



Riverside Community Special School Curriculum Policy

Policy by: Catherine Le Roux

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This is a Non-Statutory Policy

To be reviewed annually.

Admin/current Policies/2024

(This policy is available on our school website and is available on request from each school office. We also inform parents/carers about this policy when their children join our schools.)

This policy will be reviewed in full on at least an annual basis.

RIVERSIDE COMMUNITY SPECIAL SCHOOL



CURRICULUM POLICY

"We provide a wide ranging and meaningful curriculum with an emphasis on communication and language skills." (Riverside School vision statement)

Riverside School provides a high-quality learning environment that supports pupils to become more active, engaged and successful learners.

The school has a broad & balanced curriculum including the National Curriculum and the Early Years Foundation Stage framework. This policy needs to be read in conjunction with the following:

- Teaching & Learning Policy
- Assessment & Target Setting Policy
- English & Communication Policy
- Mathematics Policy
- Foundation Subjects Policy
- Remote Learning Policy
- Early Years Foundation Stage Policy
- Pupil Mental Health & Emotional Wellbeing Policy
- PSHE & RSE Policy

Intent

The Riverside School curriculum:

- Provides a broad and balanced education for all pupils that is well planned and delivered that enables pupils to gain essential knowledge and skills for their future.
- Develops pupils' skills so that they are ready and motivated to learn, using such techniques as sensory integration, Attention Autism etc.
- Enables pupils to gain essential knowledge and skills for their future.
- Supports the pupils' spiritual, moral, social and cultural development.
- Supports the pupils' mental health including developing appropriate emotional literacy skills, which leads to them being able to manage their own emotional needs and be positive about themselves and their learning.
- Supports pupils' physical health including use of the outdoor environment and the gaining of knowledge about living a healthy life.
- Ensures that learning objectives and activities are well planned following robust assessment and meet the needs of all pupils.
- Gives pupils' plenty of opportunity to deepen their knowledge and skills by applying them in a variety of contexts.
- Supports pupils in working towards independent learning and the development of life skills.

- Ensures that pupils have opportunities to use their knowledge and skills outside of the school in the local community via regular educational visits.
- Provides home learning (and the appropriate technology as necessary) that can be accessed by all families on a weekly basis, is well differentiated and supports their learning in school.
- Is regularly reviewed to ensure outstanding practice is embedded throughout the school, pupil progress is monitored closely and changes in national and county advice considered.

Implementation

The Riverside Curriculum is made up of the following components:

- English & Communication
- Mathematics
- Topic (including Science, Geography, History)
- PSHE (Personal Health & Social Education) & RSE (Relationship & Sex Education)
- Art & Design
- Food Technology
- Music
- PE
- RE
- Computing
- Outdoor Learning

The key subjects of the Riverside Curriculum are planned for each academic year with an aim that over each key stage there is broad curriculum coverage and knowledge and skills are built on. Pupils follow curriculum pathways for all subjects according to their age group (Yr R, Yr 1/2, Yr 3/4 and Yr 5/6) and appropriate objectives (EYFS, "Curiosity" "Discovery" or "Builders"). These are shown by the curriculum overviews for each cluster of classes. (See Appendix).

Yr R pupils follow the Early Years Foundation Stage Framework when ready with additional emphasise on pre-skills such as engagement, fine motor skills and communication development through the Curiosity programme. The curriculum for KS1 and KS2 includes the National Curriculum programmes of study at the appropriate point of pupils' learning. It will also include some elements from the EYFS and the Hampshire SEND curriculum. Each class teacher is then able to work with their pathway colleagues to write bespoke half term plans leading to weekly plans for their specific class.

There are regular reviews of the whole curriculum to ensure outstanding practice is embedded throughout the school, pupil progress is monitored closely and changes in national and county advice actioned.

English & Communication (see the English & Communication Policy)

Planning and delivery for this subject is via half-term and weekly plans focusing on Speaking, Listening, Reading and Writing. There is an emphasis on the daily delivery of appropriate phonic sessions using the "Animaphonics" programme. The curriculum

includes elements relevant to that specific pathway and appropriately challenging learning objectives. There is a cycle of half termly fiction or non-fiction themes for texts to ensure a breadth of text for all pupils. A variety of programmes and specialist approaches are used throughout this subject, particularly focusing on developing the pupils' communication skills via assisted and alternative communication. All pupils have access to phonics based activities and systematic teaching that is suited to their age and stage of development.

Mathematics (see the Mathematics policy)

Planning and delivery for this subject as for English & Communication is via half-term and weekly plans focusing on Number, Using & Applying skills and Shape, Space & Measures. There is a theme for each half term to ensure breadth of mathematical knowledge and the generalisation of skills. Specialist teaching strategies and resources are used throughout the school. Key vocabulary and mathematical concepts are taught through the STAR concept. Outdoor learning is used to develop the pupils' ability to use their knowledge in different contexts and "My Own Work" time to develop the ability to work independently.

Topic (see the Foundation Subject Policy)

Delivery of Topic is also via half-term and weekly plans which include the National Curriculum subjects of History, Geography and Science. Planning is based on key skills and knowledge from the National Curriculum and written for each pathway across the academic year giving breadth of coverage. The integrated Topic lessons ensure that pupils can connect their knowledge and skills in a meaningful way. It also ensures that prior learning is reinforced and built on throughout the key stage and pupils make progress towards the end points in these subjects.

Creative Arts (see Foundation Subject Policy)

All pupils take part in a range of art, music, dance and role play activities each week according to their abilities. There is a rolling programme of topics in art which ensures coverage throughout the key stages. In music pupils learn about aspects such as pitch and rhythm through a variety of lessons. Outside specialists such as Boogie Mites and the Hampshire Music Service (a focus on playing some instruments and singing) enhance the pupils' opportunities. A yoga teacher visits twice a week to deliver yoga lessons to small groups of pupils. There is an annual "Arts Week" in which pupils have additional opportunities to join in creative activities.

Wellbeing & Play Skills (see the Pupil Mental Health and Emotional Wellbeing Policy)

The emotional literacy and wellbeing of the pupils at Riverside School is embedded in the ethos and daily life of the school. However, specific planning and aims are in place for all pupils to focus on this area, particularly through the time allocated to Play Builders/ Discovery Time. These sessions give pupils opportunities to develop such skills as identifying their likes and dislikes, making choices and learning to play alongside or

with others. It also aims to develop pupils' play and social skills using the Riverside Play Skills Toolkit.

Additional Therapies

Pupils may have support from a wide variety of outside agencies and therapists. These specialists may set individual programmes for speech & language, sensory integration, physiotherapy or occupational therapy. These are incorporated into the pupil's regular learning activities, and they may also receive 1-to-1 support for these.

The school has a range of in-school provision and links with external agencies to support the pupils' emotional and social development alongside their academic progress.

Outdoor Learning

Outdoor activities are built into different lessons across the day and week to give all pupils access to various parts of the school environment. Pupils gain the knowledge and skills to take part in such activities as gardening, den building and PE games. They learn to work on a larger and more active scale plus take risks in a safe environment.

Educational visits are also undertaken by all classes at least every term and often more frequently (see Educational Visits Policy). Pupils are given opportunities to use their skills and knowledge in different environments including their own communities. In Yr 5/6 pupils access an outdoor learning centre to experience such activities as climbing and kayaking.

Physical Education (see the Physical Wellbeing policy)

All pupils take part in a wide range of physical activities throughout their time at Riverside school. These can range from simple coordination activities to learning the necessary skills for team games such as football. The PE curriculum has a rolling programme of themes for each key stage and a skills-based element for pupils needing to develop early development skills eg. balance. The school site includes swings, a variety of climbing equipment and sensory based activities such as spinning cups. KS1 pupils will also visit play centres and a gymnastics centre to develop their skills. All pupils have access to specialist sensory circuits to support their physical and mental health as needed. When pupils reach Key Stage 2, they start to access off site PE activities such as gymnastics, swimming and horse riding. These not only enhance their physical skills but give pupils a sense of pride in their developing abilities and ensure their have access to the wider world of physical education.

Computing and IT

Pupils learn new IT skills and apply them throughout the week in various curriculum areas. Pupils have access to a wide range of ICT equipment to support their learning, including laptops, iPads, cameras, programmable robots and interactive whiteboards. The pupil's knowledge and understanding of online safety that is taught via PSHE leaning objectives and is reinforced when pupils use any device or access the internet.

Personal, Health, Social & Economic (PSHE) and Relationship & Sex Education (RSE) (see the PSHE policy and RSE policy)

PSHE and RSE is taught using the SEND curriculum designed by the National PSHE Association and in line with Government guidance. It covers such subjects as friendships and social skills, safety in different environments and living a healthy lifestyle. These curriculum subjects are also threaded through various aspects of daily school life and all pupils have a specific IEP for PSHE. These targets focus on pupils learning the necessary skills in self-care and social interaction to become as independent and self-fulfilled as possible.

Specific aspects of RSE such as puberty are taught in Yr 5/6 through the Topic "Growing Up and Moving On". Parents and carers are consulted on the taught curriculum and staff also liaise with parents to support pupils learning on an individual basis. There is an annual "Personal Safety" week across the school where each class focuses on relevant key learning objectives.

Religious Education

The RE curriculum is taken from the Hampshire and IOW syllabus "Living Difference IV" and adapted for the different key stages and curriculum pathways. RE is taught to all pupils unless parents request that they are withdrawn. The curriculum focuses mainly on concrete elements and real experiences that pupils can engage with, but some pupils will move onto move abstract concepts particularly in KS2. Pupils learn about such concepts as special people and places, Bible stories and the importance of Jesus to Christians as well as learning about Hinduism in KS2. All pupils also join in a variety of multi-sensory festivals during the year which include Christian and non-Christian ones eg Divali, Easter, Harvest, Chinese New Year. In RE, pupils also learn about the differences and similarities between their family and community and others, whether in the UK or around the world.

Key Points of Curriculum Implementation (See Teaching & Learning Policy)

- There is a rolling programme of themes in each curriculum area (see Appendix) to ensure breadth of study.
- Teachers work together within their age group pathway to outline key learning outcomes and activities for each term, including educational visits.
- Each class has an individually planned timetable that includes all elements of the curriculum with an emphasis on more formal teaching of English & Communication and Mathematics in the mornings and more creative, Topic based lessons in the afternoons.
- See Appendix for the Yearly Curriculum Overviews.

Impact

Assessment & Recording (See Assessment & Target Setting Policy)

The profile of the school is changing, and many pupils need to gain the skills needed to engage in learning before moving on to a more formal curriculum. This includes the ability to concentrate, engage with adults and communicate effectively. As pupils

become more effective attenders and communicators, they are able to join with and learn about the wider world around them. They are able recognise and celebrate their successes and experiences.

The impact of the curriculum is seen most clearly in the progress of individual pupils towards their long-term goals in their EHCP. Progress across the curriculum is carefully monitored as:

- Pupil progress in English & Communication and Mathematics is collated three times a year using the school Learning Steps.
- Progress in curriculum subjects is recorded in pupil individual Progress books, on Learning Steps and on IEP sheets. Progress books and IEPs are regularly moderated by the Key Stage Leaders.
- Opportunities for targeting pupils' on -going learning difficulties are identified through the annual review of their EHCP leading to IEP (Individual Education Plan) targets and planned interventions.
- Pupils show that they can transfer their knowledge & skills to other areas of the daily life of the school as evidenced by educational visits, cross curricular work (especially in Topic), assemblies and regular school events.
- Curriculum leaders meet regularly to develop policy, practice and resources across the curriculum. Curriculum leaders are also involved in moderating the quality of teaching and learning within their subject area by monitoring planning, delivery and recording plus training staff whether formally or informally.
- Leaders assess pupil progress generally in a curriculum area, identifying any strengths and weaknesses in specific subjects and putting in training or new initiatives as necessary.
- The Deputy Headteacher monitors the effectiveness of the curriculum overall, highlights strengths and weakness and reports to the Governors.

Reviewed by the Teaching & Learning committee: February 2015

Updated: February 2015, July 2016, February 2018, November 2018, Spring 2020, Summer 2021, Summer 2022, Summer 2023, summer 2024

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