



Villa Real School
together we achieve

REAL Curriculum Summary

Guidance Document

Key Elements

This document summarises the four pathways which make up Villa Real's curriculum.

Contents

1	PATHWAY 1 – BEGINNING.....	4
2	PATHWAY 2 – MOVING ON	5
3	PATHWAY 3 – MOVING UP	6
4	PATHWAY 4 – MOVING ONTO ADULTHOOD.....	7

INTRODUCTION TO THE REAL CURRICULUM

Villa Real has developed a bespoke personalised curriculum so that all pupils/students benefit from truly individualised learning with reference to the National Curriculum and accreditation. This covers the 4 areas of REAL-

R- Regulation
E- Emotional Well-being
A-Access to the World
L- Learning

This ensures pupils/students are challenged to be as prepared as they can be to access the real World.

Teachers' planning ensures that pupils/students take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils/students to maximise their progress.

The curriculum is designed to help our pupils/students become:

- **Successful learners** who enjoy learning and make outstanding progress
- **Effective communicators** who can express themselves, make choices and build positive relationships with other people
- **Confident individuals** who take a full part in activities within school and the community
- **Responsible citizens** who behave well and make a positive contribution to the school and the wider world
- **Lifelong learners** who leave school equipped for the adult world whether in paid employment, education and training or voluntary work
- **Resilient** to set backs and encouraged to take pride in their achievements
- **Able to keep themselves physically and mentally healthy**

Progress at Villa Real

From unique starting points, our pupils and students make individualised progress at a challenging and appropriate pace, in all areas of the REAL curriculum. This progress is measured against bespoke targets.

Villa Real's curriculum is designed around **four interlinking pathways**.

1 PATHWAY 1 – BEGINNINGS

A PLAY-BASED AND SENSORY CURRICULUM FOR EARLY YEARS FOUNDATION STAGE LEARNERS

~~At Villa Real we extend the EYFS to include year 1 pupils.~~ The curriculum supports pupils;

- To begin to recognise their thoughts and feelings
- To develop a love of learning and exploration
- To learn how to play with each other
- To understand their local environment
- To learn to communicate with their friends and other known people
- To promote early skills, e.g. early reading, writing and number

These pupils are assessed on REAL progress and using ~~Learning Journals.~~
~~Development Matters advice and the reformed Statutory Framework for the EYFS.~~

2 PATHWAY 2 – MOVING ON

AN EXPLORATORY AND ENGAGEMENT BASED CURRICULUM

Pupils/students learn through, exploration, sensory and practical activities and community involvement. The curriculum supports pupils/students to:

- Develop communication skills in speech, gesture, AAC, sign or symbol so that they can interact with other people, make choices, follow instructions and explanations and access the key concepts needed for learning
- Establish key skills in Literacy/English, Numeracy/Maths, Science, RE, and ICT
- Learn to co-operate with other people, to build positive relationships and to take responsibility for themselves
- Learn the skills which will help them be more independent in adult life.
- Learn about the world around them and the wider community
- To develop skills of sharing and turn taking in order to play in a group and independently
- To develop determination and perseverance

Pupils/students will be assessed on REAL progress and learning on Engagements Steps or Progression Steps. **Pupils from year 1- year 9 may access this curriculum.**

Pupils/students assessed on Engagement Steps, will also be accessing the Engagement Model.

3 PATHWAY 3 – MOVING UP

AN ACADEMIC CURRICULUM FOR LIFE AND LEARNING WITH PROVISION FOR PUPILS/STUDENTS' SPECIALIST NEEDS

Pupils/students access the National Curriculum Programmes of Study, adapted and augmented in the light of individual needs. The curriculum supports pupils/students to:

- Develop self-awareness, respect for others and a sense of responsibility, so that they can play their part in the school community and become active citizens as adults
- To develop and understand safe and appropriate relationships
- To develop their independence in maintaining their own healthy bodies and minds
- To prepare for independent travel within the community
- To expand their life and study skills in order to prepare for adulthood and next steps of training and employment
- To develop confidence in communicating in a variety of circumstances
- Develop confidence and personal independence
- Learn about the world of work and develop the skills and understanding which will enable them to move into paid employment or voluntary work in adulthood
- Most able pupils/students will be able to access the curriculum offer at local mainstream provisions where appropriate.
- Study as wide a range of academic subjects as is appropriate for individuals, leading to accredited courses and qualifications
- All primary aged pupils will have access to appropriate Key Stage testing such as phonics, SATs and any other relevant external test
- All secondary aged pupils access accredited courses including Entry Levels where appropriate

Pupils/students will be assessed on REAL progress and learning on Progression Steps. **Pupils from year 1- year 9 may access this curriculum.**

4 PATHWAY 4 – MOVING ONTO ADULthood

AN ADDITIONAL CURRICULUM FOR POST 14 STUDENTS EQUIPPING THEM FOR FUTURE CHOICES IN WORK, COLLEGE OR TRAINING

Students will continue to study their appropriate curriculum on pathway 2 or 3. In addition to this, they will be able;

- To develop an understanding of the roles and responsibilities required for independent living
- To take part in work experience and adult community activities
- To develop confidence in communicating within an adult context, e.g. how/where to get support
- To expand their life and study skills in order to prepare for life beyond school
- To take responsibility for their own self care
- To develop an understanding of the roles and responsibilities required for independent living

Pupils/students will be assessed on REAL progress and learning on either Engagement Steps or Progression Steps. **Pupils/students assessed on Engagement Steps, will also be accessing the Engagement Model.**