

Curriculum at Glyne Gap School – CG1

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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 most important 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

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. Curriculum Implementation

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.

Implementation 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:-

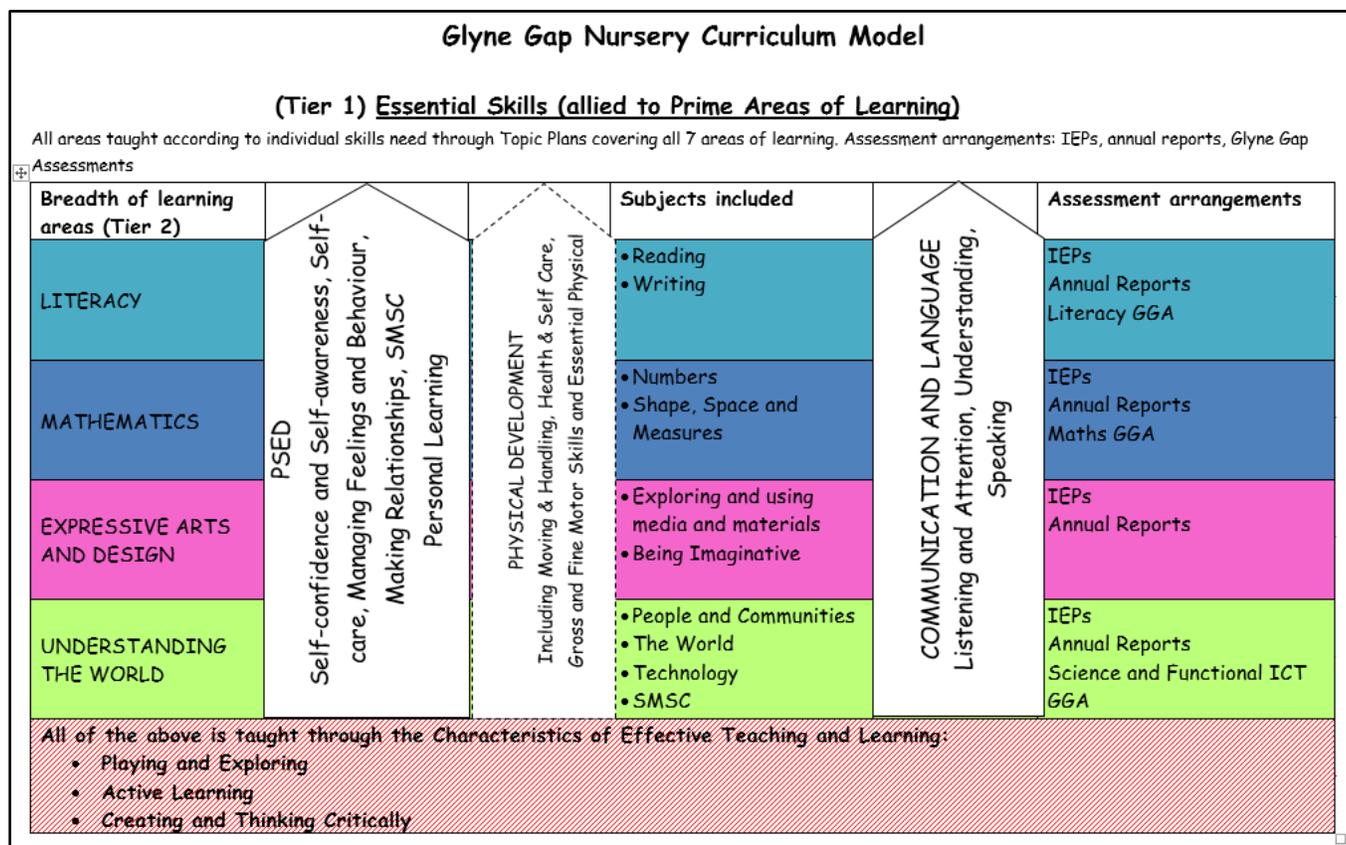
- **BROAD** – offering a wide range experience in all seven areas of learning
- **BALANCED** – making full use of the inter-relationships and interdependence of curriculum areas
- **RELEVANT** – ensuring that each child's experience has meaning and purpose
- **PROGRESSIVE** – allowing for progression 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:



Definitions:

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

These are the two most important areas of the curriculum for our Nursery pupils:

- **Communication and Language** which includes Listening and Attention, Understanding and Speaking;
- **Personal, Social & Emotional Development**, which includes Self-Care, Self-confidence and Self-Awareness, Managing Feelings and Behaviour, Making Relationships, Personal Learning 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 Year 1 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 four 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 three 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 essential and greatly utilized, with links made in many topics to the local environment.

The Nursery Curriculum is organised into nine themes which are arranged into a three year rolling programme with three 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 seven 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:

Glyne Gap School Curriculum Model

(Tier 1) Essential skills for learning and life

Core skills building for functionality

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

Breadth of learning areas (Tier 2)		Subjects included		Medium term curriculum plans (MTCPs)		Assessment arrangements
PHYSICAL DEVELOPMENT	PSHE Personal Care, Personal Autonomy including SMSC, Personal Learning <hr style="border-top: 1px dashed black;"/> ESSENTIAL PHYSICAL SKILLS FOR LEARNING AND LIFE	<ul style="list-style-type: none"> Swimming Trampolining PE / Games Fitness Positioning / Mobility 	COMMUNICATION AND LANGUAGE Speaking and Listening	GYMNASTICS, OAA, ATHLETICS, GAMES, TEAMWORK, OLYMPIC VALUES	LITERACY, NUMERACY and ICT Information and Organisational Skills, Mechanics of Reading and Writing, Early/General Mathematics, Core Vocabulary, Independent Living and Play/Leisure	IEPs Annual Reports Sports awards etc
PERSONAL DEVELOPMENT		<ul style="list-style-type: none"> Careers Citizenship Healthy living Sex & Relationships SMSC 		MYSELF, MYSELF AND OTHERS, MYSELF AND MY FAMILY, MY COMMUNITY		IEPs Annual Reports GGA PSHE
CREATIVE DEVELOPMENT and understanding the Arts		<ul style="list-style-type: none"> Music Art Drama Dance SMSC 		CREATIVE DEVELOPMENT		IEPs Annual Reports
KNOWLEDGE OF THE WORLD and scientific and technological understanding		<ul style="list-style-type: none"> Science Design & Technology Geography & History Languages RE SMSC 		KNOWLEDGE OF THE WORLD		IEPs Annual Reports GGA Science

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 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 difficulties 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 range 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 is desirable (rather than essential) and is delivered in highly motivating and interesting ways. 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.

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 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.

Creative Curriculum Rationale

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.

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. The principles behind this being exactly the same as in school and the learning areas of Tier 1 being almost identical. Tier 2 however looks a little different.

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

Special Access Rationale

For a small group of students with the most complex needs, preparation and finding their ‘meaning’ is dependent on the support of others now and always. For this group of students we have developed our ‘Special Access’ Curriculum. We want these students to leave the Faculty prepared for their futures with the following personal outcomes embedded and ready to be built upon and extended as they mature and grow:-

- There is a small group/network of people equipped to support me to live a happy fulfilled life. A life that is meaningful to **me**.
- There are a range of activities that I can do/enjoy/am actively involved with
- I contribute to my family/communities
- I am actively involved in the work of living

Our Special Access Curriculum enables all aspects of these outcomes to be actively explored, addressed, recorded and shared, as appropriate, via an ‘About Me’ Book and ‘Personal Network’ meetings. 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 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. These students who are on work placements in the community and for students who are working towards taking up employment will be assessed against the Glyne Gap Employability Assessment. The Employability Assessment is a skills based assessment that can be used in a range of contexts to allow for different work placement/volunteer/employment opportunities.

The assessment is made up of 6 levels and each one is divided into the 3 broad areas of:

Personal Skills, Professional Work Related Skills and Interpersonal Skills covering the skills students will develop during their work placements and will be useful for students seeking volunteer/employment opportunities.

- Personal Skills covers the aspects of communication, advocacy, self-confidence, asking for help, dealing with stress and self-reflection.
- Professional Work Related Skills covers the aspects of developing a positive work ethic, time management, determination, persistence, resilience, self-motivation, adaptability, flexibility and leadership.
- Interpersonal Skills covers 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.

5. 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.

The Glyne Gap Curriculum is tailored to meet individual pupils' needs. Every pupil will have clear, individual, planned, relevant, enjoyable learning expectations that are challenging but achievable set for them each term through Individual Education Plans (IEPs) which 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 been 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 achieving the supergoal is identified in both the home and school setting. Every pupil's supergoal is discussed at their classes progress and liaison 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)

Every pupil in the school has an IEP which consists of a teaching plan and termly goals.

IEPs are written for all pupils in terms 1, 3 and 5, they contain individual learning targets for a seasonal term from all areas of the Nursery, School and Faculty curriculum, eg. Tier 1 communication and language, PSHE, literacy, numeracy and ICT and Tier 2 headings.

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.

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.

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.

Weekly or Termly Class 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. However, there is no requirement for these to be completed or to be handed in with class files for monitoring.

6. 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 consistency these judgements 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, respective head of school and the Professional Advisor 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 takes part in moderation activities with other schools within the local area, and intend to offer moderation for Pre-Key Stage Standards for teacher assessment at levels 1 and 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.

7. 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

8. 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: <ul style="list-style-type: none"> • 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: <p>In my class it's OK to do this...</p> <p>In my class it's not OK to do...</p> <p>In my class everyone thinks this is important</p> <p>This makes everyone laugh</p>
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: <ul style="list-style-type: none"> • 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	<p>Nursery</p> <ul style="list-style-type: none"> • Essential Skills (allied to Primary Areas of Learning): • Communication and Language • Physical Development • PSED <p>School and Faculty:</p> <ul style="list-style-type: none"> • Essential skills for learning and life: Communication and Language and PSHE • Core Skills for building functionality: Literacy, Numeracy and ICT
Tier 2	<p>Breadth of learning in the Nursery:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Expressive Arts and Design • Understanding the World <p>Breadth of learning in School:</p> <ul style="list-style-type: none"> • Personal Development • Physical Development • Creative Development • Knowledge of the World <p>Breadth of learning in the Faculty:</p> <ul style="list-style-type: none"> • Personal Development • Vocational Development
Barriers to Learning	<p>Things that can get in the way of learning e.g.</p> <ul style="list-style-type: none"> • 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**

9. 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

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

