



## Curriculum and School Organisational Policy

### Philosophy and purpose

Red Marsh School's mission statement is to provide fantastic teaching and learning in an environment where learners are cared for, valued and respected.

These are the values that underpin everything we do at our very special school:

**Learn** - being active learners

**Care** - caring and valuing everyone

**Challenge** - doing our very best

**Share** - sharing equally and openly

At Red Marsh School we believe that providing the **appropriate curriculum** for each learner is an essential part of fulfilling the school's mission statement, purposes and values.

### The curriculum at Red Marsh

To ensure equal opportunities and maximise the progress of all our learners the school has a curriculum that develops pupils' Personalised Learning Intention Targets whilst ensuring an entitlement to a broad, balanced and stimulating curriculum matched to the age of the learner.

The content of this curriculum is split into two areas:

1. A personalised curriculum based upon the needs of an individual as outlined in their EHCP. The personalised curriculum is broken down into PLITs identified in the annual review. The personalised curriculum is designed to address the holistic needs of the individual learner. As part of this curriculum a wide range of interventions are available which are matched to individual need.

The personalised curriculum focuses on developing learners individual skills and understanding in:

- Communication and Interaction
- Cognition and Learning-this may be pre or subject specific learning
- Social Emotional and Behavioural development
- Independence and Self-help skills
- Sensory and Physical needs.

2. Our whole school curriculum: this is a broad, balanced, stimulating and an aged appropriate curriculum and includes the EYFS Framework in the Early Years, National Curriculum in Key Stages 1 - 4 and an accredited curriculum in Key Stage 5 which focuses upon preparation for life beyond school.

Personal and Social development is seen as a core subject area across all departments.

### The aims of the curriculum

Our curriculum aims to:

1. Facilitate fantastic teaching and learning ensuring all learners are challenged and enabled to do their very best
2. To meet the needs of each individual pupil as outlined in their EHCP; recognising and valuing each learner as an individual
3. Ensure all our pupils access a broad, balanced, stimulating and an aged appropriate *curriculum with due regard to equal opportunities*
4. Ensure all learners have entitlement to statutory curricular requirements always adapted to meet individual needs.
5. Develops our all pupils spiritual, moral, social, cultural, intellectual and physical development
6. Prepare our learners to become as independent as possible, in school and the wider community; preparing learners for next steps in life.

### **Multi-disciplinary team**

Red Marsh School is served by professionals from a wide range of services their advice helps to create a personalised curriculum that meets the needs of each individual pupil. Our multi-disciplinary team includes a full-time health care team, on site, who play a vital role in the health and welfare of learners. An Educational Psychologist, a Clinical Psychologist the specialist services of Physiotherapists, Occupational Therapists and Speech and Language therapists. Social services including the Transition Team also play a key role within the school. In addition Advisory Teachers of the Hearing Impaired and Visually Impaired support learners with identified need. The school also works with a specialist music and sensory teacher. All visiting professionals are part of our multi-disciplinary team, working together to improve the learning opportunities of all our learners

### **School Environment**

The school creates an environment where all our learners are cared for valued and respected allowing them to develop, as appropriate, their freedom and independence.

In our school learners have the opportunity to meet, make friends and learn with their peers.

Our dedicated and experienced staff team work hard to make the curriculum accessible for all. The team employ a wide range of teaching and learning approaches to inspire learning and ensure progress.

### **School Organisation**

The school structure is based around four departments: The Early Years Foundation Stage (EYFS) Primary, Secondary and the Further Education Department.

There are two EYFS bases Rainbow and Sunshine Room. Sunshine Room caters mainly for pupils of nursery age and those pupils who may need the more nurturing environment of a smaller group. There are also two primary classes, a transition class, two secondary classes and two bases in the Further Education Department.

### **Early Years Foundation Stage department (EYFS; Nursery and Class 1)**

The EYFS department caters for the needs of a generic population. From here children may transit to classes in Red Marsh School, Great Arley School (MLD provision) or mainstream placements. The EYFS department provides a caring, nurturing and creative environment where children enjoy learning through supported: play, exploration and active involvement. Children in the Early Years Foundation Stage (EYFS) may be below statutory school age these learners' attend on a part-time basis only.



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## **EYFS curriculum**

A personalised curriculum based upon the needs of every child is delivered through the EYFS curriculum. See above.

The EYFS curriculum experience reflects the learner's age, developmental readiness and individual needs. The principles that guide the work in the EYFS are grouped into 4 themes:

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development. In school there are three prime and four specific areas

The three prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas of learning are:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

RE is incorporated into the area of Understanding the World through the aspect of People and Communities.

**The Primary department** (Primary Blue and Primary Red, Green Class is a transition class.)

The Primary department and Green Class build upon the work of the EYFS department helping learners to develop essential Learn to Learn skills, developing PLITs and generalising new skills and knowledge through a creative curriculum brought together, where possible, to form a topic or theme. For the majority of the timetable learners remain with their class team comprising of a specialist teacher and dedicated support staff.

## **Primary curriculum**

A personalised curriculum based upon the needs of every child is delivered through the Primary curriculum. See above.

The primary curriculum ensures learners access their curriculum entitlement of the core and foundation subjects as identified in the National Curriculum, alongside Religious Education and Personal, Social, Health Education all subject areas are adapted to meet individual needs including learners working at pre subject specific learning..

## **The Secondary department (Senior Blue and Senior Red)**

Learners are placed in mixed-ability class groups according to age. For some lessons learners are also assigned to ability based teaching groups. Specialist teachers and dedicated support

staff ensure high quality teaching and learning experiences.

### **Secondary curriculum**

A personalised curriculum based upon the needs of every child is delivered through the Secondary curriculum. See above.

The secondary curriculum ensures learners continue to receive their curriculum entitlement of core and foundation subjects of the National Curriculum, alongside Religious Education and Personal, Social, Health Education, all subject areas continue to be adapted to meet individual need including learners working at pre subject specific learning

In key stage 4, learners are also helped to prepare for their next stage of learning. Foundation subjects are reduced to allow time for more vocational learning and the application of skills. Senior Learners' work is accredited through the ASDAN Transition Challenge Award.

At Key Stage 4 externally accredited courses are used to award and recognise many learners' achievement, especially in Key Skills communication, literacy and numeracy. This work is accredited through Asdan Personal Progress. Other learners develop their key skills by continuing to follow National Curriculum programmes of study.

### **Further Education (FE) Department**

The FE department contains two large purpose based classrooms. Learners in the FE Department pursue an educational course designed to prepare them for life beyond school. Throughout their time in FE all learners are placed on one of five learning pathways, based upon prior learning. Learners gain a range of external accreditation and qualifications for their achievements. The accreditation is matched to each pathway. Learners are grouped in different ways according to need this includes being taught individually, in pathway groups and mixed ability groups.

### **FE curriculum**

A personalised curriculum based upon the needs of every child is delivered through the Primary curriculum. See above.

All learners follow a differentiated curriculum that continues to build upon student's prior learning in literacy, numeracy and ICT. To prepare learners for life beyond school they follow a relevant, age appropriate PSD course which comprises of nine units focusing on developing: citizenship skills; work related learning and independent living skills. Learners also have opportunities to: complete voluntary work; achieve a Duke of Edinburgh Award; participate in residential school visits; carry out personalised work experience placements and attend local college courses. Learners continue to maintain their physical, social and moral wellbeing through participation in weekly sport and leisure activities and RE modules. All curriculum areas continue to be adapted to meet individual need including learners working at pre subject specific learning

### **Identifying teaching time**

The school day consists of four distinct teaching periods; however, there is flexibility for the teachers to take account of the concentration of the learners when considering how long a lesson should last. For example, for children in the EYFS, continuous provision is more appropriate, whilst in the FE department, where there is an emphasis on learning in the community, teaching periods may be extended. All timetables must be agreed by the Headteacher.

### **The right of parents to withdraw learner's from aspects of the curriculum**

All learners have an entitlement to Religious Education, Collective Worship and Sex and Relationship Education. Any parent who objects to their child attending acts of Collective



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Worship, Religious Education or Sex Education may request that their child is withdrawn. Parents are informed of their right through the school prospectus which is available on the school web site.

## **Enhancing the curriculum**

Pupils' spiritual, moral, social, cultural, intellectual and physical development is enhanced through enriched curriculum opportunities including:

- Learning outside the classroom
- Regular curriculum linked visits
- Taking part in meaningful inclusion links with playgroups, mainstream schools, other special schools, local colleges and businesses
- Attending after school clubs.
- Working with specialist visitors including artists, dancers and sport coaches
- Contributing as active citizens to sustainable living, the local and wider community
- Developing Social and Emotional Aspects of Learning
- Be involved in many aesthetic and creative experiences

## **Learning across the curriculum**

The following important aspects of learning are developed across all aspects of the curriculum:

- Ways of working: be curious, be knowledgeable, be adventurous, be ambitious, be creative, be collaborative, be reflective and be positive.
- Understanding of feelings – both the recognition and experience of one's own feelings and the understanding of others'
- Independence and physical skills

## **Establishing curriculum coverage and progression**

There are three broad levels of planning: long, medium and short-term. A differentiated approach within planning ensures that the needs of individual learners are met.

## **Long term plan / Schemes of work**

The Red Marsh Scheme of Work, is based upon the EYFS framework, the National Curriculum (2014) and the needs of our FE learners. Our creative curriculum ensures all our children have an entitlement to a broad and balanced curriculum which is then differentiated to meet individual need. Through the Scheme of Work the school delivers a curriculum which enables each learners to develop their individual skills in a creative and age appropriate way.

## **Long term plans**

The purpose of the scheme of work is to ensure a curriculum which has progression, balance, continuity and appropriateness for all our learners. The long term plans determine medium and short term planning.

## **Key elements**

- **A scheme of work** for Key Stages 1 to 4 - prepared by the subject leader, sets out the content to be delivered in each subject in each class. It must be read in conjunction with the relevant policies. The EYFS Framework provides the Scheme of Work for the EYFS Department and FE follow a scheme of work that prepares the learners for life beyond school.

