Fortitude School

Whole School Curriculum Policy 2026/27

“With fortitude and resilience, we can all achieve our dreams”

Our Curriculum Vision

At Fortitude School, we recognise that the quality of our curriculum and teaching is central to the progress, wellbeing, and life chances of every child.
This policy outlines our approach to curriculum design, delivery, and evaluation, aligned explicitly with the *Ofsted Education Inspection Framework (November 2025)* Curriculum and Teaching criteria.

Date of Policy:	September 2026
Next Review Date:	July 2027
Frequency of Policy Review:	Annually
Policy Owner:	Head Teacher / Quality of Education
List of Connected Policies:	SEND Policy, Assessment, recording and reporting Policy

We are committed to:

- Designing an ambitious, broad, and balanced curriculum for all learners.
- Sequencing learning so pupils build knowledge, skills, and confidence step by step.
- Embedding adaptive teaching to meet the needs of pupils with SEND, EHCPs, and varied prior experiences.
- Using assessment to inform teaching, guide planning, and close gaps in learning.
- Providing rich opportunities for cultural capital, personal development, and preparation for future learning or employment.
- Monitoring and evaluating the quality of education to ensure teaching continually improves.

Our curriculum is underpinned by three core values — **Courage, Compassion, and Commitment** — which define our expectations of pupils and staff alike.
Learning at Fortitude is purposeful, inclusive, and inspiring. It seeks to remove barriers, promote resilience, and equip every child with the skills, knowledge, and confidence to thrive in school and beyond.

Intent

Our curriculum intent is to design and deliver a rich, inclusive education that meets the diverse needs of our learners while reflecting our ethos of *Courage, Compassion, and Commitment*.

We aim to:

- Ensure every pupil, regardless of starting point or need, experiences an ambitious, broad, and balanced curriculum.
- Provide a curriculum that is developmental, enabling pupils to progress at their own pace rather than being limited by age or label.
- Offer a blend of academic, creative, vocational, and therapeutic learning experiences.
- Develop core skills in literacy, numeracy, communication, and independence across all subjects.
- Embed personal, social, and emotional development to support wellbeing and resilience.
- Engage pupils in real-world contexts such as the farm, allotment, forest school, and community projects.
- Build pupils' knowledge, skills, and cultural capital so they are well prepared for life beyond school.
- Use assessment data and pupil profiles to shape planning and close learning gaps effectively.

Our curriculum is ambitious in its scope yet flexible in its delivery — designed to support the holistic development of each learner while ensuring clear progression from individual starting points.

Implementation

High-quality teaching and learning are central to effective implementation at Fortitude School.
We achieve our curriculum intent through the following approaches:

- **Sequenced Curriculum Design:** Long- and medium-term plans set out clear, logical progression in knowledge and skills within each subject.
- **Adaptive Teaching:** Staff use assessment information, pupil profiles, and EHCP targets to personalise learning.
- **Multisensory and Practical Learning:** Lessons incorporate hands-on, real-life, and sensory experiences to enhance engagement and retention.
- **Structured Programmes:** Core learning is supported through established frameworks such as *Read Write Inc. Phonics*, functional maths, PSHE, and enrichment.
- **Assessment for Learning:** Regular assessment (daily, termly, annually) identifies misconceptions, informs teaching, and tracks progress over time.
- **Professional Development:** Staff engage in continuous CPD, peer observation, and reflective practice to improve teaching quality.
- **Quality Assurance:** Curriculum delivery, teaching standards, and pupil outcomes are monitored through lesson observations, work scrutiny, and data reviews.
- **Positive Learning Environments:** Classrooms and outdoor settings are designed to reduce anxiety, foster engagement, and promote curiosity, independence, and resilience.

Through these strategies, we ensure that every pupil can access learning, achieve success, and experience a sense of belonging and accomplishment.

Impact

The impact of our curriculum and teaching is measured by the extent to which pupils make meaningful progress and demonstrate readiness for their next stage of education, training, or employment.

We know our curriculum is successful when pupils:

- Make sustained academic, social, and emotional progress from their individual starting points.

- Meet or exceed targets outlined in their EHCPs and personalised learning plans.
- Grow in confidence, resilience, independence, and self-esteem.
- Demonstrate curiosity, creativity, and motivation to learn.
- Are able to apply their knowledge and skills to real-world contexts.
- Value their learning and recognise its relevance to their lives and future.

Impact is measured through assessment data, pupil progress meetings, work scrutiny, lesson observations, and pupil and parent voice. Findings are shared with leaders and governors to inform school improvement planning and ensure continued development of the quality of education

Fortitude School – Curriculum & Teaching: Intent, Implementation, Impact

Ofsted Focus Area	Intent – What we aim for	Implementation – How we deliver	Impact – How we measure success
Ambition	Broad, balanced, ambitious curriculum rooted in Courage, Compassion, Commitment.	Curriculum includes academic, creative, vocational, therapeutic, and enrichment opportunities.	Pupils access full curriculum and are not disadvantaged by SEND or prior fragmented education.
Sequencing	Knowledge and skills are planned step by step to build long-term learning.	Subject maps, schemes of work, and small-step progression linked to EHCPs.	Pupils recall prior knowledge, connect learning across subjects, and demonstrate cumulative progress.
Adaptive Teaching	Teaching meets developmental needs, not just age expectations.	Teachers adapt lessons daily; multisensory methods; personalised support.	Pupils engage more independently, with barriers to learning reduced.
SEND Inclusion	Inclusion is a golden thread; curriculum adapted to EHCP outcomes.	EHCP-linked targets built into planning; communication systems (PECS, Makaton, visuals).	Pupils with SEND make measurable progress against personalised goals.
Assessment	Assessment supports learning, not workload.	Emerging / Developing / Secure framework; daily feedback; half-termly reviews.	Teachers identify gaps quickly; interventions close gaps; pupils understand next steps.
Teaching Quality	High expectations for all staff.	QA cycle, lesson observations, CPD, peer collaboration, governor oversight.	Teaching is consistent, staff confidence grows, pupils achieve well.

Safeguarding in Curriculum	Pupils learn how to stay safe in all areas of life.	DSL-led safeguarding curriculum; e-safety, anti-bullying, healthy relationships.	Pupils articulate how to stay safe; safeguarding audits show strong practice.
Achievement & Readiness	Pupils are prepared for their next stage.	Functional maths, literacy, life skills, enrichment, outdoor learning.	Pupils achieve positive destinations; independence and resilience improve.

Early Years Foundation Stage (EYFS) Curriculum Access

At Fortitude School, we have children who access the **Early Years Foundation Stage (EYFS) curriculum**, adapted to meet their developmental, communication, and sensory needs. Our EYFS provision reflects the principles of play-based, child-centred learning, ensuring that every child can explore, discover, and thrive at their own pace.

Learning within the EYFS is structured around the **three prime areas** of development:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**

These areas form the foundation for all other learning and are embedded across the school day through meaningful, sensory-rich experiences.

We use **multi-sensory and interactive approaches** to support engagement, understanding, and communication. Activities are designed to stimulate curiosity, encourage exploration, and promote interaction with peers and adults. For children who are **non-verbal or pre-verbal**, communication is supported through:

- The use of **communication boards**, **visual symbols**, and **Widget resources**
- **Objects of reference** and **visual timetables**
- **Makaton** and other augmentative and alternative communication (AAC) systems
- Storytelling, songs, and rhythm-based language sessions to build comprehension and expressive skills

Our **sensory activities** are carefully planned to develop fine and gross motor skills, coordination, and body awareness. These include tactile exploration, movement-based learning, outdoor play, and sensory circuits. Physical development is supported through access to both indoor and outdoor environments that encourage safe risk-taking, balance, and confidence.

Children are encouraged to build positive relationships, develop independence, and express emotions in a supportive, nurturing environment. Staff focus on developing self-regulation, resilience, and social communication through play, stories, and structured routines.

By integrating EYFS principles across our curriculum, we ensure that every child—regardless of their starting point—can communicate, connect, and learn in ways that are **meaningful, motivating, and developmentally appropriate**.

High Quality Teaching & Learning Experiences

At Fortitude School, we strive to provide high quality teaching and learning experiences across our whole curriculum both inside and outside of the school building. We also recognise the importance of creating happy,

stimulating and safe learning environments where our children are motivated to learn and encouraged to engage in new experiences. This involves staff carefully planning creative curriculum plans , incorporating a range of active teaching strategies, sourcing suitable materials that will remove educational barriers to learning and by effectively and consistently monitoring, assessing and evaluating their teaching and pupils' learning.

Sharing good practice & professional development

As a small nurturing school, staff meet each other daily and opportunities are available, both formally and informally, to talk and share good practice. Advice and ideas are regularly shared among staff about how best to promote children's learning across the curriculum and how to address and remove social, emotional and academic barriers to their learning.

Our Curriculum

At Fortitude School, our curriculum is carefully designed to meet statutory learning requirements while ensuring that every pupil can access learning in ways that are meaningful and enjoyable. We provide a broad, balanced, and highly practical education that nurtures academic progress, independence, and personal growth. By embedding real-life contexts and hands-on experiences, we help pupils overcome barriers and achieve success.

Linguistic Development

We prioritise communication and literacy in all its forms. Pupils are supported to develop speaking, listening, reading, and writing skills through storytelling, drama, conversation, and structured literacy activities. Visual supports, multi-sensory strategies, and personalised interventions ensure that every learner can find their voice and grow in confidence as a communicator.

Phonics (Read Write Inc.)

Our phonics teaching is delivered through Read Write Inc., a systematic and evidence-based programme. It equips children with the essential skills to decode, blend, and read with increasing fluency. We adapt RWI to suit individual needs through multi-sensory learning, repetition, small group and 1:1 teaching, and the use of visuals, symbols, and tactile resources. The focus is on building secure foundations, comprehension, and a love of reading while ensuring inclusivity for all SEND learners.

Mathematics

Mathematics at Fortitude is practical, functional, and meaningful. Pupils explore number, shape, space, and measure through real-world problem solving, sensory activities, and projects such as the school farm and allotment. This ensures that maths is relevant, accessible, and embedded in everyday experiences, supporting independence and life skills.

Our World (History, Geography & RE)

Through History, Geography, and Religious Education, pupils gain an understanding of people, places, and cultures. They learn through first-hand experiences, visits, stories, artefacts, and role play, enabling them to make connections with their own lives. Lessons promote curiosity, empathy, and respect, helping pupils to understand their place in the wider world.

Expressive Art

Creativity and expression are central to our curriculum. Pupils explore art, design, craft, dance, drama, and enrichment projects that inspire imagination and allow for individuality. Practical, hands-on activities build confidence, fine motor skills, and self-expression, while trips, exhibitions, and performances broaden cultural experiences.

PSHE

Our PSHE curriculum supports pupils in understanding themselves, building positive relationships, and making healthy choices. Topics such as self-regulation, friendships, safety, and independence are explored through interactive lessons, circle time, and practical scenarios. Teaching is adapted to ensure pupils develop the life skills needed for wellbeing and independence.

Science

Science lessons develop curiosity and encourage pupils to explore how the world works. Learning combines simple theory with engaging practical investigations, sensory exploration, and outdoor experiences. Pupils investigate plants, animals, materials, and seasonal change, enabling them to develop questioning skills and make sense of the environment around them.

Music & Computing

Music allows pupils to explore rhythm, sound, and expression through singing, instruments, and performance. Computing develops essential digital skills through accessible software, coding, and creative media projects. Both subjects are taught with a focus on participation, creativity, and preparing pupils for life in a digital world, with strong emphasis on e-safety and responsible technology use.

PE

Physical Education supports health, fitness, coordination, and wellbeing. Pupils engage in structured PE lessons, movement activities, team games, and outdoor learning. Forest School, farm work, and allotment projects also build resilience, teamwork, and a love of nature, supporting both physical and emotional development.

SMSC and Personal Development

Spiritual, Moral, Social, and Cultural development underpins all areas of learning. Pupils are encouraged to reflect on themselves, respect others, and celebrate diversity. Fundamental British Values are embedded throughout, with opportunities for pupils to develop independence, decision-making, and resilience. Personal development is supported through enrichment, therapeutic approaches, and experiences that prepare pupils for life beyond school.

Our Curriculum Approach

At Fortitude School we believe in an activity-based learning approach which promotes hands-on experiences, encourages children to get actively involved in tasks and taking part in real-life scenarios such as helping to design and develop our school sensory garden or building a den at our school farm. Through an activity-based curriculum children will gain experience in the following National Curriculum subjects:

- English
- Maths
- Science
- Computing, Information Technology
- Art
- PSHE & Relationships and Health Education
- Religious Education
- Geography and History (Humanities)
- Spiritual, Moral, Social and Cultural Development (British Values)
- Outdoor Learning Curriculum/Farm/Forest School/School Allotment
- PE and outdoor learning activities
- Phonics and Reading
- Enrichment- cooking/languages/music and dance/design and technology/Careers

Our primary curriculum Offer

<table>
<tr><td colspan="3">Fortitude School
Primary Curriculum Offer 2026/27</td></tr>
<tr><td>English</td><td>Maths</td><td>Science</td></tr>
<tr><td>Computing, Information Technology</td><td>PSHE and Relationships and Health Education</td><td>Art and Crafts</td></tr>
<tr><td colspan="3">Enrichment (Cultural Capital): Yoga/cooking/ languages /design and technology / Music/ Drama and Dance/sports</td></tr>
<tr><td>RE, Geography and History (Our World)</td><td rowspan="2">Spiritual, Moral, Social and Cultural Development/ British Values/ Religious Education</td><td rowspan="3">Outdoor Learning Programme (OLP) Therapeutic Farm/</td></tr>
<tr><td>PE and outdoor learning activities</td></tr>
<tr><td colspan="2">Phonics and Reading</td></tr>
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Curriculum Design

Our curriculum has been designed using the 3is methodology of:

Intent- what we will commit to do

Implementation- how we will work to fulfil our commitment

Impact- what the outcomes will be for our young people

Curriculum Intent

It is our intent to:

- For pupils to develop fortitude to enable them to access the full curriculum
- Design and deliver a curriculum that is fully inclusive, autonomous and flexible in order to meet the individual needs of our young people with a range of SEND
- Provide all of our pupils with an engaging, inspiring and challenging curriculum, which will develop pupils' skills to the very best of their ability in Mathematics and English and across other areas of the curriculum
- To embed our key values of courage, compassion and commitment across our whole curriculum
- A curriculum that is designed and delivered by passionate and skilled staff
- A curriculum that imparts knowledge and develops skills, building on previous learning to ensure both are embedded.
- A curriculum that works to prepare our pupils for the next stage of their educational journey (year group, key stage).
- Robust assessment processes used by staff daily/weekly/half termly/termly/annually to identify and close gaps in learning
- Whole school SED planned and embedded in order to meet high standards across all EIF areas (QofE/B&A/PD/L&M)
- Cater for the specific needs and learning differences of individual pupils as described in their EHCPs and paperwork, by providing teaching and learning opportunities at an appropriate level.
- data being used to inform planning and develop interventions
- All pupils are learning, developing and making good progress
- Students that are growing in their self- confidence and self-esteem
- Students achievements lead to positive destinations
- Students that are able to use coping skills and resilience to manage their own emotions and behaviour inside and outside of school.
- Students who are actively involved in the learning process and are able to reach aspirations and life goals.
- Increased student attendance and enjoyment of learning
- A personal development curriculum that works to remove the social, emotional and educational barriers many of our young people face on a day-to-day basis
- Provide personal, social and health education, to include age-appropriate sex education, that reflects the school's aims and ethos (see also the PSHE and RSE policies).
- Tutorials and Pupil voice sessions actively involve all students in the learning process encouraging them to take ownership of their education and make safe and healthy life choices
- Provide opportunities to experience quality real life/and work-related experiences.

Implementation

We will achieve our Intent by implementing the following:

- Quality curriculum policies and processes
- Quality SOWS designed by skilled and passion staff
- Investing in quality resources across the whole school to increase outcomes
- Investing in quality ICT and digital technology to increase outcomes
- Robust QA processes that monitor and evaluate teaching and learning and informs practice
- Quality staff development and training programme that focuses on educational pedagogy
- Effective assessment processes carried out by staff, daily/weekly/half termly/termly/and annually in order to assess learning and progress of individual students, to identify and close gaps and to identify and address any misconceptions
- Half Termly pupil progress meetings to monitor and measure all steps of progress
- Termly student curriculum reviews and student voice feedback used to develop quality of education.
- Quantitative and qualitative data used by staff to inform planning and implement interventions
- Quality of education processes to monitor closely the quality of teaching and learning, assessment and achievement.
- Marking and work trawls conducted each term
- Support and development programmes for staff if and when required
- Data trawls conducted to identify any gaps or weaknesses and individualised interventions are put in place to enable students to meet progress and attainment targets
- Termly QA visits conducted and reports and action plans implemented and followed by staff
- Reviews of SED to monitor and inform termly progress across the whole school.

Impact

By meeting our intent and implementation objectives the following impact will be achieved:

- Enable those not achieving age-related expectations to stop falling further behind, close the gaps and make accelerated progress.
- Move towards enabling students to progress further, based on ability not age
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- Be challenged and stretched to achieve their potential.
- Reach positive destinations that prepare them for the next step in their educational journey.
- Students who enjoy learning and are prepared and committed to their education
- Students that value their learning outside of the curriculum making links from the curriculum to the real world and skills for employability specific needs in pupils EHCPs have been met.
- Students that are able to learn, develop and continue to make progres
- Children have self- confidence and positive self-esteem and are able to keep themselves healthy and safe
- Improved attendance and punctuality

Assessment, Feedback, Recording and Reporting

Assessment is a key component of our practice at Fortitude School. Our objective is to bring out the best in each and every pupil, ensuring that assessment processes support progress, engagement, and a love of learning.

At Fortitude School, all assessment is directly linked to the termly learning objectives identified for each subject. These objectives are broken down into clear, manageable steps that reflect the specific needs and abilities of our pupils. As part of this process, children are assessed using a three-stage framework:

- **Emerging** – the pupil is beginning to understand or demonstrate a skill.
- **Developing** – the pupil is able to apply the skill with some support and growing independence.
- **Secure** – the pupil can confidently demonstrate the skill independently and consistently.

This model allows us to track small but significant steps of progress and ensures that assessment remains both meaningful and accessible for our pupils, many of whom are unable to access mainstream assessments or formal testing.

We recognise that traditional testing can cause heightened anxiety for our pupils with SEND, and therefore, our assessment practices are designed to be positive, supportive, and flexible. Evidence of progress is gathered through a variety of methods, including observations, work samples, photographs, learning journals, and pupil voice. This ensures that we capture a holistic picture of each child's achievements across academic, social, and emotional domains.

Assessment information is formally reviewed at **half-termly pupil progress meetings**, where teachers meet with senior leaders and the SENDCO, Mrs McCracken, to evaluate each pupil's progress against their learning objectives. During these meetings, any barriers to learning are identified, and strategies or interventions are adapted to ensure pupils continue to make progress. Planning and teaching are then adjusted accordingly to address individual needs and to provide the right level of challenge and support.

Teachers provide pupils with regular, constructive feedback in ways that are accessible and meaningful to them, celebrating achievements and guiding next steps. This helps pupils to build confidence, motivation, and independence in their learning.

Recording and reporting are consistent and robust. Teachers maintain up-to-date assessment records for every child, which are used to inform lesson planning, track progress, and report outcomes to parents and carers. Reports highlight progress in relation to the "emerging, developing, secure" framework and provide clear next steps for learning.

Ultimately, the aim of assessment at Fortitude School is to help all pupils learn more effectively. By linking assessments to termly objectives, adapting teaching in response to pupil progress, and working closely with the SENDCO to remove barriers to learning, we are committed to achieving the best possible outcomes for all of our childreN.

Primary Curriculum
English

At Fortitude School, our central purpose, is to ensure all of our pupils develop the necessary talking, listening, reading, writing, and mathematics (literacy and numeracy) skills, to succeed at school, in life and in their future employment. Our key aim is to provide a firm foundation in these skills during their time at Fortitude School.

The teaching of English at Fortitude School is designed to instill in children a love of speaking and listening, reading and writing that will last them a lifetime. Providing all of our children with the key skills in English enables them to access material in all curriculum areas and secures a strong foundation for their learning throughout their school career. To achieve this, our teachers are focused on making English interesting and exciting, engaging the pupils with the joy and wonder of books in a range of medias and galvanising their imagination and creativity.

We also recognise that many of the young people who come to us are reluctant learners when it comes to English and literacy. Our key aim is to challenge our young people's view of English and to build their confidence and understanding of this wonderful subject.

All, of our team is committed to creating a positive culture for speaking, listening, reading and writing at our school. We want all of our young people to see the 'pleasure' of reading and to be confident and competent in this subject.

The English curriculum has been built using the 3is methodology of Intent, Implementation and Impact

Spoken Language

We aim for pupils to use talk in all forms, to learn, elaborate and feel confident enough to share their ideas and opinions. We aim for pupils to have good speaking and listening skills, and experiences across our whole curriculum. Staff plan a range of active listening activities across the curriculum.

Phonics and Reading

At Fortitude School, we use the Read Write Inc. (RWI) Phonics programme to teach early reading. This systematic and structured approach places a high emphasis on developing children's decoding skills and building fluency in reading.

On entry, all children are assessed using a diagnostic tool which screens for their recognition of the sound–symbol relationship across the 44 phonemes. Pupils' decoding skills are then carefully assessed, beginning with CVC words, progressing to CCVC words, consonant blends, digraphs, and more complex phoneme–grapheme correspondences. From this assessment, individual programmes are developed to ensure that each child receives the right level of support and challenge in their phonics learning.

Phonics lessons in RWI are sequential, cumulative, and multi-sensory, enabling children to master the skills required to decode words accurately and with confidence. Lessons build systematically, with new learning consolidated through regular practice, paired reading, and interactive activities.
Through the RWI program, children also take part in daily reading practice sessions using carefully matched storybooks that reinforce the sounds they are learning.

These books are designed to build fluency, comprehension, and enjoyment of reading. Teachers provide regular feedback, ensuring pupils gain confidence and independence as readers.

Writing

We want all of our pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at Fortitude School. We aim for pupils to write clearly, accurately and coherently**,** adapting their language and style in and for a range of contexts, purposes and audiences.

Maths

At Fortitude School, the teaching of mathematics is carefully adapted to meet the needs of all our pupils, all of whom have SEND. Our approach prioritises the development of key mathematical concepts through practical, hands-on, and engaging activities that make learning meaningful and accessible.

We recognise that many of our pupils learn best through concrete and physical experiences, so lessons place a strong emphasis on using manipulatives, visual supports, and real-life contexts to explore mathematical ideas. This allows children to build secure foundations in number, shape, space, measure, and problem-solving, while also developing confidence and independence in applying their skills.

Our mathematics curriculum is structured around small, sequential steps, ensuring that new learning builds on what pupils already know and can do. Teachers carefully adapt tasks to meet the needs of individuals, focusing on repetition, overlearning, and reinforcement to secure understanding. Learning is personalised, with additional scaffolding or extension provided where appropriate.

Assessment is ongoing and directly linked to each child's personalised learning objectives. Pupils are assessed against whether they are emerging, developing, or secure within specific mathematical skills. Progress is reviewed in half-termly pupil progress meetings, and teaching is adapted to ensure children continue to make small but meaningful steps of progress.

Our aim is for all children to:

- Develop functional mathematical skills that support everyday life, independence, and problem-solving
- Gain confidence in applying mathematics in practical situations
- Enjoy mathematics through interactive, engaging, and supportive experiences.

By fostering a positive attitude towards mathematics and removing barriers to learning, we enable all pupils to achieve the best possible outcomes in this vital area of the curriculum.

Science

At Fortitude School, Science is taught through a highly practical, exploratory, and sensory-based approach that enables all pupils with SEND to access and enjoy scientific learning. Our aim is to nurture curiosity about the world around them while building key skills in observation, questioning, prediction, and problem-solving.

Lessons are designed to be hands-on and adaptive, allowing pupils to engage with scientific concepts through real-life experiences, experiments, and interactive activities. Wherever possible, learning is supported with physical resources, visuals, sensory exploration, and outdoor learning to ensure that abstract ideas are made concrete and meaningful.

Our Science curriculum is structured around small, sequential steps that focus on developing understanding in areas such as plants, animals, materials, forces, and the environment. Teachers personalise the content to meet the developmental stage and individual learning needs of each pupil. Repetition, overlearning, and the use of consistent scientific vocabulary help to reinforce key concepts.

Assessment is continuous and directly linked to personalised termly learning objectives. Pupils' progress is measured using the emerging, developing, secure framework, ensuring that small but significant achievements are recognised. Progress and next steps are discussed at half-termly pupil progress meetings, where teaching approaches and resources are adapted to maximise outcomes.

Our key aims in Science are for pupils to:

- Develop a sense of curiosity about the natural and physical world
- Gain functional knowledge and understanding of everyday scientific concepts
- Build independence through practical exploration and investigation
- Enjoy science as a subject that is creative, engaging, and relevant to their lives.

By creating an inclusive and stimulating environment, we ensure that all pupils can develop their scientific understanding and achieve success in ways that are meaningful to them.

Removing social and emotional barriers to learning.

Outdoor Learning

The Fortitude School outdoor learning curriculum encompasses skills and knowledge taught in other subjects but embeds them through practical applications outside the classroom. All of our primary pupils take part in our outdoor learning curriculum. Our hands-on approach

enables all of our pupils to practise skills and over learn key ideas so that they can apply them in a different setting/context.

Each lesson has a key theme and focus which is season dependent and learning is centred on the pupil. Emphasis is put on trial and error and it doesn't matter if the task doesn't go as planned, as long as it is done safely and helps to improve the method and/or outcome on the next attempt.

The key aims are enjoyment, pupil led learning, experimental and application of knowledge. Outdoor learning should be seen as a positive experience in every weather, as we will be dressed appropriately to enjoy an alternative way of learning.

This will be planned and timetabled throughout the academic year across all year groups regardless of age, SEN or disability. Our outdoor learning curriculum has been designed to be fully inclusion and most of all to ignite a passion for outdoor environments.

Safeguarding our Children Across the Curriculum

All elements of the school curriculum are underpinned by the need to enable our children to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) will support staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, and anti-bullying. We have designed a safeguarding curriculum that is delivered to the children at age appropriate levels through hands-on workshops. We also invite external speakers into the school to help develop our safeguarding practices for both staff and children.

Appendix 1

Fortitude School 2026/27
Whole School Curriculum- Mapping ISS Skills Areas

7 statutory skills areas:

Linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative.

Mathematics	Linguistic	Technological	Aesthetic and Creative
Core Maths curriculum Promote mathematical concepts (art, science) Importance of mathematic skills-budgeting/statistics. Mortgages. Data analysis (tends, conclusions, develop qualitative skills)	Core English curriculum. Embed linguistics across the whole curriculum. Cultural studies Global perspectives (reginal language Critical thinking skills Language related projects. Language related assessments. Interdisciplinary projects where they apply linguistic concepts to other subjects Language and science (technical vocabulary) Critical thinking skills developed Communication skills Embed language and communication into all subjects Linguistic analysis Sociolinguistics	Power Points and Games. ... Range of digital resources Use to enhance creativity Online grading Systems. ... Classroom Tablets. ... Keeping students engaged. ... . Helps students with different learning styles. ... Prepare students with life skills . Holistic approach to equip students with the tools they need to thrive in a digital society	Inspire students to take risks with their ideas. ... Encourage them to come up with solutions they haven't considered before. ... Give feedback on each idea and help them improve it. ... Showcase creativity Visual art Music Encourage self-expression Creative writing Books from other cultures Celebrate and reward creativity in your subject develop creative interests

Scientific	Physical	Human and Social	
Core science curriculum Promote inquiry-based learning Critical thinking Growth mindset Problem solving skills Holistic understanding of maths and science	Diet and nutrition Healthy eating Yoga Meditation and breathing	Model manners. ... Assign classroom jobs. ... Role-play social situations. ... Pen-pals. ... Large and small group activities. ... Reading a class story Class meetings Economic issues Use of Technology BVs (rights and laws)	

Fortitude Marking Policy

Purpose

To ensure all marking and feedback supports **progress, confidence, and resilience**, particularly for pupils with SEND and those at risk of disengagement.
To make marking **accessible, motivating, and meaningful** so that pupils feel valued and understand how to improve.
To ensure consistency of practice across all staff, while allowing **flexibility for individual needs**.

Principles

Feedback must be **positive, purposeful, and personalised**.
Focus on what pupils **can do**, before identifying a manageable next step.
Avoid overwhelming pupils with excessive corrections — target only what is **age-appropriate and achievable**.
Use a balance of **verbal, visual, and written feedback** to suit pupil need

Symbol	Meaning	Pupil-Friendly Explanation
✅	Correct / achieved objective	"You got it!"
⭐	Great effort / progress	"Brilliant try."

VF	Verbal feedback given	“We talked about this.”
SP	Spelling Mistakes	“Let’s have a look at the spelling of that word.”
S	Adult supported / Scaffolded	“I helped you with this part.”

Expectations for Staff

KS1: Predominantly verbal + visual (symbols, stickers). Marking should be immediate, simple, and motivating.

KS2: Mix of verbal and short written feedback, focusing on clarity and achievable next steps.

Always highlight **two positives for every improvement**.

Ensure feedback is **individualised** (some pupils need daily feedback loops; others benefit from delayed reflection).

Avoid marking in a way that draws attention to low ability — focus on growth and effort.

Physical development is supported through access to both indoor and outdoor environments that encourage safe risk-taking, balance, and confidence.

Children are encouraged to build positive relationships, develop independence, and express emotions in a supportive, nurturing environment. Staff focus on developing self-regulation, resilience, and social communication through play, stories, and structured routines.

By integrating EYFS principles across our curriculum, we ensure that every child—regardless of their starting point—can communicate, connect, and learn in ways that are meaningful, motivating, and developmentally appropriate.