

**Intent****What is Woodlane aiming to achieve through its curriculum?**

- To provide an outstanding education, which is personalised to the need of each pupil.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and develop pupils' ability to self-regulate.
- To ensure Woodlane values are at the heart of learning, these include:

Kindness Tolerance Honesty Independence Effort Aspiration Resilience Achievement Respect



- To develop pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development).
- To promote physical and emotional well-being.
- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.
- To ensure that all pupils receive an education that is in line with the statutory guidance outlined in the SEND Code of Practice 0-25.

**Implementation****How is the Woodlane curriculum delivered?****Curriculum Delivery**

- Pupils have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet pupils' learning needs and styles. Our curriculum is designed to be challenging and appropriate to the pupil's stage of development.
- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects.
- Our KS3 curriculum covers 14 subjects, which are taught through 25+ hours contact time each week.
- Our KS4 curriculum covering a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. See our [curriculum pages](#) for full details.
- Recovery Lessons are taught to all of KS3 (x3 lessons per week), and KS4 (x2 lessons per week). These subjects form the school's Covid-19 Catch-up response and ensure dedicated curriculum time is provided to identified areas of lost learning, missed opportunities or regression. Target areas are identified through the school's analysis of progress and outcomes.
- Our curriculum is designed to build and expand on previous skills and subject knowledge, over a 5 year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall.
- We offer a wide range of qualifications, which are selected to appropriately challenge, based on the pupil's stage of development. See the [qualification page](#) for further details.
- We offer substantial curriculum time to pupils in Year 11 to attend a weekly college link in the Autumn and Spring Term and a work experience programme culminating in February.
- Enjoyment in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year.
- We provide additional extra-curricular activities at lunch time, after school and specially targeted support on a Saturday.

**Teaching and Learning**

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- Our Headteacher and senior leaders are well qualified, possessing a range of qualifications.
- We have several SpLD specialist teachers and our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a Masters degree in Autism Spectrum Disorder.



- Staff and pupils have collaborated to design bespoke criteria for ‘*Outstanding Teaching and Learning at Woodlane*’ criteria, which are used to judge the quality of teaching and learning at Woodlane.
- The curriculum is differentiated broadly into three levels of challenge, ‘all’, ‘most’ and ‘some’. Further differentiation and personalisation is implemented when required.
- We offer various parent-pupil workshops throughout the year to enable parents to best support their child and work in partnership with the school.
- Homework is a key opportunity to reinforce and extend learning. It is set by all teaching staff through the Firefly learning platform using a standardised format and is differentiated to provide the appropriate level of challenge. See the [homework section](#) for details on purpose and frequency.
- When a pupil is required to remain off of school for 3 or more days, (but is well enough to learn), the school initiates [Home Learning](#). This may be a short or long term plan depending on the individual needs and ensures pupils continue to receive a full curriculum if unable to physically attend.

### Three Tiers

- We have a 3 tiered approach to supporting each pupil’s learning, including:
  - Universal – this is the teaching your child will receive from our transition/subject teachers and will include adaptations to match learning needs.
  - Targeted- – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child’s learning.
  - Specialist – it may be necessary to seek specialist advice and/or regular support from a specialist professional in order to plan for the best possible learning outcomes for your child.

### Assessment

- The progress of each pupil is carefully monitored throughout their time at Woodlane.
- Checks on progress take place formally at set intervals through the year and informally throughout the school day.
- Analysis of progress data shows that pupil underperformance is rare, but addressed where found.
- Assessment opportunities take the following:
  - Each pupil collates a Pupil Achievement Book, where they showcase their best work and demonstrate progress over time in a variety of subjects.
  - Woodlane analyses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
  - Our bespoke Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points.
  - Our Assessment Map highlights the range of qualifications available and how these can be compared to one another.
  - Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment.

## Impact

### What difference is the Woodlane curriculum making on pupils?

- The vast majority of pupils meet or exceed their expected progress.
- The very large majority of pupils meet or exceed their expected outcomes in Year 11.
- Woodlane pupils’ academic starting points are often extremely low, their progress is compared carefully using DfE published data. When compared with only community SEND schools in England, Woodlane regularly ranks in the top 5% nationally.
- When pupils transition from Woodlane in Year 11, they will have gained at least 1 and up to 11 externally accredited qualifications, which reflect the pupil’s best ability.
- Detailed analysis of outcomes and pupil progress indicates that there is little statistical significance between the performance of key groups.
- The spiritual, moral, social and cultural development of pupils is outstanding.
- Pupils develop outstanding behaviour and self-regulatory practices over their time at Woodlane.
- Pupils are well-prepared for the next stage of their education and the large majority transition to mainstream colleges. No Woodlane pupil has left Woodlane Not in Education, Employment or Training (NEET) in the last 6 years. Pupils regularly return to celebrate their achievements Post 16.