

School Curriculum Policy

St Piers School



Approved by:	Richard Gargon	Date: 07.12.21
Last reviewed on:	28.01.22	
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This policy outlines St Piers' approach to the school curriculum for all the children and young people we support.

INTRODUCTION

- ✿ St Piers School is a registered **residential special school** providing education to both day and residential students.
- ✿ St Piers School **curriculum places the student at the centre of all we do**, whilst encompassing our School values: Be kind, Be empowered, Be inspired.
- ✿ Our curriculum captures all of our planned work but also the many discreet opportunities for our young people to learn throughout the school day and beyond. We provide a **broad and balanced curriculum** which identifies and **meets the needs of all** by personalising our curriculum for each young person.
- ✿ It is important to us that our students have as many opportunities to **develop and progress through academic learning as well as personal development** through an ambitious and exciting journey through their time with us at School.
- ✿ We want our students to be able to develop through a mixture of **experiential and first-hand active learning** to ensure we can **promote independence, encourage responsibility** for their own learning and thus enabling them to become **lifelong learners**.
- ✿ Through a **transdisciplinary approach** we ensure that the right things are in place for each student when they need the support, so they can feel **safe**, comfortable and **ready to learn**.
- ✿ We recognise the importance of making sure that we work using **Maslow's Hierarchy of Needs** to influence our planning and preparation each day.
- ✿ **Communication is key for our students** to be able to access our curriculum and learn. We work to support our young people through a **variety of communication approaches and to tailor this to their needs** to help them to build on this throughout their life.
- ✿ **Learning environments** are carefully thought out to provide our students with a breadth of opportunities to **learn** in different ways and to **build their confidence** through **fun** and **adaptive learning**.

INTENT

This policy aims to:

- ✿ To enable students to reach their full potential to the best of their ability.
- ✿ To support their independence, wellbeing & health, family and home life, inclusive community and learning and emotional resilience skills and knowledge throughout their journey with us so they are well prepared to be successful and valued members of their community.
- ✿ To provide learning in real life contexts.
- ✿ To develop communication, cognition, physical and sensory development, and independence.
- ✿ To become competent motivated and confident learners who explore, test ideas, problem solve, generate solutions, and try out alternative ideas and make connections in learning.
- ✿ To engage in play-based and fun learning opportunities.
- ✿ To participate in experiential, first-hand, and active learning
- ✿ To sustain good standards of physical, mental, and emotional wellbeing so that they can be as fit as possible to participate in society.
- ✿ To help students feel supported in their own emotional wellbeing.
- ✿ To teach the basic skills of literacy and numeracy and beyond into functional skills.
- ✿ To encourage curiosity to investigate scientific and technological discoveries.
- ✿ To encourage participation in group/team exercises to develop their ability to work together.
- ✿ To ensure creativity is evident throughout their lessons and that students are encouraged to be creative and explore through the arts.
- ✿ To encourage an awareness of the wider world and how society and the environments we live in have changed over time.
- ✿ To develop students' understanding of Britain's cultural heritage and values of our modern society.
- ✿ To develop students through positive citizenship enabling them to contribute to society, respective of their needs.
- ✿ To establish students' understanding and appreciation of the wider contributions made by the breadth of ethnic groups in our multicultural society.
- ✿ To support student voice and opinions through regular student involvement.
- ✿ To teach students ICT skills, so they can use these to support their learning and understanding whilst being safe online.
- ✿ To teach students about the many aspects of how to remain safe and who to communicate to if they ever feel unsafe.
- ✿ To promote a sense of their own awareness of their spirituality and the many faiths and how to determine right from wrong.
- ✿ To work alongside our parents, local authorities, residential houses, therapy and safeguarding teams to ensure a cohesive and transdisciplinary approach for each young person who attends St Piers School.
- ✿ To enable students to play a part in their local and wider communities, by encouraging them to have a sense of high self-esteem and helping them to know how to live and work cooperatively with others.
- ✿ To promote equity and equal opportunities.
- ✿ To prepare students with the life skills required for the future.
- ✿ To prepare students, through aspirational targets, for their futures beyond St Piers.
- ✿ To encourage students' understanding of and promotion of physical, social, health, citizenship and moral education alongside relationship, sexual health education.

The 16-19 groups follow a broader range of themes that are linked into their work across each year to promote their life skills, independence, and preparation for adulthood.

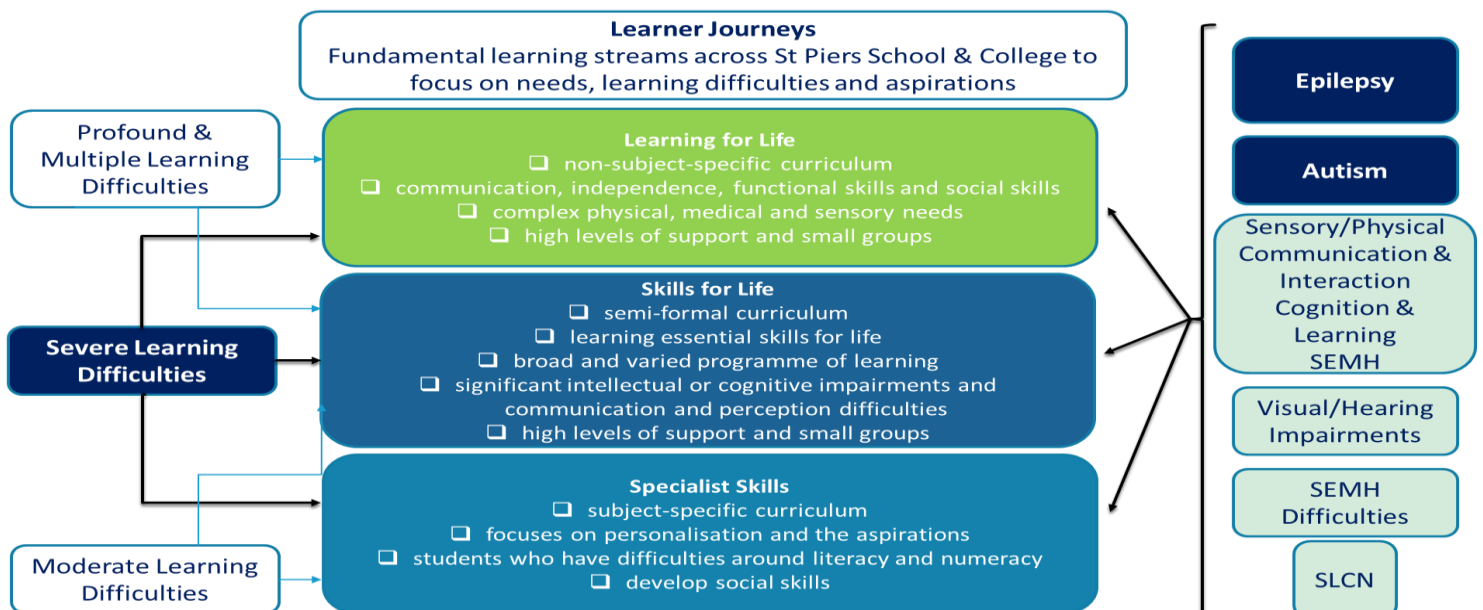
Residential students access our waking day curriculum through collaborative working with school and residential staff to ensure effective teaching and learning and pupil progress. Key objectives are shared and worked on in relation to the students EHCP targets, life skills and independence. Students' progress is monitored through a transdisciplinary approach.



Our three learner journeys are:

- ✓ **Learning for life (Informal/Therapeutic)**
- ✓ **Skills for life (Semi-Formal)**
- ✓ **Specialist skills (Formal)**

Context: Learning difficulties, needs & St Piers Learner Journeys



Learning for Life [LfL]

Non-subject-specific curricula models focussing on communication, independence, functional skills and social skills. Students with complex physical, medical and sensory needs follow this pathway. High levels of support and small groups are key to achievement.

Curriculum Areas

My Communication,
Interaction & Language

My Maths

My Physical Development

My Personal Development and wellbeing

My world and community

My Creativity

Enablers

- Physical Education · Sport & Leisure · Enrichment activities · Experiential learning · IT/Media
- Community inclusion · Therapies · Music & Drama · Outdoor Woodland Learning · Forest School · Living & Life

Skills

- Functional · Physical · Sensory · Social-Emotional · Fine & gross motor · Life
- Proprioceptive & vestibular · Active learning · Active exploration · Communication

PRIMARY

SECONDARY

16-19

Outcomes

Exploration

- Learners develop their initial reactions
- Learners demonstrate interest and curiosity
- Learners experience a range on environments and contexts
- Learners develop their attention, knowledge and skills

Realisation

- Learners' interactions show more control
- Learners show emotions
- Learners use new skills in new ways

Anticipation

- Learners predict, expect and/or associate
- Learners interpret cues and/or prompts
- Learners understand cause and effect
- Learners develop their memory and sequencing

Persistence

- Learners show determination
- Learners make intentional changes
- Learners develop, reinforce and apply skills

Initiation

- Learners bring about a desired outcome
- Learners create an impact on their environment
- Learners develop relative levels of independence

Skills for Life [SfL]

A semi-formal curriculum model focussing on learning essential skills for life whilst following a broad and varied programme of learning. Students with significant intellectual or cognitive impairments and communication and perception difficulties follow this pathway. High levels of support and small groups are key to achievement.

Curriculum Areas

**My Communication,
Interaction & Language**

My Maths

My Personal Development and wellbeing

My Creativity

My Physical Development

My world and community

Enablers

- Physical Education · Sport & Leisure · Enrichment activities · Experiential learning · IT/Media
- Community inclusion · Therapies · Music & Drama · Outdoor Woodland Learning · Forest School · Living & Life

Skills

- Functional · Physical · Sensory · Social-Emotional · Motor · Life · Independence
- Proprioceptive · Active learning · Active exploration · Communication · Thinking

PRIMARY

SECONDARY

16-19

Outcomes

Personal and Social Development

- Learners develop social interaction skills, how to respond to others and how to work with others
- Learners develop understanding of emotions and how to regulate their behaviours
- Learners become more confident, take risks, become more self-motivated and engaged in learning
- Learners better understand routine, and develop self-help and independence skills

Communication

- Learners develop social communication skills such as conversation, greetings, and social conventions
- Learners develop expressive communication skills, understanding choices, use of language, storytelling, narratives and other communicative functions
- Learners develop receptive communication skills such as following instructions and requests
- Learners listen and respond appropriately
- Learners develop their functional literacy skills of reading and writing

Thinking

- Learners develop their thinking skills such as memory and routine
- Learners can make connections, solve problems and be creative
- Learners understand about patterns, sequences and properties
- Learners develop their functional numeracy skills of using numbers and mathematical thinking

Specialist Skills

A subject-specific curriculum model in which students follow a timetable that focuses on personalisation and the aspirations of the students as they progress through School/College. The pathway is mainly followed by students who have difficulties around literacy and numeracy and need to develop social skills.

Curriculum Areas

**My Communication,
Interaction & Language**

My Maths

My Physical Development

My Personal Development and wellbeing

My world and community

My Creativity

Enablers

- Physical Education · Sport & Leisure · Enrichment activities · Experiential learning · IT/Media
- Community inclusion · Therapies · Music & Drama · Outdoor Woodland Learning · Forest School · Living & Life

Skills

- **Functional** · **Physical** · **Sensory** · **Social-Emotional** · **Motor** · **Life** · **Independence** · **Employability** · **Proprioceptive** · **Active learning** · **Communication** · **Thinking**

PRIMARY

SECONDARY

16-19

Outcomes

Informed Learners

- Learners use literacy, numeracy and communications skills effectively
- Learners use technology for learning
- Learners think creatively, can work independently and as part of a group
- Learners can reason and evaluate
- Learners can link and apply learning in different contexts

Confident Individuals

- Learners have self-respect and are self-aware, developing and communicate their own beliefs
- Learners relate to others whilst knowing themselves
- Learners are as independent as they can be, assess risk and make informed decisions
- Learners achieve success in a range of different areas

Responsible Citizens

- Learners respect others and appreciate differences
- Learners make informed choices and decisions
- Learners participate responsibly in social and cultural life

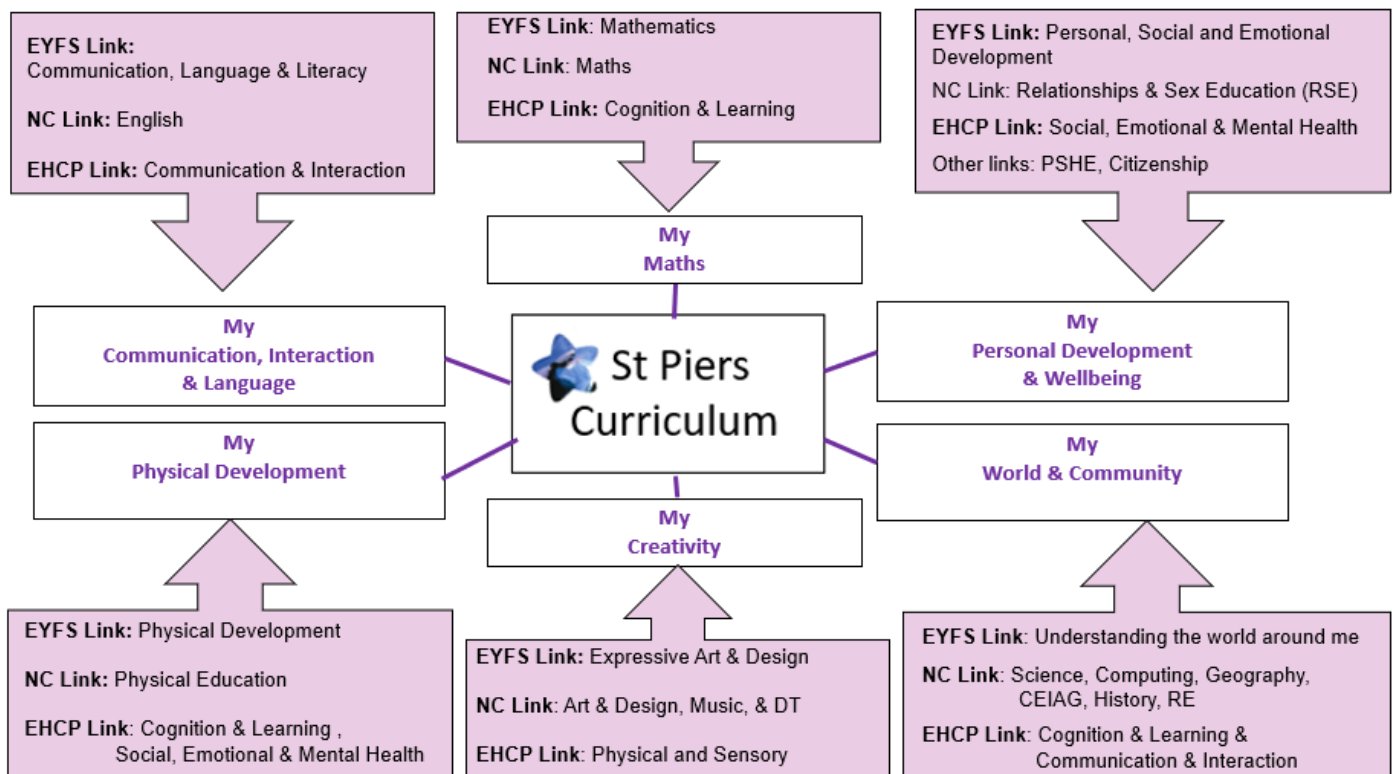
Resilient and Self-reliant Learners

- Learners demonstrate resilience and self-reliance
- Learners work in partnership and in teams
- Learners communicate in different ways and in different settings
- Learners apply thinking in new contexts

The six areas that make up our curriculum are:

Curriculum Area	Responsible Phase leader or Senior Leader
My Communication Interaction and Language	Michelle Hubbard/Ginnie Batten-Evatt
My Maths	Becky Peterson
My Personal Development & Wellbeing	Danny Hulme
My Physical Development	Scott Baptie
My World & Community	Gemma Card
My Creativity	Gemma Beaton/Lindsey Hibbert

The above areas are deliberately broad so that each class can use them in the most appropriate way for their students. We use the term 'My' so that learning is much more relatable to the individual student and easily personalised.



The Curriculum and Inclusion:

St Piers School curriculum is designed to be accessed by all of the young people who attend the School. Our therapy and behavioural teams help us to work together in putting plans in place to support young people where changes need to be made to adapt our curriculum to meet their broad range of needs alongside our Speech and Language, Occupational Health, Physiotherapy and Psychology Teams.

Our lessons aim to be fully inclusive as we plan our learning for each student. Our staff team adapt their delivery and teaching to meet the needs of the children across the broad range of abilities we have. Whilst our groups may have varying abilities, staff will **personalise** [adapt and differentiate] to meet individual needs within each group in a timely manner.

At St Piers School, with the young person at the centre of everything we do, we strongly believe that each student should have the opportunity to reach their full potential no matter what their starting point. We have a high proportion of students with Epilepsy, Autism, severe learning difficulties and complex needs, and we have designed our curriculum to reflect / meet those needs. It is our intent that their education provides them with a love of learning and prepares them for their next steps in their own personal journey.

Each individual child will have a programme designed for them that allows staff to meet his/her needs across the curriculum, ensuring that learning is appropriate, being meaningful and relevant, engaging and fun. Every year an Annual Review is held to review the progress made and to look at any adjustments that need to be completed.

Each student has a set of annual goals taken from their EHCP which are then broken down into smaller short term achievable goals working towards their long-term targets.

These education goals are delivered and worked on throughout the school day in a range of contexts including the use of specialist education staff and curriculum areas to enable the students to develop, apply and transfer their skills in a functional manner.

To support our students, we know how vital the promotion of communication is for our students. Many of our students have processing difficulties, different styles of learning, and a range of different cognitive profiles, using forms of language that do not always link in the most recognisable ways and with this some behaviours can present challenges. Through our transdisciplinary model we work together to address the communication, sensory processing and behavioural needs of each student so that they can make progress through their own learner journey.

We use a range of the teaching approaches to ensure access and engagement for all.

Visual timetables / now and next	Intensive interaction	Sensory circuits
iPads/curriculum apps	Teach Active	Swimming
Twinkl Phonics programme	Tacpac	Interactive Musical
Mathletics, BKSB & LEXIA	Rebound therapy	Exploratory, messy and heuristic play
ELSA	Occupational therapy	Positive behaviour support
Makaton	Horse riding	Sensory stories
Eye Gaze technology	Outdoor woodland learning	Play based learning
Physiotherapy	AAC	Massage in school programme

Impact

We use an assessment platform called earwig academic to evidence and track students' progress in English, Maths and PSHE/RSE. This platform allows us to use bespoke assessment frameworks for both formative and summative attainment monitoring. We can therefore link students learning to key criteria that is relevant to our students and carry out interventions to raise attainment where required.

A key responsibility as educators is to teach our students the skills to develop greater independence across a range of useful functional and practical skills and to develop the knowledge that goes along with this. These must be skills and knowledge, that each student can use now but that is also useful for their lives beyond school and in preparation for adulthood. It must give them the skills they need for their future. As such it must be delivered based on each individual's needs and developed as the world we live in changes.

The contexts for learning therefore change in the different phases but the skills need to be worked on at all stages of learning as they are a continuum. All students need to develop deep learning that they can apply across a range of contexts and with different materials for it to be truly functional.

Our personalised curriculum goes far beyond differentiation. It is identification of each individual pupils needs at their current point in life. The process of assess, plan, teach, assess, review is deeply embedded and evidenced in practise. We actively ask questions and seek out answers for how to best help students learn and take their next steps. This process actively involves the students, their families and our transdisciplinary team.

We run several accredited courses related to the contextualised learning of English, Maths, ICT and Creativity. These are listed in the table below.

PRE-ENTRY	Entry 1	ENTRY 2	ENTRY 3
Equals Literacy, Numeracy & ICT (KS4&5)	OCR Life and living skills (KS 4&5)	OCR Life and living skills	Trinity College Arts Award Explorer (KS 5)
	Edexcel Functional skills (KS5)	Edexcel Functional skills. (KS5)	
Arts Award `Discovery` programme (non RQF accredited) - All Specialist Skills students at KS4 & 5			

