



Our vision

Challenging expectations and sharing success

Waverley School

Curriculum Policy Summary

Name of School	Waverley School
This policy was drafted/updated on	10th September 2019
This policy was further updated on	16th July 2020
This policy was adopted on	26th September 2019
The policy to be reviewed	Annually – Feb 2022
Monitored by	SLT and Curriculum Committee
Agreed	Governor subcommittee 26 th September 2019
Agreed	Curriculum meeting 24 th September 2020

This policy must be read in conjunction with:

- Waverley School Curriculum Rationale and Foreword
- Waverley Programmes of Study
- Waverley Schemes of Work
- Waverley Curriculum Map
- Waverley individual Departments' Medium-term plans, topic cycles and weekly plans

WHOLE SCHOOL CURRICULUM POLICY

INTRODUCTION:

This policy summary was written because of the work that took place to revise the whole main school curriculum in 2018-19.

At the full Ofsted Inspection that took place in March 2019, when the school received its Outstanding grade, the lead inspector acknowledged that “staff create highly personalised learning programmes so that pupils can excel”, and that leaders and school staff “keep the curriculum under constant review so that it continues to meet the needs of all pupils exceptionally well.”

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

PRINCIPLES:

When redesigning our Curriculum for Waverley, we also strove to look beyond the labels and respect that each individual learner is unique. Therefore, most children and young people across our school follow their own bespoke curriculum pathway. This tends to be based on one of the four levels we offer (see below) but lends aspects from others. In using this framework, we hope that practitioners craft their own plans, around the needs of each learner, and develop their important role by breaking down the barriers to learning each of our learners present. We recognise that without addressing the learning barriers, we are unable to support our learners in all aspects of their learning. We hope our curriculum is a valuable tool which enables all practitioner’s clarity in reporting, strategies in delivering and inspirational ideas to spark engagement.

Our assessment links directly to our curriculum. We believe that assessment for our students should influence future teaching. Therefore, our assessment is intended to build on previous learning and lead practitioners to improved delivery.

Waverley curriculum, organised as a continuum of skills, further divided into four levels (see curriculum map in Appendix 1 for more details).

Level One has been designed for learners with Profound and Multiple Learning Difficulties (PMLD) and complex learning styles and learning needs. Although some consideration has been given to overlaps and links with mainstream school subjects, it has been developed around the starting point of their individual needs, rather than from a forced attempt to make what is traditionally

offered by schools “accessible”. Four key areas of learning are “taught” via a vast array of opportunities. The fundamental structures underpinning this level are the twin pillars of communication and cognition (Dr Penny Lacey [in preparation], *Educational Provision for Pupils with Severe and Profound and Multiple Learning Difficulties* (Research Report for Mencap). All pupils are learning to communicate and to think and learn. At this stage, “communication” and “cognition” form half of the curriculum. The other half consists of “physical development”, and “personal health education” (including self care and independence). There is no mention of National Curriculum subjects, although pupils use some subject areas, such as the arts, physical education and the humanities, to provide the contexts for their learning. These subjects are part of a thematic approach to the curriculum adopted by the whole school or whole department. We recognise this group of learners are working in the “here and now” and as such need repeated opportunities to practice and revise their learning. It is expected that this group of learners will require a multi-sensory approach.

The content of the curriculum for pupils with such complex needs was developed through studying the historical perspective on curriculum design, typical child development textbooks, published curriculum materials and curriculum documents from other schools.

Level Two has been designed with our learners who have Severe Learning Difficulties (SLD). This group of learners also require repetition and a consistent approach. They may be able to demonstrate learning over time and some understanding that symbolic representation carries meaning. This curriculum builds on prior learning which has enabled the learner to demonstrate skills which allow developing relationships with others, effective engagement and understanding of cause and effect. This curriculum teaches through six main subject areas (Communication, Language and Literacy, Cognition, KUW, Personal development, physical development, and creative development). It is expected that there will be regular overlapping of teaching which will enable generalisation of the skills and knowledge taught. This level is designed to address the “gap” often found between learners who are not presenting as children and young people with Profound and Multiple Learning Difficulties, but who are not yet able to access subject specific learning.

Level Three has been designed for our learners who have more moderate learning difficulties. Some of these learners may have a spiky profile which means they may need to dip into level 2, but have specific skills in one area. This level allows these learners to straddle curricula and/or use the curriculum in its totality. There are eleven subject headings (mind map below) which are taught in more traditional stand alone sessions. These learners continue to require real objects, modelling and a carefully differentiated approach.

Level Four has been designed with learners who are awaiting a more appropriate environment. It is expected that this level is only used for a very small number of learners who have been able to demonstrate the ability to work independently in sessions with less adult input. There are

twelve subject headings (see Appendix 1) which are taught in discreet sessions which stretch and challenge the learner's knowledge and understanding.

Across the school the curriculum is further split into Early Years, Primary, Secondary and Post 16. Each phase is expected to deliver sessions which recognise the age of the learners whilst using key motivators for our learners.

OUR VISION:

- Enabling Waverley learners, their families, and the staff to be successful.
- supporting the local community and adult providers to enable inclusive opportunities for the students leaving Waverley.
- planning for the long-term sustainability of the school.
- influencing teaching practice nationally and internationally.

Taking into consideration the views of all our stakeholders, our staff, our families, and governors, and incorporating it to the outcomes of the teachers' meetings and the school development process, the following themes emerged as the underpinning for our curriculum:

- Communication (for all our learners, including those with PMLD, so that they can express their most basic needs, make choices, and take decisions)
- For all pupils to be physically involved in their own lives and personal care (including toileting, brushing their hair, teeth etc)
- For all pupils to be given daily opportunities to develop and practise dressing/undressing (including getting ready for PE and swimming), eating/drinking as appropriate, with increasing independence.
- Work related learning - an emphasis on teaching and learning the skills preparing for adulthood throughout the school
- For all pupils to be able to develop, persevere and maintain skills (deep learning)
- Preparing for independence and adulthood: including life skills, self-care, dressing, mobility, access to the local community.
- Regulating emotions and sensory needs
- Friendships and making friends, social relationships - learning to be interested in people and the environment
- Keeping safe
- Resilience and self-esteem
- Opportunities for all pupils to do things they enjoy independently
- ICT skills and control technology
- Persistence, initiation, problem solving and thinking skills

Monitoring the Curriculum:

The curriculum provision will be monitored by the Senior Leaders in collaboration with the Heads of departments and teachers. 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.

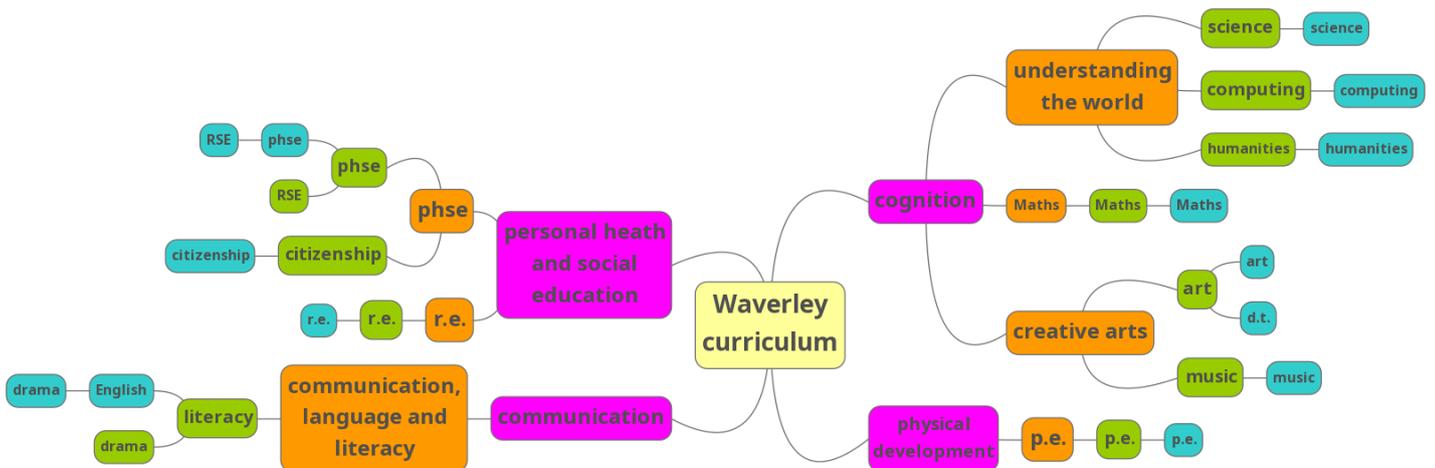
Good Practice:

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.

APPENDIX 1

Curriculum Areas



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, <i>for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction</i> , 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, <i>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.</i>
Participation:	Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, <i>for example, by smiling, vocalizing or showing other signs of excitement</i> , 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, <i>for example, by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing.</i>
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, <i>for example, they can recognize the features of an object and understand its relevance, significance and use.</i>