

P

pupil voice

R

respect

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independence

D

dignity

E

entitlement



## WHOLE SCHOOL CURRICULUM POLICY

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Review Date	August 2019

An academy within:



“Learning together; to be the best we can be”



## 1. Curriculum Statement:

Kelford School provides education for pupils aged from 2 to 19 years. All our pupils have severe, profound or complex learning difficulties. We are passionate about providing the best quality of education and care for all our pupils and put them at the centre of everything we do.

How do we want the world to see our young people?

We want all our young people to be valued, visible and fully included in our community and in the communities where they live. We want them to be active and responsible citizens.

What do we want for them?

We want all our young people to be 'the best they can be'. We want them to be confident and successful learners who are proud of their achievements. We want them to be safe, healthy and happy. We want all our young people to have strong and influential voices and have the confidence and ability to make good choices and decisions. We want them to be fully prepared for the next stage of their lives.

## 2. Aims:

- To recognise that every child is an individual with individual needs and abilities.
- To ensure that every child has access to a curriculum that embraces the development of cognitive, social, moral, spiritual and creative learning.
- To ensure that pedagogy and assessment enable and reflect the progress made by individuals.
- To provide an environment in which each individual can develop and make progress.
- To provide a broad, balanced and relevant curriculum that meets the needs of our pupils.
- To promote high expectations for learning, behaviour and teaching to monitor standards of pupil achievement and the quality of teaching.
- To provide an exciting and challenging environment for learning.
- To ensure that each pupil is able to achieve his or her fullest potential through planning, recording, assessing and monitoring in a systematic way.

## 3. Pedagogy, curriculum and assessment:

We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and

aspirations. In order to identify these, an individual provision venn diagram is produced, (fig 1), following a baseline assessment undertaken by the interdisciplinary team within 6 weeks (FTE) of entry.

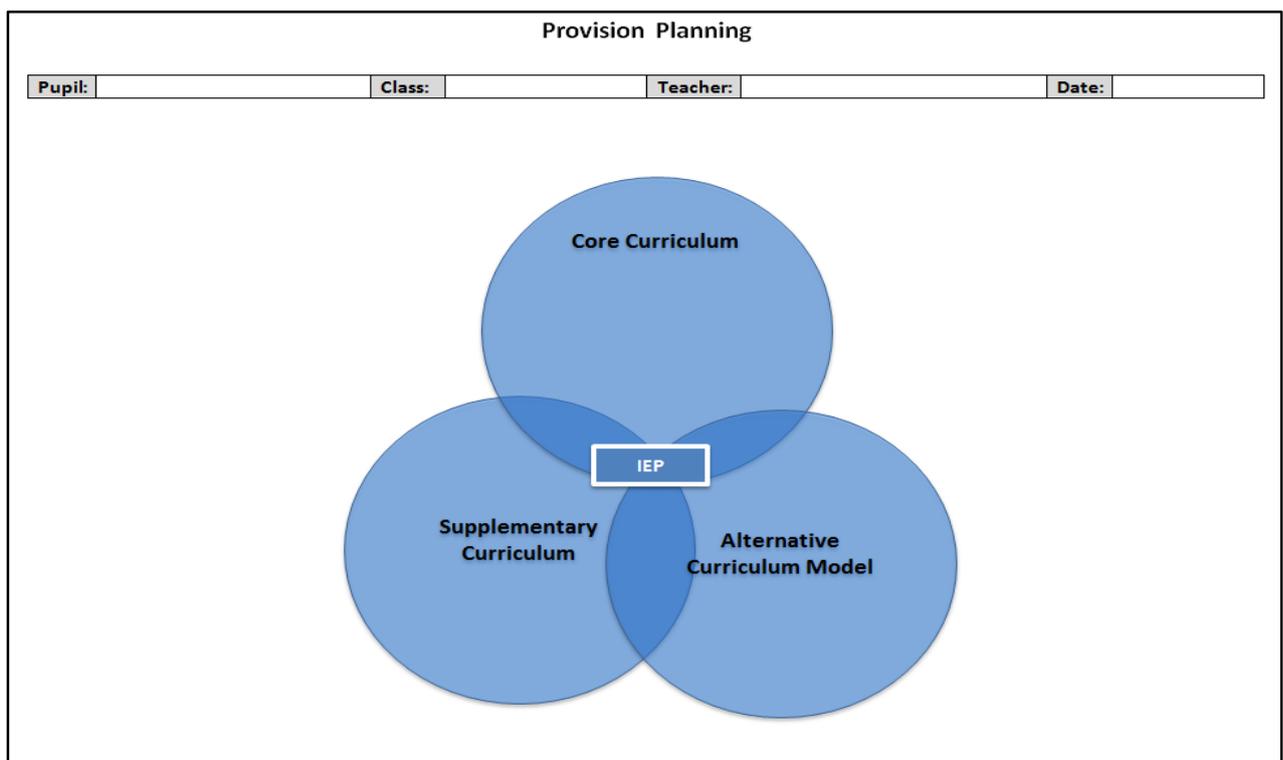
This identifies the learning priorities for each pupil / young person.

Core curriculum means learning the National Curriculum subjects following a linear model of assessment.

Alternative curriculum means learning through an alternative model including Routes for learning and a sensory approach, TEACCH and/or SCERTS. Further information can be found in the appropriate curriculum policies. Progress is usually lateral or my present as a spiky profile.

Supplementary curriculum refers to the therapeutic and additional provision that a child / young person will need to enable them to be ready to learn and / or to access learning. They will have personal priority needs that are central to their learning and quality of life. Such personal priority needs are highlighted within each pupils' EHCP and will be a central feature of their Individual Education Plan. Such needs will be met through working with trained professionals either out of the classroom or through a discrete programme incorporated into classroom activities. Examples include rebound therapy, hydrotherapy, sensory circuits, sensory integration and Speech and Language therapy. Progress within these areas is measured through engagement, involvement and maintenance or improvements in health and wellbeing.

Fig 1:



Following this baseline a curriculum pathway is decided upon which meets the needs of the individual child or young person.

### 3. Curriculum Content:

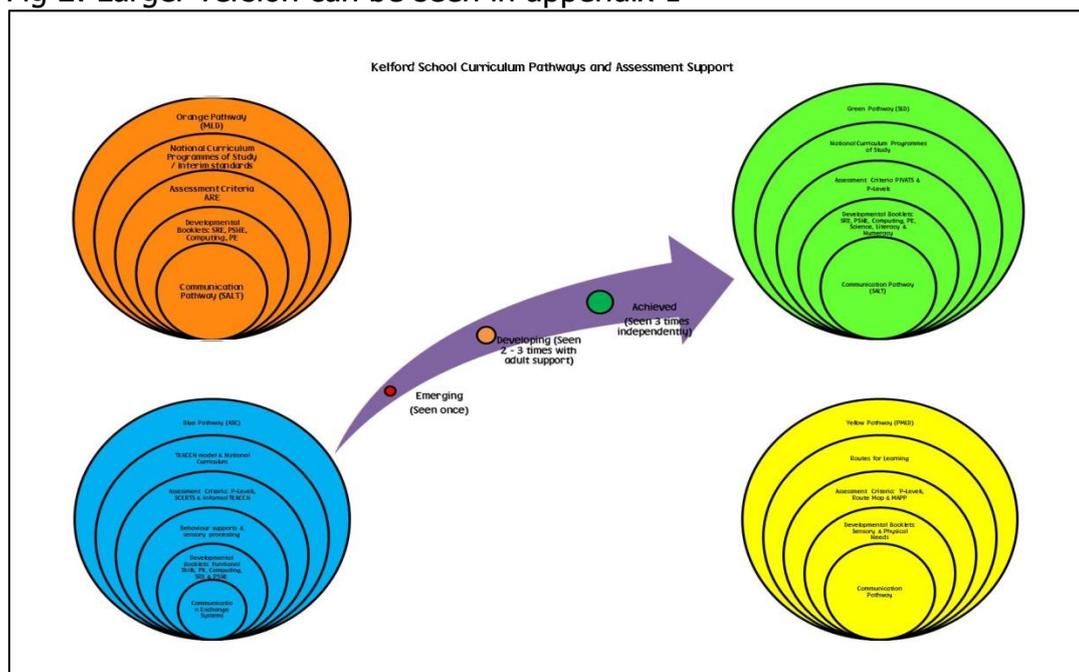
At Kelford School we provide a needs-led, person centred curriculum which is flexible and creative that caters for children and young people with a range of learning disabilities including Autistic spectrum Conditions (ASC), Severe Learning Difficulties (SLD), Moderate Learning Difficulties / Complex Needs (MLD). We have developed and are trialling a specific curriculum based on Routes for Learning for our pupils with Profound and Multiple Learning Difficulties (PMLD).

We recognise the need for a range of approaches, strategies and resources and the need for teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.

We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.

We have developed a Curriculum Pathways Framework, (Fig 2) to ensure that just as we recognise that the pedagogy for different learning needs should be personalised, we must also recognise that the key skills, communication systems, formative and summative assessments should also reflect progress for each child / young person.

Fig 2: Larger version can be seen in appendix 1





Kelford School embraces recent government initiatives and all curriculum planning is based on the following guidance:

- Early Years Foundation Stage Curriculum
- National Curriculum 2014
- Key skills from Planning, teaching and assessing the curriculum for pupils with learning difficulties (P-scales)

In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to practise and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.

These skills include:

- Communication skills (including the use of AACs, developing signing skills, developing verbal skills and the ability to reason).
- Physical development (including positioning, maintenance of posture, muscle tone and ease of movement).
- Personal learning and thinking skills (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).

## **4. Curriculum Planning:**

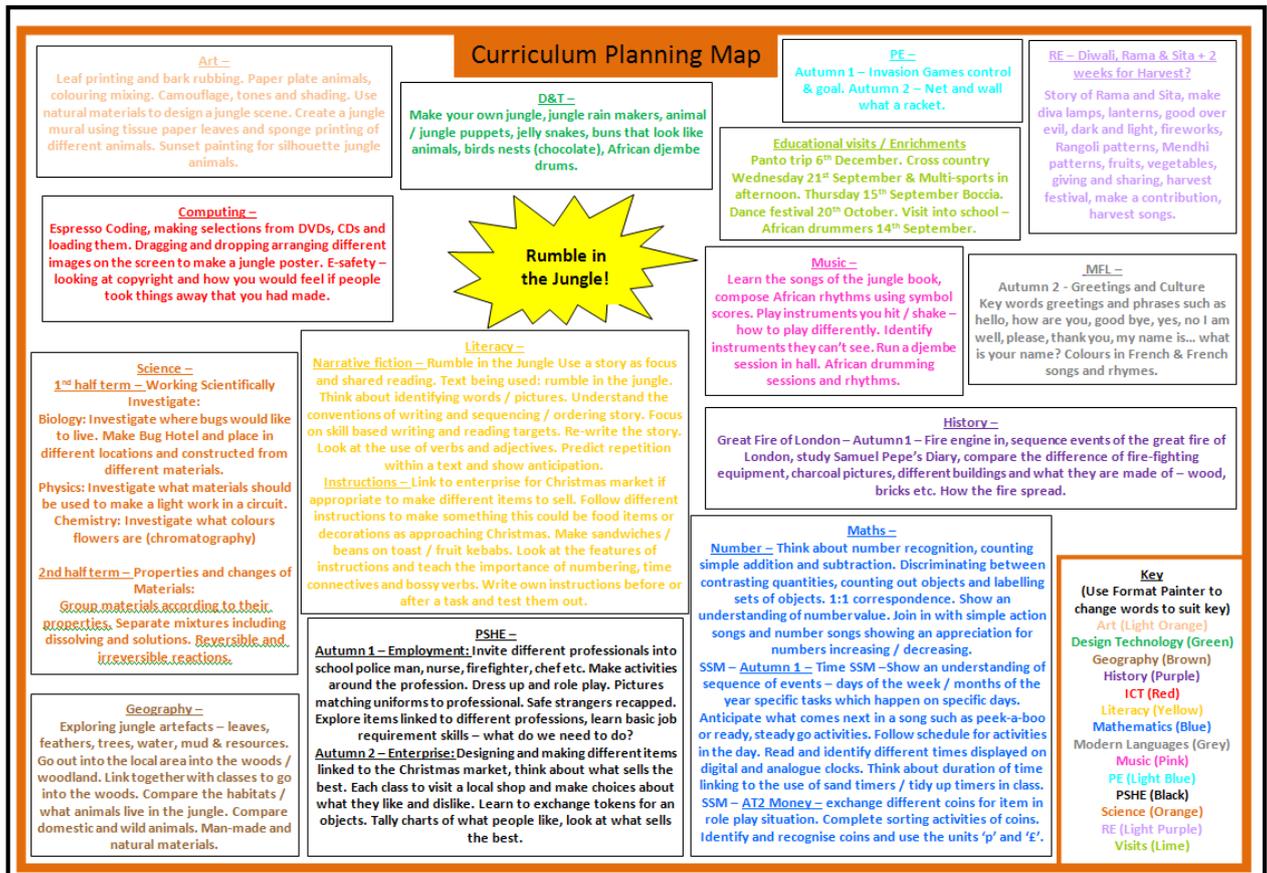
### **4.1 Core and Thematic Areas.**

The subjects of Literacy, Numeracy, Science, History, MFL (KS2 and above), RE, PSHE and PE are taught as a discrete subject following a scheme of work. There is a strong focus upon the development of Reading, Writing and Number skills throughout the curriculum. The application of these skills, in addition to other Foundation Subjects, is taught through Thematic Units of work.

### **4.2 Long Term Planning and Schemes of Work:**

The Curriculum Team have developed long term plans, which include a Scheme of Work providing coverage within each subject of the National Curriculum. This means that each subject will have full coverage across each Key Stage. This may mean that Programmes of Study are used from an earlier Key Stage, but vertical and lateral progression is evident throughout the Long Term Plans. Each Key Stage completes a curriculum map, detailing which elements will be covered through a thematic unit, separated into subjects. Example of this can be seen in Fig 3.

Fig 3:



### 4.3 Medium Term Planning:

Medium Term planning is based on long-term planning collated onto a curriculum map and shows how the subject specific knowledge, skills, experiences and understanding will be achieved over a half term.

The plan is divided into:

- **Aims of lessons:** These should describe the overall aims of the unit of work.
- **Learning outcomes:** Teachers will need to identify personalised learning objectives for each pupil within the group. Each set of learning objectives will show which pupils will be working towards the objectives and the level to which they relate to (using P Scales or age related expectations (ARE)).
- **Activities.** Teachers will show how they intend to deliver the aims and content of the focus area. Specific detail will show what each pupil will be doing within the sessions / lesson. There will be a clear link with the learning outcomes, aims and long-term planning.
- **Cross-curricular links:** Teachers will highlight the opportunities for cross-curricular work and accreditation.



- **Evaluation:** Teachers will review the progress, achievements and experiences of the pupils during the half-term. Evaluations will be pupil related, specific and provide useful formative and summative information.

**4.4 Short Term Plan:**

Short-term planning is intended for the Teacher’s own use. Some Teachers may choose to combine short-term and medium-term planning by using the medium-term planning form. However, if this is the case then the medium term-plan will contain more detail about the learning activities to show personalisation and reflect the child / young person’s learning pathway. Careful planning ensures that the subject content is suitably personalised to provide meaningful, relevant and challenging learning opportunities.

**5. Curriculum Delivery:**

All planning involves a careful and deliberate sequencing of curriculum content and experiences that build on previous learning and achievements to promote future learning.

**5.1 Foundation Stage:**

The Foundation Stage encourages our children to develop the fundamental and pre-requisite skills for all future learning. Each child will be acknowledged as an individual, with individual strengths and needs, encouraged at all times to develop their experiences, skills, knowledge and understanding. They will have access to an interactive curriculum based on the ‘Development Matters’ Framework which lead towards to the Early Learning Goals at the end of the Foundation 2 Year. Emphasis is also placed on the development of the pre intentional and intentional communication, which underpins all that we do. The curriculum is based on the 3 Prime and 4 Specific areas of learning. These are:

<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	
<b>Playing and exploring – engagement</b>	<b>Finding out and exploring</b>
	<b>Playing with what they know</b>
	<b>Being willing to ‘have a go’</b>
<b>Active learning – motivation</b>	<b>Being involved and concentrating</b>
	<b>Keeping trying</b>

	<b>Enjoying achieving what they set out to do</b>
<b>Creating and thinking critically – thinking</b>	<b>Having their own ideas</b>
	<b>Making links</b>
	<b>Choosing ways to do things</b>
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling
	Health and self-care
<b>Communication and Language</b>	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b>	Reading
	Writing
<b>Mathematics</b>	Numbers
	Shape, space and measure
<b>Understanding the World</b>	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials
	Being imaginative



It is widely accepted that young children learn best through play. This enables children to make 'human sense' of situations and experiences. At Kelford, we embrace the concept of 'learning through play'. In addition, due to the specific needs of some of our children, it is also necessary to develop the skills that allow the child to learn through play. To ensure that all children have the opportunity to develop and explore their own interests, planning, recording and assessment will contain a balance of child initiated and adult directed activity.

## **5.2 Key Stages 1, 2 and 3:**

Balancing the needs of the pupils and the statutory entitlement of the National Curriculum requirements underpins the curriculum for 5–14 year old pupils. At Kelford School we embrace the philosophy that Children are active learners and learn best when they are interested, motivated and inspired. Within each classroom there will be age appropriate continuous provision, 'Learning through play' remains important throughout the Primary department where children have planned opportunities to learn independently and develop their own interests. Class Teams are expected to organise their learning environment to reflect children's interests and allow equality of access for independent learning.

Class teams are expected to know and understand how each child learns best within their class through sharing information and careful analysis of observations. It is expected that a range of teaching strategies will be employed within each lesson to address the learning styles of each pupil. Reading, writing and number are priority aspects of the curriculum. Kelford School promotes a daily session based upon a synthetic phonics scheme Letters and Sounds, please refer to Kelford's Phonics Policy for further information.

English lessons contain a balance of reading and writing activity at a level appropriate to each child. Mathematic lessons place an emphasis upon the acquisition of number knowledge, skills and understanding. Numicon is widely used within the school to facilitate this. The knowledge, skills and understanding acquired during English and Mathematic lessons is also applied during the Thematic Work.

Every pupil receives their entitlement to 2 hours of high quality Physical Education and 1 hour of Religious Education. The school has re-organised its curriculum to combine and adapt programmes of study so they can be taught thematically. Key Stage Teams plan themes together, ensuring coverage and entitlement over a Key Stage. Coverage is monitored by Key Stage Leaders through the Learning Journey documents. Progression is mapped by the Core



Curriculum Team through the Learning Journeys. Achievement and standards are further monitored by the Senior Leadership Team.

<b>Subjects taught discreetly:</b>	<b>Thematic Subjects:</b>	<b>Cross-curricular themes:</b>
English	Application of English skills	Communication
Mathematics	Application of Mathematic skills	Sensory Inputs
RE	Art	Therapeutic Inputs
PE	Design and Technology	Computing
Science	Music	SMSC
MFL (Key Stage 2 and 3)	Geography	
	Expressive Arts	
History (dependent on theme)		
PSHE and Citizenship		

For each area of learning and each subject area, learning outcomes are planned and progress towards these is assessed each term.

### 5.3 Key Stage 4:

The Key Stage 4 curriculum focuses on developing the six Key Skills in ways that develop our pupils as independent, active and valued citizens within our school. The curriculum includes English, Maths, RE, PE, PSHE, Work Related Learning, Lifeskills and Thematic work (incorporating Expressive Arts, Science, Geography, History, Music and ICT).

The cross-curricular Key Skills are developed across all these subjects and areas of learning. These are Communication, Numeracy, ICT, Problem Solving, Working with Others and Improving own Learning and Performance. ASDAN Transition Challenge is used to accredit pupils' learning and achievements at Key Stage 4.



Progression in English and Maths is planned for.

#### **5.4 Sixth Form Curriculum:**

The Sixth Form curriculum focuses on developing students' ability to make choices and decisions about their lives, and developing the confidence, skills and independence, attitude and communication skills to succeed as young adults. The curriculum includes Expressive Arts and Music, PE, Lifeskills, English, Maths, PSHE, Work Related Learning (Fitness and Leisure, Enterprise, Careers and Work Experience), College Courses.

This curriculum continues to focus on the development of the six Key Skills. ASDAN Towards Independence, Entry Level Qualifications and AQA Units are used to accredit students' learning and achievements in the Sixth Form.

#### **6. Recording, Reporting and Assessment:**

Promoting children's learning and achievement is the principle aim of our school. Assessment is at the heart of this process. It provides a framework within which educational objectives are set and pupils' progress charted and analysed. It provides a basis for planning the next steps in learning in response to children's needs. Learning is the main focus for Teachers and pupils in the classroom. Assessment is integral to effective teaching and learning. Effective learning will only occur if everyone is clear about what pupils are expected to learn and what the outcome has been. In addition, it is an integral part of the National Curriculum statutory procedures.

##### **6.1 Aims:**

Assessment, recording, and reporting will:

- Provide all pupils with opportunities to show what they know, understand and can do.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning. Relate to shared learning objectives.
- Advance the learning process.
- Enable Teachers to plan more effectively.
- Help parents to be involved in their children's learning.
- Provide schools with information to evaluate work and set appropriate targets.



The school uses a 'backward chaining' approach to identify what Outstanding Learning is for our children and young people. Knowledge, skills and understanding is only useful if it is consolidated and enables them to succeed beyond 19 years and into their adult life. There are key outcomes at 19 that we aspire to for our pupils and these are fundamental to our leavers being successful learners, confident individuals and responsible citizens.

For young people with Profound and Multiple Difficulties, our key aims are that they:

- Can isolate and use their senses to gain information.
- Can communicate their likes / dislikes / wants and needs effectively and clearly to a range of people.
- Can control their environment.
- Can make independent choices.

For young people with Autistic Spectrum Conditions, our key aims are that they:

- Can self-regulate through personalised strategies.
- Can communicate their needs effectively with a range of people in a range of situations.
- Can independently undertake tasks using specific skills and transfer these in new situations.
- Can conduct themselves in a socially accepted way.

For young people with Severe Learning Difficulties and Moderate Learning Difficulties, our key aims are that they:

- Can achieve recognised accreditation based upon their interests and aspirations
- Can make informed choices and influence their own life beyond 19
- Can enter further education and / or employment.

The learning pathways encompass different assessment frameworks and models in order for each of these steps to be achieved through a child / young person's learning pathway.



## 6.2 Summative Assessment (Assessment of Learning):

Summative assessment measures the progress made by individual children, whole classes and the school using P Scales and PIVATs. It can be used to for monitoring, comparisons and reporting.

For summative assessment to be effective we have agreed that:

- Teachers will be fully aware of, and follow, the current statutory requirements.
- Teachers will be fully aware of, and use as appropriate, current guidance.
- It will draw on the whole range of formative assessment information including lesson evaluations and personalised recording, annotated work, Class Team meeting information, progress made towards learning outcomes and progress made within a child's IEP.
- Teachers will have a clear understanding of the performance indicators and how to apply them.
- Teachers will make summative judgements, which are consistent with the judgements of others through moderation.
- Teachers will recognise the importance of summative assessment in all areas of learning and give feedback to pupils where appropriate.
- Teachers will use the information from summative assessments to inform planning for the next stage of learning.
- Senior Leaders will use Summative Assessments to analyse progress towards National Expectations (through CASPA) and year upon year progress.

## 6.3 Alternative Assessment Methods

Pupils following an alternative curriculum model and learning pathway such as Routes for Learning or TEACCH will require a more detailed approach to measure their progress and attainment. This will be done through collating Mapping Assessment and Pupil Progress (MAPP) information and analysing the rates of progress towards mastery through Prompting, Fluency, Generalisation and Maintenance towards the individual Routes for Learning or TEACCH targets.

Progress will be measured from individual starting points and scrutinised through Pupil Progress Meetings. SCERTS will be piloted through the academic year 2016-2017 with a small cohort of pupils (5) as an assessment tool for children and young people with an ASC.



### **6.3 Formative Assessment (Assessment for Learning):**

Formative assessment is the process of seeking and interpreting evidence for use by learners and their Teachers to decide how well they are doing and what they need to do next. All members of staff are expected to undertake observation and recording activity during each lesson. This may include the use of the Evidence for Learning App. The Developmental Curriculum Booklets assist Class Teams to monitor the small steps of learning and helps to plan the next steps. Assessment for Learning is a way of informing and involving the learners themselves in the process of assessment and within classrooms it is expected that objectives are shared with pupils and they are included as part of the reviewing progress.

## **7. Recording and Reporting:**

### **7.1 Medium and Short Term Planning:**

All Medium Term planning is evaluated and submitted to the Senior Leadership Team each half term / term. These evaluations provide important information about pupils' learning and achievement. This information is recorded and tracked over the academic year and is discussed during Pupil Progress Meetings each term (Monitored each half term by SLT).

### **7.2 Pupil Assessment and Tracking File (PAT):**

All pupils have an individual file containing evidence towards their current levels of achievement. It will also include evidence of achievement of Medium Term targets (subject related) and their Individual Education Plan (IEP). The PAT file may be contained within the Evidence for Learning App. (Monitored at Pupil Progress Meeting by SLT)

### **7.3 Pupil Progress Meetings:**

Each term a Senior Leader meets with the class teacher to review every child's ongoing learning and achievement. Any areas of underachievement are identified and discussed. An action plan is agreed and this is reviewed the following term (Monitored each term by Headteacher).

### **7.4 Pastoral Support Plans:**

All pupils will have a Pastoral Support Plan. This will contain plans for feeding and/or eating, care, risk assessments, behaviour and communication. These should be updated or checked each term to ensure that the information is



accurate and up to date. The Pastoral Support Plans are stored centrally on the school's computer network (Monitored each term by SLT)

## **7.5 IEPS:**

IEP Learning Objectives will be set at the Annual Review. Prior to the review priority areas for the child will be identified by Parents, Carers and the professional team around the child. IEPs have up to six objectives which focus on the priority needs and areas of learning. The IEP targets are broadly cross-curricular and are planned for and practised throughout many learning opportunities. The targets are reviewed at least at the end of each term and discussed at the Pupil Progress Meeting (Monitored each half term through Pupil Progress Meeting or Annual Review).

## **8. Reporting to Parents and Carers:**

Parents and Carers should be well-informed about their child's progress at school. To achieve this we will:

- Invite parents to their child's Annual Review where their progress discussed and their EHCP will be reviewed.
- Invite parents to a meeting with their child's Class Teacher each term to set, review and evaluate IEP objectives and discuss progress.
- Provide an annual report which provides a summary of their child's progress and achievements throughout the curriculum.
- Provide annual assessment information for all pupils.
- Send a parental questionnaire seeking views about the school.
- Communicate informally through the home school diary or personal contact.

The Reports to Parents and Carers will:

- Provide clear information about their children's progress, outlining strengths and the areas they need to develop.
- Be written in language, which can be read and understood by most parents.
- Include realistic and challenging targets.
- Promote parents' involvement in their children's learning and provide scope for dialogue with both pupils and parents.
- Meet statutory requirements for reporting to parents.



## 9. Monitoring and Evaluation:

- A report to parents will be included in the Annual Review.
- All medium term plans will include learning outcomes for each child.
- Pupil's progress towards the learning outcomes will be evaluated every half-term.
- Medium and short-term plans will identify the P Scale, Routes for Learning step or ARE which best fits the learning outcome.
- Class Teams will track and record pupils' progress towards targets and objectives using the Developmental Curriculum booklets and / or MAPP.
- Teachers will complete end of year assessments for English, Mathematics, Science, PSHE and Computing using PIVATS.
- Teachers will complete end of year MAPP assessments for pupils following Routes for Learning.
- Teachers will complete end of year assessments in all subjects using P Scales and / or ARE.

## 10. Health and Safety:

Everyone shares responsibility for the health and safety of all pupils. This means that we will:

- Take responsibility for recognising hazards in a range of products, activities and environments through the systematic development of risk assessments.
- Encourage pupils to develop positive attitudes to the safety of themselves and others.
- Manage the environment and take control of known risks.
- Report any hazard beyond their control to the Headteacher or Health and Safety Co-ordinator.

## 11. Equal Opportunities:

Equal Opportunities will be promoted throughout the curriculum by:

- Demonstrating that we regard all students as being of equal value.
- Getting to know each child as an individual.
- Allowing boys and girls access to the same activities in all areas of the curriculum.
- Providing resources which will be appropriate to the culture of children from different ethnic groups.
- Treating others in a way that does not reinforce stereotypical images.
- Planning for each child to experience a range of opportunities in mainstream settings and in the wider community.
- Maintaining high expectations of all pupils in all areas of their curriculum.
- Being aware of child's ability and giving them time to do things independently.
- Allowing pupils to make choices and respecting their choices.



- Celebrating difference and diversity.
- Expecting the same standards of behaviour from all pupils.
- Positively resisting racism and sexism.
- Challenging stereotypes.
- Challenging unacceptable language and providing alternatives.
- Recognising the different interest and capabilities of pupils.
- Allowing pupils to make mistakes in such a way that they can learn from them.
- Representing the work of boys and girls of all abilities in displays.
- Reviewing resources with an equal opportunities awareness.

### **13. Evaluation:**

This policy will be reviewed tri-annually or before in response to any review of the whole school curriculum.