



## **Formal Curriculum**

### **Intent**

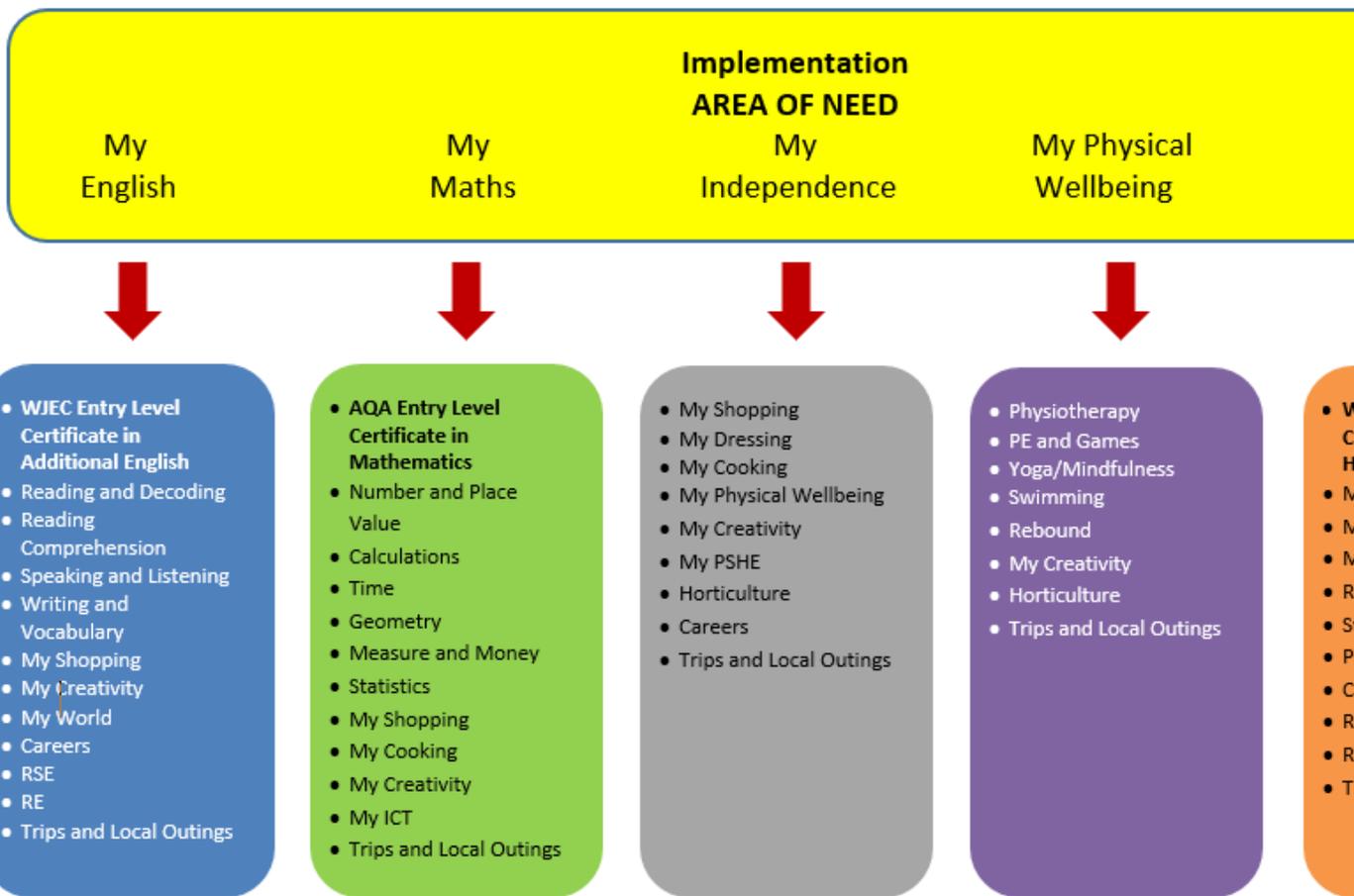
The Formal Curriculum offers the same subject range as the Semi-Formal 3 Curriculum but is delivered at a higher cognitive level through delivery of discrete subjects. Although there are elements of a mainstream model, consideration is given to an adapted curriculum which reflects the whole child's needs. We have high aspirations for all of our pupils and they will have the opportunity to access work at their level and where appropriate it may be necessary to obtain off site support. Pupils who are working and progressing within the national curriculum framework and who are continuing to make good linear progress, will carry out this curriculum. During Key Stage 4 these pupils will be expected to carry out accredited courses.

### **Implementation**

A Formal learner is offered English and Maths lessons which are functional to their life. They cover a range of topics which will enable them to be as independent as possible in their community and wider world. Learners will also have regular lessons of Independence Skills and My World which will better equip them with the knowledge and skills they need when they leave St Francis School. Lessons are taught in discrete subjects whilst working towards multiple targets which are relevant to their individual needs.

Learners will also have the opportunity to enter for accredited courses through the WJEC and AQA examinations board. Accreditation consists of a range of coursework modules and external assessments to earn credit value which will contribute to an award, certificate or diploma in different subjects at Entry Level. This coursework-based approach will also prepare them for their transition into Upper School where they will complete Functional Skills examinations.

The Science and Humanities accredited modules are delivered in relation to the meaningful and motivational rolling themes for the Semi-Formal Curriculum.



### Formal Curriculum Subject Overviews

<b>English</b>	Pupils will access an English accreditation through the WJEC examination board and achieve an Entry Level certification in Additional English. The course is delivered through modules of coursework which will earn credit values to form an award or certificate. Pupils on the Formal English Pathway will follow one of the 4 reading pathways, with many of them being fluent readers and following the Grammar and Vocabulary reading pathway.
<b>Maths</b>	Pupils will access a Mathematics accreditation through the AQA examination board and achieve an Entry Level certification in Mathematics. The course is delivered through a combination of coursework and external examinations. The Maths lessons are practical with a focus on real-life problems, teaching the pupils skills that they need to be successful in life.
<b>My PSHE and Citizenship</b>	Pupils will access a Humanities accreditation through the WJEC examination board and achieve an Entry Level certification in Humanities. The course is delivered through modules of coursework from a number of different subject modules which will earn credit values to form the certificate. PSHE is one of the subject modules which will form the entry level certificate in Humanities.
<b>Science</b>	Pupils will access Science accreditation through the WJEC examination board and achieve an Entry Level certification in Science Today. The course is delivered through modules of coursework which will earn credit values. Pupils will explore and learn about plants, animals and their habitats as well as human biology. Pupils will also learn about materials and their properties and how to carry out a variety of experiments through scientific enquiry.

<b>Humanities</b>	Pupils will access a Humanities accreditation through the WJEC examination board and achieve an Entry Level certification in Humanities. The course is delivered through modules of coursework which will earn credit values. These modules of coursework can be a combination of History, Geography, PSHE and RE units.
<b>My Careers</b>	Our Formal learners will build upon their prior knowledge of different job roles and begin to think about their next steps in transition to adulthood.

As well as the accredited subjects listed above, students following our Formal curriculum will also cover the following Semi-Formal subjects:

- RSE
- Physical Wellbeing
- My Independence
- My ICT
- My Art
- My Creativity
- My World

## **Impact**

### **Targets**

The pupils are set targets for the core subjects of English and Maths where multiple targets can be worked on throughout the academic year. Additionally, they will be set targets based around social and emotional development and physical/independence skills. We measure the outcomes for English and Maths using our 'Onwards and Upwards' tracking system using the St Francis Stages outcomes, which is updated termly, marking any progress against the objective statements. The pupils will also undertake accredited courses at Entry Level 1, 2 or 3 or Level 1, where appropriate across a range of subjects.

### **Seesaw Learning Journal**

Seesaw is a secure online portfolio that allows teachers to document and reflect on pupils' engagement within school whilst also sharing these with families. Each student has their own individual journal where pictures, videos and messages can be shared between school and home. This also allows practitioners to reflect on learning within the four key areas of need within in our curriculum. All parents have the opportunity to connect with their child's journal where they are able to view, like comment on the progress their child is making throughout the year. This also provides a good communication platform and an opportunity to share all that their child is involved in at school.

### **Holistic Assessment Meetings**

Previous standardisation meetings became irrelevant so now practitioners meet together at the end of each term to reflect on pupil journeys over time. In these meetings we discuss pupil progress, the impact of the curriculum and the pupils' engagement within the sessions offered.

### **Internal Moderation**

Internal moderation meetings take place for our formal learners to scrutinise marked accredited coursework prior to submitting to the WJEC examination board for external moderation. This moderation take place with other experienced teachers in Semi-Formal and Upper School.

### **Intervention Plans**

Practitioners hold pupil discussion meetings to identify curriculum areas where added support is required. As a team intervention plans are devised and practitioners work together to solve the on-going challenge of finding extra pockets of time to provide the necessary support. These meetings are held alongside updating the MAPP sheets, but time is regularly set aside during curriculum meetings to discuss interventions when a need arises.