



CURRICULUM POLICY

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Signed:			Signed	

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her life long learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

Introduction

The **School** Curriculum reflects the heart of needs of the pupils at Green Park. It contains learning that is essential and important in enabling individuals to enhance their quality of life, their ability to communicate choices and to gain independence.

The 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 Creative Curriculum that truly focuses on the primary needs of our students. It welcomes the core statements in the Educational Health and Care Plans which embraces the development of skills needed to live an enjoyable, independent and fulfilled life.

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 undisrupted attention, which steers their learning and challenges teachers to creatively adapt a secure curriculum to help pupils achieve outstanding results because they are fully engaged. Teachers check that learning is secure and can be applied across all aspects of their lives using functional skills for a purpose.

INTENT – The Curriculum has been successfully designed and adapted to meet the particular needs of disadvantaged and SEND pupils.

It is our intent that all students will

- Learn for Life.
- Follow a Personalised, Functional, and purposeful Curriculum.
- Develop a communication system that is highly effective.
- Grow in Independence.
- Apply and Generalise Skills and where appropriate Maintain Skills.
- Follow a Sequenced Curriculum that enables learners to take the small, individualised steps necessary to develop Knowledge and Skills.

We have made significant changes to our curriculum and in September 2018 introduced a new Whole School Curriculum. We have made progress in identifying the drivers of our curriculum and have a clear vision. In the last year we established the framework. We have started to embed this in classroom practice. There are refinements and further developments linked to the proposed changes in role numbers and needs from Sept 2019. E.g. RSE, formal learners schemes of work including reading and maths.

- The **INTENT** of the Curriculum has been identified with well-designed EHCPs as the starting points for the curriculum content.
- It is our intention that planning offers the opportunities to develop knowledge in a sequenced way.

Key skills*

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance; □ problem-solving.

Teachers in all subject areas seek to contribute to a child's progress in these skills, as well as Life Skills** because we believe that all children need to make good progress in these areas if they are to develop their true potential.

Our curriculum pathways are personalised for all pupils. The curriculum focuses on developing the key skills within:

- Cognition and learning
- Communication and Interaction □
- Social Emotional and Mental Health
- Physical and Sensory Development.

Organisation and planning

There are Five Curriculum Frameworks that our pupils could work from;

EHCP's - The school curriculum is personalised to different Pathways followed by individual pupils. Teachers planning is driven by EHCP's through thematic planning which is sequenced through progressive Pathways;

- **Seedlings** (EYFS) A pupil aged 2-5 will be assessed against development matters 4 prime areas.
- **Roots** – (*Early learner*). A pre-subject specific curriculum based on the 4 EHCP areas of need. Delivered through a wide variety of stimulating, multi-sensory activities, designed to maximize individual engagement, interaction and communication skills.

- **Stems-** (*Semi formal*). A broad and balanced curriculum is differentiated and aligned to the 4 EHCP areas. This is delivered through an approach which provides an inspiring and relevant context through which children gain greater knowledge, understanding for everyday life.
- **Shoots** (*Subject Specific*). The wide range of subjects are differentiated appropriately for each learner. Learners gain much more in-depth knowledge and understanding of subject specific concepts.
- **Blossom** (*Sixth Form*) Pupils in sixth form will be assessed against PPU's and accreditation modules. Staff will choose modules that are relevant for the individual and support their journey for when they move on from Green Park.

Curriculum maps give us the overview of planning and the sequenced planning / Medium Term Plans support teaching for subject learners.

Progress & Coverage Documents are referred to for sequenced learning over time.

Block Planners are checked for sequenced learning and this is monitored by the Area of Need (AoN) Team.

Weekly plans are developed according to the progress pupils make.

Learning Passports again reinforce sequenced learning and they are updated on a termly basis. They celebrate learning that has been achieved and identify small next steps that link to individual personalised learning according to their EHCP's. Teachers think carefully about what comes next in sequential learning and this can be evidenced in pupils work and apps. Progress is consistently checked and this is reviewed with a range of professionals and parents on a termly and annual basis.

At the end of each Key Stage, a full review of pathways and progress takes place and this is where significant challenges may be made depending on the stage individuals are at.

The IMPLEMENTATION of the Curriculum is based on individual learning plans, curriculum pathways and programmes of study:

Seedlings – EYFS

Roots – Early Learners

Stems – semi formal

Shoots – formal

Blossom – transition challenge, PPU, towards independence.

Pupils are assessed according to their pathway. Every pupil has or will have an Education, Health and Care Plan, where desired outcomes and steps towards the desired outcome for the four areas of need are agreed with pupils, parent(s)/carers and school. We use the Evidence for Learning (Efl) App to store pupil's personal learning targets. These are then used to inform individual pupil passports. Formative assessments are made using the Efl app. The Efl app produces learning journeys and allow the IMPACT of progress to be demonstrated.

Summative assessments of learning targets are made termly.

Personal Progress indicators are used to determine how well pupils are progressing.

Annual Reviews look at progress made towards end of Key Stage Attainment. Once a young person reaches the end of their Key Stage, targets are reset according to progress made and next steps as discussed by all involved. This will then determine the most appropriate Pathway and content of the curriculum taught.

Although pupils' needs are a priority, their statutory rights to a broad and balanced curriculum are consistently monitored by Area leaders who develop, monitor and review the following on a regular basis.

- EHCP targets (Progress over time)
- Learning Passports (Sequential steps of progress linked to EHCP targets)
- Block Planners (Progress, SMSC, British values, Safeguarding, SEV's)
- Weekly Planners (Weekly progressive small steps)
- EFL app (progress)
- Folders (Sequential steps in learning leading to progress)
- MTP's for subject learners.

As well as Cognition and Learning, Communication and interaction, Sensory / Physical needs, the Curriculum includes a strong focus on Social, Emotional and Mental Health where we are attentive to pupil's development of a growing sense of well-being. Spiritual, Moral, Social 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 Pupil Progress Lead also has a strong role in monitoring and helping to promote progress across all areas for individual pupils. Progress and attainment information is used to inform planning and produce curriculum drivers bespoke for individuals according to their unique steps in progress. Progress and attainment are tracked at set points each year but also throughout each lesson in order to inform subsequent teaching. Each written piece is marked and followed up with a support task to strengthen, deepen or challenge understanding.

Depending on the pathway being followed, pupils will explore, interact and lead in their learning according to what has been identified on their EHCP's. A broad and balanced breadth of experience will serve as a vehicle to support and expand learning.

Once pupils become semi-formal or formal learners, they will begin to take part in subject based learning.

- Sensory, Emotional and Mental Health

RE - Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people, igniting a sense of awe and wonder. At Green Park School, we develop the children's knowledge and understanding of the world faiths as well as faiths that are important to pupils and their families. RE is discreetly taught to pupils, where we enable children to develop a sound knowledge of Christianity as well as other world religions. Our school meets the requirement of the 1988 Education Reform Act, which states that RE is compulsory for **all** pupils, including those of reception age who are less than 5 years old.

RSE (PSHE) - *RSE (PSHE)* is taught using two approaches (planned taught sessions and tailor-made interventions) and reflects the needs of our pupils. The programme equips pupils with a sound knowledge of risk and with the knowledge and skills that allows our pupils to make informed decisions and choices.

- Communication and Interaction

Literacy (reading and writing) (RWI)

Speaking – We have a total communication ethos at Green Park School. Students have opportunities to establish and develop skills using their preferred method of communication. It is our aim to ensure students can confidently express themselves in a range of situations and environments.

Listening – It is important that our students have opportunities to develop good listening skills and enjoy the right to be listened to by a range of people in a number of environments.

- Cognition and Learning

Numeracy

(Numicon) Based on a concrete-pictorial-abstract approach, Numicon encourages children to explore math's using structured imagery and apparatus in order to understand and explain mathematical concepts making the most of manipulatives or mastery by using Numicon resources. We aim to promote the use of all aspect of number in real life situations.

Science- Science covers a range of topics to develop reasoning. Young children find reasoning hard and we need the demands of concrete experiences for some time. Opportunities to think through real situations and solve problems are planned on a regular basis e.g. the location of a sound from 2 possible sources, make connections between objects, know that something has happened, respond to a situation; ask simple questions/make requests, know that other people may think differently.

Computing (ICT) - The curriculum is designed to provide for all students, in a safe and secure environment conducive to learning the opportunities to learn the basic skills of Computing (Information Communication Technology). Pupils are taught how to stay safe online on a regular basis. It is referred to in our Programme of Study for Safeguarding. Computers and devices are used to enhance learning and promote higher levels of communication that meet the needs of our learners.

DT – Design and Technology at Green Park offers contexts for children to participate in tasks that will help to develop their ideas and plans building on their skills, knowledge and understanding. Practical work is used to encourage problem solving and making decisions that will meet a need, followed by evaluation – e.g. design a sustainable shopping bag.

Humanities (History and Geography) - Our humanities curriculum is meaningful and purposeful to our pupils and centres around them e.g. their history / how to negotiate their surrounding environment. Subject learners will embrace opportunities to learn more about the world beyond their immediate experiences.

- Physical, Sensory and Medical

PE: Green Park strives to be a healthy school and believes that PE, experienced in a safe and supportive environment is a vital contributor to a pupil's physical development and well-being. PE is a practical subject that enables all pupils to participate in enjoyable, exciting and challenging physical movement and is threaded through all areas of the curriculum.

Creativity (Art and Music) Creativity is the act of turning new and imaginative ideas into reality. At Green Park we are committed to providing opportunities within art, music, drama, dance and across all other aspects of the curriculum. We offer intervention groups within Creativity, encouraging pupils to develop their sensory and fine motor skills through a broad and balanced personalised curriculum which focus on individual targets.

PSHE: PSHE is an important aspect of all areas of the curriculum. We strive to promote independence through developing skills to help learners throughout life such as dressing, personal hygiene, feeding and drinking. We learn how to look after the body and how to live alongside others within a community. We are beginning to make links between building positive relationships on an everyday basis, and safely when online.

AMENDMENTS TO CURRICULUM POLICY DUE TO COVID-19

- Due to Covid19, the school has reviewed class groups / bubbles to match the needs of pupils who are currently attending school and those who are Remote learning – all pupils who do not attend school receive weekly home learning activities via email or post.
- Following Lockdown1, pupils were offered access to A Recovery Curriculum where their emotional needs were considered before returning to regular school routines.
- Staff considered pupils ability to adjust to a changing environment whilst still seeking to meet the needs of EHCP's.
- For Lockdown3 teachers, continue to make reasonable endeavours to ensure that work is set to challenge, support and reflect their EHCP outcomes.
- Pupils and families receive a well-being phone call each week. Teachers ask for feedback regarding remote learning.
- Parents are encouraged to update the teacher and team on their child's achievements via email or through the Evidence for Learning app.
- Through Evidence for Learning, teachers can view videos, photographs or comments uploaded by families and link them directly to EHCP assessments.
- Teachers are also encouraged to send videos of best practice – e.g. Read, write, in speed sound sessions in order for pupils to view and engage with at home.
- Teachers meet with Area of Need or School Improvement Leaders fortnightly to discuss and monitor their remote learning. Below are the questions that may be explored during each meeting:

- How are individuals being challenged?
- Is there evidence to show progress?
- How long is it taking pupils to complete their work?
- How do you think your class group would respond to live video calls?
- How are young people engaging with their work?
- Do you have any concerns?
- What adaptations have you made following assessments and pupil responses?
- We will be making assessments at the end of term – are you on track to enable this to take place?
- Is there anything you need to change to help ensure that learners are receiving their entitlement?
- Sensory bags – Are there any pupils in your group who would benefit from a sensory bag of items / objects to support their learning? We would endeavour to ensure that contents match the needs of individual pupils.
- Activity packs have been developed for parents to collect from school with resources and ideas to encourage families to engage in more practical activities. Families that have expressed difficulties with home learning may choose to access these as an alternative to regular lessons created by teachers.

Pupil Progress

At Green Park, we track progress in all four areas of need. Each term, their progress is updated against the assessments Emerging, Developing and Secure. Termly predictions are personalised for each learner depending on how many terms they have remaining until the end of their key stage.

Learning passports are set termly to ensure that smaller steps to EHCP outcomes are smart and precise. After assessments have been updated, teachers have pupil progress meetings to reflect on the progress made and any barriers that children may face. From this meeting, interventions are set - within classroom practice and any additional resource interventions that term. Termly, the actions and interventions are recorded and the impact is measured.

We collect evidence through Evidence for Learning, and this enables all of the assessments to be supported by video and photographic evidence. Work is regularly sent home to parents to view and comment. Termly updates of their child's progress is also sent home via Evidence for Learning so that parents have the most up to date progress updates each term.

Progress in curriculum areas are assessed with 'Refusal, attention, engaging, developing, secure and generalised'. We emphasise that a child has only generalised the skill if we have evidence of a child practicing this skill if it has been seen at home or with a visiting multi-professional.

The various extra provisions / interventions that the school organises to enrich the children's experience are valued, and the impact they have on learning is currently measured through Provision Mapping. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We carefully consider what will help pupils to thrive, what will motivate, grow interest, and develop confidence – we want pupils to know that they are valued and grow into positive, responsible people, who can work and cooperate with others whilst at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for our children and endeavour to promote challenge using rigorous assessment to enable more pupils to make outstanding progress. Although we believe in making learning fun, we acknowledge that it is quality outstanding teaching that is essential in engaging pupils and promoting progress.

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. This includes 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 (Citizenship) and information and communication technology (ICT/Computing);
- 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.

We have used the most effective documents available to support the writing of curriculums that will initially engage pupils, develop purposeful skills, generalise and practice what has been learnt, solve problems and support pupils in moving on in their journey through learning for life.

These include;

- Routes for Learning
- MAPP
- EQUALS

Through video footage, photographs or folders, work is rigorously assessed and used as evidence to support primarily progress in pupils EHCP targets. Teachers refer to the appropriate curriculum as part of each assessment for individual students. There are opportunities to add references to levels of engagement, levels of support, indicators for contexts and other relevant issues, self-assessment and the opportunity for parents / carers to contribute to their learning journey.

Following an assessment of learning, each pupil is assigned to a curriculum that matches their developmental stage. However, it is the pupils personalised EHCP that drives the curriculum and this is the starting point for all teachers in planning and assessment.

We agree a Progress and Coverage Document (long-term plan) for each phase / key stage. This indicates which topics are to be taught in each term. We review this long-term plan on an annual basis. The whole school Long Term Plan has a three-year cycle, with the exception of Key Stage 4 and sixth form, which operates a five-year cycle.

Currently, our Long Term Plan remains in place. It helps the Area of Need Team to ensure balance across each cycle.

Each subject belongs to at least one area of study in line with the EHCP;

- Social, Emotional and Mental Health – PSHE, RSE, RE
- Cognition and Learning – Numeracy, (ICT/Computing), Science DT, History, Geography, (MFL)
- Communication and Interaction – Speaking and Listening, *Reading, Writing, (Drama)*
- Physical and Sensory - PE, Creativity (Art, Music and Dance), PSHE

Creativity - Music, Art, Dance are used to further enhance and support pupils learning.

All areas promote the development of functional skills that will positively impact on real life for young people.

In the Early Learning Foundation Stage, the areas match National Guidance;

- Communication & Language - development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, Social and Emotional Development - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy and Communication - development involves encouraging children to communicate with others using an appropriate Communication System. For those who are verbal, they learn to link sounds and letters and to begin to read and write. Children must be given access to a wide range of stimulating reading materials (books, poems, sensory stories and other written materials) to ignite their interest.
- Mathematics - involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the World - involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Previously, subject co-coordinators contributed to the Programmes of Study where essential skills, knowledge and understanding are outlined. Each Programme was edited by Dr Penny Lacey to help ensure Curriculum Content that serve our pupils well. The Programmes of Study were updated and reviewed during the Summer Term of 2019. This included specific Reference to Safeguarding to help ensure that teachers plan relevant opportunities to teach young people how to remain safe and what to do should they feel that they are not safe. This is the starting point for all Medium Term Planning. Staff are encouraged to consider the targets, skills, talents, interests and needs of their pupils before planning the next term or half term of learning.

There are up to four Medium Term Plans available per half term that teachers refer to for pre-formal and formal learners (Pre- subject / subject learners). Each teacher will work from the plan most appropriate to their pupils Key Stage.

Plan	KS Link	Frequency	Cycles of Planning
EYFS	Age 0-5	half termly	Three Year Cycle
Primary	KS1 & KS2	half termly	Three Year Cycle
Middle	KS3	half termly	Three Year Cycle
Secondary and FE	KS4 & Sixth Form	termly	Five Year Cycle

The aim of the Medium Term Plans is to identify relevant aspects of the Programmes of study and finding engaging and inspiring ways to deliver the content. Currently, we give clear guidance on the objectives / key

questions and skills for each English and Mathematics. We are in the process of reviewing Medium Term Plans for all other subject areas.

We currently use block planners primarily to demonstrate personalised programmes for individual pupils through their

EHCP's which are used as a starting point for all planning. Key questions / objectives and activities across two weeks to enable teachers to plan according to the progress pupils have made are identified. These are agreed by SLT and Area of Need leaders across each term or half term and are displayed and accessible to all in each classroom.

Teachers provide a weekly management plan to help ensure that support staff know expectations with regards to when each lesson is taught, groupings, planned learning targets and resources necessary.

Learning Passport's / Route Steps are identified within the classroom and are integral to the planning. (*See below)

The curriculum framework has evolved towards a thematic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas across each framework. The move from Seedlings to Accreditation is progressive.

In one term the long term planning may lean towards a history topic, then switch to a greater emphasis on geography in the next term. Thus, in due course, each child can experience the full range of National Curriculum subjects throughout their time at Green Park.

Currently, for most students, the Foundation and Creative Subjects are used as a tool to help creatively deliver EHCP targets. Once pupils become formal learners, they may experience for example history as a subject within itself rather than a tool. In all instances, pupils learning is made purposeful and relevant to their experiences. For example, Geography may not be about learning continents, but more about finding their way independently to the bathroom. History may not be about the Victorians, but about recognising themselves when they were younger on photographs and on video footage. When the learners are ready with regards to their developmental level, they may then move on to learning subjects in the more traditional sense.

*The school provides a Learning Passport (LP) for each learner. This sets out the nature of the special need and outlines how the school will aim to address it. The LP also sets out targets for improvement, so that we can review and monitor the progress of each child with parents on three occasions per year in line with their EHCP.

We have used Routes for Learning where SCRUFFY Targets (Student led, Creative, Relevant, Unspecified, fun for Youngsters) can be set to identify the strengths of our most profound students and help them make positive steps towards further learning.

The Marking scheme, Classroom / Pupil Progress Monitoring Forms and the Evidence for Learning App are used regularly to track the small steps of learning and progress that pupils make.

Individual Behaviour Plans (IBP) and Moving and Handling Plans support access to the learning environment.

We are committed to meeting the needs of our children. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that our children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately differentiated and modified to meet our children's Personalised requirement. Developmental and Age appropriateness is considered at each Key Stage.

Extra-curricular activities, such as school productions, fund raising activities, school teams, visits, residential's and Work Experience all contribute to the total learning experience.

Class Groups

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 specific schedules well as strategies in place that will help Structured Learners to recognise and accept changes to their routines.

The Foundation Stage & Key Stage 1 & 2

Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the class groups builds on the experiences of the children's learning. We do all we can to build positive partnerships with the various nurseries, and children who transfer to our school undertake a transition programme developed in partnership with all interested parties including parents.

New entrants to the school are profiled, using the new school curriculum assessments and this offers baseline assessment for pupils with SEN. This supports the Jigsaw of evidence that is vital in obtaining a holistic view of how our pupils learn.

Each half-term the class teacher will consistently assess the skills development of each child, and record this on the Evidence for Learning App. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents, carers and teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. Currently, each half-term parents receive information about the curriculum being taught. We invite parents to communicate the outcome of homework, as well as the impact learning in school has at home.

Within the app, there is an opportunity for school to securely share information about the progress children have made using video and photographic evidence. A high percentage of parents and carers have signed up to be part of this. Following a trial period, all parents and carers who signed the agreement will receive information about their child's work in school via the app.

Although the school now plans thematically and there are no statutory timings for any NC subject, we strive to ensure breadth and balance according to the needs of very personalised learning. Following consultation, the outcome of our recent review states that a number of aspects should be considered when designing a curriculum that meets the needs of our pupils;

- EHCP's
- Learning Styles
- Key Stages
- Curriculum Pathways
- Development of Life Skills
- Development of personal Skills
- Provision for Physical and Sensory Development
- Self-management of behaviour

A child's teaching day is 270 minutes which is slightly less than required for Secondary children but is a compromise in an all age school with transport arrangements and this is common in special school.

9.00 - 9.20 am	9.20 - 9.30 am	9.30 - 10.00 am	10.00 - 10.30 am	10.30 - 10.40 am	10.40 - 11.00 am	11.00 - 11.30 am	11.30 - 12.00 pm	12.00 - 12.45 pm	12.45 - 1.00 pm	1.00 - 1.25 pm	1.25 - 1.30 pm	1.30 - 1.40 pm	1.40 - 2.10 pm	2.10 - 2.40 pm	2.40 - 3.00 pm	3.00 - 3.15 pm
Welcome and Registration	Teaching Time 70 minutes			BREAK	Teaching Time 80 minutes			Teaching Time (30 mins per day) & Supervision 15 mins	BREAK	Welcome and Registration	Teaching Time 90 minutes				Preparation for home and Reflection	

Subjects within each Area

Communication and Interaction 350 mins			Cognition and Learning 405 mins			Social Emotional & Mental Health 255 mins			Physical Medical & Sensory 280 mins		
Subject	Minutes	Sessions	Subject	Minutes	Sessions	Subject	Minutes	Sessions	Subject	Minutes	Sessions
English	150	5 x ½ hr	Mathematics	150	5 x ½ hr	RSE	30	1 x ½ hr	Fit club / Cool kids	100	10 x 10 mins
Communication	100	10 x 20 mins	History / Geog	30	1 x ½ hr	PSHE	120	4X ½ hr	Physical Education	60	2x 30 mins
350 mins 5hrs and 50 mins 11 sessions and 20 mins			Computing	30	1 x ½ hr	PSHE – Staying Safe	30	1 x ½ hr	Swimming / Physical activity	60	2 x 30 mins
			Science	60	2 x ½ hr	RE	45	45 mins	Music	30	1 x ½ hr
			Reading / Writing	100	5 x 20 mins	Assembly	30	1 x ½ hr	Art	30	1 x ½ hr
			DT	30	1x30 mins						
			405 mins 6 hrs and 45 minutes 13 sessions and 15 minutes			255 mins 4 hrs and 15 mins 8 sessions and 15 mins			280 mins 4 hrs and 40 minutes 9 sessions and 10 minutes		

Each school day offers an agreed calculated amount of time for the four EHCP areas according to the needs of pupils at Green Park School. For class groups or individuals that may require more time for e.g. Physical Movement in Sensory groups, an alternative timetable for therapeutic reasons, class teachers should meet with senior leaders to discuss and agree possible changes that maintain a broad and balanced curriculum.

Subjects are placed within each EHCP Area for pre-formal and formal learners. Early learners will develop through the four EHCP areas.

Generally, each session will last 30 minutes although there are variances for some studies. Timings for the school day are generalised. However, class teachers may design lessons to match the learning needs of their pupils. Learning includes fine and gross motor skills, communicating with others during significant times of the day and physical movement / exercise.

For PE and swimming some class groups will combine and the curriculum allows for movement between groups to facilitate inclusion opportunities.

Weekly Assemblies are themed and led by individual class groups. Presentations encourage a wide range of curriculum skills related to presenting in front of an audience.

Achievement Award Assemblies offer parents and carers the opportunity to attend school and take part in a service in which their child receives special certification.

The end of each school day is dedicated to a short period of reflection. Pupils are offered the opportunity to consider what has been learnt and experienced.

'Fit club' / 'Cool Kids' is an embedded part of the schools 'Healthy Schools Programme' and the start of each morning and afternoon teaching session involves a ten-minute physical movement activity.

The above allocations will vary for individuals according to specific needs eg: Physiotherapy / Behaviour / Speech and Language / Medical considerations / Outdoor pursuits programme / Visual impairment and Hearing impairment support / Social Educational Visits / themed days related to the theme.

The Key Stage 3

Principles of Key Stages One and Two are embedded within Key Stage Three although the subject emphasis changes to accommodate more age appropriate learning styles.

RSE (SRE) is mandatory unless parents object to their child undertaking this learning experience.

Pupils on the Duke of Edinburgh (D of E) Scheme will choose three modules and these will form part of the award (Bronze and or Silver).

The 14 - 19 Curriculum

Principles of Key Stage Three are embedded within Key Stage Four although the subject emphasis changes to accommodate more age appropriate learning materials. The National Curriculum underpins the planning of the curriculum at Key Stage 4 and ASDANs – 'Transition challenge' is used to assess and record outcomes. Assessment and moderation procedures follow external accreditation criteria.

Pupils are grouped according to their preferred learning styles and inclusion is a feature that is reflected in the 14 to 19 curriculum.

In 6th form pupils follow a more functional curriculum towards developing independence beyond Green Park School. Core skills remain to underpin the teaching of key skills. The curriculum is needs led and is underpinned with the ALL, ASDAN and NSP programmes. Pupils access modules that best suit their individual needs and this is based on the ASDAN 'Starting Out' booklet that encourages pupils to identify their strengths and areas of development in planning their curriculum programme.

Relevant accreditation themes will support the 14 – 19 Curriculum following consultation with senior leaders.

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 role of the Area of Need Leaders.

Area of Need leaders;

- provide a strategic lead and direction for each area;
- support and advise colleagues on issues related to the area;
- monitor pupils' progress in that area;
- provide efficient resource management for the area.

The school gives area leaders' non-contact time each half-term, so that they can carry out their duties. It is the role of each area leader to keep up to date with developments in their subject, at both national and local level. They review the way the area is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each area leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned and sequenced into schemes of work. The area leader also refers to portfolios of children's work on the app which are used to illustrate the achievements at each stage and to exemplify the attainment expected.

Monitoring and review

Area leaders monitor the way their area is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Data is also monitored and area leaders are required to know the strengths and development points for their area, as well as identify cohorts and individual pupils who are making outstanding progress, and less than expected progress. **Their area files and discussions should identify how to move forward as cohorts or as individuals. Area leaders also have responsibility for monitoring the way in which resources are stored and managed.**

Area leaders also undertake Learning Walks/Good Practice Visits to ensure their subject is taught to a high standard and that planning matches delivery.

This policy is monitored by the governing body and will be reviewed every two years.

