



Stanton Vale

SCHOOL

Curriculum Policy

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Introduction

Stanton Vale School is a special school in Derbyshire, providing a high quality education for pupils from the age of two until nineteen years. Pupils who attend our school experience a wide range of needs including severe learning difficulties, profound and multiple learning difficulties and Autism. The curriculum at Stanton Vale school consists of *all* the learning experiences that we organise and facilitate, in order to maximise learning potential and to ensure that pupils work towards ultimately achieving the outcomes defined in their Education, Health and Care (EHC) Plans.

The curriculum consists of the wide range of activities and experiences that the school organises, in order to promote learning and is far more extensive than the lessons that are taught each day. Potential to learn starts as soon as pupils arrive at school each morning - our curriculum concerns itself not only with **what** is to be taught but **how** it is to be taught. Staff at Stanton Vale recognise and value the holistic needs of our pupils and strive to work in partnership with parents and other professionals to ensure that the wider needs of both pupils and their families are addressed. Staff recognise the importance of building positive relationships with parents and regular, two way communication is encouraged through a range of means including telephone calls, home/school books and meetings both informal and formal.

Preparing pupils for learning

Pupils need to be given the 'best possible chance' to learn. Adults in school devote time to ensuring that barriers to learning are reduced for pupils as far as they can be. Activities to 'remove/reduce barriers' and maximise learning, form part of the curriculum and may involve;

- sensory processing activities – supporting pupils to be calm
- sensory processing activities – waking up the senses
- ensuring that the environment is appropriate
- ensuring that teaching strategies match learning styles
- making sure that the very complex health needs that some of our pupils experience are addressed
- making sure that pupils are physically comfortable and not hungry or thirsty
- reassuring pupils about issues that are worrying them
- revising expectations during periods of illness or pain and after long term absences.

Information about the particular barriers that individual pupils face, and the strategies and procedures that are implemented to reduce or remove these, can be found in 'Pupils MARBLE Programmes' MARBLE stands for '**M**aximising **A**chievement by **R**emoving **B**arriers to **L**earning and **E**ngagement' and programmes are reviewed and amended regularly.

Respect for each other

One of our aims is to prepare pupils for life in modern Britain by upholding and teaching them about 'British Values'. These values are taught explicitly through Personal, Social, Health and Emotional (PSED) and Religious Education (RE). We also teach the British Values through our curriculum. They are presented in ways that directly reflect the learning styles, special needs and the ability of individual pupils.

Actively promoting British Values also means challenging pupils, expressing opinions contrary to fundamental British Values. Where appropriate we teach our pupils to make good choices, to respect the views and contribution of others, to recognize and celebrate achievement in others and to appreciate other cultures.

Creating a culture where pupils know that they are valued is key to delivering an effective curriculum. Pupils learn from:

- how others respect and care for them, each other and the environment
- how others listen to and consider what they and others have to say
- how others interact with them and each other
- the expectations that others have of them and each other
- the aspirations that others have for them and each other
- how others celebrate their success and those of others
- how others support them when they are experiencing challenges and barriers to learning

Because of this, where appropriate, our pupils learn how to:

- respect and care for themselves, others and the environment
- listen to and consider what others have to say
- interact with others in a polite and respectful manner
- have high expectations of themselves and others
- celebrate and feel proud of their own successes and those of others
- support others who may be feeling sad or worried

Our school vision

Stanton Vale School is a vibrant, stimulating and specialist community in which pupils and staff value themselves and others. We aim to challenge, motivate and empower individuals with the skills and knowledge for a life beyond school. We want the pupils and staff of Stanton Vale to be both aspirational and inspirational.

Our curriculum aims are to:

- make sure that pupils reach their true potentials during their time at Stanton Vale school, whatever they may be
- offer a curriculum which is broad, balanced and differentiated in recognition of pupil's individual learning styles
- provide a safe, caring and exciting environment where pupils and staff are motivated to learn
- remove or reduce barriers to learning, whatever these may be
- ensure that all pupils have an effective communication system that enables them to communicate their views and wishes
- make sure that our pupils have learned the appropriate skills to continue to be successful in their adult lives
- prepare pupils for life in modern Britain by upholding and teaching them about 'British Values'
- make sure that the curriculum at Stanton Vale school continually evolves to make sure that it is appropriate for all the pupils who attend.

Curriculum – Statutory Requirements

Nursery and Reception pupils. Nursery and Reception teachers use the Statutory Framework for the Early Years Foundation Stage (EYFS) to plan the curriculum. The curriculum is organised into three prime areas: **Communication; Personal Social and Emotional Development** (PSED); and **Physical Development**. Four additional areas, Literacy; Maths; Understanding the World; and Expressive Arts and Design are also taught to ensure that foundation skills are developed in all key areas of learning. At Stanton Vale we group the specific areas under the broad heading of **Cognition and Learning**. For pupils of statutory school age (five to sixteen) who attend a school that is maintained by the Local Authority, some National Curriculum subjects must be taught.

Key Stages one and two (Reception until the end of Year 6) compulsory National Curriculum subjects are:

- English
- Maths
- Science
- Design and Technology
- History
- Geography
- Art and Design
- Music
- Physical Education (PE), including Swimming
- Computing
- Ancient and Modern Foreign Languages (at key stage 2)

Key Stage three (Years 7-9)

Compulsory National Curriculum subjects at are:

- English
- Maths
- Science
- History
- Geography
- Ancient and Modern Foreign Languages
- Design and Technology
- Art and Design
- Music
- Physical Education
- Citizenship
- Computing

At key stages one to three schools must provide religious education (RE), and sex education from key stage three but parents can ask for their children to be taken out of all or part of such whole lessons.

Key stage four (Years 10 and 11)

The compulsory National Curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- Maths
- Science

Foundation subjects are:

- Computing
- Physical education
- Citizenship

Schools must also offer at least one subject from each of these areas:

- Arts
- Design and technology
- Humanities
- Ancient and Modern foreign languages

ASDAN is an educational charity that promotes the personal and social development of pupils through the achievement of ASDAN awards. From Key Stage four onwards pupils have the opportunity to acquire ASDAN qualifications in a range of subjects.

Transition Challenge offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary. It has been developed for learners aged 14–16.

The Sensory transition challenge programme offers a developmental perspective for learners with more complex needs and rewards very small steps of learning and achievement. Activities in the 'Introduction and Progression' transition challenge programme, cover the statutory programmes of study for the Key Stage four National Curriculum, along with activities to develop the skills required for adult living.

In addition, pupils have the opportunity to take part in a range of options. Subjects as diverse as Animal Care, Photography and Horticulture may be on offer.

Key Stage five

Pupils continue to develop priority skills in core and foundation subjects. As above, pupils have the opportunity to take part in a range of options.

Sixth form students will follow 'Towards Independence' award modules, which provide a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe learning difficulties and profound multiple learning difficulties. Towards Independence offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement.

In addition the Personal and Social Development (PSD) qualification, will enhance the learning opportunities for our most able learners. The PSD qualification introduces our pupils to new activities and personal challenges and offers imaginative ways of supporting young people to:

- Become confident individuals who are physically, emotionally and socially healthy
- Be responsible citizens who make a positive contribution to society and embrace change

The Curriculum at Stanton Vale

All our pupils access the statutory national curriculum which is adapted to ensure that the learning needs of all pupils are met, regardless of their ability. Some pupils acquire subject specific knowledge and others develop priority skills whilst *experiencing* national curriculum subjects. There are three strands to our curriculum across all key stages, which are designed to meet the diverse needs of our pupils; the Stanton curriculum, The Vale curriculum and The Thoresby curriculum.

The Stanton Curriculum

Pupils who access this curriculum are likely to have significant and multiple needs, in the areas of communication, cognition, personal, social and emotional development and sensory, and usually in physical development. The Stanton curriculum reflects our pupils needs to access learning opportunities at a sensory level.

Learning areas in the Stanton curriculum are:

- **Communication**
- **Personal Social and Emotional Development**
- **Cognition and Learning**
- **Physical Development**

Subjects for Stanton learners include English, Science, Music, Art, Design and Technology, PSED.

Learning experiences for Stanton Learners include

All our pupils who learn through The Stanton curriculum access a wide range of subjects. Communication, Cognition and Learning, Personal Social and Emotional Development and Physical Education lessons are taught, and where appropriate these are divided into national curriculum subjects. Elements of Understanding the World; and Expressive Arts and Design are taught throughout the school year on a rolling programme.

The Vale Curriculum

Pupils who access this curriculum are likely to have severe learning difficulties in the areas of Communication, Personal Social and Emotional Development, Cognition and Learning and sometimes physical and sensory development.

Core subjects in The Vale curriculum are the same as those in the Stanton curriculum.

All our pupils who learn through The Vale curriculum access a wide range of subjects. The main focuses for learning are Communication, Cognition and Learning, Personal Social and Emotional Development and Physical Education while for some pupils, some subject specific learning might be appropriate.

The Thoresby Curriculum

Pupils who access this curriculum are likely to have severe or moderate learning difficulties in the areas of Communication, Personal Social and Emotional Development, Cognition and Learning and sometimes sensory and physical development. Lessons are developed which enable pupils to acquire a deeper knowledge of subjects.

Core subjects in the Thoresby curriculum are:

- English
- Maths
- Science
- PSED (including sex education at Key Stage three)
- History
- Geography
- Ancient and Modern Foreign Languages
- Design and Technology
- Art and Design
- Music
- Physical Education
- Citizenship
- Computing
- RE

The school has adopted the National Curriculum as it's curriculum for Thoresby learners. Pupils sometimes follow one curriculum strand for the duration of their time with us while others will progress from the Stanton Curriculum to the Vale Curriculum, and some will progress from the Vale curriculum to the Thoresby curriculum. Pupils are continually assessed to ensure that the curriculum they follow is appropriate to their needs, provides an appropriate level of challenge and enables them to gain new skills.

Planning

Long term plans are designed for each subject. These indicate what themes will be covered each term, and to which groups of pupils. We review our long-term plan on an annual basis. Most pupils accessing our Stanton and Vale curriculums will access national curriculum subjects on an experiential level whilst working on objectives set in the areas of Communication, PSED, Cognition and Learning and Physical Development. A few pupils will learn skills specific to particular subjects while the main focus of their learning will be centred around communication, PSED, Cognition and Physical. Pupils accessing our Thoresby curriculum usually access all of the subjects and acquire subject specific language.

All pupils, from EYFS to the end of key stage three, access the following core weekly lessons which are compulsory:

- English (at least two lessons)
- Science
- Physical Development (including PE, swimming and physiotherapy)
- Art
- Music
- Personal Social and Emotional Development

To ensure that pupils are given appropriate time to experience activities and learn new skills, and that resources can be shared across the school, we have developed a cyclical approach to the delivery of foundation subjects. This means that across the year the curriculum is broad:

In early years and Key Stage one:

- During terms one and four of each year, pupils experience History and Culture
- During terms two and five of each year, pupils experience Geography and D&T
- During terms three and six of each year, pupils experience RE

In Key stage two:

- During terms one and four of each year, pupils experience RE
- During terms two and five of each year, pupils experience History and Culture
- During terms three and six of each year, pupils experience Geography and D&T

In Key stage three:

- During terms one and four of each year, pupils experience Geography and D&T
- During terms two and five of each year, pupils experience RE
- During terms three and six of each year, pupils experience History and Culture

In Key stage four:

- During terms one and four of each year, pupils experience History and Culture
- During terms two and five of each year, pupils experience Geography and D&T
- During terms three and six of each year, pupils experience RE

Teachers in each department work together, sharing knowledge and experience to provide the best possible learning opportunities for pupils.

See separate document for a list of the themes taught in each subject in each key stage. Pupils in the early years and key stage one follow a two year rolling programme, as do pupils in Key stage two. Pupils could work in each department for up to four years so when this happens, they repeat each long term topic twice. When this is the case for pupils accessing the Thoresby curriculum, previous learning is re-established before further skills are acquired in particular subjects. Medium term plans reflect that a subject may be visited twice and ensure that there are appropriate coverage and learning opportunities. Stanton and Vale learners continue to work on individualised targets and subjects are used as exciting activities which provide a breadth of experiences.

Timetables

All our pupils who learn through The Stanton or Vale curriculums access the full range of subjects on offer. **Eight** Compulsory subjects are taught each week – six core subjects (English, Science, PE, Art, Music, PSED) and the two subjects being delivered from the rolling programme (Geography, History, RE, Culture, Design and Technology). There are twenty available lessons each week so teachers mostly use 'additional' lessons to prioritise learning in the four core areas.

Teachers may find that they have some Stanton and Vale learners, and also some Thoresby learners in a group. When this occurs, compulsory subjects will be timetabled for all pupils (these will provide exciting learning experiences for Stanton and Vale learners while Thoresby learners will acquire specific subject knowledge). 'Additional' lessons will be allocated appropriate to pupils' needs so some may have additional PSED or Communication lessons, whilst others may have extra Maths or Science lessons.

Curriculum planning across the school

Curriculum teams produce and monitor subject policies and **long term plans**. They work together to produce **medium term plans**, suggesting curriculum coverage ideas and some general ideas for potential learning for Vale and Thoresby learners. Stanton learners will not be working on subject specific goals. To ensure that learning objectives are personalised and individual to each pupil, and that assessment for learning is a true feature of the Stanton Vale curriculums, more specific objectives will be set on a week to week basis in each lesson.

Outcomes, Targets and Objectives

All our pupils have a **Personal Learning Programme**, consisting of three elements: Outcomes, Annual Targets and Lesson Objectives. Pupils will be working towards all three elements at any one time:

- **Outcomes** are long term and could last for most of the time that a pupil is with us at Stanton Vale. These are described in a pupil's Statement of Special Educational Needs or Education, Health and Care Plans (EHCPs)
- As part of the Annual Review process, pupils are set annual **targets** which they will work to achieve in a twelve month period. Targets are annual steps towards Statement/EHCP outcomes. Pupils are set between eight and twelve targets.
- Annual targets are broken down into lesson **objectives**. Objectives are small steps that can be achieved in lessons. Not all annual targets will lend themselves to every lesson so teachers will select the ones which are appropriate, for example, it would not be appropriate to work on an undressing skill in a Maths lesson, but a target about learning to dress independently may lend itself to being practiced in a swimming lesson.

In addition Vale and Thoresby pupils may be working towards goals suggested in the medium term plans.

Short term learning plans are those that our teachers plan on a lesson by lesson basis. We use these to set out the learning objectives for each session.

At the end of each lesson or activity, staff will indicate the progress a pupil has made towards the completion of an objective and the support that has been given. Using a shorthand system the teacher is then able to decide quickly how the objective might be developed for the next lesson.

Assessment

Assessment is an integral part of teaching and lies at the heart of promoting learning. Assessment provides a framework within which educational objectives are set and pupil progress recorded. It forms the basis for planning the next educational steps in response to a pupil's needs.

Assessment at Stanton Vale School has three main functions:

- To identify what a pupil has achieved at the end of a specified time period (Formative assessment);
- To identify what a pupil is learning *during* the specified time period (Summative assessment);
- To facilitate **realistic** but **challenging** target setting.

Formative Assessment

To plan next steps, teachers use their knowledge of child development, pupils previous patterns of learning, alongside the bespoke Learning Profiles developed by the school.

Summative Assessment

At Stanton Vale we currently use B-squared as our main assessment and recording package. This is a commercially produced software system that allows us to record pupil progress against targets that directly relate to the P-Levels and National Curriculum Attainment Targets.

The school has devised '**assessment profiles**' for each of the three curriculum strands. The Stanton assessment profile assesses learning, both linear and lateral in communication, cognition and PSED. The Vale assessment profile uses the small steps from B Squared (P levels 4-7) to monitor development. The Thoresby assessment profile contains information from P8, the pre intermim key stage standards (Rochford report) and from the National Curriculum programmes of study, years one to four.

Monitoring

The leadership team at Stanton Vale school collect and analyse data to monitor and evaluate the progress of pupils. Performance is assessed against P Scales and results are analysed using Progression Guidance (DFE) and by CASPA (a dedicated analysis tool). This data provides a range of information including:

- how individual pupils perform when compared with pupils of similar age, profile of special educational needs and starting point.

- how Stanton Vale performs when compared to similar schools
- how different groups of pupils perform, (the characteristics of these groups include gender, ethnicity, social background and English fluency).

The senior leadership team at Stanton Vale conduct lesson observations. Teachers are observed on a termly basis and in addition senior staff will conduct 'learning walks' on a regular basis. Work scrutiny is also carried out and judgments about learning levels are moderated both internally and externally with similar schools within the county and others in neighbouring local authorities. The purpose of each monitoring strategy is explained below:

Lesson observations

The purpose of a lesson observation is:

- To observe actual teaching and learning in order to raise quality of both
- To enhance the learning experiences of pupils
- To provide evidence for performance management reviews
- To provide a system of identifying, sharing, improving and developing good practice

Learning walks

The purpose of a learning walk is to obtain a brief snapshot of the school, department or classroom. A specific focus is usually agreed before the walk and evidence is collected on the basis of this. Focuses may include:

- Provision and use of resources
- Pupil's work
- Deployment of teaching assistants
- Use of technology
- Assessment practices
- Displays
- The physical environment

Learning Journals

Learning journals are an important source of evidence for both teaching and achievement. They provide evidence for teaching over time and its impact on learning and progress. On a termly basis evidence of work is collected in Maths, English and PSED.

Moderation

Moderation is the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decision making. Moderation supports teachers to make reliable, valid and evidence based decisions about the pupil's work.

The Governors Teaching and Learning Committee, is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

The Headteacher and Deputy Headteacher are responsible for the day to day organisation of the curriculum. The senior leadership team moderate annual targets, termly goals and lesson objectives. In addition they scrutinise long-term plans, Schemes of Work and learning profiles to ensure breadth and balance of delivery.

Through regular monitoring and evaluation, staff and governors at Stanton Vale seek to:

- establish how well pupils are learning
- identify the learning strengths of our pupils and the challenges they are facing
- celebrate the achievements of our pupils
- ensure that learning challenges are addressed in future planning

In order to fulfil its dual role of making strategic decisions and acting as a critical friend the governing body requires information at an appropriate level of detail. This is achieved in the following ways:

- A written report to the full governing body once a term from the Headteacher.
- The presentation once a year to the full governing body of the LA School Profile data analysis;
- Regular reports on progress in implementing all of the action sheets in the school development plan to the appropriate committees of the governing body, unless these have already been reported to the full governing body;
- participation in actual monitoring activities.

The Governor's Teaching and Learning Committee are responsible for monitoring the way the curriculum is implemented.

Review

The curriculum at Stanton Vale school is constantly being reviewed and amended in response to both national and local initiative. This policy will be reviewed on a bi-annual basis.