



# Doubletrees School



## A guide to our Curriculum offer—How have we designed our curriculum?

**Our aims are at the heart of all we do: Achieve, belong, communicate, develop and enjoy.**

**We aim to personalise learning to motivate and engage our learners. We also need to ensure our curriculum also needs to broaden their experiences to allow better knowledge of their interest and we acknowledge that this needs close working relationships with partners to facilitate this**

Key focuses for sequential learning are English, particularly reading, phonics and communication, and Maths, particularly number. We recognise that these skills underpin all other learning. All learners have daily Maths and English lessons. There is also a strong focus on PSHE to ensure that our learners not only understand the need to stay safe and healthy but how to and what to do if they don't feel this.

To ensure the development of these key skills, all our learners who are able to access subject based National Curriculum learning have daily English and Maths lessons. The English lessons include daily phonics, the teaching of individual reading skills, as well as wider comprehension and composition skills. Phonics lessons continue as long as the learners are making progress and this is supporting the development of their reading skills. For those individuals who are not able to access synthetic phonics programmes, alternatives such as whole word recognition are introduced in KS2 and if successful are continued in place of synthetic phonics in KS3. For learners unable to make progress in either, there is a move towards the teaching of social sight and functional vocabulary at the start of KS3. There is a strong emphasis on the teaching of number in the primary phase of our school, to enable learners to access the other areas of Maths, such as geometry, measures and statistics as the learners progress through the school. Therefore the breadth of Maths increases, once our learners have a firm mastery of number.

For the core subjects: English, Maths, PSHE, and PD/PE the curriculum structure is spiral, aiming to revisit and master skills before moving learners on. This allows opportunities for learners to secure knowledge and skills – a mastery approach. We then aim to provide them with the opportunities to apply learning to a variety of contexts, demonstrating generalised knowledge before the next steps in a skill sequence are identified. We are developing bespoke assessment frameworks to support identifying the smaller steps in this sequential learning. .

Our curriculum begins at EYFS, focussing on the 3 prime areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development. We extend our EYFS to the end of year 1 to give our learners a longer time for us to understand them and their needs at the start of the learning journey. It is also to support them learning to develop awareness of self and the environment through a play based approach facilitated by 'play partners'. Knowing self, developing awareness of self and sense of agency on others and the environment.

KS 1 & 2 follows broadly National Curriculum subjects for breadth and balance, but all grouped to form thematic curriculum, which serve to motivate and engage our learners, and help us develop an understanding of their interests and aspirations to inform the next phase of our school journey. In Key stage 3 this develops further into three key themes per year: A theme based on the local area, to allow our learner to develop a sense of identity and belonging within their own communities There is a theme based on another culture and country to develop their experience of other places and to raise aspirations. The third term will allow the learners to develop skills and knowledge through Scientific or Historic to broaden their interests.

KS4 & 5 merged to spend greater time on preparing our learners for life beyond school. This follows our independence and aspiration curriculum, focussing on life skills and where appropriate an accreditation pathway. At this stage in their education, we know our learners well and have had continuing conversations to support their transition to the next setting.

Long terms scheme of work identified end-points linked to age related expectations to be aspirational. We aim to bring the world and a range of experiences to our learners in a locality that is a peninsular, very insular and isolated with little opportunities and limited services beyond the school setting. This includes regular focuses on other places and cultures to broaden horizons, given that our local area has low aspirations.