



At GANF we provide our pupils with a tailored curriculum in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of Extra Curricular activities that the school organises, to enrich the experience for our pupils.

The curriculum also includes the 'hidden curriculum', this is what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others, while developing knowledge and skills, so that they achieve their true potential and be prepared for life after school.

At GANF, we believe that all pupils have the right to access stimulating, thematic and enjoyable curriculums which includes:

- Breadth of learning areas and experience
- Balance
- Relevance to the pupil's experience, aptitude and interest
- Differentiation through teaching styles and contexts
- Progress and continuity that is flexible, rather than prescribed
- Opportunities to promote spiritual, moral, social and cultural development
- Opportunities to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

Our GANF curriculum is split into four main sections:

- Early Years
- Lower School
- Upper School
- Sixth Form

Ambergate curriculum intent:

'A tailored curriculum designed to prepare our pupils to be confident and successful individuals who make outstanding progress and are prepared for life after school.'



Sandon curriculum intent:

‘A relevant and motivating curriculum to maximise pupil engagement and facilitate deep learning. Learning opportunities are planned in direct response to individual pupil needs with a focus on preparing them for the next stages of their lives.’

### **Early Years Foundation Stage**

Within our Early years Foundation Stage classes (Imps and Pear) we aim to deliver a balanced educational curriculum in line with statutory guidance. The EYFS takes into account the individual needs of pupils and works to help them become confident, independent members of the community, able to communicate with adults and other pupils.

The areas of learning and development in EYFS are underpinned by the ‘Characteristics of effective learning’:

- Playing and exploring
- Active learning
- Creating and thinking critically

There are seven areas of learning and development that shape our learning at GANF. All areas and development are important and are linked.

Three areas are particularly crucial for igniting pupils’ curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive throughout their school career. These three areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We also focus planned activities to support pupils in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:



- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design (EYFS 2012)

We develop all of these areas through both child initiated and adult initiated activities. The exploration of both the indoor and outdoor environments is an important aspect in aiding our pupil's development in all areas. We often explore the local community including trips to the shop, park, library and sensory room. We feel that this is important in developing their learning in real life experiences.

## **Lower School**

The lower school curriculum at GANF consists of eight classes ranging from year one to year seven. Parallel age classes work together on planning and assessing.

Classes are grouped as follows:

KS1 – Trent Bridge

KS2 –Leamington, Hampden, Cherry, Willow and Beech

Lower KS3 – Oval and Wembley

### **Lower School English**

Lower School English is structured to promote pupils of all abilities to build on the Early Learning Goals and to acquire the skills and knowledge across all the areas of the English National curriculum.

Objectives are age appropriate and taken from the National Curriculum and The EQUALS Schemes of Work, which provides support and guidance from the earliest developmental level. English teaching is partnered with Phonics, PECS, Intensive Interaction and Makaton, to support development in reading, writing and communication for all pupils.

Lower School English strives to inspire and inform pupils, providing them with the tools necessary to engage with the rest of the school curriculum and everyday life. English



lessons and all corresponding activities, such as Phonics teaching, are part of the daily timetable for all pupils in Lower School.

### Phonics

Phonics is taught regularly across Lower School using the Phonics Bugs Scheme. All classes in Lower School have their own set of resources depending on ability. These resources include reading books, flash cards, games and activities. Phonics is used to help our pupils with their reading at any age through the use of segmenting, blending and decoding to teach pupils how to read and interpret meaning from books. All teachers in Lower School receive regular Phonics training.

### Reading

Reading is an important part of the English curriculum, and pupils are encouraged to read regularly in class and also at home. Reading books are taken from the Phonics Bug scheme followed by Rapid Phonics and then Rapid Readers depending on pupil age and ability. We also have a range of 'free reader' books for those pupils who have completed the schemes available. Pupils in Upper School are encouraged to read magazines and newspapers to develop their reading skills. Some pupils receive more targeted intervention for their reading in the form of one to one sessions outside of class with a member of the Intervention Team.

### Lower School Maths

Within Lower School, pupils work on mathematical activities that are appropriate to their age and ability, with the aim of working towards greater independence to enable pupils to cope with the challenges of everyday life. The lower school mathematics curriculum is designed to be useful and fun packed with knowledge of the four main disciplines in mathematics taken from the National Curriculum: Using and Applying, Number, Data Handling and Shape, Space and Measures. Pupils receive daily maths lessons ranging from 45 minutes to one hour depending on their age.



## Lower School Subjects

All Lower School subjects are based on the National Curriculum and the Equals Schemes of work and include the following subjects Science, PSHE, Relationship Education, RSE, Computing, History, Geography, Design and Technology, Art, PE, Music, Religious Education and MFL. These Schemes of Work have been written by teachers who have expertise in Special Education working with pupils who are achieving within the eight levels of the P Scales, the first two levels of the national curriculum and across all four key stages. The Schemes of Work consists of exemplar teaching units that can be combined in different ways to address Special Education. The Schemes of Work illustrates the different ways in which teachers can develop Special Education learning opportunities to respond to the specific needs and priorities of the pupils, their communities and the schools themselves. It also builds on pupil's experiences and earlier learning from the Foundation Stage. Lower school Art and Music are planned using Schemes of work taken from the Standards site and the National Curriculum.

## Upper School – Year 8

Classes are grouped as follows:

KS3 – Silverstone and Stamford Bridge

The year 8 curriculum has been tailored in order to meet the needs of all pupils following the formal requirements of the National Curriculum. The curriculum is designed to ensure that our pupils progress well from the lower school curriculum. Therefore, providing a sequential build-up of knowledge in preparation for the 14-16 curriculum and pupils selecting their personalised timetables based on their options. The year 8 curriculum consists of all core and non-core subjects ensuring pupils have access to a broad and balanced curriculum.



## **Upper School – 14 -16**

Classes are grouped as follows:

KS3 – Ascot and Oak

KS4 – Henley, St Andrews, Twickenham, Wimbledon and Ash

The 14-16 curriculum (Year 9 – 11) is designed to be flexible enough to meet the individual needs of all learners. We ensure this is carried out by the following:

The curriculum is person centred in that all pupils have a bespoke timetable and are offered considerable choice during the planning stage. A range of qualifications are offered and targeted at appropriate levels to include all pupils regardless of ability. The range of qualifications on offer and the number of partners involved in their delivery serves to engage as many pupils as possible both in terms of accredited qualifications and enrichment activities. All pupils have the opportunity to progress through the curriculum and be supported towards achieving established goals.

Pupils from year 9 to 11 have to undertake the core subjects which are English, Maths, Science, PSD and RSE, however they have an Options evening every year where they can decide on non-core topics that they would like to study for the next academic year.

List of current options available to pupils across the fellowship:

BTEC sport: Entry Level 3 – Level 1 Certificate

Performing Arts: Entry Level 3 – Level 1 Certificate

BTEC Art: Entry Level 3 – Level 1 Certificate

BTEC ICT: Entry Level 3 – Level 1 Certificate

BTEC Health and Social Care: Entry Level 3 – Level 1 Certificate

BTEC Travel and Tourism: Entry Level 3 – Level 1 Certificate

Humanities: Entry level 1 - 3

BTEC Hospitality: Entry Level 3 – Level 1 Certificate

Design Technology: Entry level

Photography

MFL

DUKE OF EDINBURGH: Bronze and Silver



## Enrichment

Skills for Working in the Catering & Hospitality Industries (Sandon only)

Skills for Working in Horticulture Industries (Sandon only)

## GCSE Provision

Across the fellowship pupils have the opportunity to access GCSE qualifications if it is deemed appropriate. We offer pupils the opportunity to work towards 7 GCSEs:

- English
- Maths
- Statistics
- Combined Science
- History
- Geography
- Art

## Informal Curriculum Group:

GANF has an informal curriculum group based at Sandon known as Pine Class. The pupils will be working at approximately levels P1-4, the informal curriculum has a strong focus on their overall development. The curriculum takes a holistic approach with a focus on enabling positive interactive relationships with others, proactively exploring the world around them and gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest levels of independence possible.



## **Nurture Group:**

GANF has a nurture group based at Sandon known as Apple Class. Pupils in Apple class require a supportive class environment with a strong focus on developing communication and social skills. Pupils have individual timetables to encompass therapies and activities to support their development and to promote independence skills.

## **PSHE/RSE**

All pupils at GANF have regular access to PSHE/RSE lessons. Primarily, lessons follow a three-part structure, with whole class teaching to begin the lesson, opportunities for pupils to enhance their learning and progress during the main part of the lesson and a whole class plenary takes place at the end of the lesson. Throughout PSHE/RSE lessons, learning is fun and experiences are exciting and stimulating. Class teachers facilitate pupil's learning using an array of differentiated learning styles and resources.

Teaching staff follow comprehensive Medium Term Plans which are appropriate for the needs and abilities of our pupils. RSE is delivered in a discreet and sensitive way in accordance with our RSE policy.

## **Sandon Sixth Form:**

Pupils have a choice of two topics either hospitality or horticulture. Once they have chosen their subject they will then work towards Entry Level qualifications in the chosen subject as well as qualifications in functional maths and English plus other life and living skills. They will visit Grantham College one morning a week where they will work towards an Entry Level qualification in life and living skills. They will also participate in work experience.

### **Horticulture**

GANF offers horticultural qualifications for those who are interested in the horticulture industry or just interested in gardening and working in the outdoors. Pupils work towards Entry Level qualifications in units based around horticulture as well as life and living skills, which includes working towards a Certificate in getting about safely both on foot or using





public transport. Work involves carrying out practical tasks associated with gardening as well as learning about health and safety. The skills learnt also promote independent living, supporting them in looking after their own home environment.

The Sixth Form have their own allotment in town where they grow fruit, vegetables and flowers, which they sell as part of a mini enterprise project. They also maintain the grounds of a Care Home for the elderly. Here at break times they meet with some of the residents for a cup of tea and a chat, helping to develop further their communication and social skills. Students also work on functional skills in maths and English.

### Hospitality

The Hospitality qualifications are practical qualifications at entry level for those that are interested in the hospitality or catering industries. The Sixth Form run a Coffee Shop two mornings a week at the Jubilee Centre in Grantham as well as taking outside catering orders. We have close links with the local community who come and visit the Coffee Shop on a regular basis. This helps to develop further the pupil's communication and social skills. Working in the Coffee Shop enables the pupils to work through Entry Level units in Hospitality thus preparing them for working life. Some of our pupils have left us and gone into full time employment in the Catering industry. Those pupils often come back to the café and explain how they have a job, live independently and are living fulfilled lives.

Pupils work on functional skills in maths and English as well as Entry Level qualifications in units based on life and living skills, which includes working 5 towards a Certificate in getting about safely both on foot or using public transport.

Breakdown of the qualifications pupils can work towards:

<u>AIM Awards</u>	<u>Entry 1 &amp; 2 Units</u>	<u>Qualifications</u>
Suite of Skills for working in Horticulture or Catering & Hospitality Awards	Each unit has a credit value	AIM Award = 3 credits AIM Certificate = 15 credits AIM Diploma = 37 credits



<u>OCR Life and Living Skills</u>	<u>Entry 1, 2 &amp; 3 Units</u>	<u>Qualifications</u>
	Each unit has a credit value	Award in Life and Living Skills = 3 credits  Certificate in Life and Living Skills = 13 credits
<u>Edexcel Functional Skills in English and Maths</u>	<u>Entry 1, 2 &amp; 3</u>	

## Forest School

C.I.T. Academies has its own Forest School.

C.I.T. believe everyone is an individual and that pupils need activities to support their learning. We have a responsibility to ensure we stimulate them enough to enhance their learning process. We believed we could support this further with a Forest School Programme. We aim to enthuse and educate our pupils and achieve this through outdoor learning.

There are wheelchair accessible pathways throughout the woodland following a sensory circuit. There are sensory stations around this circuit with quiet areas and some with bamboo musical instruments. There are two fire pit areas and a spectacular outdoor classroom made from natural materials which is positioned right in the centre of the woodland, taking advantage of all the wildlife around. There is a small orchard and vast amounts of wild flowers. There are also bat boxes, bird boxes and a dove coop, inviting wildlife into the woodland.

All areas of the GANF curriculum benefit from pupils being able to access this wonderful natural environment. Our Outdoor Education Co-ordinator at GANF has been awarded the Forest School Level 3 Practitioner Award this year and means that full Forest School Teaching takes place at our Forest School.



## **Time Allocation and Planning**

Each class has a timetable which clearly indicates the allocation of time to subjects and topic work. Although timetables indicate that pupils will be studying certain subjects at specific times, there are cross curricular skills which are taught to a greater or lesser extent within each lesson.

Class Teachers produce detailed and complex Medium Term Planning. Differentiated tasks and activities, Learning Questions, Expected Learning Outcomes and a variety of learning styles and effective and appropriate teaching and learning resources are key features of class teachers planning and delivery.

## **Subject Leaders**

Each subject of the curriculum is managed by a subject leader who has responsibility for the assessment, planning, delivery, recording, monitoring and reporting of their subject across GANF. Consistent formats for the role of subject leader and a consistent contents list for subject leader files are in place have been agreed and implemented. The teacher in charge of curriculum oversees all subject leaders.