



Forest Way School
Curriculum Summary Document
2020-2021

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Thrive at Forest Way



Where young people are at the heart of everything!

Vision

At Forest Way School our vision is simple; every learner will.

‘Thrive at Forest Way.’

We strive to promote and value the needs of every young person, through diverse, multi-sensory approaches to learning. Teaching environments are imaginative and prioritise engagement, social skills and life skills. These are interwoven in all aspects of the curriculum. Equity in the school community is demonstrated through collaborative planning and delivery of appropriate learning challenges which aim to broaden and develop each young person’s understanding of and autonomy over their place in the world.

Aims

Forest Way School is dedicated to providing a stimulating, rewarding and innovative curriculum. Each young person’s learning needs are placed at the forefront of pedagogic practice. We prepare our young people to lead fulfilling lives and make positive contributions to society.

The **4 core aims outline our aspirations for every learner:**



-  To be as independent as possible
-  To achieve their potential
-  To have the highest level of communication possible
-  To be safe and happy

FWS Learner Aims

Intent

Values

Forest Way School takes pride in the strength of our school community, **'where young people are at the heart of everything'**. We assert that the whole school community is responsible for each pupil's learning experience and development. As such, the **core values** safeguard the significance of every child as an individual and the belief that each learner has the potential to thrive.

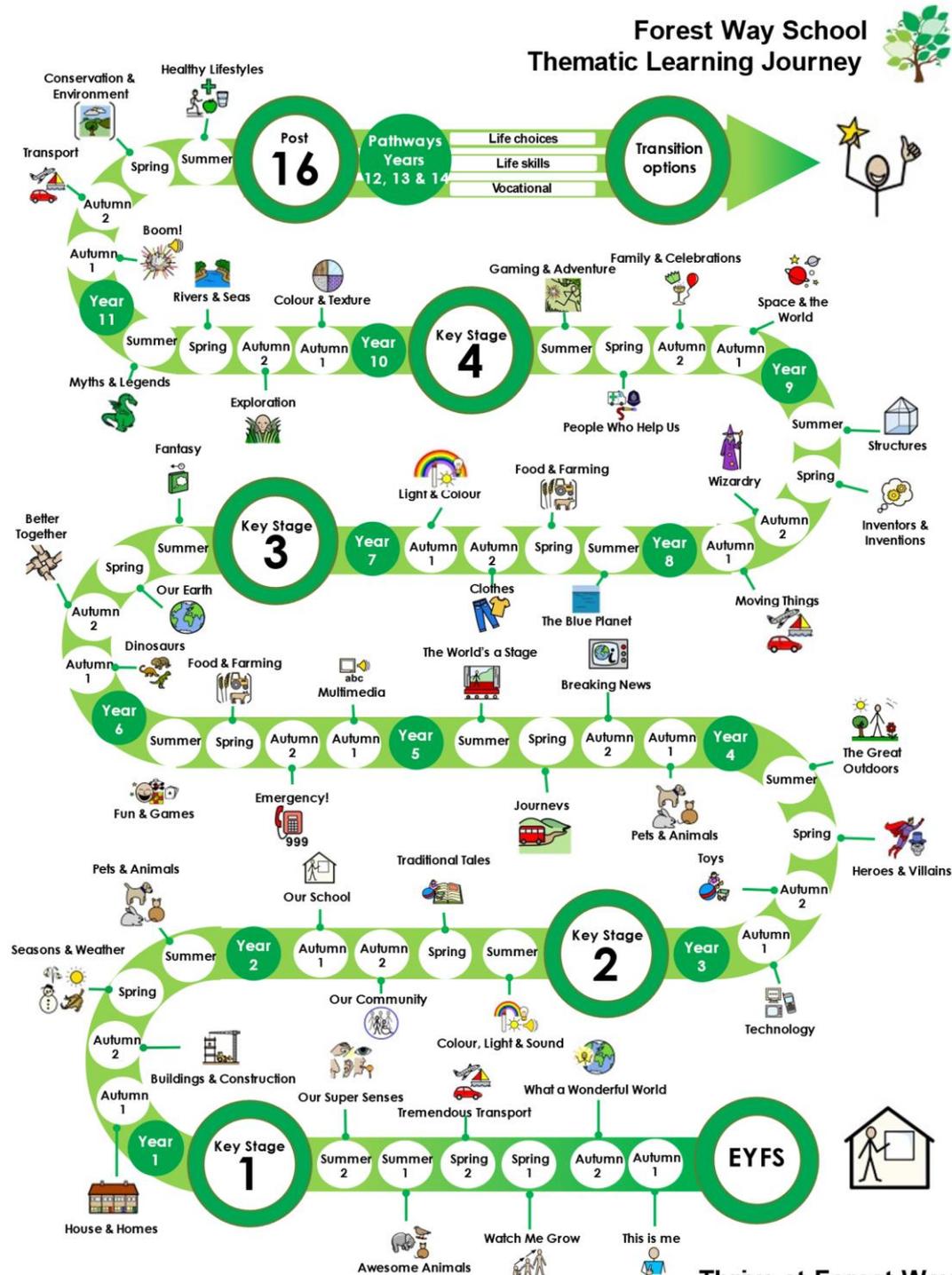
The **8 core values** reinforce how Forest Way School provides the highest quality of education for our young people:



Implementation

Thematic learning journey

The curriculum at Forest Way School is underpinned by a progressive, thematic learning journey. All young people take advantage of exciting topics on a rolling programme. As appropriate, these are linked to both



Thrive at Forest Way

FWS Curriculum Thematic Learning Journey



Implementation

core and wider curriculum subjects. Topics are age appropriate and may be revisited in a more sophisticated manner in later key stages to build on prior learning.

We passionately emphasise using creativity and imagination to engage our learners and cater for all learning styles. We share and celebrate our learner's achievements globally as they secure progression through skills and knowledge in a broad range of disciplines.

Curriculum organisation

Within each Key Stage, the curriculum is organised to ensure access is equitable and age appropriate, building systematically in a clear and coherent manner through the topics and schemes of work.

The curriculum is broad and balanced and offers pupils an exciting learning experience to challenge and inspire them. Teachers work collaboratively within each department to plan an adapted curriculum, taking careful account of the bespoke scheme of work for the respective subject as well as the National Curriculum and OCR Life and Living requirements. Work is meaningfully differentiated to support learners growing towards their personal Education and Health Care Plan (EHCP) outcomes and enriched with a total communication environment.

Learning follows a bespoke scheme of work for the core subjects and emphasises mastery of skills and knowledge within:

Maths: Number; Shape, Space & Measure and Statistics

English: Reading; Writing; Speaking and Listening

Science: Biology, Physics, Chemistry

Opportunities for learners to build on their cultural capital are expertly woven into their learning, allowing them to develop their spiritual, moral, social and cultural values and prepare for adulthood in an increasingly technology driven world. Learners take advantage of community links, enterprise activities and residential trips to firmly entrench their growing sense of self and belonging.

Each department prepares a wider curriculum map ahead of the new academic year drawing together what themes, topics, knowledge and skills will be covered within the foundation subjects over the course of

Implementation

the year. An up-to-date copy can be accessed on the main school website.



Forest Way School
KS2 Wider Curriculum Map 2020-21

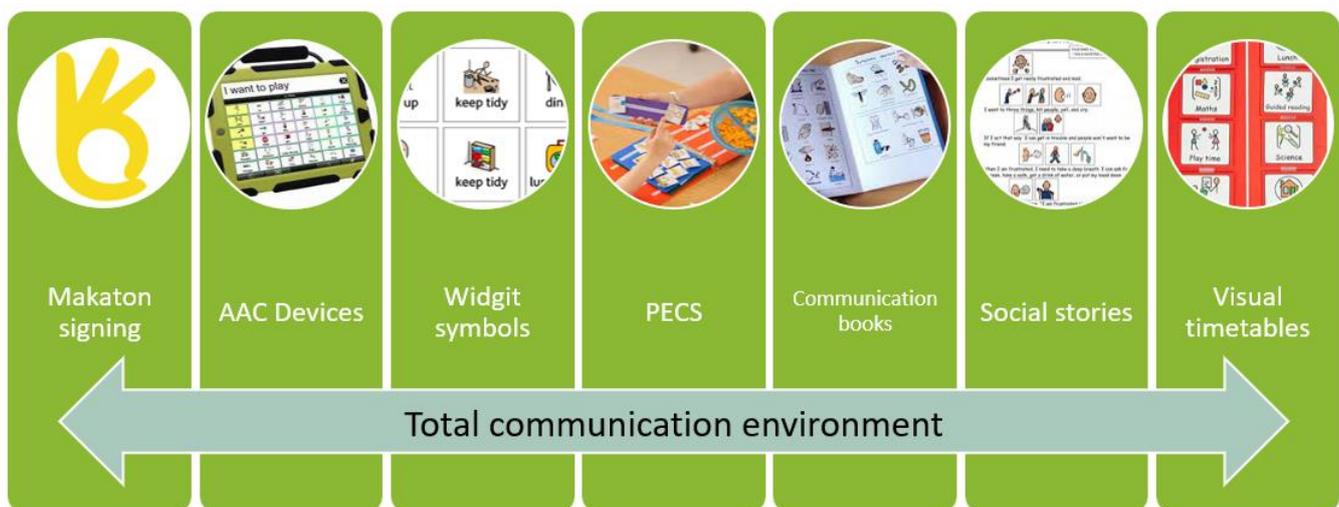
KS2 2020/21 Science (Rachel)	<p>Autumn 1 – Multimedia 26th Aug-16th Oct Bank Holiday-Mon 31st (7 weeks)</p> <p>Rocks and Fossils</p> <ul style="list-style-type: none"> Explore different types of soils and rocks including those in the local environment Identify rocks and soils from a group of objects. Compare and group together different rocks on the basis of appearance and physical properties. Describe in simple terms how fossils are formed when things that are living are trapped in rock. Recognise that soil is made from organic matter. To recognise that fossils provide information about living things that inhabited the earth millions of years ago. <p>+ 1 lesson on seasons</p>	<p>Autumn 2 – Emergency! 26th Oct-18th Dec (6 weeks)</p> <p>Magnets</p> <ul style="list-style-type: none"> Observe how magnets attract and repel certain materials but not others. Explore magnets and a range of magnetic materials Sort everyday materials on the basis of whether or not they are attracted to a magnet To compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnets can act at a distance. Describe a magnet as having 2 poles Predict whether 2 magnets will attract or repel each other based on the direction of the poles. 	<p>Spring – Food & Farming 5th Jan-26th Mar (5 weeks, 4 weeks)</p> <p>Animals</p> <ul style="list-style-type: none"> Explore and name a range of animals. Explore both human and <u>animals</u> foods and notice differences. Show awareness of different animals Show an awareness of differences between humans and animals. Show an awareness that human food is often different to food of animals. Describe how living things are classified into broad groups according to common observable characteristics. Pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. <p>2nd Half term- nutrition (recap from KS1)</p> <ul style="list-style-type: none"> Identify that animals, including humans need the right amount of nutrition and they cannot make their own food; they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>+ 1 lesson on seasons</p>	<p>Summer – Fun & Games 12th April-9th July (7 weeks, 5 weeks) May Day-Mon 3rd May</p> <p>Materials</p> <ul style="list-style-type: none"> Explore a range of everyday materials To name common everyday materials. Give reasons for particular uses of materials. (recap KS1 materials) Compare the group together everyday materials on the basis of their properties including their hardness, solubility, transparency. <p>Recycling</p> <ul style="list-style-type: none"> Observe solutions being made and begin to anticipate what might happen. Know that some materials will dissolve in water to create a solution and describe how to recover a solution Explain that some changes are reversible and some are not <p>+ 1 lesson on seasons</p>
Food Technology (Rachel)	<p>Healthy Snacks</p> <ul style="list-style-type: none"> Develop an understanding of healthy vs unhealthy. Sort and classify foods. Link Healthy food to a healthy lifestyle. Prepare simple snacks such as fruit toast and granola bar. 		<p>Fruits and vegetables</p> <ul style="list-style-type: none"> Develop understanding of a balanced plate Name and taste a wide range of fruits and vegetables. Develop chopping/ dicing skills Plan to cook a simple soup, baked apples, crumble and identify edible and non-edible mushrooms and fruits. Plant our own fruits and veg. 	<p>Picnics</p> <ul style="list-style-type: none"> Plan a healthy vs an unhealthy picnic basket Wrapping skills using cling film/ foil Plan to cook- making sandwiches. Make a beeswax food wrap. Go on a picnic in the woods.
Art (Laura)	<p>Artist/Designer/Architect Nick Park (Wallace and Gromit) <u>Skills focus</u> Stop motion animation Using computers in animation</p>	N/A	<p>Artist/Designer/Architect Renaissance art: Guisepe Arcimboldo <u>Skills focus</u> Surrealist art using food – painting and sculpture Sketching</p>	<p>Artist/Designer/Architect Fashion: Alexander McQueen <u>Skills focus</u> Using sketchbook to revisit and review Creativity</p>

Implementation

Communication

Our total communication environment ensures that specialist support is embedded in all aspects of the school day. We understand how crucial it is to empower our young people to master a variety of means to communicate. This will enable them to engage in meaningful interactions and exert choice and autonomy over their world. This is crucial to ensure each learner can be as independent as possible; from making choices about what food they would like to eat to applying for a job interview.

The total communication environment employs but is not limited to:



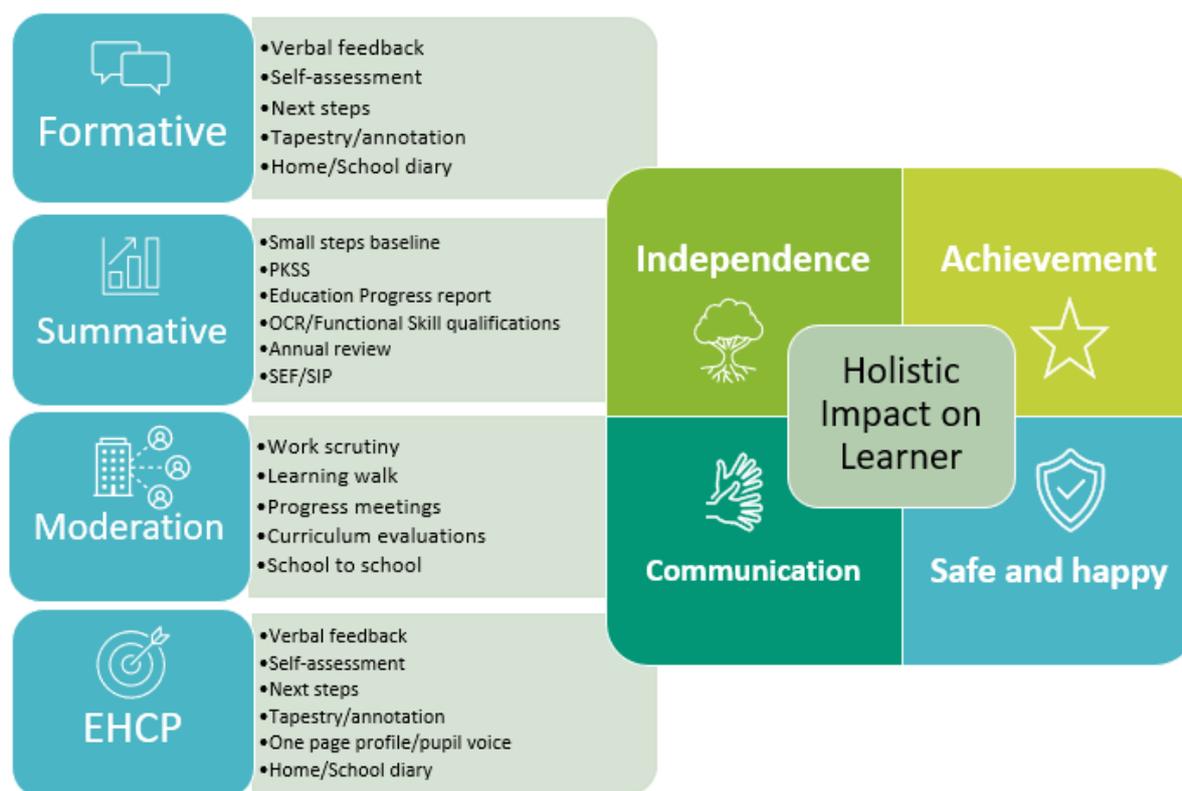
Positive modelling using communication aids enables all learners to access and understand expectations and routines, such as transitioning around the school. These experiences allow our learners to develop self-direction and use of initiative in a positive and nurturing environment. This extends broadly to life skills, such as making healthy choices and interacting with friends. In later Key Stages, this is expanded by transferring the knowledge and skills developed formerly to a wider community environment. Exposure to a broad range of experiences helps learners to develop resilience in the face of unexpected challenges in a wide variety of situations.

The whole school community at Forest Way benefit from specialist support services, including on-site support from a professional Communication Technician and Makaton Tutor and specialist Speech and Language Therapists.

Impact

Holistic impact

A 'basket of indicators' is used to record and assess the holistic impact of curriculum delivery. This is used to make accurate judgements about pupil progress and achievement and provides insight for next steps and targeted interventions.



FWS 'Basket of Indicators'

Formative and Summative

Ongoing formative and summative assessment, moderation and EHC IEP target trackers ensure qualitative and quantitative data inform personalised planning. Learners requiring additional interventions and support can be identified from this holistic data.

Formative and summative feedback, both written and verbal play a key role on a daily basis, giving pupils the opportunity to take responsibility for their own learning.

Impact

Small steps assessment, Tapestry online learning journals, Pre-Key Stage Standards, BTech qualifications and OCR Life and Living Skills assessment criteria are also an essential part of providing daily and interval feedback and monitoring.

Moderation

Each term progress meetings between class teachers and senior leaders takes place. These discussions enable professional reflection and collaboration in relation to progress and achievements in core subjects and wider outcomes. Four key components are primarily used to assess the impact of the high-quality curriculum offered at Forest Way.

Moderation of core and foundation subjects is carried out for each Key Stage to ensure the high standards expected at Forest Way are maintained. These are conducted through peer review, curriculum leads and senior leadership in a collaborative manner. Moderation is also carried out between local special schools and with external school improvement partners. Statutory moderation of Learning Journeys is carried out annually by the Local Authority for the EYFS.

EHCP

IEP implementation plans create the foundation of personalised learning. Targets are drawn from the 'Areas of Need' and 'Outcomes' outlined in each young person's respective Education, Health and Care Plan and agreed in collaboration with parents. SMART IEP targets are then created and tracked on a weekly and half-termly basis. This ensures personalised learning drives planning and ensures the implementation of the curriculum is effective. These form part of holistic picture of the impact on pupil progress and achievement. Pupil voice is a fundamental part of the EHCP and is captured in a variety of means to reflect each individual learner's wants, needs, interests and aspirations.

Celebrating achievement

The positive impact of learning experiences at Forest Way School are celebrated school wide. Learners are invited to share their achievements daily during lessons and whole school assemblies. This is a fantastic way to foster pride and boost learner's confidence.

Implementation and Impact by Key Stage

The curriculum structure builds systematically on prior learning from previous Key Stages. Each Key Stage details what subjects will be taught in the curriculum coverage map below.

	EYFS/Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Formal Curriculum	<p>EYFS curriculum is taught through child initiated play, individual and small group tasks linked to Early Learning Goals. Students' learning is enriched by links to a rolling thematic programme termly.</p> <p>Prime:</p> <ul style="list-style-type: none"> • PSED • Communication and Language • Physical Development <p>and</p> <ul style="list-style-type: none"> • Specific • Literacy • Maths • Understanding the world • Expressive arts and Design <p>At Key Stage 1, children transition onto a Key Stage 2 format to prepare them for discrete taught sessions of core and foundation subjects.</p>	<p>Key Stage 2 curriculum is taught through discrete programmes of study and cross-curricular links to a rolling thematic plan.</p> <p>English x 4</p> <p>Maths x 3</p> <p>Science x 1</p> <p>Music & ICT x 1</p> <p>History & Geography x 1</p> <p>Religious Education & PSHE x 1</p> <p>Food Technology & Forest School x 1</p> <p>Physical Education & Swimming x 1</p> <p>Foreign Languages x 1 term</p>	<p>Key Stage 3 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on life skills</p> <p>English x3</p> <p>Maths x3</p> <p>Science x1</p> <p>Music & ICT</p> <p>Humanities x1</p> <p>Art & Design Technology x1</p> <p>Food technology and Forest School x1</p> <p>Physical Education & Swimming</p>	<p>KS4 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on functional skills.</p> <ul style="list-style-type: none"> • English x 3 • Maths x3 • Science x1 • Food Technology x1 • Art/D&T x1 • RE/Citizenship x1 • Geography/History x1 • PSHE/Sports Leader Awards x1 • ICT x1 • Forest Schools (On rotation) • Physical education and swimming x1 • Mini enterprise x1
Post-16	<p>Students in Post 16 <u>are able to</u> access three different pathways depending on the level they are working at, which will ensure they are accessing a challenging but achievable curriculum. These pathways are <u>flexible</u> and students can cross over if they need to. The pathways are: Life Choices, Life Skills & Vocational.</p> <p>These pathways encompass a variety of life skills-based work, accredited courses and access to the National Careers Strategy which is assessed through the Gatsby Benchmark. Learners at all developmental stages are preparing for adulthood.</p>			

	<p>Pathway 1: Emerging skills (Life Choices)</p> <p>Functional maths x 1 Functional English x 1 Communication x1 Communication TAC PAC x 1 Aromatherapy x 2 Relaxation and Physio x 2 Music/Drama x1 Swimming x 1 ICT/ Switch x 1 Dance Massage x 1 PSHE/C x 1 Art x 1 Community Skills Half Termly</p>	<p>Pathway 2: Consolidating skills (Life Skills)</p> <p>Functional maths x 1 Functional English x 1 STEM/woodwork (optional) x2 Arts and culture (optional) x1 Café x2 Communication x1 PSHE/Citizenship x1 (1 term) RE x1 (1 term?) ICT (<u>embedded</u>) PE x2 Gardening (optional) x 2 Conservation and Environment Qualification x3 Hair and Beauty (optional) x1 Community action x3 (Option) Cook and eat x2 Forest Schools x1 Community skills x2 Work experience (optional) Sports Leader x 1 optional</p>	<p>Pathway 3: Mastery of skills (Vocational)</p> <p>Functional maths x 1 Functional English x 1 STEM/woodwork (optional) x2 PSHE/Citizenship x1 (1 term) Arts and Culture (optional) x1 RE x1 (1 term?) ICT (embedded) PE and Leisure centre x2 Gardening (optional) x 1 Conservation and Environment <u>Qualification</u> x3 Hair and Beauty (optional) x1 Cook and eat x2 Community skills x2 Work experience (optional) Sports leader x1 Preparing for work</p>
Sensory	<p>Students with PMLD and sensory needs access a variety of bespoke therapeutic and multi-sensory curriculum activities:</p> <ul style="list-style-type: none"> • Maths • English • Swimming (minimum 1 per week) • Art • Music/Drama • Communication and interaction • Dance Massage • Tac Pac • Aromatherapy • Physio/relaxation • ICT x 1 		

FWS Curriculum Coverage Map

Implementation and Impact by Key Stage

Early Years and Foundation Stage (EYFS)

During the EYFS, students focus on developing their core skills through the three prime and four specific areas of learning:

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Taken from 'Development Matters in the EYFS' Early Education

Each student has a 'Learning Journey' recorded in paper files and using the online portal Tapestry. Parents are partners in this journey and collaborate by including content from home ensuring a holistic picture of progress and achievement is constructed.

This includes observations and photos, demonstrating a breadth of experiences and

identifying examples of learning and achievement. An EYFS profile (involving the child, parent and class teacher) is completed at the end of the year in which they are five years old. Information from the profile is used to inform the KS1 teacher about each student's attainment and learning needs.



Implementation and Impact by Key Stage



In the EYFS and Key Stage 1, child-led exploration is encouraged through a highly stimulating, continuous provision environment. This is delivered through multi-sensory activities linked to the term's theme to ensure children develop their social, play and communication skills in line with the Early Learning Goals. This promotes their burgeoning

understanding of their place in the world and gives them opportunities to develop mastery over their environment. Practitioners support this implementation by responding to pupil interests and guiding these.

The impact of the effectiveness of the curriculum on learning and development is monitored through an initial cohort baseline analysis in September against the Forest Way School EYFS Assessment document, adapted from the Department for Education's 'Development Matters' guidance document. Pupil progress is then re-assessed in the spring term and subsequently in the summer term. The summer term results are submitted to Leicestershire Local Authority and then to the Department for Education.

Key Stage 1

As the pupils enter into Year 1 they continue to be tracked against the Early Years Foundation profile and assessed against Forest Way Baselines. Pupils continue to benefit from exploration of multi-sensory activities and stimulating continuous provision. By the end of the Autumn Term all pupils are assessed in the core areas and by the end of year one all pupils are assessed against Forest Way baselines and Pre-Key Stage Standards. In the spring term learners transition to more formalised lessons where the Year 1 National Curriculum is adapted to meet individual learner needs.



Implementation and Impact by Key Stage

In Years 1 and 2 the pupils are taught the core primary curriculum subjects English, Maths and Science. Planning follows the schemes of work adapted from the National Curriculum and work and personalised to meet the needs of the pupils. In addition to these subjects, pupils are also taught,



Physical Education, Swimming and Forest School in class groups. Pupils in Years 1 and 2 are taught in class groups following the thematic learning journey, for example, 'Seasons and the Weather'. (The thematic learning journey can be accessed on the main school website). This ensures cross-curricular links can be made and enables deeper learning to take place.

Formative and Summative assessment takes place through a variety of modalities and is used to continuously inform and modify planning as appropriate to individual needs. At the end of Key Stage 1, learners will be assessed against the Pre-Key Stage Standards in Maths and English. Learners working below this level will be assessed using the engagement profile.

Key Stage 2

In KS2, children are taught the core primary curriculum subjects; English, Maths and Science. These are planned using the respective Forest Way schemes of work and personalised to meet the needs of the pupils.

These lessons are taught through carefully planned, highly engaging pedagogy, with an emphasis on transitioning from the EYFS/KS1 continuous provision approach to learning to more formally structured lessons. These include enhanced provision activities giving young people the opportunity to develop independence in their academic work whilst continuing to pursue personal interests with enhanced provision which aims to consolidate learning. In addition to these subjects, pupils are also taught Food Technology, Physical Education, Swimming and Forest School in ability groups to maximise their learning potential. This

Implementation and Impact by Key Stage

is balanced with the primary foundation subjects taught in mixed ability classes to enable learners to develop their communication and interaction skills with a wider peer group. These are linked to a termly theme, for example, 'Toys'. This ensures cross-curricular links can be made and enables deeper learning to take place.

Planning takes place termly following a rolling programme. It is a collaborative exercise between teachers and staff and a subject overview map is created detailing what will be taught for the forthcoming academic year.

Formative and Summative assessment takes place through a variety of modalities and is used to continuously inform and modify planning as appropriate to individual needs. Learners in Year 6 are assessed against the Pre-Key Stage Standards in Maths and English. Learners working below this level will be assessed using the engagement profile.



Key Stage 3

In Key Stage 3, we adopt a secondary model where lessons are taught in streamed classes to ensure differentiation and that the academic needs of all pupils are being met. Pupils are taught core subjects in English, Maths, Science and ICT which all have schemes of work adapted from the National Curriculum. They then take part in PE, Swimming, Food Technology, PSHE, Art, Humanities and Health and

Implementation and Impact by Key Stage

Wellbeing, which teaches pupils a holistic approach to maintaining physical and mental health. Forest Schools is taught on a rota with every class accessing it on a weekly basis.

Pupils are given more responsibility for their own learning as a formal focus starts on independent life skills within their classes. This is



reflected in their IEP targets and expectations of the staff throughout all lessons. One of the key focal points is to encourage independent thought and questioning skills in order to prepare them for adult life.

Leading on from the focus on child-centered learning within Key Stages 1 and 2, pupils' experiences now

also include more enquiry-based, problem-centered, and decision-making activities.

Formative and Summative assessment takes place through a variety of modalities and is used to continuously inform and modify planning as appropriate to individual needs.

Key Stage 4

Key Stage 4 adopts a learner-based approach to lessons. The curriculum at Key Stage meets the diverse needs of all young people. It is based on individual pupil needs, their interests and aspirations; takes into account individual ability; and takes into account future learning and/or career pathways.

We empower pupils to become increasingly independent learners and prepare them for everyday life and lifelong learning. This includes fostering attitudes and dispositions to support personal development, active citizenship and employability.

Some pupils will have the opportunity to complete Entry Level Functional

Skills in Maths and English whilst others will work on developing these



Implementation and Impact by Key Stage

core skills out in the community or within the school environment around them. They are also taught through mini enterprise projects, life skills lessons, gardening, and the Level 1 and 2 Sports Leaders Award. Pupils also have the opportunity to partake a nationally accredited Arts Award and will still do lessons in Food Technology, Humanities, PE, Swimming and Forest Schools.

Post-16

In Post 16 the focus is on delivering a Life Skills based curriculum building on previous learning and preparing them for adulthood. This includes the DFE guidance 'Preparing for Adulthood'. The areas of focus are employment, independent living, community inclusion and health. We also continue to develop their literacy and numeracy through functional skills opportunities. Students have previously had the opportunity to gain accredited qualifications in vocational skills through OCR, BTec and City and Guilds providers, they will be switching to Open Awards in September 2021. Students are encouraged to attend one of two residentials, one of which is provided through the National Citizenship Service.

In Post 16 we are delivering the National Careers Strategy and assess progress through the Gatsby Benchmarks. We have strong emphasis on employability skills and work-related opportunities, finding out about the current labour market and meaningful engagement with employers and external work experience opportunities.

We are involved in community action projects so that our students are able to make a contribution to the surrounding area. This gives the students an opportunity to develop resilience and an idea of community spirit. These projects have included Coalville Heroes and Breakaway.

Students will focus on the skills required for independent travel and planning mini enterprise projects.

Implementation and Impact by Key Stage

The Den

Opened in September 2021, The Den is a specialist unit primarily for children with communication and interaction difficulties. It comprises of 2 classrooms organised into EYFS/KS1 and Key Stage 2 classes. Teaching and learning is highly individualised and tailored to meet learner needs. The Den prepares learners to transition to a mainstream or specialist Key Stage 3 communication and interaction setting on exit at Year 6.



Learners work on EHCP targets alongside functional life skills and communication skills. The reception class is organised through continuous provision linked to a weekly theme and pupils learn from creative activities, stories and play. High staff to learner ratios

enable staff to develop strong working relationships and carefully personalise learning to suit learner needs and interests.

In Key Stage 2 the pupils work in small groups or individually to complete Maths and English work. Wider curriculum subjects are taught in small groups. Learners benefit from weekly Forest School sessions linked to individual interests and needs.

Formal assessments take place to monitor and evaluate learning and may include small steps assessment and SATs based on learner ability.

Enrichment Opportunities

Forest Way School is passionate about enhancing pupils' social, emotional, health and wellbeing development with additional extra-curricular provision to support the formal school curriculum. Our young people are offered extra-curricular clubs at lunch times and after school. Lunch time enrichment clubs comprise singing and music, lego club, soft play, football, art and relaxation and ICT club.

After school children can access athletics club which can lead to competitions, cricket club, Forest School club, drama club which enables pupils to develop confidence and self-esteem to perform in big productions and play club aimed at developing early interaction skills for younger pupils.

Trips into the local and wider community are also a key feature of the school year. Previous destinations across departments have included Drayton Manor, Twycross Zoo, Tamworth Snowdome, soft play, BMX tracks and indoor climbing.



Forest Way School also warmly welcomes visitors from the community including partner schools for inclusion links, personnel from the emergency services, faith leaders, career and outdoor specialists. These are often linked to current themes and topics to bring learning to life and raise future aspirations.

Forest Way School also holds annual community events, including a Christmas Fair and enterprise fundraising activities.



