



Shenstone Lodge School Curriculum Statement 2021/22

Intent

- Leaders, in conjunction with teachers and support staff, have constructed a curriculum that is ambitious.
- It is designed to give all students the knowledge and cultural capital they need to lead purposeful and successful lives. The school teaches a broad range of subjects, framed around the national curriculum.
- The school's curriculum is coherently planned and sequenced so that learning makes sense to our students and they gain sufficient knowledge and skills for a bright future in education, employment or training.
- The School will offer a wealth of learning outside of the classroom
- Our curriculum meets the needs of students with SEMH difficulties.
- At all levels we fundamentally support emotional well-being, social skills development as well as academic progression.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach.
- Leaders provide effective support for those teaching outside their main areas of expertise.
- There is strong leadership of subjects particularly in English and Mathematics across the schools and the curriculum is continuous.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops students' fluency, confidence and enjoyment in reading.
- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge students are taught when they are learning to read.
- Teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well.
- Teachers present subjects clearly, promoting appropriate discussion about the subject matter being taught.

- Teachers check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- Over the course of study, teaching is designed to help students to remember the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, to check understanding and inform teaching.
- Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.
- Teachers and support staff create student centred environments. The textbooks, creative programmes and teaching materials used, reflect the school's ambitious intentions for students.
- The work given to students is challenging, coherently planned and sequenced, so that students accumulate knowledge over time.
- Learning outside of the classroom is planned into curriculum topics to enhance and engage students
- Non-curricular trips and excursions are organised and run to broaden horizons, develop a different point of view and to gain different experiences about life in Britain and around the globe.

Impact

- Students develop knowledge and skills across the curriculum and, as a result, achieve well.
- Students' work across the curriculum is of good quality.
- They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.
- Students are ready for the next stage of education, employment or training.
- Students improve their ability to communicate effectively, where appropriate they read widely and often, with fluency and comprehension.
- They are able to apply mathematical knowledge, concepts and procedures.
- Students emotional well-being is improved and they are able to integrate well into the broader community.
- Students experience life outside of their knowledge and understanding, they are able to form opinions based on real life experiences and make informed choices about future destinations.