



## **Intent**

The Forest School curriculum responds to the needs of every individual child, enabling them to make progress academically, spiritually, morally, socially and culturally. We deliver an exciting, broad, varied and sequenced curriculum within stimulating 'total communication' learning environments, both in and out of school, which encourage our young people to develop communication, independence and life-long transferable skills. British Values are actively promoted, through our school ethos, through opportunities in subjects being identified where these values can be demonstrated and through our weekly whole school 'Picture News'. The curriculum is personalised to each individual pupil, taking into account their age and stage of development and allowing for growth as they progress through school. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. The pupils are given a range of opportunities and memorable learning experiences to prepare them for their next stage, be that within school or beyond. Every opportunity to stretch and challenge the child is embraced.

## **Implementation**

Our curriculum is driven by our passion to facilitate pupil progress, with a particular focus on communication, independence, meaningful skills and preparation for next stages. We encourage our pupils to be as independent as possible, acquiring and developing functional skills which can be applied to real-life settings, both in school and in the wider community. The curriculum is exciting, differentiated, meaningful and where possible practical, to ensure the pupils are engaged and have fun. Information is presented clearly, enabling pupils to understand and embed key concepts and skills, with any misunderstandings being identified and corrected. Teachers are supported to develop pedagogical teaching approaches and learning environments to ensure the best outcomes for all pupils, with strengths and weaknesses being identified and responded to rapidly. Whole class, small group and individual teaching provide opportunities for independence, discussion and enquiry-based learning.

Each of our pupils' journeys through school is unique and personal. Teachers work collaboratively with other professionals to create personal targets (IEPs) in relation to each child's Educational Health and Care Plan (EHCP) and by embedding these targets and personalising the curriculum, we can meet the needs, interests and learning styles of all our pupils.

Our assessment system is used to support the teaching of the curriculum and has been developed internally. Skill ladders have been developed to enable teachers to accurately assess pupil progress, identify gaps in learning and determine next steps. The assessment system is aligned with our curriculum and utilises 'I can' statements.

## **Impact**

All of our pupils will have enjoyed a range of memorable academic and social learning experiences, both in school and out. No opportunities will have been missed to maximise progress for all pupils. They will have developed communication, relationships, independence and many other transferable skills or accreditations, which will ensure they leave the Forest School prepared for their next stage in life.



## **ROOTS curriculum (EYFS, KS1/KS2)**

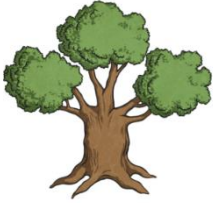
### **Who am I?**

Our ROOTS curriculum aims to develop positive behaviours for learning for our Primary pupils. We believe embedding positive behaviours for learning will facilitate successful progress through each child's school career. We provide the pupils with a safe and nurturing environment, ensuring a sense of security and belonging. Our ROOTS curriculum enables pupils to develop an awareness and understanding of '**who they are.**' We believe that by developing the child's emotional intelligence and resilience, they are more likely to achieve their maximum potential. A happy and healthy mind is essential in becoming a successful individual; this is the philosophy within each of our primary classrooms with every child encouraged to identify, discuss and reflect upon their emotions.

The ROOTS curriculum, based on an adapted KS1 and 2 National Curriculum, prioritises the core subjects of English (including reading and communication development), Maths and Me in the World (PSHCE). Pupils will also have access to a range of subjects such as Science, Topic (History and Geography), Art, Music, ICT, RSE and Physical Education, through a thematic approach to learning (a 7-year cycle of progressive themes), ensuring a broad and balanced curriculum offer. During the final two years of the ROOTS curriculum, pupils will begin to develop life skills in preparation for their transition to the TRUNK curriculum in Key Stage 3. This will include a focus on fundamental independent life skills, including conducting themselves safely within a kitchen environment and taking responsibility for their own belongings. The pupils will also be given the opportunity to develop and demonstrate these new skills through a residential trip to Cober Hill in Scarborough.

It is important that our **EYFS** children have the best possible opportunities for their development and learning. We consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable experiences, focussing strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The prime areas are: Personal, Social and Emotional Development, Physical Development and Communication and Language. The specific areas are: Literacy (Reading and Writing), Mathematics, Understanding the World and Expressive Arts and Design. Each area of learning and development is implemented through planned, purposeful play and through a combination of adult-led and child-initiated activity, both inside and outside the classroom. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to each other. Each child will also have adult led activities, specific to their individual needs. Three characteristics of effective teaching and learning are: playing and exploring, active learning and creating and thinking critically.

Ongoing assessment is an integral part of the learning development process. Assessment comes from observations by all the practitioners who work with the children and from information received from parents and carers. These observations then inform planning about how to develop each child's learning and experiences. In the final term of the year in which the child reaches age five, the EYFS Profile is completed.



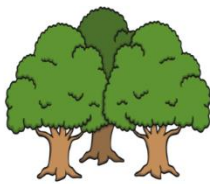
### **TRUNK curriculum (KS3)**

#### **Where am I?**

Our progressive 3-year TRUNK curriculum builds upon the children's learning from Primary. We strive to provide opportunities to consolidate and extend the skills developed in Primary, ensuring pupils continue to make progress and learning opportunities continue to be exciting and engaging.

As with the ROOTS curriculum, the core subjects of English, Reading and Communication, Maths and Me in the World will be prioritised within the weekly timetable, with other subjects being taught within a cross-curricular topic approach to ensure breadth and balance, deepen understanding and enable opportunities to transfer knowledge and skills.

The TRUNK curriculum provides each child with individual opportunities to determine their place in the world, so they can identify '**where they are**', with an even greater focus on developing independence, confidence, resilience and life skills, both in school and within the wider community. It is our aim to ensure our young people are happy and comfortable, both with themselves and outside The Forest School. We aim to deepen their understanding of British Values and how to conduct themselves appropriately in society. To facilitate this, Key Stage 3 pupils will take part in weekly Preparing for Life and Topic lessons, enabling them to gain key skills which are transferable in society. They will also have weekly timetabled 'Woodland Adventure'; developing confidence and self-esteem, through learner inspired and hands-on practical experiences in a natural setting. Woodland Adventure supports pupils to become creative, resilient, determined and independent learners. As they progress through Key Stage 3, they will engage in topics such as taking responsibility, local living, travel, healthy living and calorie control. Employability will feature in Year 9 to prepare them for commencing the CROWN curriculum in Year 10.



### **CROWN curriculum (KS4)**

#### **Where am I going?**

Our KS4 CROWN curriculum focuses on consolidating and extending the knowledge and skills the pupils have acquired during their time in Key Stage 3, by supporting them to determine '**where they are going**' and help them to acquire the knowledge, skills and confidence to get there, as independently as possible. The CROWN curriculum will offer access to accreditations, where appropriate, to showcase their knowledge and gain tangible recognition of their achievement, for themselves, for future placements or for employers.

A modified national curriculum will be offered to our oldest students, with a more equal balance between the core subjects of English/communication and reading, Maths and Me in the World, with

Science, Food Technology, Art, PE, Humanities, ICT, RSE, Outdoor Education and Lifeskills, including Employability and Preparing for Adulthood. Within KS4, Maths and English are taught by subject specialist teachers. During their time in Key Stage 4, the students will have greater opportunities to apply the skills they have acquired to real-life situations, both in and out of school. The CROWN curriculum aims to encourage the students to be as independent as possible, have greater responsibility, for themselves, for their belongings and for their actions, and to further develop their resilience in preparation for adulthood. Independent travel, work experience and accreditation opportunities will all ensure the CROWN curriculum offer is exciting, progressive and age appropriate.

Accreditations offered as part of the CROWN curriculum include Functional Skills in English and Maths (Entry Level and Level 1) and Entry Level Qualifications in PE, Food Technology and ICT. Students can also achieve ASDAN units in a range of subjects.



### **IVY curriculum**

#### **How do I engage with my world?**

Our IVY curriculum provides a sensory based approach for pupils in KS3 and KS4, within a total communication learning environment. The focus of the IVY curriculum is to develop skills in communication and social interaction, choice-making, problem solving and life skills to support independence, and to ensure these pupils understand **'how to engage with their world'**. This is based upon an adapted national curriculum, greatly modified to meet the needs and developmental stages of a diverse range of pupils, whose learning requires high levels of personalisation and differentiation, as well as repetition and over-learning, to ensure skills are both consolidated and able to be generalised. The timetable is structured to ensure the children have routine and predictability across the week, with English/communication, Maths and Me in the World featuring heavily in the morning, with a topic/cross-curricular approach in the afternoon. The curriculum is set out in a series of themes and creative topics for the year, which are delivered through differentiated schemes of work. Pupil progress is assessed through our internally created skill ladders for English, Maths and Me in the World, alongside an IVY assessment system based on The Engagement Model.

Alongside embedded and personalised targets linked to their EHCPs, pupils accessing the IVY curriculum who demonstrate a particular strength or ability within a curriculum area, can access parts of the TRUNK or CROWN curriculum, dependent on their age. Once pupils reach KS4, as with the CROWN curriculum, these pupils will also have opportunities to pursue accreditation pathways where appropriate, e.g. ASDAN and Entry Level.