



## Curriculum Intent

We want to know where our students came from, we want to clearly understand their varying needs and we want to ensure we deliver a student-centred curriculum which continually aims to further our students' development throughout their time at Rumworth. Our curriculum is values-led, evidence informed, impact focussed and it prepares our students for the next step. Our curriculum is as broad as it can be, for as long as it can be; it's not narrowed, it's not hollowed out and we aim to build our students' cultural capital as young citizens of the world.

**Key theme** - Independence – enabling our students to live as independently as possible, while they are with us and beyond. A knowledge based curriculum isn't enough, development of skills and personal attributes is equally important.

**Key theme** - Employability – where appropriate, to develop the interpersonal skills we know are valued by employers enabling our students to be - team players, trustworthy, responsible, have excellent communication skills, emotional intelligence, decision making skills and a strong mind set. To develop key skills in specific vocational areas which aid the students understanding of the world of work and lead to real employment opportunities.

**Key theme** – External accreditation – to enable our students to gain a range of appropriately challenging external accreditation, where appropriate. Accreditation motivates our learners and enables them to prove their commitment, ensuring their efforts are rewarded and benchmarked in a nationally recognised manner.



Rumworth School has doubled in size over the last 5 years. We now have over 270 students and a significant new build to house them in. Our students also have an increasing and widening array of needs. In light of these significant changes, we have reviewed and refined our curriculum offer. We want to provide our current and future students across the school with experiences that are relevant, interesting and challenging. To do this, and to identify opportunities for progression, we have designed a curriculum structure with 3 broad strands: pre-formal, semi-formal and formal. These strands are not defined by age but by need and achievement; students may therefore move from one strand to the next at any point in their school career. Each strand has a bespoke curriculum that is designed to develop skills, knowledge and understanding across a range of subjects. Each strand is structured and sequenced so that individual students can demonstrate that they know more, can remember more and can do more. Students may access the most appropriate stranded curriculum for their abilities and needs via a standard class model, or via a more personalised provision offer.

## **Pre Formal Curriculum**

Students at very early levels of development (typically assessed at the lower end of the traditional P scales up to P4) would access a curriculum that enables them to develop a sense of security in the school environment, to establish positive relationships with familiar adults, to explore the world around them using their sensory and physical capabilities to the full and to establish behaviours through which they can communicate with other people. We have mapped in the Pre-formal Curriculum area, in preparation for further potential changes in our student cohort needs.

## **Semi-Formal Curriculum**

Students following our Semi-formal Curriculum learn best when learning has a concrete relationship to their own experiences. There are opportunities for structured play and hands-on experiences, and teaching staff plan and build functional activities into a topic-based approach for curriculum delivery. The curriculum content broadly corresponds to the ground covered by the national curriculum (typically assessed at the upper end of the traditional P scales up to P8 and into the lower end of the traditional NC level 1). Although the “content” may be delivered at a lower level, the teaching approaches will reflect the age and learning needs of the students. Students in KS4 and KS5 would typically gain external accreditation at the lower end of the Entry Level Certificate range, and some in KS4 may still be working on Pre-Entry Level accreditation.

## **Formal Curriculum**

Students following our formal curriculum access the range of National Curriculum subjects, modified in the light of their developmental level and special educational needs. As the term ‘formal’ implies, there is a higher level of structure. However, teaching staff avoid making the formal curriculum too abstract, ensuring that learning is linked to practical activities and is then consolidated and applied in practical sessions. Students in KS4 and KS5 would typically gain external accreditation at the upper end of the Entry Level Certificate range, and some may be working towards Foundation tier GCSE accreditation, and Level 1/2 qualifications via BTEC and OCNWMR.

