



Woodfield School Curriculum Statement

‘Sharing, Caring, Achieving Together’

LITERACY

What are we trying to achieve through our curriculum?					
Intent	We offer a holistic, life enhancing education, providing opportunities for the development of each individual’s potential and to achieve a fulfilling adult life. We aim to build emotional regulation and resilience for all in order to promote positive mental health and wellbeing.				
	Effective communicators	Engagement and Fun	Speaking and Listening	Reading	Writing
	Maximising academic potential Having as much autonomy over life as possible	Independence by following instructions (written and verbal)	Understanding that they can be heard and valued	To develop a love of reading and develop comprehension	Writing with a sense of purpose

How is the curriculum being delivered					
Implementation	We deliver a functional curriculum through practical, active and engaging lessons, encouraging pupil-led learning with the constant focus on ambitious expectations and a strengths-based approach. We use therapeutic input to enhance teaching and learning at every stage of development.				
	Communication Opportunities	Specialist teaching	Small group learning	Structured teaching	Social inclusion opportunities (understand literacy within their world)
	Maximising academic potential	Story time, sensory stories, books readily available	Opportunities to use resources to support S&L	Interpretation of texts (words/symbols/photographs/objects)	Exploring different ways to make marks (mark making, sensory materials, typing, symbols)

How do we know that the curriculum is making a difference?					
Impact	We measure the impact of our curriculum through gathering information about personal and academic progress from a range of source. We analyse and use this data to identify next steps in learning and prepare students for positive adult outcomes, including independent living and employment.				
	Summative and Formative Assessment	Evidence of Learning including accreditation	Parents evening and parent Surveys and feedback	Progress against PEP targets And EHCP outcomes	Progress against academic Targets - termly
	Behaviour Data	Emotionally regulated students	Student voice	Monitoring, observations and learning walks	Destination Data