

Curriculum Policy Overview

Students at Portfield School have a range of specific, diverse and individual needs and the curriculum aims to reflect and meet these needs. Portfield students follow a broad and balanced academic curriculum as well as opportunities to work towards outcomes highlighted in their EHC Plans, develop their independence, autonomy and social skills. The curriculum is enhanced and supported through community visits, inclusion into other settings (where appropriate) and REACH (Reach, Exciting, Active, Creative and Holistic) learning experiences.

Early Years Foundation Stage

The Early Years provision follows a curriculum based around the Early Learning Goals as outlined in the Statutory Framework for the Early Years Foundation Stage (DfE 2017). The curriculum is planned with a careful balance between play based learning and structured learning opportunities. The Early Years provision uses eyLog Online Learning Journey (<https://eylog.co.uk>) to track student's progress through the Early Learning Goals and build each student's individual learning journey which contributes to their EYFS Profile. Each child's online learning journey is accessible to parents/ guardians via an app or website login.

Key Stage 1 and Key Stage 2

The Primary classes follow a thematic approach to delivering the curriculum with topics typically lasting a half term. The curriculum is based around the National Curriculum which is adapted and personalised depending on the needs within each class. Students in the Primary department are assessed against the P levels or Age Related Expectations depending on their level of attainment. Student's progress is assessed and tracked through a combination of Classroom Monitor online pupil tracking system (<http://www.classroommonitor.co.uk/>) and marked evidence in student's books.

Key Stage 3 and Key Stage 4

The Secondary classes continue to follow the National Curriculum and P levels/ Age Related Expectations as a basis for their curriculum. Students are also offered the opportunity to gain accreditation through courses such as the Princes Trust. Student's progress is tracked in the same way as the primary departments alongside any specific tracking documents for individual accreditations.

Post 16

The majority of Post 16 students are based on the Life Skills site providing a 'college/ sixth form' environment. The curriculum for post 16 students is extensively tailored to best equip each individual for their adult life. If suitable students are given the opportunity to gain BTEC, GCSE or AQA qualifications at local colleges. If this is not appropriate students follow and complete a range of accredited courses such as ASDAN. Students also have the opportunity to complete work experience, vocational courses and continue to develop their functional life skills.

Please see full curriculum policy for more information