Curriculum at Glyne Gap School – CG1

Contents

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
- CG17 – Relationships and Sex Education

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 Faculty 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:

(Tier 1) Essential Skills (allied to Prime Areas of Learning)

All areas taught according to individual skills need through Topic Plans covering all 7 areas of learning. Assessment arrangements: IEPs, annual reports, Glyne Gap Assessments

Breadth of learning areas (Tier 2)	PSED — Self-Regulation; Managing Self; Building Relationships; (GGA Personal Autonomy & Personal Care). & SMSC	PHYSICAL DEVELOPMENT — Gross and Fine Motor Skills (GGA Essential Physical Skills for Learning and Life)	Subjects included	COMMUNICATION AND LANGUAGE — Listening, Attention and Understanding; Speaking (GGA Receptive & Expressive)	Assessment arrangements
LITERACY			• Comprehension • Word Reading • Writing		IEPs Annual Reports Literacy GGA
MATHEMATICS			• Numbers • Numerical Patterns		IEPs Annual Reports Maths GGA
EXPRESSIVE ARTS AND DESIGN			• Creating with materials • Being Imaginative and Expressive		Annual Reports Evaluated Tier 2 class plans
UNDERSTANDING THE WORLD			• Past and Present • People Communities and Cultures • The Natural World • SMSC		Annual Reports Evaluated Tier 2 class plans

All of the above is taught through the Characteristics of Effective Teaching and Learning:
- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Definitions:

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

These are the two 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.

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)

- **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.

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:

<u>(Tier 1) Essential skills for learning and life for all pupils</u>   <u>Core skills building for functionality</u>

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

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:

<u>**Tier 1: Essential skills for learning and life**</u>

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 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, 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 and CG5 Safeguarding Policy.

Tier 2: Breadth of learning

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

- 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. 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.

Personal Development Rationale

The Personal Development (P.D.) strand of the curriculum complements and offers breadth to Tier 1 PSHE. 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.

The Sex and Relationship Education (SRE) programme 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 SRE 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 SRE 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

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 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.

The Glyne Gap Faculty Curriculum
Below is the Faculty Curriculum Model:

Glyne Gap School FE Department Curriculum Model

Purpose

To enable students to learn through functional and purposeful application of skills and support each student's wellbeing through the development of: **independence, vocation** and **relationships.**

| (Tier 1) | **Essential skills for learning and life for all pupils (GGA 1-17)** | **Core skills building for functionality for pupils (GGA 7-17)** | **Work related skills for work placement and employment for pupils (GGA 11-17)** |

All areas taught according to individual skills need. Assessment arrangements: IEPs, annual reports, Glyne Gap School Assessments

Breadth of learning areas (Tier 2)			Subjects included			Medium term curriculum plans (MTCPs)			Assessment arrangements
<u>Personal Development</u> • Relationships and Sex Education • Wellbeing • Independent living			• RSE + SMSC • Personal Safety / Personal Care • Meal preparation • Independent living			Yes			IEPs Annual Reports PSHE GGA
• Responsibility as a family member / friend • Networks of support for friendship • Making a contribution			• Key relationships • Support network • Spirituality • SMSC			No			IEP / IPA Annual Report
<u>Vocational Development</u> • Work • Leisure			<u>Vocation</u> • Work <u>Leisure</u> • Creative Arts • Physical/Sport • Cultural + SMSC			Yes Yes			IEPs Annual Reports
• Involvement in everyday living tasks • Interrogation of leisure / recreation preferences			• Vocation • Leisure			Yes Yes / also IPA			IEPs / IPA Annual Report

Vertical column labels: PSHE/Communication, Personal Care, Personal Autonomy (to include communication), Personal Learning | ESSENTIAL PHYSICAL SKILLS FOR LEARNING AND LIFE | FUNCTIONAL LITERACY, NUMERACY and ICT | EMPLOYABILITY- Personal Skills, Professional Work Related Skills and Interpersonal Skills

Key:

Specific access arrangements for students with extreme complex and PMLD needs.

As pupils move to the Faculty at 16, the intent of the curriculum at key stage 5, is to enable students to learn through <u>functional</u> and <u>purposeful</u> 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 Faculty 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 faculty are almost identical, however the focus of ALL their learning shifts to the <u>functional application</u> 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 Faculty 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, Citizenship & SMSC)

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

-

Special Access Rationale
For the students at the Faculty 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 the Faculty 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 Faculty 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 Faculty 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 covering the last 3 years should be kept in the pupil's purple file which contains evidence of their attainment and progress over the previous 3 years.

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.

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. 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 at communication meetings (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 the 7 key indicators taken from 2 sources that are compiled throughout the year by the class teacher. 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. Therefore the National Accredited Awards currently available for pupils that can provide opportunities to demonstrate impact on learning are:

ASA swimming awards, duckling, rainbow, water skills and distance awards

Winstrada Rebound Therapy

Duke of Edinburgh Bronze Award

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 – accuracy/consistency of 'National Standards' e.g. Pre-Key Stage Standards for Key Stages 1 and 2

There are regular opportunities for moderation both within the school and externally with other similar schools. Within departments Glyne Gap Assessment moderation of Tier 1: Essential Skills takes place termly and teachers are required to bring a piece of levelled 'work' which is moderated by the group. This can be in the form of a piece of work, an annotated photograph or a video clip

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.

In addition to this the school is outward looking and seeks to take part in moderation activities with other schools within the local area, and intends to offer moderation for Pre-Key Stage Standards for teacher assessment at levels 1and 2, for pupils at the end of key stage 1 and 2 (Years 2 and 6). The school will offer two dates at the start of term 6, one for English, reading and writing and the second for mathematics. See CG 10 Impact of the Curriculum - Assessment, Recording and Reporting for further information.

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.

Curriculum Leaders

Curriculum Leaders are 'knowing colleagues' who have knowledge of what is being taught to whom and how. They are responsible for monitoring teaching and learning to ensure coverage in their curriculum area. Further information regarding curriculum leadership can be found in appendix 8– Curriculum/Aspect Leadership.

Lesson Observations

In addition we use lesson observations 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. School practice suggests these are done on a termly basis.

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 9) which are expanded to form the Glyne Gap Teaching Standards (appendix 10). 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 pay progression and enable teachers to develop all aspects of their teaching

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 11)	A tool to look at an individual's ideal conditions for learning: When, Where, How, Who with
Enquiry Framework (appendix 12)	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 Faculty: • 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 Faculty: • 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 Faculty Policy

CG16 – Careers Policy

CG17 – Relationships and Sex Education Policy

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	Curriculum/Aspect Leadership
Appendix 9	Possible Components of Good Teaching
Appendix 10	Glyne Gap Teaching Standards
Appendix 11	Fab 4
Appendix 12	Enquiry framework

Updated November 2023

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.

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	Decision making	Assertion
• Giving • Receiving • Refusing • Coping with refusing • Language of asking • Initiating • Respecting others • Gauging situations • Recognising appropriate requests	• 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	• 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_____

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:

24

Appendix 5.

Double Think Technique to support setting a Supergoal

'Double think' technique

After identifying a supergoal, you can use the 'double think' technique to:

1. Identify benefit(s) of the supergoal

2. Identify barrier(s) to achieving the supergoal

'Double think' technique example

Supergoal: to travel independently between Bexhill and Hastings

1. Identify benefits of the goal; real independence, to get to college, be able to visit friends, personal confidence, altered (parental and other) perceptions.
2. Identify barriers to achieving the supergoal; opportunity to practice, staff/parent commitment and determination, parental sabotage

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 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.

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 expanded P scales. 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.

<div align="center">

Glyne Gap School Short Term Planning

Lesson Plan

</div>

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.	Work together as a group.
	Attract others' attention to their findings.
Identify minibeasts by name using speech/sign.	Follow adult instructions.

Intended Learning Outcomes for Individual Pupils

KUW   Essential Skills

AS

Look for minibeasts in given locations.	Carry out given tasks with minimal adult support.
Identify one minibeast by name.	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.	Use sign to support his speech when naming minibeasts.
Record minibeast findings using tally marks on given recording sheet.	Persevere with looking in a given place.
Describe a minibeast using features such as legs and wings.	

CH

Identify 5 minibeasts.	Follow instructions to carry out tasks independently.
Record minibeast findings using tally marks on given recording sheet.	Take responsibility for a task within a group.
	Ask for help at an audible level with verbal prompts.
Answer questions about the features of a minibeast e.g. legs and wings.	Move around the school without his walking frame.

EW

Identify 5 minibeasts.	Speak at the correct speed when talking about minibeasts.
Describe a minibeast using features such as legs and wings.	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.	Independently hunt for minibeasts.
Answer questions about the features of a minibeast e.g. legs and wings.	Link words/signs together when describing minibeasts.
	Report findings to her teammate.

LP

Identify 5 minibeasts.	Independently hunt for minibeasts.
Answer questions about the features of a minibeast e.g. legs and wings.	Follow instructions at a 3 word level.
	Move around the school without her walking frame.

RK

Identify 5 minibeasts.	Listen to a question and give an appropriate answer.
Record minibeast findings using tally marks on given recording sheet.	Stay on task with verbal prompts.
	Listen to other children's findings and record them.
Describe a minibeast using features such as legs and wings.	Organise resources appropriately, making sure he has what he is supposed to at all times.

Appendix 8.   **CURRICULUM/ASPECT LEADERSHIP**

INTRODUCTION

The single most important reason for leadership at all levels within Glyne Gap is to improve the quality of pupils' learning.

Curriculum /aspect leadership exists to impact on pupil learning through more effective teaching and this is the remit of both senior leaders *and* curriculum/aspect leaders.

The Glyne Gap Curriculum Framework outlines essential skills for learning and life (PSHE and Communication & Language) which form the basis of each and every pupil's learning needs. This is part of our Tier 1 curriculum. Learning and Teaching in these areas is highly individualised and necessitates partnership working with other professionals. Leadership within these essential areas will directly impact on teaching and learning. As a reflection of these priorities, leadership of communication and language is fulfilled by the Communication Team Leader, Julie Davey, in conjunction with the Literacy leader and has a specialised approach. PSHE is delivered both as an essential skill and through the Personal Development strand of our Tier 2 curriculum. It is the remit of Heads of School to provide leadership to the Tier 1 strand of PSHE in conjunction with the Personal Development curriculum leader.

Other curriculum areas are delivered as core skills or curriculum breadth and as such curriculum leaders lead as 'knowing colleagues'. One of the strengths of Glyne Gap School is that staff see themselves as a collegiate group with subject knowledge being shared across the teaching team. Therefore the curriculum leader is a leader but, unlike the equivalent in secondary schools, she is not a line manager of other teachers.

In principle, the 'knowing colleague' facilitates an indirect impact on teaching and learning through the support they are able to offer colleagues and through the management of their curriculum area. The analysis of and reflection on teaching and learning that has a direct impact on teaching and learning is <u>not </u>the remit of the curriculum leader and yet their knowledge of their curriculum area will be a lever to whole school improvement.

This curriculum guideline sets out the rationale and guidance for the 'knowing colleague' approach to curriculum co-ordination.

Aspect leaders co-ordinate a range of provision that impacts on pupil learning and wellbeing. Aspect leaders certainly act as knowing colleagues but have leadership and co-ordination systems relevant to their particular areas and report directly to SLT.

THE KNOWING COLLEAGUE

There are two main areas of 'knowing'. <u>Firstly</u>, curriculum knowledge that has a broad basis and a detailed understanding of the school's medium term curriculum plans and assessment framework. <u>Secondly</u> a knowledge of practice within the school, which will include knowing *what* is being taught *to who* and *how*. Curriculum leaders are expected to monitor teaching and learning on a (small) termly basis to ensure coverage (see Appendix 1 for monitoring pro-forma).

An additional aspect of curriculum leadership is to provide accountability. It is for curriculum leaders to demonstrate to anyone who externally monitors the school e.g. Ofsted or external monitors commissioned on behalf of the Governing Body, that they are indeed a knowing colleague and, in conjunction with the Senior Leadership Team, make a positive impact on achievement. This is done through the curriculum leaders portfolio.

LEADING, DEVELOPING AND MANAGING

Leadership at all levels relates to vision, direction and inspiration, while in the context of subject co-ordination, management is about planning, getting things done and working effectively with people. Good management keeps things manageable, effective leadership produces useful change and a sense of purpose.

The curriculm leader is the focus for negotiating and agreeing the curriculum policy and scheme of work (medium term curriculum plans) and for reviewing them.

The curriculum leader has a key role in Continuing Professional Development/Professional Learning – delivering CPD activities (alongside the Professional Learning Co-ordinator), attending courses, disseminating information about courses and sharing areas of good practice.

The curriculum leader as well as bidding for, buying, cataloguing and advising on resources is usually the 'tidier/mender' of resources.

Curriculum leaders are expected to contribute to the 3 year School Development Plan through the curriculum audit which is updated yearly (see Appendix 3).

An important aspect of our Performance Management arrangements is the opportunity to celebrate and affirm good practice. The curriculum leader's portfolio could provide very strong evidence of this and therefore it would be considered good practice to take these to Performance Management meetings

AFFIRMING THE LINK BETWEEN THE "KNOWING COLLEAGUE" AND IMPROVING "LEARNING AND OUTCOMES" FOR PUPILS

***We become "Knowing" by* :**

- Monitoring teaching;   Planning – IEP's, goals etc
  Subject coverage (MTCP)

  Resources

  Methods

  Subject knowledge

  Expectations

- Monitoring learning, attainments & achievement;
  Assessment files

  reports

  IEP's

  Zig Zag books/Progress Files

  Individual pupil and whole subject assessment data

- Engaging with SLT to analyse Governor commissioned external reports that evaluate practice & make recommendations

- Professional development through training, reflection, observation of practice etc.

***We then use this knowledge to improve learning & outcomes by* :**

- Supporting colleagues through › teaching & learning advic › professional learning advice › co-ordinating staff training (in conjunction with the Professional Learning Co-ordinator)

- Helping colleagues share knowledge & best practice with each other

- Identifying weaknesses in curriculum, coverage, teaching, & resources, & addressing immediately and as items in Curriculum Audit which informs the School Development Plan

MONITORING AND SUPPORT FOR CURRICULUM LEADERS

The work of curriculum leaders is monitored termly through attendance at a (seasonal) termly essential skills or breadth curriculum leaders meeting.

The chair of these meetings runs a purposeful agenda to cover the items below and forward any recommendations to SMT.

- monitoring of curriculum leaders portfolio
- discussion regarding observations seen and any recommendations made

- current areas of development

Curriculum leaders can access informal support at any time from the relevant members of SMT.

Guide to appendices

Appendix A – Lesson monitoring proforma

Appendix B – Contents page for Curriculum Leader's Portfolio

Appendix C - Curriculum Audit Proforma

APPENDIX A

<div align="center">

Monitoring Teaching & Learning Proforma

(one observation to be completed each term)

</div>

Class_____   Term_____   Curriculum Block_____

Observing Learning

State clearly what <u>exactly</u> pupils: <u>understanding, doing, knowing</u>

Monitoring Teaching	**Yes**	**No**
Does the lesson reflect Medium Term Curriculum Plan/P scales		
Does the lesson reflect individual targets in IEP's		
Do pupils respond positively to the activities (see above)		
In your opinion is the teachers knowledge of the subject being taught secure		
In your opinion are the challenges and expectations good or better		
In your opinion are the methods appropriate and motivating		

Comment

Monitoring assessment, recording & reporting

Is there evidence of achievement in the last year:

	Yes	No
AR		
Zig Zag		

Comment

Curriculum Leaders Portfolio Contents

- Completed monitoring proformas

- Resources (audit of shared)

- Budget (record of monies spent, monies bid for etc.)

- Audit to support School Development Planning

- 3 year School Development Plan with highlighted areas relevant to curriculum idea

- Curriculum Guidelines (if appropriate)

- Medium Term Curriculum Plans for all phases (if appropriate)

- Expanded Glyne Gap Assessments and other relevant assessment instruments (if appropriate)

- Monitoring Visit Reports (if appropriate)

Appendix C

Curriculum Audit

Curricular area………………………………………………………………………..

Subject Policy (with date of last review)

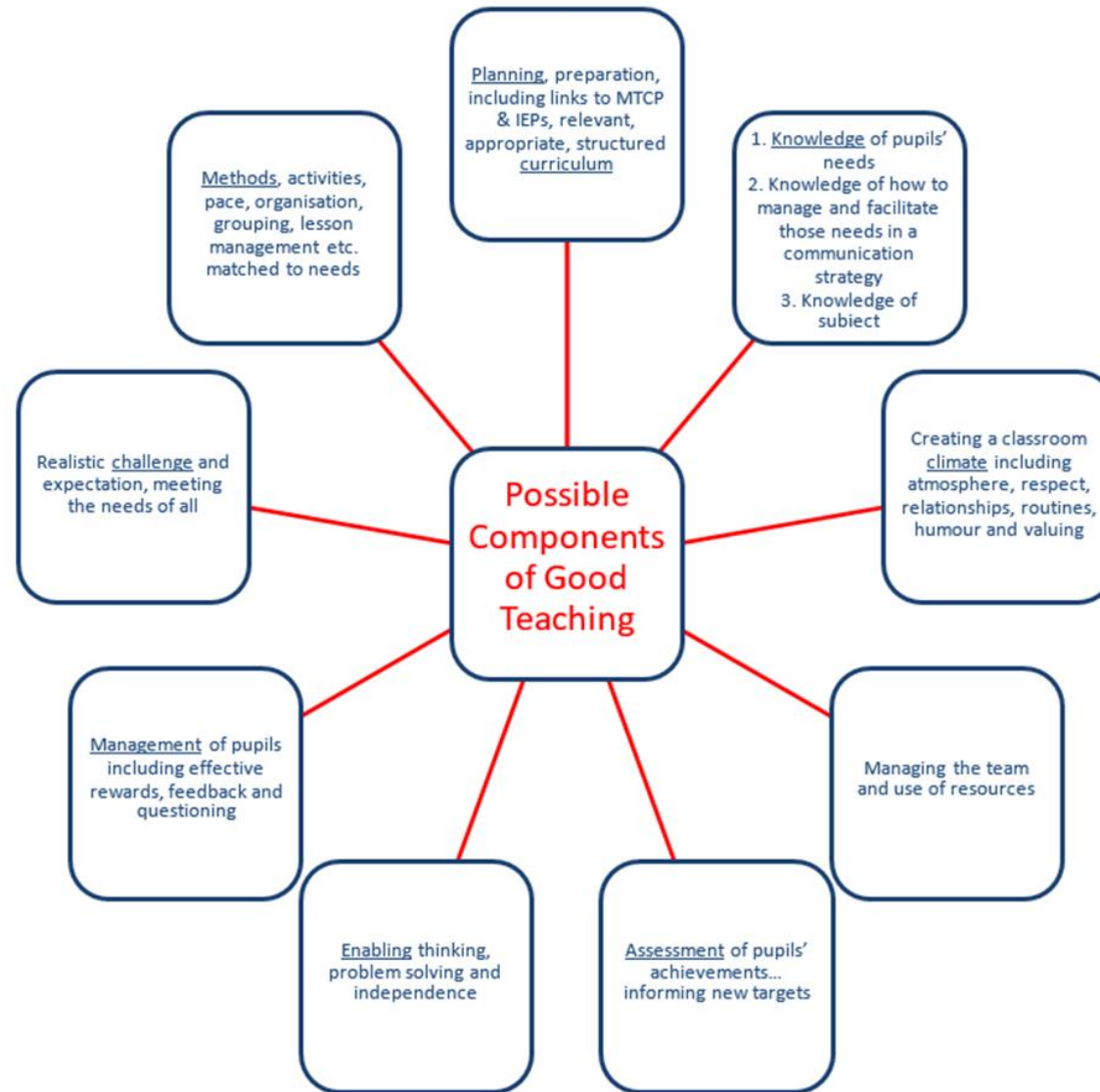**Curriculum Guidelines (if relevant)** (with date of last review)

Main Strengths

Possible areas for development/vulnerabilities

Resource Issues

Professional Learning/Training issues

Priority for Development

Planning, preparation, including links to MTCP & IEPs, relevant, appropriate, structured curriculum

Methods, activities, pace, organisation, grouping, lesson management etc. matched to needs

1. Knowledge of pupils' needs
2. Knowledge of how to manage and facilitate those needs in a communication strategy
3. Knowledge of subject

Realistic challenge and expectation, meeting the needs of all

Possible Components of Good Teaching

Creating a classroom climate including atmosphere, respect, relationships, routines, humour and valuing

Management of pupils including effective rewards, feedback and questioning

Managing the team and use of resources

Enabling thinking, problem solving and independence

Assessment of pupils' achievements... informing new targets

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	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
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	• Know, understand and do acquire knowledge, develop and secure understanding, think, problem solve, self-assess	Majority make sustained progress over time	All learn well in lesson and over time	All learn exceptionally well in lessons over time	• Will have an exceptional proficiency in all nine areas of teaching but will have exceptional attitudes to pupil learning, an
3. Classroom Climate/climate for learning	Clarify order, standards, fairness, participation, support, safety, interest, environment, relationships, positive culture	Productive and motivating relationships, feels safe	• Develop and apply skills, acquire fluency, maintenance, generalisation, adaptation, communication and independence skills	Acquire knowledge, develop understanding	Acquire knowledge, develop a secure understanding	Display a thirst for knowledge, develop a good understanding	innate ability to motivate pupils, and an ability to impact remotely
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)	• May have an exceptional skill (that would be identified as a national exemplar) in a particular teaching aspect
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)	• Involved, interested, engaged, concentrate, attend, be resilient – tackle challenge, be keen to succeed, grasp opportunities, be diligent	Are becoming involved, interested, and engaged	Are involved, interested and engaged	Are highly motivated intrinsically interested, fully engaged throughout	• Will show a deep understanding of the learning process, particularly how to move
6. Enabling Independence	Aspects of independence, personal wealth, high impact activities, using GG P scales	Preparedness for next stage problem solving, self-organisation	• Are well prepared for the next stage of education/life	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	a pupils' learning on when it becomes stuck or when there is a significant barrier to it
7. Management of pupils	Expectations/challenges, strategies, development and communication	Attitudes, behaviour in lessons, behaviour outside lessons, climate for learning, pupil 'manners'	• Initiate, take responsibility, demonstrate independence, self-organise, problem solve	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	• Will be an expert at observing learning
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 and feel safe • Positive attitudes to learning	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	• Will have an ability (including resilience, communication skills and a desire) to support colleagues in both school and other settings
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	• Behave well in and out of lessons • Feel safe, understand and take risks	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	• Are well developed spiritually, socially, and culturally, and show positive attitudes	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	• Attitude to learning • Respect courtesy and manners, understand and take risks	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	
			• Spiritual, reflect, respect, value	Develop spiritually, morally, socially and culturally	Develop well spiritually, morally socially and culturally	Develop exceptionally well spiritually, morally socially and culturally	
			• Moral, right and wrong, rules and choices	Usually shows positive attitudes to learning	Show positive attitudes to learning	Show exceptional attitudes to learning	
			• Social, relate well, friendships	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	
			• Cultural, accept, enjoy difference, music, art, sport • Understand post-school options	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	

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

When	Where
How	**Who with**

Appendix 12

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

Please add as much detail to the proforma <u>prior</u> 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 <u>we</u> (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 <u>most</u> need to learn?
What do <u>we</u> need to make the above happen? (Be specific!) (to be agreed and completed during meeting)