GCSE end of KS4 nationally recognised accreditation.
	QA Functional Skills	Level 1	Functional skills – incorporating aspects of reading, writing, and spoken language.
	AQA Step up to English (Silver and Gold Awards)	Entry level 1,2 and 3	Course for pupils' pre-functional skills and GCSE. Nationally recognised accreditation.
	AQA Unit Award	Unit Awards	Provides recognition for units completed. Assists to build a portfolio of achievement. Nationally recognised accreditation.

Maths	AQA Maths GCSE	GCSE	GCSE end of KS4 nationally recognised accreditation.
	AQA Statistics	GCSE	An additional GCSE for specific pupils to gain further nationally recognised accreditation.
	AQA Functional Skills	Level 1	Course delivery helps support entry to KS5 studies/careers and prepares pupils by developing life skills.
	AQA Entry Level Certificate	Entry level 1	Course for pupils' pre-functional skills and GCSE. Nationally recognised accreditation.
	AQA Unit Awards	Unit Awards	Provides recognition for units completed. Assists to build a portfolio of achievement.
MAPA (M <u>A</u> ths through <u>P</u> ractical <u>A</u> pplication)	AQA Unit Awards	Unit Awards	Follows the rich programme. Builds maths skills through practical application. Provides recognition for units completed. Assists to build a portfolio of achievement.
Science	Science Level 1 Open Awards	Level 1 Certificate	Course delivery helps support entry to KS5 studies and prepares pupils by developing life skills.

	AQA Unit Awards	Unit Awards	<p>Provides recognition for units completed. Assists to build a portfolio of achievement.</p> <p>Course delivery helps support entry to KS5 studies.</p>
	CREST	Bronze Award	<p>Requires pupils to demonstrate skills including problem-solving, independent learning, organisation, teamwork and communication.</p>
	Practical Action	Internal Certificates	<p>STEM challenges which can be used to gain CREST awards. Set within a strong global context and with many explicitly linked to the global goals agenda.</p>
Art	AQA Art GCSE	GCSE	GCSE end of KS4 nationally recognised accreditation.
	AQA Unit Awards Art, Craft and Design	Unit Awards	<p>Provides recognition for units completed. Assists to build a portfolio of achievement.</p> <p>Course delivery helps support entry to KS5 studies.</p>
PE:	AQA Unit Awards RYA sailing	Unit Awards Level 1	<p>Awards for various different sports and awards can be gained. Assists to build a portfolio of achievement.</p> <p>Nationally recognised sailing qualification.</p>

Swimming	Amateur Swimming Association Award	Water Skills Award	Certificate of skills at different levels.
Land-based Studies	Practical Countryside and Introduction to Land Base Studies	Entry level 1,2 and 3 Certificate	Accredited courses providing vocational learning.
	Land-based AQA Unit Awards	AQA Unit Awards	Awards for various aspects. Assists to build a portfolio of achievement.
Food Technology and Food Hygiene	City and Guilds	Level Two in Food Hygiene	Food safety nationally recognised qualification.
	Food Technology and Cooking Unit awards AQA	AQA Unit Awards	Food and living skills. Assists to build a portfolio of achievement.
	Skills for Hospitality and Catering Open Awards	Entry Level 1,2 and 3 Certificate	Accredited courses providing vocational learning and nationally accredited certification.
Computing and Programming	GCSE Computing	GCSE	GCSE end of KS4 nationally recognised accreditation.
	Arduino Projects	Supports GCSE Computing and programming. Internal Certificates.	Develop skills for GCSE computing.
	Functional Skills level 1	AQA functional skills level 1	Course delivery helps support entry to KS5 studies/careers and prepares pupils by developing life skills.



	Computing and programming	AQA Unit Awards	Assists to build a portfolio of achievement.
	Scratch	Internal Accreditation	Assists to build skills for programming.
A range of progression and life skills qualification	Selection of options from opening minds, personal finance, leadership, living independently, road wise from Open Awards	Entry Certificate - Levels 1 – 3  Open Awards	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	Entry Level 1	Entry level 3 Award/Certificate/Diploma	Accredited courses providing vocational learning.
Preparation for Work and Life	Entry level 1 and 2	Entry level 3 Award/Certificate/Diploma	Accredited courses providing vocational learning.
Humanities  - History - Geography - RE - Citizenship - MAPA	Unit Awards	AQA Unit Awards	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. Nationally accredited programme of awards.
London Academy of Music and Dramatic Art	LAMDA	Level 1 upwards and internal certification	Nationally accredited qualifications which can count for UCAS points.
Music	Guitar Piano Singing	Grades 1 upwards and internal certification	Music practical and theory is taught. Qualifications can be gained which assist with further study or building a portfolio of qualifications.
Motor Vehicles	IMI	Entry Level 3 award/certificate/diploma	Nationally recognised accreditation.
Construction	General construction	Entry level 1 award/certificate/diploma	Nationally recognised exam accreditation.
Equestrian	Changing Lives Programme	Open unit awards Entry Levels 1 – 3 BHS accreditations.	Nationally recognised exam accreditation.

We offer independent careers guidance in accordance with the Department for Education (DfE) careers guidance and access for education and training providers. We ensure that all pupils are supported to choose the next steps that is right for them. We ensure that a programme of advice and guidance is delivered in a stable and structured way by individuals with the right skills and experience. We use the Gatsby Charity Foundation's Benchmarks to develop and improve careers provision. Pupils are supported with progress into further education in the next stage of their lives and are supported with independent careers advice and transition.

PE is taught off site and pupils can work towards entry level qualifications and unit awards. Swimming is also offer and national swimming awards can be obtained. We offer trampolining at the local leisure centre and athletics at the Julie Rose Stadium. We offer RYA sailing level 1 at Conningbrook Lake.

We have a school therapy pony 'Red'. He was rescued and thrives when youngsters give him attention and care and conversely, we see our pupils thriving when they spend time with him. We also offer 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 and our Head Teacher is an accredited CEOP ambassador.

We comply with the Department for Education (DfE) (2019) statutory guidance on relationships education, relationships, and sex education (RSE) and health education. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal, and social lives in a positive way.

Our guiding principles to delivering relationship and sex education is that the content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and we seek to build on what pupils learn at home as an important part of delivering a good education. We seek to deliver outstanding provision to support the personal development and pastoral needs of our pupils. We work flexibility to shape the curriculum content and delivery according to the needs of the pupils.

We explicitly teach pupils about protected characteristics as set out in the 2010 Equality Act, citizenship, and British values. We combine direct teaching with the reinforcement of common values that are threaded through all that the school does. We enrich the school-based curriculum by broadening pupils' experiences within the local community and beyond through visits, trips and inviting into the school outside speakers. We create a culture of respect for difference.

We 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.

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
- Reading Doctor Sequence 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
- Open Awards Specifications and schemes of work
- NSPCC share aware lesson plans and teacher guidance
- NSPCC lesson planning Relationship Education, Relationships and Sex Education (RSE) and Health Education.
- St Johns Ambulance lesson planning
- SEAL PSHE