



Formal Curriculum

Intent

At Langley, our vision is that every child **THRIVES** and our curriculum has been considered around seven key themes: **Thrives, Happy, Respectful, Independent, Valued, Empowered, Safe.**

The Formal curriculum intends to provide pupils and students with the opportunity to develop and learn within a supportive environment and foster positive attitudes to learning that lead to success and achievement. Our ambition is for all pupils, regardless of their starting points, to access an ambitious curriculum which reflects the National Curriculum at an age-appropriate level, while being adapted to meet their developmental stage. We explicitly plan for meaningful endpoints, whether these are academic, social or linked to independence and preparation for adulthood. The formal curriculum developed at Langley and subsequent teaching and learning reiterate the seven aspects of cognition and learning as highlighted within The Rochford Review (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation) and also the four areas of need outlined in Education and Health Care Plans (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical)

Pupils following the formal curriculum access a broad and balanced curriculum, which is underpinned by English, Mathematics, ICT and Personal, Social and Emotional Development. Weekly sessions of Science, PE, RE and Music are also taught. History, Geography, Art and Design Technology are taught as part of our themed topic approach with careful long-term planning ensuring a balance of time allocation over the course of a school year. For pupils following this curriculum, a weekly session of Computing is added to the timetable. Pupils are offered a variety of activities and resources appropriate to their age and are encouraged to increase independence in Upper Key Stage Two in order to take a more active part in their learning with the view of moving towards their next setting. Pupil agency is encouraged to help support pupils to make choices, express preferences and develop increasing independence in their lives.

We believe in developing the whole child in an environment which enables pupils to thrive. We actively promote the fundamental British values through our school ethos and culture, our curriculum (including RE, PSHE and relationships education) and by engaging our pupils in wider curriculum events throughout the year. As part of our curriculum planning, we include a range of visits and visitors to broaden our pupils' experiences and enrich our curriculum offer. Examples include Forest school on site, visiting the library, visit to the theatre in Birmingham, performances in school, walks within the local area, local shopping experiences and puppet show exploring friendship. These experiences help children to build their knowledge of the school and local community.

As part of our Computing and PSHE curriculum, children explore how to stay safe online, develop their understanding of safe and unsafe choices and recognise trusted adults. Children take part in National Online Safety events.

With specialist PE teaching in-house, we ensure that pupils experience and explore how their bodies can move in a range of ways and exploring different sports and equipment in an adapted way to meet their physical and sensory needs. Children get the opportunity to take part in weekly swimming lessons and represent their school in sporting events.

Developing our pupils' life skills is incorporated throughout the curriculum where pupils are encouraged to develop personal care routines, independence at mealtimes and looking after personal belongings. In addition, our Life Skills sessions provide practical opportunities for children to develop life skills in social situations, safety, play and leisure, independence and community.

Implementation

The Formal Curriculum is for children working towards National Curriculum outcomes. These pupils access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Specialist areas are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil may receive a 1:1 or small group intervention to develop communication skills, or to develop strategies to help them to learn to manage sensory processing difficulties). Children work within small groups and are broadly ability grouped within Key Stages.

Teachers will identify key learning intentions for every lesson and will provide opportunities for adult-led and adult-directed tasks linked to the learning as well as child-led opportunities through the topics that are being taught, where children can explore their own interests and fascinations, develop play skills, communication and interactions and social skills. Reading and communication are prioritised across the curriculum, with daily opportunities to develop decoding, comprehension and a love of reading, alongside a Total Communication approach to ensure every pupil can access and contribute to learning. Some of our formal learners require a 'holistic', 'multi – sensory' approach to the delivery of the curriculum. This is planned into daily lessons where appropriate.

We work closely with other professionals, including Speech and Language Therapists, Sensory Occupational Therapists and Physiotherapists to provide students with the appropriate programmes and plans which are incorporated throughout the day for those children who require additional support. Assessment is purposeful and feeds directly into curriculum adaptation. Teachers and leaders use assessment information not only to monitor progress against EHCP outcomes but also to shape curriculum content, ensuring it remains ambitious and responsive.

Overview of learning areas in our Formal pathway at Langley:

Impact

Personal, Social, Health & Emotional Development	Communication and Language	Literacy
<p>PSHE learning through – Self-awareness, Self-Care/Support and Safety inc Online Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles</p> <p>Opportunities to develop: Independent and Organisation Skills (inc life skills) Interacting and working with others (inc social and play skills) Transition to next provision Life skills</p> <p>Emotional Development Developing Communication and Language to support emotional literacy and emotional intelligence Emotional regulation and emotion teaching/coaching through an individualised approach and through explicit lessons, also through: OT, Mindfulness, Yoga and where appropriate individual or group therapies e.g. ELSA Behaviour for learning Positive Behaviour Support Plans/Nurture</p>	<p>Communication and Language is linked to all other areas and includes: Total Communication Approach Augmentative and Alternative Communication Speech and Language Programmes and Interventions</p> <p>Short Term Targets – with identified children Thinking and Problem solving Colourful Semantics</p>	<p>Key Skills of: Communication and Language Speaking and Listening Daily Phonics Reading Handwriting Writing Grammar Colourful Semantics Short Term Targets</p> <p>We explore the key skills above through the use of a range of high-quality fiction and non-fiction texts, poetry, drama and role-play, exciting concrete, visual and auditory stimuli.</p>

Mathematics	Physical Development	Understanding the World	Expressive Arts and Design
<p>Maths – understanding core mathematical words, key skills and real-life maths within: -number -calculations -shape, space and measure -statistics</p>	<p>PE – children will access both discreet lessons and enrichment across the curriculum based on: -mastering basic movements -participating in partner and teams games -performing dances</p> <p>Swimming External PE provision OT, developing gross and fine motor skills, establishing self-help skills,</p>	<p>Forest School (link Understanding of the World) Other Outdoor Learning Opportunities (link Understanding of the World) Science- should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. History - Learning the skills of how to be a historian through exploring: their recent past, changes in living memory, events beyond living memory, lives of significant individuals in the past, local historical events, people and places Geography - Learning the skills of how to be a geologist through exploring and engaging with: the world around them, locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork RE, British Values and Cultures – We follow the Birmingham Agreed Syllabus at a level appropriate for learners; engaging with the topics through: learning through experience, exploring religious traditions and non-religious world views, building the skills of learning from faith and learning to discern We creatively explore the British Values of: Democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. We do this through learning and play, and enrichment days Computing - Learning the skills of how to engage with the world around them through developing ideas and making things happen, finding things out and exchanging and sharing information</p>	<p>Art -Learning the skills of how to be an artist through exploring: a range of materials, drawing, painting, sculpting, developing art and design techniques, designing and making, being exposed to different artists and craft makers DT - Learning the skills of how to design and make through exploring: cooking and nutrition, use of a range of different tools and materials, building technical knowledge and evaluating Music – Be exposed to music from different genres and cultures and explore the skills of how to be a musician through: singing, listening, composing and performing, opportunities to watch performances Dance - Engage with dances from a range of genres and cultures, explore different movements with their own bodies and in partners/groups, respond to stimuli through movement, opportunities to watch performances Drama – Engage with learning and experiences through drama and role-play, gain confidence in using body, gesture, movement, sound and voice for self and audience, engage and take part in dramatic story telling and rhymes, opportunities to watch with performances.</p>

Individual Targets

Teachers set individual targets on Evidence for Learning each term, based on pupils' long term EHCP targets, across four areas (see table below). Children record their work in books and evidence for Learning is also used to add observations and evidence of pupils participating and engaging in activities which contribute towards their progress towards individual learning targets. Teachers can track children's progress towards children short term and long-term targets and adjust provision as required to suit their learning needs. This ensures that the curriculum is demonstrably having an impact and is continuously adapted in response to pupil progress. Leaders evaluate impact by triangulating assessment outcomes, pupil voice and wider evidence of engagement and independence. Parents are informed of their child's progress through regular parent meetings during the academic year and as part of their child's annual review meeting.

Communication and Interaction	Cognition and Learning	Social, Emotional, and Mental Health	Physical and Sensory
Targets may relate to: <ul style="list-style-type: none"> Expressive and/or receptive language Communication for learning, literacy, behaviour and social interaction Comprehension Speech production Processing and understanding Access to the curriculum 	Targets may relate to: <ul style="list-style-type: none"> Children's access to curriculum, in particular the acquisition or use of literacy and numeracy skills Memory, concept development, information processing, understanding, sequencing and reasoning Organisation Independence 	Targets may relate to: <ul style="list-style-type: none"> Social rules, boundaries and cues Forming relationships with adults Making friendships Turn taking Sharing Identifying and managing heightened emotions Mental health, such as anxiety, self-harm, difficulties around eating 	Targets may relate to: <ul style="list-style-type: none"> Hearing or vision impairment Fine Motor skills (mark making, using cutlery, dressing skills) Gross Motor skills (mobility and physical activity) Personal care (toileting, self-help) Sensory processing needs

These targets are framed with reference to longer-term endpoints, ensuring pupils are prepared for their next stage of education, future independence and life in modern Britain.

Quality Assurance of Teaching and Learning The Senior Leadership Team plan a range of internal and external assurance opportunities throughout the academic year and triangulate the evidence to ensure that our curriculum is having the desired impact. We review how well the curriculum builds cultural capital and prepares pupils for life beyond school, including through exposure to diverse cultures, role models and experiences that reflect modern Britain. As a result, strengths are celebrated and areas for development clearly defined. Quality assurance activities may include the following:

- Lesson observations
- Learning Walks
- Book/evidence looks
- Pupil voice and/or pupil engagement and attendance
- Learning Trust for Excellence engagement e.g. curriculum reviews
- Pupil progress meetings
- Governor visits