



The Garth School Curriculum Policy

1.1 Rationale

At The Garth School, we believe that all children have the right to access stimulating, thematic and enjoyable curriculums which includes:

1. breadth of learning areas and experience
2. balance
3. relevance to the pupil's experience, aptitude and interest
4. differentiation through teaching styles and contexts
5. progress and continuity that is flexible, rather than prescribed
6. opportunities to promote spiritual, moral, social and cultural development

The curriculums embedded at The Garth take account of the individual abilities and needs. Our curriculums provide pupils and students with the opportunity to develop and learn within a supportive environment and foster positive attitudes to learning that lead to success and achievement. Furthermore, the curriculums in place take into account gender, cultural diversity and special needs.

There are four curriculums in place at The Garth School for the following cohorts of pupils and students:

1. EYFS and Key Stage One
2. Key Stage Two
3. Key Stage Three
4. Key Stages Four and Five

2.1 Early Years Foundation Stage and Key Stage One

All pupils in the Apples Class follow the Early Years Foundation Stage Curriculum (EYFS), where learning is underpinned by the Early Learning Goals (ELGs). There are seven areas of learning comprising of the three prime areas:

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

and four specific areas:

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

A creative and stimulating cycle of topics provides a framework for the EYFS curriculum over a four year period. Detailed weekly planning is in place which incorporates the intended learning outcomes from the EYFS document and differentiated learning outcomes for pupils. Planning provides opportunities for pupils to develop their learning through a balance of adult directed



activities in small groups and access child initiated play. The indoor and outdoor learning environment is set up to maximise learning opportunities for all pupils. Records of pupils' achievements towards the Development Matters and ELGs are kept in pupils Learning Journey folders. Parents are able to view their child's progress and contribute to their development records through an online Learning Journey.

2.2 Key Stages Two and Three

The curriculum organises essential knowledge and key skills into the subject headings taken from The Primary National Curriculum, 4014.

The curriculums in place for pupils in Key Stages Two and Three enable teachers to plan the curriculum through a topic based approach, using cross curricular themes, rather than teaching subjects individually. There is much scope within these curriculums to incorporate an array of learning styles with teaching and learning resources appropriate to the curriculums and themes in place and the pupil's individual needs and abilities.

A Four Year Cycle at KS2 and a Three Year Cycle at KS3 is in place and forms part of the Whole School Curriculum Framework. In addition to the creative and thematic approach devised by teaching staff, relevant subject based units of work from the Equal's Documents have been incorporated into the Curriculum Frameworks.

Literacy, Numeracy and ICT are delivered as discrete subjects during morning lessons, though where appropriate, lessons are designed to link to the termly themes. Additionally, it is not always possible to link Physical Education lessons to the theme.

2.3 Key Stages Four and Five

The Upper School Curriculum is primarily based on AQA Accreditation, providing opportunities for students to access a broad and enriching array of educational experiences and activities, based on academic based learning (primarily Reading and Writing, all three strands of Maths and Personal and Social Development), independent and daily living skills and the development of skills and knowledge most pertinent to our students once they leave The Garth. AQA Accreditation is provided at Pre-Entry and Level One.

All students within our Upper School are provided with opportunities to visit a variety of college based settings and adult social care settings (depending on suitability for each individual student) and these opportunities enhance our curriculum greatly, including valuable Educational Visits and experiences.

3.1 Time Allocation and Planning

Each class has a timetable which clearly indicates the allocation of time to subjects and topic work. The Core Subjects of Literacy, Numeracy and ICT are delivered every morning. Although timetables indicate that children will be studying certain subjects at specific times, there are cross curricular skills which are taught to a greater or lesser extent within each lesson. Class Teachers produced detailed and complex Medium Term Planning and Short Term Planning. Differentiated tasks and activities, Learning Questions, Expected Learning Outcomes and a variety of learning styles and effective and appropriate teaching and learning resources are key features of class teachers planning.



4.1 School Organisation

The youngest pupils in the school; EYFS and Key Stage One are grouped in one class. Key Stages Two and Three are in Class Groups according to age although these pupils are split into ability groups for the delivery of Literacy, Numeracy and ICT. In Key Stages Four and Five, the students are split into two class groups according to ability for all learning opportunities and provision.

5.1 Subject Co-ordination

Each subject of the curriculum is managed by a subject co-ordinator who has responsibility for writing a policy for the assessment, planning, delivery, recording, monitoring and reporting of their subject across the school. Consistent formats for the role of subject co-ordination and a consistent contents list for subject co-ordinator files are in place have been agreed and implemented and further developments are in progress. Teachers have responsibility for managing at least two subjects of the curriculum.

6.1 Curriculum Statements

Curriculum Statements are detailed for all five Core Subjects.

6.2 Literacy

All pupils at the Garth School have daily access to Literacy lessons. Primarily, lessons follow a three part structure, with whole class teaching to begin the lesson, opportunities for pupils to enhance their learning and progress during the main part of the lesson and a whole class plenary takes place at the end of the lesson. Throughout Literacy lessons, learning is fun and experiences are exciting and stimulating. Class teachers facilitate pupil's learning using an array of differentiated learning styles and resources.

At The Garth School, Literacy encompasses teaching, learning and assessment within the four strands of the English Curriculum; Speaking, Listening, Reading and Writing. The four strands of Speaking and Listening; Speaking, Listening, Group Discussion and Interaction and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Pupils and students are encouraged to develop effective communication skills in readiness for later life.

In addition to this, pupils also have access to daily Phonics Teaching and Learning. Teaching staff follow the published Letters and Sounds Document and incorporate a wide array of resources and activities to support the enhance pupils learning within Phonics.

6.3 Numeracy

All pupils at the Garth School have daily access to Numeracy lessons. Primarily, lessons follow a three part structure, with whole class teaching to begin the lesson, opportunities for pupils to enhance their learning and progress during the main part of the lesson and a whole class plenary takes place at the end of the lesson. Throughout Literacy lessons, learning is fun and



experiences are exciting and stimulating. Class teachers facilitate pupil's learning using an array of differentiated learning styles and resources.

At The Garth School, Numeracy encompasses teaching, learning and assessment within the three strands of the Maths Curriculum; Using and Applying, Number and Shape, Space and Measure. Teaching styles and lesson structure provide opportunities for pupils to consolidate their previous learning, use and apply their knowledge, understanding and skills, ask questions, investigate mathematical ideas, reflect on their own learning and make links with other work.

6.4 Science

All pupils at the Garth School have access to Science lessons. Primarily, lessons follow a three part structure, with whole class teaching to begin the lesson, opportunities for pupils to enhance their learning and progress during the main part of the lesson and a whole class plenary takes place at the end of the lesson. Throughout Science lessons, learning is fun and experiences are exciting and stimulating. Class teachers facilitate pupil's learning using an array of differentiated learning styles and resources. These provide pupils with an opportunity to develop their scientific knowledge and their inquisitive minds and investigative skills. The practical experiences and investigations which form the basis of Science lessons satisfy our pupils and students curious minds!

At The Garth School, Science encompasses teaching, learning and assessment within the four strands of the Science Curriculum; Scientific Enquiry, Life Processes and Living Things, Materials and their Properties and Physical Processes.

6.5 ICT

All pupils at the Garth School have access to ICT lessons once a week. Primarily, lessons follow a three part structure, with whole class teaching to begin the lesson, opportunities for pupils to enhance their learning and progress during the main part of the lesson and a whole class plenary takes place at the end of the lesson. Throughout ICT lessons, learning is fun and experiences are exciting and stimulating. Class teachers facilitate pupil's learning using an array of differentiated learning styles and resources.

In addition to ICT being delivered as a discreet subject, ICT is an integral part of the majority of lessons at The Garth School. Pupils are provided with opportunities to enhance learning and progress in many different subject areas through the use of ICT.

Teaching and Learning resources include specialist equipment for pupils with PMLD, computers, iPads and a vast array of technology and equipment.

6.6 PSHE/SRE

All pupils at the Garth School have regular access to PSHE/SRE lessons, usually at least once a week. Primarily, lessons follow a three part structure, with whole class teaching to begin the lesson, opportunities for pupils to enhance their learning and progress during the main part of the lesson and a whole class plenary takes place at the end of the lesson. Throughout PSHE/SRE



lessons, learning is fun and experiences are exciting and stimulating. Class teachers facilitate pupil's learning using an array of differentiated learning styles and resources.

The school has recently enhanced the PSHE Curriculum to incorporate SRE. Teaching staff follow a comprehensive Long Term Plan which includes learning concepts for both PSHE and SRE. SRE is delivered in a discreet and sensitive way. Pupils only have access to SRE lessons which are appropriate to their needs and abilities.

Approved by Governors

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