Curriculum, Teaching, Learning and Progress Policy

Wayland Stables Care Farm

Policy owner: Jake Payne, Business Manager

Approval date: 06/08/2026

Effective date: 01/09/2026

Next review: August 2027, or sooner after curriculum, commissioner or cohort change or evidence that provision is not securing intended outcomes

> **Curriculum boundary:** WSCF provides a planned, sequenced care-farm curriculum within a commissioned education package. The registered school or local authority remains accountable for the student's overall suitable education and statutory curriculum duties; farm activity alone is not evidence of educational progress.

1. Curriculum intent

WSCF uses practical farm, animal, environmental and enterprise experiences to rebuild engagement, safety, confidence, communication and readiness for learning and next steps. Every placement has clear educational and personal-development outcomes, not merely occupation or reward.

The curriculum is ambitious relative to each student's starting point, age and needs; culturally respectful; free from stereotypes; and adapted without lowering expectations unnecessarily.

2. Scope and commissioner boundary

This policy applies to children and young people attending WSCF under a commissioned placement. WSCF plans and assesses its own provision and supplies evidence to the commissioner. The registered school/local authority retains responsibility for the full curriculum entitlement, roll, attendance, qualifications entry, statutory assessment and coordination of the complete education package.

3. Curriculum model (AQA Unit Award Scheme)

Strand	Typical intended learning
Farm and animal care	Safe routines, welfare, observation, responsibility, biology, seasons, measurement and regulated practical skill.
Land and environment	Growing, habitats, sustainability, weather, food systems, tool safety and stewardship.
Core skills in context	Reading instructions/signs, speaking/listening, writing records, time, money, number, measure and problem solving.
Personal and social development	Self-regulation, relationships, teamwork, consent/boundaries, health, online safety, resilience and help-seeking.
Employability and next steps	Attendance, punctuality, task planning, quality, feedback, enterprise, workplace conduct and careers awareness.
Creativity and enrichment	Design, making, photography/media under consent, reflection, outdoor learning and community/cultural experience.

4. Planning and sequencing

Maintain a curriculum map showing intent, progression and how recurring farm routines deepen knowledge and independence. Schemes or medium-term plans identify objectives, vocabulary, prior learning, resources, hazards, adaptations and assessment opportunities.

Session plans connect commissioned outcomes and current individual targets to teachable steps. Activities are sequenced from modelling and supported practice towards safe independence; weather or animal needs may change the method but not remove the learning purpose.

5. Baseline and individual learning plan

Within the agreed initial period, gather commissioner evidence, student voice and direct observation to establish a proportionate baseline for engagement, communication, regulation, core/application skills, practical competence and intended outcomes. Do not administer tests outside staff competence or label a diagnosis.

The Individual Learning Plan records a small number of specific, observable targets, support and review date. EHCP outcomes are translated into relevant farm opportunities in liaison with the commissioner; WSCF does not amend an EHCP unilaterally.

6. Teaching practice

1. Use clear explanations, modelling, chunking, checking for understanding, retrieval and repeated practice, feedback, visual/task prompts and gradual release. Staff explicitly teach safety and do not confuse compliance with understanding.

2. Teaching is relational and trauma-aware but remains purposeful. Regulation breaks, choice and adaptations support access; they do not become indefinite withdrawal from learning. Staff respond to misconceptions and record what the student can do with and without support.

7. Literacy, numeracy and digital learning

Plan authentic reading, writing, oracy and numeracy within farm tasks, while the commissioner coordinates any specialist core-subject teaching. Correct errors sensitively and reinforce vocabulary, units, money, time and data where relevant.

Use approved devices, accounts and AI only under the IT and Online Safety Policy. Teach verification, privacy, copyright and safe use. AI-generated material is not accepted as independent student evidence without transparent attribution and staff validation.

8. SEND, accessibility and inclusion

Apply the SEND and Accessibility Policy, reasonable adjustments, communication supports, sensory regulation and individual health/behaviour plans. Provide multiple means to understand, participate and demonstrate learning.

Avoid assumptions based on diagnosis, gender, race, care status, religion, sexuality or prior attainment. Monitor access to valued activities and leadership opportunities. Any restriction must be risk-based, proportionate, time-limited and reviewed.

9. Assessment and progress evidence

Evidence	Quality control
Observation	Dated, specific task/context, degree of prompting, accuracy/safety and next step; not vague praise.
Work/product	Annotated photo only with consent, written/digital record, practical outcome or checklist linked to an objective.
Student reflection	Accessible voice about learning, confidence, difficulty and next step; not used alone to prove competence.
Competency sign-off	Defined criteria, repeated safe demonstration, named competent assessor and limitations/expiry where relevant.
Commissioner evidence	Baseline, school assessment and wider outcomes used to triangulate; discrepancies discussed rather than overwritten.
Progress judgement	Starting point, expected step, evidence over time and remaining support; avoid invented percentages or causal claims.

10. Feedback, reporting and review

Give timely, understandable feedback that recognises effort and accuracy and identifies a practical next step. Students participate in reviews and know how their work connects to goals.

Provide reports at the placement-agreed frequency, including attendance, curriculum experienced, progress against targets/EHCP outcomes, strengths, support level, wellbeing/safety information needed for planning and recommended next steps. Serious concerns follow safeguarding/incident routes immediately and are not held for a progress report.

11. Qualifications and accreditation

WSCF will describe an activity as accredited or qualification-bearing only where an approved awarding arrangement, trained assessor, internal quality assurance, registration, authenticity and reasonable-adjustment requirements are confirmed. Certificates of participation must not be presented as regulated qualifications.

12. Quality assurance and staff development

Jake Payne maintains curriculum documentation and ensures those teaching have suitable subject, safeguarding and instructional competence. Use observation, planning/work scrutiny, student voice, commissioner feedback, progress evidence and incident patterns to improve delivery.

Business Owners review curriculum breadth, access, progress evidence, staff competence and resourcing at least annually. Quality assurance supports development and fair accountability; it must not incentivise inflated progress judgements.

Appendix A - Session readiness guide

Outcome and starting point clear; activity has a teachable sequence; SEND/communication supports ready; risk/COSHH/animal/weather controls checked; resources and vocabulary prepared; assessment evidence planned; student voice/choice included; end reflection and next step recorded.

Appendix B - Minimum progress record

Field	Required record
Context	Student, date, strand/activity, objective and link to plan/outcome.
Starting point	What was previously known and support normally required.
Evidence	What the student said/did/made; accuracy, safety, independence and prompts.
Judgement	Progress/no change/regression/insufficient evidence with rationale; avoid unsupported scores.

Field	Required record
Next step	Specific teaching, practice, adjustment or commissioner action and review date.

Sources and related guidance

Non-school Alternative Provision: Voluntary National Standards — Department for Education.

Alternative provision: statutory guidance for local authorities and schools — Department for Education.

SEND Code of Practice: 0 to 25 years — Department for Education and Department of Health.

WSCF Admissions, SEND, Safeguarding, Student Behaviour, IT/Online Safety and Transitions policies — Wayland Stables Care Farm.

Approval record

Approved by	Role	Signature	Date
Jake Payne	Business Manager	Jake Payne	06/08/2026

Next review due: August 2027, or sooner under the review triggers in this policy.