

Curriculum Policy

This Policy and the Procedures applies to all staff, including senior managers, paid staff, volunteers and sessional workers, agency staff, students and anyone working on behalf of Gretton School, students/carers, external agencies and members of the public. It is essential that all understand that Gretton School is an educational provision for students with high functioning autism and Asperger's.

Introduction

The curriculum at Gretton is holistic and inclusive, meeting the needs of the whole child with respect to their physical, emotional, cognitive and spiritual development. The curriculum follows the National Curriculum where appropriate and is:

- broad and balanced
- relevant to each student's needs and interests
- measurable and achievable
- develops students as individuals and as future members of society
- offers vocational and academic training, as appropriate, to the 14-19 age group

Gretton School provides a curriculum built around the National Curriculum, but specifically geared to meet the individual(s) needs. The National Curriculum is differentiated to meet individual needs and adapted to suit individual learning styles. It is supplemented by subjects such, as social skills that are aimed at supporting the development of student's IEP/IBP targets that are linked to their statements. Lessons and IEPs/IBPs make relevant and direct links to personal, learning and thinking skills (PLTS) where appropriate and to the Every Child Matters agenda.

The curriculum is taught through a variety of styles that link to personal learning styles. It is made relevant by linking concepts to real life and consolidated through practical and curriculum enrichment activities using local and wider community resources and facilities.

Although the timetable is carefully structured, there is flexibility to ensure that learning is context driven to maximise opportunities for learning social and emotional skills. Practically what this means is that time is given to resolving issues with students and ensuring they are in the right frame of mind to access learning.

There is a strong emphasis on developing the whole student. The school concentrates on supporting students' independence by promoting organisational, problem solving, communication, social, recreational and vocational skills. Therapeutic interventions support student's access to the curriculum by providing a holistic approach to learning. Time is given to ensuring student's sensory diet, emotional literacy and communication is integral to planning and delivery and promotes academic and social progression.

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Principles at Gretton

Children and young people learn best when they are involved and engaged and when they are able to:

- stay safe
- be healthy
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.
- make good use of educational and social experience
- have opportunities to plan and execute their own work

The learning environment should be an appropriately stimulating place where:

- achievements can be celebrated
- differences respected
- empathy, tolerance and understanding promoted

Staff promote and foster:

- Effective and friendly partnerships with parents
- Effective and positive relationships with other professionals to promote a holistic approach to learning

The Management of the School promote and foster:

- The welfare and safety of students and staff
- A culture that promotes learning, understanding, tolerance, respect and progression amongst students and adults
- support systems that promote predictability and calm and a structure for ensuring that change can be managed appropriately

Therapies

- Occupational Therapy (OT)
- Music Therapy (MT)
- Speech and Language Therapy (SALT)
- Lego Therapy

Other Professionals working at Gretton:

- Educational Psychologist
- Specialist subject teachers

Approaches and strategies will be used as appropriate to meet student's individual needs to promote communication and learning.

Social skills will be promoted through distinct subject teaching as well as in context. It is recognised that this work will sometimes take time away from academic learning;

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however this is recognised as an important part of the Gretton Curriculum and is reflected in student's IEPs and IBPs that are reviewed on a termly basis.

The Timetable

This includes National Curriculum subjects as well as supplementary subjects. Academic lessons are followed by appropriate periods of reward in accordance with the Gretton School's Behaviour Policy.

Our school year is 190 days.

The school week provides approximately 25 hours of combined teaching and therapy time.

Planning

Class Planning

Schemes of work based on National Curriculum statutory guidelines, where appropriate, for each Key Stage:

Long term plans

Medium term plans

Lesson Planning

Lesson plans link with student's IEPs.

Individual Planning

IEP

IBP

Individual Risk Assessments (To link to IBP strategies and take into account any risks from other settings, Sensory Programmes and therapies)

Assessment

Baseline student assessment to be obtained on entry to include:

Details of last teacher assessment (include National Curriculum levels or equivalent) from previous school.

Exclusion information from previous school/s.

Attendance information from previous school/s (was the student only on a part time timetable?)

Information regarding behaviour from previous schools – aggressive responses, level of engagement, relationships with peers / social awareness, ability to take responsibility.

Gretton School Entry Assessment:

Spelling and reading tasks, dependent on ability and age

Mathematics task

Ability to write about an area of interest

Theory of Mind test

Ability to integrate with peers

Ability to conform to instructions / routines / compliance to adult directed work

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Ability to talk about likes and dislikes and awareness of strengths/ challenges/ diagnosis.

Assessment may also include EP assessment / report.

SALT and OT assessments may be required upon entry to help inform baseline assessment

Gretton School Continuing Assessment Process:

Termly IEP and IBP formulated in discussion with other professionals, parents and school staff as well as the student.

Gretton assessment system (KS 1, 2 and 3) – cumulative assessment, moderated half termly in teacher meeting. Gretton assessment system sheets for English, Maths and Science.

Level descriptor sheets for other subjects to gauge progress.

Gretton assessment system levels relating to the National curriculum to be teacher assessed every half term and work moderated.

Evidence of progress through teacher assessed student work, photographic evidence of student achievement and end of unit tests.

Spelling and reading tests (Using York Assessment of Reading and Comprehension) to be completed annually in June.

Social/Emotional progress – to be assessed through their IEP/IBP targets.

Staff to assess social and emotional skills in order to give an objective measure for progress in this area. This may involve a measure of attendance or incidents as well as other scales such as self-esteem or emotional literacy scales.

Key Stage 4 – GCSE/BTEC/Functional Skills specifications

Annual Review Process

Reviews are designed to identify progress against individual student's statement objectives/EHC outcomes and targets set in the previous year's Annual Review. Annual reviews from since September 2014 are combined with a Transfer Review form, to provide all students with a new EHC plan, relevant to their individual needs and their local authority.

Teachers are to encourage students to work towards statement objectives / EHC outcomes; through the IEP/IBP process (IEPs/IBPs should reflect statement/EHC objectives and outcomes). They are also to ensure progress is also measured against last year's AR targets. If statement objectives / EHC outcomes, are no longer appropriate then this needs to be included in AR report and suggestions made to LA for statement/EHC to be amended.