



# CURRICULUM POLICY

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## **School Rationale**

### **Core Purpose of the Curriculum Coordinator**

A Curriculum Coordinator provides leadership and direction for learning within the seven areas of learning within the Foundation framework. The Co-Ordinator works closely with the Speech and Language Team to improve communication throughout the school. The coordinator has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice. Throughout their work the coordinator ensures that practice improves the quality of education provided, meet the needs and aspirations of all pupils and raise standards of achievement in school.

The coordinator plays a key role in supporting, guiding and motivating teachers and other adults of the subject. They evaluate the effectiveness of learning and teaching and progress towards targets for pupils and staff to inform future priorities and targets for the subjects through subject monitoring. The coordinator will identify needs in their own subject and recognise that these must be considered in relation to the integrated curriculum planning across the school.

### **Subject Vision Statement**

"Communication is one of the fundamental building blocks to learning and is at the centre of the curriculum at Ty Gwyn. We advocate a Total Communication Approach and aim to provide for the needs of all pupils so they can communicate according to their individual capabilities."

## Rationale/Introduction

The Curriculum for All Learners Document states:

To enable all learners' access to relevant skills, knowledge and understanding at an appropriate level, school may select content from the foundation phase or any key stage within the curriculum and use it flexibly together with the skills framework 2008 in order to:

- Provide a meaningful, relevant and motivating curriculum to their learners
- Meet the specific needs of their learners and further their all round development

This is the principle on which we base our curriculum and assessment. A large percentage of our student population remain working on a level below P6. This is roughly equivalent to Foundation Phase or National Curriculum Outcome 1. Therefore, it is overwhelmingly relevant for our learners to experience and develop the skills associated with the foundation phase rather than those related to their relevant chronological key stage. In doing this, pupils are given time to develop the skills that their learning disability hinders. We also develop early communication through the delivery of different therapies.

Communication is the means by which we give and receive information about ourselves and the world. At Ty Gwyn we focus on early language and communication skills and advocate a Total Communication Approach which includes the use of:-

- Spoken Language
- Objects of Reference (O.O.R)
- Picture Exchange Communication System (PECS)
- Sign language (Makaton and BSL Signs used where necessary)
  - Cannan Barrie (Body Signing)
  - Intensive Interaction
  - Activity Markers
- Voice Output Communication Aid's (VOCA's)
  - Visual Cues (photos/symbols/objects)

### Aims

- To ensure that each individual student has an appropriate method of communication.
- To ensure all communication aids provided for a pupil remains with the pupil for as long as needed and is developed/adapted as necessary.
- To raise staff awareness and develop confidence in the use of total communication throughout the school.
- To ensure adequate resources to support communication are provided and maintained.
- To offer training to staff/parents/carers, and other relevant individuals involved with the pupil.
- To support continuous professional development in this area with updated training.

### Planning

All teachers set specific targets in language/communication for each student in their class, according to their individual needs. These targets will directly link to any targets set by the SALT team.

All work is planned on established proformas in line with whole school planning to ensure consistency. In order to demonstrate progression and to gain evidence, tasks are broken down into smaller, achievable steps. These are then detailed in the pupils I.E.P. and context outcomes and are regularly evaluated and updated as necessary.

### Learning and Teaching

Communication is a key skill and therefore is not generally taught as a discrete subject. Rather, it is embedded into the curriculum and visited throughout the day within classroom routines (sensory timetable, snack time, circle times, lessons etc).

Staff are encouraged to provide communication opportunities throughout the school day across the curriculum.

SALT, HI, VI and MSI teachers visit the school to advise teachers on appropriate target setting.

Effective communication will depend on:-

- Staff having high expectations.
- Providing the pupils with a variety of motivating experiences/activities to allow them to discover their abilities and differentiating for a pupil's ability level.
- Planning and using time and resources effectively.
- Setting specific tasks, each pupil having his/her own target, which can be adapted and simplified so that success can be achieved, with each pupil working at their own differentiated level
- Continuously assessing pupils' communication skills.

### Assessment and Recording

Effective Assessment and the systems underpinning it are key to high quality teaching and learning and to successful schools. Effective assessment combines **Assessment of Learning** with **Assessment for Learning** to produce a linked overview of student progress.

Whilst assessment can take different forms, the prime reason for all assessment remains constant. Assessment information should help learners to improve their learning and help teachers plan for progression. The information that assessment generates should provide a shared language for discussing progress and planning improvement. It should be dependable and purposeful. Assessment information should include 'post-it note' observations, video evidence, photographic evidence, formal written statements, pupil work etc...

To ensure continuity and progression across the curriculum. Formative and summative assessment in Ty Gwyn takes place in 4 phases:

- Routes for Learning –P1- P3
- Phase 1 – P3ii-5
- Phase 2 – P6-7
- Phase 3 – P8 – NC 1

In addition, we are required to provide statutory teacher assessment at the end of each key stage. This information must take the form of the outcome descriptors at the end of each key stage curriculum document. However, since we use P-Level data as a more

meaningful comparison, it is necessary to cross reference the levels. Therefore for the benefit of our assessment procedure:

<b>Ty Gwyn Assessment Phase</b>	<b>P-Level</b>	<b>MSI Victoria Curriculum</b>	<b>Foundation Phase Outcome</b>	<b>National Curriculum Outcome</b>
<b>Routes for Learning</b>	1-3	Phase 1 & 2	Working towards Outcome Level 1	Working towards Outcome Level 1
<b>Phase 1</b>	3ii-5	Phase 3	FP Outcome Level 1	NC Outcome Level 1
<b>Phase 2</b>	6-7	Phase 4	FP Outcome Level 2	NC Outcome Level 2
<b>Phase 3</b>	8-NC 1	Phase 4	FP Outcome Level 3	NC Outcome Level 3

### **Key Skills**

A non-statutory Skills Framework for 3-19 year olds in Wales has been developed to underpin the Foundation Phase. It provides guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3-19. These are skills that will enable learners of any age to become successful, and they need to be embedded into the experience of learners across all areas of learning.

### **Resources**

- Teachers, working alongside SALT, will identify resources needed to support communication for individual pupils and throughout the school, and will purchase resources needed through the communication budget.
- Resources will be maintained and updated for individual pupils whenever necessary.
- The school library will also house communication/language resources.
- Other resources for communication can be found on 'teachershare', in the Communication folder and PECS files in the reprographics room.
- Each student will have a Communication Passport which will be updated each year or when appropriate. Staff will ensure that all persons involved with working with a student have access to this Passport.

### **Health and Safety**

The school follows the recommendations within the County's Health & Safety Policy. Staff accept the responsibility to plan safe experiences / activities in communication and to match the level of adult supervision and support to the degree of risk involved.

Any specific issues relating to Health & Safety that require immediate attention should be brought to the attention of the Head teacher, Curriculum co-ordinator and Health and Safety Officer

### **Equal Opportunities**

All teachers at Ty- Gwyn must take account of all pupils learning styles and their learning needs. They must demonstrate an understanding of how our pupils' development and wellbeing are affected by a range of social, religious, ethnic cultural and linguistic differences. All teachers take account of diversity and promote equality and inclusion in their teaching.

### **Staff Development**

Staff will have access to in-service training as and when appropriate, in line with the school's Staff Development Policy. Staff will be responsible for identifying their own training needs and to seek assistance from the communication co-ordinator or SALT. The co-ordinator will also disseminate any relevant information to the staff.

### **Role of Coordinator**

- To monitor pupils' communication needs and the use of communication aids.
- To be responsible for the purchase and maintenance of necessary resources.
- To discuss future development plans/aims for communication within the Curriculum.
- To support and encourage other staff to develop their confidence and skills in all aspects of communication and identify staff development needs.
- To attend relevant courses and disseminate important and relevant information to staff.
- To develop whole school targets and areas to develop for communication.

### **Role of Head teacher**

- To discuss future developments for **Communication** with the Curriculum and subject co-ordinator.
- To help motivate staff to create a rich & stimulating learning environment.
- To support and encourage other professionals to develop their skills and teaching of all aspects of **Communication**.
- To ensure budget provision for current resources and materials.
- To ensure budget provision for staff training.





# Tŷ Gwyn School

## Curriculum Policy Transition

Effective Date of this policy:	January 2012
Person responsible for this policy:	D. Stones
Link Governor :	D. French
Date of last policy review:	January 2011
Date of next policy review:	January 2013

## **Managing and Co-ordinating Transition**

### **Introduction**

At Ty Gwyn School we will endeavour to ensure a smooth transition for all pupils as they move from their primary education to their secondary education.

This document is a commitment by Ty Gwyn School and its governors to develop and deliver a curriculum in such a way that it supports continuity and progression in learning as pupils move from Key Stage 2 to Key Stage 3 and beyond.

We will also ensure the transfer of relevant information from all departments, the development of pastoral links and the communication of individual needs. We may wish to nominate a designated governor for transition matters.

### **Overall Responsibility**

The overall responsibility lies with the Headteacher in Ty Gwyn School who will be responsible for the implementation of the policy, its ongoing development and the review and evaluation of its effectiveness, at least one year.

### **Our Aims**

- To prepare our pupils for the challenges of the move across the key stages and beyond.
- To maintain and build on the standards achieved at the end of key stage 2.
- To ensure all staff are fully aware of practices, methodology and experiences within the adjacent key stages.
- To ensure continuity of progression in planning and the delivery of the curriculum where relevant.
- To improve the quality of learning through partnerships and sharing of good practice.
- To ensure the development of key stages and basic skills.
- To promote the continued social and personal development of pupils and young people.
- To make a commitment to share expertise and resources between the departments.

### **Continuity in Learning and Teaching**

#### **Actions will include:**

- The raising of the standards of Learning & Teaching by sharing, e.g., lesson structures, oracy where pertinent and other relevant strategies.
- Staff will develop consistency of practice in the areas of learning objectives, behaviour management, success criteria, skills, routines, equipment movement around the school through observations and professional dialogue.

- Staff with extend pupil's and young people's independence and lifelong learning skills.

### **Consistency in Assessment and Monitoring of Pupil Progress**

#### **This will be achieved through:**

- Sharing of data.
- Development of assessment portfolios.
- Development and understanding of assessment.

### **Evaluation of the Plan**

#### **Monitoring evaluation and review of the plan will be undertaken in the following ways:**

- Through examination of the School Improvement Plan by the Senior Leadership team.
- There will be discussion and feedback from learners, as appropriate.
- There will be discussion and feedback from parents.

Ty Gwyn School will continue to assess factors which may affect the progress of the plan such as staffing, resourcing and time management.

#### **Information to be gathered to inform the process will include:**

- Standards of pupil's performance.
- Levels of behaviour.
- Levels of attendance.
- Pupil's self esteem/use of ICT to access learning.

For those young people who are 14 years+, the school is committed to working in partnership with a transitional planning officer (appointed by social services).

Our aim is to achieve cohesive working which will bridge the gap between children and adult service for young people, their families/carers and professionals giving clear guidance on the procedures which need to be adhered to.

We will work in partnership to ensure an absolute commitment to equality, inclusion and the removal of discrimination and disadvantage.

#### **The agencies involved will:**

- Monitor and evaluate the effectiveness of the full range of tasks undertaken and/or contributions made as a part of transitional planning.
- Provide a framework that will enable the individual to maximise their potential for independent living.
- Ensure that young people and their families/carers are fully involved in the planning process.
- Consult with the young people and their families/carers to make sure that they are able to access the services they need.
- The transition process is shared using a person centred approach to planning.

- Young people will be offered support to make their own decision as they move into adult life where appropriate.

**Transition planning is the time when young people at Ty Gwyn are:**

- Preparing to leave school.
- Going to specialist colleges of further education, supported employment or training schemes and/or requiring support from adult services.

The transition period starts when a young person becomes 14 years of age until they are 25 years of age.

Arrangements to complete the transition plan will be discussed and agreed at the young persons 14+ review in school.

During this period the young person will receive support to think about and plan for their future.

A lead person will be available to support the young person and their families to co-ordinate the information and develop the transition plan.

**The lead person may be:**

- Headteacher from the school.
- Transitional Planning Officer from social services.
- Independent Advocate supporting the young person.

The plan should take into account the young person's preferred method of communication and support requirements.

The plan should be reviewed on an annual basis.