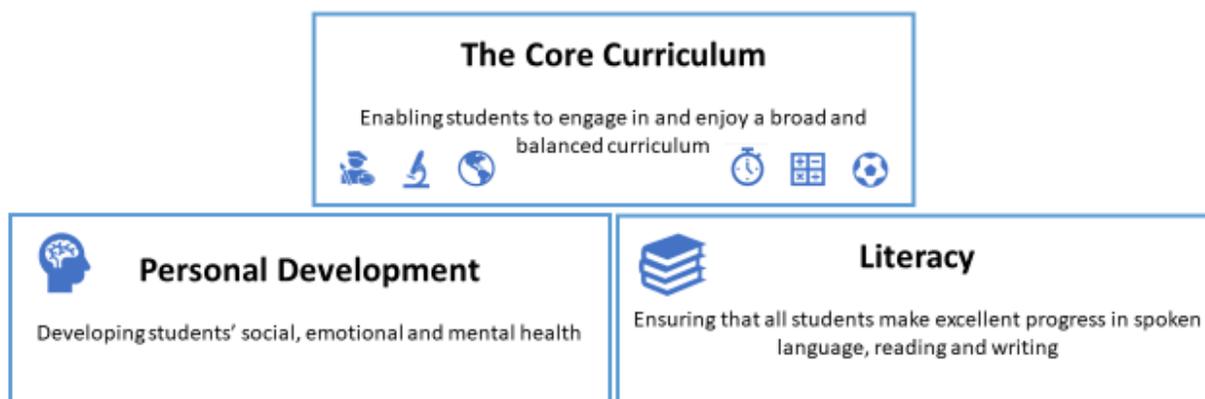


Springwell Curriculum intent, implementation and impact

Every child admitted to Springwell Lincolnshire has been on a unique educational journey. We are committed to returning our students to mainstream school, moving them onto specialist provision, or positively transitioning them to post 16 education, employment or training. Students are therefore with us for varying amounts of time: some individuals will have a very short time on our roll, while others will remain with us until the end of Y11.

Because of this, our curriculum offer needs to be flexible, personalised, and designed to allow students to progress to the next stage on their educational journey. It is developmental not chronological: it is based on where a child is in their development, not which year group they are in. For many of our students, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.



Curriculum intent

Our over-arching aim is to provide a curriculum that enables each child to shine: to nurture their individual talents and raise aspirations.

The curriculum in all Springwell Lincolnshire Schools is designed to:

In primary and KS3	In KS4
<ul style="list-style-type: none"> Engage all students in learning Enable all students to make progress from their individual starting points, and to have successes in learning Focus on developing student's social, emotional and mental health 	<ul style="list-style-type: none"> Engage all students in learning Enable all students to make progress from their individual starting points, and to have successes in learning Focus on developing student's social, emotional and mental health

<ul style="list-style-type: none"> • Focus on depth before breadth: having a strong curriculum focus on reading as a vital tool for all other learning • Allow students to explore subjects beyond the core curriculum in a thematic project approach • Support all students to make healthy and safe choices • Support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in, the next phase of their education 	<ul style="list-style-type: none"> • Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics • Support all students to make healthy and safe choices • Support students to make positive decisions about their future and next steps • Ensure that all students leave with at least one qualification, no matter when they join us • Ensure that the majority of our students achieve a qualification in English and Mathematics • Ensure that it is possible for all students to achieve five good passes at level 2, and that there are other pathways at other levels for students for whom this is not appropriate • Ensure that it is possible for KS4 students to complete five GCSE subjects, in an Ebacc range of subjects, if appropriate
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At Springwell Lincolnshire we believe that working from nurture principles gives our students the best chance of making progress in their learning, both academically and in terms of their social, emotional and behavioural development. The nurture principles that underpin our pedagogy and all curriculum learning are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The planning and delivery of our curriculum will also be underpinned by a commitment to the promotion of equality, considering all areas of protected characteristics. The PSHE curriculum and embedded SMSC will ensure that Springwell fulfils all our statutory obligations under equality legislation.

Implementation

In any one classroom in Springwell Lincolnshire we will have children from state-maintained schools and academies, who have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum. We have mixed-age classes of children, many of whom are not working at age-related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet such a wide range of needs.

Building an individualised curriculum for each student:

Each student who enters Springwell Lincolnshire will be assessed and placed on a personalised pathway (see appendix).

Students complete baseline assessments in Literacy and Numeracy, which allows staff to develop a personalised curriculum that fills any gaps they have in prior learning, and allows them to move at their own pace, whatever their starting point.

We use a range of assessment tools to measure our students' social and emotional progress and development, including the Boxall Profile and Doyle's assessment for reintegration readiness. Staff will adapt our "Back on Track" curriculum (covering PSHE, careers and SRE) based on these assessments.

Ensuring equality of opportunity:

Springwell Lincolnshire set certain curriculum elements that all children will be entitled to access, whichever school or setting they are in. We then give school leaders the autonomy to develop further detail in the curriculum on offer in their particular school, responding to the needs of pupils, and making best use of staff expertise and resources available in their local environment. Each school will have clear curriculum plans, outlining what material pupils are expected to cover, and detailing how this curriculum meets the intentions described above.

The Springwell Lincolnshire Core Curriculum entitlement		
In Primary	In KS3	In KS4
<ul style="list-style-type: none">English and Literacy, including a phonics programme using RWI and Pearson phonicsMaths and NumeracySciencePSHEReligious Education	<ul style="list-style-type: none">English and LiteracyMaths and NumeracySciencePSHE including SRE and Careers EducationReligious Education	<p>The curriculum will be designed so that all students are able to access the following GCSE courses if it is appropriate for them:</p> <ul style="list-style-type: none">English Language GCSEMathematics GCSE <p>The following qualifications will also be available for students</p>

<p><i>NB: most of these subjects will be delivered through a thematic project approach</i></p> <p>Schools will add further courses and qualifications depending on their students' needs and interests, their local area, and their staff expertise.</p>	<p><i>NB: most of these subjects will be delivered through a thematic project approach</i></p> <p>Schools will add further courses and qualifications depending on their students' needs and interests, their local area, and their staff expertise.</p>	<p>who are not yet ready for a GCSE pathway:</p> <ul style="list-style-type: none"> • Entry level and Functional skills in English and Mathematics <p>Schools will develop their own curriculum models that ensure all KS4 students also experience the following subjects, and gain appropriate qualifications, for example:</p> <ul style="list-style-type: none"> • Science: GCSE Biology or Level 2 Applied Science • Sporting activities or Physical Education, AQA unit awards, NOCN units. • PSHE including SRE and Careers education: NOCN level 1 and 2 qualifications, Princes Trust qualifications • Religious Education: NOCN units <p>Schools will add further courses and qualifications depending on their students' needs and interests, their local area, and their staff expertise. For example,</p> <ul style="list-style-type: none"> • Art: AQA unit awards • Cooking: Level 1 and 2 BTEC Home Cooking <p>Our long term aim is to develop our KS4 offer so that students are able to pursue an Ebacc curriculum, if appropriate.</p>
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Impact

The primary measure of the impact of our curriculum will be student attainment. Our assessment policy lays out the detail of how we assess students.

We will further evaluate the impact of our curriculum in the following ways:

Aim	Impact measurement
Engage all students in learning	<ul style="list-style-type: none"> • Observations of learning • Student voice • Attendance
Enable all students to make progress from their individual starting points, and to have successes in learning	<ul style="list-style-type: none"> • Analysis of student progress data • Qualitative data on student progress (e.g. through pupil scrapbooks or seesaw)
Support all students to make healthy and safe choices	<ul style="list-style-type: none"> • Quality assurance of PSHE curriculum • Observations of learning in PSHE lessons • Student voice • Analysis of behaviour data
Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of literacy and numeracy/English and Mathematics	<ul style="list-style-type: none"> • Analysis of student progress data in literacy and numeracy/Maths and English • Analysis of progress in reading and maths standard scores
Support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in, a mainstream school	<ul style="list-style-type: none"> • Number of students successfully reintegrated to the next phase of their education
Support students to make positive decisions about their future and next steps	<ul style="list-style-type: none"> • Number of students who have fully completed the Springwell one-to-one Careers programme • Number of students with a positive destination to go to from year 11 • Number of students still in that positive destination 6 months later • Individual schools awarded the Gatsby Careers Quality Mark
Ensure that all students leave with at least one qualification, no matter when they join us	<ul style="list-style-type: none"> • Number of students who leave with one qualification
Ensure that the majority of our students achieve a qualification in English and Mathematics	<ul style="list-style-type: none"> • Number of students who leave with a qualification in English and Mathematics
Ensure that it is possible for all students to achieve five good passes at level 2, and that there are other pathways at other levels for students for whom this is not appropriate	<ul style="list-style-type: none"> • Quality assurance of GCSE curriculum being followed in all schools • Observations of learning in GCSE lessons • Number of students following a GCSE pathway • Quality assurance of appropriateness of curriculum offer and qualifications

	<p>available for students not following a GCSE curriculum</p> <ul style="list-style-type: none">• Quality assurance of additional subjects on offer in each school• Number of students who leave with five qualifications
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