

Fordway Centre Curriculum Statement

Intent | Implementation | Impact

Intent

Every child who joins us has already had a unique and often challenging educational journey. At the FWC, we want to be a positive and stabilising setting that helps bridge the way to the next step in education – whether that's a return to mainstream, or a move into specialist provision. Because pupils are with us for different lengths of time, our curriculum has to be flexible, personalised, and responsive, making sure every child can make progress and be ready for their next step.

Our aims for our pupils are to:

- See themselves as capable, successful learners
- Feel inspired and motivated, with a curiosity to learn
- Make progress from their starting points, with success underpinned by social, emotional and mental health development
- Develop resilience, positive relationships and emotional well-being
- Strengthen their skills in English and Maths, while also enjoying a broad and balanced thematic curriculum
- Be supported to live safe, healthy lives
- Build the skills, attitudes and behaviours needed for success in the next phase of education

Our approach is rooted in research. Attachment theory, child development and neuroscience inform everything we do.

The principles that underpin our pedagogy are:

- Relationships matter most
- Learning must be understood developmentally
- The FWC provides a secure base where pupils feel safe to explore and learn
- Containment, attunement and validation are key to well-being
- All behaviour is communication
- Transitions are significant and need careful support
- Our PSHE curriculum, with SMSC embedded throughout, ensures statutory requirements are met

Implementation

At the FWC, no two classrooms look the same – each group contains children with different experiences, needs and starting points. With three mixed-age classes, many pupils are working below age-related expectations, so flexibility is essential.

Our robust induction process ensures we gather information from previous schools and families to help us plan effectively. On entry, every pupil is assessed in English and Maths to establish a baseline. The SENDCo also carries out targeted assessments to identify additional needs. This allows us to shape a personalised curriculum so pupils can progress at their own pace.

We use the National Curriculum as a starting point and follow a two-year rolling programme of themes, which guides the topics taught each half-term. Core and foundation subjects are woven into these themes, giving breadth and balance.

Impact

The primary measure of impact will be pupil engagement, achievement and attainment. Our assessment policy outlines how we capture and track progress, but we will also consider the broader picture, including well-being and readiness for reintegration.

Focus Area	Evidence of Impact
Engagement in learning	Lesson observations; Student voice; Attendance; ISP reviews; Key Worker sessions; Daily mentor support; SNAP data; Bsquared data
Progress in learning	Analysis of progress data; Evidence from personalised targets and ISPs; Qualitative evidence of resilience and learning behaviours
Healthy and safe lifestyles	PSHE lesson observations; Student voice; SNAP data; 'Keeping Safe' outcomes; ISP analysis
Successful reintegration	Number of pupils reintegrated smoothly into their next setting with skills, behaviours and attitudes to succeed

At the FWC, we want every child to make progress, however long they are with us, and to leave ready for the next stage of their journey.