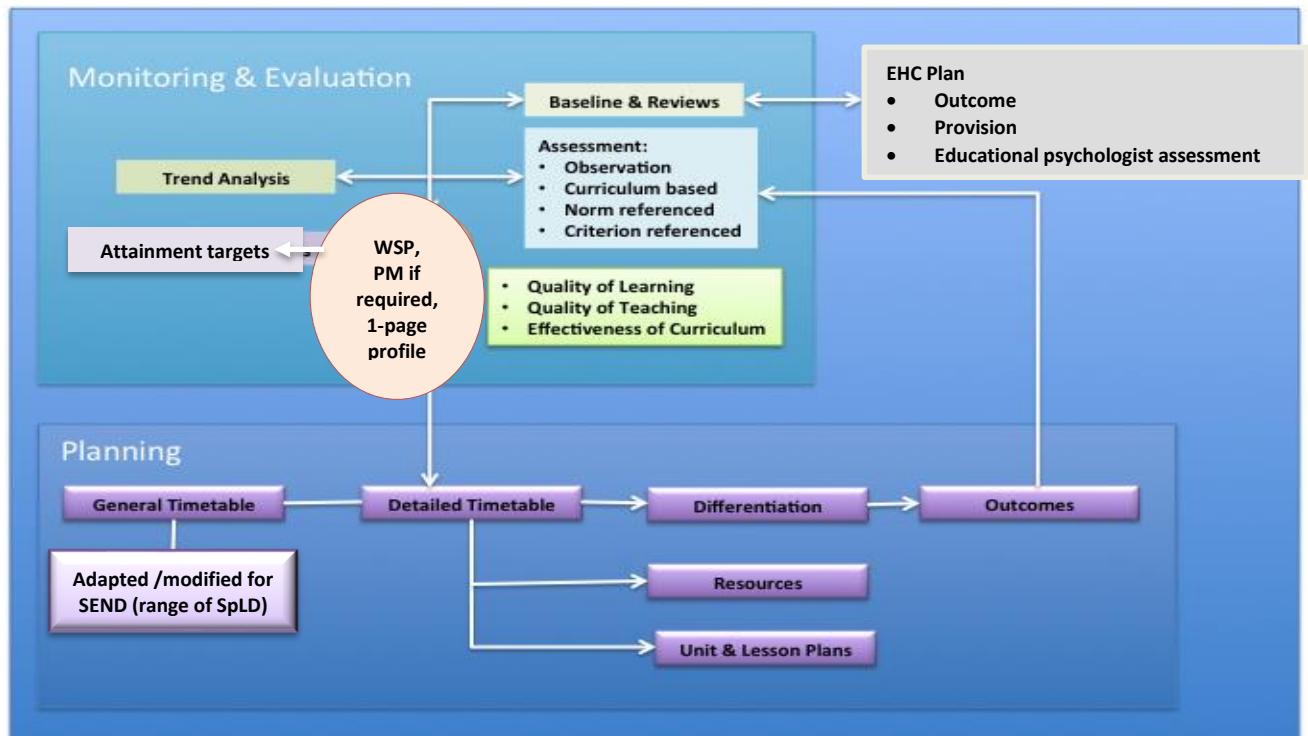# RED ROSE SCHOOL – CURRICULUM PLANNING

Updated: January 2021

ACTION PLAN MODEL

The above diagram outlines our Action Plan Model which sets out our Monitoring and Evaluation and Curriculum Planning. The former will be described in Section 4.

The nature of our pupils' SpLD determines our planning. Action research over many years has enabled us to produce a general timetable which has been adapted and/or modified from the national curriculum. Our detailed timetable informs the resources required and lesson planning. Moreover, the detailed timetable is modified through a cycle of outcomes, assessment and updates our Whole School Provision (WSP) that also informs Provision Maps (PMs) where these are needed.
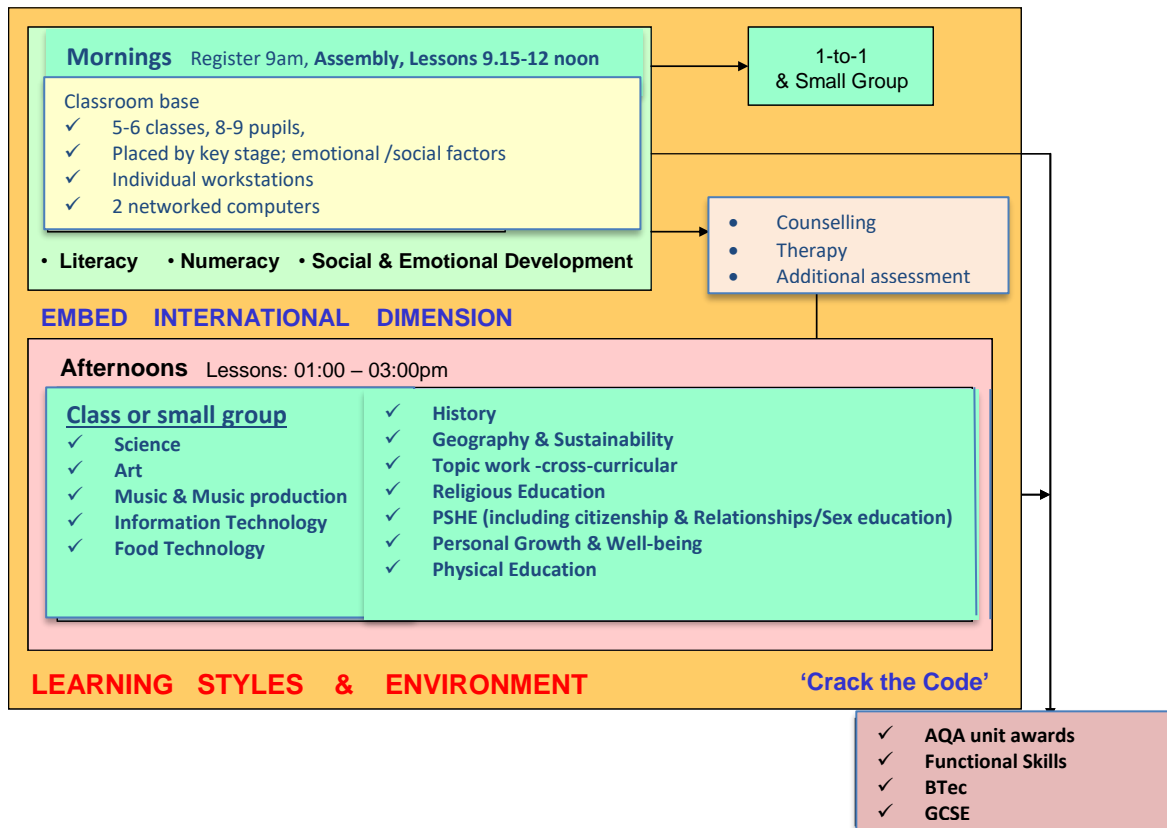
The above diagram outlines the general timetable which is set within an overarching framework of the School ethos (Chapter 3 Section 1), positive implementation of Learning Styles and an effective Learning Environment (Chapter 2), the desire to embed an international dimension throughout the curriculum (School Development Plan) and the requirement to 'crack the code' for each of our pupils.

'Crack the Code'
We do not believe in being prescriptive in terms of the resources used by teachers to implement the curriculum. Their teaching styles are different and 'what works for one will not necessarily work for another'. Moreover, if a particular teaching resource does not work with an individual pupil – there will be a resource that makes the break through. Motivation, enjoyment of the learning experience and outcomes are what are important!!

Hence the term – 'crack the code'.

MORNINGS

Following register and assembly on some mornings, our pupils are usually taught in their own class base throughout the morning. Pupils are placed in one of 6 classes by the Head Teacher. Criteria for placement are age, social/emotional factors and group dynamics. The normal class size is 8 pupils. In general, the Class will have the same Class Teacher and Team Teacher(s), initially to enable the establishment of trust and respect between teachers and pupils and thereafter to facilitate such relationships that has

each pupil 'normalised' from their previous experiences to the extent that they want to learn again. This initial period will differ from child to child but once achieved will quickly lead to the child re-engaging with the learning process.

The mornings concentrate on the pupils' SpLD in the areas of literacy, numeracy and the pupils' social/emotional and personal development. Where appropriate, pupils may be withdrawn for focussed 1-to-1 or small group work for additional support. In addition, should pupils require additional time for their GCSE / Functional Skills coursework they may be withdrawn for specific support in a 1-to-1 or small group situation. Where required, pupils are also withdrawn for specific counselling, SaLT, Art therapy or assessment.
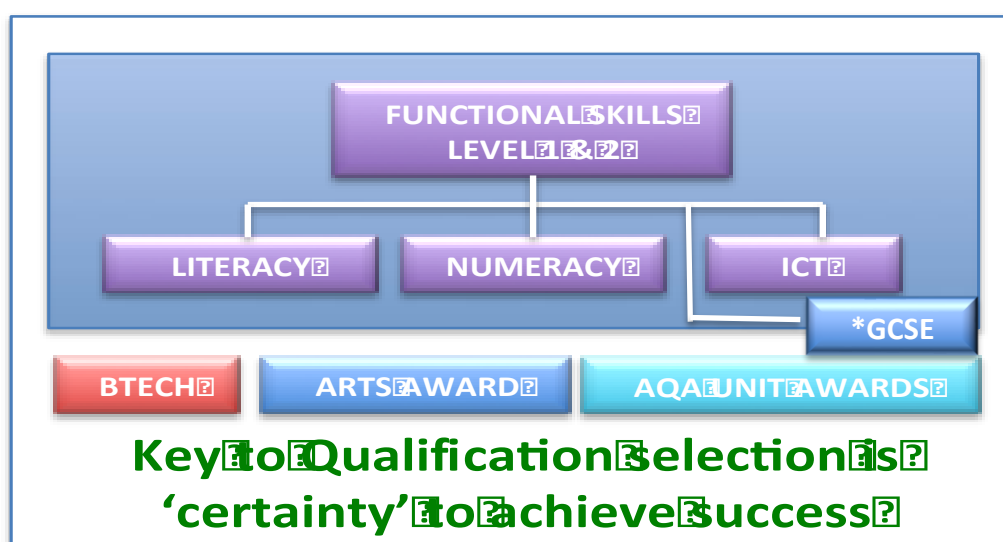
Teachers employ a range of teaching styles and work is differentiated (Chapter 3) to meet individual needs.

AFTERNOONS

There are 2 afternoon lessons which cover the remainder of the curriculum. Generally, each class is split into 2 groups of 4/5 pupils. Class Teachers together with additional part-time subject teachers provide the necessary subject coverage. There will generally be one Team Teacher from a pupil's class providing additional support in each subject lesson.

Lessons are either differentiated to each pupil's needs or, wherever possible, to a homogenous group. The actual level to which our pupils achieve is dependent upon each pupil's personal preferences and his/her ability to meet the detailed objectives of the various courses.

QUALIFICATIONS

FUNCTIONAL SKILLS
LEVEL 1 & 2

LITERACY   NUMERACY   ICT

*GCSE

BTECH   ARTS AWARD   AQA UNIT AWARDS

Key to Qualification selection is 'certainty' to achieve success

Key to our selection of qualifications is the relative 'certainty' that our pupils can achieve success. In particular, with the changes to GCSE (i.e. results based on 'exam only' with no marks for coursework), we have determined that

*GCSEs will ONLY be offered where we have relative CERTAINTY that the pupil can achieve success. Functional Skills and BTec qualifications also offer a flexibility through 'on-demand' timing for examination or portfolio-based assessment. These qualifications offer equivalence to GCSE and suit the needs of pupils with SpLD.

SUBJECT POLICY AND SCHEMES OF WORK STATEMENT

Each subject policy must be taught in accordance with the ethos and aims which are fundamental to Red Rose School.

Each subject is taught within the framework of the National Curriculum (adapted/modified and differentiated).

Each subject has its own scheme of work with subject objectives, assessment opportunities, cross curricular links and markers of progress and continuity. However, as Red Rose School caters for a broad range of pupils experiencing SEND (within the SpLD range), schemes of work are adjusted to cater for the individual needs of a pupil and that of the group of pupils he or she is being taught within. Each pupil may have a Provision Map or passport that is developed from his or her needs as identified by the EHC Plan Outcomes or an Educational Psychologist. The provision map is used if the EHC Plan requires provision that is outside of Red Rose School's 'whole school provision'.
The class teacher adapts schemes of work according to the needs of the pupils in the class and evident in the short-term planning.

Red Rose School curriculum policy statements set out in general terms how each subject is to be taught. The special educational needs and the presentation of each child will dictate how work will be planned to meet the needs of pupils, and what the implications of the subject are for each pupil group. Underlying all teaching policy documents is the commitment to providing children with effective structures and learning strategies to overcome their particular specific learning difficulty.

The schemes of work are the framework for setting out the range of topics for each subject to be taught over a period of time, how individual topics are to be taught, the resources and opportunities for assessing pupils' learning and progress. The schemes set out objectives for learning within each topic from which to base assessment. The schemes provide the opportunity for teachers to set out differentiated content and approaches for the different levels of capability and need (not least in terms of literacy) amongst the pupils. They also make reference to links between subjects - such as noting opportunities to use ICT and literacy/ numeracy skills within the topic.

GOOGLE APPS FOR EDUCATION & COMPUTING

As well as being a subject in its own right, Computing and its related technology is used to facilitate teaching across the curriculum. The main

classrooms have interactive whiteboard technology, and at least two computers connected to a school-wide filter-protected network. Access to additional laptop computers and android 'tablets' is available when required and. The school has its own website to which the pupils and staff may contribute through newsletters.

In addition, the school is an approved user of Google Apps for Education and Microsoft for Education. This has enabled school-based curriculum to be provided through related resources such as 'Teams' to facilitate remote learning. Each pupil has their own school account for storing their computer-based work.