

# Stepping Stones Short Stay School



## Curriculum Statement Teaching and Learning Policy 2020-2021

*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.

Over the past two years Stepping Stones has developed into provision for both short term and longer-term placements.

### **Short Term Placements**

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 short-term placements attend for 1 – 2 terms. Our goal 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 the reintegration process.

### **Longer Term Placements**

There are times where a child may have been attending Stepping Stones and had an EHC plan. The local Authority may request that the child remains in placement for longer term if it is deemed appropriate to their age and needs. E.g. Y5-6.

During 2019-2021 this has happened on several occasions and Stepping Stones has become longer term provision to prevent the child moving on to specialist placements. The goal continues to be mainstream provision in the longer term or movement to the proposed Additional Resource Provisions based in mainstream schools. (Due for opening from September 2022)

### **Our Intentions**

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 roles are 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, therefore, is designed to re-engage children with education and 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.

We aim for our curriculum to be diverse, flexible, creative, differentiated, and meet the needs of all of our learners. Our curriculum is underpinned by teaching the children about cultural, capital, 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 re-engage 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 and development.
- To ensure our curriculum teaches the children about their local communities, Modern Britain and the wider world.
- For each child to have aspiration 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' and '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 re-engage 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 – Key Learning Statements, 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 in a thematic way to engage the children in their learning. Therefore, the curriculum is highly differentiated and additional support is deployed to challenge, extend and support learners of all abilities.

The curriculum map is required to be adhered to in order to ensure continuity, progression and for longer term children to have a balanced curriculum whilst attending the school.

### **Curriculum Materials Used (Support)**

Phonics	<p>From March 2022 all staff will have completed training in Success For All Phonics.</p> <p>All children are assessed on entry to ensure they can read and write the GPC's. (Success for All assessment tool will be used by March 2022)</p> <p>This identifies what needs to be focussed on. Children are taught in differentiated groups.</p>
---------	--

	Key support staff are trained in the Intervention – Lightning Squad which will be used to support progress for children in Y2 – Y6.
English	<p>Lancashire Support Documents Lancashire Key Learning Documents for Reading, Writing, Spelling Learning and Progression Steps (LAPS) Key Learning and Performance Indicators (KLIPS) All children are also assessed on entry using the Salford Reading and Comprehension Assessment; and undertake the Schonell spelling Test; primarily to identify gaps in learning; key difficulties and strengths.</p> <p>Children in KS1 have a reading lesson daily and writing lesson which focuses on key skills. They have key texts from a wide range of genres and that link to their thematic learning.</p> <p>Children in KS2 continue to have reading and writing sessions that focus on key skills from the LAPS and link to their academic needs.</p>
Maths	<p>All children are assessed on entry using the PUMA maths assessment to gauge each child's knowledge and understanding. This is used to identify gaps. Staff will use the White Rose Long term plans that are cross referenced with KLIPS.</p>
Science	<p>Lancashire Materials Key Learning and Performance Indicators (KLIPS)</p>
Art / DT / History / Geography / Music / Computing	KLIPS for knowledge and skills progression
PSHCE	<p>PSHCE association SoW – overview to be followed Circle Time education Values Based Education PSHCE association units of work</p>
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 grouped according to age, ability and needs.

### **Elm Class**

**Elm Class is our KS1 provision. ( Y1&2 and occasionally Y3)**

**There can be 8 – 10 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 due to their academic and emotional ability.

The class follows the full National Curriculum requirements.

### **Key Stage 1**

The KS1 curriculum builds up to the direct teaching and learning times. There may be some children that require their curriculum adapting further to meet their needs.

<b>Subject</b>	<b>Direct Teaching and Learning Time ( per week)</b>
English inc Phonics, SPAG	7 hours
Maths	3 hours 45 min
Science	45min – 1 hour
Computing	45 min
PE	45 min
RE	Is taught in a theme week on a half termly basis.
Art / DT	40 min
Geog / History	40 min
PSCHE Curriculum	40 min
Values Education / Zones of Emotional Regulation ( PSHCE)	45 min
Music	20min
Other curriculum opportunities (Daily Meeting)	1 hour 20 min
Key Skills (IEP Academic Targets)	1 hour 40 min
Direct Social Skills	2 hour 5 min
Breakfast / Values / Targets	50 min
Class Novel	20min
Additional Interventions – to be decided based on class needs.	40 min
<b>TOTAL</b>	<b>23 hours</b>

## **Key Stage 2**

There are three 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.

<b>Subject</b>	<b>Direct Teaching and Learning Time ( per week)</b>
English inc Phonics, SPAG	7 hours
Maths	3 hours 45 min
Science	1 hour 25 minutes
Computing	45 min
PE	45 min
RE	Is taught in a theme week on a half termly basis.
Art / DT	40 min
Geog / History	40 min
PSCHE Curriculum	40 min
Values Education / Zones of Emotional Regulation ( PSHCE)	45 min
Music	20min
Other curriculum opportunities (Daily Meeting)	1 hour 20 min
Key Skills (IEP Academic Targets)	1 hour 40 min
Direct Social Skills	2 hour 5 min
Breakfast / Values / Targets	50 min
Class Novel	20min
TOTAL	23 hours

## **Orchard Class (Y5/6)**

Orchard Class predominantly has children that have been in provision for longer term. The vast majority of the class have Educational Health Care Plans. Whilst they continue to follow the curriculum maps and provision in place, significant adaptations are made in order to ensure the provision outlined on their EHCP's is met.

## **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 require 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 objectives, 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 pupils' development within the curriculum.

Teachers produce

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

**All examples of planning templates can be found on the teachers' planning drive.**

## **Curriculum Maps**

The school has mapped out the curriculum on a 2-year cycle with mixed age Key Learning Standards.

## **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 re-engages 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.

## Timetabling 2022

Lexia and Mathletics are not to be timetabled as they will be used as part of interventions and teaching group work in phonics and maths.

	9am – 9:30	9:30 – 10:30		10:30 – 10:45	10:45– 11:25	11:25 – 11:40	11:45- 12:15	12:15 – 12:45	12:45 – 13:00	13:00- 13:20	13:20-14:00	2.00 – 2.10	2:10-2:55	2.55 – 3.00
Monday	Look Say Cover Write Check, IEP target work & Breakfast RMT activities	Circle Time	Reading Session	Break Time Outdoor	Maths	IEP Social	Phonics	Lunch	Lunch Play	Music	History / Geography	Social Skills - Values Based Activity e.g. cooperation	PE	Class Listening to a text read
Tuesday		Reading Session	Writing Session		Maths		Phonics			Daily Meeting	Art/ DT		Zones / Growth Mindset / Class Needs / Emotional Regulation	
Wednesday		Reading Session	Writing Session		Maths		Phonics			Daily Meeting	PSHCE Curriculum		Computing	
Thursday		Reading Session	Writing Session		Maths		Phonics			Daily Meeting	Science		Science	
Friday		Writing Session			Maths		Phonics			Daily Meeting				

## Continuous Provision and IEP Social Skills

The majority of our pupils require focussed tasks and activities throughout their day, which promote their understanding and ability to manage social situations and minor conflict episodes, safely.

Therefore, the KS1 class has daily access to continuous provision ie the Y1's and Y2's. Y3 children placed in this class due to their social and emotional development will also access this provision. The areas adhere to the learning areas as laid out in Early Years provision, in order to give the children opportunities to experience a wide range of play and learn opportunities which they have either missed out on; or have been unable to access in their mainstream setting; or require consolidation and practice. This provision allows the children further chances to practise, experience and develop their exploratory and social skills etc.

Alongside this provision, all children in school have access to a daily 15 minute, focussed, IEP Social skills session. Two classes come together in each half of the school, to join for planned social tasks and activities. A selection of activities is on offer each day – investigative/craft or calming or team-work based. The children have to choose a range over a week and will mix across the classes to take part in the activities.

Adults support each activity through guiding and modelling appropriate actions and responses during minor conflict situations; helping the children to come up with strategies and approaches which will allow them to work independent of an adult when playing with a friends at playtime; when setting up a board game with their peers and for example, learning how to manage who goes first; how to manage both winning and losing; how to ensure everyone in the group is included etc.

Through the modelling of appropriate responses and problem-solving strategies and reactions; the children come to understand how taking part in these sessions is relevant to their everyday life experiences.



## **Special Educational Needs**

All the children attending Stepping Stones have been placed at SEN Support or are in the process of Integrated Assessment for an Educational Health Care Plan. A 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 Individual Targets. Academic Targets for English and Maths are placed on one IEP and SEMH targets are placed on another IEP.

This is formulated within two weeks from entry and have a total of 5 targets.

Emotional  
Social  
Behavioural  
English  
Maths.

These are evaluated and reviewed on a regular basis e.g. two week - 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 school network.