FIVE RIVERS CHILDCARE LTD

Curriculum Policy & Procedure – Field Gate School

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Curriculum Policy - Field Gate School

1.1 Policy Statement

This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within Field Gate School. The policy aims to consider diversity of beliefs and needs and provide equality of opportunity. This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.

The various curriculums mean that all the planned activities organised are to promote learning and development. It includes activities meeting the formal requirements of the National Curriculum, as well as essential opportunities to provide a nurturing 24- hour programme, tailored to the complex needs of all pupils. We ensure that all pupils receive a broad, balanced education that considers the individual differences of the pupils' backgrounds, abilities and needs to make the education relevant to their individual circumstances. We aim to teach our pupils how to develop into happy, confident, and responsible people, who can trust and co-operate with others while developing their understanding and skills so that they can reach their full potential.

1.2 Terms and Definitions

The below table sets out several terms and definitions used within this document:

Term	Definition
SMSC	Social, Moral, Spiritual and Cultural
EBI	Even Better If
EHCP	Education, Health, Care Plans

1.3 Data Protection

Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained, and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

1.5   Trauma Informed Education (TIE) Model

TIE is an integrated approach to providing education to pupils who have had traumatic or adverse life experiences. It centres upon the collaboration between Five Rivers core services; Education, Care and Assessment & Therapy and works from the ground up to create safety and secure attachments for our pupils to provide them with the necessary foundation to develop their skills and learn effectively.

Care

Education

Assessment & Therapy

Effective Learning

Relationships and Attachment

Safety and Security
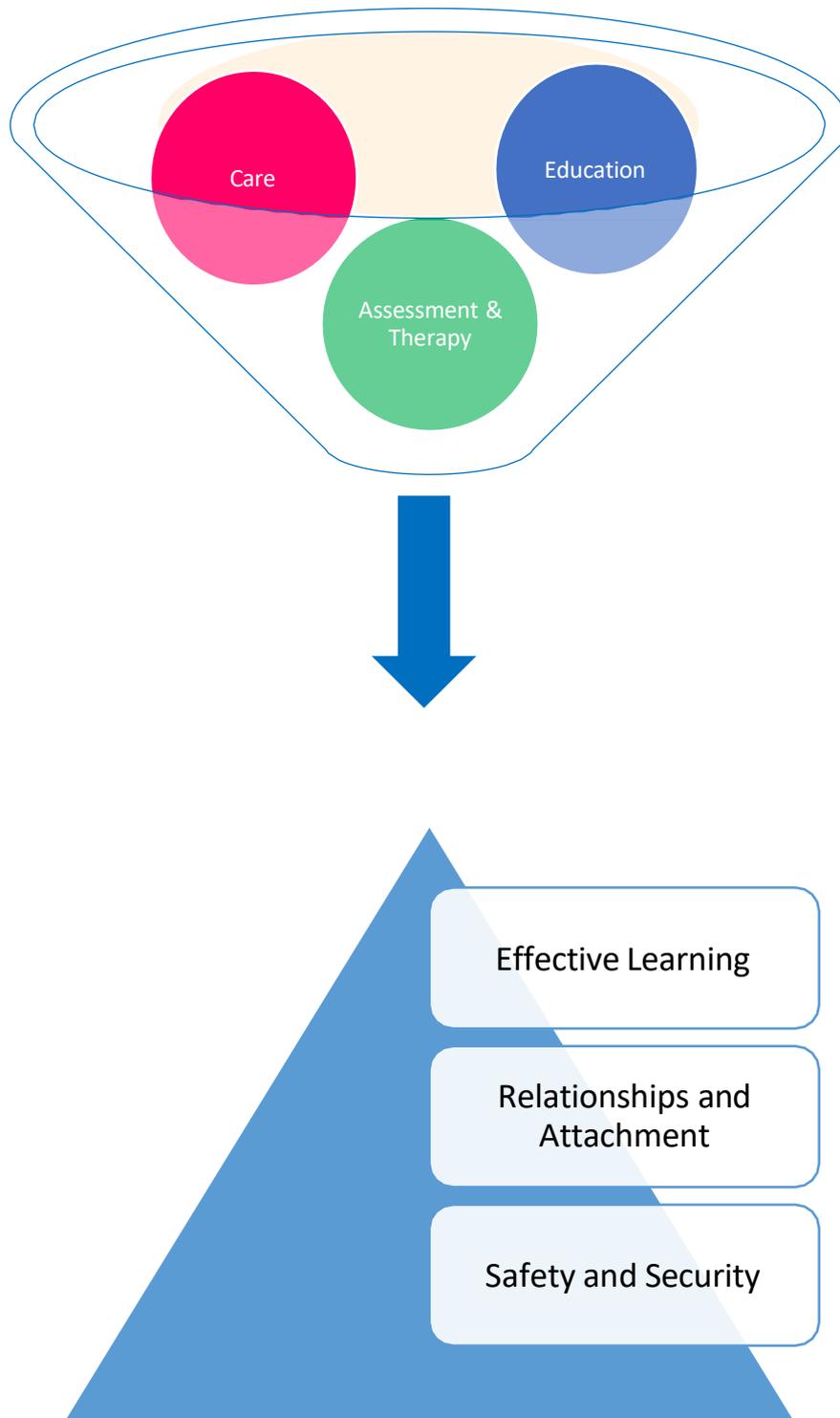
Safety & Security

- Gain information about the pupil before the placement begins to ensure a bespoke education package is prepared for them from day one
- A&T clinician to provide training for education team in line with care team to ensure consistent understanding of trauma presentations
- Regular communication between all three teams around the presentations of the pupil including daily handovers between care and school, weekly joint team meetings and communication around incidents so the pupil can feel the integrated approach
- Consistent response to pupil behaviour from education and care in line with individual care plans rather than a standardised approach

Relationships and Attachment

- Meet the pupil prior to first day at school to begin the process of relationship development and ease potential anxiety
- Initial induction plan to support the transition of the PUPIL into a new education environment which can then inform the creation of a formal bespoke timetable
- Consistent and predictable timetable and rota of education team developed in collaboration with pupil so they always know who will be supporting them in advance
- Quality time spent with pupils to build relationships through activities and play
- Visability of education team within the care environment and vice versa (even if only for short periods of time) to show positive relationships between teams

Effective Learning

- 1:1 support for all pupils to ensure a high level of support that is tailored to their needs
- Bespoke timetable to meet the needs of the pupil
- Conducting baseline tests to establish a pupil's academic abilities and level of need so work is appropriate to their stage of development
- Alternative learning provisions incorporated within the personalised timetables to promote long-term engagement
- Individual rewards and incentive to learn programme for all pupils to create motivation for learning

Progress and Achievement

2. Curriculum Procedure

2.1 Intent

Our curriculums are the means by which we achieve our objectives of developing successful learners and positive, confident citizens.

The core values upon which we have based our curriculums on are as follows:

- We will treat each pupil with fairness and honesty, providing equal opportunities for all pupils
- We will provide a personalised curriculum that teaches co-operation, friendship and respect for each other, and the wider community
- Each pupil is unique with individual strengths and challenges; we will value these differences and work with them to develop confident and successful citizens
- To help each pupil to develop intellectually, emotionally, physically, socially, and morally in order to become independent, successful, confident, responsible and considerate members of society
- To provide a happy and safe learning environment where pupils can develop key skills such as thinking, reasoning, and questioning and not be afraid to join in
- To develop pupils' confidence, self-esteem, self-image, and resilience so that pupils can progress through education with the necessary life skills to become successful adults
- To promote a positive attitude towards learning to ensure continued progress and achievement towards academic and life goals
- To encourage respect for oneself and others, regardless of individual beliefs, cultures, and backgrounds, to work co-operatively and live happily alongside one another

We aim to develop pupils to be respectful, independent, and confident through a curriculum that is achievable and relevant. At a level appropriate to each pupil's stage of development and ability, pupils will develop the below knowledge, understanding and skills.

Respectful

- Understand own and other cultures, beliefs and traditions
- Understand the meaning of community and how to be a valued member of the community
- Recognise injustice, prejudice and discrimination and learn to challenge these

o   Develop respect for self, as well as others and use encouraging vocabulary for all

Independent

- Become problem solvers, and mentors
- Develop thinking and planning skills
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

Confident

- Develop emotional awareness
- Develop safe and secure friendships and relationships
- Develop healthy confidence, self-esteem and self-image
- Understand the many aspects of a healthy and happy lifestyle.

2.2   Implementation

Key stage 2,3,4 and Post 16

Our curriculum inspires our pupils and provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure, in line with NC documentation. The seven areas of learning within our curriculum cover:

- Numeracy
- Literacy
- Science and Technology
- The World Around Us
- PE and Wellbeing
- Creativity
- Skills for Life

We recognise that pupils are active learners, and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

We endeavor to teach a broad curriculum that is based on a skills approach. Our main focus is Literacy and Numeracy but we also teach Science and Technology (ICT), Creativity (Art and Design Tech) The World Around Us(Geography and History) PE and Wellbeing (PE and Enrichment) and Skills for Life (Careers and Forest School) on top of this we cover a range of interventions such as handwriting, spelling, guided reading, phonics, numeracy ninja, tt rockstars, STEM, British Sign Language, Thrive and Social Skills. We have designed our curriculum based on skills as this allows for teachers to build the content around the hooks that the pupils are interested in. the way our curriculum is designed also helps us to differentiate during lessons more effectively we

are confident that we know what the pupils prior knowledge needs to be before mastering the next skill. Our curriculum allows us to offer a bespoke curriculum to each child and although it is based on the national curriculum our pupils may not be following their chronological year group. This is to ensure the gaps in the pupils learning are closed and learning is consolidated. This enables teachers to have a full understanding of the interventions needed to ensure the pupils make the most progress.

Our Stand Tall Skills map builds on skills from EYFS to Year 11 through the 7 areas of learning.(Examples below)
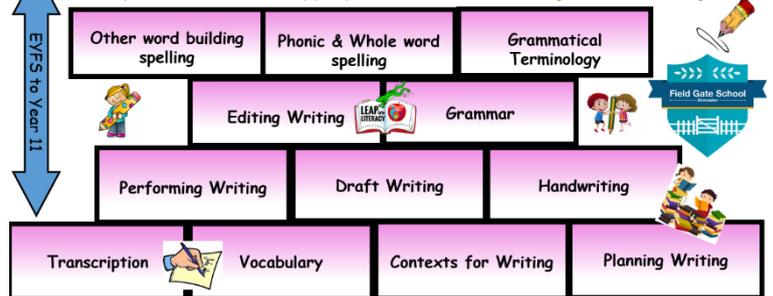

- Our Field Gate School curriculum based on skills and knowledge.
- We have cautiously built on the skills from EYFS to Year 11 in all the subjects that we teach.
- Most of our curriculum is built on skills but some subjects such as Science require some knowledge to be retained by the pupil to ensure we track the teaching of the knowledge we have added this to the tracker.
- We found that we need a whole school approach to track our progress and have found it difficult to get all pupils involved using a topic-based curriculum. Our Stand Tall Skills builder allows the teacher more flexibility with their lessons, the content can be child led and the skill is the focus.

Literacy—Writing Skills

At Field Gate School our skills are built upon year-on-year. Below is the menu of skills that we use as the foundations for our curriculum for the subject Literacy—Writing.

The skills progress in complexity and challenge moving through the year groups which will enable us to ensure that there is a firm understanding of all skills within each year group.

Progress is tracked using our skills tracker which allows us to effectively see the gaps in pupil's learning and allows us to intervene effectively. This is also less restrictive as a pupil may work on some areas of the menu at a higher level to enable challenge.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Phonic & Whole word spelling	· words containing each of the 40+ phonemes taught	· segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	· spell further homophones	· spell further homophones	· spell some words with 'silent' letters	· spell some words with 'silent' letters	· paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.
	· common exception words	· learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones	· spell words that are often misspelt (Appendix 1)	· spell words that are often misspelt (Appendix 1)	· continue to distinguish between homophones and other words which are often confused	· continue to distinguish between homophones and other words which are often confused	· use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
	· the days of the week	· learning to spell common exception words			· use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	· use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	
	· name the letters of the alphabet in order	· distinguishing between homophones and near-homophones					
	· using letter names to distinguish between alternative spellings of the same sound						
Other word building spelling	· using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	· learning the possessive apostrophe (singular)	· use further prefixes and suffixes and understand how to add them	· use further prefixes and suffixes and understand how to add them	· use further prefixes and suffixes and understand the guidance for adding them		· use further prefixes and suffixes and understand the guidance for adding them
	· using the prefix un-	· learning to spell more words with contracted forms	· place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	· place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	· use dictionaries to check the spelling and meaning of words	· use further prefixes and suffixes and understand the guidance for adding them	· use dictionaries to check the spelling and meaning of words
	· using –ing, -ed, -er and –est where no change is needed in the spelling of root words	· add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	· use the first 2 or 3 letters of a word to check its spelling in a dictionary	· use the first 2 or 3 letters of a word to check its spelling in a dictionary	· use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	· use dictionaries to check the spelling and meaning of words	· use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
	· apply simple spelling rules and guidance from Appendix 1	· apply spelling rules and guidelines from Appendix 1				· use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	
Transcription	· write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	· write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	· write from memory simple sentences, that include words and punctuation taught so far.	· write from memory simple sentences, that include words and punctuation taught so far.	· write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	· write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	· write from memory simple, compound and complex sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	· sit correctly at a table, holding a pencil comfortably and correctly	· form lower-case letters of the correct size relative to one another	· use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	· use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	· choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	· choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	· choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	· begin to form lower-case letters in the correct direction, starting and finishing in the right place	· start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	· increase the legibility, consistency and quality of their handwriting	· increase the legibility, consistency and quality of their handwriting	· choosing the writing implement that is best suited for a task	· choosing the writing implement that is best suited for a task	· choosing the writing implement that is best suited for a task
	· form capital letters	· write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters					
	· form digits 0-9	· use spacing between words that reflects the size of the letters.					
	· understand which letters belong to which handwriting 'families' and to practise these						

The use of ICT is an essential resource for our pupils to encourage engagement, allow for independent work and reduce the risk of failure, which may often result in behaviour problems. This is evident in the schemes of work and short-term planning.

The need for a high staff/pupil ratio at the school is recognition of the specific needs of our pupils and the importance of flexibility within or outside the school environment. The teaching process is enhanced by the range of accommodation and adult support opportunities available to us, during the school day.

We start and end the day in a structured manner which allows for the transfer of information from the residential setting, sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging. Although structure and consistency are vital, there are opportunities built into the timetable where pupils may have a choice of an agreed activity (Friday reward afternoons), or for therapy, or individual time with someone to support. This balance is constantly monitored and reviewed to ensure we are responding appropriately to needs and likes as they arise.

All core and foundation subjects take place at varied times of the day. However, certain lessons maybe re-shuffled/imbedded at different times, due to the nature and concentration levels of our pupils. This will vary, depending on the pupils present at Field Gate School. Each classroom at Field Gate School, has its very own timetable. This is tailored towards the needs and capabilities of the pupils based within that environment. 'One size does not fit all'.

Cross curricular project work is also an opportunity to provide enrichment activities integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, for Humanities; historical, geographical, and religious research and investigation.

Meeting pupils' needs (Creating a hook)

Tasks and activities are planned with reference to the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education and therefore we have to choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere with studies even when it becomes challenging for them. We have build our curriculum on skills and knowledge which enables us to focus the content around the child's interests.

We also have a very careful admissions policy allowing us to collect as much information on each pupil as possible giving us (and the pupil) time to get to know them in more detail through staged entry into the school. This also allows us to prepare an individual behaviour support plan which relates clearly and directly to their abilities, needs and interests.

Enrichment

The school staff team also offer the opportunity for any enrichment activities, in which the pupils wish to embark upon. These may include, cooking, gardening, crafts etc.

We believe at Field Gate School, our pupils need more that a stand alone PSHE lesson, we base our term on a theme such as friendships and promote this within all subjects and speak about it in the weekly assemblies we believe we can cover more topics this was and really build upon what we are teaching. We then create opportunities to take this into the community such as being friendly to our neighbours and collecting litter etc. We feel it is extremely important to prepare our pupils for the real world and give them an insight to what happens and what to expect when they join sociality, during the next phase of their life…'Life After Field Gate School. The themes/topics change weekly/half-termly/termly.

Moreover, in order to promote SMSC and British Values further, we host a number of opportunities, to allow our pupils to exercise the freedom of speech. These are as follows:

- A school assembly is held each week and debates are held during breakfast club, whereby the pupils will discuss a range of topics, ranging from; the weekly on-goings in school, to any negativity that may have impacted our daily procedures.
- Field Gate School have formed a school council (Incorporating democracy), so that they can obtain more of a voice, in all decisions made within the school.

Notes will be made via the supporting staff and stored on SharePoint.

What may be discussed in a meeting?

1. A physical incident in school, that requires future sanctions to be generated. The pupils will have a voice, in stating what they feel is a suitable consequence or scenario for moving forward.
2. Damage to school, property. The pupils will decide the consequence for the accused.
3. Any racism/bullying in school will generate a meeting, to discuss the incident and what the course of action may be, for the bully and/or their victim.
4. Discussion of equipment wanted in the school.
5. Discussion of end of term enrichment trips.
6. Any building modifications maybe discussed. Pupils may want to have a say in what the décor may look like. i.e. paint colour or what furniture to buy for specific rooms.
7. Trips for end of term outings.
8. Major changes to pupil timetables and/or curriculum.
9. Changes to staffing.

Once the school council has held a discussion and has come to a decision, the headteacher will then hold a further meeting with the teaching staff to come to conclusion. Once this has been made, the results will report back to either the council during the following school assembly, or to the pupil that a decision has been made for i.e. for a further consequence or sanction. Once the council and/or the teaching staff have made their decision, this cannot be retracted.

Timing of the School Day

Monday – Friday	Time:
Meet & Greet – Breakfast club	9:30 – 9.50
Intervention	9.50-10.20
Lesson 1	10:20 – 11:05
Break Time	11.05 – 11:25
Lesson 2	11:25 – 12:10
Intervention	12.10-12.30
Lunch 1	12:30 – 1:00
Lunch 2	1.00-1.30
Lesson 3	1.30 – 2:15
Lesson 4	2:15 – 3.00

Timing of the School Day

Timetable example

Finches

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Club 9.30- 9.50 (20 min)					
Intervention 9.50-10.20 (30 min)	Keyworker	Reading	Spelling	STEM	Numeracy Ninja
Lesson 1 10.20-11.05 (45 min)	Numeracy	Science	Skills for Life	The World Around Us	Science
Break 11.05- 11.25 (20 min)					
Lesson 2 11.25-12.10 (45 min)	Skills for Life	English	English	English	English
Intervention 12.10 - 12.30 (20 min)	Team Work	Mindfulness	BSL	Assembly	Handwriting
Lunch 1 12.30-1.00 (30 min)					
Lunch 2 1.00-1.30 (30 min)					
Lesson 3 1.30-2.15 (45 min)	PE and Wellbeing	Numeracy	Numeracy	Enrichment	Numeracy
Lesson 4 2.15-3.00 (45 min)	PE and Wellbeing	ICT	Creativity	Enrichment	Creativity

KS4		Lesson 1		Lesson 2		Lesson 3	Lesson 4	
	9.00- 9.20	9.20-10.20	10.20-10.40	10.40- 11.40	11.40-12.30	12.30-1.30	1.30-2.30	2.30-3.00
Monday	SKILLS 4 LIFE	MATHS	Break	PE	Lunch	OPTION 1	OPTION1	Enrichment
Tuesday	SKILLS 4 LIFE	MATHS	Break	ENGLISH	Lunch	OPTION 2	OPTION 2	Enrichment
Wednesday	SKILLS 4 LIFE	ENGLISH	Break	OPTION 1	Lunch	SMSC	PE	Enrichment
Thursday	SKILLS 4 LIFE	MATHS	Break	ENGLISH	Lunch	Skills for life	Skills for life	Enrichment
Friday	SKILLS 4 LIFE	Science and Technology	Break	SMSC	Lunch	PE	OPTION 2	Enrichment

Example Timetable Post 16		Lesson 1		Lesson 2		Lesson 3	Lesson 4	
	9.00- 9.20	9.20-10.20	10.20-10.40	10.40- 11.40	11.40-12.30	12.30-1.30	1.30-2.30	2.30-3.00
Monday	SMSC	Vocational Course	Break	Numeracy	Lunch	ASDAN Personal Development		Enrichment
Tuesday	SMSC	Literacy	Break	Numeracy	Lunch	Vocational Course	Careers	Enrichment
Wednesday	SMSC	Literacy	Break	Numeracy	Lunch	Skills for Life – Community Based		Enrichment
Thursday	SMSC	Literacy	Break	Numeracy	Lunch	Vocational Course	PE	Enrichment
Friday	SMSC	Literacy	Break	Vocational Course	Lunch	Skills for Life	PE	Enrichment

2.3   Impact

- Our overall goal is to create an environment which allows our pupils to achieve their own academic targets, as well as SMSC values. This includes working in an integrated way, with care and clinical teams to:

- Progress towards their academic age-related expectation
- Increase social and emotional awareness
- Pupils that have had long/sustained periods of time out of education, will be presented with the opportunity to follow a personalised educational timetable, studying the 7 areas of learning.
- Pupils will be able address previous trauma and plan for a positive future (mentally and emotionally), by working closely with their assigned Five Rivers clinical psychologist (one a week).
- Allow pupils to build and maintain positive and meaningful relationships with both staff and peers
- Re-establish trust in adults and their intentions
- Increase self-esteem and belief in their abilities
- Develop further communication skills and the ability to verbalise needs.

The educational team will identify the success of each pupil and the impact that their personalised curriculums have had, via the following avenues:

- Assessment and attainment – *staff are able to link each lesson's success criteria (regardless of their outcome), that each pupil obtains on a daily/termly basis through the assessment tools created for each subject This is then recorded/monitored on each pupil's 'Pupil Profile'.*
- Pupils attitude towards learning – *Staff will constantly assess how each pupil presents themselves, when the work/daily timetable is presented/discussed.*
- Work produced in books/lessons – *The marking that is undertaken, will provide staff with the opportunity to assess each pupil's efforts and the presentation of their work. This is then marked, according to the schools marking policy.*
- Pupil voice – *All pupils are asked on a daily (pre-start of their school day), weekly (during the scheduled assemblies) and on a half termly basis (via the official pupil voice electronic documents), on their thoughts and feelings, relating to how they feel in school and what resources/activities would they like the school staff to purchase/create for future use. Also, during the assemblies, various topic and themes are covered, ranging from what's going on around the world, to what's happening in school, that week.*
- Pupils using their knowledge in the wider setting - *From what the pupils have learned, they are then able transfer their knowledge/skills developed. For example: 'Hygiene' (PSHE); from the associated lessons, they are then able to understand why it's key to remain clean and lead/maintain a healthy lifestyle.*
- Review of objectives and targets set from PEPs and annual EHCP reviews- PLAN, DO REVIEW

2.4 Organisation and Planning

The curriculums have been planned to ensure that all National Curriculum requirements are met, and that progress is made in the key areas of learning:

- Numeracy
- Literacy
- Science and Technology
- The World Around Us
- PE and Wellbeing
- Creativity
- Skills for Life

Planning is organised on several levels; long term curriculum mapping to ensure progression in all curriculum areas throughout Key Stages, medium term plans to indicate which subjects and topics are to be taught and when, as well as which skills will be developed. Each subject is carefully planned through schemes of work and mapped across the curriculums.

Planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils.

2.5   The Role of the Headteacher

The role of the Headteacher:

- Ensure appropriate coverage of the curriculums
- Monitor pupil progress
- Keep up to date with national developments
- Regularly review planning, progression and teaching strategies
- Manage resources and appropriate differentiation
- Ensure planning & learning is tailored to each pupil's stage of development & individual needs
- Keep Field Gate School staff informed of short, medium and long-term plans, developments and strategies across all key stages.
- Ensure that each pupil has a voice via the numerous pupil voice opportunities.

2.6   Curriculum Monitoring and Review

Reviewing planning and policies is an essential practice to ensure that pupils are receiving the highest quality of education available. Our curriculums are regularly reviewed by the headteacher, head of education, residential manager and clinical lead, in consultation with all Field Gate School staff. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation, will be taken whenever possible.