



HIGHFIELD ELY ACADEMY

An Active Learning Trust School

CURRICULUM POLICY

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Amended by Helen Feather**

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The curriculum at Highfield is an essential part of teaching and learning. This document sets out how all pupils at Highfield are taught using an appropriately differentiated, inclusive, supportive, challenging and interesting curriculum.

Highfield has many pupils whom are vulnerable due to the nature of their SEN. One vulnerable group are pupils whom are Looked After Children (LAC). Although their curriculum will largely be the same as the remainder of pupils on roll, they are a focus for the Local Authority and as such have additional planning (PEP) meetings, and additional funding to use to boost their progress and access areas of the curriculum they may be struggling with.

Aims

Highfield aims to be a welcoming environment for all pupils, from every Key Stage and from every category of need.

Pupils at Highfield feel safe and secure in their learning environment. Emphasis is placed on making all pupils feel supported in their learning; staff achieve this by ensuring that the school day is a positive, rewarding and enjoyable experience for every pupil. Through setting appropriate challenges and celebrating achievement, both within class and as a whole school, we aim to make every pupil a confident and inquisitive learner. As pupils progress through the school increasing emphasis is placed on pupils taking responsibility for their own work. By the time pupils leave Highfield we aim for them to be independent, confident, happy learners who have been challenged, stretched according to their ability and are ready to take on their next challenge.

Quality of Learning

The curriculum at Highfield is:

Inclusive

At Highfield, all pupils are provided with a challenging curriculum that is tailored to their individual needs. The curriculum at Highfield is designed to extend and maximise the potential of all pupils. Teachers differentiate and vary their teaching to provide quality lessons and equitable provision to pupils in all categories of need, including ASD, SLD and PMLD.

WE now have a 'High Needs' department which includes pupils with High Needs Autism, as well as pupils with PMLD. There are separate curriculum and assessment schemes for this department, this allowing these pupils to access a curriculum that is planned with reference to the Routes for Learning framework.

Broad, balanced and flexible

Highfield recognises that all pupils are entitled to have full access to the Early Years Foundation Stage, National Curriculum and post 14 qualifications. Learning objectives taken from these curricula are differentiated appropriately. Flexibility is incorporated into the curriculum to ensure that lessons can be adapted to appeal to the specific interests of children if necessary.

Pupils at Highfield thrive when given opportunities to explore their own ability and creativity, the planning at Highfield aims to incorporate this. Physical education is a significant part of our curriculum, pupils at Highfield regularly participate in a number of physical education lessons/activities. These activities can include: horse riding, swimming and multi-skills coaching.

Cumulative

Good quality planning, assessment and subject leadership ensure that each pupil's work builds on previous learning and attainment and sits within the whole school context. Subject leaders have a good understanding of the way that their subject is delivered throughout the school, monitor progress and look for ways to develop their curriculum area.

Relational

Much of the learning at Highfield can be described as 'relational learning'. Pupils are encouraged to secure their knowledge of new skills and learning in many real life situations, for example, using their maths skills during a shopping trip. Pupils are taught many life skills ranging from face washing skills in P1 to mini enterprises in Upper School. This cumulative acquisition of essential skills ensures that our pupils leave Highfield well prepared for their next challenge.

Multi-agency

Good links are established with a wide range of professionals from a variety of disciplines. Teachers and teaching assistants work closely with therapists and other professionals to integrate relevant care into a pupil's daily timetable. Parents are welcomed into school for a variety of events, from craft afternoons and school plays to Christingle services and coffee mornings. Members of Highfield staff have a close relationship with the Family Worker, resulting in improved outcomes for pupils.

Enriching

We recognise the logistical difficulties of providing our pupils with enrichment opportunities beyond the school day. Therefore, we offer lunchtime clubs such as ICT, football and instrument tuition. All key stage three pupils also have an hour long 'club' session on Friday afternoon when they attend a club that they have chosen and that is led by either a teacher or a teaching assistant with knowledge and enthusiasm for the subject. Examples of clubs past and present include; food technology, sewing, pottery, dance, PE, circus skills, languages and crafts.

Three residential opportunities are available to pupils. Pupils between KS2 and lower KS3 are able to attend a residential at Grafham Water Activity Centre, pupils in KS3 and above are able to either access a nurture trip at the QE II Centre or an outdoor adventure trip at Longtown Outdoor Education Centre. Pupils can access these trips according to their individual needs.

SEAL

The Social and Emotional Aspects of Learning (SEAL) are the underpinning qualities and skills that help us manage life and learning effectively. These qualities are self-awareness, managing feelings, motivation, empathy and social skills. They underlie almost every aspect of our lives and are delivered throughout the school in various ways and across the curriculum.

Early Years/Key Stage 1

General Statement

Early Years education is considered to be the essential foundation upon which all pupils build the rest of their lives and is an education that encompasses all learning. This policy outlines the purpose, nature and management of Early Years education at our school. Early Years education is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child, with no one area standing in isolation from the others. In light of this, our aims for the Early Years are:

- To provide a welcoming environment, in which pupils feel safe and secure and in which parents feel confident about the wellbeing of their child.
- To provide a broad, balanced, stimulating and flexible curriculum, which meets the needs of all pupils, regardless of their race, disability, gender or religion.
- To provide quality learning experiences for all pupils, both within school and the wider community.
- To ensure pupils' experience of school is positive and rewarding, thus giving them confidence and motivation for future learning.
- To establish an effective working partnership with parents and other agencies in order to enhance pupil development.

Areas of Learning and Development

The Early Years curriculum will be developed under the following EYFS headings:

- **Personal, Social and Emotional Development (PSED)**

The focus of PSED is on pupils developing a positive sense of themselves and others. Learning how to respect, play and co-operate with others, helping them to function in a group beyond their own family. It covers important aspects of personal, social, moral and spiritual development, including the development of personal values, social skills and a positive disposition to learn.

- **Communication, Language and Literacy (CLL)**

This covers important aspects of communication and language development and provides the foundation of literacy. There is a focus on pupils developing their speaking and listening/communication skills and in them becoming confident readers and writers in a range of situations for a variety of purposes. Other areas of learning also make a vital contribution to the successful development of CLL.

- **Problem Solving, Reasoning and Numeracy (PSRN)**

This covers important aspects of mathematical understanding and provides the foundation for

numeracy. It focuses on achievement through looking for patterns, making connections and recognising relationships, through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures. Pupils use their knowledge and skills in these areas to solve problems, generate questions and make connections with other areas of learning.

- Knowledge and Understanding of the World (KUW)

This focuses on pupils developing knowledge and understanding of their environment, other people and features of the natural and made world, helping them to make sense of the world in which we live. It provides a foundation for historical, geographical, scientific and technological learning.

- Physical Development(PD)

This focuses on pupils developing physical control, coordination, mobility, awareness of space and manipulative skills in both indoor and outdoor environments. It includes establishing positive attitudes towards a healthy and active way of life. Pupils in the Early Years access cricket/multi-skills coaching, and trampoline lessons.

- Creative Development(CD)

This focuses on the development of pupils' imagination and their ability to communicate and to express ideas and feelings in creative ways. Their curiosity, exploration and play are developed through art, music, out of school dance lessons, and movement and role play activities.

These areas are equally weighted and will be taught through half termly topics on a two year cycle. In P1 additional focus is placed on the development of communication.

- Communication

We recognise that the development of communication skills is essential to pupils achieving the aims outlined in this document. In the Early Years we work closely with Speech and Language Therapists. A weekly Speech and Language Therapy workshop is led by teachers in addition to the SaLT integrated into tray work. Opportunities for pupils to communicate using their preferred or developing medium for communication are integrated into teaching throughout the day. Pupils are taught and encouraged to use various methods of augmentative communication, including

Makaton signing, idiosyncratic signs, speech, PECS and selecting symbols. In P1 Play Circles are integrated into the timetable and are proving a valuable way to encourage pupils' communication.

Outdoor Learning

At Highfield we recognise that outdoor learning is an essential part of the Early Years curriculum. We aim to provide the pupils with as many outdoor learning opportunities as possible, both within the school grounds and the wider community. We encourage the pupils to make choices about what activities they would like to take part in and have linked each day of the week to one of the six areas of learning. We now have an 'Outdoor Learning TA' who delivers Forest Schools sessions to Primary aged pupils across both Ely and Littleport Academies.

Child Initiated Activities and Exploratory Learning

As pupils develop they will begin to access activities with increasing independence. Once taught skills, pupils have opportunities to reinforce and practice what they have learnt. Pupils have increasingly complex and frequent opportunities to engage in independent, child initiated learning as they progress through the Early Years Foundation Stage curriculum.

Early Years Foundation Stage Curriculum in P1, P2 and P3

At Highfield the Early Years Foundation Stage curriculum is used in the lower 3 classes. The Early Years Curriculum is best suited to the cognitive development of pupils in these classes.

The Early Years Foundation Stage curriculum develops early learning skills and understanding that lays the foundations for the National Curriculum. It is therefore essential that pupils are allowed to develop these skills and understanding before progressing onto the National Curriculum. If class teachers feel that this is no longer appropriate for pupils, they will be moved onto the National Curriculum.

Key Stage 2

Aims

The Key Stage 2 curriculum is designed within the whole school context, building on the foundation years and aiming towards the greater diversity offered at Key Stage 3 and contributing towards the life skills focused on at Key Stage 4.

We aim to provide a balanced curriculum that is relevant to the children's lives. The emphasis of the curriculum is on key skills, focusing on the subjects of English, Maths, ICT, PHSCE and Science. The aim of giving these areas a more prominent role is to enable the children to develop skills that will allow them to access a more diverse curriculum at Key Stage 3.

Alongside this emphasis on core skills is the recognition that children will thrive when given an opportunity to explore all areas of their creativity and abilities.

We therefore include a wide variety of foundation subjects and 'special' curriculum areas that provide stimulation and help to meet the individual needs, including the physical needs, of the children.

Curriculum Design

The National Curriculum provides the basis of all teaching and learning throughout Highfield. We modify and adapt the National Curriculum adhering to advice given within the document itself, by QCA, OFSTED and Cambridgeshire Education Authority. This includes making full use of the aims and objectives outlined in the P scale documentation.

Each of the Key Stage 2 classes teaches a minimum of three English and three Maths lessons each week. These two core subjects are also taught across the curriculum wherever opportunities arise. ICT and PHSCE are taught each week in a designated lesson and there is particular emphasis on including these areas within other curriculum subjects.

Each term classes complete a history or geography topic. The areas to be studied in these topics are organised in a two-year rolling programme, ensuring breadth of coverage and equality of time. Educational visits or "special days" are often part of topic work. In order to meet the physical needs of the children at Highfield, P.E. is a significant part of our curriculum. Swimming and horse riding are offered on a modular basis. P.E. and dance are offered alternate half terms. Each year a dance performance is given by the children. Individual children follow their own physiotherapy and occupational therapy programmes. This is in addition to a whole Key Stage session once a week. Art and design, design technology and food technology are taught on a modular basis each term. For some children a more appropriate sensory curriculum is offered, which is catered for on a small group basis. This work focuses on each child's IEP and aims to enable children to work towards their appropriate P scale objective.

Key Stage 3

Aims

In Key Stage 3 we aim to build on prior attainment by ensuring a smooth transition into Key Stage 3 through a progression in teaching and learning. We aim to deliver the Key Stage 3 National Curriculum but we will adapt this curriculum to the needs of every pupil ensuring that they can continue to develop skills previously taught, learn new and exciting skills and fulfil their potential.

Curriculum Design

The Key Stage 3 National Curriculum document provides the basis of topics taught. As the programmes of study for Key Stage 2 are not fully covered at Highfield in that Key Stage, we have incorporated some Key Stage 2 topics, especially in humanities, into our Key Stage 3 curriculum. The framework is a guide of what is to be taught during the three years that pupils spend in this Key Stage. We ensure a breadth and balance across each term, each year and the whole Key Stage to ensure appropriate coverage of the National Curriculum. The schemes of work are planned using

additional advice and guidelines from the DfE, QCA and Cambridgeshire Education Authority. In each of the Key Stage 3 classes Numeracy and Literacy skills are taught as outlined in the primary framework but all schemes of work address skills in Key Stage 1, 2 and P scales. These core skills are reinforced throughout all areas of the curriculum whenever the opportunity arises.

Science, geography and history are taught throughout the year in Key Stage 3 and there is a four-year rolling programme of different schemes of work to ensure a breadth of knowledge and prevent repetition as pupils progress through the three years of Key Stage 3. ICT is taught as a discreet subject and is reinforced in most of the other subjects. Design technology and art and design are timetabled weekly throughout the Key Stage.

PE is taught weekly, and use is made of the Paradise Pool, Paradise Sports Centre and dance sessions through an external tutor weekly for classes up to KS3.

MFL is a statutory requirement in Key Stage 3 and French is taught in modules. Classes have three terms or three half terms of French a year and for some pupils this may be on an experiential basis. More able pupils are taught French throughout the year.

PHSE & Citizenship are taught weekly throughout the Key Stage and sex education is taught for a term each year. The skills of self assessment, target setting and monitoring are introduced and developed throughout the key stage in order to improve behaviour and skills in academic work. This work culminates in the preparation of an Individual Learning Plan, which is used by Connexions and is part of the transition process into Key Stage 4.

Key Stage 4/Key Stage 5

The aim of the Upper School is to maximise the potential of all of our students and to enable them to leave Highfield prepared for the future. Ability in the department ranges from those who will take GCSE's at the City of Ely Community College, to those who have profound and multiple learning difficulties.

We seek to provide a supportive environment where students can feel secure and are able to access the appropriate learning opportunity for their ability. However, they are expected to take responsibility for all aspects of their work as far as they are able and those who attend other schools and colleges as part of their timetable.

Students have lessons in a wide variety of places besides Highfield, such as horticulture at Branching Out in Littleport, catering and woodwork at Cambridge Regional College, leisure at the Paradise Sports Hall and swimming at the Ely pool. Highfield Ely students also have the option to take part in the shared curriculum between Ely, Littleport and Littleport and East

Cambs Academy.

We take every opportunity to use our local environment to support learning. We teach the National Curriculum but do so through accredited courses. The courses we use are outlined below.

Accreditation

Accreditation is an integral part of a pupil's time in Upper School. We use a wide variety of accreditation, which is developed around the needs of our students.

LINC19-25

LINC19-25 is a new provision specifically suited to meet the needs of young adults with PMLD. LINC19-25 will offer specialist therapy services, such as Occupational Therapy and Physiotherapy and be able to meet the personal, daily and medical needs of young adults with PMLD.

The curriculum that the adult learners will follow will be personalised to suit their needs and meet the outcomes highlighted in each EHCP.

We will constantly track the progress of our young adults and offer accredited courses at LINC19-25. The exact program of study is mainly dependent on what has been studied prior to LINC 19-25. We can offer two accredited ASDAN courses: ASDAN towards Independence and ASDAN Personal Progress.

ASDAN award scheme – Bronze, Silver Challenge and Silver

This accreditation scheme offers a flexible activity-based programme which allows us to tailor a pupil's education to their specific needs. The scheme is offered at bronze, silver challenge and silver level at Highfield. Silver level is equivalent to a GCSE grade.

Students have to complete challenges from the following areas of the curriculum:

- Information handling
- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- World of Work
- Technology
- Wider World
- Expressive Arts
- Beliefs and Values

Some of these units are embedded into our curriculum but students have a choice of challenge depending on their interests.

The broad aim of the scheme is to enable young people to understand themselves and other better and to become more prepared for making the transition to adult life.

Students have to plan how they will carry out the challenges and then review their progress and achievements afterwards. Giving ownership and control of their learning is vital for raising levels of motivation, achievement and self-esteem.

Key skills of Improving Own Learning, Working with Others, Information Technology, Number and Communication then support the learning are recognised throughout the work. These Key Skills form a crucial part of the relational approach to learning adopted throughout Highfield.

Asdan Towards Independence Programme

This accreditation scheme is aimed at students who need more help with their learning including those with profound and multiple learning difficulties. It is designed to recognise the

individual achievements of more impaired students. It is offered in a wide range of subject areas chosen by teachers to meet the individual needs of students.

OCR National Skills Profile

This scheme presents accreditation at three different levels in the key skills area of Communication, Information Technology, Learning Skills, Personal Skills, and Practical Work Skills.

At higher level, vocational modules are also offered such as motor vehicle studies, catering and office practice. This scheme offers flexibility for students to gain awards according to their ability within a teaching module.

AQA Unit Award Scheme

Some of our art and science work is accredited through the AQA Examination Board.

Functional Skills Level 1

Where we baseline pupils and they look like they may be able to access teaching and learning at GCSE level, we offer Functional Skills in English and Maths at Level 1. We also have the option to enter these pupils at Entry 3 so they still gain a level of qualification at the end of KS4.