



## Curriculum Policy

### Mission Statement

*At St Giles we are passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way.  
Our enthusiasm and positive energy makes St Giles a truly happy and vibrant place to be.*

### RATIONALE

Pupils at St Giles have a wide range of abilities and needs. The curriculum is designed to enable all the pupils to make maximum progress and to prepare them for transition through the school, beyond school and into adulthood. All pupils have access to the full breadth of the EYFS and the National Curriculum, differentiated to meet their needs. All pupils leave with accreditation at the highest level they can attain across a wide range of subjects: Level 1; Entry Level 1,2,3; ASDAN; AQA unit awards.

At St Giles, learning is not just about academic progress. We want all our pupils to develop their communication, social and physical skills to enable them to be as independent as possible, to be able to play a part in their local community, to keep safe and to stay healthy.

We are committed to the principle of equality of opportunity. Professionals work together to ensure that everything is in place for each pupil to access all activities. This might include specialist communication aids, computer access, mobility equipment, furniture and learning materials.

All pupils have identified Next Steps linked to the Outcomes agreed in their Educational Health and Care Plan. These are assessed, evidenced and tracked carefully to ensure good progress for each pupil.

The curriculum is designed around engaging topics using real life experiences and opportunities for creativity that make learning fun. Opportunities for working with others and engaging with the local community are built into topics.

Each department plans learning around a shared termly topic but the learning goals and activities are differentiated and personalised to meet the needs of the pupils in each class.

Teachers use a range of visual, auditory and kinaesthetic input to support individual pupil's learning styles. Signing, symbols, switches and communication devices are used to support pupils with speech and language difficulties. A highly sensory and interactive approach is used for pupils with severe and profound learning difficulties. See the PMLD policy for more detail of the approach for this group of learners.

### SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SMSC development is taught through, and reflected in, all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. SMSC encompasses British Values and develops understanding of our roles and responsibilities in society. For example:

#### Spiritual

- RE topics contains units on celebrations, festivals and worship from Christianity and other faiths.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in Art, looking for signs of Spring in a Science topic.
- Whole School and Department assemblies cover themes linked to St Giles values, seasonal events and religious festivals.

## **Moral**

- The school has a positive approach to supporting pupils to behave well. Pupils are supported through clear expectations and boundaries, symbol timetables and objects of reference to aid transitions throughout the day, praise, stickers and special mentions in assemblies.
- Assemblies embed the school values: Respect, Choice, Celebration, Community, Responsibility, Cooperation, Participation.
- PSHE activities support understanding of rules in school and the wider community.

## **Social**

- Circle times feature in all classes promoting turn taking and social interaction.
- PSHE activities supports pupils to develop their emotional awareness and understanding of other people's needs
- Pupils are encouraged to care for each other and to respect each other's needs

## **Cultural**

- Geography and RE units explore a range of cultures and religions.
- English includes units on stories from different cultures.
- Art and Music includes creative units on artists and styles from a range of cultures.
- All pupils take part in school shows.
- Visiting artists and musicians engage the pupils in a wide range of art forms.
- There are opportunities to represent the school in competitions and events through PE and Music

## **PLANNING**

Long term plans show the topics over 3 or 4 years and ensure breadth and balance.

Medium term planning details the learning for each topic.

Short term planning is highly differentiated and focused on progress within a lesson and over a series of lessons. It is led by the needs of the pupils through assessment for learning. Teaching Assistants are used to facilitate differentiated small group and 1-1 activities so that all pupils can make good progress.

## **ASSESSMENT AND RECORDING**

Pupils are assessed on entry and throughout their time at St Giles'. Learning journals, topic books and evidence files for each pupil record progress against next steps targets and within each curriculum area with photos, observations and examples of work to back up the teacher judgements.

Targets are set each year and progress tracked across each term and year to ensure each child makes good progress.

Teacher judgements are moderated in departments, across departments and with special school and mainstream colleagues.

End of year progress is analysed for each pupil and cohort to identify areas for further development.

## **REPORTING**

We report to parents and carers about their child's progress at the Annual Review and at two consultation evenings in October and June.

## **MONITORING**

There is a rigorous cycle of monitoring to ensure that teaching and learning meets the needs of the pupils and promotes outstanding pupil progress.

Each term the Leadership and Management Team (LMT) identify a key monitoring focus from the school development plan.

- Termly monitoring of pupil progress
- Termly drop ins and informal monitoring of teaching and learning
- Autumn term – Next steps targets, planning, development plan focus, formal monitoring for staff new to role
- Spring term - Next steps targets, formal teaching and learning monitoring for all teachers and TA3s, development plan focus
- Summer term – Monitoring against performance appraisal targets, development plan focus

## **PROVISION**

### **Early Years Foundation Stage - EYFS**

Pupils in Reception, Year 1 and Year 2 are based in our Early Years' classes - Blue, Orange, Pink and Yellow; with 6-8 children of similar developmental levels in each class and with a very high staff to pupil ratio.

Learning opportunities are provided through a topic based curriculum, taking into account the children's interests. We provide a wide range of creative and sensory learning activities. These promote development across all areas of learning outlined in the Early Years Foundation Stage Framework but because of the very early developmental levels of the pupils there is a high focus on the prime areas:

- ❖ Personal, Social and Emotional Development
- ❖ Communication and Language
- ❖ Physical Development

The prime areas are strengthened and applied through four specific areas:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding of the World
- ❖ Expressive Arts and Design

Activities are planned inside and outside to develop pupils' learning through class topics and individual pupil interests. The class staff are supported by speech and language therapists, physiotherapists and occupational therapists to ensure that each pupil can access activities and develop good communication skills. Communication is central to the whole curriculum and specialist input includes personalised programmes, objects of reference, signing, symbols, communication books and communication devices.

Our approach is

- ❖ Play based
- ❖ Practical
- ❖ Flexible
- ❖ Child led
- ❖ Individualised
- ❖ Sensory
- ❖ Fun

And promotes:

- ❖ Exploration
- ❖ Independence
- ❖ Curiosity
- ❖ Engagement

We keep detailed learning journals to record the children's progress using observations, photos and videos. Each child has personalised Next Steps that they are working towards.

We work very closely with parents and carers to help each child to settle in to, and make the most of, school. Families are invited to special events and there is regular contact through home/school books, phone calls, newsletters and meetings.

## **PRIMARY**

Pupils in Year 3 – 6 are based in Silver, Gold, Purple, Red and Green classes. Pupils are grouped in classes of 6-10 pupils according to age and ability and with a high staff to pupil ratio dependent on need. They follow a creative curriculum linking together all the subjects of the Primary National Curriculum differentiated and adapted to make learning relevant and fun.

As in Early Years the core focus continues to be Personal, Social and Emotional Development, Communication and Language, Physical Development.

Pupils working within P4 and above are ready to develop subject specific skills and knowledge within the Primary core subjects - English, maths and science. This learning is embedded through the foundation subjects of the Primary National Curriculum.

Core subjects:

English  
Maths  
Science

Foundation subjects:

Personal, Social, Health and Economic Education (PSHE)  
Computing  
Geography  
History  
RE  
Art  
Design Technology (DT)  
Music  
PE  
Modern Foreign Languages (MFL), French - Green class

Termly topics give opportunities to develop core English and maths skills as well as developing subject knowledge and skills in all subject areas. E.g. the topic 'Superheroes' includes English – story writing, maths – measure (how far, how heavy, how long?), science – forces, history – famous heroes in history.

All five Primary classes follow the same topic but the content is differentiated to enable pupils to extend their knowledge and understanding according to their age and ability.

Teaching and learning in the Primary classes is highly practical, following on from the Early Years approach, with pupils working in different groupings, whole class, small group or 1-1, depending on the activity.

Each pupil continues to work towards their Next Steps and follow their therapy programmes to ensure they make good progress.

## **SECONDARY**

Pupils in Year 7 – 14 are grouped according to age and ability, in classes of 6-9 pupils with a high staff to pupil ratio dependent on need:

SN SLD and MLD KS3 class teacher  
VM SLD KS3 and KS4 class teacher  
MP PMLD KS3 and KS4 class teacher  
SRD MLD KS4 subject teachers  
AF PMLD KS4 and KS5 class teacher

**KS3** - Pupils continue to work on their individual Next Steps targets and therapy programmes whilst developing their understanding and experience across the National Curriculum. As in Primary and Early Years the focus for pupils with profound learning difficulties working below P4 will continue to be Personal, Social and Emotional Development, Communication and Language, Physical Development. While pupils with severe and moderate learning difficulties will continue to develop functional English and Maths skills working towards accreditation in KS4.

The secondary creative curriculum enables pupils to develop their knowledge, skills and experience across the National Curriculum subject areas and to come together for termly WOW events e.g. 'A Night at the Opera' with a visiting opera singer for Italian week.

Core subjects:

English  
Maths  
Science

Foundation subjects:

Personal, Social, Health and Economic Education (PSHE)

Computing

Geography

History

RE

Art

Design Technology (DT)

Music

PE

Modern Foreign Languages (MFL), tasters of different languages linked to the topics

Pupils are encouraged to be as independent as possible, to develop their self-esteem and to shine. Everyone performs in the Secondary Show and many represent St Giles and Croydon at Disability Sports events.

**KS4** - Pupils with severe and moderate learning difficulties work towards Entry levels and Unit awards in a range of core and foundation subjects. They also complete units in Life Skills, English, Maths, PE, Art, Music and DT towards ASDAN Bronze, Silver and Gold Awards.

For a pupil showing particular ability the specialist subject teachers can extend the learning towards a Level 1 accreditation.

Pupils with Profound and Multiple Learning Difficulties continue to develop their early skills, also achieving Unit Awards to celebrate their achievements.

All pupils have opportunities for Work Experience such as working at the local Garden Centre, Library or Charity shop.

Pupils and their families are supported to find appropriate college places and courses for KS5.

**KS5** - Students with Profound and Multiple Learning Difficulties may remain at St Giles for KS5. They follow a personalised curriculum continuing to develop their communication, physical development and emotional and social skills based around creative themes and working towards an ASDAN Horizons award. There are practical opportunities to develop life skills such as helping with messages round school, cooking, gardening and household activities. Students have regular trips into the local community to help them learn to cope with different environments and different people.

Pupils and their families are supported to transition to Further Education or Adult Services when they leave St Giles aged 19.

### **Specialist Teachers**

Pupils across the school have weekly lessons with specialist teachers for Music, PE and Swimming/Hydrotherapy.

KS4 pupils working towards Entry Levels are also taught by specialist teachers for English, Maths, Science, Humanities, PSE, Computing and Art.

Identified pupils have weekly sessions with the:

- ❖ Music Therapist – early communication and emotional support
- ❖ ELSA (Emotional Literacy Support Assistant) – emotional support
- ❖ Rebound staff – trampoline therapy for pupils with complex physical needs

## **Outdoor learning**

All pupils have opportunities for outdoor learning including:

- ✓ Horticulture in our accessible growing spaces
- ✓ Forest Schools
- ✓ Disability accessible bikes
- ✓ Sports - outdoor Boccia court and Polybat table; wheelchair/running track
- ✓ Structured play activities

Outdoor learning provides opportunities to develop skills and knowledge across the curriculum: communication; number; shape, space and measure; science; humanities; PSHE; art and design; problem solving.

## **Therapy support**

Most pupils have therapy programmes built into their school day as part of their personalised learning. Class staff are trained and supported by the therapists to deliver the programmes in the classroom to minimise disruption to learning.

- Physiotherapy
- Speech and Language therapy
- Occupational therapy
- VI and HI

**At St Giles we all work together to learn, to make progress and to**

***Be the best you can be.***

This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed:

Chair of Governors

Signed:

Headteacher

Date for next Review: