Marking it real!
Skills Curriculum-practical based learning on a Thursday afternoon. Examples include, skiing, coaching, Community group, art, Science, cooking, gym and dance, walking on the wild side,

Hands on ~Mondays-Each week starts with the practical application (where possible) of all subjects and some outdoor learning

Friday reward afternoon sessions-Our reward system is applied across the week and when earned leads to chosen activity on Friday afternoon. If not earned, it leads to a reflection activity to consider what to do next and make improvements.

End of Term trips-Linked to the reward system and they involve a school based menu, an educational visit to an adventure activity.

Guest speakers-Where possible they are used to enhance, engage and make it real. Examples include the Police and Fire Service when working on the topic of 'hero's', guest poets and mad mathematicians!

Trips for a fantastic finale for topics. To complete a topic staff will arrange a visit to a local venue that brings the topic Alive and to a conclusion. This may be a Buddhist Temple, or the Natural History Museum.

Core skills
Based on using the Chris Quigley model
Literacy-The Big Idea
Maths
Science
Physical Education
PSHE
Relationships
RE

Questions asked:
Does it meet the needs of our pupils
Does it engage and excite? Is it fun?
Will it promote and enhance key skills-literacy/numeracy/ social skills etc
Can we make it applicable to real life where possible?
Is it the same as other schools do? If so we need to change this as for
Our pupils, previous curriculums did not work!
Does it prepare pupils for the next stages of their educational journey?

Curriculum revisions have taken place on an annual basis and sometimes during a term.
For example, the introduction of the Chris Quigley curriculum in Sept 18 and 'hands on Mondays'
In Nov 2018.

Academic Mentoring
This supports our relationships with pupils,
And their own understanding of how they are
Making progress in an academic sense and
With regards to personal development skills

Larwood School Curriculum

How do we evaluate the effectiveness of our curriculum?
-Our assessments of pupils and their progress
-We track personal development via our academic mentoring program

-Pupil feedback in various guises
-Staff perceptions and feedback
-Monitoring of incidents over time, which is a good indicator of
Attitude to learning
-Pupil books

How do we personalise what we do?
-Regular reviews of provision as noted already
-Weekly Friday review meeting discussing individual pupils, their behaviour
And progress. The question asked is how can we make things better?
-Make alterations where appropriate. For example, certain pupils may not attend
A Wednesday, Friday or Monday assembly for differing reasons
-We provide a range of interventions to support pupils where needed
A range of interventions are used to support progress, social, personal and behavioral development
A core transition process is adapted to support pupils when needed
We use a range of data and information, including Education Health Care Plans, assessments, behaviour data,
personal development tracking sheets based on our mentoring conversations, points and parent feedback.

Interventions that support the curriculum:
Sensory room and toys in all classes
Brain Gym
Maths gifted and able
Talk and draw
Sprite
Various behaviour based activities
Lego therapy
Dog therapy-specific
Dog therapy-general
Horse riding
Support for Literacy/numeracy for pupils
Based on data capture
Music
POD learning

Safety is emphasised as a
key component of our day
to day curriculum

PSHE
We use 1 decision
This promotes live decision making in
Relation to key areas, using video scenarios and
Pausing the situation to discuss what to do and why.
The decision is then
Applied and consequences are seen, without the impact.