

Old Farm School Curriculum Executive Summary

Intent 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 rich three 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.

Implementation 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.
- Enjoyment in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year

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, 'all', 'most' and 'some'
- 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

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 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 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.
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment.

Impact 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 95%. This includes our students with EBSA
- When pupils transition from Old Farm School in Year 11, they will have gained at least 1 and 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.