



Curriculum Policy

AUTHOR:-

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Ickburgh School Curriculum Policy

Current Political Background

"Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life"

The National Curriculum in England: Framework for Key Stages 1-4

Why we have a curriculum: Aims

We believe our learners are entitled to access to a curriculum that is broad, balanced, relevant, age appropriate, and differentiated according to their individual needs. The curriculum is designed to prepare learners for their future enabling them to become as independent as possible and to take their place in the community. The curriculum is organised and laid out to ensure individual learners receive their entitlement as they progress through the school.

How we organise the curriculum

- Early Years, Primary and Secondary Pupils

We have grouped the topics for each subject into termly themes and arranged the themes into a six year cycle. Pupils in early years and primary classes follow the primary cycle and in those in secondary classes follow the secondary cycle. Most pupils will then encounter each theme once during their time in the department.

- Sixth Form Students

Students in the sixth form follow a 3 year cycle of a curriculum based around the four strands of functional skills, vocational skills, independent living skills, and personal development. This curriculum is accredited via ASDAN's Towards Independence Scheme, and Pupil Progress modules again accredited by ASDAN.



What the curriculum includes: Curriculum Subjects

Primary and Secondary Departments

- Core Subjects

- *English / Communication Skills / Literacy Skills*
This is taught on a daily basis and is generally not linked to the themes, although some elements such as the books studied may be based on the term theme e.g. The Jungle Book: Asia: Secondary Department
All pupils will participate in the Letters and Sounds Literacy programme at a phase appropriate to their needs.
- *Mathematics/ Numeracy Skills*
This is taught on a daily basis and will be linked to the theme where it is appropriate to do so
- *Science*
This is taught usually twice weekly and is linked to the theme
- *Computing*
Where appropriate for the SLD pupils this is a discrete weekly lesson, linked to the themes, for other pupils this will be delivered in a more cross curricula way according to their needs.
- *Personal Health Social Education (PHSE) Citizenship & Sex and Relationships Education (SRE)*
 - Self help- this is taught in a practical way during everyday activities such as lunch, using the bathroom, changing for PE
 - PHSE, Citizenship and SRE are taught in discreet lessons at least weekly and linked to the theme where possible. SRE is taught as modules within PHSE for older learners.

- Foundation Subjects

- *Art & design, Music, Design technology, Drama*
These are taught at least weekly linked to the theme
- *History, Geography*
These are taught weekly when relevant to the theme
- *MFL*
The Modern Foreign Language taught is Spanish and is delivered through a focussed week of activities.
- *Work related learning*
This is taught linked to the theme in the secondary department and via a focussed week of activities



- PE
 - All pupils take part in at least 2 sessions of physical activities a week. This will include swimming or hydrotherapy activities as appropriate at some point as they progress through the school.
- RE
 - All pupils take part in religious education both learning about religion and learning from religion.
- Play
 - All pupils have at least weekly Play sessions to focus on play skills including communication, social skills and motor skills

Sixth Form Department

The curriculum content is drawn from the syllabi of the accreditation being worked towards.

- Functional skills
 - English, Maths and ICT
 - English and Maths are taught daily and ICT weekly
- Vocational Skills
 - This includes taking part in a weekly mini enterprise, and weekly jobs around the school, internal and external work experience placements during the three years of the sixth form, as well as learning about the world of work including a focused week of activities.
- Independent Living Skills
 - This includes cooking, home management and community skills as well as PHSE and SRE
- Personal Development Skills
 - Art, Music, Drama, PE, RE, and Citizenship

What the curriculum includes: Curriculum Delivery

The needs of our pupils differ across classes in the same age phase and within classes. The curriculum is therefore differentiated by the teacher to meet the needs of each individual learner or group of learners.

In PMLD Classes we use a multisensory approach to the curriculum focussing on using all the senses to learn. In our multisensory impairment class we will particularly focus on tactile activities for learning.



What the curriculum includes: Curriculum Enhancement

In addition to learning in the classroom we offer a number of enhancements to pupils as appropriate.

- **Rebound Therapy**
A number of staff are trained in rebound therapy and work on a 1:1 basis with individual learners often as part of their preparation to learn programme
- **Multisensory Interactive Learning Environment (MiLE)**
Learners with sensory impairments will take part in sessions overseen by an HLTA using the equipment in the MiLE
- **Tracking Room**
Learners with visual impairments will have a programme devised by the specialist teacher for visual impairment taking place regularly in the tracking room.
- **Hydrotherapy**
Hydrotherapy takes place regularly for learners with physical needs overseen by an HLTA.

What the curriculum includes: Curriculum Enrichment

Wherever possible we will draw on the expertise of others to provide enrichment for the curriculum.

This will range from educational visits by individual classes to external organisations visiting the school to provide activities to groups of pupils. E.g. a farm yard set up in the school playground, a visiting theatre production or pantomime, a visit from a rabbi, a trip to the local Mosque, a trip on a canal boat, or visit to a historic building

We also organise themed days or weeks to mark special events or to draw together learning around a specific theme. These may include World Book Day, Black History Month, or "a day at the seaside"

What the curriculum includes: Planning and evaluating

The Curriculum map for each age range sets out the specific areas of each subject to be covered within each themed module.

More details plans are created collaboratively in age group departments involving all staff in devising motivating, innovative, relevant and practical activities for all learners. This will take place as an INSET activity.

Teachers are responsible for ensuring individual lessons are planned effectively. Plans will be saved to the server (Pupil Admin/ lesson Planning) to enable all staff to access them and should be completed by the beginning of the 2nd week of each term. This is especially important to enable temporary cover staff to work effectively and ensure continuity for learners. There is a format available for this, although there is some flexibility in the period a plan should cover, this being left to the teacher's professional judgement based on the knowledge of the class.

Lessons should be evaluated in order to prepare for changes needed to the plan for the following lesson.

Outcomes

- Maximising every learners potential to enable them to live as fulfilled a life as possible in the community.
 - The curriculum as a whole is designed to fulfil this outcome
- Establishing the school as a learning community, constantly seeking to improve its practice by reflection, evaluation and innovation.
 - We strive to ensure that we constantly evaluate our curriculum and seek to improve the experience of our learners by working together as a staff body to reflect on our practice



- Working in partnership with, and drawing on the expertise of, parents, other agencies and the wider community.
 - We seek to establish and maintain relationships with a range of other agencies such as theatre groups, local faith communities, specialist educational providers to provide enrichment to our curriculum



Appendix 1 Curriculum Maps

○ Primary Theme Map

Year / first occurrence / Term		Autumn Term	Spring Term	Summer term
A	2020-2021	All about Me	My Environment	Seaside
B	2015-16	Light	Plants	Transport
C	2016-17	Asia	My relationships	Countryside
D	2017-18	Music	Rocks fossils and dinosaurs	Space
E	2018-19	Africa	Weather	Animals and birds
F	2019-2020	America	Materials	Towns

○ Secondary Theme Map

Year / first occurrence / Term		Autumn Term	Spring Term	Summer term
A	2020-2021	This is Me	I live in Hackney	Coasts
B	2015-16	Electricity	Plants	Movement
C	2016-17	Asia	Health	Russia
D	2017-18	WW2	A long Time Ago	Space
E	2018-19	Africa	Weather	Tudors & Stuarts
F	2019-2020	The Middle East	Sorting	Towns



○ Sixth Form

Area	Subject	Year	Autumn	Spring	Summer
Functional Skills	English	A	Speaking & Listening	Reading	Writing
		B	Speaking & Listening	Reading	Writing
		C	Speaking & Listening	Reading	Writing
	Maths	A	Number Skills	Measure	Position
		B	Money	Shape	Number Skills
		C	Money	Sequencing & Sorting	Measure
	ICT	A	Using ICT	Using ICT	Using ICT
		B	Computer Technology	Computer Technology	Computer Technology
		C	ICT skills	ICT skills	ICT skills
Creative Skills	Art / D&T	A	Crafts	Painting	Textiles
		B	Card Making	Collage / Mosaic	Sculpture
		C	Crafts	Pottery	Printing
	Drama	A	Drama	Drama	Performance
		B	Drama	Drama	Performance
		C	Drama	Drama	Performance
	Music	A	Music	Singing	Performance
		B	Music	Singing	Performance
		C	Music	Singing	Performance
Leisure Skills	PE	A	Ice Skating	Team Games	Swimming
		B	Bowling	Dance	Outdoor Pursuits
		C	Trampolining	Playing Games	Boating
Independent Living Skills	Independent Living Skills	A	Cooking Skills	Community and relationship Skills	Home management Skills
		B	Cooking Skills	Community and relationship Skills	Home management Skills
		C	Cooking Skills	Community and relationship Skills	Home management Skills
	PHSE & SRE	A	Looking after yourself	SRE	community
		B	Organising yourself	SRE	community
		C	Rights and responsibilities	SRE	community
Vocational Skills		A	Workplace skills	Catering Skills	Gardening Skills
		B	Workplace skills	Catering Skills	Gardening Skills
		C	Workplace skills	Catering Skills	Gardening Skills
RE & Citizenship		A	Making Moral choices	Human Rights	Religion: Judaism & Christianity
		B	Race and Prejudice	Charity	Religion: Islam & Sikhism
		C	Making Moral	Environment	Religion: Buddhism



		Choices		& Hinduism
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