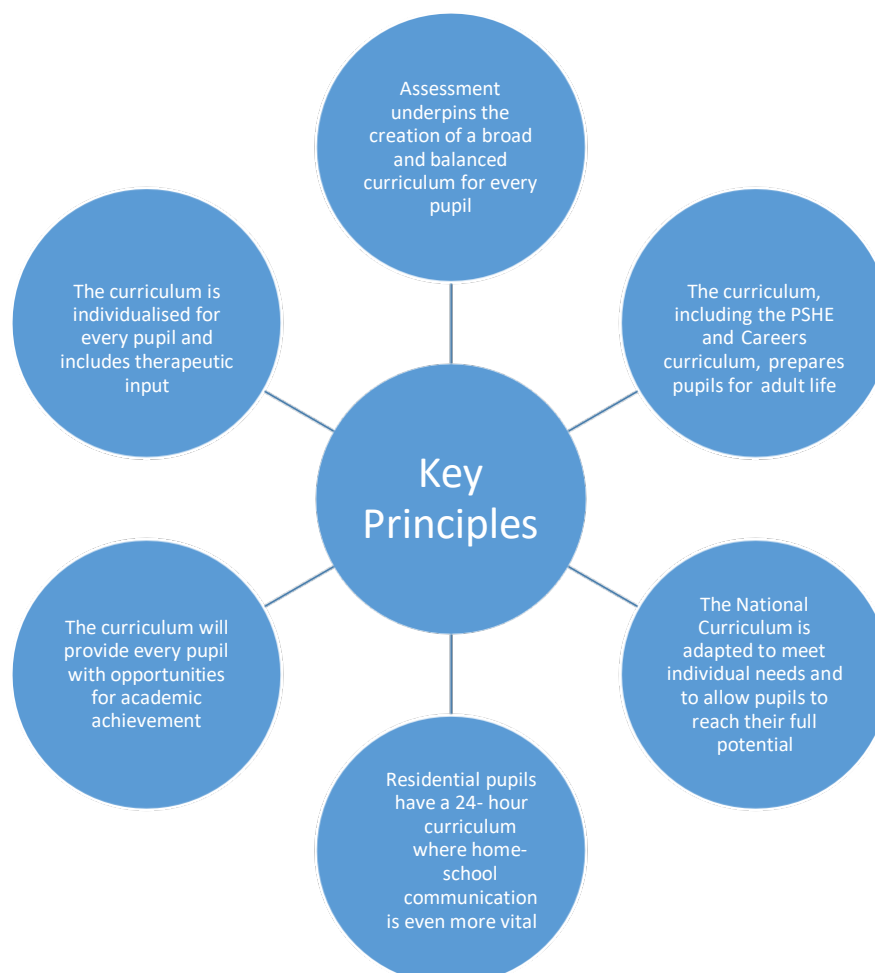


Author	Headteacher
Date	October 2020
Person Responsible	Headteacher
Approval/Review Body	Executive
Frequency of Review	12 months - Policies will be reviewed more frequently if legal changes or good practice require

### Whole School Curriculum - Procedure and Practice

#### Key Principles and Learning Outcomes

Esland School implements education curriculum policy which details key principles and learning outcomes. These can be summarised at Esland School as:





### Overview

Esland School is a school for pupils with Special Education Needs and Disabilities (SEND) - a client group with individualised and complex needs. Our ethos is based on a holistic approach to social and academic education; as such, this poses particular demands on the curriculum.

The nature of children with SEND creates a 'spikey' academic profile within, and between, year groups. This presents particular challenges to ensure each pupil has the opportunity to grow academically and socially, whilst less able pupils do not feel stigmatised within the class. Our task is further complicated by the poor educational experiences some pupils have had as a result of previous placements being unable to meet their complex demands.

Pupils straddle academic ability bands from less able to very able children. Heightened anxiety and school phobia are frequent traits within our client group and the school seeks to counter this with empathy, understanding structure, boundaries and challenge, all within a small supportive class group, with a flexible timetable, therapeutic input and a reward system.

Key Stage 3 class and the Key Stage 4 classes follow a secondary model, with class groups following a timetable and moving from subject to subject during the day. Depending on the needs of each group, adjustments are made to create timetables that reflect more of a primary-model where necessary. We have an enriching and bespoke package for pupils who thrive on experiential learning eg outdoor learning. There are also opportunities for work experience for the post-16 students. Some pupils require a highly individualised and bespoke programme and timetable. The school takes an innovative approach when devising such a programmes. For example, education may take place mainly off-site and the curriculum might include a greater level of therapeutic input and individualised learning with the aim of both more actively engaging pupils in learning and developing the skills, knowledge and attributes they will need to achieve throughout life.

We utilise initiatives within mainstream curriculum development and balance these with the specific needs of each pupil, expectations of parents and of funding LAs. This often entails formulation and revision of individual timetables to balance curriculum issues, communication needs and complexities of individual pupils within practical day-to-day demands of a small school.

The school has Key Stage 2, 3 and 4 and post 16 students. Within Esland School the pupils are taught in classes of no more than eight pupils, grouped according to social dynamics and ability. Each class has a Class Tutor who is responsible for supporting the students, co-ordinating the Individual Education Plan, Individual Behaviour Plan, updating the Pupil Learning Profile and collating academic reports which are sent home to parents/carers on a termly basis.

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### **Co-ordination and Communication**

The Headteacher, with the Deputy teacher, are responsible for the overall co-ordination of the curriculum, with individual teachers taking further responsibility for co-ordinating the specific subject areas. Communication is essential for effective co-ordination and continuity. This takes place formally through daily and weekly teachers meetings, academic reports and annual review reports, as well as, through emails, informal meetings and discussion. Each subject is co-ordinated throughout the school by individual teachers who are responsible for reviewing subject resources and needs within the school.

### **Breadth of the Curriculum**

Esland School uses the National Curriculum (NC) as a base to building its own curriculum. However, the specific needs of the pupils mean some may have or require disapplication from some subject areas. This allows a specific focus on the following main areas: Social skills, communication skills, sensory needs and motor skills. These are all addressed differently for each pupil, dependent upon individual assessment. Additionally, whilst pupils may be academically able within the context of psychometric assessments, eg average or above IQ, they may require a specialised teaching methodology to gain access to specific areas.

Pupils with Autism Spectrum Conditions may think differently to neurotypical pupils due to the nature of their condition. For example:

*A GCSE student asked to give the height of a public telephone box on an Ordnance survey, duly measured the symbol and answered 3mm, thus taking the question literally as he was unable to relate the abstract map to the concrete reality.*

Others have enormous difficulties with the concept of time and in-particular the past. This means that relatively recent past and distant past are meaningless terms. History teaching is not merely about facts, which most pupils are able to assimilate, but also about the context. This can be an area of particular difficulty. However, without the ability to understand the context in which historical facts occur, teaching the subject becomes challenging. These are the types of subject access problems teachers at Esland School are confronted with on a regular basis.

We address fine and gross motor skills development and sensory needs through individual work with the Occupational Therapists and through daily physical activities for some pupils. Additionally, activities such as Sensory Integration work and relaxation techniques are offered on a regular basis.

We use a Speech and Language Therapist to meet the needs of the pupils. They co-ordinate the delivery of speech, communication and social use of language skills

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with teachers, delivering through individual withdrawal, group and class sessions. These are built into the daily curriculum timetable where appropriate. A variety of approaches and resources are utilised, including use of established programmes, eg The Social Use of Language, and will include individually constructed programmes to meet the specific needs of the pupils.

We recognise that there are times when a pupil may need a timetable created that provides a far greater degree of flexibility in terms of the percentage of academic and therapeutic input. Staff from different areas of the school meet to work together in ensuring any timetable/curriculum that is created is improving those areas that will increase the child's ability to reintegrate back into the classroom and access the curriculum alongside their peers.

#### **Accreditation**

In Key Stage 4 the pupils study a number of GCSEs at Foundation and Higher level, with an Entry Level or lower option if required. Teachers often use close links with exams boards who run regular moderation and standardisation courses to ensure their individual accuracy.

Access to outside agencies, providing suitable alternative courses, such as City and Guilds can be accessed when required.

Post-16 pupils access partner mainstream colleges and schools. They study for a range of qualifications from Level 1 to Level 4. All courses taken are appropriately accredited and all lead to nationally recognised certification.

As a school, we utilise a variety of examination boards, chosen by the subject co-ordinators to best match the style and content of the course with the profile of the pupils within each class.

There is a range of accreditation offered from GCSE to Entry Level and vocational qualifications

#### **Resources**

Resources are the responsibility of the subject co-ordinator/class teacher. As a school we are constantly expanding resources to meet basic subject needs and the wider implications of government initiatives. A yearly subject-specific audit is carried out by the curriculum co-ordinator. This audit provides an overview of the subject requirements over the coming year and provides a breakdown of costs and needs both essential and desirable. Where possible, those subjects taught in modular format are resourced on a termly basis linking to the specific programme of study.

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### **Documentation**

Without effective planning, monitoring, reporting and assessment, the curriculum would be less effective. Planning is the method of ensuring lively, reflective delivery with appropriate pace and continuity, leading to a positive and rewarding learning experience for the pupil. The system of curriculum documentation at Esland School is designed to streamline planning, assessment and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Curriculum documentation at Esland School forms the backbone of the planning for continuity and effective progress in education through Key Stages 1 - 4. It is a set of interlinked working documents that serve as tools for planning and differentiation, ensuring appropriate targets for each pupil into the forthcoming academic year.

It is broadly split into the following main areas:

- Annual Review documentation
- Education Health and Care Plans (EHCP)
- Individual Behaviour Support Plans (IBSPs) incorporating time-out procedures
- Pupil Learning Profiles
- Curriculum planning:
  - **Long-term plans** based on 2013 NC and subject specific schemes
  - **Medium-term plans** completed termly and detail objectives, activities, differentiation, outcomes, assessment opportunities, resources and evaluation.
  - **Short-term plans** are managed daily using medium term plans and within teacher planning.
- Assessment & recording:
  - from work completed and annotated in books/folders, levelled by teachers to support teacher assessment
  - from curriculum planning
  - formal testing; mock examinations; assessment activities; skill specific testing relating to reading and spelling
- Reports:
  - Academic end-of-term reports, including current attainment and comments on progress and next steps are sent to parents three times a year.

The progress tracking system enables teachers to plan and record pupil progress and assessment results together with evidence of teacher assessed levels. Teachers utilise each other's expertise to moderate levels given.

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The school uses an online tracking system (Engage) to record progress, that is reported on each half-term. Moderated teacher assessments provide an 'expected level' that can be used to inform planning.

#### **Curriculum Documentation**

Most documentation pertaining to planning is kept on the school server, where it can be easily accessed, shared and developed. Individual teachers have their own physical planning files, allowing them the flexibility to adapt medium and short term planning on a daily basis.

#### **Curriculum Documentation**

Syllabus - GCSE Schemes of Work

Subject Policy Statements

Subject Schemes of Work

Programmes of Study (Long term plans)

Termly planning (Medium term plans)

Teacher Planning (Short term plans)

Individual 1:1 tutor or support timetable for in class activities or withdrawal

#### **IEP, Assessment and Recording Documents**

Education, Health and Care Plan

Initial Screening e.g., literacy testing, OT and SALT assessments

Review Recommendations/targets

Individual Education Plans

Pupil Learning Profiles

#### **Assessment Evidence is collated from:**

- Exercise books
- Mock Examinations
- End of unit/year tests
- Pupil tracking
- Assessment tasks
- Progress files
- Benchmark Grade using Online Assessments
  
- End of term reports
  
- Annual review reports
  
- Social communication programmes
- Occupational Therapists/ Speech and Language Assessment
- Individual Assessments
- Individual Programmes
- Group Programmes

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### **LUNCH ACTIVITIES**

School utilises staff skills to offer a variety of clubs and enrichment activities every lunchtime. Clubs operate for 30 minutes after pupils have eaten.

### **Subject - Schemes of Work/GCSE Schemes of Work.**

Schemes of work are either purchased or written by the subject specialist using a variety of resources. A programme of study shows the way a scheme of work or overall syllabus can be broken down into 'manageable' pieces and spread meaningfully over the time available to teach it. A scheme shows the progression between subject elements and ensures coverage and progression. It also shows themes and ideas, breaking down generally tight, concise statements into an organised programme from which teachers can easily plan termly medium term plans and individual lessons. They identify objectives that can be mapped from the overall syllabus down to the pupil within the class lesson.

The scheme outlines the resources available and their appropriate use.

Schemes of Work are required for all aspects of the school curriculum from National Curriculum at KS2, KS3 and KS4.

### **Termly Plans - Medium Term Plans**

Termly planning (medium term planning) is used by all teachers to outline teaching plans for the coming term in all subject areas. These links are expanded on the termly planning sheets which show the attainment target, concept, activity suggestions to form the basis of lesson plans to teach that concept, and the necessary resources to teach each concept.

Throughout the planning of all subjects, assessment and observational assessment opportunities are identified by the teacher.



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#### **Daily Planning**

Teachers plan the lesson concept, content and differentiation for all curriculum areas in conjunction with medium term plans.

Assessment opportunities, recognised by the teacher, are recorded with annotated evidence in the progress file. It is this evidence that enables teachers to adjust plans to meet the specific individual needs of the pupils. This information is also placed on the pupil tracking system which will provide data over time to track progress and inform future planning.

Additionally, Class Tutors report on progress at Parents' Evenings and in end of term reports.

#### **Individual Education Plans (IEP)**

Produced in consultation with the pupil, staff formulate these termly documents, review progress and set targets for the next period of time based on priority targets identified at Annual Review and in teachers' meetings.

The Class Tutor is responsible for co-ordinating the monitoring and record keeping of IEP action plans for his or her own tutees.

Termly IEP targets for all pupils are available within the first two weeks of a term for all teachers.

#### **Monitoring and Evaluating Practice:**

The following will be monitored by the Senior Leadership Team:

- SMART PEP targets are in place and reviewed each term
- Subject teachers set individual targets for the subject area

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- Long term, medium term and lesson planning is in place and fits the Scheme of Work
- Marking gives constructive feedback and guidance to attain at the next level
- Practice and provision is consistent throughout the school

Monitoring will include:

- Work scrutiny
- Planning scrutiny
- Marking scrutiny
- Learning walks
- Lesson observations