

**The Forum School**  
**CURRICULUM – TEACHING AND LEARNING POLICY**

**Legal Status:**

- Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations. Children's Homes (England) Regulations 2015.

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related Documents:**

- Vocational Curriculum Policy, Assessment, Recording and Reporting Policy, Differentiation Policy,
- Educational Visits and Off-Site Activities Policy, English as an Additional Language Policy,
- Marking Policy, Homework Policy, Gifted and Talented Students Policy
- Special educational Needs and Disability (SEND) and Inclusion Policies, AQA, (QCF) Btec and ASDAN
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

**Availability:**

This policy is made available to parents/guardian/carers, carers, staff and students from the school office and website

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2018



Anne Marie Carrie  
Proprietor, Cambian Group



Greg Regan  
Interim Principal

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## Introduction

The Forum School is a unique special school that is committed to providing a high standard of care and education across the waking day. An education that is rich in opportunities and experiences and one where learning is made "Fun"

The curriculum is the sum of all that happens to a student in school. It includes not only the formal programmes, but also the informal programmes of "extended" school activities.

We aim to provide a curriculum which allows all students to develop their full potential and encapsulates the Cambian mission statement ***"To actively enable each and every one of the people in our care to achieve their personal best, however it is defined by them, or for them"*** We offer a personalised curriculum, tailored to meet the needs of each individual student through the use of "Personalised Learning". This enables all our students to have maximum access to a broad, balanced, relevant and differentiated curriculum, which is geared to facilitate 'personalised learning'. This is the entitlement for all students at The Forum School. Personalised learning means that all students, whatever their starting point, are able to fulfil their potential as learners. Personalisation involves creating a coherent learning environment where students will experience the range of approaches and opportunities that will enable them to increase their competence.

'Planning learning experiences and matching teaching approaches to learning needs is at the heart of personalised learning and is inclusive of all learners' (Pedagogy & Personalisation DfES 2007).

'Help Student Achieve More' (HCAM) is fundamental to the curriculum.

Emphasis on personal development is closely linked to HCAM, promoting learners' wellbeing and personal safety and enabling them to develop their potential as healthy, enterprising, independent and responsible citizens according to their capabilities. We aim to develop the skills and qualities needed for our learners to lead an independent and successful life.

To ensure that HCAM is integral to The Forum School curriculum, it is built into every aspect of school life. It also involves real experiences, activities beyond the school, recreational enjoyment, taking responsibility, encountering challenge and unfamiliar context, parental involvement and working with others in the community.

We aim to provide a varied range of educational activities to give our students every possible opportunity to build up their confidence and self-esteem. Success and individual achievement are recognised, celebrated and valued by both staff and students alike in a deliberate and positive attempt to motivate our students to both enjoy and succeed in their learning.

The appropriateness of any and all of our educational programmes is determined through a careful consideration of the educational needs of each individual student.

The Forum School is a special place to learn where all students achieve and are valued. We aim:

To raise standards of learning for all students through appropriate challenge.

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- To monitor the progress of, and personalise our teaching to meet the individual special needs of

every student, to equip them with the skills, knowledge and understanding and attributes that they will need throughout their lives.

- To enable every student to achieve their full potential, by providing opportunities for learning that are stimulating, engaging, broad, balanced and relevant.
- To create a learning environment in which every individual feels valued, is respected and is cared for.
- To provide a sympathetic and motivating environment that allows the focus of each student's interest to be extended productively.
- To provide clear structures in terms of physical environment and daily programmes to support the students' learning.
- To demonstrate our commitment to equal opportunities for all irrespective of socio-economic background, culture, race, gender, age, or differences in ability and disabilities.

A variety of different teaching styles are used to deliver the curriculum appropriate to each key stage in an imaginative and creative way. School-based learning is supported through a range of off-site activities, e.g. educational visits, Fieldwork, Residential etc. We recognise the importance of extending the curriculum for every student and therefore make effective use of learning outside the classroom wherever appropriate.

All students follow the National Curriculum and have maximum access to it in so far as their individual needs make this both appropriate and desirable. The National Curriculum is not the whole school curriculum but it is a highly significant proportion of our curriculum.

We follow a predominantly 'Primary model', where each teacher is responsible for the delivery of the whole school curriculum. We also make extensive use of 'specialist' teachers in specific curriculum areas.

## Teaching and Learning

An appropriate curriculum and effective teaching and learning will ensure that there is continuity and progression at all stages of the learning journey. This will lead to students and young people achieving their full potential. Designing effective learning opportunities will:

- Promote a readiness to learn - attention
- Ensure that every learner succeeds
- Build on what learners already know; structure and pace, teaching so that they can understand what is to be learned.
- Make learning of subjects and curriculum real, meaningful and fun.
- Make learning enjoyable and challenging; stimulate learning through matching teaching techniques and strategies to a range of learning needs.
- Develop learning skills, thinking skills and personal qualities cross the curriculum, inside and outside the classroom.
- Use assessment for learning opportunities (where appropriate)

We aim to develop positive and supportive relationships by creating the conditions appropriate learning and thus ensuring the learners' progress can be maximised.

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Planning and structuring learning so that learning is well paced and an enjoyable and challenging

experience; teaching can be well matched to the needs of the individuals and groups and learners can make good progress.

By creating the right conditions for learning, teachers are able to draw on their knowledge and understanding of student development, learner's personality and characteristics and the influence of the learning environment to:

- Ensure that learning builds on prior learning and attainment
- ASD specific environment i.e. structure, TEACCH etc.
- Varying the approaches to ensure that students learn in a variety of different ways.
- Use styles of teaching appropriate to the students learning styles.

### **Education Arrangements:**

#### **Teaching Groups:**

Students are grouped pre-dominantly by age in appropriate year groups. However, in placing a student at The Forum School, the student's individual needs and personalities will be taken into account in determining an appropriate class group. Some students will be placed in more appropriate class groups according to their ability, age appropriate, peer group, gender etc. All class groups are based on a maximum of six students each with their own team of education staff. Each class group has a full time qualified teacher and two full time Teaching Assistants with additional TA support if required.

#### **Staffing:**

The Education Team comprises of the Deputy Head who is responsible for the Education provision within the Education department and for the Assessment, Recording and Reporting systems that operate throughout the school. The Assistant Head is responsible for the management of the curriculum, its delivery and review. He is also responsible for PSHCE and Sex and Relationship Education across the school and for Behaviour Support.

There are currently both full time teachers and FE tutors who are responsible for their own class of students delivering the full breadth of the curriculum. They are supported by full time Teaching Assistants. In addition there are 2 senior teaching assistants who have additional responsibilities. This gives an overall Staff: student ratio of 1:2. Where students are funded on a 1:1 ratio, additional Teaching Assistants are employed to support in these class groups.

#### **Timetables:**

We follow a predominantly "Primary" model, where each class teacher is responsible for the delivery of the whole school curriculum, supported by specialist teaching i.e. Art. Each class group operates their own timetable offering a broad, rich and relevant curriculum, appropriate to the individual needs of the students. All class groups have access to the full range of educational facilities based on the school site i.e. Music room, Food Technology room, Science, DT/Art and Sports Hall. Some Class groups, where students have difficulties with transitions, may use their own class base for all their lessons.

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## What are we trying to achieve?

### **The aims of the curriculum:**

The curriculum will enable all young people to become:

- **Successful independent learners**, who enjoy learning, make progress and achieve.
- **Confident independent individuals** who are able to live safe, healthy and fulfilling lives.
- **Responsible independent citizens** who make a positive contribution to society.

The curriculum will address the Help Student Achieve More Outcomes, and will ensure that all young people are able to: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic wellbeing.

## How do we organise learning?

### **Areas of Learning:**

We know that Autism creates a barrier that prevents our students from achieving this fully. The Forum School STARS Curriculum is designed to break down that barrier and enable our students to achieve to their full potential and move on into their adult lives with the necessary skills and abilities to be happy and content individuals and to have a successful role in society. This is our aim for all our students.

The STARS curriculum has been developed by Purbeck View School and adopted by The Forum. The Curriculum has been designed to address the main deficits experienced in autism; communication, social interaction and imagination. These areas feature as the core diagnostic impairments as defined by Lorna Wings Triad of Impairments (1980).

At The Forum we have students working from the low P Levels up to the higher National Curriculum Levels, i.e. NC 3/4 and our aim is to meet the individual needs of all of our students. We offer our students the opportunities to develop to their full potential in the following 'Learning Strands':

A Communication Skills

A Social Skills and Understanding

A Understanding and Experiencing the World

A Life Skills

A Sensory Experience and Physical Development

These five areas are the Learning Strands which work together to offer our students an Autism Specific and relevant curriculum. Sensory experience has been included as this forms an integral part of the DSM5 diagnostic criteria.

## How well are we achieving our aims?

To make learning and teaching more effective and ensure Assessment is fit for purpose we aim to:

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- ensure that assessment is integral to effective teaching and learning,
- draws on a wide range of evidence of students' learning,

- promotes a broad and engaging curriculum,
- maximises students' progress,
- gives helpful feedback for the learner and other stakeholders,
- helps identify clear targets for improvement,
- links to national standards,
- informs future planning and teaching,
- uses tests and tasks appropriately and
- embraces peer and self assessment.

The curriculum will focus on the individual student and learning will be personalised, ensuring that all the students' individual needs are addressed. The 'Learning Strands' will be delivered with a focus on securing the fundamental skills of literacy, numeracy, ICT and personal development and aim to support the full breadth of the curriculum and these will be continually developed over time.

### Curriculum Planning and Review:

Each teacher at The Forum School has the responsibility for leading and managing a curriculum subject area. (See policy on the use of subject leaders). The subject leaders are responsible for reviewing the policy and curriculum according, and for monitoring students' progress in their subject across the school and reporting this to the Leadership team. They are also responsible for maintaining a 1 and 3 year development plan, maintaining a bank of resources, maintaining a budget and associated records and supporting teachers in the planning, delivery and assessment of the schemes of work.

The class teachers are responsible for the planning, delivery and assessment of all medium and short term plans based on the allocated schemes of work (Long term plan). Each teacher plans their work for the 1/2 term/term to ensure the breadth of the curriculum is covered. This should be available at the beginning of each 1/2 term. Each teacher plans their work for the week, identifying objectives and topics from the 1/2 term plan. This is planned on the "Short Term Weekly Plan" each week. The Assistant Head is responsible for monitoring all planning over the year. The weekly plan will identify differentiated outcomes for whole class and individual learning for students.

All students are assessed in each subject area using the B Squared assessment programme "Next Steps" as part of continuous assessment. Progress in all areas of the curriculum is monitored using the programme. 'P' and National curriculum levels are reported on annually at the student's annual review. This forms part of the summative assessment. Data from B Squared is analysed using CASPA and this is reported on annually.

### Links with Care:

The link between care and education is seen to be vitally important in terms of addressing the student's individual learning needs. All students have a joint Individual Education Plan (IEP). These consist of specific targets in the following areas: Communication, Social Skills and Understanding, Learning, Life Skills, Health and Well-Being, and Risk Reduction.. The IEP is written by the Teacher and Key Worker in collaboration with

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each other. The specific targets identified must be implemented across all settings. The IEP is reviewed every twelve weeks at the beginning of each term. IEP progress data is collated termly.

PSHCE is a fundamental area of the school curriculum and is followed across all settings.

The students at the school participate in a number of extra-curricular activities throughout the “Waking Day”, maximising use of the community facilities in the local area. Throughout the year, various additional activities are organised aimed at widening their educational experience. Activity days and residential holidays take place aimed at broadening the student’s experiences.

A formal “Handover” between Care and Education staff takes place at the beginning and end of the school day. This handover is between a representative from each class and house where important information on each student is relayed. Each student has a daily file to record and pass on key information, including IEP progress, behaviour monitoring and Health and welfare monitoring. This travels with the student through the day.

Throughout the year, a number of joint training days are planned as part of the training and development programme. This gives the staff the opportunity to learn together in a team situation.

### **Links with Home**

At The Forum we believe that it is important to have a close “Partnership with Parents”. For most of our students, this is the first time for them away from home and their family and therefore this partnership is important.

All students make a weekly phone or Skype call home to their parents supported and guided by the student’s Key worker or co-worker.

A written “Home Report” is sent to parents each week. This highlights the student’s achievements and progress made throughout the week. It also serves as another means of communication between school and home. Throughout the year parents are invited to significant events and celebrations i.e. Christmas carol service, Summer garden party etc.

### **Inclusion:**

We are continually encouraging and building links with the local community. Wherever possible, other schools and groups are actively encouraged to visit The Forum for reverse integration.

A group of post 16 students are currently living in two houses in the community and attend the college facilities on the school site. They also have extended opportunities into the community as part of their unit award scheme. A number of our young people in Key Stage IV and Post 16 have access to work experience opportunities in the local community.

A group of Post 16 students currently attend Clayesmore School, an independent school. They participate in a food technology lesson delivered by year 11 students at Clayesmore as part of a community project. This is a valuable link that supports both Forum School students and Clayesmore students.

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In The Forum School the most important role of teaching is to promote learning in order to raise students’ achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of



the teaching in our school we take account of the evidence of students' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every student by:

- extending the previous knowledge, skills and understanding of all students in a range of lessons and activities over time;
- enabling students to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating students to learn;
- using assessment and feedback to support learning and to help students know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for students of different abilities, including the most able and disabled students and those who have special educational needs, so that they can all learn well and make progress
- enabling students to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage students to make good progress
- We value the way in which all students are unique, and our curriculum promotes respect for the views of each individual student, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each student in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the Students at The Forum school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

### Sex and relationships education

The School provides Sex and Relationships education on a case by case individual basis. Students are encouraged and guided by moral principles and taught to recognise the value of family life. As and when needed, a SRE programme is developed and this is shared with an approval taken from the parents It forms a key part of Personal, Social Health and Citizenship Education (PSHCE) and has regard for the government's guidance in Sex and Relationship Education Guidance (0116/2000). In accordance with the law students are provided with Education and information on human development.

### Political education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

### Religious education

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Policy No: OFSCH 13.01

Title: Curriculum – Teaching and Learning Policy



Religious Education is incorporated into distinct lessons and is accessible throughout the wider school and is available to all students. Other religions are also taught, so students have a broader understanding of the diverse world that they are living in.



## PE and games

All Students are expected to take part in the school's Physical Education and Games programme.

## Personal, Social, Health and Citizenship education (PSHCE) and SMSC

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our students. Our range of artistic, sporting and other cultural opportunities is available to students through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our PSHCE/SMSC through assemblies and curricular areas to help our students acquire values and skills to enable them to develop independence and choose their path in life. The Forum School seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for students;
- use the full capacity and flexibility of the curriculum to help students to achieve safe and healthy lifestyles;
- provide high quality Physical Education, with specialised teachers, and sport to promote physical activity;
- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school, local and wider communities.

## Transition Support

We carefully manage the transition of our students throughout the school and also in preparing students for further education. The Forum School offers advice to students and their parents/guardian/carers about the transition process from Primary to Post 16 and beyond.

## Standards of attainment

We carry out data analysis each year and use the data provided to find out how well students in our school are achieving, compared with students in similar schools. We analyse the statistics to help answer the following questions:

- Do students perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able students doing, and do enough students achieve the higher levels?
- Can we identify any groups of students who may be underperforming?
- Can we identify any groups of students who are gifted and talented?
- Can we compare expectations and estimates with final results.

The Forum School is an attractive learning environment. We ensure that all Students have the opportunity to display their work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by

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the Students. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

### **Student with Additional and Special Educational Needs and Disabilities (SEND)**

The Forum Schools curriculum is designed to provide access and opportunity for all students. The curriculum is adapted to meet the specific needs of individual students

### **Students with an Educational Healthcare Plan (EHCP) - please also refer to our ~~Special Educational Needs~~ and Disabilities Policy**

Should a Student be in receipt of an EHCP, The Forum School will provide an education that meets their needs as specified by their EHCP.

### **English as an Additional Language (EAL)**

The Forum School committed to providing Students with the necessary support and teaching who require English as an additional language. An EAL policy is in place in order to establish and support practices.

### **Learning outside the classroom - Educational visits/off-site activities**

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom into the outside learning environment. The Forum School curriculum offers all students valuable educational opportunities that widen the Students' understanding of the world around them. Educational offsite visits are organised to support the learning in each subject area.

### **Homework**

The school does not formally set homework. However, all students have an IEP which is implemented across the waking day. IEP's often include activities that can be delivered across both settings. Often the most valuable homework a student can do, are activities that take place outside of the school curriculum. The Forum School will support individual parents who request homework for students to complete during holiday periods at home as a strategy for occupying their time in a productive way.

### **Disapplication**

In accordance with the law the School has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents/guardian/carers and will allow a student:

- to participate in extended work-related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.

### **Concerns and complaints**

Parents/guardian/carers who have concerns about any aspect of the curriculum should discuss these with the Principal. The School has a Complaints Procedure in place, which is on the website or available from Reception at the school.

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This Policy will be reviewed annually.

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## Appendix 1

## The Big Picture of the Forum School STARS Curriculum

1. What? Are we trying to achieve?	The Forum School STARS Curriculum aims to enable all young people to become											
	Curriculum aims	Successful Independent Learners Who enjoy learning, make progress and achieve			Confident Independent Individuals Who are able to lead safe, healthy & fulfilling lives			Responsible Independent Citizens Who make a positive contribution to society				
	Every Child Matters outcomes	Be healthy		Stay safe	Enjoy and achieve		Make a positive contribution		Achieve economic wellbeing			
2. How? Do we organise learning?	Focus for learning	Attitudes and attributes e.g. building confidence, developing flexibility & safe risk taking			Skills e.g. literacy, Numeracy, ICT, PLTS, skills for life			Knowledge and understanding e.g. ideas that shape their world				
	The Curriculum as an entire planned learning experience with a focus on the development of our students with ASD											
	Components	Lessons	Locations	Environments	Events	Routines	Extended curriculum	Learning in the outside classroom				
3. How well are we achieving our aims?	Learning approaches & ASD strategies	A range of approaches to consolidate learning		Personalised Learning Programmes for every learner		Opportunities for spiritual, moral, cultural, emotional, intellectual & physical development		Use of schedules & routines to encourage security & enable learning		Building on learning beyond the school day	Opportunities for development of skills beyond the classroom	
	Curriculum	Themes covering a wide range of experiences and subjects using a number of teaching schemes including: Equals, QCA etc.										
	Learning Strands	Communication		Understanding & Experiencing the World		Social Skills & Understanding		Life Skills		Sensory Experience & Physical Development		
3. How well are we achieving our aims?	Statutory Expectations	Linguistic		Scientific		Human & Social		Mathematical & Technological		Physical, Aesthetic & Creative		
	To make learning and teaching more effective so that learners feel a sense of achievement											
	Assessment fit for Purpose	Is integral to effective teaching & learning	Draws on a wide range of evidence of students' learning	Promotes a broad & engaging curriculum	Maximises students' progress	Gives helpful feedback for the learner	Helps to identify clear targets for improvement	Links to National standards which are consistently interpreted	Informs future planning & teaching	Uses tests & tasks appropriate	Embraces peer & self-assessment	
3. How well are we achieving our aims?	To secure											
	Accountability measures	Attainment and improved standards			Behaviour & attendance		Being part of a wider community		Healthy lifestyle choices		Gaining awards & qualifications	
	Assessment Methods	Teacher Assessments			B-Squared		E-GAP		SLEUTH		Accreditation	

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