



**Villa Real School**  
*together we achieve*

REAL Curriculum Framework Summary

## **Key Elements**

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

## 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 Wellbeing

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 pupils/students** 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 pupils/students** 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**

Pupils/students will be introduced to integral skills, which are developed within a range of teaching and learning.

### **Creativity and innovation**

Pupils/students should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge *and* skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support pupils/students to create different types of values.

### **Critical thinking and problem-solving**

Pupils/students should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Pupils/students should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.

### **Personal effectiveness**

Pupils/students should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions where appropriate, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.

### **Planning and organising**

Where developmentally appropriate, pupils/students should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.

The development of these skills allows pupils/students to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, pupils/students should:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable pupils/students to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

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 PUPILS/STUDENTS**

The curriculum supports pupils;

- To begin to recognise their thoughts and feelings
- To learn how to play independently
- To engage in self-care routines
- To attend to adults modelling thinking skills, 'I see, I think, I wonder'
- To develop a love of learning and exploration
- To learn how to play with each other
- To learn to communicate with their friends and other known people
- To promote early skills, e.g. early reading, writing and number

## **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:

- To work towards Key Stage Goals
- 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, RWI, Numeracy/Maths, Science, RE, Music, PSHCE 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 Engagement Steps or Progression Steps. They will also be assessed as part of the Engagement Model. Pupils/students on a CE pathway on Progression Steps will be on this pathway.

### **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:

- To work towards Key Stage Goals
- 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

Pupils/students will be assessed on REAL progress and learning on Progression Steps.



## **PATHWAY 4 – MOVING ONTO ADULTHOOD**

### **AN ADDITIONAL CURRICULUM FOR POST 16 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 responsibility for their own self-care.
- To expand their life and study skills in order to prepare for life beyond school, and fully understand next steps.
- To develop confidence in communicating within an adult context, e.g. how/where to get support and expand debate and oracy
- To take part in wider work experience and adult community activities.
- To build upon the process of purposeful, self-regulatory judgements.

Pupils/students will be assessed on REAL progress and learning on either Engagement Steps or Progression Steps.