# Formal+ curriculum overview

*What* are we trying to achieve?

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| Curriculum vision | Linden Lodge School offers a holistic and dynamic curriculum, personalised around each of our every pupil's need. We ensure every aspect of the school day is maximised so every moment is considered a learning opportunity. Our curriculum meaningfully stretches and challenges our pupils, supporting them towards autonomy within their learning and independence. Professionals across inter-disciplinary teams work collaboratively to deliver an exciting, sequenced and highly-coherent curriculum, where individuality is respected and encouraged. |
| Curriculum Aims | Engaged Learners; Communicators; Problem Solvers; Unique Learners; Immersed Learners; 21st Century Learners; Acquirers of Knowledge |
| Areas of need | Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical |
| Focus for Learning | Attitudes and attributes; Learning to access; Skills, Knowledge and Understanding |
| All learners have a right to… | Access High Quality Education; Identity; Decision making; Safety; Friendships; Health and well-being |

*How* do we organise learning?

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| Components | Lessons; Learning beyond the classroom; Communication; Personalised learning; Behaviour; Environment; Secondary timetabling |
| Approaches to learning | Parent engagement<br>EHCP focus for outside the classroom<br>Remote learning<br>Face to face work experience<br><br>British Sign Language<br>Phonics (where applicable)<br>Total Communication<br>AAC<br><br>PLGs<br>Personalised Assessments<br>EHCP's/Annual Reviews<br>Weekly reflection<br><br>Positive behaviour policy<br>Positive behaviour plans<br>Communication Profiles<br>Sensory Profiles<br><br>Education Team<br>Habilitation Team<br>Therapy Team<br>Creative and Therapeutic Arts Specialists Team<br>Nursing team<br><br>Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development<br><br>Differentiation and Individualisation; Building on learning beyond the classroom and the school; Habilitation/ Intervenors; SCMC and British Values; Behaviour for Learning; Reflects classroom practice; Sensory Integration |
| Whole school approaches | Overarching themes that have significance for individuals cultural capital and provide relevant learning contexts:<br>Sequenced Theme Progression |
| Curriculum Areas | English; Maths; Science; Food tech; PSHCE; Careers; Humanities; Computing; Creative arts; Physical education |
| Essentials for learning and life | Life skills, ICT, SEAL, E-Safety |

*How* well are we achieving our aims?

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| Assessment fit for purpose | Looks at each pupil individually and monitor engagement; Is integral part of teaching and learning; Draws on wide evidence including accreditation; Promotes broad and engaging curriculum; Maximises progress and employability; Gives helpful feedback to the learner and stakeholders; Helps identify learners achievements and their next steps; Embraces peer and self assessment; Uses data to inform progress and areas for development |
| Accountability measures | Attainment and improved standards of curriculum offer; Behaviour and attendance; Healthy and positive lifestyle choices; Student well-being surveys; Further improvement in education, employment and/or training |