



Barndale School

Curriculum Policy

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Reviewed by: Mark Phillips



Rationale

This policy identifies how we, at Barndale, approach our curriculum to provide a quality education and provision to the pupils who attend the school. All pupils attending will have an EHCP, so the policy will explain how the long- and short-term targets dovetail into our curriculum to ensure our pupils work towards positive future outcomes and independence into adulthood.

About us

Barndale is a specialist provision for pupils aged 4-19yrs old. Our students have needs across the whole range of the SEND areas. We have different curriculum pathways to suit individual pupil needs. Students are in a class-based environment where they feel safe, specialist resources are available to them and progression can be more carefully monitored. The school is based across three sites, Howling Lane and Windsor Gardens in Alnwick and South Avenue in Amble. Pupils get the opportunity to interact with the whole school community on numerous occasions throughout the year.

Our commitment to providing an engaging and bespoke curriculum is designed to bring out the best in pupils and to prepare them for success in life.



Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge is identified and tackled. Leaders and staff make sure that education and care practices are suitable for the age and stage of a child's development. The outcomes for adults with any form of disability are significantly less than those who don't. This injustice has formed our rationale of our curriculum offer and the importance of trying to make a difference for those young people who attend Barndale.



The Working Memory Challenge

The focus of our school curriculum is to ensure that all pupils have a balanced, rounded and appropriate education, which meets their individual needs, ensuring it remains flexible to meet their ongoing mental health challenges. When young people are under the influence of stress, trauma, or high levels of anxiety, the memory will often be working at a lower level than normal memory functioning.

One part of the body affected by stress and anxiety in the nervous system, which plays a primary role in basic functions like memory and learning. As a result, persistent anxiety and memory loss can be overly affected. Working memory is critical for solving problems effectively and for managing chunks of information in the 'now'.

When the working memory is not working properly it will often present as the inability to complete tasks properly, difficulty concentrating, to multi-task, and often, errors made, causing frustration.

Some of our pupils present with these difficulties, so our challenge is to enable them to develop and move into new subjects and chunks of learning whilst acknowledging that they may not be able to recall their previous learning on a regular basis, so the need to revisit often is essential.

All students have access to staff trained as OT, SEMH and SALT Therapy Champions within their classes whose work is guided by external professionals who visit the school weekly.

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How?

To ensure the individual needs of Barndale pupils are met, we will:

- provide for individual needs; responding to age, ability and any additional educational needs;
- provide access, at an appropriate level, to a relevant curriculum;
- promote the value of learning and personal growth development;
- meet the needs of young people, promoting care and respect in all aspects of school and home life.
- prepare pupils for their adult and working life, fostering the skills and knowledge required for life beyond Barndale, but, most importantly, focusing on their personal development and independence.



pathways

The curriculum pathways we have developed are founded on nationally recognised frameworks that are adapted to meet the needs of our students. Our **Accomplish Beginnings Pathway** uses the EYFS ELG areas to establish the fundamental areas of learning, our **Accomplish Pathway** follows a 4 year rotating sensory curriculum, our **Accomplish P4A Pathway** prepares some of our older students to complete Asdan Lifeskills Challenges to gain accreditations. Our **Activate Pathway** follows the National Curriculum framework, however it is difficult for us to complete the breadth and depth required. We do our very best to ensure all of our pupils have sufficient knowledge and skills that is embedded, connected and transferrable. Our **Consolidate Pathway** is for our older students who are considering college, apprenticeships or the workplace environment. Students will work towards gaining NCFE accreditations.

overviews

Subject Overviews

For each of our students we have looked at coverage, progression and how this relates to preparing for adulthood to ensure the content for learning is appropriate and purposeful. We have created documents to guide staff on specifics for teaching and which schemes of work to be followed.



Curriculum Goals

KS1 Squirrels/Seals Twinkl	
Historical Enquiry 	- I will be able to answer to simple questions using evidence - I can sequence artefacts and events that are close together in time - I can compare two versions of past events, considering similarities and differences - I can identify new and old toys - I can verbally recount parts of a story to an adult - I can talk, draw and write about an event from the past
Toys 	- I can place their favourite toy on a timeline and complete sentences about the passing of time - I can sort and place toys of different generations - I can draw a modern version of an old toy, label its parts using words from a word bank - I can find similarities and differences between teddy bears from the past and today and think about how toys are safer today - I can sort well-known toys into columns that show they've changed over time
Travel and Transport 	- I can use pictures to answer questions about boats in the past - I can chronologically sequence 5 pictures of bicycles and describe a bicycle from the past - I can explain why trains were invented and can sequence 4 trains from oldest to newest - I can identify features of cars from past and present and compare the cars - I can identify similarities and differences between aeroplanes from the past and present and sequence 4 types of air transport - I can compare a journey in the past with how that journey is made today
The History of the Emergency Services 	- I decide if objects are from the past or present, which emergency service might use them and they can describe the objects - I identify challenges and solutions relevant to historical emergency workers and can explain how emergency healthcare has changed, using picture clues - I can look at evidence and decide what it tells them about the history of the fire service - I can place events from the past into chronological order and give a reason for an event from the past - I can compare sea safety, rescues and the role of the HM Coastguard in the past with the present - I can describe some changes that have occurred in the history of the emergency services and explain why they think the change is important
Titanic 	- I will develop their knowledge of chronology by sequencing closely related events, with a focus on the ship's construction - I can sort images of the different classes and discuss the similarities/differences between them - I can identify and evaluate causes of the disaster, deciding on their significance and how they contributed to making the Titanic such a defining historical event
Monarchs and Castles 	- I can identify some duties of the monarch and can compare the power of a past and present monarch - I can identify some features of a castle and can find similarities and differences between 2 castles from different time periods - I can use sources to make inferences about Elizabeth 1 and with support, order the queen's achievements from least to most important - I can discuss significant events from the Victorian Age and can write about ways that Queen Victoria is remembered today - I can find similarities/differences between monarchs and then identify how life was different during the reign of each of these monarchs - I can sequence images of Windsor Castle from oldest to newest and write about changes in the look and purpose of this castle over time

English Curriculum



Squirrels/Seals	KS1 NCFE Functional Skills Entry Level 1/NC
What is the alphabet?	Writing - I can recite the alphabet - I can put the alphabet in order - I can recognise and name all uppercase letters - I can recognise and name all lowercase letters - I can find missing letters in the alphabet - I can hold a sentence - I can write a sentence - I can use a capital letter - I can use a full stop - I can identify a noun - I can identify a verb - I can identify an adjective - I can write for a range of purposes and audiences (narratives, poetry, instructions, recounts, discussions)
Who are the characters in this story?	Reading - I can decode and read regular words - I can identify what VIPERS mean using the Totally Pawsome Reading Gang - I can use Victor Vocabulary to help to understand texts - I can use Rex Retriever to identify key aspects of fiction and non-fiction texts, such as characters, events, titles and information - I can use Sequencing Suki to help me to identify and explain the sequence of events in texts - I can use Inference Iggy to help me ask questions about what I have read, or why things have been written in certain ways - I can use Predicting Pip to help me to decide what might happen next, how a story might end on what has been read so far
Can I follow instructions?	Spelling I can spell these words:
Can we perform a poem?	can, act, look, back, school, off, miss, cross, house, who, write, wrote, wrong, will, well, tell, still, hello, get, give, change, large, have, give, live, of, is, his, as, has, Wednesday, come, some, know, done, one, gone, think, when, which, what, while, white, see, seem, feel, meet, week, eat, real, be, he, me, we, she, even, every, enjoy, head, any, many, anyone, thank, said, again, says, come, done, some, other, brother, money, Monday, does, was, want, what, because, put, push, pull, would, could, should, full, look, good, do, to, into, who, too, you, group, two, room, day, say, way, made, make, take, came, same, late, they, high, right, might, find, mind, mind, child, Friday, by, my, myself, reply, like, time, life, while, I, write, out, about, without, around, now, how, down, own, follow, so, no, go, old, over, open, most, only, both, told, hold, don't, close, show, boy, saw, draw, walk, all, call, small, also, water, or, for, morning, door, floor, poor, more, before, warm, four, your, her, person, Thursday, Saturday, girl, first, work, word, world, were, fast, last, past, plant, path, ask, after, are, our, air, where, there, their, near, here, dear, over, the, between, until, today, together, number, other, after
Can we change the ending of a story?	
Can I be a fireman?	
Can I put the alphabet in order?	
Which character is my favourite?	
Could I be a Gardener?	
Can we write a poem?	

Curriculum Evidence, Assessment and Marking

ACTIVATE: CURRICULUM, EVIDENCE, ASSESMENT & MARKING

CURRICULUM
Curriculum overview document shows all topics for a two year cycle in each class. The curriculum follows the national curriculum although may be adapted to make it accessible. Available on the Google Drive. Shared drive > Barndale curriculum > curriculum 25/26 > SOW & Overviews > 2026 Activate. Schemes of work we use: White Rose Maths, Maths, Twinkl PE, Phonics, Music, DT, Art, History, Geography, Science, Handwriting, Jigsaw, RE & PSHE, Purple Mash Computing, Commando Jives. Careers should be followed by Puffins, Dolphins, Foxes & Badgers. Planning is on the drive under same headings.

WORKBOOKS & MARKING
Learning objectives should be printed on the top of the page - either sticker or cut onto paper and dated. It needs to include the topic and one learning objective that is an "I can" statement. Work should only be stuck in books if it is completed. There should be no uncompleted work in books. Three highlighters used for marking: **Green**: Can do this work independently. **Orange**: Completed this work but with support. **Pink**: Completed independently but not achieved the learning objective. Knowledge organisers from schemes of work (Twinkl, Jigsaw, Purple Mash). A vocabulary sheet for each topic should be formulated on widget and available in workbooks.

ENQUIRY QUESTIONS
Each topic is driven by an enquiry question. Children are aiming to be able to answer this question, although they may answer it in different ways dependent on their needs. Enquiry questions are mapped out in pupils learning journals. Available on canva.

LEARNING JOURNALS
Learning journals are for assessment for all subjects. They should capture one final piece of work per subject, per half term. It needs to include a picture or scan of the child's work (not the child holding the work), or a picture of the child completing the activity if it is practical. The enquiry question and the assessment activity are available on canva and on the drive. Ensure the language used in the teacher comments correlates with the "I can" statements through the term. assessment task and skills & vocabulary learned through the half term.

EHCP TARGET REVIEWS
Pupils should have a half termly review of EHCP targets which is shared with parents. This can be found under curriculum 25/26 > monitoring and assessment > half termly pupil progress. There is a pupil progress which will be shared with SLT. Please check of grammar, the terms progress should be captured in 2-3 sentences.

OTHER SUBSCRIPTIONS
Literacy Shed
TT RockStars

marking

1 - ✓
2 - ✗
3 - ✓
4 - ✓
5 - ✗

communication

ACCOMPLISH: CURRICULUM, EVIDENCE, ASSESMENT & MARKING

CURRICULUM
Curriculum overview document shows all topics for a four year cycle in each class. The curriculum follows the sensory curriculum although may be adapted to make it accessible. Available on the Google Drive. Shared drive > Barndale curriculum > curriculum 25/26 > SOW & Overviews > Accomplish Pathway. Schemes of work we use: White Rose Maths, Maths, Twinkl PE, Phonics, Music, DT, Art, History, Geography, Science, Handwriting, Jigsaw, RE & PSHE, Purple Mash Computing, Communication and Interaction - The Core Word Programme.

WORKBOOKS & MARKING
Work books are used for English and maths only. Folders are used to gather any other evidence of learning across the subjects. Learning objectives should be printed on the top of the page - either sticker or cut onto paper and dated. It needs to include the topic and one learning objective that is an "I can" statement. Work should only be stuck in books if it is completed. There should be no uncompleted work in books. Three highlighters used for marking: **Green**: Can do this work independently. **Orange**: Completed this work but with support. **Pink**: Completed independently but not achieved the learning objective. A vocabulary sheet for each topic should be formulated on widget and available in workbooks or on display in classroom.

ENQUIRY QUESTIONS
Each topic is driven by an enquiry question. Children are aiming to be able to answer this question, although they may answer it in different ways dependent on their needs. Enquiry questions are mapped out in pupils learning journals. Available on the drive.

LEARNING JOURNALS
Learning journals are for a half termly assessment. They should capture one final piece of work per half term to evidence the holistic learning, linked to the enquiry questions. It needs to include a picture or scan of the child's work (not the child holding the work), or a picture of the child completing the activity if it is practical. The enquiry question and the assessment activity are available on the drive. Ensure the language used in the teacher comments correlates with the "I can" statements through the term. assessment task and skills & vocabulary learned through the half term.

EHCP TARGET REVIEWS
Pupils should have a half termly review of EHCP targets which is shared with parents. This can be found under curriculum 25/26 > monitoring and assessment > half termly pupil progress. There is also class overview of pupil progress which will be shared with SLT.

OTHER SUBSCRIPTIONS
Sensory Curriculum

communication

For pupils to make the best progress they need instant, quality feedback on their learning so they are able to make changes and have work sufficiently differentiated or made more challenging. At Barndale we use a simple highlighter system so as not to make language/reading a barrier to progress being made.

Dan was **excited** at riding his red BMX. **Green** means achieved objective independently

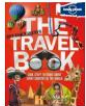
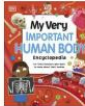
Dan was **eggsited** at riding his BMX. **Pink** we (teacher + pupil) need to think/reflect and make changes

Dan was **excited** at riding his BMX. **Orange** means pupils have had help, scaffolded support from an adult



Communicating our Curriculum to parents/carers

Each half term we produce a topic overview which is posted on our website and is also shared with parents.

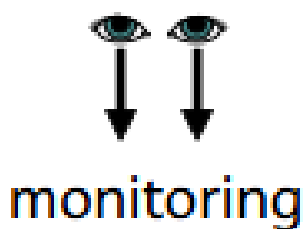
Class: Dolphins	Barndale Learning Plan	Term: Spring 2
Books to support our learning.		
		
		
Communication, Language & Literacy In literacy we will be focusing on travel writing, using Holes (our guided reading text) as a driver for learning. We will develop our wider reading skills, with a particular focus this half term on vocabulary and work towards writing a persuasive travel booklet for our own camp. The class text will also tie in with our learning on crime and punishment.	 Historical Crime & Punishment Humanities Did the punishment always fit the crime in the past? In our history lessons we will learn about different types of crime committed across various historical periods and how these crimes were punished. We will explore how justice systems evolved over times and what this reveals about society in different eras.	Numeracy & Problem Solving In maths we will be exploring measurement. We will learn to measure using the appropriate unit of measurement e.g. millimetre, centimetre or meter as well as convert between these measurements. We will also learn to add and subtract lengths, compare lengths, and measure and calculate perimeters.
STEM How do humans change as they grow? In this unit we will explore changes in humans and animals as they grow, including puberty. We will look at gestation periods and compare those of different animals as well as looking at average lifespans of humans and animals and changes that take place at different points in the lifespans of humans and animals.	Computing How can spreadsheets be helpful? In this unit we will look at how we can use spreadsheets to input data and what formulae to solve problems. We will use totalling tools and investigate data.	The Arts Can I design, plan and make a phone case? This half term we will be designing, planning and making a felt phone case. We will look at different ways we can stitch and add design and try to follow a brief. We will continue with our weekly keyboard lessons.
PSHE How do my choices affect my health? In PSHE we will be learning about the health risks of smoking and missing alcohol, how to practice basic first aid, how to get help in an emergency situation, pressures around body image and the role of food. We will explore how to make an informed decision, resist pressure, find support and how to respect and value ourselves.	Therapeutic Input In class we will be focusing on sensory activities in the classroom to support our regulation. This will include Tuff Tray challenges and calming activities.	Physical Education How can I plan my movement? In PE we will be exploring navigation and orienteering. The unit encourages children to explore the key skills required to work effectively with others and problem solve, as well as utilise orienteering skills, including map reading, orientating a map and using a compass correctly.

What learning looks like at Barndale

- Children happy and engaged in their learning
- All adults engaged with pupils throughout their learning, sensory support and regulation activities
- Children to be encouraged to be independent in their work
- Staff feeding back progress and offering support/challenge
- Purposeful learning environments across all sites
- A key focus on communication
- A steady and consistent pace to learning with adults giving children time to communicate, respond and engage

Teachers draw on their knowledge of pupils' needs and starting points and have evidence informed understanding of effective teaching and how pupils learn. Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading and spelling, handwriting and maths. They take appropriate action to secure this foundational knowledge. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted sensory support. All reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are considered and implemented carefully.

All EHCPs are considered when designing and delivering the curriculum.



Monitoring the curriculum

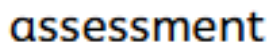
At Barndale we believe that monitoring learning is equally as important as planning and delivery. We have an annual curriculum action plan which details how Senior Leaders, and Governors can ascertain the effectiveness of the curriculum. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. The curriculum identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders and staff use assessment well to check understanding and make changes to teaching and/or the curriculum if necessary.

Key Monitoring areas and evidence

It is incredibly difficult for us to measure progress as a set value, as such we have a range of ways to know if our pupils are making progress. We look at age, cognitive development, academic progress and holistic development. We use professional judgement of our staff, and the evidence they have, to measure progress, set realistic targets and relate these to the EHCP for each child.

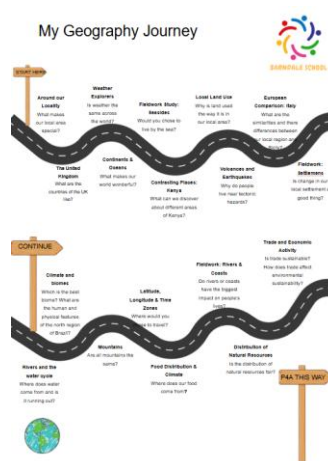
Tools we use:

- Whole school curriculum overviews
- Curriculum coverage documents
- Checking that pupils are on the correct Pathway
- Topic Overviews
- Learning Walks by SLT/Governors
- Curriculum topic/library boxes
- Learning Journals - evidence of learning tracked through enquiry based questions (Accomplish Beginnings, Accomplish and Activate Pathways).
- Tapestry - photographic evidence
- Books, marking & Feedback
- Half Termly Pupil Progress document
- Half Termly EHCP progress reports
- NCFE/ASDAN accreditations
- Careers progression and opportunities logged on Compass+
- Pupil Questionnaires



Assessment at Barndale

Here at Barndale we do not use mainstream style trackers/systems to assess our children. We have developed Learning Journals for our Activate and Accomplish Pathways where we track individual academic and EHCP targets progress. Each journal has a road map which shows progression for knowledge and skills using an enquiry-based question that can be answered in any way the pupil chooses to demonstrate their understanding. Tasks are set to maximise pupil engagement and enable them to show what they have learned from learning throughout the term.



My Accomplish Evidence
Year 1 Cycle

Topic	Assessment Activity	Individual Outcome
Our school	Create a model of your school.	██████ will understand and follow one step instructions, including key language concepts, to allow ██████ to participate in play and curriculum tasks. (EHCP C+L)



█████ was able to follow adult verbal instructions to build a model of the school using Duplo. █████ was able to name the colours of the blocks, with adult prompting.

Activate

Accomplish

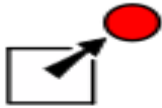
Our Pathways for our older students on the Consolidate Pathway involves formal exams through NCFE Functional Skills at Entry Levels 1, 2, 3, Levels 1 and 2 for English and maths, Digital Skills and Employability, or if on the Accomplish P4A Pathway, ASDAN Lifeskills Challenges for all areas of the curriculum.

		School of Work - NCFE Entry Level Functional Skills Qualification in English Functional Skills Qualification in English	
NCFE Entry Level 3 Functional Skills Qualification in English (603/5052/0)			
Teacher/Department		Unit	NCFE English Qualification in English
Guided Learning Hours (GLH)	15	Number of Sessions	15
Notes for this qualification:			
This qualification is a group of skills that candidates should be delivered. These qualifications can be taught alone or alongside with other qualifications. Items should need to be delivered in order for the candidates to be successful.			
Some examples may include depending on site allocation and learners.			
Examples may be provided depending on site allocation and learners.			
Notes for this qualification:			
This qualification is a group of skills that candidates should be delivered. These qualifications can be taught alone or alongside with other qualifications. Items should need to be delivered in order for the candidates to be successful.			
Some examples may include depending on site allocation and learners.			
Examples may be provided depending on site allocation and learners.			

Lifeskills Challenge		Developing reading skills, skills for information and for pleasure
		College of Idaho
Intention: learning focus	SO	
Level	WTE1	
Subject area	English	
Preparation for Adult/college	Employee: Independent living and housing	
Tool	Ability to learn: Literacy	
Learning aim	The learner will develop their reading skills through reading for pleasure and reading for pleasure activities	
Learning context	large group, small group, 1:1, classroom	
Learning outcomes	Assessment criteria	
- Be able to take part in activities related to reading for a purpose. - Be able to take part in reading for pleasure activities. - Be able to show good information. - Be able to show a preference for reading	- Engage in reading for a purpose activities on at least three occasions - Engage in reading for pleasure activities on at least three occasions - Extract information from written texts or pictorial texts on at least three occasions - Show a preference for reading material	

Regular meetings are held across school sites to ensure alignment is in place and to moderate colleagues' journals.

Our SLT monitor Learning Journals, internally moderate exams taken that have been sat and are externally moderated regularly.



External

Moderation

Continuous Development and Curriculum Review

As a school we feel our curriculum should never be static. The needs, ambitions and interests of our pupils change frequently and as such our curriculum should be adaptive, responsive and appropriate for all of our pupils to make progress. The curriculum is continually reviewed and adapted to ensure it is fit for purpose.

Reporting and Validation

As a school we would want our judgements and achievements to be validated by external partners to ensure receive sufficient challenge, praise and recognition. Our active partners will include:

- Parents/Carers
- OFSTED
- SIP (School Improvement Partner)
- Governors

