



**Five  
Rivers®**

# 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
Date of Original Issue	01/09/2022
Date of Last Review	01/09/2025
Date of Next Review	01/09/2026
Version	V3

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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

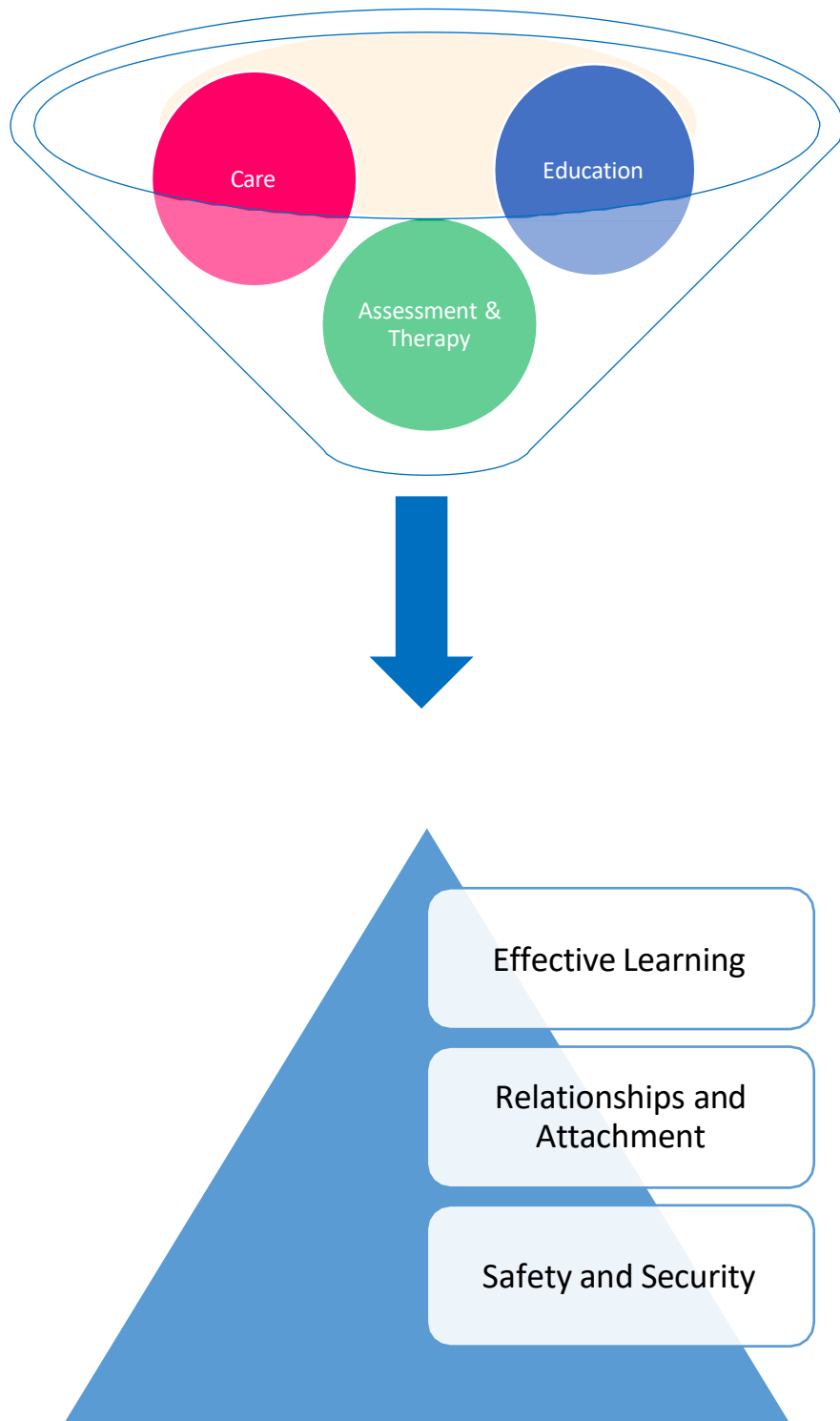
Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained, and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

#### 1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

## 2. 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.



## 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
- Visibility 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' program for all pupils to create motivation for learning

# Progress and Achievement

## 3. Curriculum Procedure

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

The core values and aims of our curriculum are below:

- We will treat each pupil with fairness and honesty, providing equal opportunities for all pupils
- We want pupils to enjoy and value their learning
- 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
- To become creative and independent learners, generating self-esteem through success
- To be able to take ownership of their own targets
- Challenge themselves by engaging in deep learning

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 British values and how they appear in school and in the wider world
- 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

- 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.

## 3.1 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

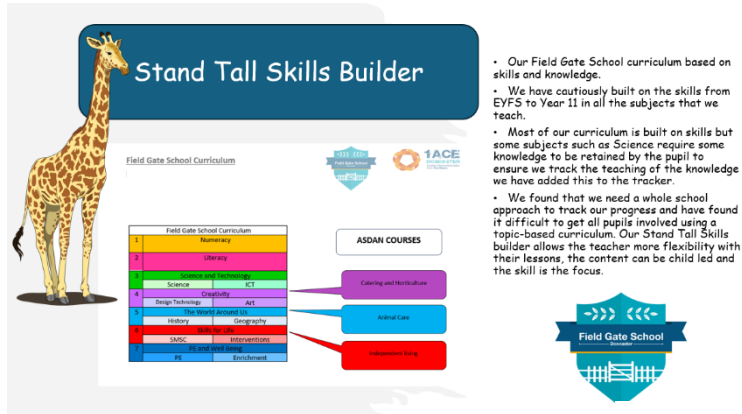


We recognise that pupils are active learners, and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves 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, Times Table 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 good or accelerated progress.

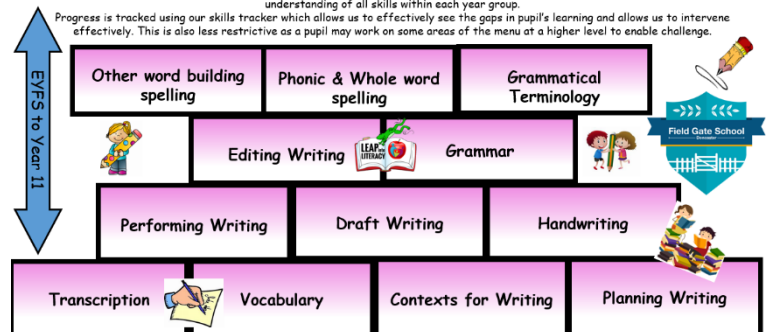
Our Stand Tall Skills map is progressive in nature, developing a clear pathway throughout school. Skills build year on year from EYFS to Year 11 through the 7 areas of learning.(Examples below)



## 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
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add affixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the SPiCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the SPiCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple, compound and complex sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>

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. Examples of this include laptops, iPads, digital cameras and virtual reality headsets. This is evidenced 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 outdoor/indoor space 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. Social times have also been adapted to allow pupils choice of activities during free play times. 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 a bespoke timetable to meet the needs of the individuals. This is tailored towards the needs and capabilities of the pupils based within that environment. 'One size does not fit all'.

Leaders encourage teachers to make use of cross curricular links where necessary. This allows pupils to the opportunity to embed skills across the curriculum rather than seeing areas of learning as standalone. The local community is a rich resource, which we utilise wherever possible, for example, for Humanities; historical, geographical, and religious research and investigation.

### 3.2 Meeting pupils' needs (Creating a hook)

Tasks and activities are carefully designed to meet the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education. Therefore we have to choose approaches and resources within curriculum areas that will appeal to them and encourage them to persevere with studies even when it becomes challenging for them. As our curriculum is focused on skills and knowledge, this enables us to center 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 through transition 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.

### 3.3 Enrichment

The school staff team also offer the opportunity for any enrichment activities, in which the pupils wish to embark upon or show particular interest in. Previously these have included activities such as cooking and preparing food, arts and crafts, gardening, animal care and vehicle maintenance.

### 3.4 PSHE/SMSC/RSE:

At Field Gate School, we believe our pupils require more than a standalone PSHE lesson therefore we base our term on a key theme. An example of this could be 'friendships'. Teachers then promote this within all subjects and encourage discussion topics around this during weekly assemblies (Field Gate Chat). We strongly believe a wider range of topics can be covered. To consolidate these themes, we create opportunities to transfer this into the community such as being friendly to our neighbours by donating to the local foodbanks or completing litter pick walks in the surrounding areas. 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 leave school. Our program of life skills allows pupils the opportunity to learn and develop key skills which will support them in life beyond school. Most of these skills are often taught during careers lessons but further opportunities are also made throughout the normal school day. An example of this would be including pupils in the planning of a school trip. This could be looking at the budget available or calculating what time cars need to leave to arrive on time.

Moreover, 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:

- Weekly SMSC timetabled lesson which covers key themes such as friendships, relationships, healthy habits, managing conflict and staying safe.
- A school assembly (Field Gate Chat) is held each week. These either cover British Values or are reactive in nature to themes happening in school. For example anti-bullying, internet safety, child criminal exploitation and anti-racism have all been topics covered. 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.
- To help incorporate democracy, Field Gate School pupils participate in a school council. This often covers topics related to school and allows pupil a greater voice and contribution to decision making that impacts their time in school. Notes will be made via the supporting staff and stored on SharePoint.
- In addition to the school council, we also have a nominated 'Head Boy' and 'Head Girl'. These pupils have supported with delivering Field Gate chat and gathered pupil voice to help inform decision making.

### 3.5 School council meeting - What may be discussed?

1. A physical incident in school, that requires future sanctions to be generated. Pupils may 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 new equipment wanted in the school.
5. Discussion the types 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. Major changes to pupil timetables and/or curriculum.
8. Changes to staffing. E.G. Losing a trusted adult or welcoming new staff into school.

### 3.6 Culture Days

At Field Gate School, we believe it is important for our pupils to experience and learn about different cultures and religions around the world. Our themed culture days are designed to immerse the pupils in a chosen culture and allow them unique opportunities. Pupils are generally off timetable for the afternoon in these days where they spend time participating in tasks and activities. Curriculum trips are also used sometimes to widen their experiences. Visits to a local Sikh Temple or church have been firm favourites.



### 3.7 Timing of the School Day

The timings of the school day have been carefully designed, and adapted over time, to suit the needs of pupils. These are reviewed regularly to ensure they are fit for purpose and allow pupils the best possible chance of engaging with learning.

<b>Monday – Friday</b>	<b>Time:</b>
<b>School opens to pupils</b>	9:30
<b>Breakfast club</b>	09:30-10:00
<b>Intervention</b>	10:00-10:20
<b>Lesson 1 (45 minutes)</b>	10:20 – 11:05
<b>Break Time</b>	11.05 – 11:25
<b>Lesson 2 (45 minutes)</b>	11:25 – 12:10
<b>Lunch 1 – Pupils eat</b>	12:10-12:30
<b>Lunch 2 – Break time</b>	12.35-12:55
<b>Intervention 2</b>	12:55-13:20
<b>Lesson 3 (40 minutes)</b>	1.20 – 2:00
<b>Break Time</b>	2:00-2:20
<b>Lesson 4 (40 minutes)</b>	2:20-3:00

## Timetable example

### Lower School Timetable for a full-time student

Wrens Class						
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Breakfast Club</b> 9.30- 10.00 (30 min)						
<b>Elevate 1</b> 10:00-10:20 (20 min)	Keyworker	Phonics	Phonics	Reading for Pleasure	Football Friday	
<b>Lesson 1</b> 10:20-11:05 (45 min)	Literacy	Literacy	Literacy	Literacy	PE	
<b>Break</b> 11:05- 11:25 (20 min)						
<b>Lesson 2</b> 11:25-12:10 (45 min)	Numeracy	Numeracy	Numeracy	Numeracy	PE	
<b>Lunch 1</b> 12:10-12:30 (20 min)						
<b>Lunch 2</b> 12:30-12:55 (25 min)						
<b>Elevate 2</b> 12:55-1:20 (25 min)	Field Gate Chat	Life Skills  Community	BSL	Social Skills  Creativity	Enrichment	
<b>Lesson 3</b> 1:20-2:00 (40 min)	World Around Us	D&T	Art	SMSC  Careers	Enrichment	
<b>Break</b> 2:00-2:20 (20 min)					Enrichment	
<b>Lesson 4</b> 2:20-3:00 (40 min)	Science	Social Skills	Skills for life	ICT  Drama	Enrichment	

Leah Tune 1ACE Timetable							
	10:15am	10:30am	10:30am-10:40am	10.40am-11:45am	11.45am-12.10pm	12:10pm-12:30pm	1:00pm-2:00pm
<b>Monday</b>	Pick Up Leah from Home	Arrive at Village Hall 	Settle and Snack	<b>Lesson 1</b> Creativity 	Lunch	Take Leah home 	Virtual Literacy 
<b>Tuesday</b>	Pick Up Leah from Home	Arrive at Village Hall 	Settle and Snack	<b>Lesson 1</b> Public Services 	Lunch	Take Leah home 	Virtual Literacy 
<b>Wednesday</b>	Pick Up Leah from Home	Horse Riding 11am - 12pm 			Lunch to be given to Leah once she's home.	Take Leah home 	Science task to be taken home - Reward at school on Thursday if completed 
<b>Thursday</b>	Pick Up Leah from Home	Arrive at Village Hall 	Settle and Snack	Skills for life 	Lunch	Take Leah home 	Virtual Literacy 
<b>Friday</b>	Pick Up Leah from Home	PE / Enrichment 			Lunch	Take Leah home 	Virtual Literacy 

### 3.8 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

### 3.9 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:

- 3.8.1.1 Numeracy
- 3.8.1.2 Literacy

- 3.8.1.3 Science and Technology
- 3.8.1.4 The World Around Us
- 3.8.1.5 PE and Wellbeing
- 3.8.1.6 Creativity
- 3.8.1.7 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.

Over time, planning has evolved and adapted to the meet individual needs of learners. The online Share Point system is used as a storage hub for all planning and learning resources.

### 3.10 Short term planning – Personalised Lesson Plans (PLPs)

These are created for individuals for each lesson and contain all the relevant information relating to a lesson. Teachers are encouraged to share these with pupils and use them as a tool to support learning and reflect on progress made. They are pupil friendly with pupils also encouraged to use them as a resource to support their learning.

Pupils are encouraged to complete their self-assessment on these PLPs at the end of every lesson.

Teacher workload and work life balance was taken into account when these were developed from the older planning format. A consultation process with teaching staff ensured they were fit for purpose and reduced planning workload.











<b>Learning Objective:</b> To explore messages in a bottle.		<b>Learning Outcomes</b> 1. I can sound out and blend. 2. I can make inferences. 3. I can say out loud what I am going to write about. <b>EHCP Target:</b> To read CVC words.
<b>Key vocabulary:</b> inference, decode, plan	<b>Hook:</b> Phonics I spy – chosen sound/grapheme (I spy with my little eye, something with the sound ____).	<b>AFL opportunities:</b> Questioning Annotations Written/verbal answers
<b>Resources:</b> Message in a bottle examples Questions to answer Highlighters Draw it mime it game	<b>Teacher input:</b> Discuss messages in a bottle and what they are for and how they were used. Discuss why they wouldn't be used as much now. Read through some examples and discuss them. Recap the features of a letter. Model using phonics knowledge to decode and ask children to spot any special friends that they have learnt.  <b>Independent practice:</b> Read different messages in a bottle and answer questions about them. Discuss what they would include in theirs and highlight any ideas they want to magpie.	<b>My Effort ...</b>  <b>GOLD</b>  <b>SILVER</b>  <b>BRONZE</b>
<b>Direction of staff:</b> Support with reading, encouraging children to sound out and blend words at their level. Ask them what they would like to include in their message tomorrow.	<b>Plan B:</b> Draw it, mime it, describe it – pirate game.	<b>The work was ...</b>  Too challenging  Just right  Too easy
<b>Targeted Questioning:</b> Why has the message been written? What is it asking/telling? What sounds can you see?	<b>Grow and stretch challenge:</b> Circle the words you think should have a capital letter. jack   she   scott start   bedroom thundering   thursday	<b>I worked ...</b>  Supported  Some  Independently

Figure 1 Short term planning - Personalised Lesson Plans

#### Good Practice Guidelines for Medium Term Planning

- The medium-term plan identifies the knowledge and skills that a pupil is to develop, so that can achieve their full potential.
- It must include the topics, key learning outcomes, a range of assessments, learner pedagogy techniques, and teaching strategies to ensure that the pedagogy is achieved successfully.
- Opportunities for knowledge retrieval must be evident in every lesson, so that pupils can embed knowledge into their long memory. These assessments must be low stakes but sufficiently challenging for the individual learner.
- Regular quality assurance must be focussed on the progression of the medium-term plan, so that early intervention can be implemented to ensure that that curriculum intentions are covered.

Curriculum Intention		
Skills Coverage	Previous Learning Intent Implementation Impact- PIII	SMSC Unit
read aloud phonically decodable texts  drawing on what they already know or on background information and vocabulary provided by the teacher  words containing each of the 40+ phonemes taught  composing a sentence orally before writing it  saying out loud what they are going to write about  leaving spaces between words  beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  making inferences <u>on the basis of</u> what is being said and done  re-reading what they have written to check that it makes sense	<p><b>Prior Knowledge:</b> Pupils should have developed a good understanding of using word mats and sound charts to write with more independence. They will have recapped punctuation and the alphabet. They have begun to look at the spelling of days of the week.</p> <p><b>Intent:</b> Pupils will develop understanding of segmenting and blending to support their spelling and reading. They will apply this and continue to write words and simple sentences with more independence.</p> <p><b>Implementation:</b> Pupils will complete a series of lessons about pirates. They will learn new facts and draw on what they know to apply this to their writing and think of what they want to write.</p> <p><i>Teachers should be confident to teach holistically to ensure that any misconceptions are addressed and that pupils are effectively challenged.</i></p> <p><b>Impact:</b> Student's will be assessed through <u>on going</u> teacher assessment, questioning and written work. Teachers will use the skills tracker to monitor progress and mastery of skills within the subject</p>	<p><b>Keeping safe</b> Safety in different environments;</p> <ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments,</li> </ul>

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

### 3.11 Assessment

Teachers use a range of both formative and summative assessments to capture progress at Field Gate School. Below are examples of different assessments that pupils have access to while studying

- Hodder Baseline Tests – Numeracy/Literacy
- Reading – LEXPLORE – Eye Tracking and word reading assessment programme
- Entry Level Assessment
- Functional Skills Assessment
- GSCE Exams
- Asdan qualifications
- AQA learning awards
- FA Accredited coaching awards

## 4. The Role of the Headteacher

The role of the Headteacher:

- Ensure appropriate coverage of the curriculums

*Figure 2Medium Term Planning*

- 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.

## 5. 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.