



## Curriculum Development, Design and Delivery

### Teaching and Learning at Stepping Stones

2022-2023

#### 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.

#### **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.

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.

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. We also account for our local area and the learning about historical events and geographical knowledge about their locality.

### **Current Contextual Information which underpins our Curriculum Rational (2022-2023)**

During 2021-2022 we saw a significant increase in children referred to Stepping Stones from YR – Y3. We believe this could be a direct impact of children missing / having significant disruption to their opportunities to develop. Children born between 2013-2014 would have had pre school opportunities. However, children born between 2015-2021 would have had significant disruption to their early childhood experiences and development.

During 2019-2020 children would have missed their 2-year check, 3-year-old check and pre-school checks due to health visitors working remotely. For children that may have had developmental delays, speech and language needs, communication and interaction needs, neurodiverse conditions such as Autistic Spectrum Conditions, sensory and auditory processing needs and / or ADHD, there needs were not identified; as a result, the most vulnerable and complex needs children have returned to school with significant developmental needs and unidentified medical needs.

During the 2020 – 2021 National Lockdowns, many people had to work from home. Providing childcare, pre-school experiences and or home education for children and working from home was an extremely challenging task to undertake. So, we have to be mindful that children may have had greater access to devices, technology whilst parents were busy. We also need to be mindful that educating children and providing the experiences that a childminder, nursery or pre school provide is not something that is easily replicated within the home.

The Government provides and promotes 30 Free Childcare Hours from the age of 2 for vulnerable families (low income / out of work high risk social deprivation) This is in order to ensure our most vulnerable high-risk children are given the necessary experiences to develop socially, emotionally and to communicate and interact.

For working families Free Childcare is provided from the age of 3. This is because we know the early start to life, education and experiences can significantly shape the future outcomes for everyone.

**“Children learn and develop more from birth to five years old than any other time in their lives.”**

**(Development Matters, 2021)**

## Overview of Missed Educational Provision

	Our Y1's	Our Y2's	Our Y3's	Our Y4's	Our Y5's	Our Y6's
During COVID these children	were 2-3 years old.	were 3-4 years old.	were 4-5-years old.	were 5-6-years old.	were 6—7 years old.	Were 7-8 years old
Should have received	30 free childcare EYFS hours	30 free childcare EYFS hours	Reception Curriculum	Year 1 – Play Based Approaches	Y2 – more formal	Y3 more formal
2019-2020 Year of COVID & the impact on development	Limited pre school due to COVID	May have had 1.5 terms of pre school	Reception – Did 1.5 terms only	Had a full Reception but then significant disruption to their Y1- Y2	Had a full Reception and Year 1 but then significant disruption to Y2-3	Had a full R, Y1, Y2 But then significant disruption to Y3-4

### What Educational Research Says....

**Development Matters (2021) identifies that high-quality early year’s education is positive for disadvantaged children.** (However, our children in Y1-Y3 have missed this and when they returned back to school they were expected to be in bubbles, have desks in lines and work from paper-based tasks)

**The EEF found that “play based learning approaches improve learning outcomes by approximately five additional -months.” (Play-based learning, EEF, 2021)** it also outlined play-based learning approaches can have long term benefits, including benefits to academic outcomes in primary school.

**As outlined in the Education Endowment Foundation (EEF) research document**

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>

*“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”*

It is therefore crucial that all teachers at Stepping Stones adapt the curriculum to all children’s learning styles and approaches to secure the best outcomes for pupils.

## **Our Findings and Beliefs to inform curriculum adaptations and additional deployments of support**

We believe that the limited / lacking pre-school experiences due to the pandemic have impacted significantly on child development, especially for children with additional needs. Whilst we are 1+ years post pandemic it is very evident that the impact of school closures is affecting our most vulnerable learners and children with unidentified needs. Therefore, in line with EEF research our teachers must ensure appropriate adaptations are in place.

***“Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go. Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting—understanding what foundations already exist is key if we are to build on them with new knowledge and skills.” (EEF, Support for Schools 1 – High Quality Teaching)***

**The children who are referred to Stepping Stones and are attending our school provision are struggling with**

- emotional regulation
- language development
- communication skills
- interaction, socialisation
- imaginative play
- creative play
- problem solving
- resiliency

**and therefore, there developmental delays are impacting on the whole child developing and making academic progress.**

**We are finding that**

- children find it uncomfortable to play,
- they struggle to take risks, (are hugely fearful of making mistakes and getting things wrong)
- they are fearful of the outdoors,
- they do not know how to interact with other children,
- children are engrossed in the virtual world! They feel safe playing games online, but struggle to play co-operative games with others.

A lot of our children require a high level of support for staff to model, guide and share play experiences.

As we are finding significant difficulties as outlined about we are taking a different approach to teaching, learning and developing these fundamental skills that for so many children have been missed.

We know that the EYFS curriculum states effective teaching and learning takes place through **“playing and exploring, active learning, creating and critically thinking.”** As a school we must consider that our children have lacked experiences that secure the fundamental skills required to develop socially, emotionally, academically. These principles and this pedagogy around effective teaching and learning can be implemented across the whole school.

As a school we have to ensure children make progress in all areas. Very often we are an ‘intervention’ / ‘assessment placement’ to work on key areas identified by our colleagues in mainstream school and or to ascertain what long term provision would be most appropriate for the child, in the future.

## **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 challenges in terms of ensuring continuity of education. For many children they have significant gaps; have missed education and have a very negative view of school. Our school staff have to work hard in a short space of time to change a child’s mindset and engage them with education. Building effective relationships enables them to feel safe, secure and reengage with learning. We therefore have an overarching theme to all half termly units of work.

## **Our Curriculum Intentions**

- To provide an enriching, knowledge-based curriculum that enables children to learn more, know more and remember more, whilst also developing the fundamental learning skills required to be life long learners.
- To ensure each child reengages with education and shows enjoyment and thirst for learning.
- For every child to make exceptional progress from their starting points; building upon their strengths and individuality.
- To ensure the curriculum design and provision meets our children’s social, emotional and mental health needs.
- To ensure our children learn about their local communities, Modern Britain and the wider world.
- For every child to have aspirations and believe they can achieve.

**We want our children to acquire knowledge through varied approaches to teaching and learning, which allow for children to play, explore, be creative and learn to critically think. In our upper school we call this extend, explore and challenge opportunities. With our lower school children, we call this play and learn. Despite what it is called, it is the process where we believe learning can be secured, knowledge can be consolidated through practical, modelled / guided or independent opportunities.**

**We want our curriculum to be ambitious and to map our carefully the learning sequence, so children know more, can remember more and apply more over time.**

**We know that developing depth of learning is more important than covering lots.**

In order to deliver high quality effective teaching and learning all teachers and staff must put the child's experiences at the centre in order to deliver a curriculum that is meaningful, purposeful and develops the whole child. We know that children who have lived through difficult experiences can begin to progress when the educational provision is high quality and accounts for whole child development.

## **Curriculum Design**

Our curriculum has been designed using the National Curriculum Programmes of Study. We are ensuring there is a broad, balanced curriculum provided to all children that meets the requirements of the National Curriculum.

At Stepping Stones, we have to tailor all the children's learning to their needs. Very often children have missed substantial amounts of learning due to previous 'part time provision in mainstream school', 'suspensions', 'missing learning through behavioural incidents.' Etc. Therefore, the delivery of schemes does not always enable our teachers to meet the level of differentiation / adaptive teaching required. All of the schemes that we use are in order to support 'interventions' and to secure progress.

The curriculum has been designed on a two-year cycle. The National Curriculum Programmes of Study have formed the decisions around Curriculum design to ensure whilst a child is educated at Stepping Stones they access high quality education which emulates what mainstream school would be providing.

When designing our curriculum, we focus on teaching the children about Local, National and Global history, geography, knowledge etc. We deliver the curriculum to incorporate Values Education, British Values and Cultural Capital. We have staff that are actively involved in the development of the Local Curriculum as part of Curriculum Cluster groups and we emulate within our school.

We access local curriculum opportunities, such as The Morecambe Bay Curriculum, to encourage our children to develop an interest and pride in our local area. We ensure that the diverse population in Britain is reflected in our curriculum, for example, ensuring people of colour and women are represented.

### Organisation of School

In reflection of pupil needs and the diverse cohort during 2021-2022 a restructuring of school took place for September 2022. Dependent on the fluctuating cohorts and needs this has to be reviewed by Senior Leaders on a term by term basis. Further changes to class groups are made based on academic skills and developmental skills. Therefore, we do have a range of mixed age, mixed ability and cross key stage cohorts.

Our teachers ensure they understand the learning and knowledge expectations of both key stages.

#### Lower School

**Elm Class – Currently Y1 (&Y2 who requires this provision)**

**Hazel Class – Currently Y2 &Y3**

#### Upper School

**Maple Class – Currently Y3,Y4 &Y5**

**Oak Class – Currently Y5/6**

#### Schemes and Programmes to Support Teaching, Learning, Progression and Continuity

	Lower School ( y1,2,3)	Upper School (y4,5,6)	Interventions for Catch Up
Phonics / Spelling	Success for All  30 min Max – per day. Very often smaller intensive groups of 15 min activities	(Success for all- if appropriate) Spelling Shed  30 min per day	Bespoke targeted interventions Lexia – additional support Lightening Squad Toe by Toe
Reading	Success for All	Taught through English Lessons in a structured approach –Highly differentiated using Learning and Progression Steps (LAPS)	Lightening Squad Lexia Bespoke Programmes Higher level of reading support

English / Writing	30 min planned daily which focuses on the SfA Shared Reader to consolidate the children's phonic knowledge and application of these in their writing. Incidental writing opportunities are provided within continuous provision and based on the theme/storybook(s) of the week. A range of genres are included. Handwriting is practised daily.	1-hour English Lesson Per Day which uses Lancashire's suggested Genres and suggested overviews. Highly differentiated using Learning and Progression Steps (LAPS)	Bespoke programmes for children not working at accessible level.
Maths	Up to 40 min per day. Inc Mental Oral Work. Subject Leader has devised a overview for each class to ensure coverage, progression using Lancashire Support Materials.	Up to 45 min per day. Inc Mental Oral Work. Subject Leader has devised a overview for each class to ensure coverage, progression using Lancashire Support Materials.	Bespoke programmes for children not able to work at the class accessible level. On Track Maths Rapid Maths Programme
Science	Science knowledge and Scientific Working Skills are sequentially planned. A wide range of age appropriate learning from the National Curriculum is in place. Teachers use Lancashire KLIPS and the National Curriculum to plan sequential lessons that build knowledge, skills and enable children to know more.		Highly differentiated through work level and to ensure accessibility to the knowledge of an age appropriate level.
Computing	30 – 40 min dependent on age and ability to focussed. Scheme of work implemented across school Mr P's ICT programme. Subject Lead has shared and disseminated across school.		Higher level of support targeted to key children in lessons.
History / Geography	The subject leader has worked with the staff team to choose topics/themes that show a progression of learning across the curriculum.		
Art / DT	As a school we follow the NC for these subjects; we endeavour to use topics which do not necessarily be a repeat of what our children would experience within their mainstream school settings. We ensure there is sequential learning within each topic/theme.		
Music	In Lower school the children access weekly sessions following the themes of the NC ie pitch, dynamics, duration, texture, timbre etc. In Upper school music sessions follow the elements of the NC and utalise music specialist to support the curriculum.		We are exploring a range of schemes to best suit our learners.
PSHCE	PSHCE Association Scheme of Work adapted to meet the needs and learning abilities of the classes.		

RE	Adapted from Lancashire SACRE – modified and adapted to children across school – ensuring	
PE and Physical Activity	Whole school are following the scheme: “Get set for PE”	
Values / Growth Mindset / Emotional Regulation	Both Upper and Lower school access weekly values lessons; weekly Zones/Growth Mindset sessions and emotional regulation runs through the whole of each day; as the children progress through a term, they learn to understand strategies which work for their individual toolkit.	
Circle Time	30 minutes delivered weekly as whole school	

### **Other Areas of Learning – Provisions to support the SEMH needs of our children built into the day.**

Area	All School	Weekly Teaching Time
IEP English & Maths Work inc letter formation / handwriting	15 minutes daily	1 hour 15 minutes
Circle Time	Whole school focussing on social skills, turn taking, values, 30 minute weekly	30 min
Daily Meeting	Whole School 20 min per day x 4 days per week.	1 hour 20 min
IEP Social / Emotional Times	Lower School – Covered through Play and Learn (Continuous Provision) Upper School – 2 dedicated structured sessions daily (25 min per day)	Upper school: 2 hours 5 min

### **Mapping to Ensure Progression in knowledge, skills and continuity of learning**

Throughout a child’s educational time with us we ensure that we map out their curriculum to show and develop progression in knowledge, skills and understanding. We do this through our curriculum trackers, knowledge maps and learning logs.

All children have a Curriculum File which demonstrates their learning and progress. Subject leaders / SLT should be able to access the files and gather information on pupil progress, evidence of learning etc.

Big Floor Books are used in Lower School to show the variety of learning taking place in all areas, alongside individual curriculum folders.

Teachers are responsible for ensuring that each half term the following is in place....

- Weekly plans for English and Maths
- Adapted Plans from Schemes for Phonics and Spelling and Reading in Lower school.

- Half termly plans which include a knowledge organiser for Science, History or Geography, Art or DT, Music, PSHCE.
- There are no knowledge organisers for the subjects following an approved NC scheme.
- Adapted plans from computing scheme of work.
- Learning logs are completed for each curriculum subject.

## Model Weekly Timetable Lower School

Lower School – y2,3

	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 - 1:00	1:00 - 1:15	1:15 - 2:00	2:00 - 2:10	2:10 - 2:55	2:55 - 3:00	
<b>MON</b>	SPELLINGS, IEP WORK (eng or maths), TIMES TABLES, HANDWRITING	Circle Time	Phonics	Break Time Outdoor	Maths	IEP Social	English – Writing skills	Lunch	Break Time Outdoor	Relax Kids	Topic	Social Skills – Values Based Activity e.g. cooperation	Topic	Class Novel
<b>TUE</b>		Reading FFT	Phonics		Maths		English – Writing skills			Topic	Topic			
<b>WED</b>		Reading FFT	Phonics		Maths		PE - Yoga			English – writing skills	Topic		Topic	
<b>THU</b>		Reading FFT	Phonics		Maths		English – writing skills			Topic	Topic			
<b>FRI</b>		Reading FFT	Phonics		Maths		English – Independent Theme write			ICT	Music			

# Model Weekly Timetable Upper School

	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 - 1:00	1:00 - 1:15	1:15 - 2:00	2:00 - 2:10	2:10 - 2:55	2:55 - 3:00
<b>MON</b>	SPELLINGS, IEP WORK (eng or maths), TIMES TABLES, HANDWRITING	Circle Time	English	Break Time Outdoor	Maths	IEP Social	SPAG	Lunch	Break Time Outdoor	Picture News	Zones / Growth Mindset/ Emotional Regulation	Social Skills - Values Based Activity e.g. cooperation	RE	Class Novel
<b>TUE</b>		English			Maths		11.50 – Lunch 12.00 Leave			12.20 – 1.20 Swimming Lesson 1.40 Back to School / Lunch	2.30 – 2.40 Social Skills			
<b>WED</b>		English			Maths		SPAG			1.50 – 2.30 History/Geography	2.40 – 3.00 SPAG			
<b>THU</b>		English			Maths		SPAG			Art / DT	Computing			
<b>FRI</b>		English – Independent Write Focus			Maths		SPAG			Science	Science			
					* Thurs – PE Skills Session *					Daily Meeting	Music with Rik from More Music	PSHCE – Curriculum		

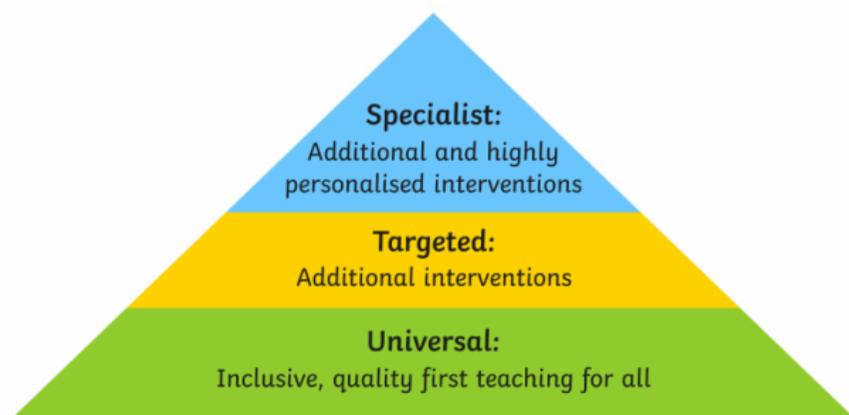
## Quality First Teaching

At Stepping Stones we know that **Quality First Teaching** (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a **variety of learning strategies** in order to be effective, like differentiated learning and the use of **SEND resources**. In short, **QFT** is an approach that highlights the need for a personalised learning experience and encourages greater **inclusion** of pupils with **SEND needs**.

All of our teachers adapt the curriculum and learning environments to ensure all children can access education, secure progress and learn effectively. Teachers make learning differentiated and provide appropriate resources to support the children accessing the curriculum, securing knowledge and learning more.

Where a child may have significant difficulties in an area / and or identified needs on their Educational Psychology Assessment and/or Educational Health Care Plan. The class teacher / deputy headteacher and headteacher are responsible for ensuring additional provisions are in place. At Stepping Stones, we adopt the following model to ensure children are included and supported effectively.

## The Three Waves of Intervention Model – Ensuring Inclusion and Equality of Provision



As part of a national effort to improve inclusivity in all educational settings, the 'Three Waves of Intervention' model was introduced. This three-tiered model provides a framework for teachers to follow in order to make their teaching more accessible and inclusive whilst reducing underachievement.

### **Wave 1: Universal**

This first step is simply Quality First Teaching. Wave 1 encourages teachers to thoroughly plan each lesson so that there are clear learning objectives alongside worksheets, exercises and other pedagogical choices to help them meet the learning outcomes. **This can allow for children to record their work in a variety of ways. Including using computers, Ipads, voice recordings and staff using photographs to evidence and comment on learning. Other examples are use of word banks, visual resources, scaffolds, sentence starters.**

### **Wave 2: Targeted - Additional Interventions**

Wave 2 can be used alongside Wave 1 to provide extra support to pupils who are not quite meeting age-related expectations. Wave 2 involves identifying these pupils and taking the necessary steps to personalise their learning experience so that they can get back on track in their learning journey.

Extra support can be provided during regular lesson time - it doesn't have to take place outside of whole-class teaching. This is where differentiated activities and exercises would be used to great effect.

**Wave 3: Specialist - Personalised Interventions**

Wave 3 encourages teachers to create a personalised learning program for students struggling to meet age-related expectations. This step is for students who require more support than is provided in Wave 2.

Wave 3 may even require SEND-specialists or SEND teaching assistants to provide further support to learners to help them progress at the expected rate. Our SEND Academic interventions are outlined alongside our curriculum offer. However, there are other interventions that are often required to support social, emotional and mental health needs; as well as sensory, physical, communication and interaction needs.

Area of Need	Possible Interventions Used	Delivered by
Communication and Interaction	Speech and Language Programmes Lower School – Nuffield Early Language Programme Use of visual cards / Boardmaker Social Stories Lego Therapy	Trained Teacher Specialist Teacher / Therapists Delivered by TAs following agreed programmes.
Cognition and Learning	See Above	1:1 support trained at Stepping Stones
Social, Emotional and Mental Health	Zones of Regulation Growth Mindset Feeling Buddies Personalised resources Thrive	Support staff Teachers
Sensory and Physical	Sensory Diets Adapted physical activities working on key skills and identified skills from Occupational Therapists.	Devised by OT and other professionals delivered by staff with support.

Additional support programmes will be implemented with specialist teacher guidance and input.

## Ensuring and Measuring Pupil Progress

As a school we are all committed to ensuring children make good academic progress. We are a school with high expectations and are fortunate to have small class sizes with higher ratio of adult support.

We acknowledge progress as 'knowing more and remembering more'. As a school we track pupil progress through a range of tools and observations.

- PIVATS
- Key learning Statements
- PIVATS PSD – speaking and listening and emotional development
- Boxall Profiling to support developmental strands
- Use of phonics assessment, reading assessment
- Use of PUMA maths assessment

### Progress and The Curriculum is monitored by:

- SLT through learning walks, book looks, work scrutiny, discussions with children
- Termly collection of teacher assessments using PIVATS / or KLIPS depending on abilities of the child and previous progress.
- Subject Leaders – reporting on progress in knowledge, skills and understanding using curriculum files, knowledge organisers, observations and discussions with children.

### To read in line with Assessment Policy and Procedures

All staff should also be aware of the procedures for marking and feedback.

This should be read in conjunction with subject policies.

This should be read in conjunction with the curriculum maps