

Waverley School

Curriculum Policy document



Name of School	Waverley School
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Contents
Introduction and principles
Aims of the curriculum
Therapists
Visiting professionals, parents and carers
Represented in the curriculum
Pupils have access to the curriculum areas
Four main areas of learning
PMLD timetable
Six areas of learning
Procedures – Teaching timetable
Timetable
Curriculum planning
Long term plan, Medium term plan and short term plan
Planning records
Recognising progress
Recognising attainment and achievement
Monitoring the curriculum and good practices
Appendix 1 – Curriculum areas Appendix 2 – Recognising attainment Appendix 3 - Individual objectives Appendix 4 – Half term plan Appendix 5 – PLMD session plan Appendix 6 – Weekly plan Appendix 7 – Routine plan Appendix 8 – Long term plan Appendix 9 – Medium term plan

Appendix 10 – Short term plan

WHOLE SCHOOL CURRICULUM

INTRODUCTION:

This policy is written by the lead for Teaching and Learning in consultation with the Governors, Head teacher and other teachers at the school. The policy is written to give a clear indication of the scope of the curriculum offered to the pupils at the school. It is intended that this policy will be supported by and give support to the individual subject (areas of learning) and assessment policies and the schemes of work in use at the school.

“Every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his / her potential”

NASEN Curriculum Access Policy 2002

This policy reflects the school’s values and principles (see School Development Plan and School Vision).

PRINCIPLES:

Determining Curriculum Content:

The curriculum at Waverley is designed to be balanced, relevant and broadly based in line with current guidance from the Department for Education.

Aims of the Curriculum:

- Offer equal opportunities that enable pupils to learn, be challenged and reach their full potential
- Ensure teaching and learning styles reflect the diverse needs of our pupils. Teachers plan and teach to meet the individual needs of the pupils.
- Enable pupils to interact and communicate using a wide range of strategies with a wide range of people.
- Actively promote pupils independent learning to explore, to question and to challenge.
- Provide a wide range of learning experiences that encourage curiosity and challenge learning for pupils at each stage.
- Develop self-awareness
- Have an awareness of others and how they as individuals affect that
- Promote self-advocacy or the use of a range of systems of supported advocacy.
- Increase pupils’ awareness and understanding of their local community, environment and of the world.
- Prepare pupils for an adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and dependence on each other.
- Enable pupils to make progress

Therapists

Some forms of therapy, for example, speech and language, occupational and physiotherapy, may be necessary to further and maintain physical well-being, development of basic learning, self-help skills and health or emotional needs. Careful consideration is given to the nature and extent of this support for each individual pupil.

The planned provision for these therapies is delivered by therapists working in the school with support from school staff under their advice.

These therapies are provided to enhance individuals' learning opportunities.

- By supporting the accurate identification and assessment of individual needs in language and communication.
- To assess and monitor the posture and mobility needs of each pupil in order to support their physical development.
- To encourage 24 hour management strategy of pupils with regard to posture and mobility working in conjunction with school staff and parents.
- To encourage development, refinement and maintenance of skills working towards independent mobility.
- Promoting pupils' autonomy and independence through the use of specialist aids and equipment. Develop self-esteem
- Positioning pupils so they can access the curriculum and learn effectively.
- Promoting relaxation and support to help pupils manage stress and anxiety.
- Helping pupils to manage eating and drinking.
- Allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood.

Music therapy plays a complementary role in the school curriculum for individual pupils and is planned for as part of the whole curriculum.

Visiting Professionals, Parents and Carers

It is recognised that visiting professionals, parents, carers and their families all have a significant part to play in determining the progress of their child. To make the most of their contribution, they need to be involved in establishing long, medium and short term goals and learning strategies that enable the child/pupil to achieve their goal. We do this through Multi Agency Working meetings, parents evening, the annual review process, informal and formal meetings regarding pupil achievement.

Represented in the curriculums of the school there will be:

- Curriculum guidance for the Foundation Stage 2014
- The National Curriculum 2014
- Post 16 curriculum including careers
- Personal Social Economic and Health Education
- Sex and Relationship Education from Key Stage 3
- RE
- Citizenship
- Move

Pupils have access to

- Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
- Each of these therapists support the implementation of our curriculum
- We have Total communication approach which means pupils have access to staff who can use - Pragmatic Organisational Dynamic Display books (PODD) , Makaton, Objects of Reference (OoR), on body signing, intensive interaction

We may also offer:

- Music therapy
- Sensory Integration
- Extended Physical provision
- Rebound Therapy
- Sherborne opportunities
- Work Experience- Waverley and Durants Shop
- External College course for Key Stage 4

Curriculum Areas

We have a number of curriculums which we use at Waverley School

Pupils	Curriculum	Key Stage
For pupils working below P4	The Sensory (PMLD) Curriculum	Early Years to Post 16
Under 5's	The Early Years Curriculum	Early Years- Nursery and Reception
Working above P3(ii)	The Main School Curriculum	Key Stages One, Two, Three and Four
Working above P3(ii)	For pupils over 16 Post 16 Curriculum	Years 12, 13 and 14

The Sensory Curriculum has been developed using advice from Penny Lacy. The sensory (PMLD) curriculum has four areas of learning and an additional area of Topic to encapsulate some of the creative learning. Classes work on a Topic for a term and this gives drive and focus as a vehicle for delivering the learning - encouraging creative and inspirational approaches.

The four main learning areas are

- Communication-this area is broken down into three strands, responding (to social events and activities e.g. everyday activities, care routines and sensory stimuli), interacting (with others) and communicating
- Cognition- this area is broken down into four strands, awareness (of stimuli-people-objects-events-activities using all functional senses), exploration (of objects, materials and substances), control (of objects and materials) and sequence and pattern
- Physical Development-the area is broken down in to three stands body

- awareness, fine motor development and gross motor development
- Personal Social Education (PS Ed) pupils focus on the following eating and drinking, dressing and undressing, toileting and personal care

Pupils have one individual target for each area of learning and from the target teachers plan their lessons. (Appendix 3)

Half termly plans show how the four areas of learning and the topic are covered over a half term (Appendix 4)

Ongoing work plans ensure teachers and teaching assistants can continue the learning sessions (Appendix 5)

Weekly plans are more detailed than half termly plan and demonstrate how the four areas of learning are covered throughout the week. (Appendix 6)

Routine planning is used to establish the structure of teaching sessions to maximise pupil learning. (Appendix 7)

PMLD timetables

Timetables are used to demonstrate good curriculum coverage of the four areas of learning. Every area of learning is timetabled in daily.

Area of Learning	Number of sessions a week (minimum)
Cognition	Integrated throughout the school day
Communication	Integrated throughout the school day
Physical Development	Integrated throughout the school day
Personal Social Education	Integrated throughout the school day

The Early Years use the statutory Early Years Foundation Stage Curriculum published by the Government

There are three prime areas of learning and development

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

Alongside the prime areas a further four specific areas are taught Literacy, Mathematics, Expressive Arts and Design and Understanding of the World are taught (See separate Early Years Policy)

The main school curriculum was developed by the Waverley School Curriculum working party which reviewed and looked at a range of similar special school curriculums in neighbouring London Boroughs and advice from Penny Lacy

The main school curriculum has six areas of learning

- Communication Language and Literacy Development -reading, writing, speaking, listening and handwriting

- Mathematical Development- number and calculations, measurement, geometry and statistics
- Knowledge and Understanding of the World- science, computing (formally ICT), geography, history, religious education (R.E)
- Creative Development- art, drama, music and design technology
- Physical Development- physical education (P.E), extended physical curriculum, swimming, hydrotherapy, fine and gross motor skills
- Personal Development- independent skills, personal, social, economic I development, sex and relationship education, citizenship

Within these areas the following must be taught.

- Communication, Language and Literacy Development- Four Blocks Literacy, shared reading, guided reading, self-selected reading, alphabet letter names and sounds (phonics), these should be taught alongside each other rather than separately and in a style that is relevant to the individual pupil. In addition, an explicit session of writing, the focus should be on composing and transcribing, using a range of writing strategies. Communication should be taught and used across all curriculum areas and will include a range of strategies, Speech, Makaton, Picture Communication Exchange (PECS), Pragmatic Organisational Dynamic Display (PODD), Communication Books, Eye Gaze Technology, Symbols, Photographs, Objects of Reference, Tassels, on body signing and other strategies which may be specific to individual pupils.
- Mathematical Development- *number*, one to one correspondence, number totals, comparison and simple fractions and calculations. *Geometry* which includes 2D and 3D shapes, their properties and pattern. *Measurement*-volume, capacity, mass and problem solving. Statistics in upper Key Stage 2 onwards recording using tally and pictorially.
- Knowledge and Understanding- science to include plants, animals including humans, forces, light, sound, electricity and rocks once a week, collective worship daily and religious education. Alternate half terms geography and history

Long term plans (LTP) demonstrate how the curriculum is covered through topics across a three-year period (Appendix 8)

Medium term plans (MTP) define the intended learning intentions, outcomes and assessment evidence for each topic or module in the area of learning. These are general learning intentions, divided into three sections – SLD, ASD and PMLD and not pupil specific. (Appendix 9)

Short Term Plans demonstrate how LTP and MTP link to pupils' individual targets. There are individual and specific subject and skill based targets for all the pupils. Pupils need longer time to process, respond and consolidate learning so benefit from repetition and the opportunity to experience activities over a length of time, a STP (Appendix 10)

The post 16 curriculum uses the Equals Scheme of work 'Moving On 14-19'

The scheme incorporates three subject areas

- World Studies

- Independent Living
- Vocational Studies

Please see Equals scheme of work 'Moving On 14-19'

We ensure that equal opportunities are provided for each pupil to enable them access to learning and teaching styles which respond to their individuality, recognise their personal achievements, challenge learning and that also reflects their cultural background.

In addition, all pupils are provided with opportunities to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum.

PROCEDURES:

Teaching Times:

Each department organises teaching time to meet the needs of their pupils. Other times during the day such as break times, lunch, good morning sessions and home times are considered valuable learning opportunities.

Pupils receive a minimum number of teaching hours per week, as follows:

Key Stage	Minimum Hours a week
Early Years Foundation Stage-Nursery	15
Early Years Foundation Stage-Reception	32
Key Stage One	32
Key Stage Two	32
Key Stage Three	32
Key Stage Four	32
Post 16	32

Timetables

Timetables are used to demonstrate good curriculum coverage across the week and include three sessions of Communication, Language and Literacy Development (English) and Mathematical Development (Maths). In addition one Knowledge and Understanding of the World (Science) session a week, one other Knowledge and Understanding World session (Geography or History), two Creative Development sessions one should be music the other Art or Design Technology, one P.E session plus another area of physical development. Communication, Personal Social and Health Education and Computing (ICT) will be taught across all curriculum areas.

Area of Learning	Number of sessions a week (minimum)
Communication, Language and Literacy (English)	3
Mathematical Development (Maths)	3

Knowledge and Understanding of the World (Science)	1
Knowledge and Understanding of the World (Geography, History, Computing and R,E)	1
Creative Development (Art and DT)	1
Creative Development (Music)	1
Physical Development (Physical Education)	1
Physical Development (Swimming/Extended Physical provision)	1
Personal Development (PSHE, Citizenship and SRE)	Daily
Collective Worship	Daily

Curriculum Planning

The curriculum takes account of the age range (3 – 19 years) and the wide range of special needs of the pupils. All pupils at Waverley are individuals and curriculum planning must reflect their individual needs. The curriculum must provide a balance of activities that accommodate educational programmes which support the values and principles of the School. There is also a written statement which outlines the curriculum learning intentions for each area of learning. The curriculum learning intentions are not a developmental list, they should be used as relevant to individual pupils.

Continuing work

Continuing work describes the activities that take place every day or week and form part of the pupils' learning, but do not change significantly in their delivery or content. However, teachers ensure that pupils are continuously challenged and extended throughout these routine sessions. This includes the following activities:

- Hello session
- Goodbye session
- Snack time
- Dinner time
- Playtime activities

Short term plans are completed for continuing work and are included in long term plans but do not need to be included in medium term plans.

Long Term Plans (Appendix 8)

Long term plans (LTP) are based on a topic or module model and specific curriculum content is drawn from a variety of sources which include the following:

- Early Years Foundation Stage 2014
- National Curriculum September 2014
- Equals Schemes of work including 'Moving On'
- Profound and Multiple Learning Difficulties (PMLD) Curriculum

- Routes for Learning

Long term plans (LTP) outline the focus to be used for delivering and teaching the curriculum and learning intentions for each Area of Learning. They should ensure a broad and balanced curriculum with a range of experiences for all pupils.

Each department has a three year plan, divided into the six areas of learning, which outlines the topics or modules to be covered during each half or full term. This forms the context that skills and targets are taught in.

Medium Term Plans (Appendix 9)

Medium Term Plans (MTP) define the intended learning intentions, outcomes and assessment evidence for each topic or module in the area of learning. These are general learning intentions, divided into three sections – SLD, ASD and PMLD and not pupil specific.

Cross department planning takes place to ensure pupils have access to a broad, balanced and rich learning environment that covers all areas of the school curriculum.

Short Term Plans (Appendix 10)

Short term plans enable the curriculum plans (LTP and MTP) to be linked to pupils' individual targets. There should be specific subject and skill based targets for all the pupils. Pupils need longer time to process, respond and consolidate learning so benefit from repetition and the opportunity to experience activities over a length of time, a STP can cover several weeks.

Short term plans (STP) will be informed by observations and evaluations from previous sessions. E.g. building on pupils' learning, what worked or didn't work, what requires further differentiation, targets may need to be changed or repeated. There should be continuous assessment of the original targets, reflecting learning achievement and adjusting where appropriate.

Short term plans will be monitored by the relevant head of department every half term, as well as through the 'Class of the Day' system, Performance Management and Classroom Observations.

Planning Records

Each teacher will maintain a Planning File on the server (electronically) which will contain the following:

- Class timetable
- Pupil individual timetables (where relevant)
- Long term plans
- Medium term plans
- Short term plans

Recognising Progress:

In addition to the Early Years Foundation Stage and the National Curriculum decisions about breadth, balance and time given to different components in the curriculum, throughout the pupils' education, are continually reviewed and revised. Decisions are influenced by the, pupils' individual needs, drawing on their statements, outcomes of Annual Reviews and priorities identified in Individual Education Plans, Individual Behaviour Plans and Extended Physical Plans.

All staff use a variety of assessment tools to identify the learning and support needs of the pupils. Through this assessment teachers are able to pinpoint pupils':

- Existing levels of development, knowledge, skills and understanding as well as their achievements, strengths and learning needs from which they can prioritise learning.
- Priorities for learning.
- Individual responses, including those that may indicate progress is taking place, whether planned and targeted or unexpected.
- Personal interest and motivation.
- Support needs to access to complete tasks. I don't think this is the right place for it, staff would
- Therapeutic needs.
- Responses to teaching methods and plans, and how they preferred learning style
- Use of resources including staff, settings and rooms
- Who require support from other agencies.

Please refer to the "Whole School Assessment Policy"

Recognising Attainment and Achievement:

At each stage of the School, attainment and achievement are marked in a variety of ways. These include:

- Foundation Stage Profiles (Early Years)
- P Scales (Key Stage 1 – 4)
- Key Stage Baseline Assessments
- Key Stage Assessments
- Accreditation (Key Stage 4 and Post 16)
- Records of Achievement (Whole school)
- Weekly, termly certificates (Whole School)
- Annual Reviews

Monitoring the Curriculum:

The curriculum provision will be monitored by the Assistant Head for Teaching and Learning in collaboration with the Headteacher and teachers responsible for teaching and learning (TLR post holders) in Communication, Physical Education, Technology, Sex and Relationship Education and Transition. They will ensure that:

- Lesson plans are monitored by Heads of Department looking at a selection of lesson plans, making sure that all areas are covered and appropriate objectives

are set for the pupils.

- Observations of lessons take place, giving opportunities for peer observation and providing support with planning and presentation of lessons.
- Monitoring the suitability and effectiveness of provision and resources

Systematic monitoring and evaluation is seen as a way to help staff to identify clear priorities for curriculum development and to gather information for review. Targets in the School Development Plan will be set as a result of the monitoring.

The monitoring will be used to ensure:

- Pupils' entitlement to curriculum content is met.
- The curriculum enables the targets set for individual pupils to be met.
- The curriculum is balanced and offers appropriate pace of learning.
- Curriculum aims are being met.
- The individual needs of pupils are recognised and fully provided for.
- The cultural backgrounds of pupils' different ethnic origins and religions are respected, acknowledged and celebrated.
- Attention is given to the spiritual, moral, social and cultural development of pupils.
- Previous learning is built on, practised and applied, and there is provision for continuity and progression.
- Relationships between curriculum policy and practice are analysed.

Good Practice:

It is recognised by the school that all support staff can add to and support the curriculum, through exchange of information, discussions on learning opportunities and providing ways to review pupils' progress.

The school sees it as important for staff to look at the planning, teaching and assessment methods used and to monitor the effects on pupils' progress and achievement.

This policy was agreed by the Governors Curriculum Sub-committee on 20.04.15. It will be reviewed bi-annually.

Original Policy - July 2004

Amended - April 2007

Amended - January 2014

APPENDIX 1

Curriculum Areas

Early Years	Lower	
Mathematical development Understanding of the world P.S.E. development Creative development Physical development Communication language and literacy	Communication Mathematical Development Knowledge and Understanding of the World Physical Development Personal Development Creative Development PMLD pupils follow a specialist curriculum that cover the following areas of learning Cognition Communication Physical Development Personal Social Education	
Middle	Upper	16+ Students

Communication Mathematical Development Knowledge and Understanding of the World Physical Development Personal Development Creative Development	Within the Equals Scheme of Work students will cover the following curriculum areas, Communication Mathematical Development Knowledge and Understanding of the World Physical Development Personal Development Creative Development	Within the Equals Scheme of Work students will cover the following curriculum areas, Communication Mathematical Development Knowledge and Understanding of the World Physical Development Personal Development Creative Development
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APPENDIX 2

The framework below is used by the school to help teachers recognise attainment. It describes changes in individual pupils' responses and behaviour as their early perceptions of experiences and their increasing involvement in the learning process develop into areas of knowledge, skills and understanding.

A Framework for Recognising Attainment:

Encounter: Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils, *for example, those who withhold their attention or their presence from many situations*, their willingness to tolerate a shared activity may, in itself, be significant.

Awareness: Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person, *for example, by briefly interrupting a pattern of self-absorbed movement and vocalization*.

- Attention and response: Pupils attend and begin to respond, often not consistently, to what is happening, *for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction*, demonstrating the beginning of an ability to distinguish between different people, objects, events and places.
- Engagement: Pupils show more consistent attention to , and can tell the difference between, specific events in their surroundings, *for example, by focused looking or listening; turning to locate objects, events or people; following moving objects and events through movements of their eyes, head or other body parts*.
- Participation: Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, *for example, by smiling, vocalizing or showing other signs of excitement*, although these responses may be supported by staff or other pupils.
- Involvement: Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of the other pupils, *for example, by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing*.
- Gaining skills and understanding: Pupils gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum, *for example, they can recognize the features of an object and understand its relevance, significance and use*.

Appendix 3
NAME SURNAME

Autumn 1 2014

Individual Objectives

COMMUNICATION
•
COGNITION
•
PHYSICAL DEVELOPMENT
•

PERSONAL, SOCIAL + EMOTIONAL DEVELOPMENT

-

Appendix 4

HALF TERM PLAN
2012

TOPIC: OURSELVES

AUTUMN 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication							
Cognition							
Topic							

Appendix 5

Class: Autumn Term 2

PMLD Ongoing Session Plan

Ongoing sessions may run for one half-term only. After this time, they must be changed.

Resources (specific linked to children and activities)

Classroom Organisation (include positioning for each child/group)

Staff Organisation

Activities (provide detail and relevant differentiation including access strategies for individual pupils – remember someone else should be able to teach this session from your planning)

Evaluation (what worked well, what didn't work so well, any strategies which could be carried over into future planning)

Appendix 6

WEEKLY PLAN

TOPIC: Patterns

Autumn 2

	Session 1 45 min	Session 2 45 min		Session 2 45 min – 60 min
MONDAY			L	
TUESDAY			U	
WEDNESDAY			N	
THURSDAY			C	
FRIDAY			H	

Key:

Appendix 7

ROUTINE PLAN

AUTUMN TERM 2014

CLASS

G ROUTINE PLAN
AUTUMN TERM 2014

CLASS

Good Morning	
Transitions between activities	
Toilet	
Drink	
Lunch	
End of Day	
Other	

Good Morning

Transitions between activities

Toilet

Drink

Lunch

End of Day

Other

Appendix 8

LONG TERM PLANNING

Area of Learning – Creative Development		
Module: Sports and Games	Year:	Term:
Rationale - SLD	Rationale - ASD	Rationale - PMLD
<p>This module will: Give opportunities to enjoy and develop an interest in sports and games through art, drama and music. Give opportunities to learn and develop confidence in using a range of art materials, musical instruments and drama techniques. Allow students to express ideas, thoughts and feelings by using a widening range of music, drama and art processes linked to the topic of sport and games (example: ball art, design logos and motifs, team tunes/songs, design of Waverley sports shirt etc.) Most students will: Gain skills and understanding of a range of art, drama and music linked to sports and games Begin to respond appropriately and show emerging knowledge of a range of art, drama and music linked to sports and games Some students will: Be actively involved in creating their own art work, music and drama movement</p>	<p>This module will:</p> <p>Most students will:</p> <p>Some students will:</p>	<p>This module will:</p> <p>Have the opportunities to express and broaden their likes and dislikes through using a range of materials and art techniques and tools in creating sport related</p> <p>Most students will:</p>

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Appendix 10

SHORT TERM PLAN

Area of Learning –		
Module:	Year:	Term:
Start date:	End date:	Class/Teacher:
Activities	Targets for each pupil.	Specific requirements for individual pupils, special resources and staff deployment.

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