

## The Waking Day Curriculum at St John's

### Introduction

All children and young people ('learners') at St John's develop skills, knowledge and understanding within a variety of learning environments and through a range of learning activities that form the curriculum. Through a holistic and coordinated approach, highly effective teaching enables all learners to progress from their starting points towards the achievement of our five placement outcomes:

♥ Wellbeing    ● Communication    ★ Skills    👤 Independence    📈 Employability

In addition to these key areas of learning, all learners develop English, Maths, ICT, PSHE, RSE and Citizenship skills and practice their functional skills in a range of settings in school, in their residential houses and within their local communities.

The curriculum prepares the learners for independent, successful and fulfilling lives. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different backgrounds, faiths and beliefs are promoted throughout the School and College.

We actively promote equality and diversity and all learners engage in a range of teaching and learning activities that encourage the learner's spiritual, moral, social and cultural development and, where appropriate, learners are supported to explore personal, social and ethical issues, within safe and supportive environments.

## Waking Day Curriculum - Intent, Implementation and Impact

Intent	Implementation	Impact
<p>The Waking Day Curriculum to not be a separate entity to the school curriculum but an extension that is complementary to further refine, reinforce and contextualise learning.</p> <p>For learners to develop skills, knowledge and understanding within a variety of learning environments and through a range of learning activities that form the curriculum.</p> <p>Highly effective teaching and learning across the school and residential provision that enables all learners to progress from their starting points towards the achievement the St John's five placement outcomes:</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Communication</li> <li>• Skills</li> <li>• Independence</li> <li>• Employability.</li> </ul>	<p>Based on the National Curriculum programmes of study which are carefully differentiated to ensure progression and repetition in terms of embedding key learning, knowledge and skills.</p> <p>Lesson delivery in creative and engaging ways where confidence, resilience and a 'can do' attitude is nurtured through a variety of teaching and learning strategies.</p> <p>Differentiation and personalisation for each learner matched with the appropriate level of adult support.</p> <p>Use of ASDAN units, AQA Unit Award, BKSB and Edexcel Functional Skill Units to provide a rich curriculum which provides an accreditation/qualification pathway.</p> <p>To work with key staff to ensure consistent approaches across settings to ensure that staff understand and work towards the same learning outcomes for each pupil.</p> <p>Enable strong links between education and care settings as they recognise that</p>	<p>The learners will have the skills and knowledge to move on and further their education and develop their independence.</p> <p>Reduced reliability on support.</p> <p>Enjoy a rich quality life.</p> <p>Fulfil their potential and be recognised and valued for the special qualities they possess.</p> <p>Learners have the skills to use in everyday circumstances.</p> <p>The learners can see the progress they have made through evidence gathered over the academic year, giving them a sense of achievement.</p> <p>Achievement of relevant and meaningful accreditation and qualifications in this core subject.</p>

<p>All learners to develop English, Maths, PSHE and ICT skills and practice their functional skills in a range of settings: in school, in the residential houses and in the community.</p> <p>To have a blended approach of education, health, therapy and care.</p> <p>To provide a Waking Day curriculum which prepares all learners well for independent, successful and fulfilling lives which promotes British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different backgrounds, faiths and beliefs are promoted throughout the provision.</p> <p>To promote equality and diversity where learners engage in a range of teaching and learning activities that encourage their spiritual, moral, social and cultural development and where appropriate, learners are supported to explore personal, social and ethical issues within safe and supportive environments.</p> <p>Transference of skills that the learners acquire within the school into their home and social settings.</p>	<p>the experience of the young person in residential care is, thus, significantly enhanced.</p> <p>Apply a holistic approach informed by education, health/therapy and care with an emphasis on multidisciplinary therapeutic understanding of each learner</p> <p>Learners work towards accreditation and qualifications (where appropriate) that will help them to thrive in later life.</p> <p>Set SMART (specific, measurable, attainable, realistic and timely) learning targets are set which take into account each learner's starting point (baseline assessment) with a consistent approach across settings to ensure that staff understand and work towards the same learning outcomes for each learner. Promotion of naturally occurring skill development.</p> <p>Record, recognise and celebrate incidental learning. Promotion of fun and pleasure in the recognition of achievement</p> <p>Learning during waking hours that is highly individualised to each young person's needs and interests.</p>	<p>Keep themselves safe.</p> <p>Improved independence.</p> <p>Widen their awareness, knowledge and appreciation of their environment and world.</p> <p>Transference of their skills.</p> <p>Developed responsibility.</p> <p>Communicate, interact and express wishes and preferences.</p> <p>Developed social skills in a supportive environment.</p> <p>Developed and managed family and peer relationships.</p> <p>Maintained dignity and self-esteem as individuals.</p> <p>Be valued members of the community and gain a sense of their identity.</p>
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<p>To engage the learners in tasks through a diverse and varied curriculum to give them skills that will help them for future learning, employment and independence.</p> <p>To have the knowledge to enable the learners to achieve to the best of their ability.</p> <p>The learners will be encouraged to collaborate and share their learning, they are given opportunities to communicate their understanding clearly and in a variety of ways.</p>	<p>Multidisciplinary staff meet regularly to ensure that there is the opportunity for there to be a crossover of teaching and learning between the education and care provision.</p> <p>The acquisition of skill is assessed and planned between the education and care teams, and evidenced, evaluated, and reviewed on a regular basis.</p> <p>Progress against targets and skill learning is recorded on Databridge, Connecting Steps, Autism Progress and Evisense/Earwig Academic.</p> <p>Impact of the management of the learners' health and therapy intervention is recorded.</p> <p>Parents and Carers are communicated with regularly and support strategies shared.</p> <p>Offer opportunities for enrichment activities on and off site.</p>	
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**Learner Journeys**

Starting Point / Aspirations / Baseline



**Formal Curriculum**  
Progression Steps 7-10 (Key Stages 1,2,3)  
Level 1,2 Functional Skills (Key Stage 4,5)  
Functional Skills exams, GCSEs



**Semi-Formal Curriculum**  
Progression Steps 1-7 (Key Stages 1,2,3)  
Entry Level 1,2,3 Functional Skills (Key Stage 4,5)  
ASDAN, AQA and Functional Skills exams



**Non-Subject Specific**  
Sensory based Curriculum  
Engagement Steps  
ASDAN and AQA accreditation



Achievement of ECHP Outcomes  
Transition to Further Education or Employment

- Holistic Approach
- Embedded Learning
- Personalised Teaching
- Integrated Therapy
- Shared Individual Targets
- Transference of skills
- Positive Behaviour Support
- Community Learning
- Learner Voice
- Academic Achievement
- Extra Curricular Enrichment Activities
- Creative and Flexible

## **Learner Journeys**

Each learner is assigned to a learning journey based on their starting point, aspirations and baseline. Within this, they access small class groups with a high level of specialist staff. The three learner journeys use personally designed programmes and timetables. These learning journeys provide opportunities for a therapeutic approach through non-subject specific learning, semi-formal learning and subject specific learning.



## **The Curriculum**

Staff at St. John's plan and deliver a 'waking day curriculum' for residential learners that maximises opportunities for skill acquisition, over and above the school timetabled day. Opportunities for residential learners to learn and to practice skills are taken in the early morning, evenings and at weekends. The 'waking day curriculum' is not a separate entity to the school curriculum but rather an extension that is complementary. It is designed to enable further refinement, reinforcement and contextualisation of learning.

Often our children and young people are not able to generalise the skills that they have learnt in the classroom to other environments and therefore the content from the classroom is translated into their home and social settings too.

It is key that the learners make progress towards all their placement outcomes, no matter what the activity they are engaged in, at any time of the day. This includes break times, social times, community visits, transitions, meal-times and personal care. Therapies are also integrated throughout the day, and throughout the learning, with the curriculum supporting the delivery of therapy and therapy therefore supporting the learner progress. Each learner has their own curriculum, in the form of their own aspirations, outcomes and individual timetables.

Waking Day Curriculum at St John's



Broad and Balanced Curriculum  
Shared Topics  
Personalised Timetable  
Learning Targets (IEP, Maths,  
English)  
Individual Accreditation/Qualification  
Pathway  
Capture Incidental Learning



Shared Planning and topics  
Shared Learning Targets  
AQA and ASDAN Units  
Transference of Skills  
Capture Incidental Learning  
Shared evidence building



## Example of a learner timetable

Example Timetable	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 10:45	10:45 – 11:00	11:00 – 11:45	11.45 – 12.30	12.30 – 1:30	1:30 – 2:15	2:15 – 2:30	2:30 – 3:15	3:15 – 3:30	3:30 – 5:30	5:30 – 7:00	7:00 – 9:00
Monday	Morning Routine Personal care	Daily Living Skills – Prepare breakfast	Get Set Time Sensory Circuits / Prepare for Learning / Individual targets		Maths	Breakfast Club Work Related Learning	English	Science	Lunch PSHE/ Social Skills	Option 1 Outdoor Ed	Break PSHE/ Social Skills	Option 1 Outdoor Ed	Prepare for Transition	Options / Learner Choice	Meal Preparation Daily Living Skills	Accreditation / Social opportunities / Bedtime routine
Tuesday	Morning Routine Personal care	Daily Living Skills – Prepare breakfast	Get Set Time Prepare for learning	Community Learning Functional Skills (Maths and English) Individual Targets				Science	Lunch PSHE/ Social Skills	Employability	Break PSHE/ Social Skills	Employability	Prepare for Transition	Therapy Programmes	Meal Preparation Daily Living Skills	Accreditation / Social opportunities / Bedtime routine
Wednesday	Morning Routine Personal care	Daily Living Skills – Prepare breakfast	Music Therapy	Physical Education	PSHE	Breakfast Club Work Related Learning	English	Travel Training	Lunch PSHE/ Social Skills	Option 2 Home Cooking	Break PSHE/ Social Skills	Option 2 Home Cooking	Prepare for Transition	Community Learning	Community Learning	Accreditation / Social opportunities / Bedtime routine
Thursday	Morning Routine Personal care	Daily Living Skills – Prepare breakfast	Get Set Time Prepare for learning	Group Therapy	Maths	Breakfast Club Work Related Learning	English	Swimming	Lunch PSHE/ Social Skills	Option 3 Music	Break PSHE/ Social Skills	Option 3 Music	Prepare for Transition	Individual Music lesson	Meal Preparation Daily Living Skills	Accreditation / Social opportunities / Bedtime routine
Friday	Morning Routine Personal care	Daily Living Skills – Prepare breakfast	Get Set Time Prepare for learning	Individual Targets Sensory Circuits	Maths	Breakfast Club Work Related Learning	English	RSE / Citizenship	Lunch PSHE/ Social Skills	Whole School Assembly	Break PSHE/ Social Skills	Option Activities	Prepare for Transition	Community Learning	Community Learning	Accreditation / Social opportunities / Bedtime routine