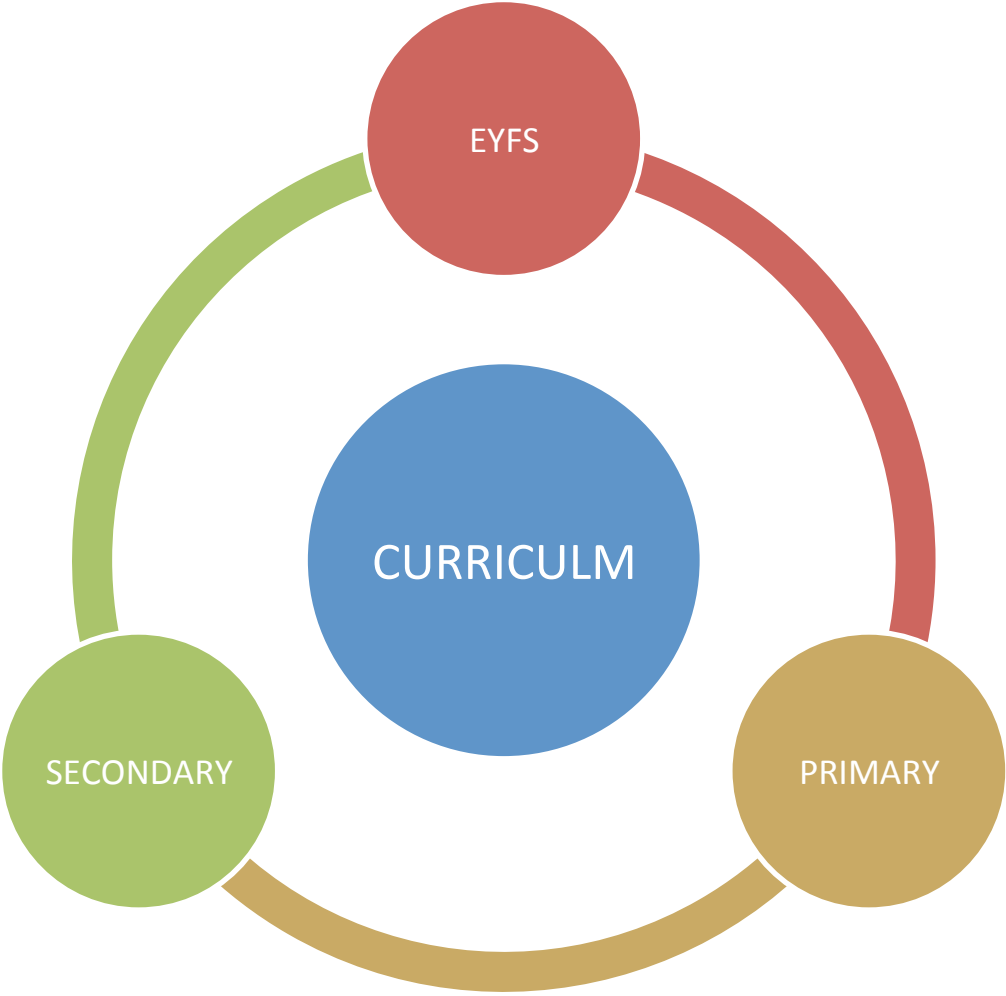
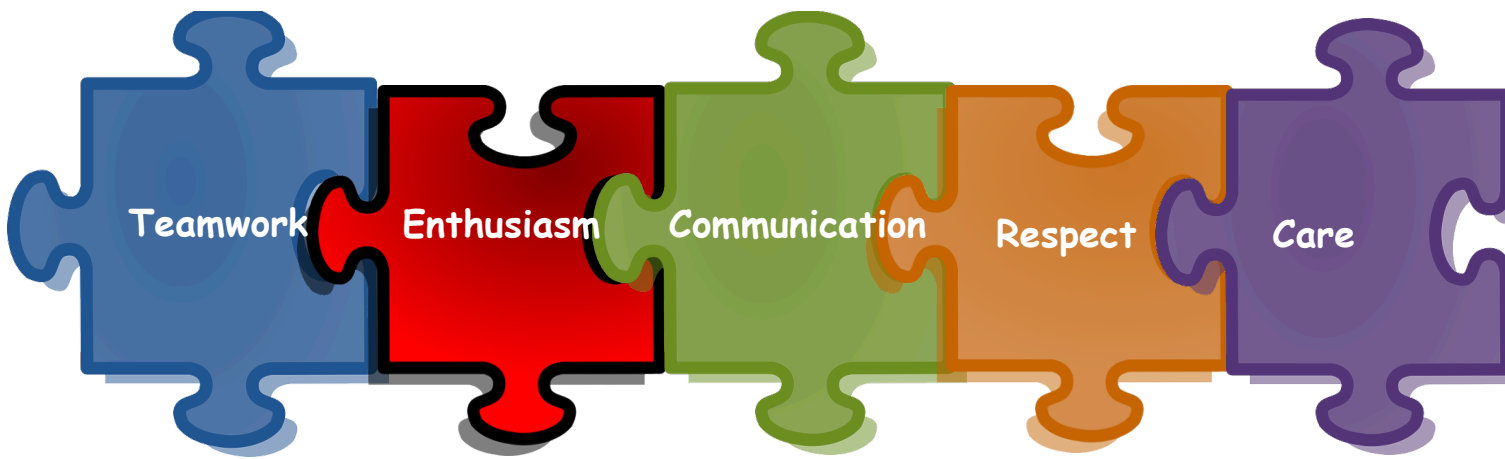


Paternoster School Curriculum Statement





At Paternoster school we recognize the importance of providing a curriculum which is:

- balanced and broadly based but flexible and creative that takes into account of the differing abilities and experiences of our pupils and will provide an education appropriate to individual needs, interests and abilities.
- that provides stimulating and challenging activities and tasks
- gives pupils the opportunity to develop and learn within a supportive atmosphere, which fosters positive attitudes to learning and leads to success and achievement.
- promote pupils' engagement in learning through enquiry-led approaches that develop skills and a positive attitudes to learning
- provides opportunity for pupils to promote the spiritual, moral, social and cultural development that will prepare all pupils for the opportunities, responsibilities and experiences of life whilst encouraging them to learn and achieve.
- encourage a caring and respectful attitude to each other and to the community
- develop self-confidence and promote independent living and work related living skills
- have an emphasis on Communication and Literacy across the Curriculum. We use a range of augmentative or alternative strategies to promote the ability of some learners to communicate successfully, enabling them to respond and interact to their full capacity.

We have a wide range of pupils in age and Special Needs. We have pupils from Early Years to Key Stage 4 and their needs and abilities range through all cognition levels from moderate and additional learning needs (MALD) to severe learning needs (SLD) to profound and multiple difficulties (PMLD). Pupils also have other specific needs that can affect the way they access their learning. Therefore our provision needs to be relevant, accessible and fun to help remove any barriers to learning.

We emphasize encouragement and enjoyment in our teaching so that pupils feel happy to come to school and look forward to the challenges within the school day. The relationship that builds up between staff and pupils is placed at the heart of our work and creates the trust that is required for our pupils to make progress.

In order to provide the best curriculum which will meet the needs of each pupil in the school, there is flexibility in terms of;

- Curriculum content
- School organisation/ provision
- Strategies to deliver the curriculum

The school believes that the curriculum should comprise of all learning and other experiences that are planned for its pupils and that the New National curriculum, framework is an essential part of this. However, we operate a mixed approach to our

curriculum. The subject areas of literacy, numeracy and ICT are taught in a structured and discrete way, while the other National curriculum subjects are taught thematically to increase the engagement of pupils. PSHE is not a statutory requirement; however for our pupils we consider it to be a core subject. Some subjects are taught through special days or themed weeks so that they are more accessible e.g French week, poetry day or book week.

Pupils working below P4 access require a more sensory route to learning and access the curriculum at a sensory level based on

- Communication
- Cognition
- Physical, motor and sensory
- Emotional and social

The curriculum is as broad and balanced as possible whilst meeting the very individual needs of our students with PMLD and lessons are based on early developmental skills. Most of our pupils with profound learning difficulties have additional sensory or physical impairments and/or medical conditions. School staff, therefore, works closely with Speech and Language Therapists, Physiotherapists and Occupational Therapists in order to establish the most effective sensory input or provision for each pupil. Visual and music therapy programmes may be an integral part of our pupils' curriculum.

Planning and Assessment

Teachers use Chris Quigley Essentials curriculum materials to support planning and teaching. We adopt a range of teaching styles in order to take into account the wide range of learners in our school. We use a variety of methods to inform teaching and learning, and to make assessments of individual children's progress.

These include:

- Short term plans which include individual objectives and achievements
- Informal conversation between staff in class and departments
- Taking photographs of pupils and marking work and books
- IEP's that help assess learning of skills and provide individual targets for pupils
- Electronic version of B Squared updated termly and data analysed and can inform Targets in the School Development Plan
- Behaviour Charts, which are data analysed to inform interventions.

Summative assessments are undertaken by the class teacher in term 6 based on the Foundation Stage Profile, P scales, and National Curriculum Levels. Pupils in their Reception year are baselined in October using B Squared Early Steps. Pupils who have joined the school in a later year group are also given a baseline assessment, usually six weeks after they have started. B squared is the assessment tool used to measure attainment in subjects from P1 to Level 5 of the National curriculum. Further assessment is then carried out in December and March and measured against the annual pupil targets set in the autumn term.

We also use Routes for Learning to assess and monitor progress of pupils working below P4. These are used alongside the B squared and Foundation Stage assessments.

End of Key Stage Assessment

Schools have a statutory obligation to assess the level of attainment of individual pupils at the end of each key stage. This is through teacher assessment and tests are no longer compulsory.

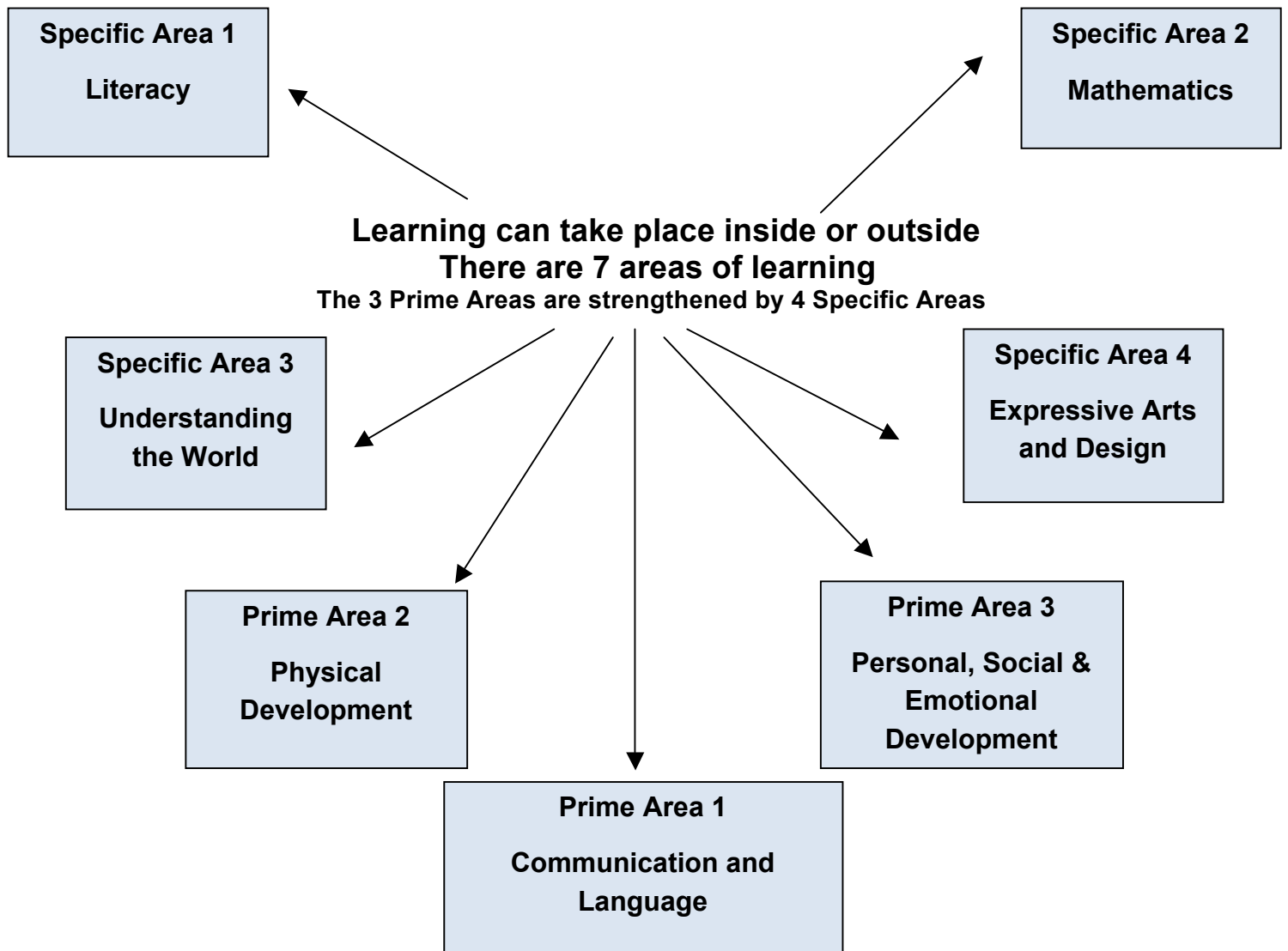
Early Years Foundation Stage

The curriculum for the youngest pupils in the school is based on the Early Years Foundation Stage Statutory guidance. (EYFS) Early Years pupils between the ages of 2 and 5 years work within the six subject areas set out in the Foundation Curriculum: Mathematical Understanding, Language and Communication, Social Development, Physical Development, Expressive Art and Design and Understanding of the World. The EYFS curriculum provides development and learning opportunities as well as developing key relationships making sure children feel secure in line with EYFS documentation. Pupil in EYFS will be working on topics and themes similar to those being studied throughout the school enabling our youngest pupils to be involved in wider school activities where appropriate. In Early years there is a three year rolling programme of themes (Appendix 1)

Staff in the early year's department provides play based learning opportunities aimed to inspire, motivate and challenge pupils.

Pupils are assessed during the first few weeks after school entry to enable staff to set appropriate targets for each individual child. A formal assessment is then made at the end of the Reception year, and this is called the Foundation Stage Profile. The learning outcomes link to EYFS profile and Development Matters ensuring that we track progress over time.

Early Years Foundation Stage Curriculum



Primary

The primary phase broadly follows programmes based on the New National Curriculum through a thematic approach. We provide a curriculum that is stimulating and fun and follows the needs of the children. The New national Curriculum forms part of the whole curriculum: Programmes of study which include History, Geography, Science and Design and Technology are followed where they are relevant and accessible. Much use is made of outdoor learning including educational visits as well as creative activities to enhance the curriculum.

The curriculum focuses not only on academic development but on specific areas of development such as communication, social, physical and emotional needs. It offers a comprehensive approach to learning with an emphasis on real life situations, decision making and problem solving. Pupils are encouraged to experience, explore and question. English and Communication is given a high profile and specialist approaches are used in communication e.g. Makaton signing is used throughout the school. In Key stage 1 and 2 there is a two year rolling programme of themes. (See appendix 1).

In addition to acquiring skills and knowledge through a broadly balanced curriculum, Teachers in key stage 1 and 2 encourage and support pupils to become independent, growing in confidence and maturity so that they can enter the secondary phase of school, and preparing them for adulthood.

Secondary

In KS3 all students follow National Curriculum; however the skills are selected from the Key Stage appropriate to individual levels of attainment. English, maths, science, humanities (history and geography), art, music, ICT, food technology, physical education, swimming, religious education, French and careers are all taught to pupils in Key stage 3. The work is broken down into small achievable steps to help all our pupils achieve. Life skills and personal, social, health and citizenship play a great part in the secondary curriculum. Pupils in Year 9 follow a License to Cook food technology lesson. Information communication technology (ICT) is a key part of our curriculum. There is a three year rolling programme of themes (see appendix 2). Communication plays a great part in the secondary curriculum. The school staff works closely with the speech and language therapist to plan and follow activities to encourage the development of speech and language.

In Key stage 4 there is increased flexibility in the curriculum in order for pupils to achieve OCR accreditation.

Courses leading to externally accredited qualifications and awards are integral to the future success and well-being of our young people. We offer

- Entry Level Mathematics, English, ICT and PE (where appropriate)
- Entry level/Diploma in Life and Living Skills

OCR modules focus on skills including communication, numeracy and PSHE (Personal, Health and Social Education) as well as life skills which aim to develop individual personal autonomy and independence. Life skills involve learning to travel and to shop independently, as well as independent living skills. The pupils are encouraged to make

the right choices and decisions in school life. The accreditation is nationally recognized by OCR and demonstrates recognition of the students' achievements.

In key stage 4 pupils will participate in focus weeks when the modules they undertake will work towards enterprise, and work related skills. These modules help to demonstrate to the students their roles and responsibilities as part of the wider community of which they are an important and integral part.

Each pupil attending the Secondary phase will be encouraged to develop as an individual adult able to make their way in the world. The students are encouraged to be as independent as possible and to be aware that their actions have implications not only for themselves and for others.

We aim to develop an enjoyment of learning that will continue beyond school. We work with local colleges, the Career Service and Social Care providers to plan for successful student transition at 16.

Appendix – EYFS Themed Topics

Themes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	All About Me Colour	All About Me Colour Christmas	Woodland Animals Winter	Woodland Animals Growing Spring	Minibeasts Outdoors	Minibeast Outdoors Seaside
Year 2	Me and My World Autumn	Me and My World Autumn Christmas	Rhyme and Books Birds Winter and Winter	Rhyme and Books Birds Weather and Spring	Wonderful World	Wonderful World
Year 3	All About Me Autumn/Harvest	All About Me Autumn/Harvest Christmas	World Animals Food Trees and Winter	All About Me Autumn/Harvest Flower and Spring	Wheels Wings Water	Changes Water Journeys

Appendix 2 – Key stage 1 and 2 Themed Topics

KEY STAGE 1

Themes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Ourselves	Celebrations	Once Upon a Time	It's Party Time	Living Things	Under the Sea
Year 2	My World	Arctic and Antarctic	House and Homes	Grow Your Own	Let's Roar	Buried Treasure

KEY STAGE 2

Themes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Super heroes and Pirates	Let's Celebrate	Land of the Giants	Gardeners World	Sports Mad	I Do Like to Be Beside the Seaside
Year 2	Ourselves	Circus	Time Travellers	Amazing Discoveries	We're All Going on a Summer Holiday	We're All Going on a Summer Holiday

Appendix 3 - Key Stage 3 and 4 Topic Webs

Themes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Healthy Lifestyles	Beliefs and Values	Identity and Cultural Diversity (Africa)	Road Wise	The World on My Plate	Shakespeare
Year 2	Funny Bones	Let's Celebrate (Festivals)	Global Dimensions and Sustainable Development (India)	Fire and Rescue	Technology and Media	The World at War/ Law and Order
Year 3	Reach for the Stars (Space)	My Changing World	Save Our Planet (Rain Forest)	Relationships	Enterprise	In My Life Time