



CURRICULUM POLICY 2022-2023

Person(s) Responsible: Senior Leadership Team/Subject Leaders/Key Stage Leads/Class Teachers

Display/availability: Website

Monitoring and evaluation: Annually

The Learn to Live Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Learning to Live Curriculum Policy 2022-2023





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The Learn to Live Federation vision is that:

Everyone will be the best that they can be

Everyone has a voice

No one is excluded

Through our curriculum:

Everyone will be the best that they can be

We will:

- Develop all pupils' independent learning skills and resilience, to equip them for their next steps in further education, training, employment and/or life
- Ensure all pupils are motivated and inspired to develop a lifelong interest in learning
- Empower pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations through providing a broad and balanced curriculum for all pupils
- Ensure that every opportunity created or encountered all day, every day, is a learning opportunity
- Equip pupils with the knowledge and cultural capital they need to succeed in life and support pupils to become fully prepared for life in modern Britain whilst developing their spiritual, moral, social and cultural character development
- Ensure that all pupils have access to a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best
- Support pupils' physical development

Everyone has a voice

We will:

- Develop pupil's phonics, literacy and functional skills whilst fostering a love for reading
- Ensure that all pupils are given the opportunity to express their views and aspirations and know that their views and opinions are important and valued.
- Influence and empower change individually or through an active school council at a school, local, regional and national level
- Ensure all pupils are taught in a way that enhances personalised communication systems meaning that all pupils are listened to, heard and responded to, with their views advocated by all.
- Provide a total communication learning environment

No one is excluded

We will:

- Ensure equal access to learning for all pupils, with high expectations and ambition and appropriate levels of challenge and support
- Utilise a multi-disciplinary approach to ensure personalised learning is embedded to meet EHCP outcomes
- Provide opportunities for pupils to engage with the local community



Learning to Live Curriculum & Assessment

Phase	Early	Lower School		Upper School		6th Form
Key Stage	EYFS (Nursery & R)	KS1 (Yrs 1 & 2)	KS2 (Yrs 3 to 6)	KS3 (Yrs 7 & 8)	KS4 (Yrs 9 to 11)	KS5 (Yrs 12 to 14)
Key Stage Description	Exploring	Extending	Deepening	Broadening	Applying	Transferring
Curriculum Paths	Early Years Path Following the Early Years Curriculum	Engagement Path (A) Following the Engagement Curriculum				
		Subject-Specific Path (B) Following the Developmental Curriculum (including accreditation)				
		National Standardised Test		Accreditation		
Curriculum Threads	Preparation for Adulthood Agenda					
	Careers & Enterprise Programme					
	Curriculum Rolling Programme Themes					
	Communication Curricula					
	Life Skills Curricula					
	Core Learn to Live Values					
Assessment Tracking of pupil attainment & progress	Home School Agreement (Linked to EHCP Outcomes) Evidence for Learning					
	Cognition & Learning			Education & Employment		
	Communication & Interaction			Independent Living		
	Social, Emotional & Wellbeing			Friends, Relationships & Com-		
	Sensory &/or Physical			Good Health		
	Evidence for Learning: Early Learning Goals EYFS Profile (EYFSP) Reception Baseline Assessment (RBA)	Engagement Model (A) Developmental Curriculum Assessment (B) Phonics Assessment (B) Teacher Assessment Frameworks End of Key Stage 1 Phonics Screening Test End of Pre-Key Stage 1 & 2 Standards Accreditation BKSB Functional Skills Baseline & Progress (B) Qualification achievement (B)				



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Key Stage Descriptions

Early Years Foundation Stage – ‘Exploring’

The Early Years Curriculum is a continuous child-initiated provision, providing play-based learning opportunities aimed to fascinate, inspire, motivate and engage children. This allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for lifelong learning.

The curriculum is underpinned by the Early Years Foundation Stage (EYFS) Framework which is divided into seven areas, three prime areas; Communication and Language, Personal, Social & Emotional Development, and Physical Development, and four specific areas; Maths, Literacy, Expressive Arts & Design, and Understanding the World. We use pupil interests and motivations to guide theme-based planning.

Through a multi-sensory play-based approach, alongside adult directed sessions, our pupils have opportunities to explore their environment, learn to make choices for themselves and grow in confidence and prepared for their next stage. Underpinning our practice is a commitment to establishing strong relationships, so that our children are ready to learn, secure in the attachments that they have established.

Key Stage 1 – ‘Extending’

The curriculum at Key Stage 1 builds on the EYFS Framework, still using the continuous provision model, but extending this with more adult-directed learning introducing specific and essential knowledge in preparation for more formalised subject-based learning. We also deliver short bursts of structured teaching and learning in English and Maths, as pupils become developmentally ready.

We support our pupils to develop their independence and self-help skills, which is developed through a robust and personalised communication plan. Pupils freely explore a range of motivating and engaging learning opportunities that are skilfully facilitated by adults who are aware of intended learning outcomes and individual next steps. Taught knowledge is applied in a range of play-based and real-life contexts to ensure flexibility and depth of understanding.

Key Stage 2 – ‘Deepening’

Through exciting learning opportunities, the pupils consolidate what they have already learnt in Key Stage 1 and deepen their knowledge to date. In Key Stage 2, the core subjects are Maths, English and PSHE. They are taught across the week through discrete sessions, taking into consideration the needs and interests of each pupil.

Foundation subjects of History, Geography, Creative Arts, Science, Computing, Music, Religious Education (RE) and Physical Education (PE) are covered throughout the academic year and delivered through termly topics.

The learning opportunities provided in Key Stage 2, support pupils to learn to problem solve and think critically whilst expanding interests and curiosity in preparation for Key Stage 3. In Key Stage 2, the pupils continue developing confidence and independence. They are offered a variety of tools to be able to find and use their own voice.



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Key Stage 3 – 'Broadening'

KS3
"Broadening"

In Key Stage 3, we continue with the subjects taught in Key Stage 2 and support students to broaden their skills and knowledge, to make their own decisions and build their self-confidence and self-esteem. The core curriculum subjects are Maths, English and PSHE which help to prepare students to use and apply their skills, knowledge and experiences in Key Stage 4. Through termly themes, students develop their character, interests, skills, knowledge and experiences. There is an increased focus on PSHE in Key Stage 3 where students have the opportunity to learn about relationships and sex, health and wellbeing, and living in the wider community. In addition, students broaden their understanding of online safety, money awareness and careers education and begin linking their learning to real-life.

Key Stage 4 – 'Applying'

KS4
"Applying"

Key Stage 4 students access a functional curriculum that supports pupils to apply the skills and knowledge that they have acquired as they have progressed through the school. For all students, we continue to offer a personalised, enriching and individualised curriculum, focused on preparing our students for their best possible futures. From Year 9 onwards, Home School Agreement targets are based on the four areas of Preparing for Adulthood agenda; Education & Employment, Independent Living, Community Inclusion and Good Health.

The delivery of our core curriculum is threaded through practical, real-life experiences, applying previously acquired skills and knowledge. Students are encouraged to use their decision-making skills to risk assess based on their prior knowledge, personal experience and individual preference, while learning to recognise the impact of decision making on self and others. When ready, those on the Subject-Specific Path begin access nationally recognised Functional Skills qualifications in English, Maths and ICT. Along with FutureSmart Careers, Careers South-West and our Transition Co-ordinator, we support and prepare our students to make their own informed choices regarding their post-16 destination and path. Pupil have the opportunity for take part in the Jubilee Challenge.

Key Stage 5 – 'Transferring'

KS5
"Transferring"

In Key Stage 5, all students continue to transfer what they have learnt or learn into practice as students prepare for aspirational next steps in education, employment, training and life. Personalisation is at our core, ensuring through personalised learning programmes, students are ready to transition. The ongoing personal development of our students is key, we recognise the importance of developing students' confidence, self-esteem, resilience, critical thinking, communication and problem-solving skills in real-life and/or work situations, which are age appropriate, purposeful and meaningful.

Students are provided with regular opportunities to access the community where they are able to develop travel training skills, road safety, accessing different services, whilst developing their independence wherever possible. Students are also supported to learn new skills which they can then transfer to wider contexts and settings. There is a strong emphasis on work related learning, with many of our students working towards potential employment opportunities as a future outcome. Pupils on the subject specific path all work towards an accreditation in either BTEC Entry Level Pre-Vocational Skills or Vocational Skills alongside Functional Skills in English, Maths and ICT. Pupil have the opportunity for take part in the Jubilee Challenge and the Duke of Edinburgh Award.



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Curriculum Paths

Our curriculum is known as the 'Learning to Live Curriculum'. Threaded throughout is the Preparation for Adulthood Agenda, Careers & Enterprise Programme and Communication Curricular. All of our pupils work towards Home School Agreement targets, as identified from their EHCP Outcomes. This ensures that all pupils are working towards personalised targets.

Early Years Path - Pupils in Early Years follow the Early Years Curriculum which is underpinned by Early Years Foundation Stage (EYFS) statutory framework. This is a developmental curriculum and plays a diagnostic role in determining the starting pathways from key stage 1, whilst recognising that pupils may move between these.

We recognise that not all pupils learn in the same way or at the same pace. We have developed two learning paths so that our curriculum is responsive to the needs of our pupils and allows pupils to access these. Through assessment and monitoring, we ensure that pupils access the most appropriate pathway.

Engagement Path - The Engagement Path has been developed for those that have profound and multiple learning disabilities (PMLD) and severe learning difficulties (SLD), with a personalised approach. It focusses on the early developmental stages including communication, social, emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of movement and play in our pupils' development and the need for sensory and multi-sensory approaches to learning. This may include integral individual tailored therapy programmes. Pupils engagement is assessed using the 5 areas of the Engagement Model; initiation, persistence, anticipation, realisation, exploration.

Subject-Specific Path – The Subject-Specific Path provides the foundations to subject based learning for those with specific learning difficulties (SpLD). Pupils engage with a range of subject specific learning enriched by the key stage descriptors and termly curriculum themes. We have developed our own Developmental Curriculum which allows pupils to learn a range of subjects and demonstrate pupil progress over time. The path allows pupils to gain a wealth of skills, knowledge and experience to help identify personal interests and strengths to shape their future aspirations. In Key Stage 4 & 5, pupils assessed at working towards and above Entry Level 1 access nationally recognised qualifications in Functional Skills English, Maths and ICT. In 6th Form, pupil work towards achieve either a BTEC Pre-Vocational Skills or Vocational Skills qualification.

We are aspirational for all of our pupils and regularly monitor and review the pathways our pupils are on to ensure that make maximum progress to be the best that they can be. Learn to Live.



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Curriculum Threads

Our curriculum threads cover and underpin all of our curriculum paths.

Preparing for
Adulthood



Preparation for Adulthood Agenda

We thread the Preparation for Adulthood objectives into our curriculum offer. The aim is for all of our pupils to develop skills which will prepare pupils for their next stage of their lives; so that they become increasingly independent, are able to find their place in the wider community and be prepared for adulthood when they leave the Learn to Live Federation. PfA begins in the early years and continues throughout pupils' school journey. PfA underpins curriculum policies and planning. We have developed an overview to reference coverage.

Careers & Enterprise Programme

We have developed our Careers & Enterprise Programme taking into consideration the Gatsby Benchmarks and to ensure pupils and their parents & carers are informed and prepared to achieve aspirational next steps into adulthood and/or the world of work.

Our programme core aims are that:

- All pupils, parents & carers and teachers have access to up to date careers information, advice and guidance.
- All pupils have access to an engaging, enriched, meaningful and developmental careers programme.
- All pupils transition to a variety of sustained positive destinations.

The Learn to Live Federation has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all pupils' entitlement and learning here at the Federation, to aid their personal and character development.

Through a planned Careers & Enterprise Programme, we are committed to providing the appropriate activities and experiences to enable pupils to make well-informed decisions and successful transitions in life and work. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to pupil outcomes through our EHCP Annual Review process, where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.



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Communication Curricular

We are committed to ensuring that 'Everyone has a voice' and this is threaded throughout our curriculum. Our communication curriculum is designed to ensure every learner has a voice at a developmentally appropriate level. Our curriculum reflects a typical language acquisition pathway, broken down into meaningful, progressive steps across the four main areas of attention and listening, understanding, expression and social use of communication. The curricular, alongside teacher's knowledge, allows us to track pupil progress with a clear view of where learners are at and the next steps on their communication journey.

We are responsive to the fact that the majority of our learners have communication difficulties and that speech may not be their primary mode of communication. As part of our Total Communication approach, we have developed an AAC Pathway which directly links into the communication curricular. The pathway specifies developmentally appropriate and progressive AAC strategies at each stage to enable all learners to make progress against the curriculum, using augmentative and alternative modes of communication.

Life Skills Curricular

We pay particular attention to our pupils' development of key life skills which are tracked from the earliest of years. The Federation's aim is for pupils (where possible) to look after themselves and live as safely and as independently as possible in their community, reaching their full potential and making a positive and meaningful contribution to society.

The Learn to Live Federation has developed its own Life Skills Curricular which include areas such as:

- Dealing with problems in daily life/critical thinking
- Self-awareness
- Environmental awareness
- Healthy Living
- Leisure
- Relationships and Sex Education
- Understanding rights and responsibilities
- Public Transport
- Independent Travel Training
- Road safety
- Accessing the community and other services
- Meal preparation and planning
- Cleaning and laundry
- Healthy eating
- House maintenance
- Managing Money
- Personal Hygiene
- Personal safety
- Social Skills
- Self-advocacy and making choices
- Hobbies

Core Learn to Live Values

The Learn to Live Federation promotes and threads fundamental British Values through our Core Learn to live Values and broad and balanced curriculum to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

See: Core Learn to Live Values



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Curriculum Rolling Programme Themes

		Autumn		Spring		Summer	
		1	2	1	2	1	2
Key Stage 1	Year 1	What can stories teach us?	What can stories teach us?	Who can help me?	Who can help me?	Where do different animals live?	Where do different animals live?
	Year 2	Where do I live?	Where do I live?	What has wheels?	What has wheels?	What can I find at the seaside?	What can I find at the seaside?
Key Stage 2	Year 1	What are rules and why do we have them?	Who am I?	Who built...?	Why are minibeasts important?	How do we take care of animals?	What grows?
	Year 2	What does my body do?	What do we celebrate?	What is a home made of?	How do I call the emergency services?	Where does water come from?	How do people travel?
	Year 3	Who lives in the rainforest?	What is a family?	What is above me?	What is under my feet?	How can things be recycled?	What happens on a farm?
	Year 4	How does the coastline change?	What different faiths and beliefs to people have?	What does it mean to be healthy?	What is it like to live in a different country?	What is in my local community?	Where does our food come from?
Key Stage 3	Year 1	What was it like to live 100 years ago?	Why do we celebrate?	What do I do in an emergency situation?	How can I take care of my environment?	Why do we have Zoos?	How do we care for plants?
	Year 2	Who is in charge?	Why does it rain?	How can I help to take care of my home?	What happens inside my body?	What different foods are there?	Where do people go on holiday?
Key Stage 4	Year 1	How have our ancestors impacted our life today?	How do you make money?	What would I like to happen in my future?	How is the climate changing?	Who looks after animals?	How can I get involved in my local community?
	Year 2	What are our rights and responsibilities?	How does a household run?	How can I care for others (Inc. first aid)?	How can I keep safe?	How do I plan a journey?	How do you buy and sell food?
	Year 3	How do we show respect?	How can I take care of myself?	How is climate change affecting my life?	What is good customer service?	What is the tourism industry?	How can plants be used?



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The Curriculum Rolling Programme Themes offers a broad and balance of stimulating themes that build over time to acquire skills and knowledge to prepare pupils for their futures. Overarching themes provide relevant learning contexts, allowing pupils to make links and generalise learning. Our curriculum offers continuity, challenge and progression across the key stages, ensuring that all pupils achieve their potential through a progressive and spiral curriculum. Key texts and educational visits have been linked to each theme.



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Qualification Mapping

Qualifications are overseen by our Deputy Headteacher for Curriculum and Assessment. They ensure there is a clear annual timeline in place to ensure successful completion of nationally recognised qualifications.

Functional Skills Pearson | Edexcel

Functional Skills is part of our Subject-Specific Path. When students are assessed as working at Entry Level 1+ in English, Maths and/or ICT in Key Stage 4 & 5, pupils begin to access these nationally recognised qualifications. Functional Skills progress is tracked through BKS and qualification outcomes.

BTEC Entry Level 1 & 2 Pre-Vocational Skills Pearson | BTEC

In Key Stage 5, pupils on the Subject-Specific Path work towards a pre-vocational qualification to continue to develop and transfer these skills and knowledge in preparation for life after school. The qualification is mapped over 3 years. In total, pupils should complete a minimum of 10 units over the 3 years to gain the full Extended Certificate. The qualification allows flexible and accessibility, with many students working towards all 20 units. There are no mandatory units.

	Unit Mapping
	Pre-Vocational Study
Year 1	Unit 3, 7, 11, 14, 15, 18 & 20
Year 2	Unit 2, 5, 10, 13, 16 & 19
Year 3	Unit 1, 4, 6, 8, 9, 12 & 17

Title	Size and Structure
Subsidiary Award	30 GLH One Unit
Award	60 GLH Two Units
Certificate	120 GLH Four Units
Extended Certificate	300 GLH Ten Units

Qualification Unit Details

Pre-Vocational Study		
	Entry Level 1	Entry Level 2
1	Engaging in New Situations	Adapting to New Situations
2	Following Given Instructions	Following Instructions to Carry Out a Task
3	Handing Own Money	Handling Money Transactions
4	Preparing a Meal for Yourself	Preparing a Meal for Others
5	Going on a Prepared Visit	Participating in a Visit
6	Engaging in Personal Health and Wellbeing	Understanding Personal Health & Wellbeing
7	Helping with an Event	Contribute to Running an Event
8	Contributing to a Customer Service	Providing Customer Service
9	Developing Digital Communication Skills	Using Digital Skills
10	Participating in a Performance	Contributing to a Performance
11	Communicating with Others	Communicating with Others
12	Participating in a Sports Activity	Contributing to a Team Sport Activity
13	Producing a Product	Create a Product
14	Taking Part in a Creative Activity	Being Creative
15	Exploring an Enterprise Activity	Contributing to an Enterprise Activity
16	Exploring Future Options in the Local Community	Planning for the Future
17	Engaging in a Team Activity	Being Part of the Team
18	Working Towards a Given Target	Working Towards an Agreed Target
19	Producing a Basic Document	Create a Document
20	Navigating from One Place to Another	Using Public Transport



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Assessment

We have high aspirations for every pupil and recognise the importance of robust assessment in helping to raise educational standards. Our formative assessment practices have been developed to support teaching and learning and prevent it from restricting the kind of creativity and innovation that should be used to engage pupils. Formative assessment is a valuable stage in the Plan, Do, Review Cycle of teaching.

Statutory assessment is important to provide information about pupils' attainment and progress at key points in their education, but only forms part of the wider assessments that teachers make on an ongoing basis. Using pupils starting points, we measure pupil progress taking into consideration the differences in the way pupils learn. Pupil progress and attainment is celebrated and shared with parent carers at regular intervals.

Some pupils learning difficulties mean that they will not be engaged in subject-based learning. These pupils are assessed using the Engagement Model which provides appropriate attention to the development of concepts and skills that are pre-requisites for progressing on to subject-specific learning.

Assessment	Method	Which Curriculum Path/Key Stage	Frequency
Home School Agreement Targets	Evidence for Learning	All	At least termly (and when required)
Engagement Model	Evidence for Learning	Those on the Engagement Path	Ongoing
Developmental Curriculum Assessment	Tracker (Evidence on EFL)	Those on the Subject-Specific Path	At least termly (and when required)
Early Learning Goals	Evidence for Learning	Those on the Early Years Path	At least termly (and when required)
Functional Skills Assessments	BKSB	Those on the Subject-Specific Path accessing FS in KS4 &5.	Termly
Qualification Progress	Moderation	Those on the Subject-Specific Path in KS5.	Termly
Life Skills Curricula	Tracker (Evidence on EFL)	All	Annually
Phonic Assessment	Learn to Live Phonic Assessment (Letters and Sounds)	Those on the Subject-Specific Path	Baseline October Update March and July.
Statutory Assessments			
EYFS Profile	Evidence for Learning	Early Years	June in Reception Year
End of Key Stage 1 Phonics Screen Checks	Government materials	Subject Specific	June in Year 1
End of Pre-Key Stage 1 & 2 Standards	Evidence for Learning	Subject Specific (Key Stage 1 & 2)	June in Year 2 and 6.



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Legislation and guidance

We have used the [National Curriculum](#), [Early Years Foundation Stage \(EYFS\) statutory framework](#), [Preparation for Adulthood agenda](#) and the [Autism Education Trust Framework](#) to inform and develop our Learn to Live Curriculum. Ensuring our pupils have a meaningful broad and balanced curriculum that is tailored to meet their individual needs.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all. Teachers will plan lessons so that pupils make progress on their personalised curriculum path and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to engage with the curriculum.

Further information can be found in our statement of equality information and objectives, and in our [SEND Report](#).

Safeguarding

Everyone has a responsibility for safeguarding children and young people. '[Keeping Children Safe in Education](#)' makes clear links between safeguarding and the curriculum. Great importance is placed on identifying opportunities in the taught curriculum for pupils to learn about safeguarding. We have developed an open and safe learning culture in which pupils express their views, seek help and help others. Pupils at each key stage are supported to make good choices through using the Communication & Decision-Making Hierarchy.

Our curriculum includes online safety, peer on peer sexual abuse, consent, grooming and child criminal and sexual exploitation. This is achieved through teaching and learning opportunities, as part of providing a broad and balanced curriculum covering relevant issues through Personal, Social, Health Education (PSHE), and/or through Relationship & Sex Education (RSE). Our governing body has considered and approved how pupils may be taught about safeguarding.

The Learning to Live Curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every pupil with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of safeguarding through each of the strands. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age - appropriate level, or at a small group or 1:1 level where a more urgent need arises. We therefore differentiated content dependant on the learning pathway. We encourage our learners to have a voice and be heard, in each class team though out the school we have a Diversity, Communication and Advocacy Champion. These roles have been specifically created to signpost our learners to responsible adults who can provide support and guidance.