



WHOLE SCHOOL CURRICULUM POLICY

Chair of Governors:

Date: 2/12/20

Review date: December 2023

Whole School Curriculum Policy

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Ysgol Bryn Derw caters for pupils with ASD and a wide range of learning difficulties and within its curriculum framework provides learning opportunities for all its pupils at different stages of their development.

The whole curriculum

We are committed to provide access to a broad curriculum for all of our pupils. Alongside this we recognise that the curriculum must be relevant to pupils' individual needs and there must be in-built flexibility in order to ensure continued relevance for all pupils at the various stages of their time at Ysgol Bryn Derw. This will mean that not all of our pupils will experience all aspects of the curriculum all of the time, but rather that a balance in the whole curriculum will be reflected in pupils' individual experiences according to the various age related stages of their school life. Balance across the curriculum will also be dictated by the diverse and complex individual needs of our pupils. We recognise that our pupils benefit from a wide variety of sensory activities and the many forms of therapy which are offered to them and that some of our pupils with very challenging behaviours will need an even greater degree of flexibility in their learning and social programmes.

All of our pupils where appropriate, have access to the full range of subjects in the National Curriculum Framework appropriate to their age provided in a way that matches the stage of their development.

The teaching experiences/activities provided and accompanying medium term plans reflect the Curriculum for Wales and for KS4 & 5 accredited units and modules.

Curriculum access

Due to the diverse and complex needs of our pupils we need to employ methods of modification and differentiation in order for the whole curriculum to be accessible to all pupils through:

- The provision of appropriate information technology resources – computers, relevant software, switches
- Appropriate use of resources to support learner’s sensory challenges, in line with their individualised sensory profile which enables them to be ‘ready to learn.’
- An environment which supports total communication using signs, speech, symbols, objects of reference, communication aids, Picture Exchange Communication System (PECS) etc
- Consistent and sensitive use of programmes to moderate challenging behaviours
- Our commitment to essential therapeutic approaches – Speech and Language Therapy, Occupational Therapy, Music Therapy, Rebound Therapy etc
- The use of strategies to minimise or alleviate sensory impairments, such as access to the sensory areas, specialist equipment such as sound enhancement systems and the use of sensory integration strategies
- A commitment to collaboration with parents, professionals and agencies, with the community and with the pupils themselves.

Long term plans and Schemes of Work have been developed in detail to allow for continuity and progression as well as to provide age appropriate experiences for pupils working at the earliest levels of development. Some pupils will need to revisit fresh interpretations of the same programmes of study, in addition to having regular opportunities to consolidate skills, which have been already acquired over time – a spiral curriculum.

Curriculum plans present a carefully considered view of the relevance, breadth and depth of study appropriate to the current pupil profile, with all teachers providing individually targeted programmes for all pupils in their class.

For some of our pupils the challenge to achieve will be difficult. It may be that in some cases certain aspects of work will remain ‘light touch’ rather than ‘in depth’ and in these cases pupils’ individual statements and annual reviews will need to reflect the situation. In these instances the priority for learners is to be supported to ‘regulate’ and be ‘ready to learn’ through managing their sensory, social and behavioural barriers. Identification and referral to the Pupil Success Group ensures learners are signposted to effective therapies and interventions to support their individual needs, which may extend to beyond the classroom offer.

From time to time there may be other pupils whose achievements will go beyond the general level of the activities in our programmes of study. These pupils will be offered a range of individual extension opportunities. Where possible arrangements will be made for pupils to access local mainstream schools or community based learning establishments for particular aspects of their curriculum development.

This policy should be read in conjunction with the following:

- A Policy for Teaching and Learning
- A Policy for Assessment

Partnerships

At Ysgol Bryn Derw the curriculum is founded on a principle of partnership involving all staff/pupils within the school as well as parents, the Governing Body, other professional and agencies.

All work together for the benefit of the pupils. For example, teachers plan co-operatively and advise each other according to their expertise.

Parents are regularly consulted and their involvement is sought in the learning process.

Parents also receive a termly topic/unit programme so that they are fully aware of the learning opportunities being offered to their child.

Pupils where appropriate contribute towards their next learning objective through Assessment for Learning strategies.

When appropriate, advice is sought from outside agencies and the LA advisers who visit the school on a regular basis.

The Governing Body exercises overall responsibility for the curriculum and an open invitation exists for governors to make arrangements to visit the school at their convenience to observe the curriculum in action.

Curriculum management and organisation

The Governing Body exercises the responsibility for the curriculum. The Headteacher has responsibility for the planning process and the day-to-day implementation of the curriculum.

Ysgol Bryn Derw is committed to working with the EAS, Welsh Government, schools, experts and stakeholders to co-construct our curriculum offer to ensure equity for learners within the local area and across Wales. The pedagogical approaches developed support learners to realise the four purposes and have developed a strong vision of teaching and learning. The school is committed to the Wales 2022 implementation.

Most teachers have 'Area of Learning and Experience' responsibilities; this includes policy development and review, advising at the planning stage, assessing resources and monitoring the learning, teaching and standards in the AoLE, which is supported by the Senior Leadership Team.

All staff are allocated an 'Area of Learning and Experience' which match their qualifications and expertise, although this is not always practicable. Each AOLE Team, led by the teacher devises an action plan to ensure targeted support for areas to improve the day-to-day implementation and enhanced areas of the curriculum in their AOLE.

The curriculum in all primary classes is delivered through topics and units based on the Foundation Phase and the Curriculum for Wales. In secondary classes the curriculum is thematically taught making connections by linking AoLEs together as appropriate.

The 14-19 curriculum is based on accredited units and modules. Cross-curricular opportunities are planned while learning objectives for the individual subjects are not neglected.

A variety of teaching and learning methods are employed in the delivery of the curriculum, including group work, and at times, whole class teaching. The curriculum is based around the development of the key skills of communication / literacy, numeracy, digital competence, thinking skills, working with others and reviewing own performance and these are embedded across the subjects.

The timetable for each class is drawn up to ensure that there is appropriate balance between the Foundation Phase Areas of Learning, Curriculum for Wales AoLEs, as well as taking account of the sensory/development curricula. Team leaders ensure that each class has a timetable which provides appropriate breadth and balance.

Literacy and Numeracy skills are carefully mapped across the curriculum following the statutory National Literacy and Numeracy Framework; enabling all pupils to consolidate and apply the three strands of literacy (oracy, reading and writing) and the four strands of numeracy (developing numerical reasoning, using number skills, using measuring skills, using data Skills) across a wide range of contexts. Their achievements in literacy and numeracy are captured and reported on in their individual achievement portfolios, End of Year reports, and in key stage 4 and key stage 5 (post 16), via national accreditation schemes

The planning process

The following structure of the school's curriculum planning process derives from Welsh Assembly guidance.

OVERALL CURRICULUM POLICY

The National Literacy & Numeracy framework and key skills form the basis for teaching and learning and has a clear policy.

Policies are developed by relevant subject leaders in consultation with the staff team

Programmes of Study / Schemes of Work – these demonstrate long, medium and short term planning based on key skills and subject skills as appropriate. They document the knowledge and skills concepts to be promoted through specific activities/lessons or half term blocks.

Teachers will further develop medium term planning from the Schemes of Work appropriate to the particular needs of the class.

IEPs are written and reviewed three times a year with targets based on the priorities for individual pupils linked to their statements of education.

Assessment and recording – teachers and pupils monitor and record responses and progress. This evidence will be recorded in the child's portfolio as part of the process of every day teacher assessment. Samples of pupils' work are maintained as evidence of progress in key skills across subjects.

Review and Evaluation – annual assessments of pupil progress, reported to parents and governors

Continuity and progression

It is our aim to ensure continuity and progression across the curriculum. To ensure this, all teachers are involved in planning and teaching the curriculum.

Continuity and progression is matched to the attainment targets and programmes of study for the appropriate key stage of the National Curriculum and Areas of Learning in the Foundation Phase. Curriculum planning learning networks are held on a regular basis, which bring all teachers together, to discuss aspects of the curriculum and serve to ensure consistency of approach and of standards.

Modifications and dis-applications from the National Curriculum

Any modifications will be reflected within the child's statement of special educational need and supporting annual review documentation.

Assessment, recording and reporting

Assessment, recording and reporting are considered to be an integral part of the curriculum. All aspects of this work are regularly monitored by members of the Senior Leadership Team.

Assessment informs the teaching and learning process so that learning approaches and activities can match individuals' needs and abilities. Assessment is both formative and summative.

Records are kept of a child's progress, not only as a matter of reference, but also to inform teachers' future planning.

Where relevant pupils are encouraged to review their own achievements and discuss with their teacher appropriate future learning objectives.

Teachers will:-

- Provide a baseline view of pupils' strengths and areas for development as a starting point in planning for individual pupil priorities and class priorities
- Develop individual education plans showing agreed targets and predicting progress
- Identify termly targets and priorities for individual pupil's learning to be pursued across the whole curriculum in medium term plans
- Maintain a portfolio, showing the individual pupils achievements, note significant new responses, wherever they occur so that progress can be assessed
- Generate information that can be used to:
 - Define new short term targets
 - Review and evaluate curriculum plans and policy
 - Report achievement
 - Define whole school targets

For further details, see the school's separate policies on Assessment and where appropriate, the individual medium term plans.

Review and evaluation

Our planning process is subject to continuous scrutiny. The following questions are asked by team leaders regularly via planning and pupil book scrutiny

- Are individual pupils' needs being met?
- Does planning ensure continuity for individual pupils and groups of pupils over the time and across the whole curriculum?
- Are the curriculum requirements being met?
- Is there progression across the years?
- How do the curricular areas relate to each other – making connections between subjects?
- Is there balanced coverage of all areas of the curriculum?
- Are there adequate opportunities for practical work, functional application and problem solving?

Time allocation

Planning will take account of the teaching time available during the week and the term overall. The basic tasks of personal needs and daily life (e.g. moving from place to place, transport, effects of medication, management of seizures, time it takes for a child to complete a meal, concentration span, time it may take for a child to respond etc.) are viewed as learning opportunities within the whole curriculum. Any such activities and routines are recognised as teaching opportunities will be valued as such and not be rushed.

Pupil grouping

Pupils are predominantly based in age-related class groups. However, it is acknowledged that some children require a specialist setting offering predominantly sensory and therapeutic approaches to access the curriculum. Class sizes may vary. The school adopts a policy of inclusion for pupils who may benefit from spending time in mainstream classes.

Environment

Teachers planning will ensure our pupils experience a wide range of environments in order to motivate their interest and encourage generalisation of skills. Indoor and outdoor settings are included along with community based learning.

Role and responsibilities

Planning is a collective responsibility taking into account staff expertise, 'Area of Learning and Experience' knowledge. The Governors and Senior Leadership Team assume overall responsibility for leading planning and ensuring links with school development planning, professional review and staff development. Members of the school's teaching staff act as 'Area of Learning and Experience' leaders for the whole school. In consultation with the whole staff they are responsible for:-

- Providing advice, support and training opportunities for staff relating to up to date curriculum entitlement
- Supporting curriculum working parties
- Providing guidance and advice to for curricular implementation with specific reference to the AoLE
- Ordering and maintaining resources and equipment for the AoLE
- Monitoring of the delivery of the curriculum through all key stages
- Keeping up to date with developments in the subject and passing on relevant information to colleagues.

Pupil involvement

The need to involve pupils in planning, assessment, recording and reporting is acknowledged. Staff provide opportunities for pupils to be involved in planning their learning to be made aware of why they are doing an activity, what they are expected to achieve and in the evaluation of their work. Records of achievement create meaningful access to this process.

Assessment for learning is actively promoted for pupils who have the appropriate knowledge and skills – (P level 6 and above)

Resourcing the curriculum

It is the responsibility of each curriculum leader to ensure that the resources of the 'Area of Learning and Experience' are adequate and up to date. Resource requirements are passed to the senior

leadership team and a budget allocated accordingly. A general audit of resources is undertaken regularly. This process informs the school development planning process.

Monitoring and evaluating the curriculum

All aspects of the school's work including that which is related to; the curriculum, teaching and learning, continuing professional development, finance, buildings etc are monitored and evaluated regularly. Evidence from this process is incorporated into the school's self-evaluation report and into the school improvement plan.

Role of individual teachers

Through monitoring and evaluating their own teaching plans on a regular basis and reflecting on the range of feedback they have received from the senior leadership team on learning walks, book scrutiny and observations of learning and teaching.

The role of the Senior Leadership Team

- Observing lessons
- Examining samples of IEPs, mid-term, short term planning, schemes of work
- Discussing continuity and progression during staff meetings
- Analysing data with co-ordinators to agree strengths and areas for development
- Evaluation of standards in 'Areas of Learning and Experience'

Governors

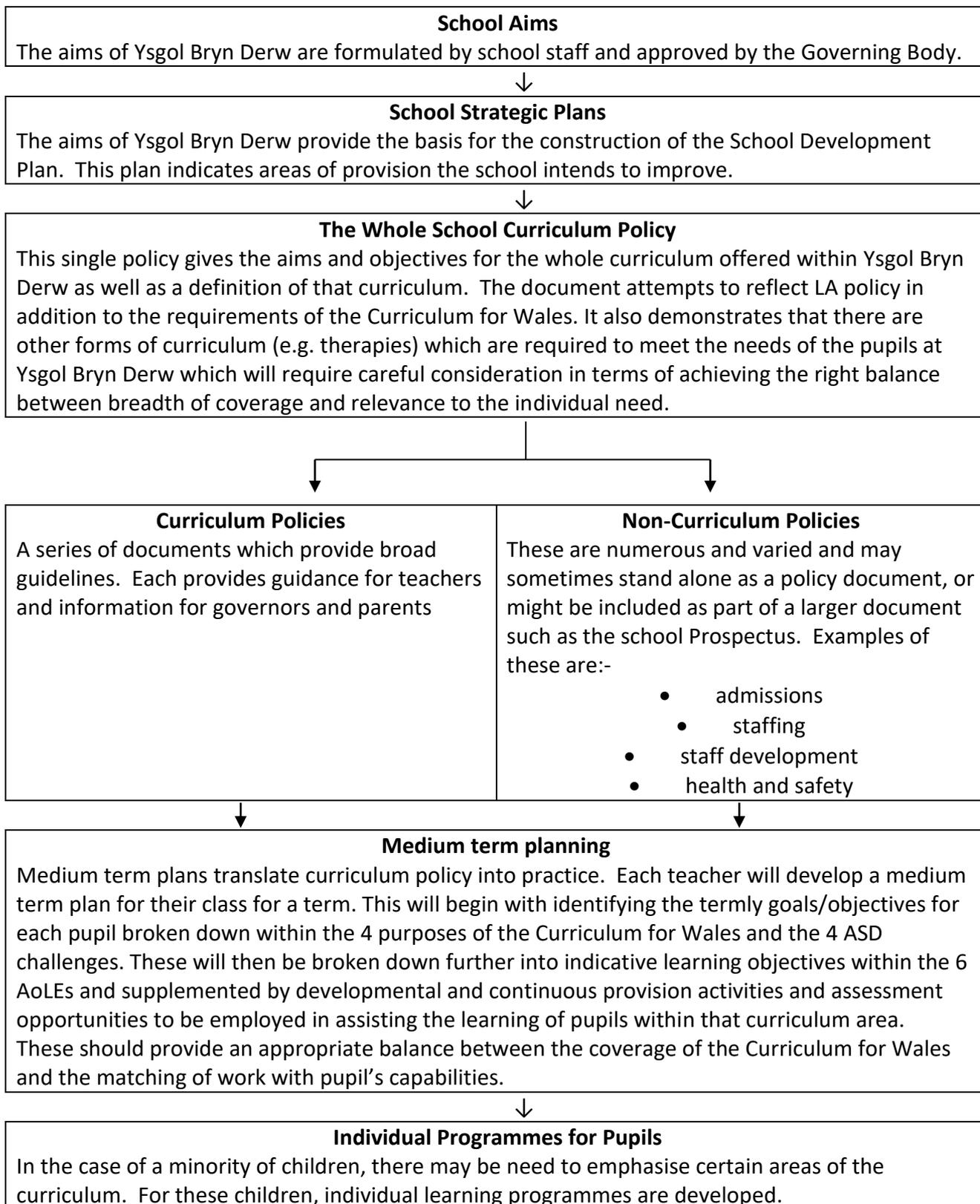
Through discussion with the Headteacher and through presentation by the Headteacher and curriculum co-ordinators for specific 'Area of Learning and Experience'

Policy Review

This Policy will be reviewed by the Governing Body within a 3-year period, or sooner to take account of any local and national initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Managing the Curriculum at Ysgol Bryn Derw

AN OVERVIEW



Planning for Learning

Class Planning – Termly

- This will begin with identifying the termly goals/objectives for each pupil
- Broken down within the 4 purposes of the Curriculum for Wales and the 4 ASD challenges
- These will then be broken down further into indicative learning objectives within the 6 AoLEs
- Supplemented by developmental and continuous provision activities and assessment
- Differentiated learning outcomes relating to individual pupils
- Differentiated activities according to profile of pupils abilities, needs and learning styles

Short Term Planning – Weekly / Daily

- It is the professional responsibility of individual teachers to build on Medium term planning by taking into account the particular needs of their class / group
- The format of these plans are generally individual to teachers, except when the class has a planned observation by a senior member of staff or external visitor (advisors, inspectors). On these occasions a school short term lesson plan form should be used
- Examples of these are collected as a source of reference