



# THE OUTDOORS SCHOOL

DfE Number: 878/6075

## CURRICULUM STATEMENT

### **Intent**

Our curriculum is designed to be accessible to all members of our learning community, no matter what barriers have prevented progress and growth prior to joining us. Our aim is to ensure learning is aspirational and drives our learners to be positive members of our local, national and global communities and lifelong learners.

Fundamentally we believe that without solving the social emotional baseline issues that learners present with, meaningful learning cannot take place, therefore this is our main priority for all learners during their first weeks and months within the setting.

Our intent is to focus on the SMEH needs in order to remove barriers, teach self-regulation strategies and help the learners arrive at a place where they are ready, willing and able to learn. To this end we have our own unique three phase curriculum. The whole curriculum remains based on a constructivist, project based, metacognitive model. This means that we draw learning out of real-life situations and projects and the learners are taught to see themselves as learners and understand the way they learn. Learners are only ever assessed against their own progress until they reach the stage of completing external accreditation.

Our intention is to:

- use core and EHCP interventions to target key skills and knowledge in a fun and engaging way: adapting targeted delivery in learning buddies and threading key skills through the learning experience in Phase 1; encouraging clear progression in targeted area through phase 2; bridging the gap for individualised accreditation in phase 3.
- Set challenging and driving questions through projects that motivate inquiring minds: creating resources and contexts to enthuse learners for a journey of discovery, while tracking outcomes. Developing practice for relevant progress and growth mindsets.
- Engage with enrichment to further the journey of discovery

All learners will take part in weekly Enrichment Trips designed to provide cultural capital, personal challenge and social opportunities as well as support and extend curriculum projects and open new horizons.

## **Implementation**

We implement our curriculum across three phases.

### **Phase 1**

All of our learners will begin in Phase 1 which uses non-linear, individualised open assessment outcomes to make progress against their own abilities. Schemes will be rooted in an area of the Phase 1 headings and layered in a cyclical model throughout

- Knowing Myself
- Knowing Others
- Explore & Discover
- Keeping Safe and Well
- Creativity
- Life Skills,
- Being Understood
- The world Around Me

- Practical Skills.

Prioritising these needs will allow our learners to re-engage with achieving academic progress in the focus areas of: Forest School, English, Maths, SEMH, Physical, Creative, and PSHE. Our approach also aims to nurture a love of creative expression and thinking. This will then aim to award accreditation for all learners in the core skills needed to continue their learning journeys into further education and careers, where we will look to support our learners through an alumni programme.

Tutors will deliver focused interventions to support learners and furnish them with the skills to engage in Project-based learning under a constructivist model. Learning in a combination of cyclical and holistic delivery tailored to the needs of each individual, that is tracked and measured only against their own progress.

Further areas of curriculum that are met within the project-based learning framework, but not explicitly covered by the assessment framework are Human and Social elements. These are addressed through the following;

- Themed weeks covering British Values and Careers Information and Guidance
- Rural crafts and skills
- Community projects
- Assemblies

Whilst this is not explicitly covered by its own assessment outcomes, it is covered within elements of the Forest School, SEMH and PSHE assessment outcomes.

## **Phase 2 and Transition**

This is designed to begin building towards understanding the strengths and weaknesses of our learners across the curriculum to help understand the needs to tailor a transition year into the accreditation phase and into careers. Assessment is based on the National Curriculum Objectives but remains personal to the learner.

Transition allows us to link the curriculum and learner' experiences to careers and boosting learners' confidence into independent lifelong learners. Topping up phase 1 and 2 to secure the understanding and knowledge required to pursue accreditation courses. The curriculum is based on the following elements:

- STEM (science, technology, engineering and mathematics)
- PSHE (personal, social, health and economic)
- Literacy
- Numeracy
- Forest School
- Physical Exercise
- SEMH (social, emotional and mental health)
- Creative and Artistic

## Phase 3

To furnish our learners with Level one accreditation in functional skills English and Maths and the equivalent in ICT and the sciences. To also achieve accreditation in areas of a learner's strengths, passions, and choices for life so that they can make the transition into the world of work as confident and valued members of our society. There is also an integrated Careers curriculum to enable learners to make the best and most informed choices as they prepare for the next chapter.

## Impact

Learners will work towards inspiring but realistic annual targets that take into account their individual talents and challenges and cover their personal and academic progress. We aim to narrow the gap between our learner's age and their academic stage during their time with us, simultaneously addressing SEMH needs and equipping our learners with strategies to follow them through life.

Our learners will finish Phase 2, (KS3) with a good level of self-confidence, resilience and independence allowing them to progress into Phase 3,( KS4|), and beyond and to be positive, productive and happy members of our local, national and global communities and lifelong learners.

*Date amended: 25<sup>th</sup> January 2023*

*Signature of Director or Company Secretary:*



*Name: Shevek Pring*

*Review date set: February 2024*

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