

LONGWILL SCHOOL FOR DEAF CHILDREN

CURRICULUM POLICY

January 2022

Longwill School

Curriculum Policy

Objective of Policy:

This policy aims to provide all stakeholders with a clear understanding of Longwill School's curriculum for Deaf pupils.

Statement of Policy

- The policy at Longwill has been developed to enhance the lives of profoundly Deaf sign bilingual children. We aim to provide the fullest possible coverage of all the areas of the statutory National Curriculum in combination with the consideration of the special educational needs of the Deaf.

A Rights Respecting School:

- Longwill pupils develop a deep understanding of universally held rights, and a determination to ensure that everyone is enabled to achieve in line with their potential.
- As a Rights Respecting School, Longwill does its' best to ensure that all pupils are aware of their rights to a rich and diverse education. This is outlined in several articles of the UN Rights of the Child e.g. **Article 28** You have the right to good quality education. **Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. **Article 30** You have the right to practice your own culture, language and religion - or any you choose.
- Developing an understanding of universally held rights

The rationale for the development of the Longwill Curriculum:

At Longwill, we want to develop young Deaf pupils with a resilient attitude. Successful learners, who enjoy learning, making progress and achieving their academic potential. Our curriculum develops responsible citizens who can make a positive contribution to society amidst a curriculum that promotes broad cultural experiences for all pupils. It promotes high standards that are obtained through a rich, varied, connected and exciting curriculum which develops children in a range of ways (see Appendix 1).

Aims of the Longwill Curriculum:

- The policy has been developed to match the stated aims and mission statement of the school.
- Ensure key concepts are clear and focus on developing subject knowledge, progression and sequencing of ideas.
- The curriculum is broad and balanced and reflects the aims and provision of National Curriculum 2014 and Early Learning Goals (2021) in all subject areas.
- High standards are obtained through a rich, varied and exciting curriculum which maximises pupils' life chances.
- It is pupil-centred, using pupils' needs and lived experiences as a starting point.
- The curriculum is agreed and shared by all Governors and staff members. Discussions are ongoing and curriculum is monitored and evaluated and changed, where necessary, to reflect the school's needs and changing priorities. Also; to build personal character of our pupils in line with our curriculum vision.
- Using the curriculum to address disadvantage and provide equality of opportunity
- Regular curriculum review
- Intelligent use of assessment to inform curriculum design
- Retrieval of core knowledge baked into the curriculum
- Key Skills for learning; communication, application of number, computing, working collaboratively, questioning, improving own learning, problem solving and thinking skills. These have been woven into each Curriculum area and these key skills **must be** reflected in the planning and delivery in all phases.
- We are committed to building resilience and self-esteem in Deaf pupils and adopt 'Building Learning Power (BLP)' as a school-wide approach to helping pupils become better learners.

OVERVIEW: The Longwill Curriculum

Longwill Curriculum is inclusive and ambitious; it is under-pinned by our key principles: Connected Child, Connected Curriculum and Connected Community, It is with these principles that staff at Longwill are driven in their desire to open the eyes of learners to the wonders of our world and community.

Longwill Curriculum Vision for Pupils:

- Ensuring that our Deaf pupils have a solid connection with their own Deaf identity through a secure connection with their universal rights, enabling them to value the connected curriculum and feel a strong sense of belonging to their community.

Our aim is to support and develop confident, engaged, happy and resourceful young Deaf life-long learners. The Longwill Connected Curriculum strives to support pupils to be the best they can through a highly personalised and child focused curriculum. This will enable them to function effectively within both the Deaf and Hearing world and communicate as proud bi-lingual and bi-cultural young people; who are actively engaged and can contribute within a diverse community.

Longwill Connected Curriculum promotes:

' the **connected child**, **connected curriculum** and **connected community**'

Connected Child:

Longwill pupils take pride in themselves, their attributes and their achievements. They develop the skills and resilience necessary to stay safe and thrive in the Deaf and hearing world.

This is achieved through the following character building areas:

- Promoting resilience, well-being and health
- Promoting positive relationships and ensuring personal safety
- Promoting Building Learning Power
- Celebrating personal heritage

Connected Curriculum:

Longwill pupils receive a personalised curriculum for every Deaf pupil. They develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences.

This is achieved through the following character building areas:

- Delivering broad, deep, reinforced skills, knowledge and understanding
- Promoting self-confidence, respect and pride in achievement
- Developing curiosity, critical thinking and problem-solving
- Fostering life-long learning and preparation for transition

Connected Community:

Longwill pupils view themselves as global citizens of a vibrant local community. They are passionate about celebrating diversity and enhancing the lives of others.

This is achieved through the following character building areas:

- Developing pride in our local Deaf community
- Understanding fundamental values
- Celebrating diversity and participating in democracy
- Protecting and sustaining the environment
- Valuing equity in all aspects of society

Common Values and Purpose

Our curriculum:

- Is broad, exciting and challenging and aims to achieve high standards
- Is underpinned by the UN Convention on the rights of the child, ensuring that pupils know their rights and are encouraged to seek those which are not being met.
- Is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them
- Is carefully planned, structured and sequenced to ensure that learning is continuous, and that our pupils make expected and above expected progress
- Engages the children's interests and curiosity, encourages and motivates them to want to learn
- Is exciting and promotes first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding to equip them for later life
- Will open their eyes to the wonders of the world about them and cause them to marvel at the incredible and fantastic world in which we live
- Encourages pupils to be curious, to ask questions, make connections ~~and links~~, work collaboratively and develop a thirst for learning which will stay with them throughout their lives.
- Is structured to ensure that all pupils from the earliest opportunity are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.
- Celebrates all teachers and other professionals as 'life-long learners,' committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experience.

Aspects regarding the pupil's Deafness

- The curriculum provides opportunities for our profoundly Deaf pupils to learn British Sign Language in order to achieve the fullest possible educational advantage in school and later in their lives.
- Deaf Studies is taught to all pupils throughout the school. Deaf members of staff plan and deliver Deaf Studies lessons once a week. This covers issues around Deaf culture, identity and community, history, technology, communication and language.
- The place of teaching assistants and Deaf adult communicators is considered vital for the best possible delivery of curriculum in Longwill. They are included and consulted in all developments and there are regular meetings and discussions.
- The connected curriculum promotes pupils' spiritual, moral, social and cultural development preparing them for the opportunities, responsibilities and experiences of life as a Deaf person in a Hearing world now and in the future.
- The approach to the curriculum is varied but reflects the need for deaf children to directly experience the world. Provision is made for the pupils to make educational visits, be involved in residential trips, environmental visits, and forge links with local mainstream schools with an aim to extend their understanding of the world they live in.
- A creative curriculum, where subject areas are linked together by a common theme is particularly useful for deaf children. Meeting target vocabulary regularly and exploring concepts from a variety of different angles reinforces the new language that a deaf child has to assimilate.
- The use of KWL charts (graphic organisers- what they **know**, **want-to-know** and **learned**) help pupils to organise information before, during and after a unit of lessons. KWL charts support Deaf pupils to organise their thinking, activate prior knowledge and monitor pupils' learning. (see appendix2)

Aspects regarding the specific Special Educational Needs of some children

- The curriculum aims to meet the children's diverse needs, starting places, abilities and special educational needs.
- Outside agencies, offer a range of input and advice to teachers and Learning Mentors; they are used to the fullest advantage of each individual child. Joint working practices are supported by management, in providing time for discussions, rooms to work in, joint planning and access to staff for the best use of their expertise.
- The place of therapy for some children is built in to the timetable and is directed by their need and entitlement.

- Some children can benefit from regular inclusion. Provision is made, and supported, in local mainstream primary schools with fortnightly visits where pupils engage and learn alongside hearing peers. Special inclusion programmes which take into account the needs of individual pupils' communication needs will be considered.
- Close links with local mainstream schools offer pupils the opportunity to collaborate with hearing peers. Drama, RPSHE, R.E, Art, Signed Singing, E-Safety and outdoor learning provides a suitable context for shared projects.

Aspects of work with Parents

- The dedication of staff who work with parents in and out of school offers the best possible working practice for the delivery of the curriculum to the children.
- Curriculum development is shared with parents. Presentations to parents during parent consultation meetings, with interpreters for the variety of home languages are well established.
- Curriculum targets are set for pupils every half term. These are shared with both parents and pupils and reviewed regularly.
- 'What's On' and 'What's Happened' booklets are sent home at the start and end of each half term. These outline the curriculum aims for each class and encourage pupil voice and viewpoint at the end of each topic to showcase and reflect upon their learning. (see appendix2)
- The school website informs parents of events, trips and important dates. It celebrates pupils work and allows parents to see photos of special school events. This can be viewed at: www.longwill.bham.sch.uk
- Parents, pupils and staff sign a Home-School Agreement every year so that pupils' learning can be optimised.

Aspects regarding Management of the Curriculum

- Subject leads oversee groups of subjects and encourage shared discussions, planning, assessment and resourcing. Each subject area has a curriculum subject leader, responsible for its management. Adequate time is given for the management of the work and a rolling programme of Monitoring and Evaluation (through our Connected Curriculum Calendar), including observations and meetings, is in place. A teaching assistant works with the subject leaders to support them in this area of responsibility.
- Curriculum policies are written for each area. The subject leaders, in consultation with senior managers, develop the schemes of work. Decisions are made regarding breadth, balance and depth of each unit of learning depending on the needs of a particular group. All are designed to meet the needs of Deaf children in particular. Coverage of the programmes of study is regularly monitored by subject leaders and the lead for curriculum.
- Alongside the National Curriculum we have a well-established 'local' curriculum. The local curriculum promotes the teaching of learning of life skills and self-awareness in deaf children. Provision is made for pupils to engage in environmental activities- Eco Warriors, gardening, Deaf Studies, Circle Time, lunch time clubs, Forest Schools, being a Rights Respecting School etc..
- Outcomes of policy are reflected in the long-term, mid-term and weekly planning. Links are made whenever possible to make the best use of Teaching and Learning opportunities.
- Progress, achievement and attainment in the curriculum are measured in a range of ways. National Testing and assessments at KS1 and KS2 take place, if appropriate.
- Pupil progress is regularly tracked and monitored to assess the progress and attainment of each pupil against the National Curriculum year statements and Longwill Statements (LS) by identifying what has been taught (T), and where pupils are in their learning; emerging (E), developing (D) or secure (S) TEDS.
- During annual reviews of education and health care plans, outcomes are used to impact teaching and learning.
- Furthermore, we benchmark our data alongside other deaf children via the Sign-Bilingual Consortium, to ensure that the curriculum, teaching and learning are securing high standards for deaf children.
- Assessment for Learning informs the teacher about the pupil, influences the curriculum planning and the way it is delivered (see Assessment Policy).

Every Child Matters

Our curriculum design continues to be influenced by the five outcomes within the ECM document.

These are:

- Enjoy & Achieve
- Stay safe
- Be Healthy
- Make a positive contribution to the community
- Achieve economic well being

We do this in subject areas, throughout our daily lives within school and in the activities, we offer to the children. For example,

Enjoy & Achieve –Getting the most out of life and developing broad skills for later life- UNCRC A: 31 Every child has the right to relax and play A: 5, A:13, A:14, A:17, A:29, A:31,	All day	School visits and residential trips Visitors (deaf and hearing) School rules/Class Rights Respecting Charters Exciting relevant & connected curriculum Learning Mentors role
Be Healthy Enjoying good physical and mental wellbeing- UNCRC A: 24 Every child has the right to good education, good quality health care and enjoy a full and decent life, in spite of any SEND needs A:39, A:28, A:23, A:15	Science	See Science Policy
	Healthy Schools Standard	Healthy Schools Standard Fruit scheme for whole school Lunch time clubs (STEAM, LEGO, MATHEMATICS, GOLF, ECO, CHESS)
	RPSHE	See RPSHE overview SEAL and Circle Time Phase and whole school assemblies
	Deaf Studies	Weekly throughout school. See wall displays
	PE	At least 2 hours p/w PE Weekly swimming for Y3-Y6 (Currently not in place due to COVID) Sports Partnership events Sports Clubs at lunchtimes
Stay Safe - Being protected from harm and neglect and grow up with independence. UNCRC A: 19 Every child has the right to be protected from harm A:9, A:10, A:13, A:18, A:20, A:32-40	RPSHE	Safety week throughout school SRE Changing and Growing programme Rights Respecting School Peer Mentors
	Visitors & Visits	Fire-crew visit, Nurse, Police, Safeside, Bright Sparks
	Whole school	Risk assessments, Risk Reduction plans Assemblies
	PE	See PE policy
Make a positive contribution to the community and wider society engaging in positive social behaviour UNCRC A: 14 Every child has the right to have their own thoughts and beliefs and to choose their own religion with parents' guidance A:5, A:10, A:13, A:29, A:30, A:31,A:42	RPSHE/Citizenship	School Council Eco warriors Club Gardening Club Forest Schools Nurture Group Building Learning Power focus (BLP) Allotments School Council Circle Time Y6 Prefects Peer Mentors Lunchtime Monitors
Achieve economic well-being having an understanding of economics to achieve their full potential in life UNCRC A: 26 My family should get the money they need to help bring me up, when they are not able to do it themselves A:8, A:24, A:27	RPSHE	Money management projects Maths enterprise week Fundraising for other causes Community Projects

Teaching Group Arrangements

- Main school is divided up into two Key Stages Key Stage One (KS1) Year2 and Key Stage Two (KS2) Years 3-6, led by a senior teacher. Together staff plan for the medium term and short term, in line with the long-term themes.
- Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements of the Education Reform Act 1988, the revised National Curriculum 2014 and the changing needs of the school. The review of all curriculum policies takes place over a three-year period as laid out in the Self Evaluation Framework.
- Projects are organised flexibly according to the amount of learning and relevance to National Curriculum outcomes. This means that topics are not necessarily half a term in length.
- A long-term Curriculum map for each class in school is developed and shared with parents on the school website (see Appendix 3 for exemplar). This gives a brief indication of what is taught within each curriculum area and makes cross curricular links to the rotational topics.

Long Term Planning

- Our “Connected Curriculum” is based on a rotational cycle of themes. It provides teachers with an overview of what is taught throughout the school and identifies consistency of teaching. (See appendix 4)
- We have Curriculum Maps for all subjects. These maps identify knowledge, skills and understanding, and the progression of learning throughout the school. Subject leaders review curriculum coverage within their subject and the policy which informs long term planning as part of the monitoring and evaluation cycle and Connected Curriculum calendar.

Medium Term Planning (MTP)

- Subject leads monitor and evaluate MTPs termly or half termly to identify learning objectives that link to the National Curriculum and the school’s Connected Curriculum
- They map out: activities, learning outcomes, key concepts, technological vocab, resources, differentiation, learning styles and assessment opportunities.
- **Short term planning**
- Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis.
- They evaluate their plans in light of their teaching and observations of pupils and amend plans based upon their findings.

Curriculum Hours

- The subjects and their timetable allocations are based on a 32.5 hour week, with six and a half hours of lessons a day Monday to Friday. This is inclusive of daily registration and collective worship. **All pupils are expected to be taught a broad and balanced curriculum involving all relevant subject areas.**

Foundation Department

The department follows the New Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published on 1st September 2021 by the DfES. This is used alongside the non-statutory Development Matters guidance to implement the requirements of the EY framework for learning and development. The EYFS framework sets the standards to **make sure that children aged from birth to 5 learn and develop well and are kept healthy and safe.**

The curriculum is organised around seven specific areas of learning:

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

- Understanding of the World
 - Expressive Arts and Design.
- The EYFS curriculum illustrates how the 'Characteristics of Effective Learning' may be supported and extended by adults as well as the way in which they underpin the 'Prime' and 'Specific' areas of learning.
 - There is a cross-curricular approach to the curriculum. A cycle of half-termly topics ensure full coverage.
 - The main focus is on the development of early communication skills and the timetable reflects the bilingual nature of this. Most, but not all children arrive in the Department requiring a 'Language catch-up' at best, or an introduction to a first language in some instances.
 - Native and skilled signers use BSL at specific times of the day. English is taught, mainly through spoken modelling of the language and in a functional way through activities overlaid by conversation. Good use of stories and songs in signed supported English is the main way of delivering the English curriculum. Language overlays all the activities during the day.
 - There is a 'working towards' approach to a more formal curriculum in Reception. They learn alongside Early Years for play activities but work in increasing amounts of time for Literacy and a short Maths lesson as the year progresses.
 - The topic cycle followed in Reception gives opportunity for meeting the same language and reinforcing the language and concepts of a particular curriculum area at a higher point of progression in the spiral. (See Foundation Policy Document)
 - Deaf Studies is taught so pupils can develop a clear understanding about Deaf Culture, Identity, community, technology and history. This is planned and delivered weekly by a Deaf member of staff in each class.
 - Free Flow is an important part of the weekly timetable.
 - "Evidence Me" is being used to facilitate the electronic recording of observations within the EYFS department. It fosters improved communication between parents and school. This is being trialled in EYFS from 2021)

Key Stage One (KS1)

- When pupils move into Year 1, we take account of the need for individual pupils to learn through play and transition pupils towards the Y1 curriculum not at a point in time but rather when pupils have reached that stage in their development
- There are daily English and Maths lessons.
- The children have BSL time, mainly via story and conversation groups with a Deaf adult.
- Science and DT are integrated into the half termly theme where possible and can sometimes form separate weekly projects.
- Years 1 & 2 work a topic cycle based on the programmes of study for core and foundation subjects. (See individual subject area policy documents for details)
- The co-ordinators for each subject area are responsible for the monitoring and evaluation of the curriculum in Key Stage one and Foundation.
- PE is taught with two year groups e.g. year3/4 and year 5/6 lesson and lessons are generally 45 minutes, with weekly dance lessons.
- Deaf Studies is taught so pupils can develop a clear understanding about Deaf Culture, Identity, community, technology and history. This is planned and delivered by a Deaf member of staff.

Key Stage Two (KS2)

British Sign Language, English and Maths

- Teachers refer to the National Curriculum when planning their lessons and select statements from the relevant NC year for their class, this ensures appropriate differentiation and challenge is incorporated into each lesson. Teachers are able to deliver areas of learning flexibly to work most effectively with their class topics/projects.
- Deaf Studies is taught weekly, so pupils can develop a clear understanding about Deaf Culture, Identity, community, technology and history. This is planned and delivered by a Deaf member of staff.

Science, Humanities, Design Technology/Art, Computing/Music, PE, RPSHE

- These subjects are taught within year groups and, generally, take place in the afternoons. However, teachers are able to plan the school day flexibly to best meet the needs of their pupils.
- Subjects are linked together under half termly concepts. At times, subjects will be taught discretely in order to ensure curriculum coverage. Each KS2 year group follows the curriculum specified by the subject lead (see individual subject curriculum policies) for the afternoon period (approximately one and half-hours each subject).
- PE is a whole key stage lesson and there is a 45-minute, weekly dance lesson taught each week. Every KS2 pupil swims once a week (paused during Covid-19).

Modern Foreign Languages

- All pupils at KS2 are able to learn a foreign language for at least 30 minutes every week or an afternoon each half term. The MFL programme of study is covered. Pupils develop an understanding about the language and culture of the USA.

List of Subjects Taught.

• Reading	• Computing	• Design & Technology
• Writing	• History	• Music
• Mathematics	• Geography	• RPSHE Relationship Personal Social Health & Economic Education
• Science	• Art	• RE Religious Education

Please see individual curriculum policies for further information.

Other Subjects within our Curriculum.

- Our SMSC policy is delivered through the connected curriculum, both in academic context and beyond the classroom experiences. Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.
- Dance is taught weekly, all pupils throughout school have an opportunity to express themselves through dance. The work is effectively linked through the mapping of key concepts.
- Swimming takes place weekly for pupils in Y3-Y6.
- Circle-time provides a focus for behaviour and emotional literacy and awareness. An annual framework for Circle Time is followed by the whole school.
- Building Learning Power is an attitude that is adhered to and taught alongside all subject areas. It promotes and develops an attitude of resilience, reciprocity, reflectiveness and an attitude of resourcefulness within our pupils and school community. This is introduced to pupils from EYFS to Y6.

Therapy and Individual Educational Plans

- The children in Longwill are placed here to fulfil a range of special needs objectives and access their right to a full curriculum **Article 28,29**. A range of professionals are in place to support individual needs.
- A Speech and Language Therapist works within school once a week. Her role is to advise and assess all the children in school and work with specific groups of children on a rolling programme.
- BSL deaf adult communicators work with each child on an individual and/or small group basis, depending on need. A Deaf staff member leads the BSL team. They act as cultural and linguistic role models and are responsible to the teachers for the development and extension of the children's first language. Pupils, who are able, are entered for their British Sign Language Level 1 examination.
- Visits from Occupational and Physiotherapists, Educational Audiologists, specialist Deaf CAMHS Team, play therapists, psychologists and physicians are frequent.
- There is a daily programme of therapy-led exercises for some children whose needs have been specified in an Individual Plan.

British Sign Language and Deaf Studies

- Although not a National Curriculum subject, BSL plays an integral part in the communication policy of Longwill and the Sign Bilingual ethos of delivering the curriculum. (UNCRC A: 30 Every child has the right to speak their own language).
- It is vital that BSL is given the highest priority as a language of communication around school, between staff and children. The expansion of the linguistic community for the children is of highest importance and Deaf communicators will be working with the children to deliver our policy. (See Bilingual Policy and BSL Curriculum and Policy)
- Deaf adults will be seen working in classes and withdrawing children for 1:1 BSL language development sessions
- As stated earlier, in recognition of the sign language skills and ability of our children, some pupils are entered for their Level 1 BSL examination.
- Deaf Studies Curriculum runs throughout the school from Foundation to Y6. It covers 5 areas of learning: Culture, Community, History, Technology and Identity. Learning is planned, delivered and evaluated by Deaf staff in close liaison with class teachers and the Curriculum Lead.

LunchTime Clubs

- As pupils are transported home at the end of school we are not able to run many after school clubs. However, older pupils are able to attend a Youth Club for Deaf Children after school once a week
- There are several lunchtime clubs on offer to pupils. These include home learning club, dance club, golf club, chess club, physio club, bike club, Lego club, maths club and a STEAM club (joint science, technology, engineering, art and maths) and an ECO club run by both Deaf and hearing adults. (Article 15, I have the right to meet with friends and to join groups).

Monitoring and Evaluation

- M&E of the curriculum is carried out on an annual rolling programme of subjects.
- The Curriculum lead monitors long-term and medium-term planning and carries out regular classroom observations.
- Learning walks, work scrutiny, lesson observations and peer observations support the monitoring and evaluation process.
- Teaching staff review the teaching of the curriculum, its content and delivery.
- Teachers are asked to make learning visible by charting the 'Learning Journey' of each class. Teachers collect pupils' work in a scrap book, into which they put photographs, comments, draft work and annotations to demonstrate the standard of work reached and the learning that has taken place.

Health and Safety

- All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines are in place.
- Pupils must be taught how to work with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar to them, safely.

Management

- Each subject lead is responsible for good practice of the policy for their subject area. Their role is enabled by the curriculum lead and Headteacher.
- The Governors 'Curriculum, Progress and Standards Committee' meet to discuss aspects of curriculum, inviting staff to speak and present policy drafts etc. for discussion.

Home/School and Links with parents

- Curriculum is discussed at termly parents' meetings in school in a variety of forms. There are specific curriculum area presentations by staff, policy and practice discussions, parents' forums, curriculum mornings where children and staff display curriculum in action.
- Class teachers share individual curriculum targets with parents each half-term.

- The Curriculum lead produces a curriculum booklet that is sent home half termly to parents describing the topics that their children will be studying and pupil viewpoint on what they learned at the end of the topic. This encourages parental involvement in their children's learning.
- Teachers communicate with parents about their child's learning through face-to-face visits, phone calls, Parent-to-teacher texts, emails and photographic evidence.
- Parents are invited into school to for teacher-parent consultations three times a year.
- Parents can learn more about classroom activities by logging onto the school website www@longwill.bham.sch.uk
- Home learning is promoted through a termly 'Tea with the Headteacher, tea party'. This is shared on the school website.
- Parents also receive access to educational websites such as Mathletics, Spellodrome, Purple Mash, Bug Club, Radiwriter, Timestables Rockstars and Espresso.

Resources

- Each subject lead is responsible for the updating, provision and maintenance of the resources for their subject.
- There are defined areas around school where resources are stored for each subject.

Review of Policy

A review of the curriculum policy will take place in January 2025

TEACHING FOR LEARNING:
RAISING ACHIEVEMENT AND THE CAPACITY TO LEARN

“In this changing world we know that education
has to put the learner at the centre.”
(Charles Clarke)

What sort of curriculum do we want for our school?

- A creative curriculum, which prepares children for the unknown world of tomorrow.
- A thematically based one, brimming with exciting challenges which motivates children to ask questions and develop boundless curiosity!
- A connected curriculum: relevant to the needs and interests of the children
- Skills based focus alongside rigorously monitored content
- A curriculum that enables pupils to reach their full potential and who are able to learn independently and with others;

What sort of learners do we want our children to be?

- Children with imagination, who demonstrate a flexibility of mind
- Children who have a reflective and enquiring mind
- Children who are critical thinkers (self-evaluation)
- Children who feel confident to question are empowered to participate actively in their own learning
- Young deaf people with a resilient attitude!
- Successful learners who enjoy learning, make progress and achieve their academic potential;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who can make a positive contribution to society
- Young people who are aware of their rights and the rights of others.

What does excellent classroom practice look like?

- Teachers who are reflective practitioners
- A classroom which supports all learning styles
- A fun, fascinating place to be
- One in which the child plays an active role
- A classroom which celebrates pupil's achievements and is indicative of life-long learning
- A classroom that is emotionally safe.

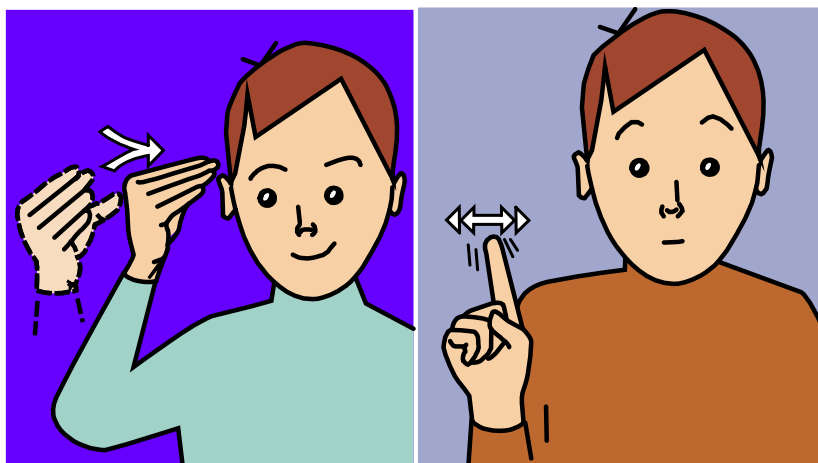
How will we achieve this?

- Continue with what we already do well & build on it
- Work with all stakeholders
- Embed a culture of risk takers within school: “What is now proved was once imagined” (Blake).
- Sustain the learning conversation within school:
 - Joint planning
 - Peer observation
 - Effective feedback and marking
- Distributed leadership
- `Sustain the creative curriculum timetable: Great thinking takes time!:
 - Extended projects/ thematic teaching (If it's worth doing, it's worth spending time on!!!)
 - A class & curriculum full of enthusiasm & laughter!
 - Creativity through the arts
- Creativity:
 - Boost speaking, listening & learning
 - More discussion (talk partners debate sessions)
 - Further develop our techniques for questioning skills
- Exploit our knowledge of how the mind works best:
 - Concept mapping
 - KWL Charts
 - Accelerated learning techniques
 - Learning styles (of both children and staff!)
- Embed thinking skills into our classroom:
 - Think Books
 - Circle Time /
 - RPSHE Project Time /
 - Sustain our commitment to becoming a Rights Respecting School.
 - Whole school approach to problem solving
- We aim for: High standards in English, maths and science.



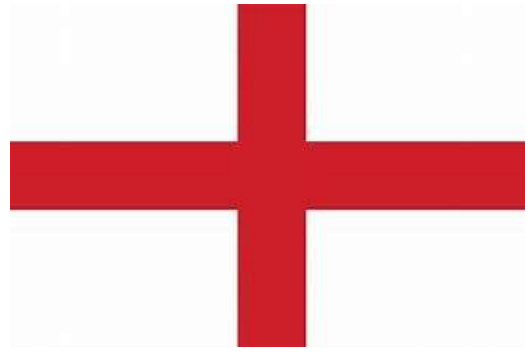
What's On

Autumn B 2021



What's On: Autumn B 2021

Foundation England



Welcome back!

We hope you have all had a wonderful half term holiday and that the children are ready to have lots of fun with their learning over the next few weeks!

This term our topic is 'Colours of the Rainbow'. We will be exploring the concept of change as we learn about different colours and relate this to the colours of Autumn and Winter. What can we see outside? What is happening to the leaves on the trees? We will also be learning how we can change colours when exploring colour mixing using powder paint. We will learn about the Festival of lights 'Diwali' observing the colours and patterns involved.

In Literacy we will be sharing the stories of 'Elmer the patchwork elephant' and how she changed throughout the story.

In maths we will continue to develop the children's knowledge of number through songs, stories and practical activities focusing this half term on comparing amounts and understanding 1 more and 1 less. We will also be developing their understanding of shape and colour, and use this to continue and make our own repeating patterns.

P.E. will take place on a Monday morning and we will focus on ball skills practicing rolling, throwing, kicking and catching. We will also play simple ball games together to use these skills. Dance will be on Friday afternoons.

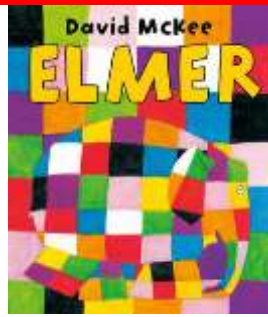
Library books will be changed every Thursday. Please remember to complete the yellow comments book to let us know if your child enjoyed the story and any language they used when you shared the book.

To encourage the children to develop their communication skills we have a class rabbit called Will. We will take it in turns to take him home at the weekend and then tell our friends what he has done every Monday. The children will have the opportunity to learn new vocabulary as they share photos and news about Will's weekend adventures.

Foundation will also continue to develop our understanding of the rights of the child by focusing on the right of children to practice their religion (Article 14) and the right for all children to have an education (Article 28).

Thank you in advance for all your support and we look forward to working with you!

The Foundation Team



What's On: Autumn B 2021

Year 1 Australia



Welcome to Year 1 Australia class. We hope that the children are ready for the exciting year ahead. We start our learning this half term with our topic "Protecting our Planet". Our concept will be exploration. We will begin by learning about the weather in the UK linked to the seasons. We will then learn about hot and cold places in the World and how the World is getting warmer and what we can do to help.

In English we will be using 'Foundations for Literacy' to develop a variety of literacy skills. We will be learning a variety of vocabulary and thinking about how we segment and blend words. In maths we will continue to think about numbers by developing our addition and subtraction skills. We will also learn the names of a variety of 2D and 3D shapes, before practicing our counting skills beyond 20.

In science we will explore the changing of the seasons through the year, focussing on winter this half term. We will also learn about different materials. We will begin by learning the names of a variety of materials, before learning about their properties, such as whether a material is hard or soft or whether it can be recycled,

In art we will be developing our colour skills. We will begin by thinking how to mix colours including which colours are primary colours and which are secondary colours. We will also learn about grouping colours such as warm and cold colours, before creating our final pieces for the art gallery. In music, we will be having sessions run by the music service. We will learn about basic musical terminology such as quicker, slower, higher and lower. We will also be exploring the different ways we can play an instrument and how music can be used to represent things.

PE is every Tuesday; please ensure your child has the correct PE kit (t-shirt, shorts, joggers and pumps) and that it is named. This half term we will be focussing on gymnastics. We will learn about different jumps, rolls and balances, before creating a gymnastic performance for the gymnastic festival. In dance, we will think about the different ways we can move our bodies. We will learn some basic steps such as turns, jumps and kicks and use these in a variety of routines. We will be learning about different dances around the World for example American Line dancing and Irish dancing.

In RPHSE, we will be learning about how other people can help and support us. We will also be thinking about privacy, safety and seeking permission. Our BLP focus will be making links and thinking about how we can connect our learning. As always our curriculum will link to the United Nations Convention on the Rights of the Child. Our main focus will be article 27: the right to have a good standard of living, including clean water and a place to live.

Home learning will be set on a Friday and needs to be returned to school the following Wednesday. Please also share the books the children bring home and record any reading in the yellow reading record.

Thank you for your support!

Miss Sheppard, Mrs Collins and Mrs Shuck



What's On: Autumn B 2021

Year 2 Germany



Welcome back to Year 2 and to Germany Class, this half term we will begin with the topic "Protecting Our Planet" Children will be discussing and learning about the ways we can contribute to keeping our planet safe and a comfortable place to live.

In English, we will be following our reading and writing scheme, which will be looking at how to write sets of instructions and how to begin to write full sentences independently.

In Maths we will be exploring addition and subtraction at first and different ways that we can approach these problems. We will then be looking at multiplication and division by sharing and grouping.

In Geography we will be exploring different places in the world and how the climate varies between them. We will be comparing hot and cold places and looking at the differences between them. We will be learning about the equator and the North and South Poles. We will be exercising our right to curiosity and finding out about things around us (RR13).

In Art we will be focussing on colours. We will be learning about mixing different colours to create secondary colours and how we can use colours on a large scale to show an idea.

In Music we will be looking at different percussion instruments. We will be seeing how we can change the volume by changing how we strike the instrument. We will be exploring how these different sounds can evoke different emotions and allow us to express ourselves through music and sound.

In Science, we will be looking at different materials, and their qualities. We will be looking at ways of sorting and grouping these different materials.

PE is every Tuesday; please ensure your child's P.E kit is named (t-shirt, shorts, joggers and pumps). This half term we will be focussing on gymnastics. We will be looking at different balances, travels and jumps. In dance we will think about the different ways we can move our bodies. We will learn some basic steps such as turns, jumps and kicks.

Forest School will take place every Monday. Therefore, the children will need to come to school in appropriate outdoor clothes and footwear and change into school clothes afterwards.

We will be learning all about our rights in school and their importance to us. Our BLP focus will be resourcefulness, and we will be teaching children this essential skill for making links in their learning.

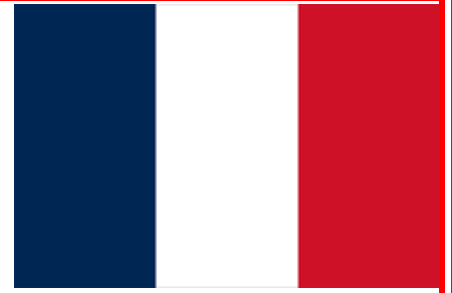
Home learning will be set on a Friday and needs to be returned to school the following Wednesday. Please also share the books the children bring home and record any reading in the yellow reading record.

Thank you for all of your support!

Mr Bevan, Mrs Lee,

What's On: Autumn B 2021

Year 3 France



Welcome back!

We hope you had a good half-term holiday! Our topic for this half term is 'Stomping through the Stone Age'. We will be continuing with our learning in history about how life changed as we moved from the Stone Age to the Iron Age. We will look at the developments that took place in this country and compare these to life in Stone Age Africa. Our concept for the term will be 'change'.

In literacy we will be learning how to write a newspaper article and writing our first pieces of work for a school newspaper. We will share the story of 'Boy' and discuss characters, setting and what might happen next. We will continue to develop our knowledge of spelling punctuation and grammar, but particular we will be focusing on our use of the grammar tool Sentence Street.

In maths we will continue to develop our knowledge of addition, subtraction and the place value. We will learn about solving missing number problems. In number we will focus on ordering number, timestables (2x, 5x and 10x) and number bonds.

In Science we will continue to learn more about rocks and fossils. We will learn about how igneous, metamorphic and sedimentary rocks are formed and we will also learn what is in our soil.

P.E. will take place on a Thursday and the focus for this half term is gymnastics, culminating in the Longwill School Gymnastics Festival. Dance will be on a Wednesday and we will be creating our own Stone Age dance! Forest School will take place every Monday afternoon. Please send you child in with a bag of outdoor clothes to change into and wellies if they have them. Thank you.

In art we will be developing our ability to use colour and we will learn about the work of the African artist Tommy Motswai.

Our focus for BLP this half term is making links in our learning.

Year 3 will also continue to develop our understanding of the rights of the child by focusing on the right of children to have their own thoughts and beliefs (Article 14) and the right to share your ideas (Article 13).

Thank you in advance for all your support. We look forward to working with you!



What's On:Autumn A 2021

Year 4 Poland



W Welcome back!

We hope you had a good half-term holiday!! Our topic for this half term is 'Stomping through the Stone Age'. We will be continuing with our learning in history about how life changed as we moved from the Stone Age to the Iron Age. We look at the developments that took place in this country and compare these to life in Stone Age Africa.

In literacy we will be learning how to write a newspaper article and writing our first pieces of work for a school newspaper. We will share the story of 'Stone Age Boy' and discuss characters, setting and what might happen next. We will continue to develop our knowledge of spelling punctuation and grammar, but in particular we will be focusing on our use of the past tense and changing words from singular to plural.

In maths we will continue to develop our knowledge of number and shape. We will learn about the features of 2D and 3D shapes, identify shapes in our environment and we will use shapes to create repeating patterns. In number we will focus on how to solve addition problems, using increasingly larger numbers and introducing column addition.

In Science we will continue to learn more about rocks and fossils. We will learn about how metamorphic and sedimentary rocks are formed and we will also learn what is in our soil.

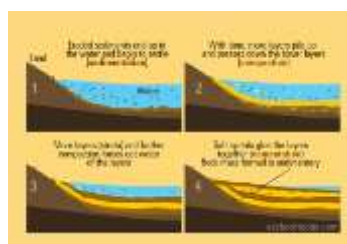
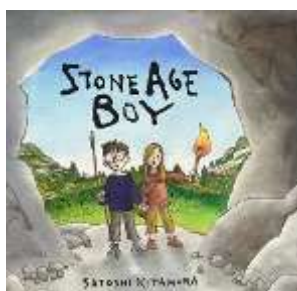
P.E. will take place on a Thursday and the focus for this half term is gymnastics, culminating in the Longwill School Gymnastics Festival. Dance will be on a Wednesday and we will be creating our own Stone Age dance! Forest School will take place every Monday afternoon. Please send your child in with a bag of outdoor clothes to change into and wellies if they have them. Thank you.

In art we will be developing our ability to use color and we will learn about the work of the African artist Tommy Motswai.

Our focus for BLP this half term is making links in our learning.

Year 4 will also continue to develop our understanding of the rights of the child by focusing on the right of children to have their own thoughts and beliefs (Article 14) and the right to share your ideas (Article 13).

Thank you in advance for all your support. We look forward to working with you!



What's on: Autumn A 2021

Year 5 Ireland



Welcome the second part of our Autumn term, we have 7 very exciting weeks leading up to the Christmas break.

In English we are focusing on non-fiction, this will include newspaper articles relating to Rose the Deaf actress who is participating in Strictly come Dancing on a Saturday night, followed by the children creating their own newspaper article about what they have enjoyed this term. The children will be making a leaflet in English and Computing, this will be based on information they have found from text books and on the internet about Space, hopefully they can explain some of this research when they bring the leaflets home to you, as we are also studying earth and space in Science.

In maths we will be using numicon and number lines to add and subtract numbers, some of us will then carry on to multiplication and division. In snappy maths we will be practising the days of the weeks, months of the year and thinking about 2D shapes, it would be great if you could go on shape hunts around your own house/area.

Our learning journey this half term will be based on The Vikings in History, where we will look at where they come from and where they invaded. We will then look at what life was like for a Viking, where they lived and what jobs they did and linking with our transport topic, we will examine what the longboats were like.

We will start the half term looking at the story of Rama and Sita in RE and English, then move onto creativity in faith and how different religions use creativity as part of their worship. Then to support us with our understanding of the nativity play we will be participating, we will study the story of the Nativity.

In PSHE we will think about how we keep ourselves safe online, manage confidentiality. We will think about how we are all different and how we treat each of especially those who are different to ourselves.

PE is every Tuesday; please ensure your child has the correct PE kit (t-shirt, shorts, joggers and pumps) and that it is named. This half term on gymnastics ready for the Gymnastics competition and we will continue with our virtual classes with the Deaf dance Billy.

Home learning will be set on a Friday and needs to be returned to school the following Wednesday. Please also share the books the children bring home and record any reading in the yellow reading record book.

A few other extracurricular activities we are looking forward to this half term, including Children in Need, Christmas jumper day and Friendship week, we will add lots of pictures to the school blog of all of our hard work and fun, so keep an eye out for those.

Thank you for your support!

Miss Hall, Mrs Boyce and Miss Amir



What's on: Autumn B 2021

Year 6 Belgium



I hope everyone had a lovely half term and enjoyed Halloween!

Our focus upon the concept of 'travel' continues this half term as we draw to the end of 2021. Travel will be evident in our science topic of 'Earth and Space' as we look at how planets travel in space to create day and night. We will also be learning how other planets move in the solar system too.

Our topic of Geography has drawn to a close, and this half term we will be learning about the Vikings in history. We will be learning about their way of life, how they travelled across the seas and conquered Britain. We will be focussing upon the terminology of 'contrast, connection and trend' to identify patterns and change from Viking life to today.

Our topic of Harry Potter will continue in English as we use writing for a variety of purposes such as creating leaflets, information texts and writing letters to Hogwarts. We will be writing a newspaper report about our time at Longwill for our writing competition this term - good luck everyone! Finally, we will continue to develop our understanding of spelling, punctuation and grammar by learning about the order of English words, conjunctions such as 'and' and 'because' as well as how to use apostrophes and commas.

In Maths, we will be securing our knowledge of addition and subtraction by investigating different ways of displaying the information, such as bar models and part-whole models. Once we have completed this module of learning, we will be looking at money and how to create different amounts using coins and notes. We will also learn how to give the correct change.

In RE we will be learning about how to be thankful and imaginative. This links with the UNRC Article 13 where children 'have the right to say what they think in different ways' and UNRC Article 14 where children 'have the right to think, believe and have their own religion'. Our BLP is 'Resourcefulness' this half term and we will be discussing the Rights Respecting Articles, Sustainable Goals and BLP throughout the half term to find out how we can support each other and the community.

PE will take place weekly each Friday; this half term we will develop our Gymnastic skills ready for the gymnastics competition. We will also be doing the Daily Mile 3 times per week to support our physical and mental wellbeing - please send in trainers if you would prefer your child to run in trainers rather than their school shoes. Forest school will continue to take place each Monday, so please ensure warm, waterproof clothes and PE kits are in school each week. You can support your child by reading with them regularly and encouraging them to complete their Home Learning. Home Learning will be sent home every Friday, and should be returned to school by Wednesday.



Appendix 3
Curriculum Map for Y4

	Autumn (A:7wks B:7wks Total 14wks)	Spring (A:6wks B:5wks Total 11wks)	Summer (A:6wks B:7wks Total 13wks)
Stimuli	Under the Sea – Visual Literacy – 5 wks. The rainforest. – 7 weeks, Trip to Soho Road Gurdwara	Egyptians Trip to BMAG	Grand Designs – Inventions and Inventors
Science	Living things & habitats Links in to the topics covered in Geography and answers questions like 'why are monkeys furry if they live in a hot place?' Animals & humans Exploring the relationship between the animals that live around us for example 'what would happen if there were no more bees?'	Brain Basics Humans Sound and how we perceive it. Exploring a variety of sounds; loud/quiet, high/low using different sources in a variety of environments. Digestion and Teeth – Humans A simple look at the digestive system, how our teeth are adapted to their job.	States of matter Using the water cycle as an example of solid, liquid and gas Electricity a project on electrical circuits linking in with levers and pulleys.
Computing	eSafety, Internet and Communication, Hardware/Software RR article 17: right to reliable information from the media.	eSafety, Control; Algorithms and simple programming RR Article 16: Every child has the right to privacy.	eSafety, Creative Media, Data Handling
History	The Mayans: Culture and way of life.	Egyptians: How they lived, their culture and traditions. How did they build pyramids and why.	Overview of 1st civilisations and when they appeared: Focussing on Mesopotamia & the middle E.
Geography	Rainforests: Where are our rainforests? Why are they important? What kind of animal lives there? How are they different to desert animals?	Settlement & land uses: economic activity Where would you live and why? Mapping skills: Create a map of our school grounds	Name & locate the four countries of the UK Key topographical features e.g. Why did people settle where they did?
Art	Sculpture: – Sea creatures sculptures – mod roc Making musical instruments	Sketching: using different tools and materials	Great artists & designers in history A look at artists such as Leonardo da Vinci and how his designs and methods were advanced for his time. Article 31: the right to take part in cultural and artistic activities
DT 1 week focus	Shadow puppets Creation of shadow puppets to retell a rainforest story.	Mechanisms Levers and pulleys - design a mechanism to lift a heavy object.	Nutrition/cooking Article 24: the right to the best possible health. What is a healthy diet? How can we make healthy alternatives to sweets?
PE	Aut A: Tri Golf Aut B: Gymnastics	Spr A: Basketball Spr B: Orienteering	Sum A: Tennis Sum B: Athletics
Music	Rhythm / Body percussion	Composition tuned/un-tuned instruments	Drums and performance
RE	Aut A: Choices Aut B: Creativity	Community, Compassion Article 14: the right to think and believe what they want.	Commitment Contemplation
PMFL	French Vocabulary	French Culture	French Festivals
PSHE	Rights & responsibilities: How can we help each other learn and to be safe? Groups & Communities: How communities help one another Article 23: A child with a disability has the right to play an active part in the community	Healthy Lifestyle Links to nutrition and PE – why diet and exercise are important Maintaining emotional health	Keeping the environment safe Why do we need to recycle? Why should we dispose of our rubbish carefully?
Performing arts	Dance, Drama, Christmas Show	Dance, Drama	Dance, Drama, Performance at Yr 6 Leavers show.
Visits	Gurdwara / joint visit with Bellfield School Article 15.	BMAG	Thinktank

Long Term Curriculum Map for Year 5 and 6



	Autumn (A:7wks B:8wks Total 15wks)	Spring (A:6wks B:5wks Total 11wks)	Summer (A:6wks B:7wks Total 13wks)
Stimuli/ Key concepts	Travel, Exploration, speed Travel	How do we look after ourselves and the world? Continuity, Change and Growth	How do we adapt to change?
Science Article 29	Forces – gravity, air resistance, water resistance and friction (Aut A) Earth & Space – finding out about our place in the Universe in relation to the other planets and the Sun. Why do we have day and night? Why does the Sun appear to travel across the sky? (Aut B)	Life processes – How do animals and plants reproduce? Life cycles – How do the life cycles of a mammal, bird, amphibian and insect compare? Know how humans change as they grow older.	Materials – developing an understanding of many different materials and their properties. Are they hard? Do they dissolve? Practical work will include separating mixtures of solids and liquids. What materials are houses made from?
Computing Article 13 & 16	E-safety (digital citizenship), Internet and Communication, Hardware/Software	E-safety (personal information), Control Programming/Algorithms SDG 8: Good jobs and economic growth.	E-safety (digital footprint), Creative Media, Data Handling Filming for PowerPoints
History	Vikings —learning about the struggle for the Kingdom of England up until the time of Edward the Confessor. Harvesting of crops. (Aut B)	Anglo Saxons in Britain – where did they come from? invasion, kingdoms. What was daily life like? What was their art and culture like? SDG 6: Clean water and sanitation	Local history study Victorian Birmingham Learning more about the importance of the Victorians in shaping our city.
Geography	Map work —using maps, atlases and globes to locate countries, including the countries of the UK. Settlements – human and physical features. (Aut A)	Map work What can we see from space? Aerial photographs and plan perspectives to recognise human and physical features. Devise own maps.	Distribution of natural resources – where do our energy, food, minerals and water come from? Focus on Birmingham and our food and water supply.
Art Article 29	Sketching using different materials e.g. charcoal, pencil, crayon for All About Me self-portrait. Autumn A – Printing Autumn B - Colour	Spring A - Drawing Spring B - Texture	Summer A - Form Summer B - Pattern Article 31
DT 1 week focus	Mechanics: make a controllable battery powered rocket/astronaut	Nutrition & cooking: To design and make a healthy Viking meal to inform others of past diets. Earth oven to cook bread in forest school. SDG 2: No hunger SDG 3: Good health and wellbeing	Linked to Tycoon Project: designing and making products to sell as a business linked to Entrepreneur Week
PE Article 24/31	Aut A: Cross Country / Badminton Aut B: Gymnastics	Spr A: Hockey Spr B: Basketball	Sum A: Orienteering and rounders Sum B: Athletics (sports day)
Music	Use of music notation and staff Listen, appreciate & understand – Romantic (Strauss/Brahms/Liszt)	Investigating music dimensions, timbre. Improvisation. Listen to live music - local musicians/choirs/band/deaf musicians	Explore traditional music Composition
RE Article 14,30 & 2	Choices – rules and responsibility Creativity – celebrating festivals	Community Compassion – Easter story SDG 16: Peace, justice and strong institutions	Commitment Christian beliefs in Victorian times Contemplation
MFL and Culture	Deaf Studies: Identity ASL: Days of the week/ Greetings	Deaf Studies: Communication & Technology – different ways of getting attention and how to communicate ASL: Food and clothes	Deaf Studies: Deaf History ASL: Jobs
RPSHE	New beginnings: What are my targets and personal aims? What should our class charter include? What do I need to do to be successful? Friendship week -Friendships and positive relationships SDG 11: Sustainable Cities and Communities.	Health & well-being – recognising sources of help. How do I stay safe? Article 27 Fair Trade week Basic First Aid - what to do in an emergency. Article 24 SDG 3: Good health and wellbeing	Growing up puberty New challenges Adapting to change - transition Article 12:
Performing arts Article 31	Christmas Show	Eisteddfod	Leavers Show Longwill has talent
Visits	Cross country Viking Boat Trip	Anglo Saxon site	
BLP	Autumn A - REFLECTIVE: Planning Autumn B - RESOURCEFUL: Imaging	Spring A - RESILIENCE: Absorption Spring B – RESOURCEFUL: Reasoning	Summer A – RESOURCEFUL: Capitalising Summer B – RECIPROCITY: Collaboration

Rights respecting 28 & 29 covered by whole curriculum

This long term map is being revised. Key concepts and sustainable goals will be added to the summer term plans.

Appendix 4

Timetable allocations in the Primary Curriculum **At Longwill School**

Guidance is taken from the QCA document: 'Designing and timetabling the primary curriculum'

Although "there are no statutory time allocations for national curriculum subjects." schools are encouraged to "customise the curriculum to support their values and aims and to meet children's needs." The QCA have provided guidance on subject allocation of the primary timetable. The QCA document states that:

"Pupils should be entitled to at least these amounts of teaching time in each subject." (p.22)

The following time allocations will allow for 15% of the timetable to be left free. This time is intended to be allocated by individual schools to reflect the needs of children in subjects/areas they deem appropriate.

The following table has been adapted from the QCA guidance document:

Lower and Upper School Starting points

		<i>Time for subjects recommended to be taught each Week</i>	<i>Total hours over one year of 36 weeks</i>	<i>Percentage*of a 21-hour teaching week</i>
English		5:00 – 7:30	180 – 270	21%%– 32%%
Mathematics		4:10 – 5:00	150 - 180	18% - 21%
Science	1.5hrs	(2:00 if taught weekly)	72	9%
D & T		(0.55 if taught weekly)	33	4%
Computing		(0.55 if taught weekly)	33	4%
History		(0.55 if taught weekly)	33	4%
Geography		(0.55 if taught weekly)	33	4%
Art and Design		(0.55 if taught weekly)	33	4%
Music		(0.55 if taught weekly)	33	4%
PE		2hrs	48	5%
RE		1:15	45	5%
PSHE		1.5hrs	45	5%
Totals		20:75 – 26:00	690 – 810	82% - 96%

- The starting points for computing are based on the expectation that there will also be significant opportunities for children to apply and develop their IT capability in those subjects where there is a requirement to do so.

The CONNECTED Curriculum Framework at Longwill

23.1.20

CONNECTED child				CONNECTED curriculum				CONNECTED community											
The framework is underpinned by our whole school ethos and values that supports the UN Convention on the Rights of the Child. Safeguarding is the golden thread that runs through all areas of our curriculum.																			
Intent: Our aim is to support and develop confident, engaged, happy and resourceful young Deaf life-long learners . The CONNECTED Longwill Curriculum strives to support pupils to be the best they can through a highly personalised and child focused curriculum. This will enable them to function effectively within both the Deaf and Hearing world and communicate as proud bi-lingual and bi-cultural young people; who are actively engaged and can contribute within a diverse community.																			
Safe		Good communicators		CRC Articles		Healthy		Questioning		Respectful		Resilient		Reflective		Reciprocal			
Independent thinkers		Feel valued		Risk-takers		Curious		Problem solvers		Proud to be Deaf		Active in society				Resourceful			
Adaptable		Successful		ECO-Warriors		Imagination				A sense of belonging				Making Links					
Implementation: A broad, varied and personalised curriculum for the Deaf is offered to every child. Every child has the right to education that enables them to develop to their full potential (Article 28). Every child at Longwill benefits from a sign bilingual approach, where their cultural capital is optimised. Pupils receive an outstanding and high quality of education from the Early Years Foundation Stage Curriculum through to the National Curriculum. Longwill has a bespoke personalised Curriculum for the Deaf, which encourages knowledge, understanding and pride in their Deaf identity, culture, history and language. As a school-wide approach, we adopt Building Learning Power (BLP) that builds resilience and self-esteem, developing pupils who know their rights and respect the rights of others.																			
Experiential See it! Touch it! Feel it! Do it!				Visual for the Deaf Every lesson is a visual lesson!						Language Rich Every lesson is a language lesson!									
Curriculum for the Deaf		SMSC	Personal Development			Forest Schools		Clubs	BLP	BSL		UN CRC		Pupil Voice		SEAL	R.E	Deaf Studies	
GREAT Framework		Giving			Relating			Exercising			Appreciating			Try something New					
Early Years Curriculum		Physical Development			Personal Social and Emotional Development			Communication and Language			Literacy		Maths	Understanding the World		Expressive Arts & Design			
Education & Health Care Plans EHCP		Communication and Interaction			Cognition and Learning			Sensory and Physical			Social Emotional and Mental Health								
National Curriculum		English	Maths	Science		Art and Design			Computing		Physical Education			Geography					
		PSHE	Music	History		Design & Technology		Languages	Relationship & Sex Education			Religious Education							
Impact		Pupils making above expected progress				High quality communication in both BSL and/or English						Pupils show transferable skills			Pupil Voice is strong.				
Pupils transition to secondary provisions with pride in their identity and their achievements				Pupils able to work collaboratively				Confident contributors to the wider community				A positive sense of personal well-being							

CONNECTING Longwill Curriculum to the areas of need within the Education Health and Care Plans- Longwill pupils benefit from a highly visually, highly personalised, broad –balanced and connected curriculum. Pupils are engaged in a range of tasks, both within and beyond the classroom. Below are some of the learning that is mapped on their EHCP.

Communication and Interaction	Cognition and Learning
<ul style="list-style-type: none"> • smiLE programme • BSL one to one sessions • BSL/Spoken English/Sign Supported English • Speech and Language support • Inclusion programme • Parental communication • Visual displays • Technical vocab displayed • Communication in Print2 • Deaf Awareness • Signature Level 1 exam • BSL/English Story Time 	<ul style="list-style-type: none"> • Educational Visits • Structured timetables and routines • Local curriculum, National and EYFS curriculum • Wider experiences: Forest School • Experiential learning • Visual Phonics by Hand • Deaf Studies • BSL Programme • Maths Reasoning • Write Dance • Role-Play • BSL/English Story Time • Foundations for Literacy
Social, Emotional Mental Health and Wellbeing	Physical and Sensory
<ul style="list-style-type: none"> • Circle time • Learning Mentor sessions • Behaviour Support • Celebration Assemblies • Golden Time • Play times • PSHE • Religious Celebrations/studies • Class and whole school reward systems • Youth Club • Nurture Group • Pupil voice- UN CRC • Home-Learning • BSL/English Story Time 	<ul style="list-style-type: none"> • Nurture Group • Physiotherapy programme • Occupational Therapy support • Use of sensory breaks • Swimming • Audiology support • Physical Education • Fine and Gross motor group • Gymnastics • Dance • Music

KWLS Chart			Date:
Question:			
What I Know?	What I Want to Know?	What I have Learned?	So, What Next? 