

LONGWILL SCHOOL FOR DEAF CHILDREN

CURRICULUM POLICY

June 2013

Longwill School

Curriculum Policy

Statement of Policy

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

The rationale for the development of Curriculum in Longwill

- The policy has been developed to match the stated aims and mission statement of the school.
- The curriculum is broad and balanced and reflects the aims and provision of National Curriculum 2000 and Early Learning Goals in all subject areas.
- The curriculum reflects the aims promoted in the Excellence and Enjoyment documents (2003). High standards are obtained through a rich, varied and exciting curriculum which develops children in a range of ways (see Appendix 1).
- The curriculum was developed to support the five intended outcomes from the 'Every Child Matters' agenda and continues to influence our vision for education and learning.
- The curriculum is agreed and shared by all Governors and staff members and discussions are offered to the wider school community. Discussions are ongoing and curriculum is monitored and evaluated and changed, where necessary, to reflect the school's needs and changing priorities.
- Key Skills for learning; communication, application of number, ICT, working collaboratively, improving own learning and problem solving and thinking skills have been woven into each Curriculum area and are reflected in the planning and delivery in all phases.

Common Values and Purpose

- Our curriculum is broad, exciting and challenging and aims to achieve high standards in English and Maths;
- Our curriculum embraces the five outcomes which was set out in Every Child Matters - Stay safe; Be healthy; Enjoy and achieve; Achieve economic well-being; Make a positive contribution;
- Our curriculum is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them;
- Our curriculum is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress;
- Our curriculum engages the children's interest, encourages and motivates them to want to learn;
- It is exciting and offer pupils first hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding;
- It 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.
- Our curriculum encourages pupils to ask questions, make connections and links, work collaboratively together effectively and develop a thirst for learning which will stay with them throughout their lives.

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.
- Furthermore, Deaf Studies is taught to all pupils throughout the school. Deaf members of staff plan and deliver Deaf Studies lessons, which cover issues around Deaf culture 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 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.
- 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 visits, extended residential trips, environmental visits, camps etc to extend their understanding.
- 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.

Aspects regarding the specific Special Educational Needs of some children

- The curriculum aims to meet the children's diversity of levels, starting places, abilities and special educational needs.
- Outside agencies, for a range of input and advice to teachers and Learning Support assistants, 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 by a period of inclusion each week. Provision is made, and supported, in mainstream primary schools and the individual's curriculum needs considered allowing the fullest entitlement.
- Close links with local mainstream schools offer pupils the opportunity to collaborate with hearing peers. Drama, art, and outdoor learning provide 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 at evening meetings, with interpreters for the variety of home languages are a regular occurrence. Consultation and parent education in new curriculum aspects are crucial when developing good home/school partnerships.
- Curriculum targets are set for pupils every half term. These are shared with parents and pupils.
- The school website informs parents of events, trips and important dates. It showcases pupils work and allows parents to see photo of school special events. This can be viewed at: www.longwill.bham.sch.uk
- The home/school liaison team is committed to working with parents in both environments to increase the children's opportunities.

- Parents, pupils and staff sign a Home-School Agreement every year so that pupils' learning can be optimised.

Aspects regarding Management of the Curriculum

- Each subject area has a curriculum subject leader, responsible for the management of it. Adequate time is given for the management of the work and a rolling programme of Monitoring and Evaluation, including observations and meetings, has been developed. 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 phase co-ordinators and 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 curriculum co-ordinator.
- 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 at KS1 and KS2, assessment using P-levels and value-added graphs with evidence of moderation, IEP outcomes are used to evaluate learning and teaching. Furthermore, we are able to benchmark our results alongside other deaf children to ensure that the curriculum, the teaching and the learning are securing high standards for the children.
- Assessment for Learning informs the teacher about the pupil and influences curriculum planning and the way it is delivered (see Assessment Policy).

Every Child Matters

Our curriculum design is 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	All day	School visits Visitors (deaf and hearing) School rules Exciting relevant curriculum Learning Mentors role
Be Healthy	Science	See Science Policy
	Healthy Schools Standard	Healthy Schools Standard (Enhanced Model) Fruit scheme for whole school
	PSHE	See PSHE overview SEAL and Circle Time
	Deaf Studies	Weekly throughout school. See wall displays

	PE	At least 2 hours p.w. PE Weekly swimming for all pupils Sports Partnership events Sports Clubs at lunchtimes
Stay Safe	PSHE	Safety week at KS2
	Visitors & Visits	Fireman Clive, Nurse, Police, Safeside
	Whole school	Risk assessments
	PE	See PE policy
Make a positive contribution to the community	PSHE/Citizenship	School council Eco warriors Club
	KS2	Allotment School Council Circle Time
Achieve economic well being	PSHE	Money management projects Sweet Sale Dragons Den Fundraising for other causes Community Projects

Teaching Group Arrangements

- KS1 &KS2 are divided up into two Teaching and Learning Group (TLG), led by a senior teacher. Together the 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 1994, the further revision of the curriculum in 2000 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 School Development Plan.
- Projects are organised flexibly according to the amount of learning and relevance to National Curriculum outcomes. This means that topics aren't necessarily half a term.
- A long term Curriculum map for TLG for Years 1-6 has been developed (see Appendix 2 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

- The Curriculum Framework based on a rotational cycles of themes. It provides teachers with an overview of what is taught throughout the school and identifies consistency of teaching.
- We have Curriculum Maps for subjects when they are considered within the School Development Plan. 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 (see M&E Policy)

Medium Term Planning

- Subject co-ordinators plan termly or half termly to identify learning objectives that link to the National Curriculum and the schools Curriculum Framework.
- They map out: activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities.

- Teaching and Learning groups plan detailed classroom activities and assessment strategies.

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 time to teach and access the school curriculum excluding the daily collective worship and registration is Key Stage One 21:45 hours and Key Stage Two 21:40 hours per week

Foundation Department

The department follows the EYFS Curriculum and is organised around the six areas of learning:

- Personal, social and emotional development;
 - Communication, language and literacy;
 - Mathematical development;
 - Knowledge and understanding of the world;
 - Physical development;
 - Creative development.
- There is a cross-curricula 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 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, community, technology and history. This is planned and delivered by a Deaf member of staff.

Lower School

- When pupils move into Year 1, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when pupils have reached that stage in their development
- There are daily Literacy and Maths lessons.
- The children have BSL time, mainly via story and conversation groups with a Deaf adult.
- Science is integrated into the half termly theme where possible.
- 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 a whole key stage lesson and there is a weekly dance lesson taught by a specialist Dance teacher who can sign. Every pupil swims once a week.
- Deaf Studies is taught so pupils can develop a clear understanding about Deaf Culture, community, technology and history. This is planned and delivered by a Deaf member of staff.

Upper School

British Sign Language, English and Maths

- These subjects are planned with reference to the Literacy and Numeracy Frameworks and teachers are able to deliver areas of learning flexibly to work most effectively with their class topics/projects.
- Deaf Studies is taught so pupils can develop a clear understanding about Deaf Culture, community, technology and history. This is planned and delivered by a Deaf member of staff.

Science, Humanities, Design Technology/Art, ICT/Music, PE

- These subjects are taught within years 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 themes. At times, subjects will be taught discretely in order to ensure curriculum coverage. Each year group in upper school follows the curriculum specified by the subject co-ordinator (see individual subject curriculum policies) for the afternoon period (approximately one and half-hours each subject).

Primary Modern foreign Languages

- All pupils at in Y3-6 are able to learn a modern foreign language for at least 30 minutes every week. The PMFL programme of study is covered. Pupils develop an understanding about the language and culture of French in Y3, French in Y4, German in Y5 and Spanish in Y6.
- First hand experiences are important within the school and so each year group have the opportunity to visit restaurants and meet people from the country which they are studying.

Personal Social health and Citizenship Education (inc. Sex Education), Religious Education, Deaf Studies, Thinking Skills and Drama

- PSHE and Citizenship is taught on a Tuesday morning through a series of approximately 3 week projects that have been designed specifically for our children by the upper school team. There are four class-based projects a term that encompass the subjects using a 'whole learning approach' with cross-curricula opportunities and direct/hands-on experience, visits and trips.
- We promote the 'Thinking Curriculum' within upper school. Pupils' learning is directed by the ideas and active involvement of the pupils themselves. By having a greater degree of ownership over their learning, pupils levels of engagement and motivation increase as does their higher order thinking.
- The Tuesday mornings offer a 90 minute period of flexibility, where teachers can team up and respond to current interests of the children through open topics e.g. a real problem to solve, A real – choice project, a communication project, a money management project. There are opportunities to combine and move projects to suit the needs and interests of the pupils. In the past, topics like 'the Olympics, Millennium, and international religious or social events, a Deaf community event, the School Council, a Health Education issue etc have been covered with great enthusiasm during this time.
- School Council meets regularly throughout the school year and has representatives from Y3-6.

Other Subjects.

- Dance is taught weekly by a specialist Dance teacher. All pupils throughout school have an opportunity to express themselves through dance. The work is linked, where at all appropriate, to the theme for the half term.
- We have swimming lessons at the local baths. All pupils in main school attend weekly lessons (Foundation stage pupils also swim weekly at the Victoria School pool when possible).
- Circle-time provides a focus for behaviour and emotional literacy and awareness. An annual framework for Circle Time is followed by the whole school.
- The Social and Emotional Aspects of Learning Initiative (SEAL) was introduced into school in September 2006 and is firmly embedded within school practice. This is a whole school initiative.

Therapy and Individual Educational Plans

- The children in Longwill are placed here to fulfil a range of special needs objectives, as well as accessing their right to a full curriculum. The visiting and individualised nature of the therapists and communicators work will, of necessity, take priority.
- There is a Speech and Language Therapist working within school 1 day a fortnight. Her role is to advise and assess all the children in school and work with specific groups of children on a rolling programme. The emphasis is on the youngest children and the leavers, followed by the others on a programme of greatest benefit to be gained. A speech and language therapy assistant works in the school fulltime.
- BSL deaf adult communicators work with each child on an individual and/or small group basis, depending on need. They 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 in years 5 or 6.
- Visits from Occupational and Physiotherapists, Educational Audiologists, hearing aid/mould technicians, specialist 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. A Learning Assistant or a learning mentor, supervised by the SENCO and therapists, runs this session.

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 Bilingual way of delivering the curriculum.
- 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 1:1.
- As stated earlier, in recognition of the sign language skills and ability of our children, some pupils are entered for their CACDP Stage 1 BSL examination in years 5 or 6.
- 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 co-ordinator.

English

- There is a common planning sheet for Y1-Y6 medium term planning and the year taught from the NLS strategy is matched to the top level of the group.

- Activities are differentiated to meet the specific needs of the set/class and the individual pupils within it. The strategy is a tool for long-term planning for progression.
- Phonics and work-level work is taught on a daily basis at the appropriate level and through a variety of innovative ways i.e. Visual Phonics by Hand shape and the THRASS system of using picture cues.
- Speaking and Listening, through BSL and Signed-supported English and English alone, underpins the whole curriculum. Communication underpins all the work in English.
- Effective use of sound field systems, radio aids, cochlear implants and personal hearing aids supports the development of the pupils' second language skills (English, both spoken and written).
- The bilingual approach to the education of deaf children is reflected in the way we teach English (See Bilingual Policy Doc.)

Mathematics

- The subject is taught throughout the school according to the development progression of the National Numeracy Strategy and National Curriculum 2000 (see Maths Policy).
- There are daily lessons throughout school (except on Thursdays because of swimming).
- There is an emphasis on practical, thinking skills and direct experience. The resources reflect the teaching and learning styles that have been found to be pertinent to Deaf learners (see T&L Document)
- Groups are taught at the level at which it is considered to be most beneficial. This does not always match the age of the pupil groups because the linguistic delay that affects some children, and the extra time required to really understand the linguistic concepts, does mean that the Deaf take longer to reach the objective set.
- There are common planning sheets for medium term and weekly planning of mathematics (See Mathematics Policy Document)
- Maths Investigations lessons occur weekly at KS2 to further develop pupils' mathematical understanding.

Science

- Science is taught throughout school according to the EYFS and the National Curriculum 2000.
- The cross-curricula topics in Foundation Department offer the fullest experience of science and through exploration and structured play.
- There are timetabled discrete periods for science in both key stages. Also it is taught within the upper school as part of their 'learning journey', where it is interwoven into many other subject areas..
- The methods of teaching reflect the current good practice of teaching and learning of Deaf children, using a range of accelerated techniques (See Science Policy and T&L Policy)

Religious Education

- We teach RE in accordance with the Birmingham Agreed Syllabus for Religious Education and as agreed by the Governors and parents of Longwill School.
- There is a prescribed series of topics that give coverage of the syllabus at both Key Stages.
- RE is taught in a variety of ways in each year group, for example, the 'topic block' approach or the weekly lesson.
- As much use as possible is made of the cross curricula opportunities of RE to English, especially the Speaking and Listening elements, BSL, PSME, Thinking Skills and Drama.
- Direct experience and visits to places of worship are important to Deaf children, and as much as possible is built in to their RE experiences in school (See Religious Education Policy)

Personal, Social Health and Citizenship (including Sex education)

- PSHE is taught in accordance with the new National Curriculum 2000 guidelines for KS1 and KS2 and as agreed by the Governors and parents of Longwill.
- There are many daily opportunities seized by the whole staff to increase the children's awareness of the many aspects of their Personal, Social and Health life in school, at play and at meal times. This is a vital consideration for deaf children, who often miss some of the incidental learning experiences gained by their hearing peers.
- The principles which underpin the Every Child Matters agenda permeate all aspects of PSHE and the curriculum as a whole.
- There is a School Council from Y3-6.
- The curriculum is taught via topics throughout school.
- Some topics will be taught in year groups; others will be whole Key stage or paired groups.
- Visits, trips and residential holidays often form the basis for the work.
- Sex and Relationships Education is taught as a module to year 4, 5 & 6 in gender groups annually in accordance with the agreed syllabus (See PSHE and RSE Doc)

History and Geography

- The Humanities are taught according to the National Curriculum 2000 and EYFS
- In Foundation and KS1 the topic cycles reflect these curriculum needs.
- The 'direct experience' is evident and there are many trips and visits to accelerate the children's learning (See History and Geography Policies)

Design Technology and Art

- Both these subjects are taught in accordance with the NC 2000.
- There are recommended topics for both subjects providing progression over the phases.
- In Foundation and KS1 and KS2, Art and DT is taught by the class teachers, ably supported by a subject leader.
- Links are forged between the subjects where possible to fulfil the objectives.

Information Communication Technology

- ICT is central to all the subjects of the curriculum, not only to comply with NC 2000 and LEA guidance, but for Deaf children this type of technology will have a profound effect as a life enhancement.
- There are well-resourced classrooms and an ICT suite that provides most of the technology available to improve communication. Interactive whiteboards are in every classroom and are used effectively to support all areas of the curriculum.
- The curriculum is taught in all phases by the class teachers.
- Staff and the ICT Co-ordinator are supported by a technician who visits weekly to ensure the smooth running of the network, a network assistant as well as a digital media technician.
- Innovative ICT practice to reduce barriers to learning and promote language and higher order thinking is embedded throughout the school (see use of PSPs to support learning case studies) and all staff exploit the power of iPads, IWB, digital cameras, Playstation Portables, augmented reality and film to enhance learning outcomes.

Physical Education

- PE is taught in accordance with the NC 2000 in phase groups.
- There are weekly PE sessions timetabled in the hall for all three phase groups.
- There is a rolling programme of modules that have been designed specially for the needs of deaf children, including sports, gymnastics, orienteering and problem solving.

- There is an active involvement in sports promotion at Longwill: sports partnerships with local secondary schools and Deaf groups nationally.
- Foundation has a weekly swimming session where possible.
- KS1 and KS2 have weekly swimming sessions all year at a local baths.
- Dance is taught to each of the phase groups weekly by a specialist dance teacher. He also runs a dance club and ballet at lunchtimes and regularly trains the children to give displays of dance at school events, plays and assemblies (See Physical Activity Policy). The dance teacher liaises with staff to ensure that, where possible, pupils explore themes linked to the work pupils are doing in class.
- There are opportunities to develop skills in many sports, such as golf and netball, tag rugby, football, cricket etc when visiting experts come into school and work with the children.

Music

- Music lessons are taught every week throughout the school (see Music Policy). This is in accordance with the NC 2000 but with an enhanced programme to meet the needs of profoundly deaf children.
- There are musical performances and involvement of various year groups in school plays and events and partnerships with organisations such as the CBSO.
- There is a signed singing club run by staff that meets once a week at lunchtime leading up to the Carol Concert in the Autumn term. Performances are given at school events and fundraisers to raise Deaf awareness in the local community.
- A Music specialist teachers selected children keyboard once a week and they have opportunities to perform regularly.
- A drumming teacher visit once a week, teaching classes and also collaborates with the dance teacher to support inspiring and impressive shows and performances throughout the year.

Extra Curricular Activities

- Because 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, however, several lunchtime clubs. These include Art Club, Ballet Club, and Maths Games Club, Chess Club, Hobby Club

Monitoring and Evaluation

- M&E of the curriculum is carried out on an annual rolling programme of subjects. This is in accordance with the Ofsted guidance on 'Self-Evaluation' of schools 2000.
- The Curriculum Co-ordinator monitors long term and medium term planning and carries out regular classroom observations.
- Teaching staff review the teaching of the curriculum, its content and delivery.

Management

- Each subject co-ordinator is responsible for good practice of the policy for their subject area. Their role is enabled by the curriculum co-ordinator and Head teacher.
- The Governors 'Curriculum Sub-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.
- Our Home Link worker can visit parents at home to discuss curriculum and how it can help deaf children at home e.g. to learn BSL or help their child with a particular subject.
- The Curriculum Coordinator produces a curriculum booklet that is sent home half termly to parents describing the topics that their children will be studying. This encourages parental involvement in their children's learning.
- Teachers inform parents about their child's learning daily via the Home School Books and the use of Playstation Portables on which films of activities can be shared with parents.
- Parents can learn more about classroom activities by logging onto the school website.
- Home learning is promoted through access to educational websites such as Mathsletics, Spellodrome and Espresso.

Resources

- Each subject co-ordinator 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

All curriculum areas are being reviewed annually as part of the process of monitoring. A review of curriculum policy will take place in Summer 2014.

Alison Carter
06.06.13

**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

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

What does excellent classroom practice look like?

- Teachers who are critical thinkers (self evaluation)
- A classroom which supports all learning styles
- A fun, fascinating place to be
- One in which the child plays and active role

How will we achieve this?

- Continue with what we already do well & build on it
- Work with all stakeholders
- Establish a culture of adventurous thinking (risk taking?) within school: “What is now proved was once imagined” (Blake).
- Develop the learning conversation within school:
 - Joint planning
 - Peer observation
 - AfL
- Distributed leadership
- Reorganise the KS2 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
- Remodelling the Workforce
- Creativity:

To Anybody At All.

I didn't want you cosy and neat and limited.

I didn't want you to be understandable,

Understood.

I wanted you to stay mad and limitless,

Neither bound to me nor bound to anyone else's or your own preconceived idea of yourself.

Margaret Tait

- Boost speaking, listening & learning
- More discussion (whispering partners)
- Explore our techniques for questioning skills
- Exploit our knowledge of how the mind works best:
 - Brain Gym
 - Accelerated learning techniques
 - Learning styles (of both children and staff!)
- Introduce thinking skills into our classroom:
 - Think Books

- SAPERE
 - Circle Time /
 - PSHE Project Time /
 - Whole school approach to problem solving
 - We aim for:
 - High standards in all English, maths and science
 - Strong emphasis on the performing arts
 - Speaking, listening and learning focus, which will
 - Give creativity and confidence to all
 - The power to innovate
 - Strong sense of teamwork to realize this vision
 - Control over what to emphasise – sustained themes
- (Source: The Curriculum in Successful Schools, Ofsted)

“Sacred cows make good burgers!”
 “If fish are dying, look at the aquarium.”
 “Mess with success.”
 “Mistakes make good investments.”
 “Plan to change your plans.”
 (Ellison, 2004)

Appendix 2

Curriculum Map for Y5

09-10	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	How we learn	Healthy Eating	Solar System-enquiry	Solar System - deeper investigations	Sustainability - Why is our Earth so special?	
STIMULI	Brain dissection, how we learn assembly, teach Brain Gym to Y3/4, Creating Brain Gym display	Ellie Arts project, Setting up own tuck shop, teaching Trescott @Away in a Manger'	Making papier mache planets	Book: Wonderful Earth, Spring Assembly, teaching younger classes	Springfield: sustainability How animals recycle. Compost bins. Litter walk. Willow re-planting.	
SCI	5 senses, brain research, what stops our learning, memory research, food for learning, taste tests, brain gym, rabbit food & habitat	Healthy eating, balanced diet, bacteria, micro-organisms, out of date food, food pyramids, food investigations	Light touch enquiries: Gravity, Earth Sun & Moon, shadows, how we see, temperature, change of state, Solar system	Food chains, shadow investigations, Earth, Sun & Moon, seasons, sun protection, Earth and Beyond	Life Bus (how the body works) habitats, food chains, micro-organisms, reversible and irreversible changes, teeth (lesson taught by Kim)	Reproduction (growing up talks)
ICT	Reseaching facts about the brain. Preparing a poster for classroom rules, sifting information & modifying search	Typing letters re: tuck shop, use of PSPs, e mind maps for the Thinking Hats meetings	Creating signs for our tuck shop, researching key facts, finding video clips of sunset & sunrise	Sun research using powerpoints. Iwebsite comparisions.	Create teaching materials to support sessions with younger classes - powerpoint, easiteach,	Movie Maker for leavers presentations
HIS		Guy Fawkes, Remembrance Sunday, Black History research		Moon research - 1st landing . Neil Armstrong		
GEOG				Seasons investigation, world map		

ART		food animation, food art,	Papier mache planets, mixing paints (ratio)		DCC - clay and show workshops	
DT	making smelling baskets	Jewellery quarter, food packaging, Christmas workshops, Christmas hats		Creating resources for assembly, Easter bonnet making	DCC - clay and show workshops, creating durable resources for teaching sessions & assembly	
PE	Tri-golf coach, Orienteering @ Springfield, Brain gym	Gymnastics, walking to Sainsburys, Rowing @ Braidwood	Hockey, Indoor Athletics @ NIA	Multi skills day, cricket coach & cross country @ Derby	Woodlands camp, Swimming Gala, Basketball, Tennis	Sailing
RE		Divalli Assembly, Nativity	Chinese New Year assembly	Easter story		
Music (Liz)			Music trio-concert @ Victoria			
PMFL	French	French	French	French	French	French
PSHE	Class rules, meeting & caring for the rabbits, school council	Smoking Lady, Fireman Clive, Anti Bullying, Being safe	no formal lessons due to MAC	no formal lessons due to MAC	Relationships, Life Bus, people who have commitment, anti-racism, teaching younger children about Space	
Forest Scs (Dawn)			Moon cycle	Designing & planting flower beds		
PERF ARTS		Borrowers performance at the MAC	MAC	MAC	assembly - re: languages	
VISITS	Springfield - smells Wendy - aromotherapy oils, opening of DCC & meet Princess Anne, Scouts camping trip, Orienteering @ Springfield	Café in Kings Heath, Jewellery making, Scout sleepover in school, Rowing @ Braidwood, Trescott - Away in a Manger, Sainsbury's trip	Springfield - shadows, Walk to Sainsbury's, Living Golf, Indoor Athletics @ NIA	Think Tank - IMAX & planetarium		

Appendix 3

Timetable allocations in the Primary Curriculum At Longwill School 2006-2007

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

Although "there are no statutory time allocations for national curriculum subjects." (p.19), and schools are encouraged to "customise the curriculum to support their values and aims and to meet children's needs." (p20), 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 tables are taken directly from the QCA guidance document:

KEY STAGE 2 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	(2:00 if taught weekly)	72	9%
D & T	(0.55 if taught weekly)	33	4%
ICT	(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	1:15	45	5%
RE	1:15	45	5%
Totals	19:10 – 22:30	690 – 810	82% - 96%

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

In the academic year of 2006 -2007, KS2 spend approximately 21:40 hours in teaching time each week.

QCA full details:

This document can also be downloaded free of charge from:

http://www.qca.org.uk/ca/5-14/learning_prim_curr.asp

C:\Documents and Settings\Alison\My Documents\T&L\timetable_allocations.doc

Appendix 6 **Resourcing the Curriculum**

ENGLISH

Reading book area for children
 Book boxes on termly loan in classes
 School Library
 Big books for literacy hour-fiction and non-fiction
 Staff resources for all aspects of English
 Handwriting, phonics, grammar and punctuation material
 KS1 and KS2 reading areas on top corridor
 Software to support subject online, on IWB and on network

BRITISH SIGN LANGUAGE

Pictures, graphics and videos in BSL area (Rm 14) and resources area

MATHEMATICS

Defined Maths resources area on top corridor
 Class resources
 Big Books
 Games
 Software to support subject online, on IWB and on network

SCIENCE

Resources housed in science cupboard (R10)
 Books stored in R5 available for use
 Software to support subject online, on IWB and on network

ICT

Networked Computers in each classroom and public spaces
 ICT suite comprising networked computers
 Fax system
 Minicom/text phone system
 Interactive Whiteboards in every room
 Peripherals such as scanner, digital microscope, digital video & cameras

HISTORY

Boxes of artefacts in topic area housed in resource room
 Books and stories for history
 Easiteach History available on network

GEOGRAPHY

Boxes and packs of photos, info, pictures etc in resources room

RELIGIOUS EDUCATION

Boxes of artefacts for each religion studied

Books and stories, pictures and photos in resources room

Religions of the World CD

PSME

Box and books in Resource room

ART

Art resources housed in art room in Early Years suite

DESIGN TECHNOLOGY

DT resources housed in Room 10 (DT room)

PE

Resources housed in the hall

MUSIC

Resources housed in the music area in the back of the hall

STAFF LIBRARY

Housed in the staff room and in the Library