

Stepping Stones Short Stay School



Curriculum Statement Teaching and Learning Policy 2017/2018

A Can Do School

Context

Stepping Stones School is a KS1 and KS2 Pupil Referral Unit. We specialise in supporting young people who have not been able to maintain a placement in their local school either due to a social, emotional or behavioural difficulty or a medical condition.

Learners at Stepping Stones are usually aged 5 – 11 years old and attend from a large geographical area of North Lancashire (Lancaster, Fylde, Wyre and surrounding localities). Children that attend our school attend for a short period of time from 6 weeks – 2 terms. We are not a long term placement. Our role is to reintegrate children back to mainstream education or work with parents/carers other professionals and the Local Authority Special Educational Needs team to support assessments of needs and seek appropriate long term specialist provision.

Stepping Stones School upholds children's rights to education. We recognise the child as an individual and acknowledge that children's needs change over time and require flexibility in our approach. We believe every child deserves the best education, opportunities and our role is to secure outstanding progress academically, socially, emotionally and behaviourally. We aim to improve children's outcomes and outlook developing the whole child holistically.

Our curriculum offer, therefore, is designed to reengage children with education ensure that barriers to equal access in our school are removed or overcome. We have designed our curriculum to provide opportunities for successful outcomes but one which provides support, encouragement and flexibility.

Therefore our curriculum has to be diverse, flexible, creative, differentiated, and meet the needs of all of our learners. Our curriculum is underpinned by teaching the children about social, moral and British values.

Our Curriculum Vision for our children

During a placement at Stepping Stones we want....

- **To provide every child with a broad, balanced, meaningful creative and stimulating curriculum.**
- **Each child to reengage with education and enjoy learning.**
- **Each child to make outstanding progress from their starting point.**
- **Each child to develop a positive attitude about themselves and learning.**
- **Each child to be successful and recognise their strengths.**
- **Each child to have a wide range of learning opportunities including trips, visits and enhancing the curriculum with visitors.**
- **To ensure the curriculum provision meets our children's social and emotional skills / development.**
- **To ensure our curriculum teach the children about their local communities, Modern Britain and the wider world.**
- **For each child to have aspirations and believe that they can achieve.**

Curriculum Requirements

The curriculum that is taught at Stepping Stones is broad, balanced and based on acquiring knowledge and developing key skills in all subject areas. The curriculum is delivered through a 'topic' 'thematic' approach as we believe that cross curricular links ensure that pupils' learning has greater meaning and coherence. We also aim to embed the application of the use of technology across the curriculum in order to maximise pupils' learning and progress.

The curriculum we provide meets the requirements of the National Curriculum and the Lancashire Agreed Syllabus for RE as well as providing an extensive range of learning experiences beyond the statutory requirements.

Challenges and Solutions

The nature of the school means that children attending could be from any one of the 118 Primary schools within our district or even out of area. This produces many challenges in terms of ensuring continuity of education. For many children they have significant gaps or have missed education and have a very negative view of school and learning. Our school therefore has to work hard in a short space of time to change a child's mindset towards education, build effective relationships, enable them to feel safe, secure and reengage them with learning. We do this through a thematic approach and by teaching the children using creativity and innovation.

At Stepping Stones we use the Lancashire Curriculum Support Materials, we baseline assess all of our children on entry to the school and we adapt the curriculum as needed. Each child has individual targets to achieve on a half termly basis and their provision is mapped in order for them to be successful.

Each teacher is expected to plan their learning activities to meet every child's needs. Therefore the curriculum is highly differentiated and additional support is deployed to challenge, extend and support learners of all abilities.

There may be times where the class teacher makes the professional judgement to move different units around on the curriculum map to ensure appropriate coverage and content matched to the current cohort, ensuring that the curriculum is broad and balanced.

Curriculum Materials Used

Phonics	Letters and Sounds
English	Lancashire Support Documents Lancashire Key Learning Documents for Reading, Writing, Spelling Learning and Progression Steps (LAPS) Key Learning and Performance Indicators (KLIPS)
Maths	Lancashire Long term plans Yearly Lancashire Unit Overviews Learning and Progression Steps (LAPS) Key Learning and Performance Indicators (KLIPS)
Science	Lancashire Materials Key Learning and Performance Indicators (KLIPS)

Art / DT / History / Geography / Music / Computing	Lancashire thematic booklets / guides to use. KLIPS for knowledge and skills progression
PSHCE	Circle Time education Values Based Education Lancashire PSHCE Scheme of Work
PE	Lancashire Scheme of Work
RE	Lancashire Scheme / Syllabus

All documents can be found on the schools Teacher Planning Drive (X Drive)

Classes and Grouping

We have 4 classes at Stepping Stones. Children are groups according to age, ability and needs.

Busy Bee Class - Alternative Provision

The Busy Bee group is a referral intervention programme. It runs every 6 weeks. The group has up to 6 children in it and heavily focuses on the skills required for children to manage, cope and deal with anxiety, stress, anger and a wide range of emotions in mainstream school. It is an assessment programme. Each group member has SMART (Specific, Measurable, Attainable, Realistic and Time measured) targets set by their mainstream teacher for English, Maths, Social, Emotional and Behaviour. This is what progress is measured against.

The group attend Stepping Stones 2 days per week with 3 days in their mainstream provision. It is a collaborative programme between the mainstream school and Stepping Stones with the child's needs placed at the centre.

It is very intensive, over the 12 sessions the children have a 2 day timetable which covers English, Maths, PSHCE and other subjects through creative learning opportunities to learn how to manage their feelings, social skills, values education and dealing with difficult situations.

Willow Class

Willow Class is our KS1 provision. (Y1&2)

There can be up to 8 children in the class.

Occasionally we may have Reception children attending and we will ensure that the teacher plans for the EYFS curriculum.

Occasionally Year 3 children may be placed within this class if it is deemed that they would be best placed within this class.

The class follows the full National Curriculum requirements.

Subject	Direct Teaching and Learning Time (per week)
English inc Phonics, SPAG	5 hours
Maths	3 hours 45 min
Science	1 hour
Computing	45 min
PE	45 min
RE	30 min
Art / DT	1 hour
Geog / History	1 hour

PSCHE / Values Education	1,5 hour
Zones of Regulation (PSHCE)	30 min
Music	30 min
Other curriculum opportunities (Daily Meeting)	1.5 hours
TOTAL	

Key Stage 2

There are two classes within KS2. We have a mixed Y3/4 class and a mixed Y5/6 class. At times there may be the need to mix the class groups further.

Maple Class (Y3/4)

Oak Class (Y5/6)

Subject	Direct Teaching and Learning Time (per week)
English inc Phonics, SPAG	5 hours
Maths	3 hours 45 min
Science	1 .5 hour
Computing	45 min
PE	45 min
RE	30 min
Art / DT	1 hour
Geog / History	1 hour
PSCHE / Values Education	1.5 hour
Zones of Regulation (PSHCE)	30 min
Music	30 min
Other curriculum opportunities (Daily Meeting)	1.5 hours
TOTAL	

Individualised Programmes

There are times where a child may require a higher level of differentiation than can be in place in the class. Therefore, additional Teaching Assistants are in place to deliver personalised curriculum programmes, under the guidance of the class teacher.

A child may required further English support, maths support, emotional support etc. All of this will be put into place to secure progress for the child.

There are occasions where a child may for a short period have a 1:1 personalised curriculum plan. Again, this is in place when a child is struggling to access learning in the class and a personalised programme aims to ensure they are learning, engage them, build their confidence, self esteem and attitude towards learning. They are put in place for short periods of time with the long term plan to move the child back into learning within the main class.

Planning

Teachers should plan to deliver lessons that have clear lesson objective, secure progress are inspiring, creative and use a range of teaching and learning styles. We try to use the whole school environment including the use of the outdoor space and the local area to enhance and support the pupil's development within the curriculum.

Teachers produce

- Half termly overviews.
- Weekly plans for English
- Weekly plans for Maths
- Weekly plans for science, foundation subjects and PSCHE (Values Education / PSHCE curriculum and Zones of Regulation)

All planning templates can be found on the teachers planning drive.

Curriculum Maps

The school has mapped out the curriculum on a 2 year cycle. The curriculum maps show the units of learning to take place. There is flexibility dependent on the cohort of children. E.g. If Maple Class was full of Y3 children, the teacher would not deliver Y4 work if it was stated on the map. They would amend the map to suit the cohort and needs of the children.

Curriculum Delivery

Our Curriculum rests on a firm foundation of encouraging children to **experiment, explore and pursue their own interests. Our Curriculum has a balance between essential knowledge and key skills.** Instead of only a knowledge and content driven curriculum, our approach is school based, in which the curriculum is used to help children develop along a skills and attitude continuum. Although content is important and is taught according to National Curriculum requirements, skills and attitudes can be developed whatever the content and the development of skills is our focus. Skills being the foundation of whatever the child may learn next.

Through the development of skills over a topic, children can apply these to create products. One feature of our curriculum is that each week / unit of work enables each child to have an end product, **an outcome from their learning. Children's sense of achievement is increased as they work towards their goal.** Children discover that learning is not passive, but an active process that leads somewhere and in turn allows the child to see physical, tangible evidence of the skills they have learnt. This also helps children develop an evaluative attitude towards their work and a sense of not only pride in their work-but a focus for areas to improve.

Through the Curriculum we aim to raise standards. Primary education is not just about targets and results in league tables, nor is it simply a preparatory step for secondary school; it is much more than that. As a school we believe that by developing skills in a stimulating, enjoyable environment, we help children develop as individuals that have access to enjoy learning through a rich and varied curriculum. We want children to take advantage of their primary curriculum.

We want children to have a memorable experience at Stepping Stones that reengages them with learning and that encourages and inspires them to achieve in life and to aim to exceed their potential. We hope to foster the attitude of wanting to learn as well as needing to learn.

Special Educational Needs

All the children attending Stepping Stones have are placed at SEN Support or are in the process of Integrated Assessment for an Educational Health Care Plan. A small number of children will have a new Educational Health Care Plan and will be awaiting long term appropriate placement, either reintegration back to mainstream school or onto a specialist setting.

In some cases a child may have further support documents from other professionals. All staff should refer and use these documents to support and develop the child's curriculum.

At times the school seeks additional specialist advice / assessments from specialist teachers.

All of the above is to ensure every child's needs are catered for.

Individual Education Plans (IEP's)

All children have an IEP from entry to the school. This is formulated within two weeks from entry and has 5 targets.

Emotional

Social

Behavioural

English

Maths.

These are evaluated and reviewed on a half termly basis. IEP progress is reported and analysed by the assessment lead. (Jane Meacham)

All teachers / teaching staff should read this policy in conjunction with

- Assessment policy
- Marking and feedback policy
- Curriculum overviews

All documents in relation to supporting planning, teaching and learning are accessible on the Teachers Planning Drive on the network.