

Stepping Stones Short Stay School



Curriculum Policy

2024-2026

A Can Do School

Reviewed: December 2024

Next review date: December 2026

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.

Intent

Our curriculum at 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 ambitious curriculum has been designed to take account of the Primary National Curriculum. Pupils study all National Curriculum subjects, with the exception of Modern Foreign Languages.

- We aim to improve children's outcomes and outlook developing the whole child holistically, whilst also ensuring that whilst educated at Stepping Stones they know more and remember more.
- 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 and which provides support, encouragement and flexibility.

The school has a strong focus on lifelong learning and developing a knowledge-based curriculum, that enables pupils to know more and remember more.

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 that ensures whilst a child is educated with us they acquire knowledge, skills and understanding, [so they know more and remember more.](#)
- Each child to re-engage with education and enjoy learning.
- Each child to make outstanding progress from their starting point. [We will know this because they will know more and remember more.](#)
- 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 through daily enrichment opportunities.
- 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.

Implementation

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.

Curriculum Maps

The school maps out the curriculum at the start of an academic year, based on the current cohort's needs and prior learning.

Curriculum Requirements

At Stepping Stones, we use the National Curriculum Requirements to design our curriculum.

The curriculum that is taught at Stepping Stones is purposeful to the children attend, and is continually under review; to ensure children acquire new knowledge and are able to apply this.

We have to apply flexibility as many of the children that are educated at Stepping Stones are working significantly below their age-related expectations and developmentally are working at a much younger age. This provides a significant challenge at times. However, we know that through flexibility, adaptation and strong knowledge of the curriculum from EYFS – Y6 we can ensure children make progress and become life long learners.

We also aim to embed the application of the use of technology across the curriculum in order to maximise pupils' learning and progress.

We also use 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 planning and delivering a thematic approach and by teaching the children using creativity and innovation.

At Stepping Stones, we refer to the Lancashire 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 way that will 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	All staff have completed training in Success For All Phonics. New staff are inducted in the scheme at the earliest opportunity. All children are assessed on entry to ensure they can read and write the GPC's. This identifies what needs to be focussed on. Children are taught in differentiated groups. Key support staff are trained in the Intervention – Lightning Squad which will be used to support progress for children in Y2 – Y6 as and when required.
Spelling	The school is using Spelling Shed for continuation and to plan and deliver KS2 spelling sessions targeted to securing progress.

English	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. Children in KS1 have a reading lesson daily and writing lesson which focuses on key skills, using the SfA phonics readers. They have key texts from a wide range of genres half-termly. Children in KS2 continue to have reading and writing sessions that focus on key knowledge and skills from the LAPS and link to their academic needs.
Maths	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 Lancashire Maths Planning Support Unit plans, alongside the maths progression NC document 2014.
Science	Lancashire Materials Key Learning and Performance Indicators (KLIPS)
Art / DT / History / Geography / Music / Computing	National Curriculum Coverage documents to ensure that the children are taught the content of the NC; with the following schemes for: Art – Access Art; DT – Project on a Page; Music – Kapow; Computing – ICT with Mr P and Project Evolve for on-line safety.
PSHCE	PSHCE association SoW – overview to be followed Values Based Education, including a half-termly British Values Lesson based I class needs and understanding. PSHCE association units of work
PE	The scheme Get Set '4' PE.
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 in our KS1 provision. (Currently Y1, 2 & 3)

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 and needs. 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.

Key Stage 2

There are three classes within KS2. We have **Hazel Class**, a mixed Y3/4 class where the children within this cohort are working from Y1 – Developing Y2. Therefore, are significantly below ARE's. They are a complex group of children who require a high level of flexibility, nurture and continued opportunities to learn through a play-based approach. We have **Maple Class**, a mixed Y4/5/6 class; and **Oak Class**, a mixed Y5/6 class. At times there may be the need to mix the class groups further.

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 which include knowledge organisers
- Weekly plans for English
- Weekly plans for Maths
- Weekly plans for science, foundation subjects and PSHE (Values Education / PSHCE curriculum and Zones of Regulation and Growth Mindset)

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

Continuous Provision and Enrichment opportunities.

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

Therefore, in Elm Class and Hazel class they have 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 25 minute enrichment session – a selection of activities such as investigative/craft or calming or team-work based. Adults support each activity 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

- 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.

Impact

- Our children demonstrate confidence, independence and resilience, and have a real thirst for learning.
- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating differences, not only within the school community, but in the wider world as well.
- Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- Our children are well prepared and supported to access their new school provision whether that be mainstream primary, specialist provision or the challenges of the secondary school curriculum.
- Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Our children grow up being able to make a positive contribution to the world in which they live.