



LONSDALE SCHOOL

LEARNING FOR LIFE!

An Overview of the Lonsdale
Curriculum

November 2019, CT



- We want our pupils to grow up to be healthy, stay safe, enjoy their achievements, make positive contributions and work towards achieving economic well-being.
- We believe in a person-centred, holistic approach to developing the whole person, and in working with all people involved with a person to create individualised learning pathways and a wide ranging offer of opportunities which will benefit individuals and lead to the best outcomes. Specialist teachers and support staff as well as networking and collaborative working with others will allow us to widen our curriculum offer.
- We have and set high expectations to ensure teaching and learning across all areas is the best it can be.
- We have the vision to achieve excellence in teaching and learning of PNI pupils, that merits sharing with others.

Enriching Lonsdale Curriculum through Active Positive Pedagogy – “I know, I can”

Our curriculum meets the diverse needs of all our pupils. We believe that all pupils are entitled to participate in education which is broad, balanced and relevant to personal needs and abilities. Our innovative curriculum reflects the time and society we live in. We believe that pupils learn best when they are active participants in planned educational experiences, appropriate to their level of development.



21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

- 1. Literacy
- 2. Numeracy
- 3. Scientific literacy
- 4. ICT literacy
- 5. Financial literacy
- 6. Cultural and civic literacy

Competencies
How students approach complex challenges

- 7. Critical thinking/problem-solving
- 8. Creativity
- 9. Communication
- 10. Collaboration

Character Qualities
How students approach their changing environment

- 11. Curiosity
- 12. Initiative
- 13. Persistence/grit
- 14. Adaptability
- 15. Leadership
- 16. Social and cultural awareness

Lifelong Learning

I KNOW

I CAN

I AM

IMPACT

IMAGE: WORLD ECONOMIC FORUM, NEW VISION FOR EDUCATION (2015)

The Four Pillars of our Curriculum



- The entitlement to learning and achieving potential through person-centered learning pathways for everyone
- The growth in a safe, happy and nurturing environment based on positive and trusting relationships and shared values
- A passion for learning in facilitating curiosity for life
- The recognition and promotion of developing identity through acquiring 21st century skills and a sense of belonging through taking graduated risks, embracing challenges and daring to step out of one's comfort zone

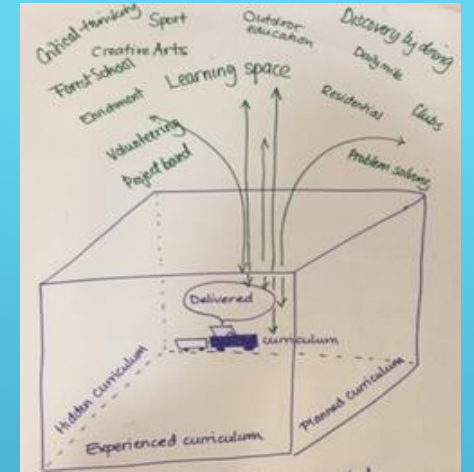
The Four Curricula within our Curriculum

1. **Planned curriculum** - focus on the aims and content of what is to be taught and learnt (intent)

2. **Delivered curriculum** – refers to what is actually put in place for students in the school (implementation)

3. **Experienced curriculum** - refers to the formal learning actually experienced by students regarding the learners, what knowledge and perspectives they bring, their ability to learn and their interaction with the curriculum

4. **Hidden curriculum** – refers to the messages communicated by the school concerning values, beliefs, behaviours and attitudes



LONSDALE SCHOOL CURRICULUM

Intent

EYFS

To provide high quality learning experiences through practical and playful activities which are structured, balanced, relevant to each child and related to the real world and their experience of it

To provide a curriculum which takes account of and responds to each child's developmental needs and starting points and allows them to make progress in accordance with their differing abilities

Implementation

A thematic or topic-based approach to the EYFS Curriculum is used with built-in opportunities to access wider community learning. Pupils learn and develop key skills in the prime areas Personal, Social and Emotional Development (PSED), Communication and Language (CL) and Physical Development (PD) and specific areas of Mathematics (M), Literacy (L), Understanding the World (UW), Expressive Art and Design (EAD).

Impact

Children in the EYFS will start making sense of the world, build up concepts, ideas and skills, develop secure attachments and interactions with adults and peers, take risks and make mistakes, develop communication, think creatively and imaginatively, investigate and solve problems and express feelings in controlled and safe situations.

Primary KS1 and KS2

To provide a well-planned, broad and balanced curriculum to enable our children to further grow and develop socially, intellectually, emotionally, culturally, morally and spiritually by encouraging independence and promoting wellbeing at all times, building upon prior learning and aspirational outcomes for all our pupils.

Primary pupils follow a thematic, project-based approach to the curriculum. Pupils access a breadth and depth of subjects and curriculum opportunities that allows all pupils to develop knowledge and key skills further and apply these in a variety of contexts. Pupils access lessons linked to subjects of the National Curriculum and have extended opportunities through educational visits, swimming, House events etc.

Pupils learn and develop their skills further. They develop a positive attitude towards learning and acquire a solid basis for lifelong learning. They gain the basic skills of literacy, numeracy, science and ICT. They develop curiosity, creativity and thinking skills and start to reflect upon their own learning and what they need to do to improve. They gain an understanding of developing world and their role within it.

Secondary KS3 and KS4

The focus of the secondary curriculum is on increasing personal independence and developing life and social skills in supporting pupils transition to adult life and within their community. Pupils will continue to gain and refine 21st century skills in foundational literacies and competencies and further develop character qualities.

Individual learning pathways help shape a personalised curriculum, which enables learners to build on prior learning and continue to make progress. Whereas for some pupils more academic learning pathways are best-suited, other learners continue to learn and progress best following a more topic-based, cross-curricular approach, or a mix of both. All learners have access to a wide range of extra-curricular opportunities like visits, clubs, events and REP.

Pupils access a broad and dynamic curriculum suited to their needs and aspirations. Pupils will continue to develop holistically in order to become confident and resilient learners. They will have a clear pathway and are ready to move on to the next stage in their education, e.g. Post 16, college, sixth form. Some pupils will have gained GCSEs, BTECs or Functional Skills qualifications.

Upper School/Post 16

The Upper School/P16 Curriculum at Lonsdale is aimed at providing students with a more independent style of learning and focuses on greater responsibility for self-organisation in preparation for college and personal study.

Student pathways are individually planned, and all work is differentiated to take account of the individual's needs. We always consider the strengths, abilities and aspirations of our students. In the Upper School and P16 we aim to continue to offer a wide range of academic, vocational and accredited pathways and courses with a wide range of cross and extra-curricular opportunities through visits, REP, work experience and Young Enterprise.

Pupils are ready, prepared and confident to move into the next stage of their life and transition from Lonsdale School to college, university or an apprenticeship. They have aspirations for their future and leave Lonsdale with a love for learning and a curiosity about life as autonomous and resilient learners.

DEVELOPING INDIVIDUAL LEARNING PATHWAYS

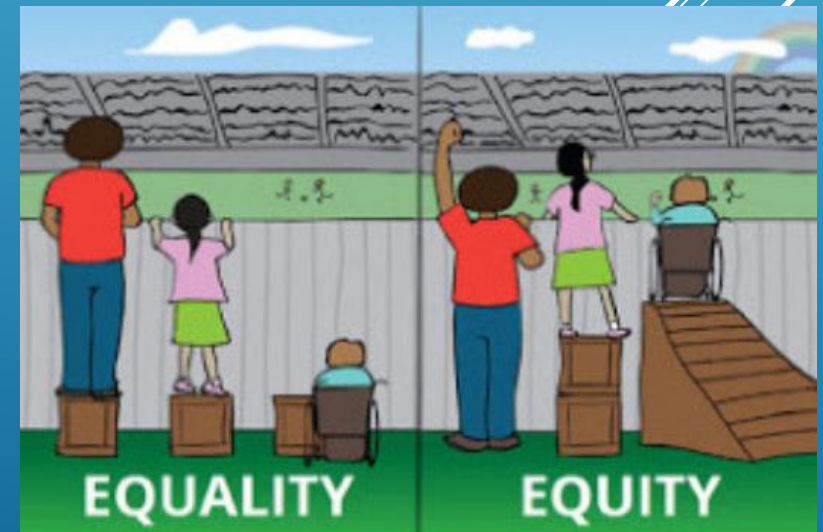
- Baseline assessment
- Aspirations and Dreams
- EHCP with needs, aims and outcomes
- National Curriculum and statutory requirements



Working together to develop aspirational, individualised curriculum pathways



- ▶ Timetabling
- ▶ In-house specialism
- ▶ Collaboration
- ▶ Working with exam boards
- ▶ Cross-curricular opportunities



NEW HORIZONS – LONSDALE'S INDIVIDUAL LEARNING FRAMEWORK



Individual Learning Plan

Horizon Targets

Dreams and Aspirations

LONSDALE		Year 8		Individual Learning Plan		Class		3CT	
I would like to be on stage on TV, live on my own and decide on my own life. I would like to have a family and be a voice for disabled people.									
Sky Targets									
English		Maths		Science		Attendance %		Autism Term	
95%		95%		95%		95%		95%	
B.P.V.S. Student Reading Test									
Suffolk Reading Comprehension / Reading Test									
Horizon Targets									
Other Areas of Focus									
F1 Realise through new experiences XXX will participate in visits to Merriottes to hear and break times and develop the confidence to visit with a peer buddy without an adult									
F2 Emotional health and well-being through counselling XXX will attend weekly counselling sessions out of school and develop emotional stability to require less time out of class and more time for learning									
F3 confidence and life skills development XXX will participate in a variety of educational visits and develop confidence to communicate in new situations and to use the skills in new situations									
F4 PP To attend school counselling sessions to help overcome anxieties and build emotional resilience XXX to attend weekly sessions									
F5 Swimming Each student at Lonsdale has a PE Profile with 5-4 individual physical targets									
F6 The TAG below indicates how the pupil is working towards these.									
TAG									

Horizon Targets for XXX - year 8 (2016-2017)									
Starting Point XXX Support Level	Autism Target Strategies	Autism Review Progress RAG	Starting Target Strategies	Starting Review Progress RAG	Summer Target Strategies	Summer Review Progress RAG	End-of-Year Target XXX and of year 8 XXX well - Support Level		
H1	XXX is unable to use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	
H2	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	
H3	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	
H4	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	
H5	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	XXX will use verbal communication in the new class and the new year. XXX will use the new language when in the new class. She will use the new language when in the new class. She will use the new language when in the new class.	

Horizon Targets "What is the Dream for XXX and her Future?"					
Horizon Target	Objectives/Outcomes from EHCP/SEN Statement	XXX's Horizon	Parents'/Carers' Horizon	Educational Horizon	Multidisciplinary Horizon (if applicable)
H1	To continue to develop XXX's specific language and communication skills in relation to her dyspraxia including the development of her expressive language structures, breath support for speech, her awareness of factors and use of compensatory strategies which enhance the intelligibility of speech and sound production in speech, phoneme awareness and discrimination skills	I like to chat with my friends. I want people to understand me and give me enough time to finish what I am saying and not interrupt me. I want to work more in theatre and with Chickenshed. It has given me confidence to stand in front of lots of people. My eye-gaze is important for me but I would also like to use my voice.	XXX is doing well. She is using her voice when she is out in public, for example to order food. I am proud of her performing at the Royal Albert Hall and when she spoke to 300 people at the Dream Factory Church Hall. XXX loves her work at Chickenshed and would like to do this all the time.	XXX will develop and become a confident eye-gaze user to support her verbal communication further. She will develop confidence to speak to familiar and unfamiliar people in various situations. She will use her eye-gaze and continue to develop her verbal speech alongside her eye-gaze use.	XXX will develop confidence in her own speech further. She will be able to speak to smaller and larger groups of people, to familiar and unfamiliar people and in various situations. She will use her eye-gaze and continue to develop her verbal speech alongside her eye-gaze use.
H2	To develop XXX's academic skills including literacy and numeracy skills so that she can continue to improve her academic achievements and support her desire to learn	I want to decide on my own life later on so I will need to learn more maths skills and English to be able to do all the things in life later.	XXX enjoys learning. She wants to live as independently as possible later in life. I want her to use her school time efficiently for learning.	XXX will achieve well in her academic learning. She will be able to engage in accredited qualifications before she leaves school. She will have with important life skills to enable her to lead an as independent life as possible.	XXX needs to make the best use of her learning time in school and integrate her therapy interventions as best as possible within her daily timetable.
H3	To develop XXX's confidence in social interaction skills with peers and less familiar adults, to enable XXX to have a positive view of "able-bodied" people and build her emotional resilience further	My friends are important to me. I like to meet up with friends and stay in touch through texts or on social media. I don't find it easy to make new friends and meet people in life can upset me. I would like not to be scared.	XXX has a great sense of humour. She is very determined and loves her friends and to mix with people. Her dream is to have her own family. She is working in coming to terms with the loss of people in her family.	XXX will become a confident and resilient young woman by the time she leaves Lonsdale. She will develop good strategies to make and maintain friends and repair friendships. She will develop a positive self-image and good self-esteem.	XXX is a pleasure to work with. She is polite and has a good sense of humour. Sometimes she gets very upset and emotional about family members which have passed on, which can sometimes slow down her learning or progress.
H4	To develop XXX's gross motor skills particularly core and shoulder girdle stability and coordination skills also with regards to her visual perception difficulties, to develop XXX's fine motor and bilateral coordination skills as well as her upper limb function and promote a stable base for fluid arm and hand function	I love walking with S, my assistance dog. I am good at using my feet to hold things and work iPads, computers or phones. I work hard on my walking. I am getting better at driving my electric chair and would love to get a car when I am an adult. I will also use taxis to get around.	XXX is working hard in her therapy sessions. She is developing good ability to hold things and work iPads, computers or phones. I work hard on my walking. I am getting better at driving my electric chair and would love to get a car when I am an adult. I will also use taxis to get around.	XXX will use her physical abilities to her full potential and best of her ability and develop into an active and healthy young woman. She will enjoy physical activities and use technology and equipment to supplement her own physical abilities, e.g. electric wheelchair, walking, eye gaze, use of her foot and hands etc.	XXX will develop her visual perception skills, her body coordination and stability further as well as working on her bilateral coordination and hand and arm function. Weekly OT and PT input will supplement her own physical sessions will help XXX achieve this.
H5	To develop her independence in activities of daily living, and self-care, particularly feeding and dressing and her awareness of personal safety, including controlling speed and direction of her walking aid and power-assisted mobility	I would like to live on my own, well with my best friend or B. I would like to have my own family. I would like to get a car. My electric wheelchair is important for me. I work hard in my physio and OT sessions. Hopefully I will be able to stay in res.	I would like XXX to be able to live as independently as possible when she leaves school. I would like her to have a job, her own family and to reach her own dreams. XXX enjoys walking and her electric wheelchair is important for her. I would like XXX to stay in residence to develop more independence.	XXX will work to the best of her ability and achieve the greatest level of independence possible for her. She will ask for help when she needs to and make autonomous decisions. She will become a confident driver of her electric wheelchair and her personal care also through residential experience.	XXX will use her eye-gaze to supplement her speech and make herself fully understood. She will work hard in her OT and PT sessions to improve on her skills in dressing, feeding, with her walking and driving.

A framework to help develop and capture individual learning pathways and holistic progress

TEACHING AND LEARNING –

HOW DO WE MONITOR, EVALUATE, MODERATE, REVIEW AND DEVELOP WHAT IS GOING ON IN THE CURRICULUM?

- ▶ Teaching & Learning Policy
- ▶ Shared Planning – long-, medium- and short-term planning (curriculum mapping, overviews and schemes of work in cycles, termly curriculum overviews on website, daily lesson planning)
- ▶ Moderation of pupils' work (internally and externally)
- ▶ Peer-to-peer support/visits/observations and team teaching
- ▶ SLT monitoring through learning walks, observation, monitoring of planning and pupils' work folders
- ▶ Assessment – data analysis – What does school, class or individual data tell us? What can we learn from the data?

TEACHING AND LEARNING –

HOW DO WE MONITOR, EVALUATE, MODERATE, REVIEW AND DEVELOP WHAT IS GOING ON IN THE CURRICULUM?.....CONTINUED

- ▶ Termly progress meetings (SLT – teachers – parents – pupils – teams)
- ▶ Annual EHCP Review meetings
- ▶ Subject leadership
- ▶ Networking
- ▶ Pupil, staff and parent voice (questionnaires, face-to-face, meetings)
- ▶ Educational developments, e.g. changes to RSE education, new Ofsted framework, statutory requirements, National Curriculum changes
- ▶ Governors' visits to school and REP
- ▶ Team meetings
- ▶ Sharing good practice
- ▶ Collaboration – What can we learn from and share with others?

