



# Curriculum Policy



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## Introduction

This document outlines our school's policy regarding the delivery of the curriculum and reflects the consensus of opinions of the whole teaching staff. It outlines the teaching, organisation and management of all areas of the curriculum taught and learned at Lisburne School developed from our five key principles of learning. The implementation of this policy is the responsibility of all teaching and support staff.

We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all ethnicities, cultures, backgrounds and personal beliefs. The foundation of our curriculum is the spiritual, social and moral development of each person, as well as their development in core skills and physical growth. We understand the vital importance of the children widening their experiences inside school and in the wider environment so that they have an improved general knowledge, wider vocabularies, aspirations for future work and an understanding of how to lead a happy and healthy life.

Our curriculum not only meets the expectations of the National Curriculum, it is an ambitious plan tailored to the specific needs of all of our children. Communication is central to learning across all areas of the curriculum. Therapy targets are sought in addition to the attainment targets and should be integrated in all subjects.

## Vision



Una the Unique



Charlie the Creative



Caleb the Courageous



### **Unique, Courageous, Creative Growing as Individuals, Learning Together**

At Lisburne School, we aim to provide high quality education for all pupils in a safe and caring environment that inspires their learning.

#### **We will:**

- Aid all children on their learning journey
- Ensure that every child's individual needs are understood and met
- Provide learning opportunities that are relevant, accessible and inspirational to all pupils
- Foster links with the local community.

- Identity and foster the potential of every child intellectually, spiritually, socially and physically.
- Develop a reflective & restorative workplace so that all staff can perform to their full potential in order to get the best from pupils
- Have consistency of communication in all areas of the school
- Support families to be better informed in order to support their child's learning and value their involvement in helping us to achieve the above aims.

### **Aims**

1. To raise standards in all subjects for all pupils by giving pupils the means to access the curriculum, including the National Curriculum and Pre Formal curriculum and the Early Years Foundation Stage and use assessment to inform school development and improvement.
2. To provide opportunities to develop functional communication skills (for example - making decisions and choices).
3. To give pupils an awareness and understanding of their environment and a means of extending control over their life.
4. To record and analyse achievements in order to aid and inform future planning and thereby support and develop children's learning.

### **Five Principles of Learning**

The curriculum is at the heart of everything we do and our 5 principles effectively support and run throughout all subjects to promote our balanced and bespoke learning provision. The 5 Principles of Learning have been designed and developed to create excellent teaching and learning opportunities that will prepare our children for a successful and confident future.

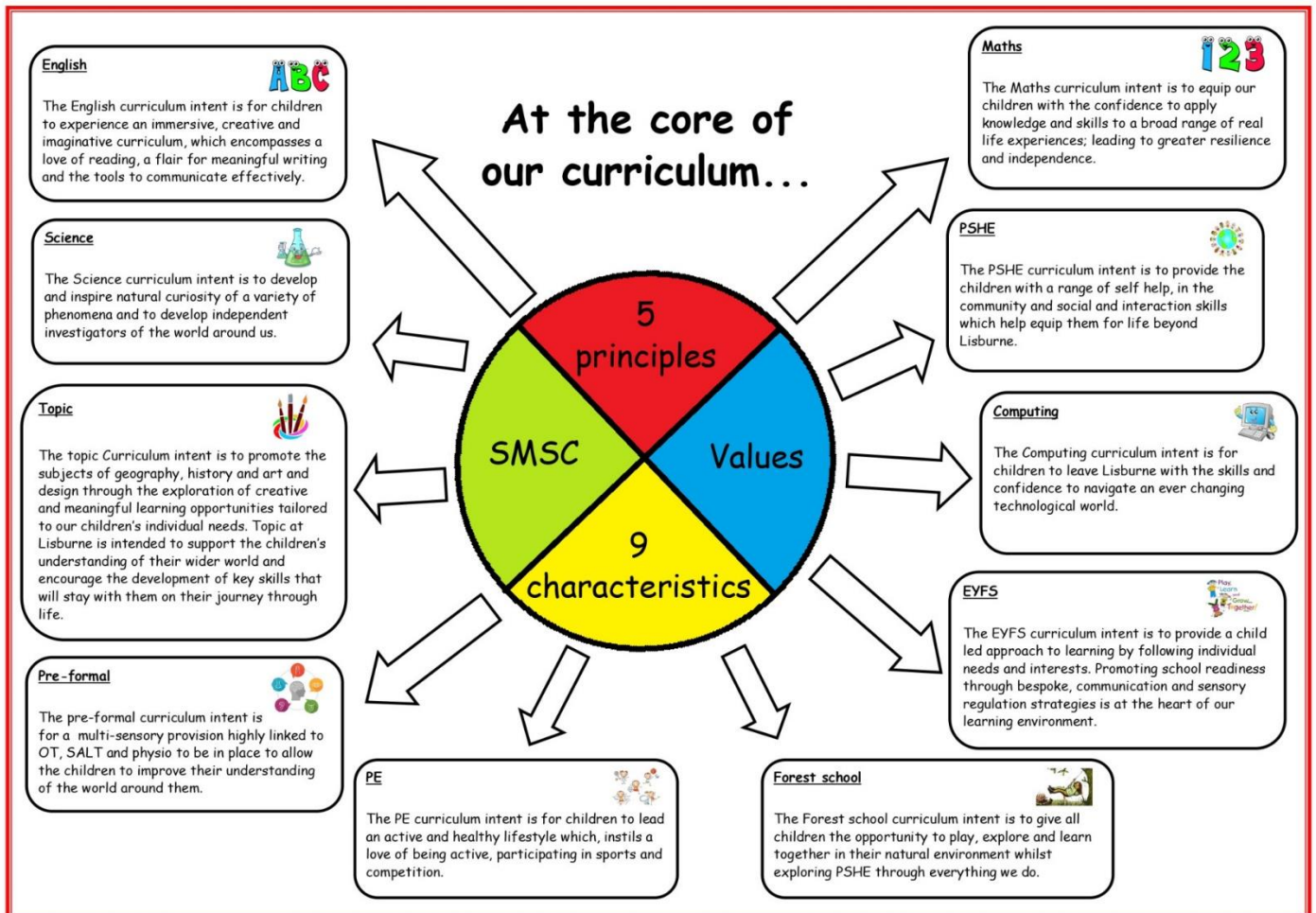
To support children  
to become

resilient and  
persistent learners

Empower children to



## Our Curriculum Intent



## Teaching English

Each subject specific class at Lisburne School will engage in focused small group/1:1 English sessions, a minimum of three times a week. In addition, each class will engage in a range of cross curricular English based activities such as fine motor, sensory stories, phonics, DEAL (Drama, Engagement and Active Learning) reading and mark-making. Each class will access SALT provision for half a day per week to support the development of communication; with targets set for each child, reviewed on a regular basis.

Children within the EYFS will follow a structured framework of communication, language and literacy working towards the early learning goals in this area. Shared reading sessions and other Speech and Language based activities will take place over the course of the week.

Teachers will follow the genres set out in Lisburne's scheme of work. Teaching objectives are best suited to the range of abilities of the individuals within the class using Lisburne's adapted planning tool, to ensure appropriate differentiation and progression.

## **Teaching Maths**

At Lisburne School, we use the EYFS Development Matters, Branches, Life after P-Levels and the National Curriculum for Mathematics (2014) as the basis of our mathematics programme.

In Key Stage 1 and 2, mathematics is taught both as a subject in its own right on a daily basis, and through other curriculum areas in order to embed, apply and give purpose to the learning. Outdoor learning is a particular focus throughout all age groups.

Time allocation to mathematics varies in EYFS due to the implementation of continuous provision. Teaching opportunities are facilitated to promote an understanding of shape, space and measure and number through practical, contextual activities.

Our PMLD, sensory curriculum focuses on the prerequisites of learning mathematical concepts. We cover our mathematical development under the subheading of 'Cognition'. The time spent on focused 'Cognition' sessions are split up throughout the week and then further 'cognition' tasks are embedded daily into day-to-day activities. As cognition covers pre-mathematical understanding, we aim to encourage cognition in a range of daily activities, life skills and repetitive sessions such as colour bags. It is important to acknowledge that with ranging abilities the earliest stages of cognition focuses on using our senses and for this reason it is important that cognition is delivered in a highly sensory format.

## **Languages**

Many of our Lisburne children have difficulties with communication and spoken language therefore we aim to develop a curriculum that enables children to speak and write with increasing confidence and fluency. Our children learn the use of Makaton which is a language programme using symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills including attention and listening, comprehension, memory, recall and the organisation of language and expression. Our children are taught about languages as an opportunity to develop cultural curiosity and a wider global awareness through our teaching of festivals and celebrations as well as our Geography teaching.

## **Music**

Children are provided with a wide range of musical experiences, allowing them to express themselves creatively and skilfully. Children listen to, perform and review music of different styles and cultures. They learn to sing, create and compose music on their own and with others, as well as learning simple musical notation. Music is supported and taught in classes by a specialist teacher and a wide variety of performance opportunities are provided. Each Christmas and summer there is a school production, a "signing choir" and in addition there are individual music lessons to emotionally support some of our more vulnerable pupils.

## **SMSC**

In SMSC children gain an understanding of a range of different faiths, including how people's beliefs affect their daily lives. As the children progress, they explore how religious and cultural beliefs affect groups of people and societies around the world. We look at SMSC values and principles throughout school; children's personal thoughts and beliefs are respected and shared.

We have developed a knowledge and abilities progression map for each subject area – this highlights the learning journey with an outline of activities that will be taught and provides a clear endpoint.

Our children benefit from connections between subjects to enhance and embed learning.



**EYFS ~ Holly and Acorn**  
(Ros Bennett and Cassie Pfeiffer)  
*Creative, explorative, child-led*

In Early Years we follow the Early Years Foundation Stage and assess children against Development Matters. We have a bespoke developmental curriculum based on the celebrations and seasons throughout the year. We plan all seven areas of learning and deliver these through a variety of pedagogies, teacher led and child led. Small groups, individual interactions and continuous provision. Children are encouraged to follow their own learning styles and learn through the development of their own interests. Children develop their understanding and language, make choices and develop their pupil voice.

Assessment ~ Development Matters / Intensive Interaction / Play levels and Communication levels (All pupils)

**Pre-formal Curriculum**  
(Adele Sharp)

**Experience, engage, participate**

The Pre-Formal pathway focuses on the early communication, social and emotional and cognitive skills that are the foundation of learning. Some classes within the Pre-Formal Pathway will focus on the Engagement curriculum which has been designed to meet the needs of those pupils who have profound difficulties in communication and need specialist additional support to access their curriculum.

Pre-Formal learners require a higher level of adult support, both for their learning needs and their personal care, and are likely to need sensory stimulation with their curriculum broken down into small steps. For our Pre-Formal learners may not follow a straight, linear pathway because of their individual needs and strengths. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enables pupils to benefit from approaches from other pathways.

Engagement lies at the centre of our curriculum offer and we strive to stimulate our pupils to respond to classroom activities by ensuring these are creative and fun and to understand the role of their voice.

Assessment through Cherry Garden on Tapestry  
Engagement Model (all pupils)

4 pre-formal classes  
Orange, Ash, Oak and Apple

**Structured Formal**  
(Jess Jones)

**Structure, generalisation, communication**

Our structured formal pathway is a bespoke approach to learning, centred around short targeted sessions working on generalising skills across a range of contexts. Children in this pathway may have a range of complex communication difficulties and require integrated emotional regulation throughout the school day. Functional and core communication skills are at the centre of learning. National curriculum subjects are taught through a bespoke, practical and sensory approach.

**Collaboration, real life, multisensory**

Our formal pathway is working towards a collaborative approach where children are working towards skills to join cooperatively. Children in this pathway will be starting the building blocks to small shared learning opportunities. National curriculum subjects are taught through an adapted and bespoke approach through multisensory and practical learning opportunities. A range of communication functions are worked on through this pathway.

**Formal Curriculum**  
Formal  
(Richard Crompton)

**Problem solving, independence, cooperation**

Our extended formal pathway is a collaborative approach to learning, working to develop problem solving, cooperation and sustained learning opportunities. Children in this pathway will reach some areas closely linked to the National Curriculum. Challenging themes and topics are at the centre of learning. Independent learners are beginning to flourish in this pathway.

**Extended Formal**  
(Grace Kolakowski)

**What Underpins our Curriculum**

- Our 3 values
- Our 5 principles
- The 9 protected characteristics
- British Values / SMSC
- Cultural capital – accumulation of knowledge, behaviour and skills to be successful in society.
- FLC's enable home / school engagement
- Well-being and RA
- Pupil voice
- High quality curriculum
  - ⇒ Real life and generalised learning
  - ⇒ Substantive knowledge (subject content)
  - ⇒ Build on prior knowledge
  - ⇒ Preparing children for the next stage of life





Our children enter the school in EYFS, which is currently based on two of our sites, Overdale and Holly. Some children will stay with our EYFS class for one year, others may stay for two depending on need, this enables them to access an appropriate and effective continuous provision, encourage independence and develop communication skills. In some instances, children may join our school in later years, having transferred from other settings.

Once our children leave the EYFS, they will follow one of two Curriculum pathways; some children will move along the subject specific, formal curriculum route (which then splits off into 3 sub-pathways), while others will follow a non-subject specific pre-formal curriculum. The decision regarding learning pathways is made based on a range of factors, e.g. the child's levels of need, attainment and engagement. These pathways are not necessarily predetermined, and in some cases, children may move from one pathway to another as they progress through the school.

At present, we have 12 classes following our subject specific curriculum. Our children access a range of subjects, including Maths, English, Phonics, Science, Topic, Computing and PE, we have developed our curriculum based on DfE guidance for national and pre-national curriculum subjects (for more information see 'Learning Intent')

We have 4 classes working on the pre-formal curriculum, which is broad, balanced and relevant for those working on the Engagement Model. These children work on a therapy driven curriculum. This curriculum has been influenced by Flo Longhorn, Joanna Grace and Peter Imray and the Branches model for assessment through Cherry Garden.

All children, over our three sites, have access to specialist support from a range of outside agencies, including SALT (Speech and Language Therapist) OT (Occupational Therapists) Sensory Support Service and Physiotherapy as appropriate. Our children also have access to a wide range of life-skills and enrichment opportunities both on the school site and within the wider community.

## **EYFS**

The Early Years Department at Hollywood and Overdale have 35 children for the academic year 23-24.

There are 32 reception age children and 3 year 1 children.

We have children with a range of complex learning needs. These include, moderate, severe or profound difficulties and autistic spectrum conditions.

Each child has their own EHCP which is used to ensure all children access a range of therapy, learning and health care opportunities which meet their individual needs.

Holly Class has a central continuous provision learning area. It also has a light room and soft play area. We also have a creative/kitchen area and a low distraction room for group activities. Children have access to an outside Forest School area.

Acorn Class has a central classroom with a quiet room attached and access to a lightroom, soft play, central hall and Forest School area.

Children are in small groups for all activities and have access to each part of the provision.

We are a total communication setting. We have weekly visits from a Speech & Language therapist.

We go out on life skills, have the minibus each week and go to jump space every week.

Please request one of the documents below for further information on our EYFS curriculum.

Lisburne EYFS Overview →

Lisburne EYFS Curriculum →

DfE Development Matters Report and illustrations →

EYFS framework →

### Pre-Formal

At Lisburne School, we aim to provide a quality and inclusive education for all pupils. We aim to provide a safe, caring environment where all achievement is valued and celebrated. Individual differences are acknowledged and pupils have access to stimulating, challenging and varied experiences, which promote communication, self-esteem, responsibility and independence.

Our most sensory learners, those with Profound and Multiple Learning Difficulties (PMLD) need extra support with their communication and their independence. We want to make a Profound and Meaningful Lifelong Difference through the work we do.

Please request one of the documents below for further information on our Pre-formal curriculum.

Engagement Model Guidance 2020 →

Pre Formal curriculum Jan 2024 →

MD (Mathematical Development) Branch Map →

CLL (Communication, Language and Literacy) Branch Map →

PD (Physical Development) Branch Map →

PSED (Personal, Social, Emotional Development) Branch Map →

### Formal Curriculum

There are currently 12 classes at Lisburne that access for Formal Curriculum Pathway. The formal pathway is split into 3 sub-pathways, structured formal, formal and extended formal. For more information about the organisation of our formal curriculum pathways please click **here**

All classes within the formal curriculum pathway access core and foundation subjects. Please see additional policies or the school website for these areas.

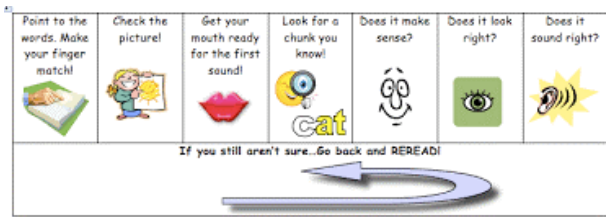
## Intervention Programmes

### Talking Maths

add	total	together	more
addition	sum	more	more
more	plus	able	more
+	take	double	more

- This targets speaking and listening skills that are crucial to developing children's thinking strategies when solving mathematical problems.
- It supports children (including those for whom English is an additional language) to learn how to use mathematical vocabulary and terminology.
- It supports children who may show some mathematical competence but who would benefit from developing their use and understanding of mathematical language in the context of mathematics.
- Develops children's abilities to reason, generalise, predict and recognise patterns and relationships.

### SERI (Stockport Early Reading Intervention)



- SERI is an individual reading intervention programme consisting of a 20 minute reading / writing lesson four times a week for approximately 10 weeks.
- Prior to commencing the programme, a detailed assessment of the child's reading and writing takes place. This ensures individualised learning is tailored to each child's needs.
- The SERI programme is highly effective, with children increasing their reading age in a short period of time and significantly increasing phonic and writing skills.

### Sign and Shine



- A reading scheme built on repetitive sight reading strategies
- Initially taught with Makaton to support sight recognition
- Blocks of 12 words are taught at a time
- Words are taught individually, then as part of a sentence, then within a reading book

- Once the Sign and Shine scheme is completed, children will be able to decipher 80% of all written text

### Motor skills United

This is an Occupational Therapy programme designed to develop children's motor and perceptual skills which impacts on their learning and handwriting.



It supports children's development in the following areas:

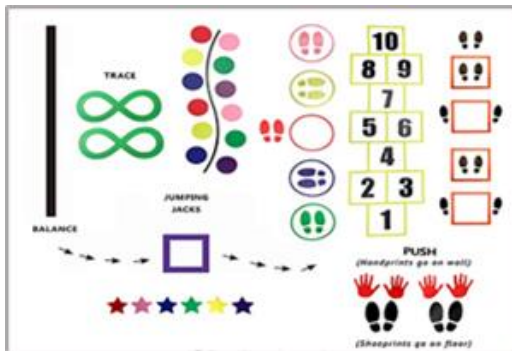
- Hand/eye co-ordination proprioception
- Kinaesthesia and body awareness
- Eye tracking bi-lateral integration and crossing the mid-line
- Core stability and balance
- Spatial awareness
- Rhythm, auditory/visual awareness sequencing

### Fine Motor Skills



- Activities used to strengthen the small muscles of the hands, involving materials and tools that provide resistance.
- Clay, therapy putty, Silly putty, play-doh, bread dough, modelling foam
- Interlocking construction toys
- Water play with spray bottles, water guns, squirt toys, sponges
- Clothespin games
- Hole puncher
- Bubble Pack
- Squeeze toys and materials
- Dress up dolls: requires a surprising amount of hand strength and endurance

## Sensory Circuits



- A short sensory motor skills programme that helps to ensure children are school ready.
- Children participate for 10-15 minutes each session
- Activities are designed to improve brain processing efficiency and regulate mood
- Built up of 3 sections – alert / organise / calm

## Assessment

Lisburne School has developed an adapted curriculum which anchors our robust assessment systems to our philosophy of learning. We value the potential of a range of data to build the broad picture of progress for our pupils, subtle progress is significant due to the complex needs of all our learners. School uses a data system which measures qualitative data through a quantitative system. We have a clear and rigorous moderation process within school and lead LEA sessions with a range of external professionals from support/ resource and special schools to promote and ensure robust data for all pupils. We have developed a range of individual learning programmes and 'Pupil Pathways' for some of our learners because we are aware that with assessment "one size does not fit all".

Assessment begins before admission to Lisburne School, where all pupils with Special Educational Needs are evaluated by the Local Authority. All of our pupils have a Educational, Health and Care Plan (EHCP) and enter school with levels of development and learning well below age related expectations. Teachers assess children continually across all areas of the curriculum and also in areas of understanding and development, parents/carers are informed of children's progress in a number of ways throughout the school year.

Our pupils work through the EYFS areas of development before starting on their subject specific assessment in Year 1. Some of our pupils are working at 'Engagement' levels which form the interim pre-key stage standards and these are therefore linked to cognitive development rather than being subject specific. This is a specialised pre-formal curriculum which is continually monitored and assessed using the 'Cherry Garden' assessment tool.

We have worked with 'Classroom Monitor' assessment provider to develop an assessment tool to meet the needs of our pupils working within a subject specific curriculum – this system has been developed around what we, as a school, need. The assessment tool assesses learning objectives, records teacher judgements and evidence of work towards objectives. Online mark-books give teachers a quick and easy way to enter and record assessment and use our own customised objectives. Teachers can capture all the evidence they need to support judgements and carefully map out next steps in learning. We have revised our assessment process to ensure that it

appropriately represents the key aspects of learning for each subject, allowing our pupils to develop and progress towards the appropriate standards.

We report to parents/carers through a range of development meetings which progressively build to capture an accurate picture of individual progress. We have 'Pupil Pathways' which celebrate successes and capture key moments of learning across a range of target areas through the bespoke curriculum and clearly identify next steps in addition to potential home learning opportunities. Lisburne links therapeutic input to ensure the holistic progress of learners is not limited simply to academic processes. Teachers and class teams hold regular weekly planning and reflection meetings to promote and develop progress; we consider adaptations as a key part of our assessment process to inform interventions which are based on individual needs. Senior leaders hold regular meetings with teachers to look at pupil progress, ensuring that both the curriculum and learning opportunities are challenging and ensuring intervention programmes and strategies are put in to place where appropriate.

## **Responsibilities**

### **The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for all our pupils, who are all in receipt of an EHCP.
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **Head Teacher**

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Pathway leads and Hub leads) have specific responsibility for the development of Reading, Writing and Mathematics within their phase, and to work with subject leaders on the wider curriculum.

- **Confidence and Resilience.** Being Confident is a core element of our school vision, and goes hand-in-hand with resilience. We develop the confidence and resilience of the children by:
  - Having high expectations of all children.
  - Providing them with challenge and feedback in a broad, rich and stimulating curriculum.
  - Widening their understanding and experiences of the world around them, giving them new challenges and supporting them in tackling them.
  - ‘Team ethos’ where everyone in school supports each other through honesty, encouragement, challenge, guidance, sacrifice, patience and the many other values which are embedded in our curriculum and ethos.
- See the specific policies for:
  - Religious Education (with regards to our position as a Voluntary Aided Church of England School)
  - Spiritual, moral, social and cultural development (inc. British Values)
  - Relationships and health education

### **Planning**

Each unit of learning within all progressions is linked specifically with the progression grids. Teachers select objectives from formative assessments and deliver them through the specific unit planning for that subject.

### **Learning Environment**

Classroom displays should reflect the current areas of study and contain both reference materials and celebrations of the children’s learning. Throughout a unit of learning the displays should be updated to reinforce the specific development steps particular to the subject. All displays should be attractive, include key language, interactive, include high-quality examples and promote excellence. Specific elements related to different subjects are set out in subject policies.

### **Homework and Parental Engagement**

Homework across the curriculum supports the general principles and procedures set out in the school’s Homework and Parental Engagement policies as well as the specific expectations laid down in subject policies.

### **Health and Safety**

Provision across the curriculum supports the general principles and procedures set out in the school’s Health and Safety policy as well as the specific expectations laid down in subject policies.

### **CPD and Monitoring**

**Governors** monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Reports to the Curriculum and Standards Committee
- Governor visits to linked classes and subject leaders
- Accompanying outside advisers in monitoring and quality assurance exercises
- Receipt of reports from outside advisers and inspectors
- Presentations to the Full Governing Body

The DHT and AHT are responsible for evaluating the whole school curriculum, prioritising areas for development and planning the time and support needed by the subject leaders in HUBS.

**Senior and Middle Leaders** monitor the curriculum is taught throughout the school by:

- Data scrutiny
- Pupil Progress Meetings with teachers
- Learning walks
- Learning scrutinies
- Pupil voice
- Accompanying outside advisers in monitoring and quality assurance exercises
- Receipt of reports from outside advisers and inspectors

**Subject Leaders** monitor the way their subject is taught throughout the school by:

- Data scrutiny
- Learning walks
- Learning/book scrutiny
- Pupil voice exercises

#### **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- English Policy
- Maths Policy
- Assessment policy
- Feedback policy
- Learning Environment Policy
- SEN information report
- Equality information policy

**This policy will be reviewed every 2 years (by the Head Teacher). At every review, the policy will be shared with the Curriculum and Standards Committee of the Governing Body.**