

GREEN PARK SCHOOL CURRICULUM STATEMENT

The vibrant curriculum at Green Park School meets the needs of learners from 3 -19 (EYFS) through to appropriate Accreditation Routes that include ASDAN and Entry Level Qualifications.

The New National Curriculum in its present form can never be what we need in school to meet all our individual children's needs because its authors have never **met** our children! It is for this reason that Green Park have taken the brave step in embracing an opportunity to develop a New Curriculum. The New Curriculum is a 'Disciplined Approach to Creative Innovation' where thematic planning is used to help pupils access exciting learning opportunities. We seek to promote vibrant learning environments where pupils are engrossed and driven to learn – teachers provide stimuli that capture pupils undisturbed attention, which steers their learning and challenges teachers to creatively adapt a secure curriculum to help pupils achieve outstanding results.

Although pupils individual needs are a priority, their Statutory rights to a broad and balanced curriculum are consistently monitored by subject leaders who develop, monitor and review the New Curriculum on a regular basis. This includes Social, Moral, Spiritual and Cultural development as well as gaining an understanding of the society in which they live where British Values and its impact on the life of individuals within society are incorporated.

The aims and underlying principles of the Curriculum:

The curriculum is designed to provide for all students, in a safe and secure environment conducive to learning, the opportunities:

- to experience a broad and balanced education which encourages pupils to fulfil their potential in the many different areas relevant to their personal abilities, skills and interests;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, PSHE to develop co-operative and interpersonal skills
- to acquire and develop knowledge, understanding & skills that are necessary for everyday life;
- to participate as effective citizens in a multi-ethnic society;
- to enable children to be creative and to develop their own thinking and interests;
- to develop for themselves an active and healthy lifestyle;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to acquire the study skills necessary to realise their learning potential;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong to enable children to be positive citizens;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
- to progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning beyond Green Park.

Class groups identify with one of three main teaching styles to help match the unique learning needs of pupils.

Sensory Learners – are at the very early stages of development and learn through exploration and noticing differences within their environment.

Focused Learners – generally learn through functional activities related to their environment, age and experiences based on the underlying features of the Early Years Foundation Stage.

Structured Learners – often learn through both sensory and or focused approaches but the key here is a structure that outlines a specific schedule as well as strategies in place that will help Structured Learners to recognise and accept changes to their routines.

Students undertake a range of accredited courses over the 14-19 phase. Qualifications from OCR, and ASDAN awarding bodies include;

Entry Level English, Maths

Functional Skills English, Maths, ICT - Entry Level 1 ASDAN

ASDAN Personal Progress

ASDAN Short Courses and Life Skills Challenge

The ability to read is vital. It paves the way to success in school, which can build self-confidence and motivate pupils to set high expectations for life.

At Green Park, Reading includes the traditional view of reading, but also recognises that for many students, reading incorporates understanding signs, pictures and images within their world as part of their communication system. The use of appropriate communication aids further helps pupils to understand the messages within society and their ability to communicate their words, feelings, wants and needs.

- At Green Park, pupils with learning difficulties learn to read through the use of a structured inclusive approach where teaching of reading has a positive impact on self-esteem. We teach reading and communication to promote vocabulary/spoken language, equip learners with communication skills for life and to promote growth in understanding the world around them. We use word recognition, develop the ability to apply phonic cues and the use of letters and sounds. We recognise that some pupils do develop strong reading skills and promote comprehension alongside the ability to read fluently.
- Where appropriate, some pupils attend Read Write Incorporated sessions on a regular basis to further develop both reading and comprehension. They will develop the ability to recognise words presented in and out of context and apply phonic rules.

1.The aims and underlying principles of teaching Literacy & Communication at Green Park School:

Language is central to living and learning. Green Park School fully supports the idea that Literacy & Communication is part of the 'core business' of our school and this is reflected in the commitment of the staff to promoting communication as one of the school's main priorities.

Every teacher will promote and support the development of pupil's communication, speaking, listening, reading, writing and thinking skills in a variety of meaningful contexts in all curricular areas.

Language should be a source of pleasure, enjoyment and richness as well as providing a means of partaking in a range of activities in family, public, cultural and working life. Pupils bring with them to school a wide range of attitudes towards, understanding of, and experiences with language; and also a range of developmental and communication difficulties. This diversity in pupil's experiences, skills and understanding will be recognised by the staff, who will seek to work with the pupils and their families in the development of each individual as a communication and language user enabling them to take part in life.

Pupils will be immersed in a stimulating environment of pictures, spoken words, sensory experiences and surrounded by print and other reading materials presented in an inviting and attractive way. Pupils will have opportunities, across all areas of the curriculum, to present ideas, experiences and understanding in ways, which require a growing awareness of other people, wider audiences and various purposes.

Progression will be seen in pupils' increasing independence in communication, listening, reading, writing and thinking, their understanding and response to what they feel, see, hear, read and write.

In order to develop Literacy and Communication, a number of strategies will be used to support teaching at Green Park School

- Routes for Learning will be used to help develop Communication and Cognition Skills for our Sensory and most Complex Learners.
- 'See and Learn' Materials will be used to help develop Literacy and Communication for Focused and Structured Learners.
- Read Write Inc will be used to further develop Literacy and Communication Skills for more able Focused and Structured Learners.
- *Once pupils have gained skills and confidence in the basics of reading, other age and developmental appropriate resources are available for pupils to access. This includes Oxford Reading Tree, Project X and Bespoke Wellington Square.*

2. Objectives for all learners will include the following;

- ❖ To develop pupil's key skills and confidence in all areas of Functional Literacy and Communication including body movement, facial expression, eye pointing, signing, oracy, reading and writing.
- ❖ To develop communication through multi- sensory experiences for those pupils working within a sensory curriculum
- ❖ To present pupils with a broad range of materials and experiences which will stimulate interest and provide pleasure.
- ❖ To link language with the thinking processes in a range of curricular contexts in order to apply and develop their language and cognitive skills.
- ❖ To enable non-verbal pupils to communicate effectively using communication devices, signing and ICT.

- ❖ To enable non-verbal pupils to begin to understand events around them through the use of Tactile Signing for Sensory Learners (TaSSeLs).
- ❖ To enable pupils to communicate effectively and confidently within a variety of forms of speech and in a range of social groupings in formal and informal contexts.
- ❖ To enable pupils to read social sight vocabulary in their environment and understand signage
- ❖ To develop pupil's knowledge, understanding, appreciation and enjoyment of a wide range of fiction and non-fiction text, and to enable them to develop preferences and make informed choices.
- ❖ To teach pupils to read fluently and with understanding, using appropriate reading methods.
- ❖ To develop pupil's ability to use information texts and to locate, extract and use relevant information.
- ❖ To develop pre writing and writing skills

*Pre writing activities

*Mark making

*Tracking

*Tracing

*Copying

- ❖ To develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax (sentence formation) appropriately and with confidence.
- ❖ To promote a wide use of ICT and media texts as a medium for the further development of language across the curriculum.

Read Write Inc. Phonics is a complete literacy programme originally designed for learners at the early stages of reading development. The programme is totally aligned to the new National Curriculum in a fun and meaningful way and we are proud of the significant progress that pupils have made since attending RWI sessions. *One parent said, 'My son started to say letters and words he could see around the house and he has never done this before.'*

Pupils;

Read storybooks and non-fiction books closely matched to their developing phonic knowledge
 Take home Phonics storybooks to share
 Read with fluency and expression
 Learn to spell using known sounds
 Write confidently by practising what they want to write out loud first
 Work well with a partner.

Once readers are accurate and speedy readers, they move on to the Literacy and Language programme where they will discuss texts with growing maturity.

Our School Day

The school day starts at 9.00am and finishes at 3.15pm. Registration is from 9.00am 9.20am

Morning playtimes

Between 10.10am and 10.30am, pupils have a break although this may change depending on pupils activities e.g. if you are in Food Technology, your break time may need to alter depending on the foods that are being prepared. Break includes learning time where pupils take turns, make their own healthy snacks, and even run their own shop within their cluster.

Lunch

Children in yellow to orange clusters have their lunch at 12.00am and their break ends at 12.40pm. There is a 5 minute handover time for staff then red and orange clusters have lunch 12.45pm – 1.25pm. Again, lunchtime offers opportunities for pupils to learn how to wash hands, help others, feed themselves, socialise and follow routines.

Drop-off and collection

At the beginning and end of the school day, school buses transport pupils to and from school. Some parents bring their children to school themselves and meet at the pupils' entrance. We want to have good links with all parents and this can be difficult as most pupils use the transport services. We use home school diaries to help promote positive relationships as well as regular phone calls and meetings during the school year. If normal arrangements have to be altered parents or social services are encouraged to let us know. This can be done via the home school diaries, a telephone call, letter or the passenger assistant who may write messages in the communication book in reception. This avoids any confusion or upset.