



Policy Name	Curriculum Policy
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Introduction

Old Farm School is dedicated to providing outstanding education with an 'Empowering Curriculum' that is broad, balanced, inspiring, inclusive and student-centric. Consistent with our vision of "Be Brilliant", we aim for our students to have the best opportunity to realise their full potential by building their academic, social, emotional skills and resilience so that they can become the best version of themselves in modern British society. Therefore, we work with students and parents/carers to ensure that the curriculum takes individual differences into account and that it provides continuity and progression.

Our core values of Be Brilliant, Be Ready, Be Respectful and Be Safe, are reflected in all elements of our curriculum. Crucially, these values are embedded in the rationale for curriculum choice at all key stages, informing the way the curriculum is implemented and the outcomes that it is designed to achieve.

Our Curriculum Vision

Our school provides students with a creative, flexible, personalised curriculum that helps to build their resilience, confidence and self-esteem. To fulfil the dreams and aspirations of all our learners and as outlined in each EHCP, our curriculum is delivered in a safe and supportive environment that celebrates both personal and academic achievement.

Our Rationale

The vast majority of our students are from disadvantaged backgrounds, where they have suffered from adverse childhood experiences (ACEs). Many start school with one, or multiple, diagnoses which may be compounded by specific learning difficulties, high anxiety and a very negative view of education. These complex needs, as well as their dreams and aspirations, are clearly outlined in their Education and Health Care Plan. Our approach is very child centred, which is also reflected in our curriculum that is designed to meet the needs of each child.

Some of our students are in a state of extreme anxiety most of the time, which causes them to have a very limited concentration span. Many of them are capable of complex learning. However, this is often hindered by their anxiety, which puts them at risk of becoming increasingly disengaged with education and isolated from society. The curriculum is designed to help students manage their anxieties, so that they can concentrate for longer periods.

All behaviours are recognised in our school as a form of communication. We have designed a curriculum that will help students manage their anxiety and build communication skills, to become more emotionally literate and build confidence

Many students who attend our school have low self-esteem and low self-efficacy. They come to us with negative connotations about themselves such as, 'I am unlikeable', 'I am different, nobody likes me.' This leads to a lack of self-confidence, decreased motivation which dampens their interest in school and learning. Our curriculum is designed to help students believe in themselves, and their abilities so that they can take controlled risks, express their creativity and invest in their education.

A lack of social skills, which includes social interaction skills and the ability to make and maintain enriching relationships, is another barrier that the curriculum is intending to address. As part of our curriculum, students will have access to opportunities and experience to build these skills.

We are very aware that once we build confidence, self-esteem and resilience that this

enables independence. The curriculum is designed to incorporate opportunities for independence through the key stages.

As a staff team we know that anxiety and presentation of behaviour mask academic potential. We strongly believe that there is no limit to how much our students can achieve academically once their basic physiological needs, their need for safety, for security and a sense of belonging are met. We are aware that, because of the nature of our students, these basic needs supersede the need for academic achievement. It is within our students' interest that we develop a curriculum that will empower their academic success by embedding opportunities and experiences that will build confidence, build resilience, make students feel safe, secure and feel a sense of belonging. Only then will our students be able to meet our high academic expectations where they are expected to develop problem solving skills, thinking skills, reasoning, enquiry and evaluative skills. Key skills that are necessary for them to become functioning, responsible adults.

We know that in order for our students to achieve academically the curriculum must rely on strong pastoral support, a very robust reward system to boost motivation and a relaxed, friendly environment that makes students feel safe and secure.

Our Curriculum

What is Old Farm School aiming to achieve through its curriculum?

- To provide an outstanding education, which is personalised to the needs of each student.
- For our students and staff to "Be Brilliant"
- To provide a curriculum which allows pupils to take risks and develop the resilience, determination and tolerance required to lead successful lives in modern, democratic Britain.
- To do this our curriculum is relevant, purposeful and authentic. Our three rich strands at Old Farm school are the development of understanding of Climate emergency, social justice and diversity and belonging
- To provide a curriculum with a relentless focus on developing character, creating beautiful work, achieving academic success, but more importantly just "Being Brilliant."
- To provide a curriculum which provides rich, engaging learning opportunities that will motivate and inspire and provide a lifelong love of learning
- To provide a calm, learning focused environment, which is safe, caring, and nurturing, based upon PACE strategies.
- 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 develop students' 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 students for the next stage of their education.
- To ensure all students leave Old Farm School 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. How is the Old Farm School curriculum delivered?

Curriculum Delivery

- Students have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet students learning needs.
- Our curriculum is designed to be challenging and appropriate to the student's stage of development.
- Our curriculum offers significant cross-curricula learning opportunities to ensure students make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects.
- Our curriculum is designed to build and expand on previous skills and subject knowledge. 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 student's stage of development
- We offer opportunities for extended work experience, college tasters and, where appropriate, specialist external provision.

Key Stage 2	Key Stage 3 (and Nurture)	Key Stage 4	Key Stage 5
Reading (inc phonics) Writing (inc SPaG) Maths Science History Geography Art & Design Design and Technology Music MFL Physical Education PSHE (inc Religious Studies Computing A full and varied option programme Residentials	English Maths Science History Geography Art Design and Technology Physical education PHSE (inc Religious Studies) Citizenship A full and varied option programme Residentials	GCSE English Maths Science History Art Photography BTEC Child Development Hospitality and Catering Leadership in Sport Hair and beauty Physical education Design and Technology PHSE (including Religious studies Citizenship Work experience Duke of Edinburgh A full and varied option	Subject options are personalised to the students. Currently in 2024/25 we are offering A Level Maths AS Photography Btec level 3 Child Development Btec level 3 Business Studies Btec level 2 Leadership in Sport Work placement PHSE/Life skills curriculum A full and varied option programme Duke of Edinburgh Residential

		programme Residentials	visit options Residentials
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Enjoyment in learning is incredibly important to us; we therefore also run regular whole school theme days throughout the academic year, and all students have opportunities to participate in residential at home and abroad.

Teaching and Learning

- Our students are taught by well-qualified and experienced teachers throughout the school
- Our Headteacher and senior leaders are well qualified, possessing a range of qualifications
- Staff utilise the latest education research. We build upon Rosenshine's Principles, The Learning Forest by Tom Sherrington and Building Learning Power by Guy Claxton. Our developments are guided by the research coordinated by the Education Endowment Foundation
- The curriculum is differentiated broadly into three levels of challenge, universal, targeted and specialised.
- Further differentiation and personalisation are implemented when required.
- We offer various parent-student workshops throughout the year to enable parents to best support their child and work in partnership with the school.
- When a student is required to remain off 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 students continue to receive a full curriculum if unable to physically attend.
- We embed the development of literacy and oracy throughout the curriculum

We have all agreed to our visible consistencies:

Visible Consistencies

Environment	Clear and ordered with a variety of space options
	Ready Respect Safe displayed
	Building Learning Power displayed
	High quality student work displayed
	Opportunities for reading
	Outdoors used for learning
	Welcoming environment
	A therapeutic environment
	Being Brilliant displayed
Classroom	A welcoming environment

	Ready Respect Safe displayed
	Building Learning Power displayed
	Being Brilliant displayed
	Clear and ordered learning environment removing the stress
	A variety of flexible seating options
	A variety of resources available
	High standards of student work displayed
Student	Students know what they are studying and why
	Feedback is clearly evidenced and being responded to
	Students using building learning power strategies
	Students engaging with teaching based upon Rosenshines principles of instruction
Staff	PACE approach evident
	Clear use of Ready Respect Safe
	Clear evidence of Rosenshines Principles of Instruction
	Clear evidence of building learning power approaches
	Learning opportunities individualised
	Staff working together to achieve outcomes
	Beautiful work encouraged
	Assessment for Learning evident in student progress

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 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 to plan for the best possible learning outcomes for your child.
- Our inclusion triangle clearly shows how we support those students who at whatever stage of their school career might require a different environment to thrive.

Assessment

- The progress of each pupil is carefully monitored throughout their time at Old Farm School.
- 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:
 - Old Farm School 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 Assessment Map highlights the range of qualifications available and how these can be compared to one another.

What difference is the Old Farm School curriculum making on pupils?

- Most pupils meet or exceed their expected progress.
- Most students meet or exceed their expected outcomes in Year 11.
- Old Farm School students' academic starting points are often extremely low, but also their previous schools' attendance. Our attendance is over 93%. This includes our students with EBSA
- When pupils transition from Old Farm School in Year 11, they will have gained up to 11 externally accredited qualifications, which reflect the student's best ability.
- Detailed analysis of outcomes and student progress indicates little statistical significance between the performance of key groups.
- The spiritual, moral, social and cultural development of students is outstanding.
- Pupils develop outstanding behaviour and self-regulatory practices over their time at Old Farm School.
- Pupils are well-prepared for the next stage of their education and the large majority transition to mainstream colleges. No Old farm student has left Old Farm Not in Education, Employment or Training (NEET) in the last 3 years. Pupils regularly return to celebrate their achievements Post 16.

