



'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'

# Curriculum Policy & Procedures

*Fieldgate School*

|                        |                   |
|------------------------|-------------------|
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# 1. Policy

## 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 a number of terms and definitions used within this document:

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

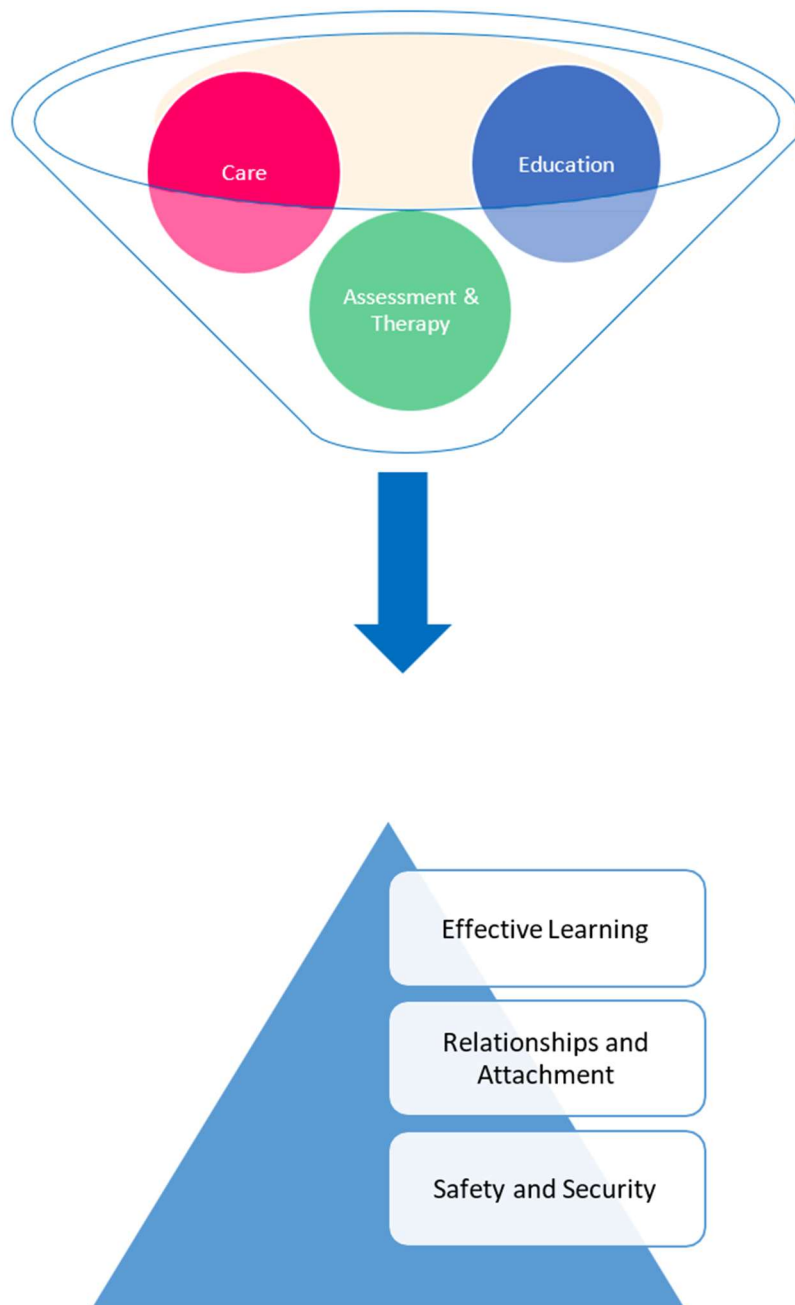
## 1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention 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).



## 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 pupils 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

## **2. Progress and Achievement**

### **2.1 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.

## 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

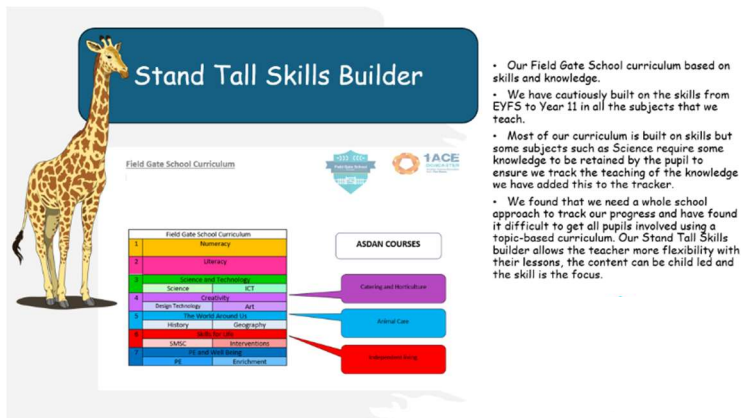


We recognise that pupils are active learners, and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves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

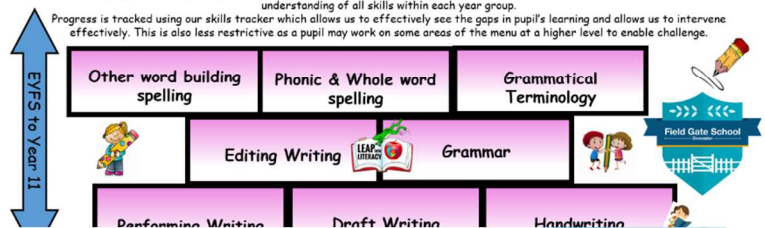
Our Stand Tall Skills map is progressive in nature, developing a clear pathway throughout school. Skills build year on year from EYFS to Year 11 through the 7 areas of learning. (Examples below)



## 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> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>spell further homophones</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>spell further homophones</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> </ul>                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>spell some words with 'silent' letters</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> </ul> |
| <b>Other word building spelling</b>     | <ul style="list-style-type: none"> <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>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> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>spell words that are often misspelt (Appendix 1)</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>spell words that are often misspelt (Appendix 1)</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <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>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>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>Transcription</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 suffixes 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>write from memory simple sentences, dictated by the teacher that include words using the SPiCs and common exception words 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 may be 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.

## **2.3 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.

## **2.4 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.

## **2.5 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 a 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.

### **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.

#### **2.5.1 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.



## 2.6 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>         | 09:30-9:50    |
| <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><br>9.30- 10.00 (30 min) |                 |                        |                 |                           |                 |  |
| <b>Elevate 1</b><br>10:00-10:20 (20 min)      | Keyworker       | Phonics                | Phonics         | Reading for Pleasure      | Football Friday |  |
| <b>Lesson 1</b><br>10:20-11:05 (45 min)       | Literacy        | Literacy               | Literacy        | Literacy                  | PE              |  |
| <b>Break</b><br>11:05- 11:25 (20 min)         |                 |                        |                 |                           |                 |  |
| <b>Lesson 2</b><br>11:25-12:10 (45 min)       | Numeracy        | Numeracy               | Numeracy        | Numeracy                  | PE              |  |
| <b>Lunch 1</b><br>12:10-12:30 (20 min)        |                 |                        |                 |                           |                 |  |
| <b>Lunch 2</b><br>12:30-12:55 (25 min)        |                 |                        |                 |                           |                 |  |
| <b>Elevate 2</b><br>12:55-1:20 (25 min)       | Field Gate Chat | Life Skills  Community | BSL             | Social Skills  Creativity | Enrichment      |  |
| <b>Lesson 3</b><br>1:20-2:00 (40 min)         | World Around Us | D&T                    | Art             | SMSC  Careers             | Enrichment      |  |
| <b>Break</b><br>2:00-2:20 (20 min)            |                 |                        |                 |                           | Enrichment      |  |
| <b>Lesson 4</b><br>2:20-3:00 (40 min)         | Science         | Social Skills          | Skills for life | ICT  Drama                | Enrichment      |  |

### 1ACE Student timetable example

|                  | 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 | Lesson 1 Creativity                        | Lunch           | Take Leah home                                                            | Virtual Literacy |
| <b>Tuesday</b>   | Pick Up Leah from Home | Arrive at Village Hall   | Settle and Snack | Lesson 1 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                                                          |                  |

## 2.7 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

## **2.8 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.

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.

### ***2.8.1 Mid-term planning***

A detailed overview of the curriculum delivered will be provided week by week over the course of a topic.

This document includes a class overview including chronological, literacy working and numeracy working ages along with SEMH/SEND needs. The document also ensures that the curriculum intent is outlined and the use of staff with sessions. Planning is adapted take into account the individual and whole group needs of the pupils and any gaps in prior learning.

Pupils are encouraged to tick off learning outcomes as they are achieved within the session and complete their self-assessment of the session at the end.

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.



(SUBJECT)  
(Year/Key stage Curriculum)  
(Topic Title)

#### Class Cohort Key Information

| SEND              | Age Range | Literacy Working At Age Range | Numeracy Working at Age Range |
|-------------------|-----------|-------------------------------|-------------------------------|
| e.g. MLD, VI, SLD |           |                               |                               |

#### Curriculum Overview

##### *Prior Knowledge:*

- What have pupils been working on recently. What prior skills do they need to know access current learning? What key skills should have been imbedded and solidified in prior learning.

##### *Intent:*

- Provide a brief unit overview
- What are the pupils going to learn? New knowledge, skills, topic etc.

##### *Implementation:*

- Assess pupil needs, identify potential barriers to learning/misconceptions/ language
- Identify resources to support learning

##### *Impact:*

- How will pupils progress and achievements being monitored?



| Week | Learning Objectives/Outcomes                                                                                                                                                                           | Implementation/Differentiation                                                                                                                                                                                                                                                                                                                                                   | Keywords/ Resources                                                                                                                                                                                                                                                                             |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>Learning Objective:</b><br><i>*Include one of: To explore, To demonstrate, To Understand</i><br><br><b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Insert 3 outcomes</li> </ul> | An overview of the types of activities and the routines of the lessons.<br><br><i>E.g.</i> <ul style="list-style-type: none"> <li>• Hooks</li> <li>• Recall tasks</li> <li>• Modelling/demonstrations</li> <li>• Pupil independent tasks/learning</li> <li>• AFL</li> <li>• Stretch and Challenge</li> <li>• Differentiation</li> <li>• Scaffolding</li> <li>• Plan B</li> </ul> | <b>Resources:</b> <ul style="list-style-type: none"> <li>• List the types of resources you will be using</li> </ul> <b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• no more than 5 new words a lesson</li> <li>• Remember that question paper vocabulary is included</li> </ul> |

## **2.9 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

- Hot and Cold Baseline Assessments (core subjects)
- Entry Level Assessment
- Functional Skills Assessment
- BTEC Assessments
- GSCE Exams
- AQA learning awards
- Bronze, Silver and Gold Arts Award Qualifications
- FA Accredited coaching awards

## **2.10 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.

## **2.11 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.

