Curriculum at Glyne Gap School – CG1

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Overview of the Curriculum at Glyne Gap School

Curriculum Intent:
Our purpose is to enable pupil to live happy and fulfilled lives now and in the future. The key to unlocking this life is through learning.

School aims

Beliefs & culture

EYFS

NC English Maths

Engagement profile

Curriculum Intent
Design of the curriculum

(Tier 1) Essential skills for learning and life for all pupils

Core skills building for functionality

Breadth of learning areas (Tier 2)	PSHE Personal Care-to include Emotional Well-being, Personal Autonomy including RSE, Personal Learning	Essential Physical Skills for Learning and Life	Subjects included	COMMUNICATION AND LANGUAGE Expressive and Receptive Skills	Medium term curriculum plans (MTCPs)	LITERACY, NUMERACY, and ICT Informational and Organisational Skills, Mechanics of Reading and Writing, Early Reading/General Mathematics, Core Vocabulary, Independent Living and Play/Leisure, On-line Safety	Assessment arrangements
PHYSICAL DEVELOPMENT			• Swimming • Trampolining • PE / Games/ Fitness • *Positioning / Mobility*		GYMNASTICS, OAA, ATHLETICS, GAMES, TEAMWORK, OLYMPIC VALUES		IEPs Annual Reports Sports awards
PERSONAL DEVELOPMENT			• Careers • Citizenship • Healthy living • Sex & Relationships • On-line Safety		MYSELF, MYSELF AND OTHERS, MYSELF AND MY FAMILY, MY COMMUNITY		IEPs Annual Reports PSHE 'GGAs'
CREATIVE DEVELOPMENT and understanding the Arts			• Music • Art • Drama • Dance		CREATIVE DEVELOPMENT		IEPs Annual Reports
KNOWLEDGE OF THE WORLD and scientific and technological understanding			• Science • Design & Technology • Geography & History • RE • SMSC		KNOWLEDGE OF THE WORLD		IEPs Annual Reports

Curriculum Implementation
Design of the curriculum

Personalised Plans for Individuals

Parents views

EHCP outcome

Pupil views

Super goals

IEP

IPAS

Termly goals

Communication goals

Extended IEP's Tier 1

Planning for classes

Timetable

Lesson Plans

Weekly plans

Individual Timetables

Tier 2 MTCP Topic plans

Curriculum Delivery
Methods

Class Small group 1:1 sessions

Community based learning

Enrichment days

Enhanced Curriculum Interventions

School Council

Joint sessions with therapists

1. Curriculum Intent

What do we think is really important?

We believe it is our moral purpose to enable pupils to live happy, purposeful and fulfilled lives both now and in the future.

We believe that such a life is what we want for each other, what all parents want for their child and is a right of **all**. A learning disability should not be a barrier to this life.

The key to unlocking this life is through learning because learning can change lives.

Our pupils' learning is THE guiding principle at Glyne Gap. This belief runs through everything we do.

How does this impact on our curriculum?

Our curriculum focus is on the areas of learning that are going to bring happiness, purpose and fulfilment to our pupils

Our curriculum intent is that all pupils have opportunities and develop skills to:

- be as independent as they can be
- understand and be understood to support their choice and autonomy
- develop and enjoy purposeful play and leisure activities
- make a contribution to their families, communities and society, including work where appropriate
- have and maintain positive relationships and friendships
- build aspiration, self-confidence and resilience

In addition, our curriculum gives pupils the opportunities to experience, be involved and enjoy the activities and milestones of childhood and school life.

Our curriculum acknowledges a child's parents/carers as the first, longest and most important educator. In addition, we know that the most effective learning takes place when school and home work together.

For this reason, we commit to working in partnership with families and finding a partnership model that works for each family to ensure their child's learning. Further details of our approach to working with families can be found in CG3 - Working with families.

2. Aims of this Policy

- To consolidate and improve our whole school approach to facilitating learning through our own Curriculum Model.
- To encourage and empower all staff to deliver learning using a range of strategies and understand that these should be tailored to each individual child's needs. All class-based staff are seen as teachers and are responsible for implementing this policy.

- To promote a strong and productive interdisciplinary approach involving Parents / Carers / Respite provision, Class Teams, Specialist Teachers, Communication Team, OTs, Physios and other people relevant to the pupil. This is essential, with the pupil's 'voice' being at the heart of this work and the Class Teacher being the co-ordinator.
- To quantify how the impact of our curriculum is measured.

This policy is over-arching and should be read in conjunction with the following guidelines:

- CG2 - Safeguarding and Child Protection
- CG5 - Supporting Communication and Language
- CG6 - Personal Social and Health Education (PSHE)
- CG7 - Supporting Positive Attitudes and Good Behaviour
- CG8 - Guidance for Teaching Core Skills for Functionality - Literacy, Numeracy and ICT
- CG9 - SMSC and Developing the Whole Child
- CG10 - Impact of the curriculum - Assessment, Recording and Reporting
- CG11- Early Years Curriculum
- CG15- Post 16 Curriculum
- CG16- Careers
- CG17 – Relationships and Sex Education
- CG 18-Supporting the teaching and learning of Phonics and Early Reading

3. School culture and beliefs

We believe that in order to enable the very best learning for our pupils we need to commit to building and maintaining a learning focused school culture. Underpinning this is our shared attitude or 'mindset'.

We believe there are two key elements of our Glyne Gap mindset:

a) **A shared understanding of why learning is important for our pupils**. We believe this to be that learning enables happy and fulfilled lives now and in the future

b) **A sense of purpose**. Our sense of purpose is to make a difference to pupils' lives

Our mindset combined with our curriculum is what drives learning in the Glyne Gap context. We are not accreditation driven although recognise that celebrating progress and achievement is a motivating learning tool and fulfilling accomplishment for many of our pupils and those who support them. We also recognise that we need to be able to track pupils' progress as an aid to teaching and as a measure of accountability.

4. Legislation

The Department of Education (DfE) published the framework for the National Curriculum in England for Key Stages 1-4 (updated 2nd December 2014) which is Statutory Guidance for all maintained schools under section 78 of the 2002 Education Act. The school curriculum comprises all learning and experiences that each school plans for its pupils, the National Curriculum forms part of the school curriculum. As an Academy Glyne Gap does not have a statutory duty to follow the National Curriculum but it is required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.

5. Curriculum Intent - Design of the Glyne Gap Curriculum

Since we believe that learning is key to enabling our pupils to live happy and fulfilled lives both now and in the future, we have designed the Glyne Gap Curriculum to be incisively relevant to the needs of pupils, to ensure an entitlement to curricular breadth and balance and to give our pupils opportunities to be as independent and autonomous as they can. Ours is a creative curriculum that enables pupils to move towards the functional application of skills that have been developed through exciting and motivating opportunities and learning spring boards. It can be split into 3 progressive 'chapters' or 'steps' that pupils will build upon as they move through the school, each step being appropriate to the age, interests and developmental and environmental needs of each child as they progress from infancy to adulthood:

i. The Early Years Curriculum

ii. The School Curriculum

iii. The College Post 16 Curriculum

Throughout all stages of their Glyne Gap schooling, each pupil is at the centre of all our planning and individual needs are met through Individual Education Plans and through the setting of termly goals, which are set in partnership with parents and pupils where relevant. The curriculum enables us to teach the whole child through Spiritual, Moral, Social and Cultural education and we aim to enrich and expand the lives of our pupils while developing their values, attitudes and beliefs in preparation for life in modern Britain. (For more information see CG9 - SMSC and Developing the Whole Child)

The Early Years Curriculum

Our aim is to deliver a curriculum that is:-

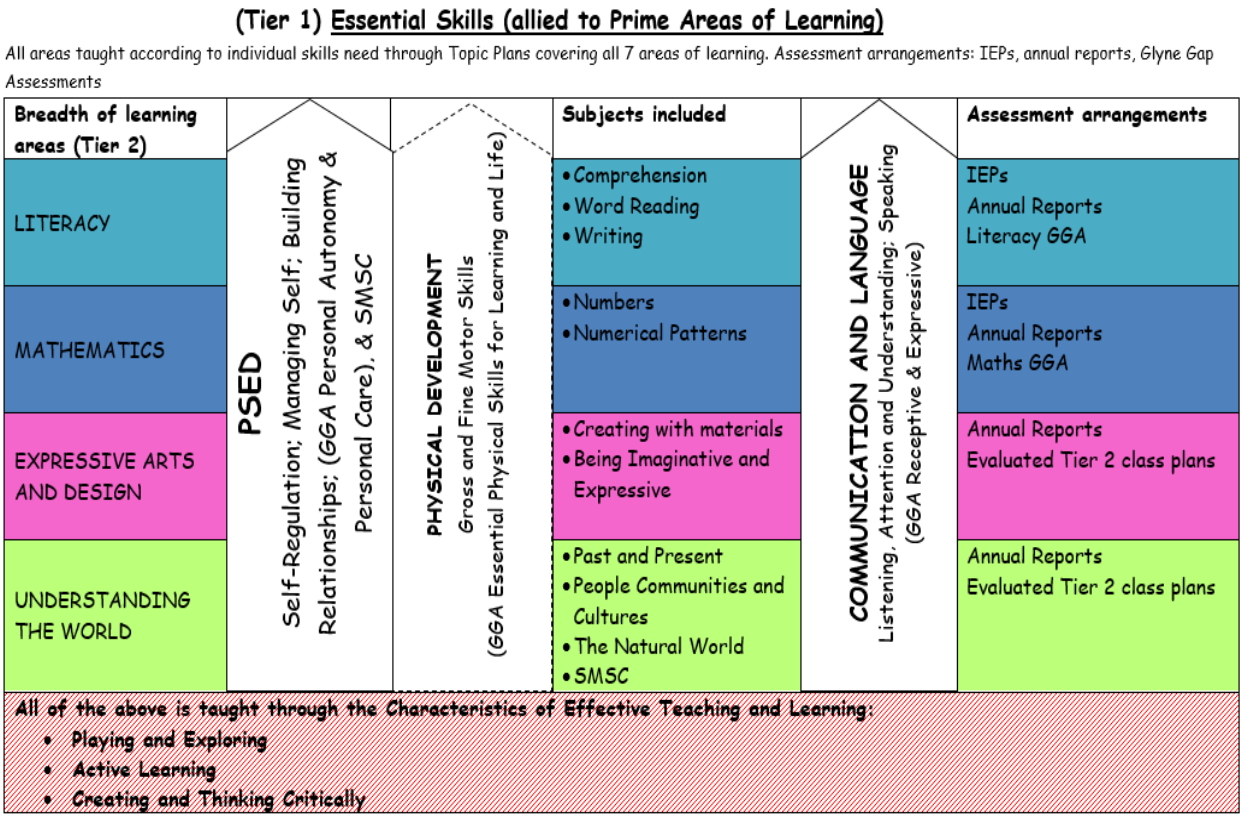
- **BROAD –** offering a wide range experience in all seven areas of learning
- **BALANCED –** making full use of the inter-relationships and interdependence of curriculum areas
- **RELEVANT –** ensuring that each child's experience has meaning and purpose
- **PROGRESSIVE –** allowing for progression in an individual child's understanding, skills and knowledge
- **DIFFERENTIATED –** matched to each child's needs and stage of development

The Early Years Curriculum reflects our belief that

> "the key formative years of childhood are short – the quality of learning experience is therefore of major importance. The skills concepts and attitudes formed in these early years will be the foundations upon which later learning will build"

The curriculum is focused on the needs of our pupils, while being aligned to the Early Years Foundation Stage Framework. It relates specifically to work within the Nursery and Reception groups and should be considered alongside CG11 - Early Years Policy.

Below is the Nursery Curriculum Model:



Definitions:

TIER 1: Essential skills (allied to Prime Areas of Learning)

These are the most important areas of the curriculum for our Early Years pupils:

- **Communication and Language** which includes Listening, Attention and Understanding; and Speaking;
- **Personal, Social & Emotional Development,** which includes Self-Regulation; Managing Self; Building Relationships; and SMSC.

The skills that are taught are incisively relevant in addressing all individual pupils' needs. For each pupil the skills and knowledge addressed will impact directly on their quality of life, independence and happiness both now and in the future. They are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building a capacity to learn, form relationships and thrive.

- **Physical Development (Tier 1)**

  This is an additional crucial area of the curriculum for pupils in the Early Years. The aim is to develop gross and fine motor skills in order to achieve greater levels of independence and autonomy, so enabling access to a wider range of opportunities in everyday life. The motor skills that are targeted will be specific to individual pupils aiming towards functional ability rather than a sequence of development.

In Reception, pupils would move to using the Glyne Gap Essential Skills Areas for their Tier 1 learning and the whole school curriculum model, to prepare them for their transition into Yr1 and their future schooling, however would still be taught through the principles of the Early Years Curriculum. (See CG11 Early Years Policy)

TIER 2: Breadth of learning

The Tier 2 curriculum provide breadth, balance and enjoyment of learning experience through the following areas of:

- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding the World
- SMSC

Knowledge built is desirable (rather than essential) and is delivered in highly motivating and interesting ways. We recognise that because of the development needs of our pupils, they will need a stronger focus on the 3 prime areas for longer in order to build the skills and capacities they need to develop and learn effectively. Tier 2 can provide a context or vehicle for this Tier 1 learning. The outdoor learning environment is utilised and links are made in many topics to the local environment.

The Nursery Curriculum is organised into 9 Themes which are arranged into a three year rolling programme with 3 blocks per year. In Reception, pupils may follow the Nursery themes, or the Infant themes in line with the Whole School Curriculum depending on the peer group within which they are working. Each theme (from both the nursery and school topic map,) is a mechanism through which all 7 areas of learning are delivered.

Our Themes indicate areas of focus but do not suggest that other areas will be disregarded – they merely give a starting point for a wide range of opportunities and experiences for all.

While the development of skills and concepts are directly catered for through goals and IEPs, there is also an emphasis placed on the value of exploration and discovery and the Early Years Curriculum allows for learning through experience at all levels of development. A great emphasis is placed on supporting the development of the characteristics of effective learning and repeated exposure to new experiences is critical for our pupils to build on their understanding and develop these skills for learning.

Individual subjects may not always be taught discretely, but each will be an integral part of a rich and motivating early years experience, planned to give each child the best possible start to their school life.

The School Curriculum

Below is the School Curriculum Model:

(Tier 1) Essential skills for learning and life for all pupils — Core skills building for functionality

All areas are taught according to individual skills need.

Breadth of learning areas (Tier 2)	PSHE: Personal Care-to include Emotional Well-being, Personal Autonomy including RSE, Personal Learning; Essential Physical Skills for Learning and Life	Subjects included	COMMUNICATION AND LANGUAGE: Expressive and Receptive Skills	Medium term curriculum plans (MTCPs)	LITERACY, NUMERACY, and ICT: Informational and Organisational Skills, Mechanics of Reading and Writing, Early Reading/General Mathematics, Core Vocabulary, Independent Living and Play/Leisure, On-line Safety	Assessment arrangements
PHYSICAL DEVELOPMENT		• Swimming • Trampolining • PE / Games/ Fitness • *Positioning / Mobility*		GYMNASTICS, OAA, ATHLETICS, GAMES, TEAMWORK, OLYMPIC VALUES		IEPs Annual Reports Sports awards
PERSONAL DEVELOPMENT		• Careers • Citizenship • Healthy living • Sex & Relationships • On-line Safety		MYSELF, MYSELF AND OTHERS, MYSELF AND MY FAMILY, MY COMMUNITY		IEPs Annual Reports PSHE 'GGAs'
CREATIVE DEVELOPMENT and understanding the Arts		• Music • Art • Drama • Dance		CREATIVE DEVELOPMENT		IEPs Annual Reports
KNOWLEDGE OF THE WORLD and scientific and technological understanding		• Science • Design & Technology • Geography & History • RE • SMSC		KNOWLEDGE OF THE WORLD		IEPs Annual Reports GGA Science Vocabulary

To provide a short hand, the Glyne Gap School Curriculum Model is divided into two distinct tiers: Tier 1 is used to address the priority needs of pupils and Tier 2 to address the breadth and balance.

Definitions:

Tier 1: Essential skills for learning and life

These are the two single most important areas of the curriculum for all our pupils

- **Communication and Language** which includes Speaking and Listening and
- **PSHE** which includes Personal Care, Personal Autonomy including RSE and Personal Learning

The skills that are taught are incisively relevant in addressing all individual pupils' needs. For each pupil the skills and knowledge addressed will impact directly on their quality of life, independence and happiness both now and in the future. For more information see CG5 Supporting the Development of Communication & Language, CG6 PSHE and CG7 Supporting Positive Attitudes and Good Behaviour.

Tier 1: Essential Physical Skills for Learning and Life

This is an additional crucial area of the curriculum for pupils who have profound and multiple learning difficulities and whose physical disability limits their opportunities. The aim is to gain greater levels of independence and autonomy, so enabling access to a wider range of opportunities in everyday life. This kind of physical development also has a huge impact on the pupils' well being including benefits to bone health and the functioning of internal organs. The motor skills that are targeted will be specific to individual pupils aiming towards functional ability rather than a sequence of development. The targeted motor skills can be worked on while the pupil is engaged in a arrange of activities, so incorporating the essential learning into everyday structures and routines.For further information see appendices 1 and 2.

Tier 1: Core Skills for building functionality

These three areas build skills for everyday functional use for pupils

- **Literacy** which includes Independence and Organisational Skills, Play/Leisure, Mechanics of Reading and Writing including Phonics, Independent Living and Core Vocabulary
- **Numeracy** which includes Independence and Organisational Skills, Play/Leisure, Early/General Mathematics, Independent Living and Core Vocabulary
- **ICT** which includes Communication and Information Skills, Independent Living and Leisure

The emphasis on teaching the core skills of Literacy, Numeracy and ICT is in terms of how these skills can support and develop pupils' independence and confidence through their functional use to support their learning in school, in the community and their future lives, rather than teaching skills in isolation. Bespoke pieces of work relating to supporting pupils on-line safety will be taught when relevant. For more information see CG8 Guidance for Teaching Core Skills for Functionality – Literacy, Numeracy and ICT, CG18 Supporting the Teaching and Learning of Phonics and Early Reading and CG5 Safeguarding Policy.

Tier 2: Breadth of learning

Tier 2 learning provides the breadth, balance and richness of curriculum. It is the context through which ESSENTIAL Tier 1 learning will be delivered, and offers the Cultural Capital we want our pupils to experience ensuring this is relevant to their stage of development.

In our setting, we build our pupils "Cultural Capital" by offering; a range of subject experiences; opportunities to try something new (in school/in the community); a richness of friendship opportunities; cultural exploration; contributing to my school/community, involving families.

The Tier 2 curriculum is broken up into the following four areas:

- Personal Development
- Physical Development
- Creative Development
- Knowledge of the World

Knowledge built in the tier 2 areas is desirable (rather than essential) and is delivered in highly motivating and interesting ways. However, Tier 2 can provide a context or vehicle for Tier 1 learning.

The outdoor learning environment is utilised and links are made in many topics to the local environment. The Curriculum is organised into 3 departments Infants, Juniors and Seniors. Each department has 24 blocks which are arranged into a four year rolling Curriculum with 6 blocks per year. Religious Education is incorporated in the Knowledge and Understanding strand of the topics, however to ensure breadth of learning the East Sussex County Council RE syllabus is also taught. The school recognises the importance of experiencing books/ texts/ poetry and stories for developing a richness of reading experience and in building cultural capital. Strategies to ensure all pupils have an exposure to a richness of reading experience are highlighted in CG18 Supporting the Development of Phonics and Early Reading. There is flexibility with the amount of time allocated to delivering the content from each of the 4 areas depending on the needs of the pupils in the class at the time. However, each of the 4 areas that appear in a curriculum block would need to feature on a class timetable. As an extension to this learning and to fulfil the school's commitment to offering a breadth of opprtunity an "Enhanced Arts Week" was implemented in Summer term 2024, and following the success of this week, this has now become an annual event.

Personal Development Rationale

The Personal Development (P.D.) strand of the curriculum complements and offers breadth to Tier 1 PSHE and incorporates key Science concepts of animals including humans from the National Curriculum Key Stage 1 & 2 programmes of study.

Some learning outcomes of the P.D. curriculum blocks may be accredited through the 3 PSHE Glyne Gap Assessments (Personal Care, Personal Autonomy and Personal Learning). The strand is based on 4 themes and activities which are re-visited throughout each key stage, giving pupils the opportunity to build on prior knowledge. The 4 themes are Myself, Myself and Others, My Family and My Community. Key aspects of on-line safety are incorporated within these themes as appropriate at key stage 4.

The Relationships and Sex Education (RSE) Programme at Glyne Gap was audited, updated and ratified by Governors as part of the 2025-26 development cycle in line with the staturoy DfE guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in schools published July 2025. The Relationship and Sex Education (RSE) programme in school is delivered as part of the 4 themes and is progressive through Key Stages 1-4. The programme is underpinned through 3 skill areas:- permission, decision making and assertion (appendix 3). The delivery of RSE in the Seniors should be organised with pupils grouped by developmental need and elements may be taught in single sex groups. If a pupil is developmentally ready in the Juniors there should be a flexibility for them to join the Seniors RSE programme.

When pupils leave the Senior department they will have had opportunities to consolidate and generalise Tier 1 PSHE learning. Students will have grown in their independence, autonomy, self-awareness and friendships.

For more information See C.G. 17 Relationships and Sex Education Policy, C.G.6 PSHE Policy

Physical Development Rationale

The Physical Development curriculum is progressive throughout the three departments not only in terms of skill development but in terms of the different opportunities offered. In line with the Enhancing Physical Education Provision and Improving Access to Sport and Pysical Activity in Schools Guidance (March 2024), all class access a minimum of 2 hours physical activity across the week, including sensory circuits, hydrotherapy, rebound therapy, soft play, community based walking, swimming, wheels for all, alongside their PE based learning.

In the Infant Department – this is a skills based curriculum that ensures that pupils explore, practise and develop skills that will enable them to move confidently, play games and take part in future Physical Development

opportunities. These skills will be practised and generalised in all available settings to prepare pupils for the context that different games are played in. Pupils will have the opportunity to perform their skills. They will have experienced, practised and performed every movement that will later enable them to perform a physical skill with differing levels of support (e.g. hold a bat, swing a bat, crawl through a tunnel, and roll in the mud).

In the Junior Department – the curriculum will continue with opportunities from previous years and build upon them. Skills will be applied to games on a small sided or 1:1 basis. Skills will be developed and performed in gymnastics sequences, athletics events will be established and OAA (outdoor, adventuerous activities) circuits will become more formal. Pupils will continue to practise and develop their skills and apply them to games, athletic events, adventurous activities and gymnastics sequences.

In the Senior Department – The curriculum will facilitate pupils to use skills learnt and apply them to games at a team level with support. Pupils can select and apply skills in different games and are able to perform a skill. Pupils will make links between activities in school and community activities and begin to know which leisure pursuits they enjoy and prefer. They will develop lifelong leisure interests that can be taken on into adulthood.

The Curriculum is underpinned by the Values of The Olympic Games giving pupils an opportunity to learn about and demonstrate Values in sport. Alongside developing physical skills, pupils are taught team skills such as working co-operatively and accepting defeat. Pupils leave the Senior department having actively experienced a wide range of games, fitness opportunities and leisure pursuits. They have applied skills learnt and are confident in doing so. They have knowledge of what leisure pursuits they prefer and can tell others themselves using an appropriate method.

<u>Creative Curriculum Rationale</u>

This strand of the Curriculum encompasses the subjects of Art, Dance, Music and Drama. The blocks are written to support Topics where appropriate. Some blocks are standalone which have been included to ensure that pupils have the opportunity to experience a wide variety of processes and techniques. Some blocks are written to support a term's work on a whole school theme and a common thread can be tracked throughout the Infant, Junior and Senior Departments. Our creative strand of the curriculum prioritises the creative process rather than the finished piece. It focuses on developing 'creative thinking' as well as developing creative skills and interests. Pupils are encouraged to be imaginative and expressive and enjoy their own creative abilities. In the Senior Department pupils explore using the skills and techniques for leisure e.g. Hobbies. In this block pupils may establish an interest in a craft that they enjoy into adulthood, e.g. scrapbooking or card making.

<u>Knowledge and Understanding Rationale</u>

Knowledge and Understanding of the World encompasses the subjects of Science, Geography, History, Design and Technology, RE and Languages. Topics have been deliberately chosen that are exciting, motivating and age appropriate. They provide opportunities for creating indepth learning activities that link subjects together, making learning more meaningful. Some blocks have a common topic throughout the departments e.g. The Sky Above, Space and The Solar System. This enables pupils to build on prior knowledge and for the whole school to work on a common theme leading to an enrichment day. Progression is built into the topics across the departments as well as the introduction of new skills.

Whole School Knowledge and Understanding of the World incorporates key Science concepts from the National Curriculum Key Stage 1 & 2 programmes of study. The concepts include plants, animals including humans,

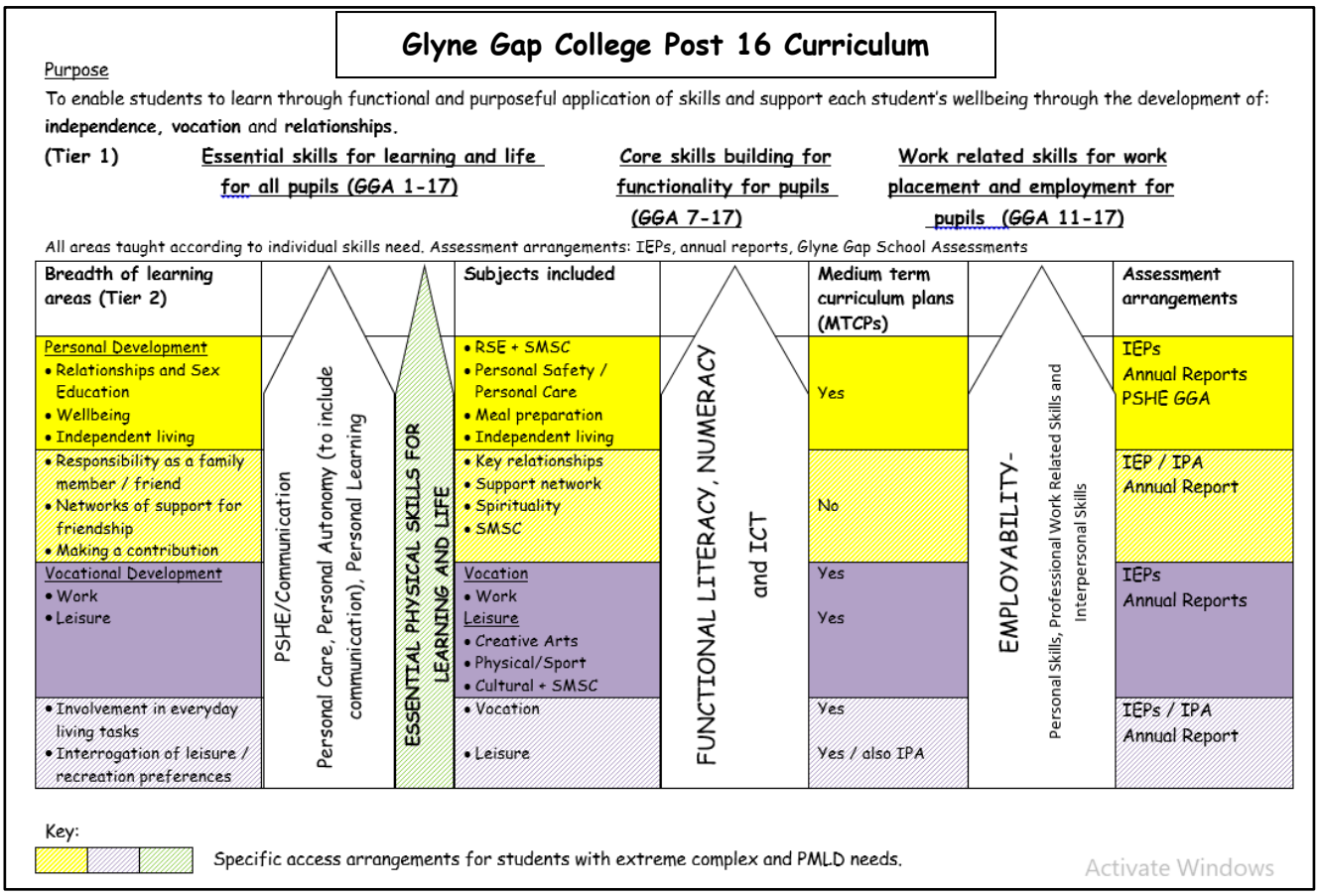
seasonal changes, everyday materials, living things and their habitats, states of matter, properties changes of materials, light.

These concepts along with the scientific vocabulary identified enables the greatest opportunities for developing the skills of Communication, Independence, Autonomy and Problems Solving. To support the planning, delivery abd recording of this vocabulary a summative scientific vocabulary record for for all pupils for whom it is relevant was implemented in Term 1 2025.

The aspect remaining aspects of the Key Stage 1 & 2 Science Programmes of Study, have been discounted and are not taught as they are the more complex scientific concepts and enquiry skills that would be beyond our pupils understanding and as such do not support engagement in meaningful learning opportunities or functionality in pupils daily lives now or in the future.

The Glyne Gap College Post 16 Curriculum

Below is the College Curriculum Model:



As pupils move to the College at 16, the intent of the curriculum at key stage 5, is to enable students to learn through functional and purposeful application of skills, and support each student's wellbeing, within their **Independence**, **Vocation** and **Relationships**.

Learning opportunities focus on embedding and practising skills within the areas of independence, vocation and relationships. Just as at the Nursery and School this learning will look different for every pupil. Much of college time is spent out in the community, preparing students for their next stage of life, for example catching the bus to work, exercising at the gym, meeting up with friends to go clubbing, and so on.

The College Post 16 Curriculum Model is very similar to school and also divided into two tiers; Tier 1 is used to address the priority needs of students and Tier 2 to address the breadth and balance.

Tier 1: Essential Skills for Learning and Life

These are a set of skills that are essential and relevant to all students but are incisively planned and delivered to meet an individual's needs. For each student the skills and knowledge addressed will often impact directly on their quality of life now and/or later.

As with the school curriculum model, the principles the learning areas of Tier 1 at the college are almost identical, however the focus of ALL their learning shifts to the functional application of the skills they have. Communication remains at the heart of our practical, purposeful and often community based work, taught through the functional application of these skills within the Personal Autonomy strand.

Tier 2: Breadth of Learning

As at school, Tier 2 learning at the College provides a breadth, a balance and enjoyment of learning experience. In order to really focus in on the most pressing learning for this group of emerging adults, the breadth narrows in to 2 key areas:-

- **Personal Development –** Relationships and Sex Education, Well Being and Independent Living (including RE, Online safety, Citizenship & SMSC)

- **Vocational Development** – Leisure, including Creative Arts, Physical Development and Sport, Cultural Development

Special Access Rationale

For the students at the College with the most complex needs, our Curriculum Intent remains the same: To achieve a happy and fulfilled life achieved through meaningful relationships, making a contribution and being as independent as they can be. We also acknowledge that for this group of students, achieving this Intent will always be dependent on the support of others. We have therefore developed our 'Special Access' Curriculum.

Students following the Special Access pathway will be supported to build a life that is meaningful to them as an individual. Through in depth investigations, students will build a portfolio of Individual Pupil Arrangements in the form of an "About Me" book.

Upon leaving College these students will:-

- have a small group/network of people equipped to support them to live a happy fulfilled life. A life that is meaningful to that student as an **Individual**.
- have a set of activities they are able to enjoy and be actively involved with and IPAs of how to support these. e.g. swimming, spa visits, café visits, gym sessions;
- be able to contribute to their family/community e.g. by baking a cake for a friend/ buying a present for a family member;
- be actively involved in the work of living e.g. driving to the washing machine with the washing/ participating appropriately in a haircut

Students therefore will be prepared for their future with these outcomes embedded, and ready to be built upon and extended as they mature and grow.We are committed to working with young people, their families and others in their personal network to ensure the foundations for future lives are laid and ideas for development are suggested.

Employability Rationale

Some of our students are developing skills which could and should be further focussed to enable them to make a significant contribution to others through work, and at the same time raise their own and others aspirations. We feel that it is a natural progression of our work and indeed a moral imperative to complete this journey and support these students to take up skilled volunteer/employed status.

Planning for the Implementation of this pathway is supported but The Glyne Gap Employability Assessment strand which is made up of 6 levels and each one is divided into the 3 broad areas of:

- **Personal Skills** - covering the aspects of communication, advocacy, self-confidence, asking for help, dealing with stress and self-reflection.

- **Professional Work Related Skills** - covering the aspects of developing a positive work ethic, time management, determination, persistence, resilience, self-motivation, adaptability, flexibility and leadership.

- **Interpersonal Skills** - covering the aspects of relationships, team work, conflict, empathy and the impact I have on others.

Students come to us as children and leave as young adults. The College curriculum, building upon the Nursery and School Curriculum, means they are prepared for and eager to embark upon the next stages of their adult lives.

6. Curriculum Implementation – Delivery of the Curriculum

Without a doubt outstanding learning is facilitated by outstanding teaching. We believe everyone is a teacher, regardless of our job title, thus our greatest resource in delivering on learning is our staff . We invest heavily in recruiting, training and retaining our team. There is no preferred teaching style at Glyne Gap, the focus is on the impact the teaching is having on pupil learning.

Planning for the Individual Child

The Glyne Gap Curriculum is tailored to meet individual pupils' needs. Every pupil will have clear, personalised, planned, relevant, enjoyable learning expectations that are challenging but achievable set for them each term through Individual Education Plans (IEPs). IEPs are informed by EHCP outcomes and include a Supergoal, Termly Goals and may include one or more Individual Pupil Arrangement (IPA) to address a specific area of learning. We believe that Assessment is a crucial component of good teaching and that formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupils' learning on a continuing basis, It enables teachers to identify when pupils need additional support, have consolidated their learning and when they

are ready to progress. While there is no preferred teaching style at Glyne Gap, the following mechanisms are in place to support teachers to deliver Good and Outstanding learning for all pupils:

Supergoals

A supergoal can be transformational to a pupil's life. It is the one thing that will really impact, open up opportunities, is hugely relevant and will really make a difference. A supergoal sets a direction of travel for the medium term (a period of approximately 18 months-2 years).

Teachers will consult parents for ideas when creating a new supergoal for a pupil. Class teams will discuss ideas and use the 'Double Think' technique to identify the potential benefits and barriers when establishing a new potential supergoal for a pupil. Once a proposed supergoal has been identified it will be discussed by the class teacher and agreed by the head teacher; then once it has be discussed and agreed with parents it will be formally set.

Every pupil's supergoal is discussed at their annual EHCP review meeting with parents and the next step for learning towards achieveing the supergoal is identified in both the home and school setting. Every pupil's supergoal is discussed at their classes progress and liaision meetings three times a year and at the end of year class PPI moderation meetings.

For the paperwork for setting supergoals and the Double Think technique see appendices 4 and 5

Termly Goals

The most important teaching tool used to address the priority learning needs for individual pupils is Termly Goals. Simply put, knowing **exactly** what you want a pupil to learn and what is really important for him/her to learn enables you to teach more effectively and him/her to learn more effectively.

Termly goals are a series of clear, unambiguous, incisively relevant statements of intent about what priority Tier 1 skills a pupil will achieve by the end of term. At least one termly goal will always be linked to the pupil's Supergoal, as a step towards achieving it. They will be skills the pupil cannot do now but will be able to demonstrate by the end of term. All pupils will have between 4 and 7 termly goals which will include at least one, but typically two, communication goals negotiated and agreed at communication planning meetings team with the communication team. (For further guidance on setting Termly Goals see appendix 6).

Individual Education Plans (IEPs) - Tier 1 learning targets

Within the Full IEP, every pupil in the school has a tier 1 learning IEP document, which consists of a teaching plan and curriculum learning targets.

Tier 1 IEPs alongside the Termly Goals, are written for all pupils in terms 1, 3 and 5, they contain individual learning targets for a seasonal term from all Tier 1 areas of the Nursery, School and College Post 16 curriculum, e.g. Communication and Language, PSHE, Core Skills for Functionality.

These are evaluated on a termly basis and the information is used to inform future planning. The evaluated IEPs are stored electronically on the pupil's G drive on the intranet.

Individual Pupil Arrangement (IPA)

Some pupils may also have an individual pupil arrangement (IPA) as part of their IEP to ensure a consistent approach for a specific area or activity, for example, an eating programme, a movement (physio) programme or a consistent positive behaviour management plan etc. These outline specific learning approaches for an individual and are reviewed annually or anytime there is a change for the pupil.

Supporting the Delivery of Individual learning within the Class Context

Class Tier 2 Learning Plans

The purpose of tier 2 is to offer breadth, balance and enjoyment of learning experience. It is the context or vehicle through which the essential tier 1 learning will be delivered. In order to reduce workload, a new format was introduced 2020-21 in the form of a single class plan per topic rather than topic planning for individuals.

The class plan is based on the current MTCP blocks and cover all four areas. Each area has a small number of activities to be covered for that topic, but these are suggested starting points and teachers will also create their own.

As part of the 2023-2024 SDP these plans were reviewed in order ensure they continue to be an effective lever for building the cultural capital we want for our pupils, and again in 2024-25 to ensure they reflected opportunities to experience a richness of reading within class texts and activities.

Lesson Plans

Writing lesson plans can help teachers crystallise their own thinking and focus on their own practice. Sharing lesson plans with the class team, especially the learning outcomes, will enhance the teaching, learning and support for pupils within a lesson. A lesson plan should have a clarity of purpose and intent, clearly identifying the learning outcomes for pupils and show a link to factors of the teaching process. It should also link to assessment and the other components of good teaching.

Lesson plans must always contain learning outcomes in the essential skills of communication and PSHE and may contain 'work' learning outcomes from the core skills or areas from the MTCP. For a sample lesson plan see appendix 7.

A lesson plan is required to be written for a termly lesson observation to signpost anyone observing (including inspectors or monitoring advisors) as to what the planned learning intent for pupils is.

As the planning for individuals thorough their goals and IEPs is very extensive, there is no requirement for teachers to produce lesson plans for every lesson.

Class Timetables

All classes will have a detailed weekly timetable, outlining when curriculum learning will be delivered across the week and ensuring a breadth of curriuculum opportunity through both tier 1 and tier 2. Classes may choose to have different timetables for groups/ individuals. The design of the timetable is down to the class teacher for their class, but it should be clear for all staff what is intended to be delivered and when. Timetables are reviewed termly as part of class file monitoring.

Weekly Class Plans/ Termly session plans

It is considered to be good practice for class teachers to have their own weekly and or termly plans that are shared at class team meetings. They may include the details of the specific activities and times that they will be delivered through the week and which staff are working with which pupils. Class teachers may also choose to create sessional plans to for the team to share expectations for pupils within particulare sessions e.g. personal care routines. There is no requirement for these to be completed or to be handed in with class files for monitoring.

7. Impact of the Curriculum

Evaluating and Tracking Progress

There is a complex relationship between the curriculum, planning, assessment, recording, tracking, monitoring, evaluating and recording progress.

The purpose of assessment is primarily to:

- **Inform planning** (where we are now, what the next step is, long term aim)

It also helps to:

- **Identify present levels of attainment**
- **Demonstrate achievement and progress over time**

Individual Progress

We have 8 instruments that show achievement and progress for individual pupils:

- Evaluated supergoals
- Evaluated goals
- Evaluated IEPs
- Pupils' zigzag books or progress files
- Pupils' individual Glyne Gap Assessment (GGA) pink/silver assessment files
- Annual review reports
- Progress judgements in communication (termly)
- Progress judgements at multidisciplinary liaison meetings

Pupil Progress Indicators (PPIs) are used to make an end of year judgement on each pupil's individual progress. These judgements are based on the evidence from 7 key indicators taken from 2 sources that are compiled throughout the year by the class teacher. (School - Evaluated supergoals, evaluated goals, Progess judgements in communication, Overall termly progress judegements, Annual judgements in disctete ares of PSHE, early reading and early mathematics and Parents- judgement on progress) In order to ensure consistenct these judements are moderated at the end of year PPI progress meetings. See section d for more details.

Accreditation

As a school careful consideration has been given to the extent in which success in qualifications and awards demonstrates that pupils have made progress in their skills, knowledge or understanding, and whether the award or qualification meets their individual needs.

However, this decision will be regularly reviewed to ensure the best opportunities for pupils. For more information see CG 10 Impact of the Curriculum-Assessment, Recording and Reporting.

Collective Pupil Progress

We use the same 7 key indicators from 2 sources to determine collective pupil progress. How compelling each indicator is depends on the rigour and validity of the evidence and the reliability of the judgment depends on the strength of the whole and not any single source. For more information see CG 10 Impact of the Curriculum - Assessment, Recording and Reporting and Glyne Gap Impact of the Curriculum-Pupil Outcomes on the school website.

Moderation

There are 5 key reasons to carry out moderation:

- Accountability linked to teacher assessment – completion
- Rigour of teacher assessment – quality
- To raise standards
- Consistency – shared understanding of standards within school
- External moderation

There are opportunities for moderation within the school year through communication planning meetings and department meetings. Opportunities for external moderation are facilitated through the Special School's Alliance Meetings for Early Years, Post 16 and SLD/PMLD, with a specific area of the curriculum identified for each meeting.

An annual end of year Pupil Progress Moderation Meeting is held for each class in July which is chaired by the head teacher and attended by the class teacher and the respective head of school to the Governing Body. The purpose of the meeting is to moderate the PPI judgements for pupils across the school. During the meeting the class teacher will discuss each pupil in turn highlighting the evidence from the PPI based on the 7 key indicators (from 2 sources) that has informed their end of year progress judgement, which is subject to challenge (if the evidence is not compelling) or agreement and then it is signed off by the class teacher and headteacher.

8. Monitoring and Developing Curriculum

Alongside the analysis of the Impact of the Curriculum described in section 5, the school has a range of mechanisms to monitor the impact of the curriculum and inform development.

Monitoring of class based Teaching and Learning

The school has a range of mechanisms to monitor Teaching and Learning, including Class File monitoring, monitoring of Annual Review reports, Multi-disciplinary Liaison meetings, Teachers' meetings and Phase meetings. The responsibility for these processes lies with class teachers and Heads of School.

Lesson Observations

Lesson observations are used to monitor how the curriculum is being taught and its impact, and provide a springboard to provide professional development alongside Performance Management procedures. These are always carried out by senior and/or experienced members of staff and moderated across the team.

Learning Walks

In addition to lesson observations, learning walks are completed termly with a focus linked to an area of the curriculum, SDP or key stage. Within the learning the area of focus will be considered and as to whether the critera has been observed, strengths will be highlighted and any areas for consideration will be identified. Teachers will be be given verbal feedback as part of teacher development and support meetings.

Development of Teaching

There is no preferred teaching style at Glyne Gap, the focus is on the impact teaching has on learning. However, to enable teachers to develop their skills and ensure their teaching is having the desired impact, we have developed a set of Possible Components of Good Teaching (appendix 8) which are expanded to form the Glyne Gap Teaching Standards (appendix 9). This is a document which looks at the different components of teaching and which elements of learning they particularly impact on. These standards are the basis of teachers' performance management and enable teachers to develop all aspects of their teaching. The school has undertaken a review of it's processes to support the development of teaching and learning including the implemention of Teaching and Learning Development Plans. These are designed to provide targeted bespoke support for teachers linked to their performanace management targets. See Appendix 14 Supporting the Development of Teaching and Learning

9. Glossary

A whole school view of learning has been established and is reinforced by a series of Learning twilights, delivered to the whole school every three years. As a result of this shared view of learning, there are a number of terms which are used consistently when talking about learning:

Learning	The acquisition of knowledge or skills through experience, practice, or study, or by being taught
Levels of Learning	Some possible levels through which pupils progress when learning a skill: • Encounter – may tolerate shared activities • Aware – notice something has happened, recognition • Attend & respond – show surprise enjoyment, dissatisfaction, people events • Engage – consistent attention, connect • Participate – sharing, turn taking, anticipation, expectancy • Actively Involved – reaching out & joining in, explore • Acquisition – gains new skill, realisation • Fluency – skill acquired, practice for accuracy, determination • Maintenance – skill learnt needs reinforcement, persistence • Generalisation – use skill in other contexts • Adaption – skill can be used in problem solving
Class Culture	The beliefs and values of the class, which then inform the climate/behaviours in that class: In my class it's OK to do this… In my class it's not OK to do… In my class everyone thinks this …… is important This ……. makes everyone laugh
Fab 4 (appendix 10)	A tool to look at an individual's ideal conditions for learning: When, Where, How, Who with
Enquiry Framework (appendix 11)	A more detailed tool to systematically explore issues when an individual's learning is 'stuck'. Asks the following questions: • stuck or coasting? • learns best • special accommodations • most needs to learn….. • current learning (focus) • teaching issue? • known barriers e.g. • what really motivates …

Tier 1	Nursery • Essential Skills (allied to Primary Areas of Learning): • Communication and Language • Physical Development • PSED School and College Post 16 : • Essential skills for learning and life: Communication and Language and PSHE • Core Skills for building functionality: Literacy, Numeracy and ICT
Tier 2	Breadth of learning in the Nursery: • Literacy • Numeracy • Expressive Arts and Design • Understanding the World Breadth of learning in School: • Personal Development • Physical Development • Creative Development • Knowledge of the World Breadth of learning in the College Post 16: • Personal Development • Vocational Development
Barriers to Learning	Things that can get in the way of learning e.g. • Health / medical issues (e.g. pain, seizure, inputs [fluid/food], outputs [bladder/bowels], infections) • Home and family issues (e.g. need for respite, family breakdown, sibling support, financial hardships etc.) • Not feeling safe (e.g. issues of bullying, acute anxiety) • Relationships / friendships (with staff, peers, family, others) • Attendance ('Habitual' e.g. less than 85% attendance) • Behaviour / communication**

10. References and Appendices

References

CG 2 - Safeguarding
CG 5 - Supporting Communication and Language
CG 6 - PSHE
CG 7 - Supporting Positive Attitudes and Good Behaviour
CG 8 - Guidance for Teaching Core Skills for Functionality - Literacy, Numeracy and ICT
CG 9 - SMSC and Developing the Whole Child
CG 10 - Impact of the Curriculum- Assessment, Recording and Reporting
CG 11 - Early Years Policy
CG15 – Post 16 College Policy
CG16 – Careers Policy
CG17 – Relationships and Sex Education Policy
CG18 – Supporting the Teaching & Learning of Phonics & Early Reading
Essential Physical Skills for Learning and Life Curriculum

Appendices

Appendix 1	Introduction to Essential Physical Skills for Learning and Life
Appendix 2	Essential Physical Skills: Annual Summary Sheet
Appendix 3	Sex and Relationship Education Skill Areas
Appendix 4	Proforma for setting a supergoal
Appendix 5	Double Think Technique to support setting a supergoal
Appendix 6	Guidance on setting Termly Goals
Appendix 7	Sample Lesson Plan
Appendix 8	Possible Components of Good Teaching
Appendix 9	Glyne Gap Teaching Standards
Appendix 10	Fab 4
Appendix 11	Enquiry framework
Appendix 12	Tier 1 IEP
Appendix 13	Tier 2 Breadth of Learning
Appendix 14	Supporting the Development of Teaching and Learning

Updated: September 2026

Appendix 1

Essential Physical Skills for Learning and Life – Introduction

This assessment tool is not intended to follow a developmental model, but is to help practitioners working with pupils with PMLD to aim towards functional ability in order to open up opportunities within everyday life, therefore meeting need rather than a sequence of development. The pupils in mind when using this tool are those whose physical disability limits their opportunities. By the time a pupil has reached the functional end point we would be expecting them to still require on-going support with positioning e.g. wheelchair, adapted seating, standing frame, etc, but minimal lifting/hoisting would be required, and they would be able to stand with their hands held or using a grab bar and walk with adult support or using a frame for short distances e.g. 25 - 50 metres. The aim is clearly to enable pupils to gain greater levels of autonomy and independence, so enabling access a wider range of opportunities in life, but by developing skills in this way it will result in far less time and energy being used to carry out certain tasks and routines e.g. meeting personal needs, eating a meal, etc.

No time scale can be put on a pupil moving through the steps, but it can be said that the earlier intervention begins the better; the skills are as valuable when a pupil is young as when they are an adult and if they are established as early as possible it will be easier to carry them through into teenage years and adulthood. Pupils will continue to learn as long we teach them.

The motor skills that are being targeted and developed can be worked on while the pupil is engaged in a range of activities, so incorporating the essential learning into everyday structures and routines. Equipment will still be required e.g. standing frames, walkers, adapted seating, etc, but this should be used in such a way that it supports the development of motor skills rather than taking over from the pupil. It is there to provide varying degrees of prompts or support while the pupil is improving their skills. The various pieces of equipment and the levels of support being offered should be considered as temporary or ever-changing, and not remaining static. Support from an adult is great, and in a way better than using equipment, but this is not always available or practical, particularly if the pupil is practising a skill over a length of time – hands and arms get tired! Having said that the preference would always to use human support as when this is possible and practical.

A key thing to mention is the impact this kind of development has on the well-being of individuals. In order to develop bone health and strength in the muscles and joints it is essential that pupils experience weight bearing on their feet. It is thought that a minimum of 45 minutes everyday has a positive impact on the health of bones. By taking part in activities such as lying, sitting and standing and using these skills as part of daily routines, not only are there benefits to bone health, but the functioning of the internal organs also benefits.

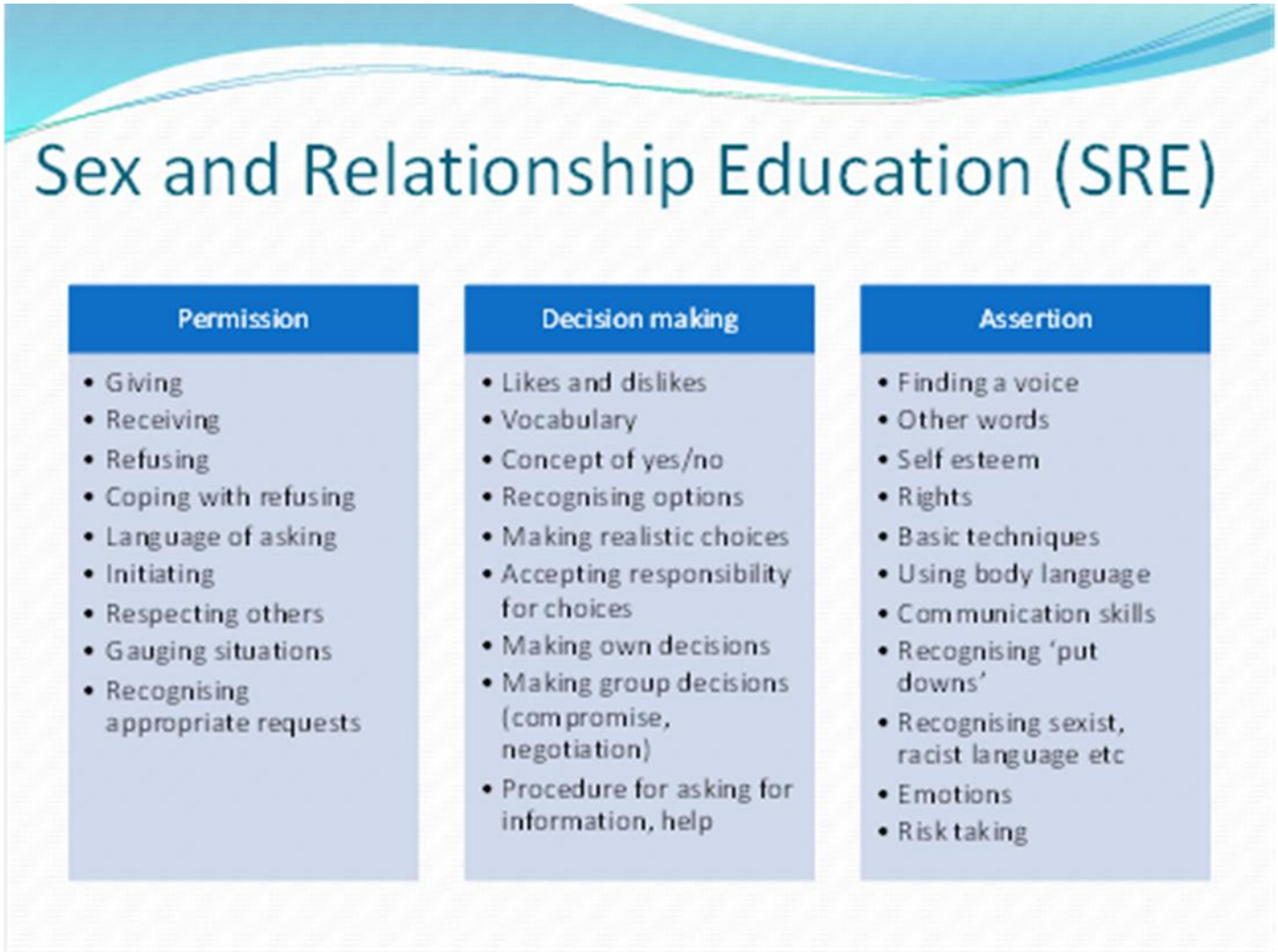
Finally, an individual may not reach the functional end point in all the activities listed, but by having this method of assessing pupils it keeps this essential learning high on the agenda, so ensuring that staff are always considering ways of developing a pupil's independence and autonomy, so opening up a lifetime of opportunities. We aim to make a positive difference to the lives of our pupils.

Appendix 2

Essential Physical Skills for Learning and Life

Annual Summary Sheet – please date the box

	a	b	c	d	e	f	g	h	i		j	k	l	m	n
Lying															
Sit/Stand															
Stand/Sit															
Sitting															
Standing															
Walking															
Hand Function															
Toileting															
Dressing/Undressing															
Eating/Drinking															
Driving															


Sex and Relationship Education (SRE)
Permission
• Giving
• Receiving
• Refusing
• Coping with refusing
• Language of asking
• Initiating
• Respecting others
• Gauging situations
• Recognising appropriate requests
Decision making
• Likes and dislikes
• Vocabulary
• Concept of yes/no
• Recognising options
• Making realistic choices
• Accepting responsibility for choices
• Making own decisions
• Making group decisions (compromise, negotiation)
• Procedure for asking for information, help
Assertion
• Finding a voice
• Other words
• Self esteem
• Rights
• Basic techniques
• Using body language
• Communication skills
• Recognising 'put downs'
• Recognising sexist, racist language etc
• Emotions
• Risk taking

Appendix 4

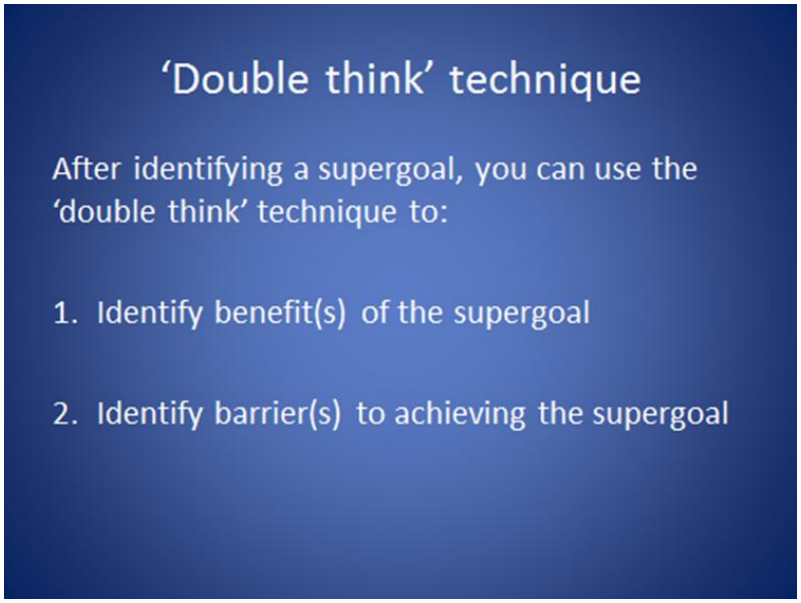
Pupil's name_____ Class_____

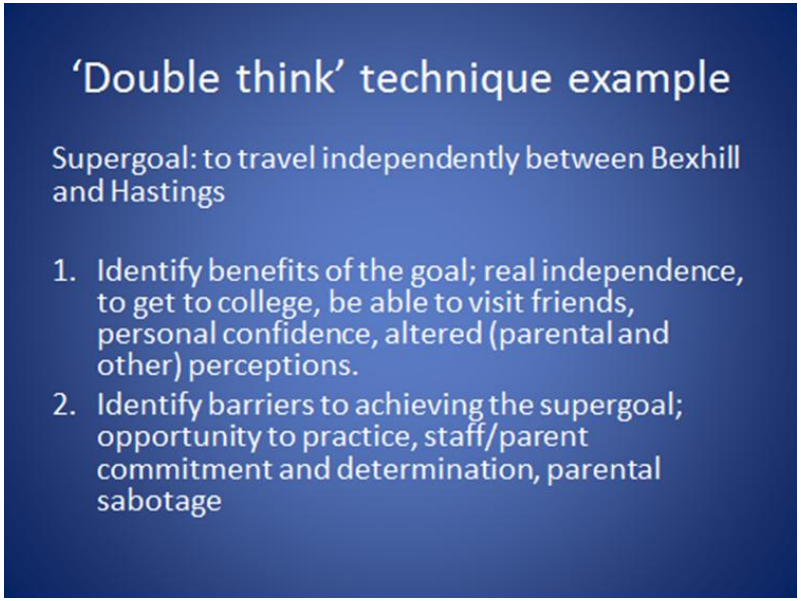
A supergoal is a (medium term) goal that REALLY impacts on a pupil's life…it will open up opportunities….it sets a direction of travel

Use your double think technique*(see over)….
Benefits • • •
Barriers • • •
Notes for class team about **how** to achieve goal (only use this section of useful to you)
Criteria for when supergoal is achieved:

Appendix 5.

Double Think Technique to support setting a Supergoal





Appendix 6.

Guidance on Setting Termly Goals

The most important teaching tool used to address the priority learning needs for individual pupils is Termly Goals. Simply put, knowing **exactly** what you want a pupil to learn and what is really important for him/her to learn enables you to teach more effectively and him/her to learn more effectively.

Termly goals are a series of clear, unambiguous, incisively relevant statements of intent about what priority Tier 1 skills a pupil will achieve by the end of term. They will be skills the pupil cannot do now but will be able to demonstrate by the end of term. All pupils will have between 4 and 6 termly goals which will include at least one, but typically two, communication goals negotiated and agreed at communication planning meetings team with the communication team.

Goals should include brief performance statements, using a verb in the sentence that can be seen or heard e.g. will pass the 'hey… watch me…' test.

Goals should be Specific, Measurable, Achievable, incisively Relevant and may have a Time element (SMART) and written in such a way that achievement of the goal will be clearly understood by all.

Termly goals do not include a programme of the term's work, nor a method by which they are achieved, nor a task analysis of skills!

Setting goals

Teachers' professional knowledge and expertise is **the** most useful tool in deciding what must be taught next and it is the class teacher's ultimate responsibility to set the goals. It is they who have the objective appreciation of the child's existing skills and a clear sense of direction for the future.

Wherever possible pupils themselves should be involved in their own goal setting and this is considered to be the very best practice.

When writing goals for pupils it is useful to consider:

- Evaluation of previous term's goals and subject targets within the IEP
- Assessment instruments and in particular the Glyne Gap Assessments. The statements contained within the expanded P scales can be 'converted' into an incisively written Termly goal
- Discussions at class meetings with Teaching Assistants who are a critical part of the class team and are central to the teaching of Termly Goals
- Communication targets will be set for each pupil using the expanded P-scales for Speaking and Listening at communication planning meetings
- Parents advice/requests
- Advice from other professionals working with a particular pupil e.g. speech therapist, physiotherapist, occupational therapist, teacher for the visually/hearing impaired etc.
- Specialist teachers or Specialist Teaching Assistants
- Areas of learning identified during a pupil's Annual Review meeting

Parental Involvement

The most effective learning takes place when school and home work together and a key element of this partnership is to enable parents to gain knowledge and support with priority aspects of their son or daughter's learning through their termly goals. Although it is the class teacher's responsibility to set the goals it is vitally important that parents are fully involved in the process. To make real progress in achieving objectives, it is essential for parents to be committed to and working on, the same areas of 'priority learning' as the school and this is unlikely to occur unless full consultation and agreement has taken place. For more information see CG 19 Working with Families – a partnership for learning. Likewise if pupils are given ownership of driving their own learning through setting their own goals, then the likelihood of them engaging and pushing themselves to achieve is strong. Not all pupils will be able to do this, but it is essential that the opportunity and encouragement is there to do so.

At the beginning of term the class teacher will **draft** a set of goals for parental comment/suggestions etc. which will be sent home with a note inviting parents to make comments/suggestions or changes to be returned by a specified date. Once parents have had this opportunity to comment, we can say that these goals have become **negotiated** goals.

At the end of term the goals will be sent home with an evaluation of how successful the pupil has been, and again, if appropriate, students will have been part of the process of evaluating their own goals. Parents will be asked if they have any comments and if they would like to make suggestions of anything they might like to be included in next terms goals.

Termly goals should be clearly displayed in the classroom and other staff such as supply staff, MDSA's, and volunteers working with pupils should become familiar with them. Pupils can also use them to prompt them in their learning.

Termly goals for every pupil are discussed at Termly Liaison meetings and therefore they are shared with and moderated by professionals from Health and Social Care.

The annual report submitted by the class teacher to the annual review (usually held in the term of the pupil's birthday) will always have attached the current term's goals. This will give all participants at the annual review, especially parents, (and pupils if relevant) an opportunity to discuss goals in a wider forum.

Appendix 7.

Glyne Gap School Short Term Planning

Lesson Plan

Class:	Junior1	**Year Groups:**	Y3 – Y5	**Subject:**	KUW
Date:	27th September 2024			**Time:**	11am

Lesson Aims:

- To encourage children to take an interest in the natural world around them;
- To encourage children to work together as a team e.g. sharing, turn-taking, communicating;
- To develop scientific skills e.g. prediction, observation and recording.

Classroom Management:

AC	RK	CH
AS	LP	EC
(supported by A)	EW	*(supported by O)*
	(supported by I)	

Differentiation:

Activities differentiated by learning outcomes and adult support. RK, AC and CH to record on sheets.

Lesson Content:

- Recap knowledge on minibeasts using flashcards, reinforcing vocab and signs;
- Recap features of minibeasts e.g. number of legs (0, 6, 8, lots), wings, colours, fly, sting;
- Uses photo as prompt to talk about where we should look for the minibeasts – in, on, under, behind;
- Model using recording sheet, writers are RK, AC and CH, others need to tell them what they find;
- Go out and look for minibeasts with one recording sheet and magnifying glass per group, recording findings;
- Come in and discuss findings using recording sheets – count up totals;
- Assessment plenary – staff and children to feedback on what they did well, give out stars.

Intended Learning Outcomes:

See attached sheet

Assessment/Recording Arrangements:

Assessment comments to be fed back throughout the session and particularly during plenary in class.

Additional Resources:

Minibeast flashcards corresponding to recording sheet (on wall); photo of garden on whiteboard; recording sheets; large recording sheet to model; clipboards; pencils (in usual box); magnifying glasses; camera (charged).

Intended Follow-up:
Use of combined findings to create pictograms.

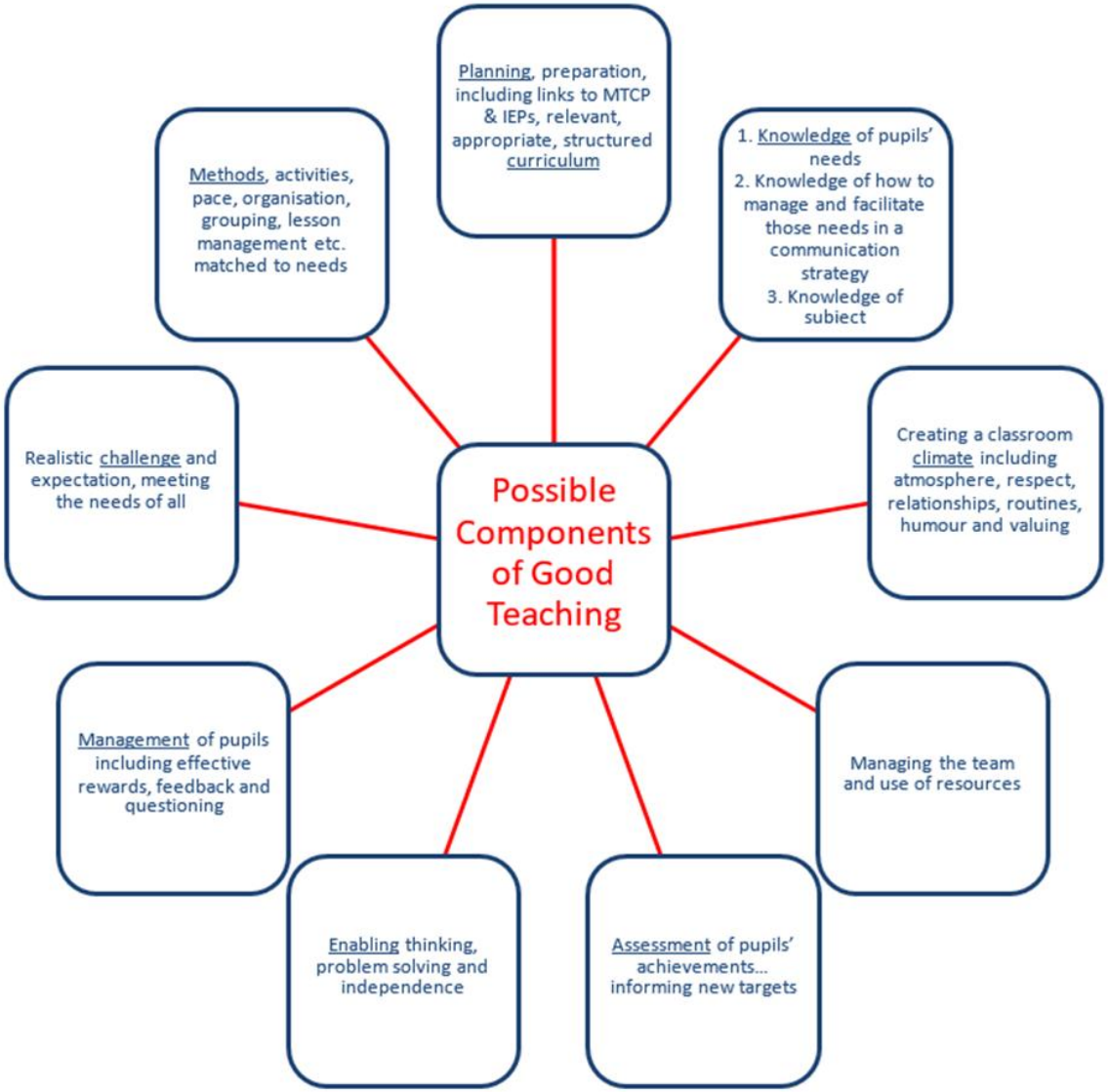
Generic Learning Outcomes for all children

KUW	Essential Skills
Actively look for minibeasts in an outdoor environment. Identify minibeasts by name using speech/sign.	Work together as a group. Attract others' attention to their findings. Follow adult instructions.

Intended Learning Outcomes for Individual Pupils

KUW	Essential Skills
AS	
Look for minibeasts in given locations. Identify one minibeast by name.	Carry out given tasks with minimal adult support. Share adult attention with another child. Request a break using the word 'break' if she wants to withdraw from the activity.
AC	
Identify 5 minibeasts. Record minibeast findings using tally marks on given recording sheet. Describe a minibeast using features such as legs and wings.	Use sign to support his speech when naming minibeasts. Persevere with looking in a given place.
CH	
Identify 5 minibeasts. Record minibeast findings using tally marks on given recording sheet. Answer questions about the features of a minibeast e.g. legs and wings.	Follow instructions to carry out tasks independently. Take responsibility for a task within a group. Ask for help at an audible level with verbal prompts. Move around the school without his walking frame.
EW	
Identify 5 minibeasts. Describe a minibeast using features such as legs and wings.	Speak at the correct speed when talking about minibeasts. Report her findings directly to another child without going through an adult. Only talk to adults about relevant things i.e. minibeasts.
EC	
Identify 3 minibeasts using sign to support speech. Answer questions about the features of a minibeast e.g. legs and wings.	Independently hunt for minibeasts. Link words/signs together when describing minibeasts. Report findings to her teammate.
LP	
Identify 5 minibeasts. Answer questions about the features of a minibeast e.g. legs and wings.	Independently hunt for minibeasts. Follow instructions at a 3 word level. Move around the school without her walking frame.
RK	
Identify 5 minibeasts. Record minibeast findings using tally marks on given recording sheet. Describe a minibeast using features such as legs and wings.	Listen to a question and give an appropriate answer. Stay on task with verbal prompts. Listen to other children's findings and record them. Organise resources appropriately, making sure he has what he is supposed to at all times.

Appendix 8


Possible Components of Good Teaching
Planning, preparation, including links to MTCP & IEPs, relevant, appropriate, structured curriculum
1. Knowledge of pupils' needs
2. Knowledge of how to manage and facilitate those needs in a communication strategy
3. Knowledge of subject
Creating a classroom climate including atmosphere, respect, relationships, routines, humour and valuing
Managing the team and use of resources
Assessment of pupils' achievements... informing new targets
Enabling thinking, problem solving and independence
Management of pupils including effective rewards, feedback and questioning
Realistic challenge and expectation, meeting the needs of all
Methods, activities, pace, organisation, grouping, lesson management etc. matched to needs

Appendix 9

Glyne Gap Teaching Standards

Teaching Components		Processes/Provision/Elements	Impacts/Particularly on:	Seen in these aspects of learning, development and wellbeing, in context of pupil capability & capacity	Foundation practitioner	Proficient practitioner	Advanced practitioner	Master Practitioner
1. Planning		Goal & IEP writing. Lesson plans especially learning intent. Medium term planning. Team involvement	Involvement, interest, motivation. short term and long term progress	• Make sustained progress and learn well both in lessons and over time • Know, understand and do acquire knowledge, develop and secure understanding, think, problem solve, self-assess • Develop and apply skills, acquire fluency, maintenance, generalisation, adaptation, communication and independence skills • Involved, interested, engaged, concentrate, attend, be resilient – tackle challenge, be keen to succeed, grasp opportunities, be diligent • Are well prepared for the next stage of education/life • Initiate, take responsibility, demonstrate independence, self-organise, problem solve • Behave well and feel safe • Positive attitudes to learning • Behave well in and out of lessons • Feel safe, understand and take risks • Are well developed spiritually, socially, and culturally, and show positive attitudes • Attitude to learning • Respect courtesy and manners, understand and take risks • Spiritual, reflect, respect, value • Moral, right and wrong, rules and choices • Social, relate well, friendships • Cultural, accept, enjoy difference, music, art, sport • Understand post-school options	All make at least expected progress	All make sustained progress	All make rapid and sustained progress	• Will have demonstrated exceptional pupil outcomes over an extended period of time – 5+ years • Will have an exceptional proficiency in all nine areas of teaching but will have exceptional attitudes to pupil learning, an innate ability to motivate pupils, and an ability to impact remotely • *May* have an exceptional skill (that would be identified as a national exemplar) in a particular teaching aspect • Will show a deep understanding of the learning process, particularly how to move a pupils' learning on when it becomes stuck or when there is a significant barrier to it • Will be an expert at observing learning • Will have an ability (including resilience, communication skills and a desire) to support colleagues in both school and other settings
2. Knowledge of: i) Pupils needs ii) How to facilitate need (especially in communication) iii) Subject		Knowing where they are, what motivates, idiosyncratic strategies, facilitation strategies (especially communication) Subject knowledge: GG P Scales, GG MTCP's	Attainment, individual progress, needs being met		Majority make sustained progress over time	All learn well in lesson and over time	All learn exceptionally well in lessons over time	
3. Classroom Climate/climate for learning		Clarify order, standards, fairness, participation, support, safety, interest, environment, relationships, positive culture	Productive and motivating relationships, feels safe		Acquire knowledge, develop understanding	Acquire knowledge, develop a secure understanding	Display a thirst for knowledge, develop a good understanding	
4. Managing team and resources		Knowledge of team-facilitating learning. Team work – communicate, culture, co-ordinating contributions of others. Use of appropriate, motivating, facilitating resources	Engagement and facilitation (Minimum)		Developing and beginning to apply skills (especially communication and independence)	Develop and apply skills (especially communication and independence	Develop and apply a wide range skills (especially in communication and independence)	
5.Assessment (for learning)		Overall understanding of pupils' position. Forms of evidence. Recording short term/long term. Jigsaw of evidence 7 instruments, base line. Moderation (behaviour)	Working at right levels, sustained progress (over time)		Are becoming involved, interested, and engaged	Are involved, interested and engaged	Are highly motivated intrinsically interested, fully engaged throughout	
6. Enabling Independence		Aspects of independence, personal wealth, high impact activities, using GG P scales	Preparedness for next stage problem solving, self-organisation		Are becoming resilient learners, managing challenges and taking opportunities	Are resilient learners, tackle challenges, grasp opportunities	Are very resilient learners, thrive on challenges and seek opportunities	
7. Management of pupils		Expectations/challenges, strategies, development and communication	Attitudes, behaviour in lessons, behaviour outside lessons, climate for learning, pupil 'manners'		Vulnerable pupils are making at least expected progress and achieving well in some areas	Vulnerable pupils are achieving well	Vulnerable pupils are achieving exceptionally well	
8. (Realistic) challenges and expectations. Meeting needs of all		Understanding the (high but realistic) expectation zone. Facilitation, pace, risks, home lives, challenge, ownership, communication rigour in assessment	Levels of attainment, excellent progress		Behave well in lessons and feel safe in the classroom, developing confidence in the wider school environment	Behave well, feel safe	Behaviour in lessons is impeccable, behaves well outside of lessons and in the wider community	
9. Methods	i) General	Q&A Differentiation, strategies, mixture of activity, group setting, problem solving, engaging style. Lesson management	High levels of engagement, knowledge, understanding and skills developing		Are prepared for the next stage of life	Are well prepared for the next stage of life	Are exceptionally well prepared for the next stage in life	
	ii) Communication	Philosophy, signing, symbol use, pre verbal, PEC's, TEACCH, Augmentative – hitech/low tech, specialist software, speech dev. Early reading	Regaining development, using communication skills		Beginning to initiate and take responsibility at times	Initiate and take responsibility	Confidently initiate and take responsibility	
	iii) PMLD	Physical, postural/position/equipment, personal needs, medical needs/condition/protocols, experimental learning, eating-drinking/swallowing, multi-sensory learning	Active levels of engagement, especially choice making		Developing independence, self-organisation and problem solving skills	Show independence, self-organisation problem solving skills	Show a high degree of independence, self-organisation and ability to problem solve	
					Develop spiritually, morally, socially and culturally	Develop well spiritually, morally socially and culturally	Develop exceptionally well spiritually, morally socially and culturally	
					Usually shows positive attitudes to learning	Show positive attitudes to learning	Show exceptional attitudes to learning	
					Relate well to familiar staff and each other in familiar contexts	Relate well to staff and each other	Relate exceptionally well to staff and each other	
					Know right and wrong and positive choices are often made	Know right and wrong and make positive choices	Are outstanding role models, making positive choices in school and the wider environment	

Appendix 10

Fab Four for: _____ (pupils name) Completed on: _____ (date/year)

When	**Where**
How	**Who with**

Appendix 11

Learning Enquiry completed for: _____ (pupil name) Completed on:_____(day/year)

Please add as much detail to the proforma prior to the meeting. You will then lead discussion at the meeting to share what you have written and add other thoughts from your class team.

Strengths:	What really motivates:
How do I understand? (receptive communication)	How do I communicate? (expressive communication)
What do we (staff team) need to do to support communication? (Be specific!) (to be agreed and completed during meeting)	
What are the barriers to learning for this pupil? Record these even if you think they are met. (in the meeting you'll discuss if these are addressed)	
What does this pupil most need to learn?	
What do we need to make the above happen? (Be specific!) (to be agreed and completed during meeting)	

Appendix 12

Name: Year: Term:

Tier 1 IEP - Proforma	
Key : Autumn Spring Summer	**Evaluation**
Essential Skills for Learning & Life: Communication & Language	
Speaking (GGA)	
•	
•	
Listening (GGA)	
•	
•	
Essential Skills for Learning & Life: PSHE/RSE	
Personal Autonomy including RSE (GGA)	
•	
•	
Personal Care (GGA)	
•	
•	
Personal Learning (GGA)	
•	
•	
Essential Physical Skills (Where relevant)	
•	
•	
Personal Development (Tier 2) – (Where priority learning for pupils)	
•	
•	
Core: Skills for functionality	
Functional Literacy (GGA)	
•	
•	
Glyne Gap National Curriculum Based Literacy Profile (GGNCLBP) (Where relevant)	
•	
Functional Numeracy (GGA)	
•	
•	
Glyne Gap National Curriculum Based Numeracy Profile (GGNCLBP) (Where relevant)	
•	
Functional ICT (GGA)	
•	
•	

Appendix 13

Tier 2 Class Planning for Breadth of Learning

Tier 2 learning provides the breadth, balance and richness of curriculum. It is the context through which ESSENTIAL Tier 1 learning will be delivered, and offers the cultural capital we want our pupils to experience.

We build "Cultural Capital" by offering;
a range of subject experiences; trying something new (in school/in the community); a richness of friendship opportunities; cultural exploration; contributing to my school/community, involving families.

Class: **Term:** **Block:**

<table>
<tr><td colspan="3">Topic:</td></tr>
<tr><td colspan="3">Termly "Wow" Opportunity:</td></tr>
<tr><td colspan="3">Key Book/s to support topic:</td></tr>
<tr><td colspan="2">Curriculum Areas
(Including Department Activities)</td><td>Evaluation (coverage by class & significant individual learning)</td></tr>
<tr><td colspan="3"><u>Knowledge of the World</u> (including Science, RE & SMSC)</td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td><u>Key Science Concepts in this block</u>
(Please list from MTCP)
•
•</td><td><u>Key vocabulary</u>
(Please list from MTCP)
•
•</td><td>Initials of pupils achieved
(Assessment updated in GGA levels)</td></tr>
<tr><td colspan="3"><u>Creative Development</u></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="3"><u>Physical Development</u></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="2"></td><td></td></tr>
</table>

Personal Development *(including RSE, Careers, Citizenship & Online Safety)*	
Summative Annual Record of experience *(tick coverage over the year)* *1/2 3/4 5/6* ☐ ☐ ☐ *a range of subject experiences* ☐ ☐ ☐ *trying something new (in school/in the community* ☐ ☐ ☐ *a richness of friendship opportunities* ☐ ☐ ☐ *cultural exploration (including other faiths)* ☐ ☐ ☐ *contributing to my school/community* ☐ ☐ ☐ *involving families*	

Appendix 14

A guide to the key mechanisms for Supporting the Development of Teaching at Glyne Gap School

Purpose:

We are committed to ensuring the best learning outcomes for our pupils. We believe that what has the biggest impact on facilitating Outstanding learning is Outstanding teaching. As such, we believe in investing significant time and resource in developing teachers, as we know this will translate into the best outcomes for pupils.

This document has been written to outline the mechanism used to develop teaching at Glyne Gap to ensure that ALL teachers are given appropriate and proportionate support for their Professional Development at their current stage of their career.

Performance Management

Performance management means a shared commitment to high performance, but underpinning that statement is the belief that the real beneficiaries of the process are the pupils. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching to benefit pupils, teachers and the school.

Our performance management arrangements give every teacher an absolute entitlement to development; as well as being affirming of good practice, identifying and celebrating teacher success, enabling it to be replicated.

The Glyne Gap Teaching Standards support Performance Management Reviews and give a clear structure to support teachers' development and moving learning on.

(For further details of Performance Management processes, please see SH15 - Performance Management Policy)

Mechanisms for Developing Teaching & Learning:

Following a teachers Performance Management, the subsequent mechanisms employed for developing teaching across the year will link directly to Teachers Performance Management targets, ensuring teacher's development is focussed and manageable for the year.

1. Pupil Progress Liaison meetings

The liaison meeting is a formal opportunity (3xper year) to review and monitor individual pupil progress regularly and systematically. Teachers and Heads of School ensure the "whole child" is supported and all areas of their development are considered. (For further information please see CG10 Curriculum Impact Assessment Recording & Reporting policy).

Whilst these meetings are crucial for monitoring pupil progress, they also serve as a critical CPD opportunity. Through skilful questioning and challenge, Heads of School work with teachers to develop teaching in order to facilitate better learning. It is the key role of the Head of School to engage teachers' in development discussions with the aim to improve teaching and therefore extend pupils learning.

2. Learning Observations

The purpose of observations at Glyne Gap is 2 fold:

1: For Monitoring Pupil Progress – to ascertain that pupil learning is where Teachers describe it to be and to enable Heads of School to triangulate evidence to allow us to make robust judgements of Pupil Progress. In addition, this evidence is used to support the Performance Management of Teachers.

2. To Develop Teaching – Through identifying strength elements of their teaching, Teachers can replicate these and extend pupil learning. Observers provide professional dialogue coaching to teachers to further enhance teaching.

As a school we have 3 methods of observation

- **Developmental Lesson Observations -** facilitate an in depth focussed look at learning for individual pupils AND focus on identifying the teaching that has brought about the learning
- **Learning Walks** - take place across a department or phase, and an agreed school focus (usually linked to an item from the SDP) will be considered and observation. Heads of School may in addition identify specific practice which would indicate Good/Outstanding learning.
- **Learning Drop ins** - designed to build a view of learning, through a series of snap shots of learning over a period of time.

Lesson Observation Annual Cycle:

Across the academic year the following Observation cycle is completed by Heads of School for all staff:

Term 1&2: Learning Drop ins

All pupils are observed through learning drop ins in T1/2. Foundation Practitioners/ Teachers on an enhanced Teaching & Learning Development plan will also have a developmental lesson observation and focused feedback.

Term 3&4: Developmental Lesson Observations

All teachers will be observed formally using the agreed whole school developmental lesson observation format in T3/4 with developmental focus and feedback with actions linked to Performance Management targets.

For teachers who are in or beyond the Proficient Practitioner stage of the Glyne Gap Teaching Standards (i.e. not within their 1st 2 years of our setting), where pupil learning was observed as Outstanding in the developmental lesson observation (T3/4) and no concerns raised in learning walks/ learning drop ins, will not require any additional developmental lesson observation.

Should learning be graded as RI/Inadequate, specific supports will have been implemented within a Teaching and Learning Development plan, with additional developmental lesson observations being completed outside of this observation cycle.

Term 5&6: Learning Walks & Developmental Lesson Observations for individuals

Learning in term 5&6 will be observed through a learning walk, with an agreed school focus linked to the SDP.

Teachers who are Foundation Practitioners, or where learning has been observed as "good" will receive a 2nd developmental lesson observation in term 5/6 to support them moving their teaching practice from good to outstanding.

In addition to the Head of School T5/6 learning walk, curriculum leaders may undertake learning walks around their specific area of responsibility, (for all classes with pupils working within their specific curriculum area of responsibility), at any point over the course of the academic year.

3. Head of School Teacher development and support meetings

Heads of School regularly meet with all teachers to support their professional development, the impact of which is it improves teaching, and therefore learning.

The frequency of these meetings will vary depending on the stage teachers are at within their professional development, however the purpose for all will be to focus on their pupils' progress and developing teaching.

All meetings will follow the following agenda:

- Learning Celebrations
- Well-being and workload
- Leading/ managing wellbeing of class team
- Agreed Focus (Linked to PM areas of development)/ Developmental Lesson Observation discussions
- Pupil focus (changes/ concerns)
- Teacher queries
- Agreed focus for next meeting

4. Teaching and Learning Development Plans

Teaching and Learning Development plans (Implemented January 2024), are designed to offer a systematic approach to support teachers at the early stages of their professional development, to move from Foundation to Proficient Practitioners. (see GG teaching standards)

Teachers who are new to teaching (first 2 years), New to the school/ SEN, or were working as a proficient practitioner but have now moved Key Stage/ primary area of learning need, will receive a development plan.

Teaching and Learning Plans are taken directly from the agreed targets identified in teachers Performance Management. These targets are broken down with a key focus identified for an agreed time period with Head of School.

Support Teachers receive is bespoke to their needs and areas of development such as opportunities to observe others class practice, plan alongside an Advanced Practitioner; but will always include Enhanced Communication Planning meetings with the Communication Team and Class based support from the Communication team (see CG5 Communication & Language Policy). In order to facilitate bespoke CPD opportunities additional PPA time to support may be given for a specific time frame/ for a specific task. Teachers on a Teaching and Learning development plan will also receive development lesson observations 3xper year completed by Head of School.