



Esland North Limited - Exec

ED00200 - Curriculum



Introduction

At the Esland Online School, pupils are entitled to an online curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual pupils so that they may become valuable, positive and active in society. The entitlement is for all pupils regardless of age, gender, race, religion or disability.

Our objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities; where pupils will enjoy learning, celebrate achievement, and recognise the importance of education; and to nurture the qualities that will enable each pupil to become confident and competent members of society.

These objectives are central to our curriculum which focuses on pupils' well-being, learning and preparation for adulthood.

At the Esland Online School, education is delivered through a therapeutic approach that values academic achievement alongside social, emotional, and personal development. We combine structured teaching with a deep understanding of each pupil's individual needs, offering a curriculum designed to support holistic development. Many of our learners have experienced multiple exclusions from mainstream and specialist settings, often resulting in disrupted education and learning gaps. Every pupil is routinely assessed on entry and receives a personalised learning plan that is designed to address their academic, social and emotional needs.

The Esland Online School delivers education nationally, following the commissioning of a placement by the Local Authority. The school welcomes young people from across the UK who have found mainstream education difficult to access or sustain. We understand that these challenges often stem from a range of complex and individual circumstances. At the heart of our ethos is the belief that every child deserves access to a broad, balanced education and meaningful opportunities to succeed, regardless of their past experiences.

Aim

Our aspirations are that pupils leave with a range of academic qualifications and social skills that will stay with them throughout their adult life. Pupils' progress in these areas will form the foundation of future success in their employment and independence. Preparation for adulthood is embedded across the curriculum through the development of employability skills, independence, community participation, self-advocacy, wellbeing and informed decision-making.

We create opportunities for pupils to build confidence, strengthen their social and communication skills, and make positive, informed choices—both within their learning and in everyday life. We believe that every young person deserves the chance to enjoy their education, often for the first time, and to realise their potential. Our aim is to help them look ahead with hope and begin to shape a brighter, more secure future.

Curriculum Intent

The curriculum at Esland Online School is designed to provide a broad, balanced and ambitious education that supports academic achievement, personal development and preparation for adulthood. Through a therapeutically informed and highly personalised approach, we aim to help pupils re-engage with learning, overcome barriers created by disrupted educational experiences and develop the knowledge, skills, confidence and resilience needed for future success. Our curriculum promotes aspiration, independence, wellbeing and inclusion whilst ensuring pupils are prepared for the next stage of education, employment or training.

Curriculum Values

- **Be Kind** – We treat everyone with respect, we are always **Kind!**
- **Be Bold** – Be brave, speak up. Be honest and be **Bold!**
- **Be Curious** – Curiosity is at the heart of what we do. Be **Curious!**
- **Be Fun** – Life at school shouldn't be dull; let's have and be **Fun!**

The Curriculum Shall Demonstrate

Breadth

Our pupils will be introduced to the elements of knowledge, learning, understanding, concepts, skills and attitudes, incorporating human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual, technological and creative aspects of the curriculum.

Balance

All pupils will benefit from an appropriate whole school curriculum that can be tailored to suit the needs and abilities of individual pupils. Our curriculum is shaped through close collaboration between the young person, their parents or carers, and our team of specialists. It is designed to be flexible and responsive, evolving over time in line with the pupil's engagement, confidence, and progress. This personalised approach ensures that each learner receives the support and challenge they need to thrive while having their voice recognised.

Pupil views are actively sought through tutorials, reviews, surveys and individual planning meetings. This feedback is used to shape curriculum pathways, enrichment opportunities and support arrangements.

Coherence

Careful planning will ensure that pupils know how to progress and have the opportunity to maximise their potential and overall attainment.

Relevance

The curriculum will be appropriate to pupils, providing opportunities to respond to changes in modern society and allowing reflection on previous experience.

Pedagogy

We will always remain child focused. The needs of individual pupils will remain central to what we do. Pupils are encouraged to take an active role in their personal development, sharing with teachers how they learn and evaluating their progress.

Linguistic:

The Esland Online School is relentless in its commitment to ensuring that, through its English curriculum, young people learn to communicate effectively whether this be when speaking and listening, reading, and writing with confidence, or in reading with fluency and understanding. We whole-heartedly believe that having an interest in books and reading for enjoyment gives young people a sense of identity, set within our social, political, cultural, and economic relationships. A growing vocabulary, in spoken and written forms, fires curiosity about our language and plays an essential part in preparing young people for living and working in the contemporary world. During their journey through our English curriculum, young people consider and understand a range of text types and genres, developing the confidence and skills to write in a variety of styles and forms appropriate to the situation. As they do this, pupils develop powers of imagination, inventiveness, and critical awareness. They see the diversity of human experience and understand more about themselves

as individuals and members of society. What they learn can influence their decisions and personal choices, their attitudes, and values.

Our English curriculum aims to provide young people with the knowledge, skills, and aptitudes to access the broader curriculum, including developing an understanding of technical vocabulary so that they can communicate all that they know and have learnt.

Ultimately, our aim is to ensure that children become literate and develop the essential skills that allow them to communicate and function in society, both now and in the future.

At Esland Online School, we follow the Schemes of Learning (SOL) set out by CLPE's Power of Reading and use a text-led approach to all our English programmes of study up to Key Stage 3 (KS3) and 'Elements'. We continue this approach from key Stage 4 (KS4) when pupils follow a pathway accredited by AQA; most frequently this will be Functional Skills Level 1/2 and, where appropriate, GCSE.

English lessons are usually text based to allow the children to enjoy reading and become fully immersed in text. This can provide a deeper understanding of a range of texts, writer styles and vocabulary. Some pupils also use technology to help them communicate and build skills such as 'Proloquo' and other aids and apps via a tablet. Those pupils with English as an additional language (EAL) will be supported to access lessons using a range of resources whilst making sure that this doesn't become a barrier to learning.

To ascertain reading levels or abilities upon entry to Esland Online School, young people undertake a baseline reading and comprehension assessment. Texts in lessons are matched to abilities and then those young people who are identified as needing additional support in reading will be placed on an intervention such as phonics, 'That Reading Thing' or reading programme to increase their reading and comprehension age. These interventions are reviewed every 6 weeks and reading age assessments are completed twice a year. At Esland Online School, reading is actively encouraged with dedicated time within the timetable for pupils to read and access provided to a variety of texts.

Mathematical:

We believe that every child and young person should be enabled to develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond the bounds of education. We strive to provide our children and young people with an engaging, exciting, and empowering curriculum that equips them for today AND tomorrow. We deliver lessons that are creative and engaging. We want children and young people to make rich connections across mathematical concepts, to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. Children and young people are encouraged to solve problems each day using concrete resources, pictorial representations and abstract thinking.

At Esland Online School we follow the Schemes of Learning (SOL) set out by 'White Rose Maths'. 'White Rose Maths' is an organisation that provides maths resources for pupils of all ages, from early years to secondary school. The yearly frameworks break down what children need to learn during each week of each term to master the learning objectives laid out by the National Curriculum. At the heart of their resources and frameworks is the motto "Everyone Can Do Maths: Everyone Can!" We continue this approach until the end of Year 9 when pupils follow a pathway accredited by AQA; most frequently this will be Functional Skills Level 1/2 and, where appropriate, GCSE.

Scientific:

We believe that our young people deserve a broad and ambitious Science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment.

Our science curriculum will give pupils the opportunity to develop practical skills by working scientifically, articulate scientific concepts clearly and precisely, address misconceptions and accurately read and interpret technical vocabulary. The science curriculum will help pupils to understand the nature, processes and methods of science whilst developing an understanding of the uses and implications of science today and for the future. Pupils will see connections between subject areas and become aware of the big ideas underpinning scientific knowledge and understanding. They will learn to challenge received wisdom by considering new evidence and ideas. Our science curriculum will provide pupils with the opportunity to use their developing problem-solving skills and numeracy within the realms of fascinating scientific concepts. Science is taught in all key stages.

Technological:

We recognise that computing is changing the lives of everyone. The use of computing is an integral part of the national curriculum and is a key skill for everyday life. Through teaching digital skills, we equip children and young people to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We

enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for pupils to be able to use information in a selective, safe and effective way. Computing skills are a major factor in enabling children and young people to be confident, creative, and independent pupils. Computing is used to enhance the learning power of young people at Esland Online School through the application of their computing skills and knowledge to their learning in other areas. The aim of our computing curriculum is to equip young people with the confidence and capability to use computing throughout their later life, developing the understanding of how to use computing safely and responsibly.

Human and Social:

Personal, Social, Health and Economic (PSHE) education is taught at all stages of a young person's educational journey at Esland Online School.

PSHE is a subject through which pupils develop the knowledge, skills, and attributes they need to manage their lives, both now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

During key stage 2, our PSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase.

Children are supported to develop effective relationships, assume greater personal responsibility, and manage personal safety, including online.

PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. At key stage 3, pupils build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life.

Pupils learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At key stage 4, pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3.

PSHE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By the end of key stage 5, many young people will leave home or be preparing to live independently. There is a balance throughout this Programme of Study between preparing pupils to manage their current lives and laying the foundations for managing future experiences.

As pupils' progress through the key stages, this balance shifts towards teaching related to young people's current experiences. At this stage, it is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. This key stage represents the last opportunity to ensure that pupils have the knowledge and understanding, skills, strategies, and attributes they need for independent living and the next stage in their education or career.

Physical:

We believe that, through physical and sporting activities, young people can experience a greater sense of physical, mental health and wellbeing. Through the building of body-awareness and the skills associated with specific sports, a young person's knowledge of their body grows and this, in turn, inspires them and builds confidence. They can tap into their physical super-powers and excel in their chosen sport if that is what they wish to do. Our Physical and Mental Wellbeing curriculum aims to develop each pupil's understanding and ability to support healthy wellbeing through a range of activities that can be adapted to individual areas of interest. We understand that some pupils may currently find it difficult to take part in physical activities due to anxiety or other environmental factors. Through gentle encouragement and education around the physical, social, and mental health benefits of being active, we support each young person to gradually build confidence and participation. Our aim is to help them discover activities they enjoy and can succeed in, laying the foundation for a healthy and active lifestyle.

Aesthetic and Creative:

Pupils benefit greatly from immersion in the creative arts. It provides them with a new way of looking at and experiencing the world and provides them with a means of communicating creatively.

Throughout their time with us, we aim to provide young people with creative and artistic opportunities through wider curricular activities as part of their timetabled study.. Art and design provides visual, tactile, and sensory experiences and embodies some of the highest forms of human creativity.

Art and design education aims to engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft, and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. Pupils will have the opportunity to also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation. Music education also provides a means of exploring, appreciating, and understanding the cultural and creative world in which we live and how it has evolved. It is a unique way of communicating that can inspire and motivate young people. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables young people to better understand the world. Besides being a creative and enjoyable activity, music plays an important part in helping young people to feel part of a community.

Our pupils benefit from participating in a variety of activities designed to enrich and enhance their educational experience. Our curriculum is intrinsically linked to elements of spiritual, moral, social, and cultural (SMSC) education as well as our own values, British Values and Every Child Matters. We ensure that this is delivered within each pupils' individual timetable which included a themed and cultural assembly calendar.

Curriculum Principles

The Curriculum Intent was carefully devised to develop the skills and qualities that we consider to be essential for young people in order for them to become healthy and successful adults. Our curriculum has been developed to support each pupil's holistic development. The curriculum allows us to focus on academic achievement, personal wellbeing and relationships and recognises the core characteristics which we feel are essential to be developed if young people are to become successful adults. Our curriculum includes all elements of British values and SMSC and each subject has a curriculum which incorporates progress towards these elements

Implementation

The Esland Online School curriculum is delivered via virtual classrooms, with up to 5 taught sessions taking place each day. Teaching approaches are adapted to maximise engagement in an online environment. This may include short learning sequences, visual supports, assistive technology, live modelling, recorded resources, flexible pathways and personalised When pupils join their virtual classroom, they will participate in lessons, view resources, submit assignments, receive feedback from staff, and have some opportunities to collaborate with peers where appropriate.

During the initial transition period, pupils will complete baseline assessments to inform the development of their individual learning plan. All pupils will access schemes of work matched to their talents and abilities across our curriculum based upon their stage of knowledge rather than age.

Curriculum Overviews and Schemes of Work

Subjects taught vary for individual pupils, but the curriculum offered includes:

English

Maths

PSHE

RSE

Science

Physical & Mental Wellbeing

Digital Skills

World Studies

Art, Music, RE, Food Tech and MFL can also be accessed where appropriate.

Accessibility, participation and engagement are reviewed regularly to ensure that pupils can successfully access learning and that reasonable adjustments remain effective.

Teaching and Learning

Detailed curriculum overviews for each subject will map out what needs to be taught at each level in order to progress to the next stage. They will outline a scheme of work from key stage 2-4 from which teachers will pick criteria from each subject at different levels to create differentiated lesson plans.

Teaching and assessment will not be linked to age expected levels but pitched to the stage of mastery of individual pupils. All lesson plans are reviewed by Senior Leaders on a regular basis to ensure teachers are setting appropriate targets, moving their pupils forwards and tracking their achievements and progress.

Next Steps

Careers education, information, advice and guidance is delivered through planned curriculum opportunities and individual guidance. Pupils are supported to understand pathways into further education, employment, apprenticeships and training and to make informed decisions about their future aspirations.

We encourage pupils and provide opportunities to focus on careers throughout their time at school including employability skills, with careers information, advice and guidance being provided for pupils in Y7 upwards. Pupils have access to a careers' advisor and work towards an aspirational employment goal with access to up to date, unbiased careers advice, including understanding local employment opportunities.

Our Curriculum includes a great deal of additional opportunities including those which are social, moral, spiritual and cultural. Pupils contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. We also ensure that pupils have accurate Sex and Relationships Education through PSHE.

Extra-curricular activities enrich a pupil's experience and are an integral feature of the school's ethos.

Planning

Each subject curriculum is designed to detail the progress pupils will make across their time at school in regard to the acquisition of knowledge and the development of core skills.

Curriculum Intent is identified in all subject planning.

At Esland Online School the Curriculum Intent (learning Objectives) is identified in all learning environments and in virtual classrooms. This is referred to throughout lessons. Wellbeing- all elements of our curriculum are therapeutic. The therapeutic educational approach creates emotionally healthy communities that encourage pupil and parent voice and participation, and provide frequent opportunities for social interaction.

Impact

The impact of our curriculum can be tracked in lots of ways focusing on academic and non-academic achievement.

We have a very strong sense of community, and we encourage pupils to consider the importance of contributing. We use photographic evidence to track some of the experiences which pupils have accessed, in addition to the curriculum, which have supported them to make progress against the Curriculum Intent. This also shows how we have supported pupils to develop in regard to SMSC and British Values.

At Esland Online School, pupil progress is recorded at 3 points across the academic year (depending on provision) and learning is planned around their identified next steps. In lessons, pupils are encouraged to collaborate and support each other and are afforded opportunities to foster independent learning skills. The qualifications pupils achieve allow us to assess the impact of our provision. Simply sitting exams, when considering the lived experiences of many of our pupils, shows commitment to learning and, in some cases represents significant progress.

Impact is evaluated through academic progress, attendance, engagement, pupil voice, EHCP outcomes, personal development, qualification achievement and successful transitions to further education, employment or training.

Inclusion

All lessons at Esland Online School are inclusive. Teachers have high expectations for all pupils in accordance with their stage and/or ability level. School staff will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds and

pupils with an identified SEN. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject offered, wherever possible, and ensure that there are no barriers to pupil achievement. Lessons will be planned so that teaching opportunities help pupils to develop their literacy skills, and to support pupils to take part in all subjects. Phonics training is provided for all staff so that reading can be effectively and consistently supported across key stages and subjects. Adaptive teaching is the delivery of custom learning experiences that address the unique needs of individuals through just-in-time feedback, pathways and resources. At Esland Online School we ensure the provision of appropriate and personalised challenges to maximise the academic achievement of all. Each pupil should be sufficiently equipped to make informed and realistic decisions at each stage in their development so that they can take an active role in contributing to their progression.

Assessment

Teachers use formative and summative assessment to inform lesson planning and to set appropriate targets each pupil. Teachers reflect on progress after each lesson and use this analysis to inform future lessons/planning to tailor the learning to the needs of the pupils. A review of marking and feedback, assessments and planning are executed termly by the senior leadership team and used to aid whole school progress tracking. There will be regular communication with parents/carers, with updates provided each half term and also during bi-annual parent/carer reviews

Accreditation

We have high expectations for our pupils and as such offer a wide range of nationally accredited courses including, but not limited to:

- GCSEs
- Entry Levels
- Functional Skills in Literacy and Numeracy

We also offer access to courses from ASDAN, the AQA Project Qualification and AQA Unit Awards, which enable us to build a more practical and vocational timetable for some pupils. It is targeted at the 14–19 pupil population and can, therefore, be used as part of the Key stage 3 and 4 curriculum.

Resources

Resources are the responsibility of the subject co-ordinator and class teacher. As a school we are constantly expanding resources to meet basic subject needs and the wider implications of government initiatives. A yearly subject-specific audit is carried out by the curriculum co-ordinator. This audit provides an overview of the subject requirements over the coming year and provides a breakdown of costs and needs both essential and desirable. Where possible, those subjects taught in modular format are resourced on a termly basis linking to the specific programme of study.

Documentation

Without effective planning, monitoring, reporting and assessment, the curriculum would be less effective. Planning is the method of ensuring lively, reflective delivery with appropriate pace and continuity, leading to a positive and rewarding learning experience for the pupil. The system of curriculum documentation at Esland Online School is designed to streamline planning, assessment, and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Curriculum documentation forms the organisational framework that supports planning, assessment and progression. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year. It is broadly split into the following main areas:

- Annual Review documentation:
- Education Health and Care Plans (EHCP)

- Individual Behaviour Support Plans (IBSP)
- Personalised Learning Plans

Curriculum planning

- Long-term plans based on 2014 National Curriculum and subject specific schemes
- Medium-term plans completed termly and detail objectives, activities, adaptive learning, outcomes, assessment opportunities, resources, and evaluation.
- Short-term plans are managed daily using medium term plans and within teacher planning.

Assessment & recording

- From work completed and annotated in virtual notebooks – marking and feedback, levelled by teachers to support teacher assessment
- From curriculum planning
- Formal testing; mock examinations; assessment activities; skill specific testing relating to reading and spelling

Reports

- Academic end of term reports, including current attainment and comments on progress and next steps are sent to parents three times a year.

The progress tracking system enables teachers to plan and record pupil progress and assessment results together with evidence of teacher assessed levels. When possible, teachers will utilise each other's expertise to moderate levels given. It also records results from Literacy assessments. These results are used, in conjunction with the teacher assessment to provide an 'expected level' that can be used to inform planning. Teachers can use this information to inform their planning.

Curriculum Documentation

Most documentation pertaining to planning is kept on the school server, where it can be easily accessed, shared, and developed. Individual teachers have their own physical planning files, allowing them the flexibility to adapt medium- and short-term planning on a daily basis.

Teachers use PowerPoints for their individual lesson planning

Syllabus – Subject Specific

Subject Schemes of Learning

Programmes of Study (Long term plans) Termly planning (Medium term plans) Teacher Planning (Short term plans) and session records.

IEP, Assessment and Recording Documents

Education, Health and Care Plan

Initial Screening e.g., literacy testing, OT and SALT assessments Review

Recommendations/targets

Personalised Learning Plans

Assessment Evidence in Virtual Notebooks

Mock examinations

End of unit/year tests Pupil tracking

Assessment tasks

Collected into progress files

Bench Mark Grade Using the GL Assessment

End of term and Annual Review reports

Social communication programmes

Occupational Therapists/ Speech and Language Assessment

- Individual Assessments
- Individual Programmes
- Group Programmes
- SCERTS Assessments

Monitoring and Evaluating Practice

The following will be monitored by the Senior Education Team:

- SMART PEP targets are in place and reviewed each term
- Subject teachers set individual targets for the subject area
- Long term, medium term and lesson planning is in place and fits the Scheme of Work
- Marking gives constructive feedback and guidance to attain at the next level
- Practice and provision is consistent throughout the school

Monitoring will include:

- Work scrutiny
- Planning scrutiny
- Marking scrutiny
- Lesson drop ins
- Lesson observations