

## Curriculum Policy

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Please read this document in conjunction with any specific localised procedures as directed by the head teacher.

### 1. Supporting Documents

This policy must be read in conjunction with:

- Equal Opportunity Policy
- Careers and Guidance Policy
- Attendance Policy
- Marking Policy
- PSHE Policy
- On-line Safety Policy
- RHSE Policy
- SMSC Policy
- Teaching On-line Safety in schools DfE 2019
- SEN Code of Practice 2014 updated 2015, and 2020
- Equality Act 2010
- EQUALS Curriculum
- Policy for Assessment, Recording and Reporting of Attainment and Achievement (Schools Specific)
- Appendix A – Curriculum Offer

### 2. Introduction

An outstanding curriculum that equips pupils with the knowledge and cultural capital they need to succeed in life.

### 3. Policy Scope and Intention

The Liverpool Progressive School policy takes account of the significant and complex vulnerabilities of the pupils attending our school. The pupils who attend our school have a wide range of differing needs and starting points. They join us at different points in their academic career. Many of the pupils have had significant periods of time spent away from education. Liverpool Progressive School provides innovative education services to pupils who have complex needs, emotional and behavioural difficulties or who display challenging behaviour.

We will endeavour to make every day extraordinary for the pupils we care for and support, because we believe in every single one of them. Our passion is making a real difference to the

life of every child by creating positive experiences every day and making progressive steps, no matter how big or small. By working closely with the pupils to provide a stable, safe and happy environment for them, we are able to nurture their development, enrich their lives and help them to fulfil their potential.

Our E.P.I.C. values of excellence, passion, integrity and care are integral to all aspects of the broad and balanced curriculum that Liverpool Progressive School plans for every pupil. We will ensure that we set aspirational end points for each, and every pupil based on their starting points and their individual significant needs. Each curriculum subject is planned with explicit, sequential building blocks of knowledge pupils need to reach aspirational end points. Pupils will use existing knowledge to help them understand new knowledge.

We aim to be outstanding in the way we enhance the curriculum with enrichment activities which for every pupil are based on their individual interests and talents. Every pupil will have an individual curriculum planned so that they will be better prepared for life and the next stage of their education, employment and training. Our curriculum aims to be broader when compared to the national curriculum. The outcomes and destinations for pupils as they leave Liverpool Progressive School is a testimony to our success and we must ensure this continues.

Liverpool Progressive School enhances the curriculum to re-engage pupils in education. The way we expect them to do this is through, for example,

- Carefully planned transition into Liverpool Progressive School focusing on engagement and relationships.
- Making memories, once in a lifetime experiences, such as trips to London or skiing.
- Taking part in a range of vocational provisions, such as, PEAK, hair and beauty and motor mechanics.
- Focusing pupils on re-engaging in learning and building self-confidence and social skills.
- Progression to accredited qualifications.
- Further information is available in Appendix A.

#### **4. Our Curriculum Model**

At Liverpool Progressive School we base each curriculum around the core areas of linguistics and mathematics with students who are able to access educational pathway learning. This is to promote the principle that pupil's knowledge in linguistics and mathematics gives them what they need to access the broad and rich curriculum that we provide. We also provide our pupils with the EQUALS curriculum pathway, for our students who have been identified with complex learning difficulties (CLD), or students with a specific learning disability (SLD). Some students may work between the EQUALS curriculum and national curriculum dependent on their identified learning and personal needs.

The curriculum is supported by specialist schemes of work (EQUALS Informal and Semi-formal schemes of work) as well as areas of learning specific to different areas of the English National Curriculum, dependent on the level and needs of our pupils. These schemes take into account the characteristics of severe and profound and multiple learning difficulties. For pupils with severe learning difficulties this includes 'difficulties with communication, understanding abstract concepts, concentration and moving things from

the short-term memory to the long.’ Pupils with profound and multiple learning difficulties are ‘likely to be pre-intentional communicators, have extreme difficulties conceptualising abstract concepts, have difficulty learning through imitation, be physically reliant on others and have a limited understanding of cause and effect.’ (Imray and Hinchcliffe 2014). Our pathways are not defined by age but by stage of development. Each pathway covers skills, knowledge and understanding across a range of areas of learning. These are planned to facilitate movement between pathways to ensure the curriculum is flexible and responsive to a child’s needs at any point during their time at Liverpool Progressive School.

Overall, there is a focus on promoting and sustaining skills including communication and independence in preparation for adulthood and increased pupil-led opportunities following personal interests. Personalised plans also form a key part of curriculum input and reflect how each pupil learns in their own way and has different strengths and needs. These are linked to key areas outlined in Education Health Care Plans; Communication; Interaction, Cognition & Learning, Personal & Social Development and Physical and Sensory, ‘Preparing for Adult Pathway’, ‘Preparing for Independence’ and ‘Preparing for Good Health’. Each pupil has a personalised plan which specifies learning intentions or specific focus areas which are a current priority. Progress against these is recorded and used to plan next steps in teaching and learning. We acknowledge that some pupils may benefit from aspects of two different curriculum pathways/ approaches e.g. some pupils working mainly in the informal pathway may benefit from some approaches or content in the PMLD pathway or if requiring extended challenge, the semi-formal pathway.

In line with the change of curriculum, we have created assessment systems which accurately and meaningfully allow us to provide evidence of and support the progress of our pupils. As a school we believe that curriculum, assessment, recording, and reporting are central to the development of learning and are an essential part of good teaching practice. Statutory assessment must also be completed in line with national guidelines. Please see the Assessment, Recording and Reporting Policy for more information.

## **5. Our Curriculum Pathways**

Across all our pathways at Liverpool Progressive School, we aim to provide a balance of group and individual work that best supports learning for each pupil. Pupils have the opportunity to access bespoke timetables which can include access to a range of individual or small group input including community visits, forest schools work, drama, sensory work, nurture and well-being sessions and therapies (Speech and Language Therapy (SaLT) and Occupational Therapy). The Equal's curriculum is set in the context of Equals multi-tiered curriculum approach, recognizing that differentiation from England’s (or indeed any) National Curriculum is not sufficient to meet the needs of pupils and students with profound, complex, severe, or global learning difficulties. For these pupils, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such pupils learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed. The semi-formal formal curriculum offers our students with greater content coverage that will support their needs to develop a level of independence to support them in the ‘real-world’.

We work closely with a range of different health and social care agencies including; Speech and Language Therapy, Physiotherapy, Occupational Therapy, CAMHS (Children and Adults Mental Health Service), our school nurse and linked social workers. Where

appropriate, joint working ensures that goals set for individual pupils by other agencies can be embedded into their individualised school curriculum. Below is a general description of the key elements of different pathways, although as mentioned above, pupils may benefit from aspects of different pathways depending on their individual learning profiles.

### **PMLD Pathway - Profound and Multiple Learning Disabilities**

The PMLD curriculum aims to promote communication, interaction, and engagement through highly personalised strategies, working from each pupil's unique characteristics and preferences. It is designed to meet the needs of pupils who are working within P1-4 for the duration of their time in school. Pupils may need to access teaching sequences many, many times to begin to show anticipation, express preferences/ dislikes or to interact. We provide pupils with a range of multi-sensory opportunities, such as sensory stories, music, creative sessions, intensive interaction, and hydrotherapy which are included as part of their personalised timetables.

We also use the PMLD (Pre-formal) Equals scheme of work and other frameworks such as Sounds of Intent and Routes for Learning to support our teaching and planning of next steps for individual pupils. Due to the highly complex needs of these pupils, the PMLD staff work closely with agencies such as SALT, Physiotherapy and Occupation Therapy staff to ensure that physical and medical routines are incorporated into the school day. Access to the curriculum can be greatly affected by health issues for many of these pupils. We ensure that a range of opportunities for achievement, success and enjoyment are offered across the curriculum with specific focus areas (goals) identified for each pupil.

### **Informal Pathway**

'Play and playing games are not time out from real work; they are the most intensive developmental work you can do'. (Nind and Hewett, 2001).

For some of our pupils, a highly structured learning environment with expectations to attend adult-led activities can be very challenging. Our informal curriculum aims to explore different activities and resources and provide more developmentally appropriate learning opportunities for pupils working approximately within P4-P6 for the duration of their time in school. We aim to foster communication skills throughout with a flexible approach to developing and building upon interactions as they occur. As such, specific learning objectives cannot always be planned for as outcomes are driven by pupils' ability to engage, and experiences which capture their interests at any given moment. Staff work hard to create 'irresistible' learning activities to promote this approach. The informal curriculum supports experiences within and beyond the school community and sensory needs are addressed for individual pupils to promote self-regulation and increase engagement.

### **Semi-formal Pathway**

The semi-formal curriculum is designed for our pupils with severe learning difficulties (working approximately within P7 and above) who require experiences and opportunities which promote the development of functional skills, communication, emotional well-being, confidence, and independence. It is important for these pupils that achievable aspirations for transitioning to their adult lives remain at the heart of our curriculum and time is dedicated to ensuring a progression of skills throughout school. Within this approach staff act upon both planned and unplanned situations to develop learning for individual pupils,

including opportunities to learn from problems encountered, the chance to practise and apply communication skills in different situations with different people and time given to encourage and celebrate independence.

For some pupils, subject-specific input provides an appropriate extension to the semi-formal curriculum. Pupils who can access subject-specific content from the early stages of the National Curriculum are supported to do so, taking account of their individual learning styles and preferences. This input is tailored to individual learning styles and interests. Skills are taught contextually with functional literacy and numeracy skills being practised and applied to support real life situations e.g. reading a shopping list and handling money. Our pupils take many years to consolidate basic concepts and skills and therefore priorities are identified which will best support them in future life.

## **Reading**

Reading and early reading skills are promoted across our curriculum pathways in a way that supports our overall curriculum aims. This includes sensory stories, drama, book handling, use of symbols, narrative work, and simple comprehension. For the majority of pupils, we must focus on supporting them to become effective communicators through a total communication approach and acknowledgement of individual preferred methods (gesture, eye pointing, sign, symbols or speech). Progress in more formal literacy skills requires understanding of abstract concepts and memory which is a challenge for many (as described in the characteristics of severe learning difficulties above). For more information, please refer to the Reading Policy.

## **Formal Curriculum**

### **4.1 The Linguistic Curriculum.**

Teaching pupils to be able to communicate in a meaningful way is central to our curriculum. Liverpool Progressive School adapts the curriculum and the pedagogy of the curriculum to suit the needs of pupils. For schools whose pupils have highly complex communication challenges, such as LPS, we will teach them through a range of communication strategies, for example, Makaton, British Sign Language (BSL) and Picture Exchange Communication System (PECS). Through the support of therapeutic professionals, we ensure that the strategy for each pupil focuses on their individual needs. In Liverpool Progressive School oracy is a key skill which permeates all subjects. We will continuously encourage pupils to widen their vocabulary and learn to express themselves with confidence and knowledge.

Teaching pupils to read is a priority. We want every pupil to develop a love of reading and become confident, fluent readers for their ability level. Liverpool Progressive School environment has a wealth of literature for pupils to read based on interests and curriculum end goals. We use Jolly Phonics as our main phonics programme across our school. We match the phonic phase to the needs of pupils so that the strategy and the associated texts match the needs of the pupils at that time. Programmes such as Accelerated Reader promote a culture of reading, expanding pupils reading repertoire and are supported with a comprehensive assessment strategy. A wide range of texts which grow in complexity are used in other subjects to further support the skills and knowledge learned in English lessons.

English lessons are on the timetable for many of our pupils, except for Oak who are taught communication skills indiscreetly. A carefully and sequentially planned curriculum leads pupils to aspirational end points and goals dependent on need. It is expected that pupils who demonstrate the required level of skill, will gain a qualification in English by the time they leave Liverpool Progressive School Accredited qualifications range from Functional Skills to GCSE. The skills and knowledge pupils gain in English lessons is seamlessly promoted in

other subjects, for example, Physical Education and qualifications in Business Studies, widening vocabulary and reading skills in food technology.

#### 4.2 The Mathematical Curriculum.

Mathematics is taught explicitly in timetabled lessons. Mathematics is also integral to other lessons such as food technology and business studies, where pupils use their growing knowledge to, for example, measure or make calculations. Pupils build on prior knowledge in carefully planned sequential steps. Teaching constantly uses and reinforces prior knowledge so that pupils' understanding becomes embedded. Strategies during lessons should encourage pupils to become flexible and independent mathematicians. They are encouraged to recall knowledge and use it in gradually more complex concepts and procedures. Pupils' growing knowledge gives them the confidence to use their mathematical knowledge in other subjects and real-life situations. Liverpool Progressive School uses White Rose Maths as its primary programme. All pupils are expected to gain a mathematical through Functional Maths or Pearson Entry Level 1, 2, 3, before they leave Liverpool Progressive School

#### 4.3 The Scientific curriculum.

In Liverpool Progressive School science is taught explicitly in timetabled lessons, whilst others may embed science within other topics. In line with the aims of the national curriculum we teach pupils to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. However, we teach scientific understanding and knowledge through a range of other subjects such as food technology, physical education and personal, social and health education. Liverpool Progressive School supports pupils in gaining qualifications in the scientific curriculum via BTEC Applied Sciences and vocational qualifications in, for example, animal care (externally provided).

#### 4.4 The Technological curriculum

A discrete approach within lessons ensures students receive an understanding of the technological curriculum. Computing skills and knowledge are developed through targeted planning within teaching strategies, with appropriate resources available. Computing skills learned are then used to support learning in other subjects. Through all subjects taught, pupils use their growing knowledge to create and solve problems in a variety of different contexts. They use their growing expertise, for example in food technology, to create and discover different technological processes.

#### 4.5 The Business Curriculum

Business is offered through Pearson Entry Level BTEC Qualification and is solely aimed at our students who are working within the Beech curriculum. The curriculum is offered as a course for students to achieve that will not only support them academically across all their subjects but provide them with a qualification, they can use to support them with their future chosen pathways. The qualification supports other strands of the Pearson BTEC courses offered across LPS, as the qualification strands can be used across other courses, such as BTEC Sport, as an example.

#### 4.6 The Human and Social curriculum.

This is a core aspect of the curriculum taught Liverpool Progressive School. It is essential that pupils are given every opportunity to learn how to have strong British Values. Liverpool Progressive School has a strong personal, social, health and economic (PSHE) curriculum which will measurably enhance pupils' growing knowledge and personal development. Liverpool Progressive School is a member of the PSHE Association. Therefore, as a taught

curriculum is it strong and pupils growing knowledge is demonstrated. Liverpool Progressive School embeds this curriculum within other planned subjects such as citizenship, religious education and humanities. It is essential that a pupil's cultural capital is expanded through the teaching of these subjects. We enhance this area of the curriculum through a wide range of well-planned activities, for example, cultural theme days, careers programmes, assemblies and enrichment opportunities.

Liverpool Progressive School ensures that pupils' emotional needs are met through the delivery of this curriculum area and that links are made to their individual behavioural plans and education, health and care plans. We work closely with other professionals to adapt this curriculum as and when required. For example, we work closely with the Healthy Heads team as and when needed.

#### 4.7 The Physical curriculum.

Liverpool Progressive School covers the physical curriculum through targeted physical education (PE) lessons and through a diverse range of enrichment activities. PE lessons are planned to give pupils a growing knowledge and confidence in games, gymnastics and sports. Liverpool Progressive School uses external facilities and specialist equipment to support its curriculum, for example, kayaking and orienteering. This growing confidence in their own physical abilities and knowledge supports them in, not only their personal development but it allows them to see the opportunities that are now open to them.

#### 4.8 Aesthetic and Creative curriculum.

Liverpool Progressive School will address this curriculum through its CARTS (Creative Arts) lessons and through a range of other subjects such as English, PSHE and food technology.

We also have an extensive range of cross-curricular and enrichment activities that support pupils' growing knowledge and confidence in this curriculum. In art lessons pupils learn about different artists and their techniques and experience the use of different media with growing expertise. In other curriculum subjects such as English and food technology pupils are taught to use their growing knowledge creatively with aesthetically pleasing results. As with other elements of the curriculum, by giving pupils more knowledge and experiences they build a growing confidence in what they can achieve and become in the future.

## 6. Assessment.

Teachers will assess pupils' knowledge as soon as is practical following their arrival at Liverpool Progressive School and plan individually a range of strategies to meet individual needs. Information should always be sought from the previous school. We adopt a range of assessment programmes dependent on the needs of pupils in the school. For example, MAPP, WRIT and WRAT Assessments for English and Mathematics and Accelerated Reader. In every lesson teachers' must assess how well pupils are learning and how well they have retained previous learning. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms. On occasion an allocation of time is given to support pupils whilst in others, pre-teaching takes place and in others immediate support is given in the lesson. Each pupil receives the intervention dependent on their individual needs.

## **7. Teaching.**

Our teachers receive a comprehensive and continuous programme of professional development to ensure they have the knowledge and skills to support pupils in making good and better progress. Pupils are taught in small groups so that teachers can quickly assess and meet needs. Lessons generally start with a pre-learning check to assess how well prior learning is retained in pupils' long-term memory. New knowledge, which links to the prior learning, is then taught using the resources and pedagogy best suited to the pupil's needs. Dependent on the subject being taught pupils are then given the opportunity to use what they have learned in independent work, for example through problem solving, debate, creating and creative writing. Senior leaders are involved in the regular quality assurance of teaching in Liverpool Progressive School to ensure that it is always quality first teaching and that the pedagogical approach suits pupil's needs.

In formal subjects, we aim to provide consistency for our students, starting with the language used to set-out lesson objectives and success criteria (learning outcomes. When setting out lesson objectives, staff will use the term 'To', followed by a verb from the Blooms Taxonomy guidance. When highlighting the success criteria for students to understand how to achieve in the lesson, staff will use the term 'I can' statement, for students to articulate what they have learnt from that particular lesson.

## **8. What we expect in each curriculum area:**

- a. Set out clearly in a localised curriculum policy annex how they will meet the needs of their intake groups
- b. Make clear in the annex how they will assess starting points, plan individual learning needs and target, frequently assess and review learning, and plan further progression
- c. Show how the leadership team will monitor, review and plan improvements for each curriculum area on a continuous basis.
- d. Each taught curriculum will have coherent and sequential plans that lead to appropriately aspirational end points

*Further details of Liverpool Progressive School approach to these curriculum areas can be found in Appendix A*



## **Appendix A – Curriculum Offer Liverpool Progressive School**

Liverpool Progressive School is a small school which effectively supports children through their educational journey. Our students may have previously experienced significant and prolonged periods of disengagement and/or disaffection in their education. This may have impacted negatively upon their previous levels of achievement and motivation to succeed at school.

We are committed to making sure that all students learn and are engaged in a meaningful and worthwhile education, which provides them with the means to enjoy achievement, success, and increased independence. Our school offered a personalised curriculum for both girl and boy students aged between 8 and 19 and are registered for up to 30 pupils.

Our school is made up of KS2, KS3, KS4 and KS5 allowing students to learn in an appropriate aged environment. Curriculum planning in all subjects offers a clear and sequential scheme of work to enable staff to work with new students to identify gaps in prior knowledge while ensuring that they can still support the building blocks for any prior knowledge required to support their integration into the class with their peers.

Our school works within a praise-based culture which allows students to understand their own importance and begin to understand and manage their behaviours within a supportive and caring environment. We work with all students for them to become the best version of themselves possible and to raise aspirations but not only at school level, but also for their future.

Staff, at Liverpool Progressive School, support the students in their academic journey by ensuring that they, themselves, are the best 'teachers' they can be and we focus on continued professional development to enhance the learning journey.

Running parallel with the academic curriculum is the hidden curriculum which develops the students own social and emotional resilience and develops their confidence in themselves and their environment. Staff use a therapeutic approach to behaviour support and work within the keys connect approach ensuring that all staff use a trauma informed approach when responding to students. Academic support within school is evident by the small classes and high staff ratios to enable individual progress to be supported. Staff use Phonics intervention programmes and individual interventions strategies to support development.

Starting a new school can be difficult and having a new student join your small class can also offer uneasiness therefore at Liverpool Progressive School we identify a clear transition plan that addresses all needs and aims to eliminate concerns and potential boundaries. During this transition staff will work with the students to start to create an attachment base and an enjoyment of school.

At the beginning of the students' time at school we will assess their starting points and current levels in core subjects, but these will be completed in a time frame that is sensitive to their social and emotional needs to ensure we promote positive relationships at the start of their school journey. Initial assessments are dependent on the age and year group of the new student and the time of year that they join the school, but all baselines will be assessed and will include assessments ranging from Accelerated reader, EQUALS intentions, and national curriculum teacher assessments to Mock GCSE's and functional skills

School will ensure they have a clear overview for each student and their progress and use targeted reviews to consolidate this overview, such as EHCP reviews, PEPs, teacher assessment and assessment weeks. The school has designated progress assessment points throughout the year and pupils are supported to demonstrate their own progress journey.

Through the schools' MER (Moderate, Evaluate and Review) process, the senior and middle leader team monitor all progress and use daily progress and assessment weeks to review the school curriculum and will use progress made to plan changes or enhancements to each curriculum on a continual basis.

School planning documents can and are adapted to suit all students and their own journey. The school curriculum is clearly planned using yearly plans and schemes of work to ensure that each taught curriculum has coherent and sequential plans that lead to appropriately aspirational end points for every individual student.

## Appendix A – Curriculum Offer Liverpool Progressive School

Year group	LINGUISTIC	MATHEMATICAL	SCIENTIFIC	TECHNOLOGICAL	HUMAN & SOCIAL	PHYSICAL	AESTHETIC & CREATIVE
OAK	Pearson's Prevocational Skills EQUALS Phonics	Pearson's Prevocational Skills EQUALS	Pearson's Prevocational Skills EQUALS	Pearson's Prevocational Skills EQUALS ICT	PSHE/Careers SEMHS targets Humanities EQUALS Transition	Pearson's Prevocational Skills EQUALS	SEMHS targets Cross-curricular/SMSC activities
ACORN	Pearson's Below Functional Skills EQUALS Phonics	Pearson's Maths White Rose Maths. Below Functional Skills	Pearson's Below Functional Skills EQUALS	Pearson's BTEC Home cooking skills EQUALS ICT	PSHE/Careers SEMHS targets Humanities EQUALS Transition	Pearson's Prevocational Skills EQUALS	SEMHS targets Cross-curricular/SMSC activities
ELM 1	Pearson's Below Functional Skills Phonics	Pearson's Maths White Rose Maths Pre-Entry Level 1/2/3	Pearson's Below Functional Skills EQUALS	Pearson's BTEC Home cooking skills EQUALS Occupational studies ICT	PSHE/Careers SEMHS targets Humanities EQUALS Transition	Pearson's Prevocational Skills EQUALS	SEMHS targets Cross-curricular/SMSC activities
ELM 2/BEECH	English Pearson English Lang and English Lit Entry 1/2/3	Pearson's Maths White Rose Maths Entry Level 1/2/3	Pearson's Science Entry Level 1/2/3	Pearson's BTEC Home cooking skills EQUALS	PSHE SEMHS targets ELC & GCSE Humanities Transition	PE Pearson's BTEC Introductory Award Level 1	SEMHS targets Cross-curricular/SMSC activities