



## **Newton's Walk Curriculum Statement**

### **What the curriculum is designed to do**

At Newton's Walk we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer our pupils opportunities to grow as individuals as well as learners.

The school recognises that our cohort of pupils has been unsuccessful in their previous school setting. Therefore, we have used the National Curriculum to meet our pupil's needs through a combination of learning techniques that aim to ensure pupils enjoy learning and feel prepared their next stage.

Newton's Walk also intends to offer pupils new and exciting experiences through enrichment activities that are designed to build resilience, confidence, self-esteem and ensure a rich cultural capital.

We believe that pupils should be challenged in their schooling; learning from failures and celebrating successes but also that some of these skills will need to be specifically taught. We intend for our curriculum to be empowering; enabling pupils to develop their self-esteem, interpersonal skills, creativity, independence and respect for everyone in the school and wider community.

### **How the school intends to deliver the curriculum throughout the school**

The intention is to deliver the curriculum through a variety of methods that are both classroom-based and externally enriching. Below, we have outlined how we intend to deliver this vision. We promote equal opportunities for all of our pupils and our practices are in line with in the Equality Act 2010.

- **Classroom-based learning:**

Classes at Newton's Walk are mixed ability and mixed age. The pupils are grouped together based on their need. The staff value and understand the different ways in which pupils learn and plan lessons to account for these differences. This includes: discussion work, use of ICT (laptops and Interactive White Boards), group work, collaborative play and SHINE activities to improve teamwork and sense of self. Teachers are encouraged to make cross-curricular links where possible within their planning, so that pupils can draw upon knowledge from different subjects and understand how each topic is relevant and interesting to their everyday lives. Teachers use different learning resources for core content and further develop understanding with offsite visits, guest speakers, film and theatre. By using different techniques, we intend on keeping pupils engaged with learning and accommodate all pupils who might learn differently to their peers. Some pupils will receive 1:1 teaching dependent on need but this is time limited and impact led. Every class is well resourced with teaching and support staff allowing for small group work and interventions to be undertaken.

- **External enrichment:**

The school offers a wide range of enrichment activities for pupils that enhance the learning experience. These activities might include:

The Island project

Baby J Studios

Forest Schools

Sports' mentoring

Outward Bound days

Curriculum specific visits (e.g. Space Centre, The faith Centre, Theatre, Carsington Water, National Trust properties and many more)

Overnight residential in the Peak District

Enrichment activities are designed to enhance pupils' learning experience, form positive personal connections within groups and teach skills essential for life beyond the classroom.

### **How the school involves pupils in curriculum planning and delivery**

Newton's Walk values input and feedback from pupils with regard to the planning and delivery of the curriculum. Due to the nature of our setting, the school cohort is continually changing and the curriculum evolves and develops to suit this. Pupil Voice is key to engaging pupils at Newton's Walk and we use these opportunities to ask the children for their ideas, interests and questions so that pupils are curious to enhance their classroom learning. Our belief is that pupils receive a well-rounded education if everyone is involved in shaping it.

### **How the curriculum benefits pupils' learning and personal development**

Our curriculum has been designed for a range of learners, providing equal opportunities for all; by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for personal successes
- Being supported with their next stages in education and feeling prepared for life after school
- Achieving to the best of their ability
- Acquiring new knowledge and gaining confidence through new experiences
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another both at school and home
- Develop an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

## **Curriculum overview**

### **English**

As a school we have decided to use 'Talk for Writing' (T4W) to increase motivation and engagement for our pupils, most of whom have become disengaged from all writing as a result of previous learning experiences at school. The T4W method is well respected and has been tested in a variety of national and international settings. Evidenced based practice shows that the most reluctant readers and writers become successful and enthusiastic writers using this pedagogy.

Each half term pupils will study a new curriculum 'topic'. They will learn a non-fiction and fiction text that covers different genres related to this 'topic'. Pupil knowledge is further embedded through cross-curricular links to the foundation subjects and enrichment activities.

### **Maths**

On entry, we quickly establish the level of all pupils and where they may have gaps in their learning. From this we are able to plan lessons that target these areas of need as well as ensuring each lesson is enabling every child to move forward in their learning. The long term plan for Maths, ensures that all strands of the subject are taught and revisited throughout the year giving our pupils the best possible chance of achieving to the best of their ability.

## Topics

The school uses three, 2 year topic cycles, one for KS1, one for lower KS2 and one for upper KS2. The topics build on previous learning. This aims to provide a cross-curricular approach to our teaching and is based upon themes that the children themselves have shown an interest in. The Newton's Walk curriculum plan (see separate document) shows the topics that will be taught during a two year period for the three different cohorts. We will continue to review these topics to ensure that they are fit for purpose and engaging for our ever changing cohort:

## Homework

The school sends out one piece of homework per day that is intended to build upon what has been learned in lessons during the day. Children are not penalised if they do not bring this homework back but we do reward all children for completing homework in an attempt to encourage this habit and prepare them for life beyond Newton's Walk.

## Online Learning

During periods of school closure or partial closure, we realise the need to keep children engaged in their learning and communicating with us. We use the online tool Purple Mash to send out work that is relevant to the level and need of individual children. Teachers ensure that children are taking part in English, Maths and at least one foundation subject each day. This work comes back to us as soon as the pupils have completed it and therefore teachers can quickly mark and respond to this, ensuring pupils understand their work is valued and helping them to move forwards.

Teachers will also make use of other online tools, for example IXL, BBC bitesize, Century, and educational videos to further enhance their learning.

During these periods of change or when a class rota of attendance is needed, a **blended learning** approach will be used. All pupils at home will be able to access learning set by teachers and laptop devices will be provided to those who require them. Such learning is based upon the needs and ability of the child and follows the topics that the class are being taught at that particular time. This aims to ensure that pupils are not missing out on their education, even if they cannot be physically in the building when lessons are taking place.