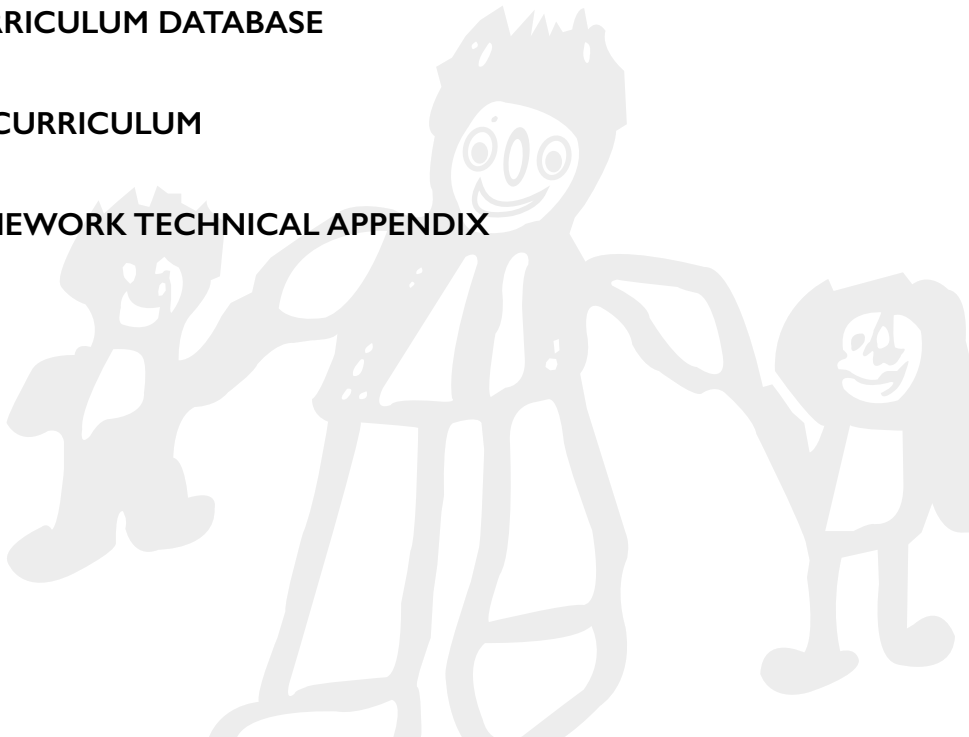
FRANK WISE SCHOOL CURRICULUM FRAMEWORK 2024

Contents



Introduction

May we welcome you to the latest complete edition of the Frank Wise School curriculum framework. The purpose of this document is to provide a comprehensive guide to share with staff, families, other involved professionals, Governors and indeed anyone interested in the school's curriculum. The document embraces our philosophy and aims as well as describing our very specialised curricula approach, including how teaching programmes are planned and carried out to meet the individual needs of every child within the school. We have not only detailed the content of our curriculum but have also attempted to define the context within which it operates. However, it must be emphasised that our curriculum is constantly changing, responding to new needs and experience over time, therefore, this document describes our curriculum framework as it currently stands.

The curriculum of any school is central to meaningful and effective education. It is concerned not just with the 'what' is taught but also `how' it is to be delivered. For many years, Frank Wise School has been developing a balanced curriculum framework based on clearly defined individual teaching programmes, appropriately targeted whole class work and carefully planned opportunities for our pupils to consolidate and extend their skills. This approach not only provides consistency throughout the school but offers scope for individual teachers to design and implement highly structured teaching programmes to meet the very specific educational needs of each child in their class. It equally provides guidance for achieving a balanced selection of appropriate teaching objectives across the curriculum areas. This individualised approach not only considers the age of the child but also their specific learning requirements, ensuring that this a developmentally determined curriculum.

Any curriculum development must be seen as the responsibility of all members of the school community. It must reflect not only the needs of the children but also take account of the view of families, Governors and the local community. Staff workshops are held weekly to develop curricular ideas and to share specific skills, resources and expertise. As the curriculum framework has been devised by school staff working closely together, sharing ideas and supporting each other, this has generated a great feeling of ownership and commitment towards our particular approach. This in turn has led to real consistency and continuity of learning for every child throughout the school, something which is vital for children with learning disabilities if their education is to be successful. It is also important to stress that we are continually evaluating our work, and therefore the curriculum will develop and improve over time.

Our curriculum is monitored in a variety of ways, some formal, some informal. We provide opportunities for each teacher to observe colleagues teaching, we also use a range of pupil specific analysis as another method of monitoring learning opportunities afforded to our pupils. Our weekly curriculum workshops, staff meetings and Annual Reviews all inform the monitoring process.

Two formal processes for monitoring the curriculum are described as follows. Individual teaching programmes, pupil files and timetabling are monitored termly by the Senior Leadership Team, who meet with each teacher to discuss current objectives and future planning for each child. Planning for other curriculum areas is monitored by the appropriate subject leader, adhering to the following procedure.

1) In the first full week of each term, subject leaders are given the appropriate written plans from the teachers who are covering their subject that term. (Prior to the end of the summer term, a copy

of the long term plan for the forthcoming year for each subject will also be submitted to the leadership team and subject leaders).

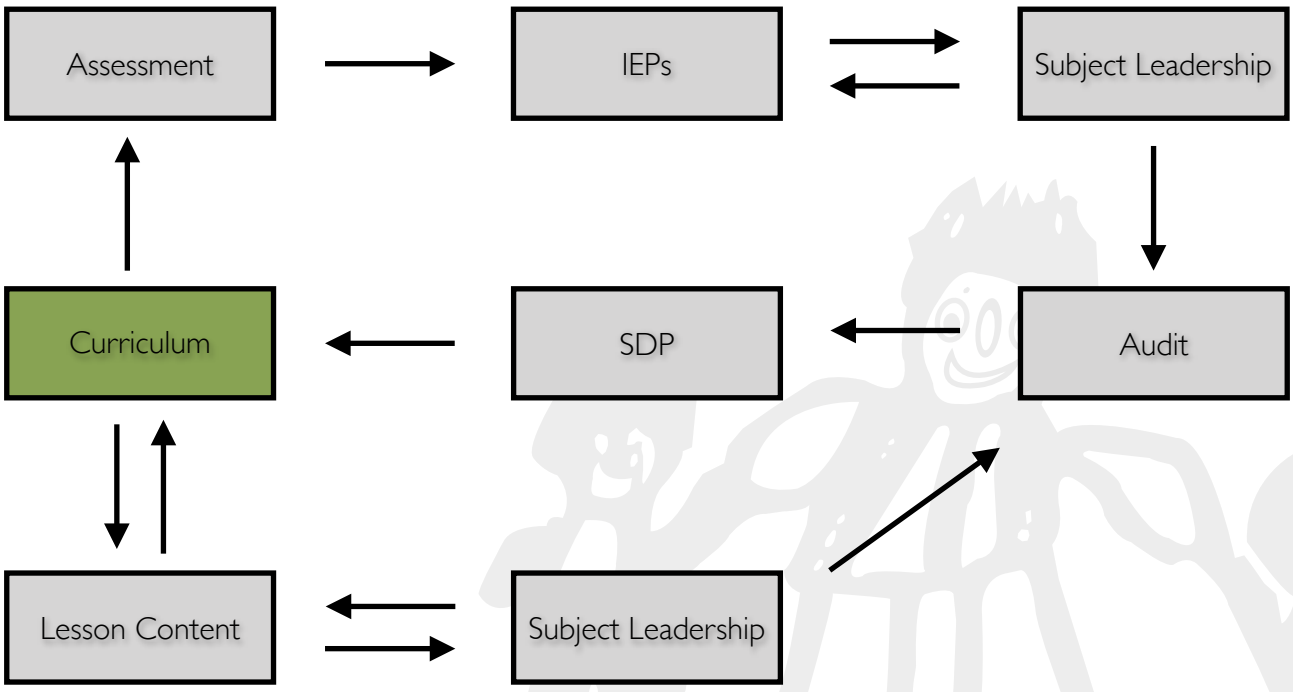
2) Subject Leaders collate all written plans for their subject area and prepare a "Subject Leader's Report" which summarises the overall quality of school planning for that term and summarises class teaching observations. The report also outlines any future points for development. In particular this process will enable subject leaders to ensure across the school :

- high quality provision for all pupils
- coherent subject development
- coherence of teaching
- balanced subject coverage
- consistent planning
- analyse the success of their subjects contribution to the overall teaching and learning purposes of the school
- set targets for specific subject improvement.

This report is then circulated to all teachers.

3) Through the School Development Plan, subject leaders are able to promote whole school involvement in the development of their subject where appropriate. This will be informed initially by the outcomes of a Subject Audit, a formal three yearly appraisal of the subject's successes and any areas of development, linked to the school's three year development cycle and the analysis of pupil outcome data.

The diagram below illustrates how curriculum sits at the heart of what we do, being both informed by and informing the refinement of the education we provide.



After outlining our curriculum model we start the document with a statement of our educational values and aims (a philosophical framework, a rationale and a foundation for the subsequent carefully balanced curricular areas). Next we have detailed the curriculum framework. This is then followed by a description of our individual teaching programmes and how we record our pupils' progress. We have also outlined other methods used in delivering the curriculum, namely class based lessons and extension activities. In trying to make our curriculum as logical as possible we do recognise that not all pupils learn in such a systematic way and that many of the curricular areas cross and overlap. It is vital not to lose sight of the way component parts of the school's curriculum underpin and connect with each other. This is detailed in the section on inter-subject links and cross curricular considerations. Finally, we have outlined how we timetable the curriculum to ensure both subject coverage and quality of teaching and learning. Sharing our experiences by producing this document has given us great pleasure. We hope you will enjoy reading it and trust it will give a greater insight into the work of Frank Wise School.

OUR PURPOSE, VALUES AND AIMS

OUR PURPOSE

To educate, motivate and celebrate students with special needs by providing quality and equality in quantity

OUR VALUES AND AIMS

We believe that all students are individuals, are of equal worth, have the potential to learn and have a unique contribution to make to the life of the centre, their family and the community.

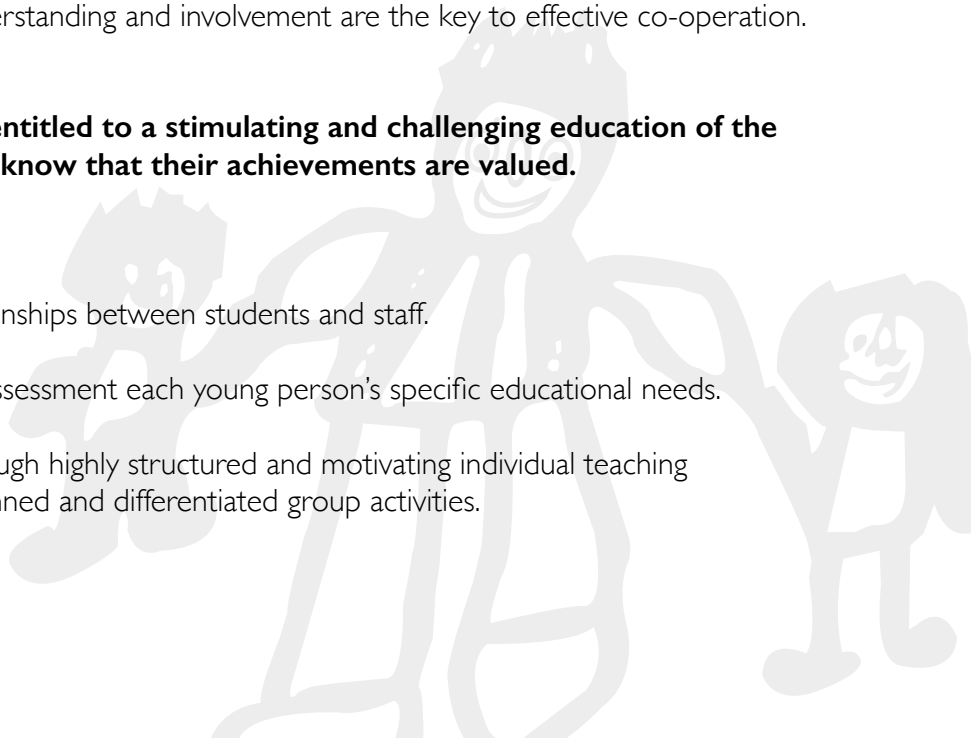
Therefore we aim :

- To ensure students are respected as individuals and not defined by social, medical or psychological 'labels'.
- To value all centre activities as an opportunity for students to develop greater independence.
- To nurture in all our students self-confidence combined with sensitivity and respect towards others, through an understanding of rights and responsibilities.
- To encourage partnership with parents and carers and all who contribute to the development of each student, recognising that understanding and involvement are the key to effective co-operation.

We believe that all students are entitled to a stimulating and challenging education of the highest quality within which they know that their achievements are valued.

Therefore we aim :

- To foster caring and trusting relationships between students and staff.
- To determine by comprehensive assessment each young person's specific educational needs.
- To deliver a broad curriculum through highly structured and motivating individual teaching programmes and through well-planned and differentiated group activities.



- To celebrate with young people their achievements both in and out of school, using praise, positive reinforcement, careful display and records of achievement in a range of media.

We believe that students learn and thrive in an environment of high expectations and positive attitudes. Teaching is most effectively delivered by a dynamic professional team of highly motivated and well trained staff with a passion to educate.

Therefore we aim :

- To involve existing staff in the selection process when appointing team members - who must have high expectations of students and positive attitudes towards disabilities.
- To identify and provide regular opportunities for professional development through induction programmes, in-service training, curriculum workshops, staff appraisal and staff meetings.
- To provide all team members with positive and constructive feedback on a regular basis to ensure their confidence and passion for teaching continues to flourish.

We believe that our centre should be structured, caring, yet innovative, so that teaching can be flexible and exciting whilst never losing sight of each student's need to constantly learn and make progress.

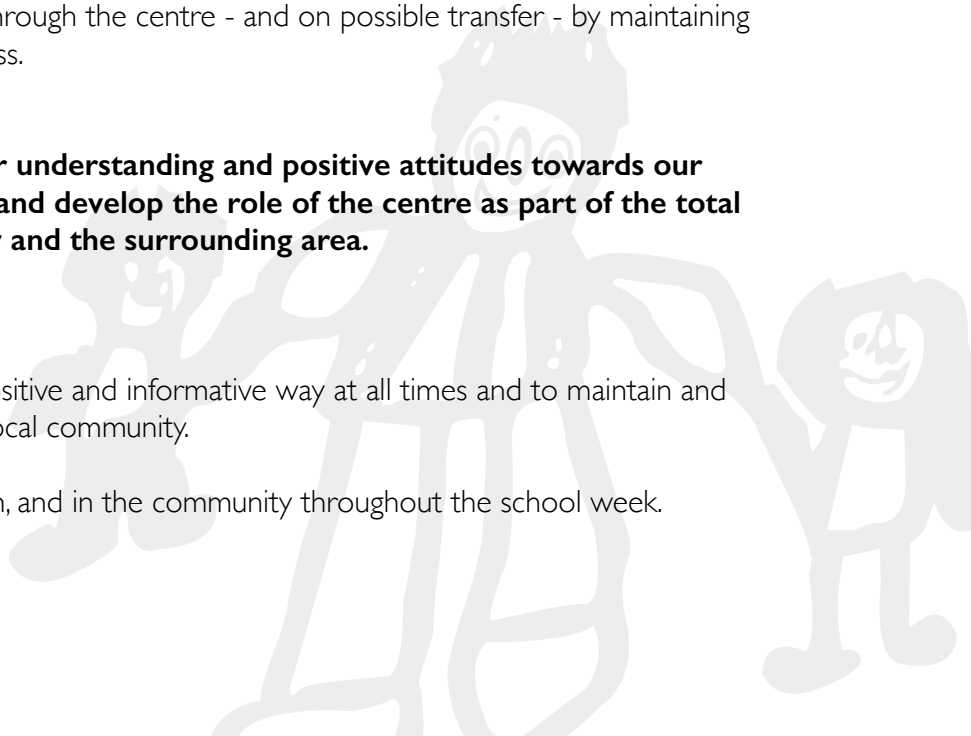
Therefore we aim :

- To organise the centre so that all students are treated equally.
- To make the curriculum accessible and relevant to the needs of each individual student. This will be achieved by planning, teaching and evaluating a wide variety of imaginative, age-appropriate activities which ensure that learning is fun.
- To continually develop a highly structured context-based curriculum which encourages the ability to generalise specifically taught skills in different learning situations and apply them to meaningful everyday contexts.
- To ensure continuity of learning through the centre - and on possible transfer - by maintaining comprehensive records of progress.

We believe that we should foster understanding and positive attitudes towards our students across the community, and develop the role of the centre as part of the total educational provision in Banbury and the surrounding area.

Therefore we aim :

- To talk about our students in a positive and informative way at all times and to maintain and improve excellent links with the local community.
- To ensure our students learn from, and in the community throughout the school week.



- To optimise the use of community resources and encourage community members to share our resources and facilities.
- To have an input into local mainstream and specialist partnerships.
- To ensure that every young person has the opportunity to access a range of independent advice and guidance to help them to understand their choices on leaving post-16 education.

THE CURRICULUM FRAMEWORK

LANGUAGE AND COMMUNICATION SKILLS

Aims for teaching Language and Communication Skills are as follows :-

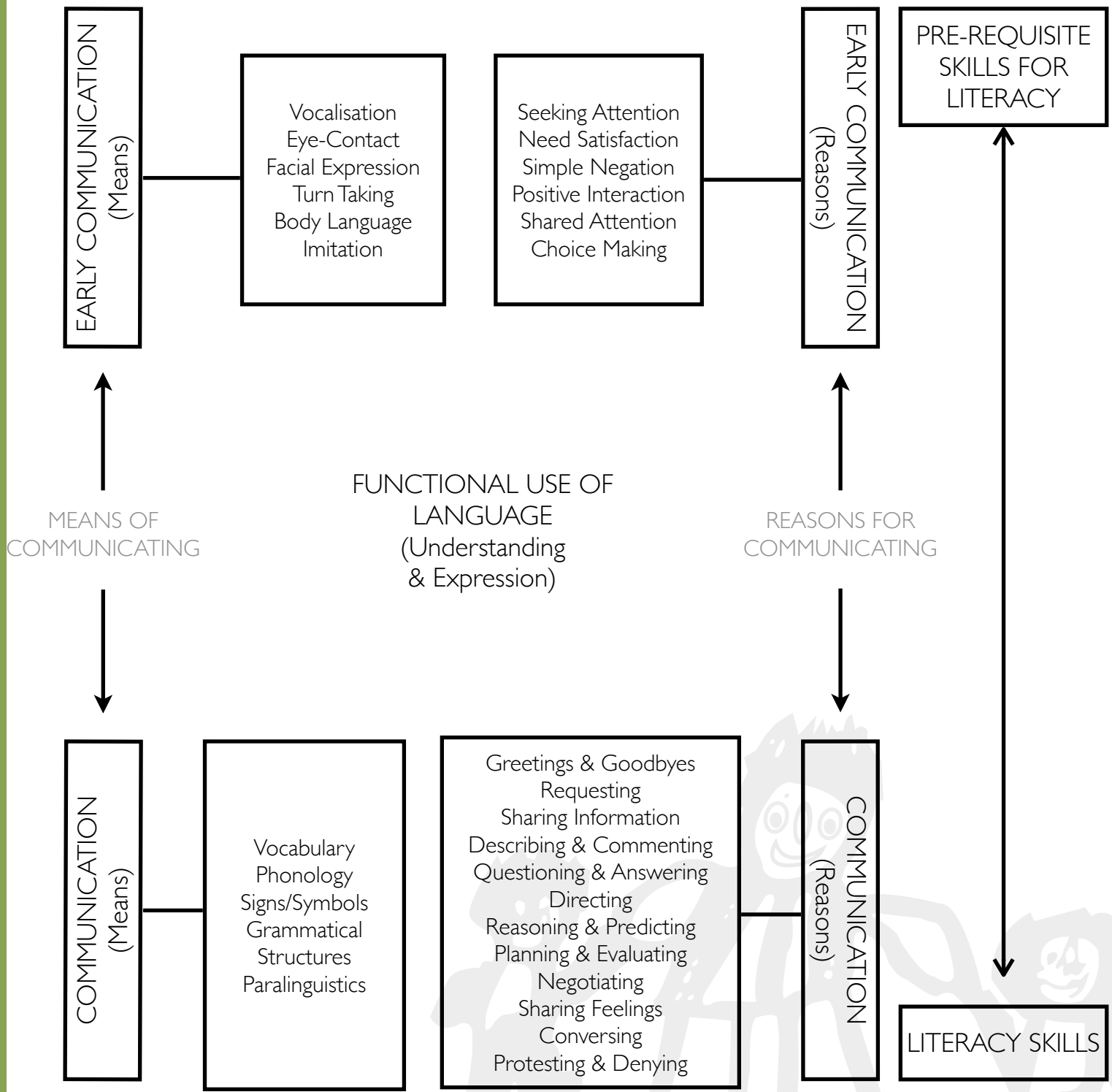
To provide appropriately structured models of communication so that pupils experience the richness and variety of language

FOR OUR PUPILS TO DEVELOP A MEANINGFUL AND EFFECTIVE FORM OF COMMUNICATION

To encourage pupils' confidence and desire to initiate and participate appropriately in social interaction

To teach each pupil the skills to communicate in ways relevant to their individual needs within contemporary society

THE CURRICULUM FRAMEWORK FOR TEACHING LANGUAGE AND COMMUNICATION SKILLS



DETAILS OF THE CURRICULUM FRAMEWORK FOR LANGUAGE AND COMMUNICATION SKILLS

INTRODUCTION

As stated in the aims and values at the beginning of this framework, "We believe that all pupils are individuals, are of equal worth, have the potential to learn and have a unique contribution to make to the life of the school, their family and the community." The ability to both understand messages that are being conveyed and to be able to communicate needs, wants, likes, dislikes and broader opinions are key to being a part of any community so language and communication skills are essential for all of our pupils. To this end these skills are taught discretely as well as generalised across all of the other curriculum areas.

In enhancing our pupils' skills within Language and Communication we are enabling them to intentionally relate to another person, in order to :

- establish contact
- build a relationship
- share experiences
- give or obtain information
- influence or affect the behaviour of another person
- obtain wants and needs and make choices with the expectation that the other person will respond to, or act on the message as part of a two-way process.

The key concept in all our language and communication teaching is that it should be functional - that pupils should learn right from the outset that communication is both rewarding and useful, and that they can use their skills purposefully as a means to a worthwhile end. In order to do this we must offer a stimulating and communicatively rich environment in which pupils have a means to communicate appropriate to their sensory, motor and processing abilities, the reasons to communicate; and the opportunities and situations in which to do so. It is also important that they are able to comprehend and produce a communicative response, in whatever form it takes, so they can take on the reciprocal role of both recipient and communicator in conversational exchanges.

As will be clear from this framework, the term "communication" is a wide-ranging one. Some pupils may not yet have established intentional communication and through pupil-adult interactions, pupils are taught over time, that their communicative behaviours carry meaning and can have a purpose. There are also the earliest skills of intentional communication such as vocalisation for attention and giving eye contact to establish a connection with another person. Pupils may then move into the realms of more sophisticated forms of communication which could include the literacy skills of reading and writing. Modelling is essential at every stage of this process as output in terms of communication can only happen after repeated input.

Comprehensive and accurate assessment of each pupil's communication skills is vital if we are going to begin teaching at the right level with the confidence that skills have not been overlooked. A variety of different assessment methods are used relevant to the broad ability level of the pupil. In this important process we are helped and advised by the school's speech and language therapists to

ensure that we have a range of perspectives when devising appropriate teaching programmes based on the result of the assessments.

We are mindful of the fact that some of our pupils may appear to understand more spoken language than is actually the case, as they have learned to pick up contextual & paralinguistic cues to help them make sense of what is being said to them. Equally some pupils may have expressive language that has been learnt verbatim and not necessarily with the understanding of its meaning. In this way phrases might be repeated, but not in a functional or generalised way. This is another reason for careful and accurate assessment methods which screen out these potentially misleading factors.

When assessing how much language a pupil understands we find it useful to make use of the Derbyshire Language Scheme principals and describe it in terms of how many information-carrying words they can comprehend, whether it be spoken, given via symbols and /or given via sign language. This is done without the usual contextual cues that accompany spoken language. For example, if we ask a child to `Go over to the table and get me a spoon, please', we invariably use gesture or contextual cues to highlight the message we wish to get across. These cues can mask what is actually understood and so it is important that we are giving the instruction, be it verbal, using sign language or symbols without any additional cue. A careful assessment will reveal how much actual language is understood so, returning to the example, they may only have to comprehend the words 'table', 'get' and 'spoon' to carry out the instruction correctly, (i.e. 3 Information-Carrying-Word Level and not the eleven words contained in the sentence). Assessment is only the first step in the teaching process. We then use this information to teach what is not known and to plan appropriate teaching programmes. There follows a brief explanation of each of the main strands of our Language and Communication curriculum.

EARLY COMMUNICATION

(Means of Communicating)

There are many different ways in which pupils start to communicate:

VOCALISATION

Some of our pupils express themselves through vocalisation. Communication through vocalisation may initially be achieved through the use of 'babble' or non speech sounds. Adults will repeat these sounds back to a pupil in order to model that exchange. Over time, pupils will be encouraged to imitate the adult and to make new and different sounds, potentially leading to speech production.

EYE CONTACT

Eye contact is an important element of social interaction. Pupils will be encouraged to establish and prolong eye contact in order to obtain information that is relevant to them. For some pupils, eye contact with another person is a particular challenge, and pupils will be given strategies to show their attention and maintain contact, perhaps using a more fleeting glance. They may also use eye pointing as a means of indicating a choice by looking at the desired object or activity.

FACIAL EXPRESSION

Reading other peoples' facial expression is an important communication skill. For example, it can show interest, tension, boredom or excitement. It provides pupils with additional information about a given utterance for example, smiling after saying 'good boy' or frowning after saying 'no'. Facial

expression can also be used as an alternative means of communication; pupils may be taught to smile for 'yes'/'more' or an absence of any facial expression or grimace could be taken to mean 'no'.

TURN TAKING
We teach and actively encourage pupils to demonstrate the ability to wait, share and take turns. This enables them to observe and use a range of verbal and gestural clues that are found in daily routines. There are many opportunities throughout the school day where this can be achieved, for example waiting for their turn during a group game.

BODY LANGUAGE
Pupils would be encouraged to communicate how they are feeling, their wants and needs through the use of appropriate body language. For example, a pupil may put their hands down when they are ready to participate in an activity or reach out and touch in order to interact with another person.

IMITATION
Imitation can be used as a stepping stone to more functional communication skills. For example, imitating basic physical actions such as clapping can be used as a step to learning recognisable signs. Imitation of sounds and simple words is helpful in developing pupils' confidence to use words spontaneously. Games in which adults take turns with a pupil to vocalise or carry out an action can be very empowering and pupils learn to take the lead and then to respond to someone else's cue. This early form of communication is a fundamental step in learning the concept of a reciprocal exchange.

EARLY COMMUNICATION

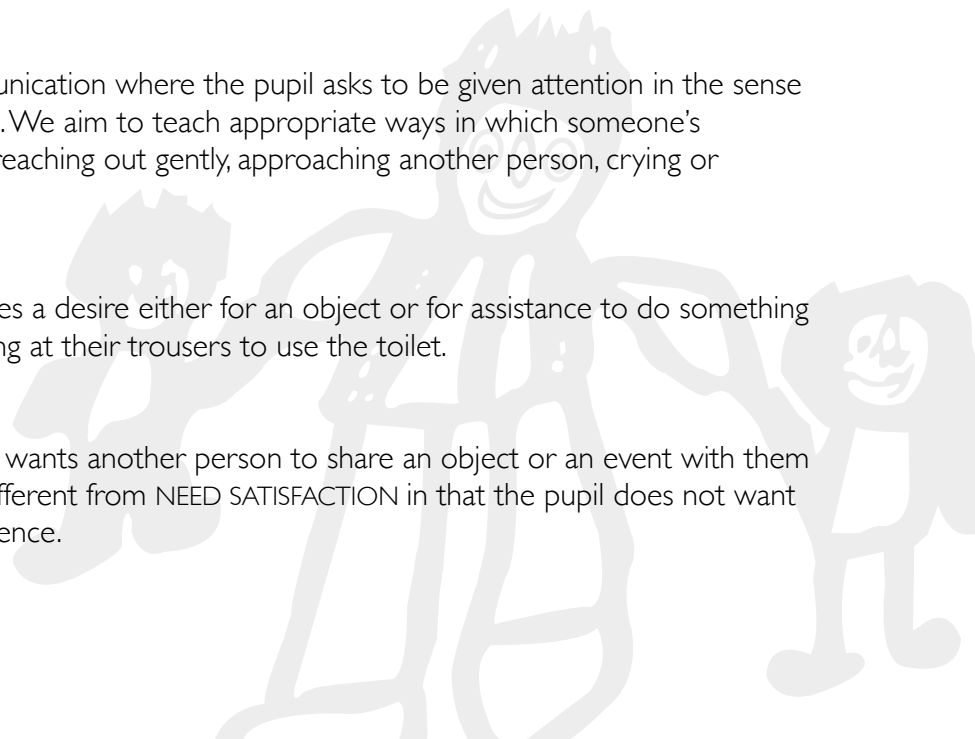
(Reasons for Communicating)

At these early stages of communication there may be some pupils for whom their communication is non-intentional, By this we mean that they may have developed the ability to vocalise or give eye contact, but do not yet understand the concept that this has meaning for them or another person. Through careful pupil-adult interactions, pupils may develop an understanding over time, that their communicative behaviours carry meaning and can have a purpose, including:

SEEKING ATTENTION
This is a very simple form of communication where the pupil asks to be given attention in the sense that their presence is acknowledged. We aim to teach appropriate ways in which someone's attention should be gained such as reaching out gently, approaching another person, crying or making a sound to get attention.

NEED SATISFACTION
This is where the pupil communicates a desire either for an object or for assistance to do something such as pointing for a drink or tugging at their trousers to use the toilet.

SHARED ATTENTION
Shared Attention is where the pupil wants another person to share an object or an event with them which they find interesting. This is different from NEED SATISFACTION in that the pupil does not want anything except to share the experience.



POSITIVE INTERACTION
This is more advanced than merely seeking attention and covers actions such as turn taking and forms of interaction which express positive emotional reactions such as giving objects to other people or clapping to indicate pleasure.

SIMPLE NEGATION
When a pupil appropriately communicates that they wish to be left alone, want to stop their involvement in an activity or don't want to be involved in the first place, this is called simple negation. Examples of this are waving goodbye when they want someone to go or frowning to show displeasure. Refusing would not always be accepted in all circumstances e.g. where educational activities need to be completed.

CHOICE MAKING
Choice making is encouraged at a very early stage in order to give pupils advocacy. The pupil is required to make a simple choice between objects and/or activities which is then accepted such as indicating their preference of drinks between orange and blackcurrant at break time. To begin with the number of options will be limited but later widened.

COMMUNICATION SKILLS

(Means of Communicating)

VOCABULARY
Pupils need to have a relevant vocabulary, be it spoken, signed or symbolic which will not only enable them to make requests and choices, but also to comment on the world around them and communicate their understanding. Single words are usually taught first and these are both names of concrete things, such as cup, as well as abstract ideas such as 'go' or 'more'. Single words can then be combined in order to create increasingly complex sentences.

The 3 main factors in teaching new vocabulary are:

- **Understanding**
  At this stage pupils are taught that the object/action/concept has a label which can be defined using a spoken word, a photograph, a symbol or a sign.

- **Expression**
  Here pupils are encouraged to use the label; be it spoken, signed or by selecting a photo or symbol. They will be encouraged to use this consistently in a controlled environment so that they gain confidence using it and then will be given opportunities to use this more spontaneously in a range of contexts.

- **Generalisation of the concept**
  If assessment showed that, for example, the word `drink' is not part of a pupil's existing vocabulary, we would then go on to teach this word. It would be of little use, however, if we taught a pupil to sign the word 'drink' but they were not able to generalise it to include different types of drinks, e.g. milk, orange, tea, coffee, water or lemonade in all situations. This

very much relates to how teaching programmes are devised and implemented, combined with the type and choice of teaching materials used. We aim to use a wide range of different materials/pictures to teach the same word. This is vital in helping our pupils to generalise their language skills as they are being taught, ensuring that the learning does not become 'situation specific'. A teaching programme is incomplete if a child can only succeed using certain teaching materials in a specific situation.

GRAMMATICAL STRUCTURES

Once a pupil has a wide vocabulary of single words it is appropriate to start teaching simple grammatical structures, beginning with putting 2 words together e.g. :

Want + Drink
Hit + Ball

Teaching would then be extended to include further grammatical structures including : questions; the use of 'and'; commands; and developing the use of complex and multiple sentences.

PHONOLOGY

Some of our pupils who develop spoken language experience difficulty in producing the sounds needed to form words correctly. We aim to help these pupils speak more clearly and confidently not only through their general language work but also through specific individual teaching objectives. These may include helping them to overcome physical difficulties with their articulation, using strategies to support their auditory processing or teaching them new sounds.

PARALINGUISTICS

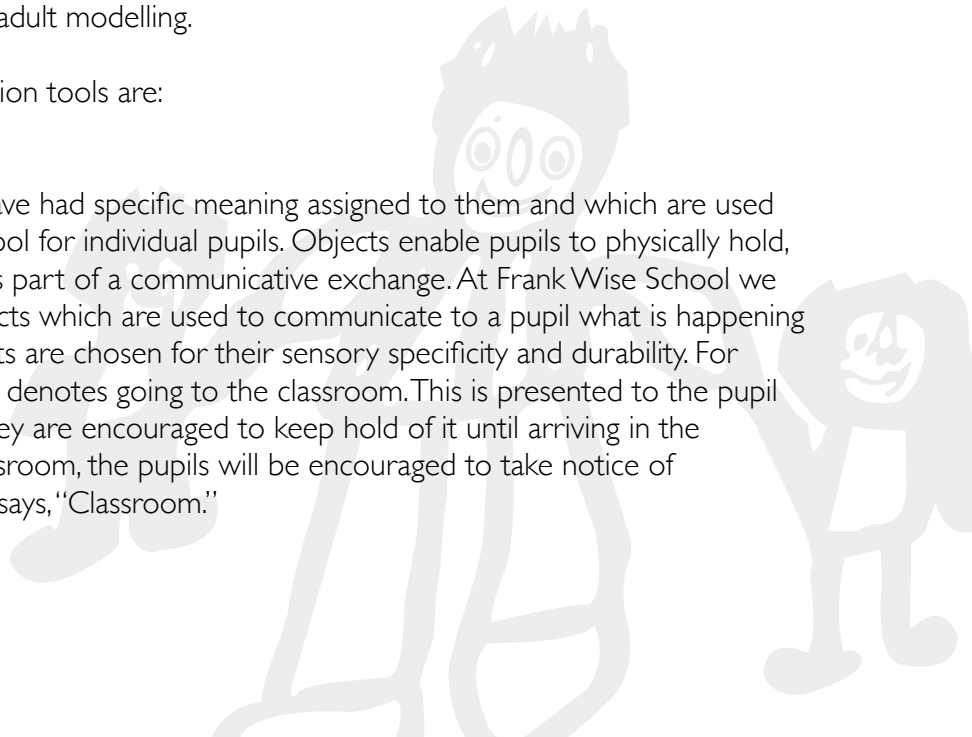
Paralinguistics includes all remaining aspects of spoken language; volume, intonation, rhythm, stress, fluency and the emotional content of speech. Many pupils at this level of development will acquire these skills naturally but where appropriate they too will be targeted through individual teaching objectives.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

For a proportion of our pupils the acquisition of spoken language is either delayed or does not develop at all and alternative methods of communication are necessary. Pupils continue to be exposed to spoken language which is used alongside their specific communicative device or approach. Using an AAC device does not hinder speech development nor is it a last resort. Indeed it can be a powerful tool of augmentation, providing a primary output mode as well as an input mode to acquire new vocabulary through adult modelling.

Examples of alternative communication tools are:

- **Objects of Reference**
  These are objects which have had specific meaning assigned to them and which are used consistently across the school for individual pupils. Objects enable pupils to physically hold, explore, receive and give as part of a communicative exchange. At Frank Wise School we have a small library of objects which are used to communicate to a pupil what is happening next in their day. The objects are chosen for their sensory specificity and durability. For example, a small carpet tile denotes going to the classroom. This is presented to the pupil prior to them going and they are encouraged to keep hold of it until arriving in the classroom. Once in the classroom, the pupils will be encouraged to take notice of the carpet tile as the adult says, "Classroom."



- **Symbol Based Communication; which may be paper-based or electronic**
  At Frank Wise School we use Boardmaker, which offers pupils a huge vocabulary of symbols for both concrete things such as a 'cup' and a more abstract concept such as 'under.' These can be made available to pupils on voice output devices in the form of single switches or more complex grids. Likewise, paper-based versions can be presented as single symbols, combinations of single symbols which a pupil builds up to form a sentence from a choice array or a grid, from which pupils select key words as part of a dialogue. Teachers, in consultation with the speech and language therapists assess which system is the most appropriate in terms of functionality and the individual pupil's communicative level. Where appropriate, we aim for all pupils to have a paper-based version of their communication system, so that in the event of the technology failing for any reason, they will still have a means to communicate.

- **Sign Language**
  It is our policy to use **Makaton**, a vocabulary of signs derived from **British Sign Language** to ensure consistency across the school. We teach signing in context and reinforce the signs with spoken language. For many pupils signing will supplement their verbal communication but for others it will be their primary method of communication.

It is important to emphasise that the use of communicative systems is both multi-layered and interchangeable, with the aim of creating a personalised, communicatively rich learning environment, rather than defining a child as being a particular type of communicator.

COMMUNICATION SKILLS

(Reasons for Communicating)

As pupils' language develops, we aim to build on their existing communication skills to enable them to communicate for a variety of purposes. The following reasons to communicate illustrate the range of situations which we provide to encourage pupils to develop their ability to communicate effectively. It is important to consider however, that language development is not linear and that no communication should be restricted to a particular purpose.

- Greetings and goodbyes
- Requesting
- Conversing
- Sharing feelings
- Sharing information
- Describing or commenting
- Questioning and answering
- Directing
- Persuading
- Reasoning and predicting
- Planning and evaluating
- Negotiating

- Protesting and denying

Pupils are given the opportunity to speak in a range of contexts and to consider different audiences not only in the classroom, but also when welcoming visitors, when representing their peers in the student council or when out and about in the community.

This skill of 'listening' is also developed to encourage attention of the world around them. Pupils are taught to extract information from what they hear, be it to identify an animal sound or a peer voice or to decipher key facts from spoken words. Pupils will also develop awareness of the social conventions that surround having a two-way reciprocal communicative exchange such as nodding or making appreciative sounds.

LITERACY SKILLS

All pupils within Frank Wise School participate in literacy lessons in which the joy of sharing books and making marks to communicate something are encouraged and developed. Being able to read everyday signs and symbols, social sight vocabulary, is also an important part of being literate. As with all curriculum areas, the underpinning skills for literacy begin with Intellectual and Reasoning skills and include:

- Visual Discrimination
- Auditory Discrimination
- Temporal Sequencing
- Spatial
- Short-term Memory
- Finer Motor

Some pupils are able to build upon and combine these pre-requisite skills in order to establish those commensurate with a more conventional definition of reading and writing. At Frank Wise School we use a range of approaches to support this development and through ongoing and thorough assessment are able to identify the approaches most suitable to each pupil.

The skills for reading and writing are taught alongside one another as they are inextricably linked. In order to read words, symbols or pictures a pupil requires the same skills and knowledge as when using words, symbols and / or pictures to write, with the only difference being having finer motor dexterity for the mechanical operation of writing; they are the inverse of each other. The "Frank Wise School Readiness for Reading and Writing" assessment provides a framework by which all of the pre-requisite skills can be assessed so that strengths and areas for development can be defined.

Once it is clear that a pupil has developed sufficient skills within the assessment, and this is by no means to have been successful in all areas of it, they will have reading and writing targets set. Until that point, the focus will remain on the underpinning Intellectual and Reasoning Skills, which they may first learn in isolation. In terms of class activities, pupils are taught to approach reading and writing via a phonetic as well as a whole sight word recognition approach and by applying the range of Intellectual and Reasoning skills they have learnt in combination with each other. Pupils are also given a toolbox of other strategies to use when learning to read such as, but by no means exclusive to: using the illustrations to help understand what a text might say, making an inferred 'guess' at what

a word might be from the context of the whole sentence, recognising patterns, rhymes and rhythms within a book in order to memorise words.

As a first foray into a reading scheme, pupils will encounter the Frank Wise Reading Scheme which operates at whole word and symbol level so does not exclude those pupils not yet operating at word level. The content and vocabulary within the books has been selected for their relevance to our pupils and has a choice array in which some of the words begin with the same letter and are visually similar, so testing visual discrimination skills. This set of books are not phonic based and are used primarily to allow pupil success with reading and to ensure that was is being read is also being understood.

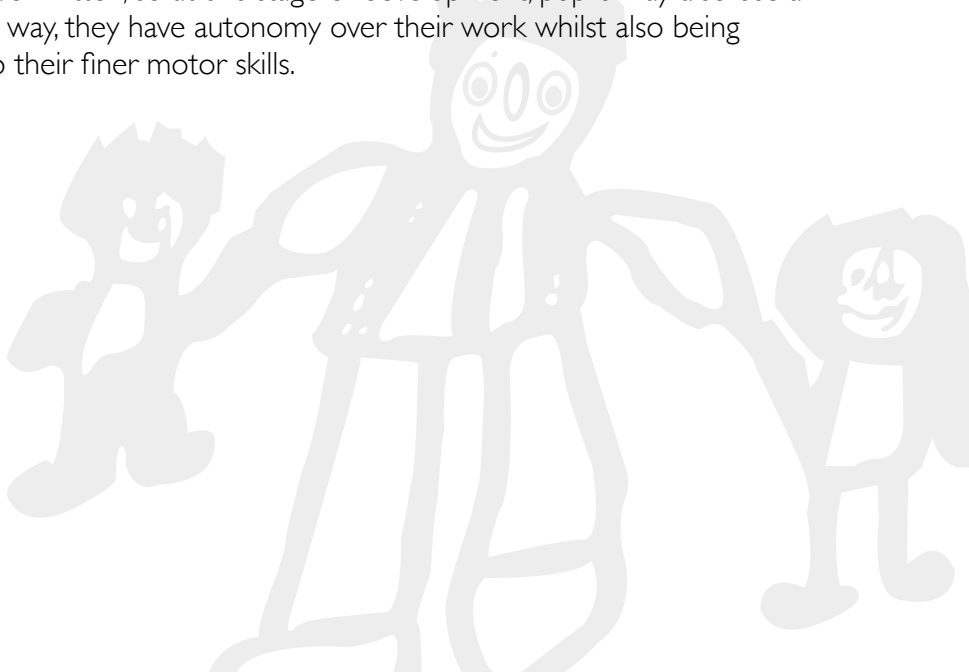
Beyond the Frank Wise Reading Scheme we use two reading schemes, Oxford Reading Tree and Big Cat Phonics so that a range of skills are required by the reader. It is important that pupils do not feel the need to simply work through a series of stages in order to demonstrate they can read, but indeed are able to explore a range of books appropriate to their level of reading. It is important too, that they continue to explore books with an adult and so experience the diversity of books that are available to them; both fiction and non-fiction in a range of genre.

In terms of writing, pupils are encouraged throughout the curriculum to make a permanent record of their work by selecting objects, photos, symbols or indeed using conventional writing. At Frank Wise School we use the commercial product "Writing Without Tears" to aid the mechanics of writing , the premise of it being that using capitals is much easier in the first instance; using only big line / little line and big curve / little curve.

Pupils are initially taught that making a mark or selecting an object, image or symbol can have meaning and this is powerful tool to communicate with others. From single words and images to more complex combinations of words and images, pupils learn how to communicate increasingly sophisticated messages. The different purposes of writing are considered along with the conventions associated with them, as well as different modes of writing such as long-hand, text or email.

Accuracy in writing is also developed in terms of spelling and punctuation and for those pupils for whom it is relevant this would be targeted using direct instruction and practice. Pupils are encouraged to 'have a go' as well as use the 'look, cover, write and check' method. Dictionary and thesaurus skills are an important part of these higher skills within writing.

When developing the motor skills necessary for writing, students may begin by over-writing and then copy-writing in which they will have first verbally composed the sentence. It is important too that pupils are able to read what they have written, so at this stage of development, pupils may also use a symbol-based from of writing. In this way, they have autonomy over their work whilst also being offered the opportunities to develop their finer motor skills.



INTELLECTUAL AND REASONING SKILLS

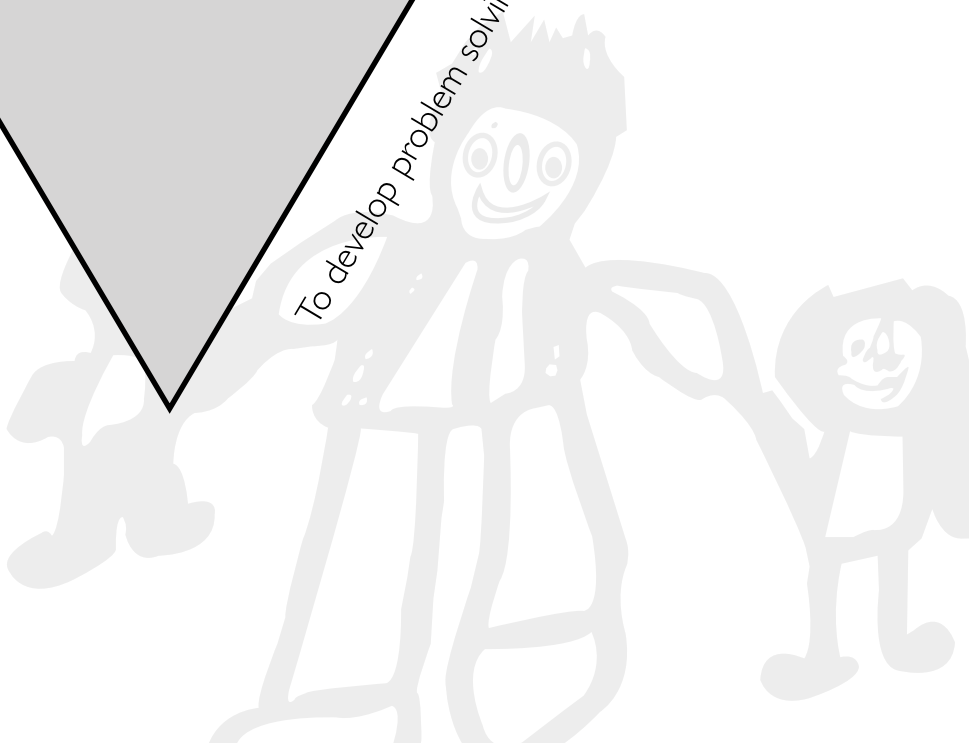
Aims for teaching Intellectual and Reasoning Skills are as follows :-

To develop concept formation and interpretational learning in response to visual, auditory or tactile stimuli

TO PROVIDE THE PREREQUISITE LEARNING PATTERNS NECESSARY FOR EFFECTIVE PROGRESS ACROSS THE CURRICULUM

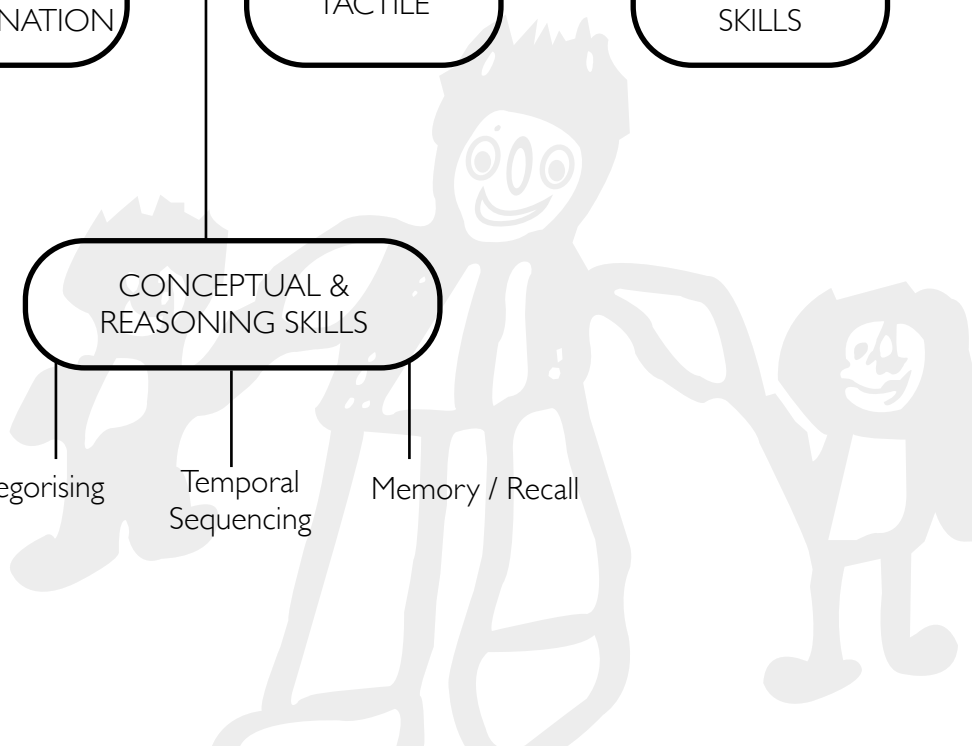
To develop short term memory skills

To develop problem solving and reasoning skills



THE CURRICULUM FRAME WORK FOR TEACHING INTELLECTUAL AND REASONING SKILLS

- EARLY STIMULATION
  - Sight
  - Hearing
  - Fine Movements
  - Taste/Smell
  - Touch
- EARLY LEARNING RESPONSES
  - EARLY REASONING SKILLS
    - Search Strategies
    - Cause and Effect
      - Environmental Controls
- PLAY
  - Exploratory Play
  - Solitary Play
  - Social Play with an adult
  - Social Play with a peer
  - Group Play
  - Imaginative Play
- VISUAL PERCEPTION
  - Colour
  - Shape / Size
  - 2D - Rep.
  - Spatial
- AUDITORY DISCRIMINATION
- TACTILE
- FINER MOTOR SKILLS
- CONCEPTUAL & REASONING SKILLS
  - Categorising
  - Temporal Sequencing
  - Memory / Recall



DETAILS OF THE CURRICULUM FRAMEWORK FOR INTELLECTUAL & REASONING SKILLS

INTRODUCTION

The skills taught in the intellectual and reasoning skills area of the curriculum are those which underpin and support later learning. Broadly speaking, these are the prerequisite skills which enable children to interpret what is happening around them and create the foundation on which subsequent learning is built.

In mainstream schools it is often taken for granted that children will have assimilated these skills as part of their development at an early age and do not need to have them formally taught to them in a structured way. However, children with learning difficulties will often only learn cognitive skills if they are purposefully taught in order to fill in developmental gaps.

Although we have summarised the component parts of the intellectual and reasoning skills area of the curriculum so that they might be presented in isolation from each other, we do acknowledge that children may be working on several of these components at the same time and that there is an overlap into other curricular areas. The order in which these skills may be taught is likely to be influenced by the needs of each individual child.

EARLY STIMULATION

SIGHT
To focus on or track visual stimuli without there necessarily being an interpretational factor to the response.

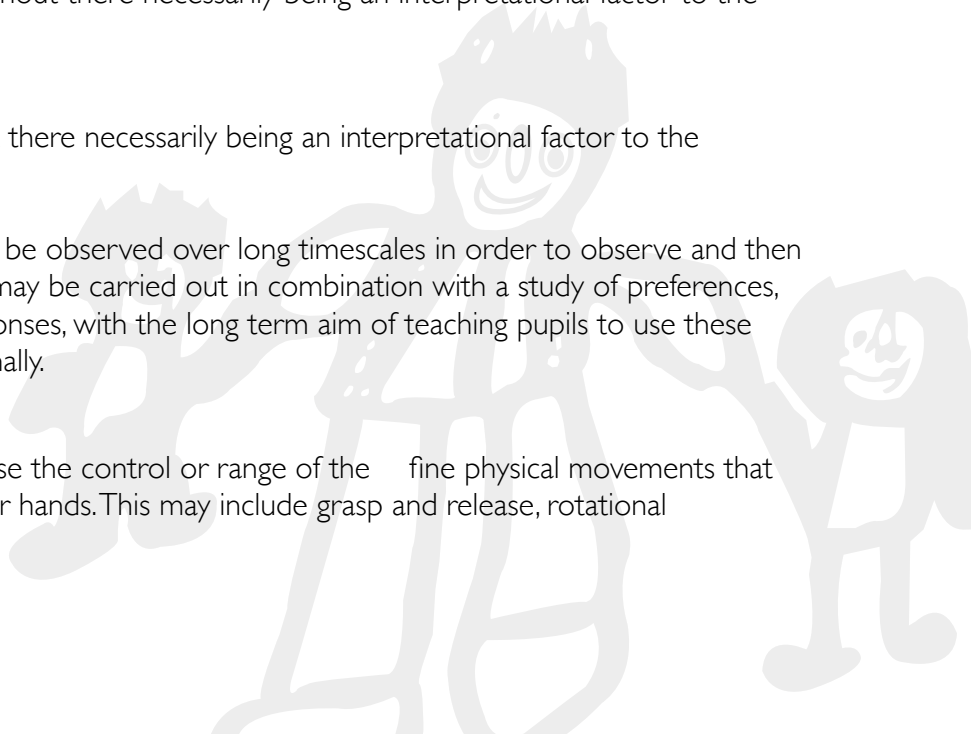
HEARING
To listen to or turn to auditory stimuli without there necessarily being an interpretational factor to the response.

TASTE / SMELL
To respond to taste/smell stimuli without there necessarily being an interpretational factor to the response.

TOUCH
To respond to tactile stimuli without there necessarily being an interpretational factor to the response.

Responses to a range of stimuli may be observed over long timescales in order to observe and then teach more refined responses. This may be carried out in combination with a study of preferences, as demonstrated by consistent responses, with the long term aim of teaching pupils to use these responses to communicate intentionally.

FINE MOVEMENTS
Some pupils need to learn to increase the control or range of the fine physical movements that they are capable of making with their hands. This may include grasp and release, rotational



movements or isolating parts of the hand. These skills may be taught through the use of a variety of interesting materials and physical prompting where appropriate.

PLAY

Play can be one of the most effective ways to enable young children to develop a variety of knowledge and skills, including language and communication, intellectual and reasoning skills, social skills and physical development. Consideration is given to ensuring the children experience variation in the environment, on a range of scales, as well as in the materials presented. The children are encouraged to explore and interact with the materials in increasingly complex ways. The adult may remain present in a largely observational capacity, occasionally tactfully involving themselves in a subtle manner in order to assist a child's development. The following sequence is used as a notional framework through which development may progress, although it is acknowledged that children may acquire skills laterally for an extended period of time, or in indeed in a non-linear manner.

EXPLORATORY PLAY
Children explore and manipulate unfamiliar objects, materials or toys.

SOLITARY PLAY
Children play without involving others, either independently or as a continuation of previous play.

SOCIAL PLAY WITH AN ADULT
Children play with an adult who guides, supports and extends their play, encouraging imitation whilst always valuing and following the child's own initiative.

SOCIAL PLAY WITH A PEER
Children play alongside each other but will interact with each other when the opportunity arises.

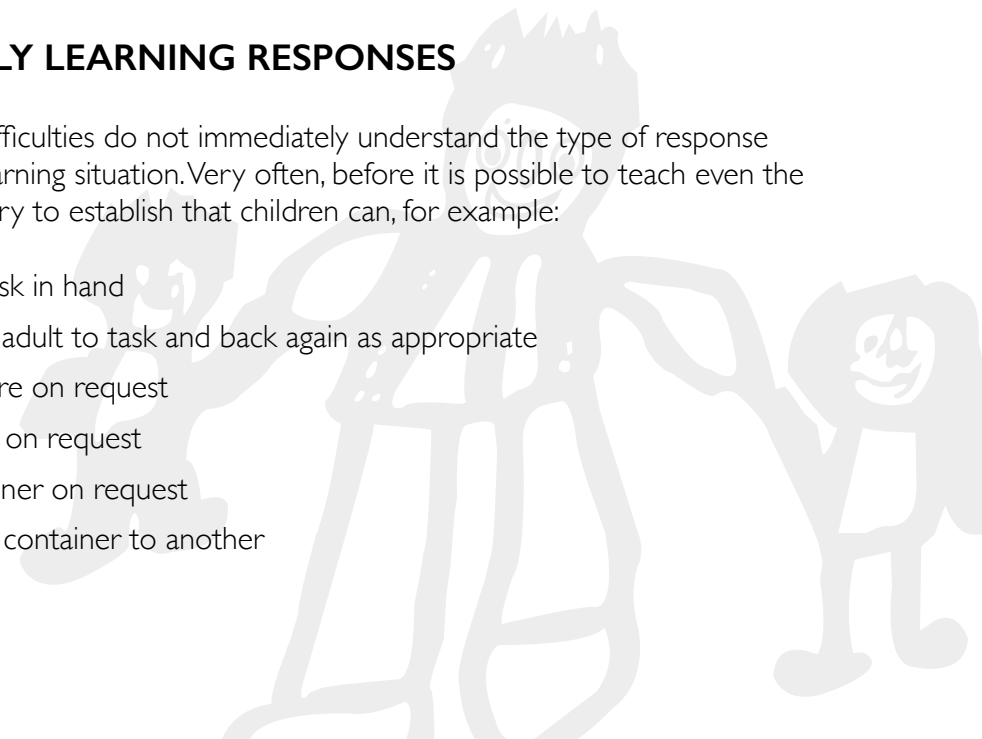
GROUP PLAY
Children develop the ability to negotiate and collaborate with others developing their own rules or playing within established rules.

IMAGINATIVE PLAY
Children are encouraged to role play and to use toys and objects imaginatively within this.

EARLY LEARNING RESPONSES

Many pupils with severe learning difficulties do not immediately understand the type of response which is required of them in the learning situation. Very often, before it is possible to teach even the simplest cognitive skills, it is necessary to establish that children can, for example:

- Give eye contact to the task in hand
- Transfer eye contact from adult to task and back again as appropriate
- Point at an object or picture on request
- Give an object to an adult on request
- Put an object into a container on request
- Transfer objects from one container to another



It is only when these good working practices are established that it is possible to move on to basic matching and identifying, in the knowledge that the child has a reliable method of response. Very often, it is most logical to teach early learning responses as a bridge between early stimulation (where the child is the passive respondent) and the teaching of simple visual perception skills (where the child is expected to be an active participant).

EARLY REASONING SKILLS

SEARCH STRATEGIES
To eliminate possibilities in search of an object which is conceptually perceived as still present, though hidden from view (object permanence). As well as learning to find items covered by a range of transparent, opaque, rigid and flexible objects, the pupils would also be taught to anticipate objects disappearing and reappearing along the same trajectory when passed along a tunnel or behind a screen.

CAUSE AND EFFECT
To develop the concept that an action or initiative can have a directly linked effect upon something else. This would be taught through a range of activities using various resources including instruments, balls, bricks and switches connected to ICT equipment.

ENVIRONMENTAL CONTROLS
To develop some control over the immediate environment through the use of switches, beginning with a choice of at least 2 switches. For example, choosing between using a switch to operate a musical output device or a switch to operate a fan. This could develop to operating an increasing number of devices in the world around them using a switch panel.

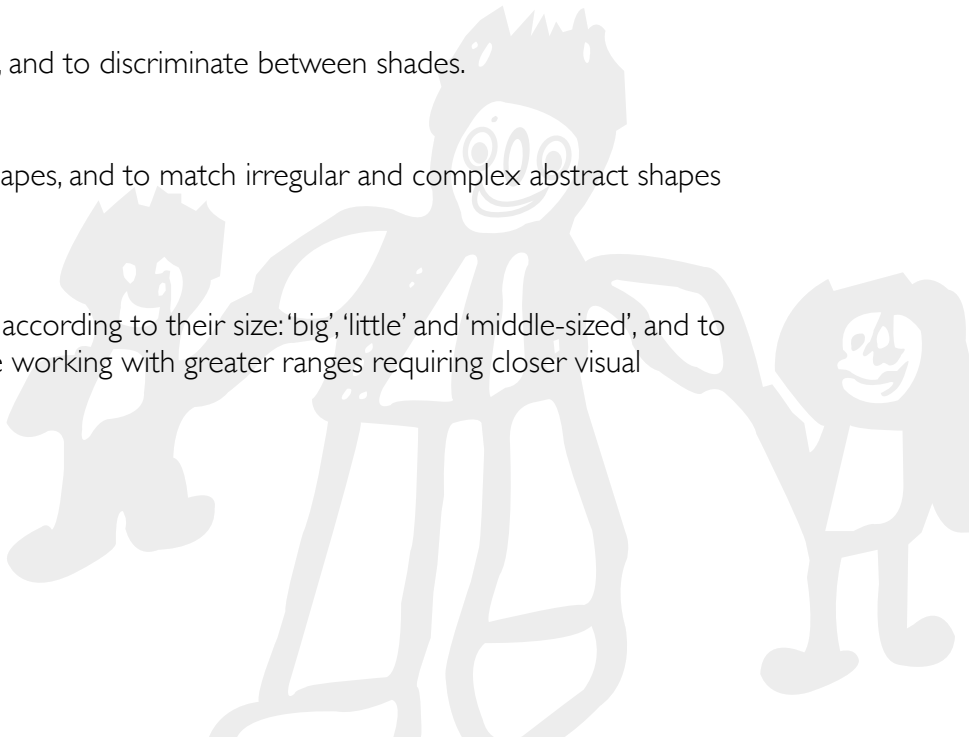
VISUAL PERCEPTION

2-D REPRESENTATION
To recognise that a two-dimensional photograph or picture can represent a three-dimensional object, or group of arranged objects, progressing from coloured photographs, through coloured illustrations to black and white illustrations.

COLOUR
To match, identify and name colours, and to discriminate between shades.

SHAPE
To match, identify and name basic shapes, and to match irregular and complex abstract shapes requiring closer visual discrimination.

SIZE
To match, identify and name objects according to their size: 'big', 'little' and 'middle-sized', and to match objects according to their size working with greater ranges requiring closer visual discrimination.



SPATIAL
To visually recognise the differing spatial relationships which can exist between objects in table top situations. This may include arrangements of objects as well as objects seen in different ways, such as from varying angles or as a silhouette.

Once these basic visual perception skills are established, further work on close visual discrimination may be undertaken. This would include matching or locating increasingly complex shapes, and later letters and words, within larger choice arrays. These tasks may be made more complicated by requiring the pupils to match words within a set of words that begin with the same initial letter and have the same shape. To reduce the risk of children using sight vocabulary or phonics as visual cues, nonsensical combinations of letters may be used.

Visual sequencing may also be taught, firstly through copying and later through continuing a repeating pattern of shapes, letters and words. This concept, along with the skills for close visual discrimination, provide an invaluable foundation for learning to read.

AUDITORY DISCRIMINATION

To discriminate between everyday sounds and relate them to their source. This would include identifying them, probably by selecting a corresponding photograph, and, where appropriate, naming them. This may develop from individually heard sounds to recalling and repeating sequences of sounds including non-verbal everyday sounds (musical instruments or recorded), individual words and later single-syllable speech sounds.

TACTILE

To identify the exact nature or quality of a tactile experience. This may begin by distinguishing between objects or surfaces through tactile exploration and could progress through identifying items or locations by their tactile qualities. If appropriate, pupils may be taught to define increasingly minimal differences between tactile surfaces or objects in order to develop their ability to infer meaning from the world around them. This would be particularly relevant for children with a visual impairment.

FINER MOTOR SKILLS

To refine hand/eye co-ordination and the development of useful manual skills, leading to the use of pencils, scissors, paintbrushes, tools and household implements. These skills would be developed through learning to make a range of movements of increasing complexity, beginning with drawing a straight line on a page in varying directions, working through drawing basic shapes to forming letter shapes. Similar processes would be carried out for using scissors and other basic household tools.

CONCEPTUAL AND REASONING SKILLS

CATEGORISING
To categorise objects or pictures according to given criteria. Initially the children work with simple concepts, for example sorting animals and vehicles, and could then progress to more abstract

groupings, such as items associated with a particular task or room. Once these basic concepts have been established, they may progress on to defining which item does not belong with other items presented, firstly with items that are otherwise identical and later with objects that are similar in function or association but visually different.

TEMPORAL SEQUENCING

To recognise and understand that certain events have a natural sequence which must be logically followed. Developing this understanding begins with placing just two or three pictures that depict a sequence of events into the order that reflects how they would occur in everyday life. It may well be taught using photographs of the pupil themselves carrying out a familiar or favoured activity in the first instance and then the children would progress to organising a sequence of photographs showing unfamiliar people and settings. Over time, pupils would move on to working with sets of photographs showing a greater number of stages to the sequence of events. In all instances, pupils would be taught to organise the photographs in a horizontal line, working from left to right in order to establish this important concept that lies at the foundation of reading and writing.

SHORT-TERM MEMORY

To improve short-term memory skills. This would initially be taught by encouraging the children to recall an object or picture that they have been shown after is has been hidden for just 5 seconds. Both the length of time and the number of objects would be gradually increased, although only through adjusting one variable at a time. Once it is clear that the children can recall items using the visual cues, their skills may be extended through asking them to remember increasing numbers of words spoken to then verbally over greater time periods, thereby developing their auditory recall. It is important to note that when teaching this skill, the pupils may need to visit the tasks briefly and intermittently rather than rehearsing repeatedly, in order to promote clear thinking.

NUMERACY SKILLS

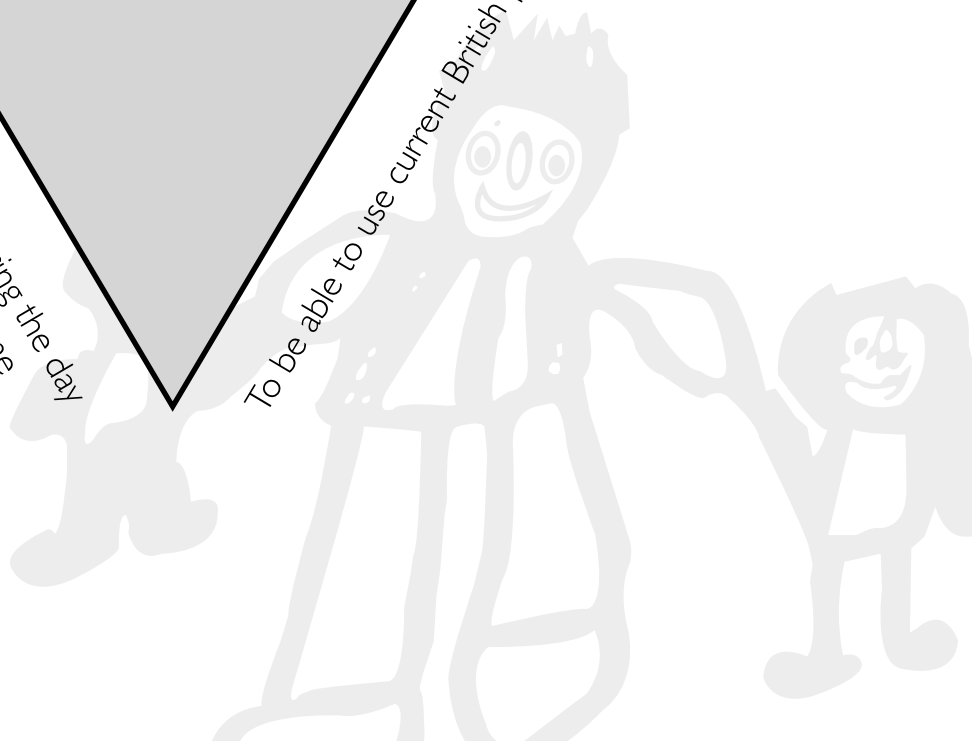
Aims for teaching Numeracy Skills are as follows :-

To be able to count and use the number system

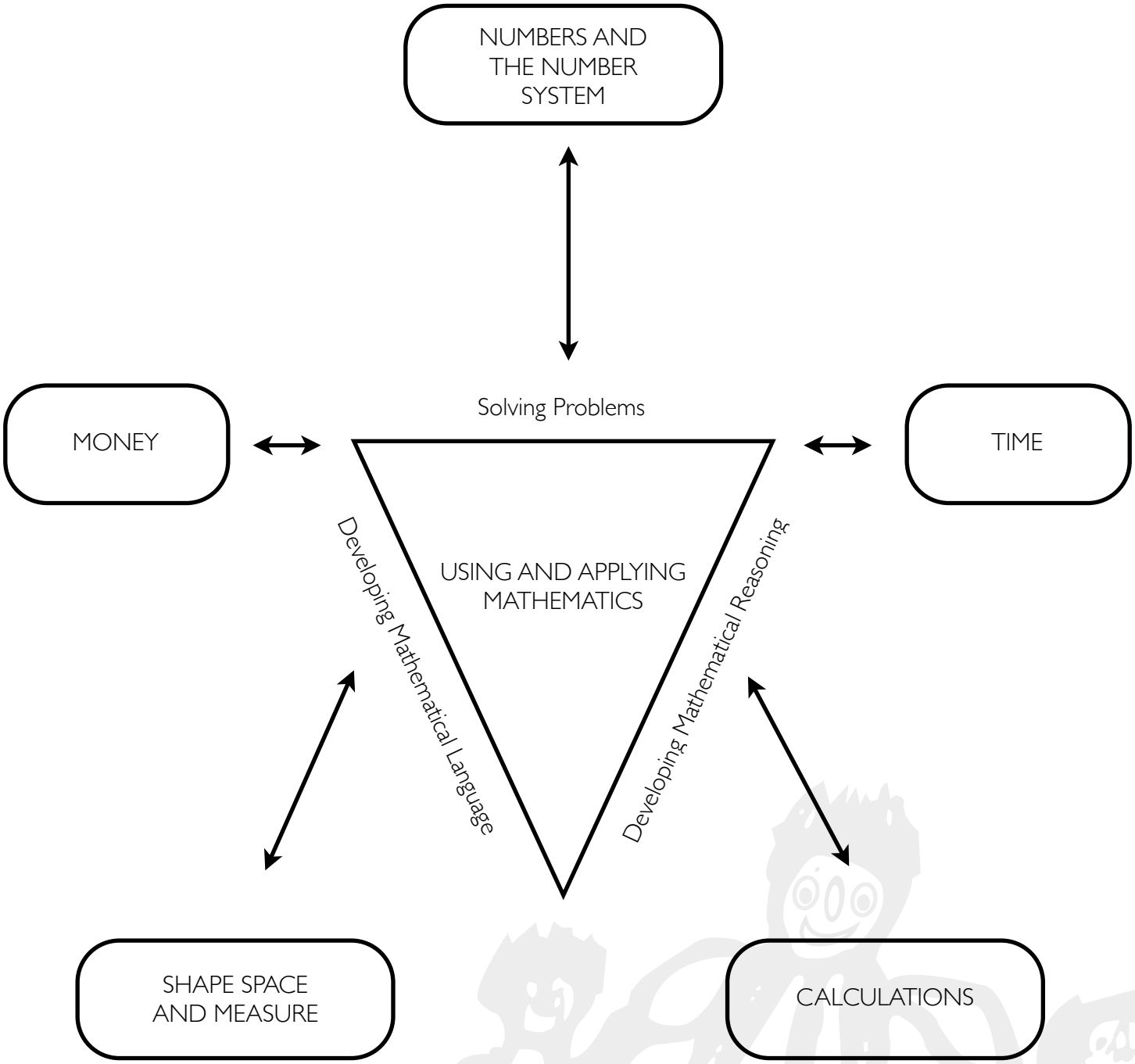
FOR OUR PUPILS TO DEVELOP NUMERACY SKILLS WHICH CAN BE APPLIED TO EVERYDAY SITUATIONS

To read the time, relate it to common events during the day and to develop an awareness of the passage of time

To be able to use current British payment methods effectively



THE CURRICULUM FRAMEWORK FOR TEACHING NUMERACY SKILLS



DETAILS OF THE CURRICULUM FRAMEWORK FOR NUMERACY SKILLS

INTRODUCTION

The development of numeracy skills is part of our human culture and has been for thousands of years. Numbers are so familiar that we can easily forget how often we use them in every day life, (telling our age, identifying channels on the television, identifying our houses, catching a bus, telling the time, seeing how much something costs, and so on). Therefore, knowing and understanding numbers is an essential part of our society and forms an important part of our curriculum framework.

Although numbers are familiar to most of us, they can be very confusing for some of our pupils. Before starting to teach numeracy skills we must be satisfied that the individual pupil is capable of sorting and matching objects according to different characteristics (e.g. shape or colour), as well as being able to pair objects from one group with those of another group by one-to-one correspondence. From then on, teaching number can be challenging as we start to count lots of objects with varying characteristics but give them all the same number names. It can also be confusing when one object, for example a cake, can become several objects when it is cut up; or when we count five identical objects calling the first one, 'one' and the fifth one 'five', yet all are identical single objects to which we give different number names. It is the understanding of these basic concepts that must be carefully taught if numeracy skills are to be meaningful to our pupils.

For us, numeracy starts with NUMBERS AND THE NUMBER SYSTEM. There are three aspects of NUMBERS AND THE NUMBER SYSTEM which interlink at stages which will vary from pupil to pupil - the number names (i.e. words or signs), numerals (i.e. symbols) and the physical number of objects these represent. Understanding NUMBERS AND THE NUMBER SYSTEM is the basis for CALCULATIONS (addition, subtraction, multiplication and division) and subsequent work on TIME, MONEY and some elements of SHAPE, SPACE & MEASURE. Underpinning all our numeracy work is the idea that as pupils progress they will increase their knowledge of mathematical language, develop the ability to reason mathematically and increase their ability to use mathematics to carry out practical tasks and to tackle and solve real life problems.

When we are confident a pupil has solid numeracy skills and understands concepts along with mathematical language, they will learn to generalise their skills to use more natural conversational language (i.e. nearly 8 o'clock) and to complete tasks without necessarily carrying out the mathematical function (i.e. glancing at change and judging if it is roughly correct).

NUMBERS AND THE NUMBER SYSTEM

VERBAL/SIGN ORDER
Before attempting to physically count objects the pupil must know the sequence of number names up to 10.

COUNTING
Given a specific number of objects the pupil must be able to count by dealing with each object just once (first with the objects in a straight line but later a random arrangement), again up to 10.

STOPPING AT A TOTAL
Stop at a specified number even though more objects are available.

RECOGNISING A TOTAL
To realise that the number they stop at is how many there are.

MORE/SAME/LESS
To identify which group of objects has more, less, or the same amount of objects than a given group.

VERBAL AND NUMERAL
To choose the appropriate numeral when hearing the spoken number.

NUMERAL ORDER SETS & NUMERALS
To place numerals up to 10 in the correct sequence. (a) To place correct number of objects with a numeral up to 10. (b) To place the correct numeral with a group of objects up to 10.

FURTHER SKILLS
Count orally beyond 10; count collections of objects checking the total; read, write and order numbers beyond 10.

CALCULATIONS

It is extremely important that pupils understand the concepts underlying addition and subtraction. They need to know what we mean by "adding" and "taking away". We generally teach these concepts with objects in ways which are visually obvious before moving on to more abstract methods. Numerals should be used alongside these activities from the very beginning. Once we are sure that a pupil understands these prerequisite concepts, we then move on to teaching simple calculation.

Pupils will develop their addition and subtraction skills alongside each other, starting with reference to objects, moving on to using visual cues and pencil and paper strategies, and eventually learning to calculate mentally. They will also progress from adding 1 to any number up to 9, through adding single digit numbers to multiples of ten and up to adding and subtracting any two-digit numbers. There are many small steps in between these stages which are detailed in our 'Sequence for Teaching Calculation Skills' guidance. By referring to our 'Sequence for Teaching Calculation Skills' guidance we ensure pupils develop their knowledge and understanding of calculation skills, along with their ability to actually complete the calculation functions.

The 'Sequence for Teaching Calculation Skills' guidance is a flexible document to guide the teacher through a thought process when teaching and planning pupils' development. It covers the early steps of developing addition, subtraction, multiplication and division. We know that all pupils learn differently and therefore it may be appropriate to skip steps in the document, or address the steps in a different order to how they are presented.

The following is a checklist that we refer to in order to ensure we teach calculation skills consistently across the school.

- Always check pupils understand that when giving an answer they are stating a total i.e. after a pupil has completed a calculation and stated an answer ask - "how many are there?" or put the sum into a real life context - "so if you had 4 apples and gave me 1, how many would you have left?"
- When using objects pupils should always be working towards counting on and counting back.

- When learning new strategies pupils should be encouraged to self-check their answers using previously mastered methods.
- If it is clear that concepts are fully understood pupils may progress faster by jumping steps in the guidance, or completing several stages alongside each other - this as always is down to teacher judgement.

Throughout the early stages of developing calculation skills calculations should always be presented horizontally. We will only move pupils onto vertical methods when we are sure that the concept of place value is firmly established, otherwise we risk pupils developing the ability to complete tasks with very little or indeed no knowledge of what the numbers or calculations represent.

SHAPE, SPACE AND MEASURE

Basic introductory work on matching, identifying and naming shapes (triangles, squares, circles and rectangles) is covered in the Intellectual and Reasoning Skills section of our curriculum. Further work on understanding and using the properties of shape will be offered to our pupils if we feel that this work would be appropriate and useful for the individuals concerned. This work will consist mainly of recognising and utilising more complex two dimensional shapes (eg. pentagons and hexagons) and three dimensional shapes (eg. cubes, cuboids, cylinders and spheres). As with skills taught in the Intellectual and Reasoning Skills area of the curriculum, a variety of materials may be used in functional contexts to ensure that our pupils generalise their learning.

Basic spatial work, visually recognising the differing spatial relationships which can exist between objects, is covered in the Intellectual and Reasoning Skills section of our curriculum. Further work where appropriate will consist of observing, visualising and describing positions, directions and movements using common words; recognising movements in a straight line (translations) and rotations and combining them in simple ways (e.g. giving instructions to get to the hydrotherapy pool or rotating a programmable toy); recognising right angles.

Work on measurement may also only be introduced at an appropriate and practical juncture in our pupils' mathematical learning. There is the opportunity for all pupils to experience measurements throughout their numeracy work (i.e. having heavy or light objects placed on their lap / filling and emptying containers). Work on measurement will be introduced by comparing objects through relevant language (eg. long / short, heavy / light, full / empty). Next we may investigate the use of non-standard measurements (eg. 'as long as three of my thumbs'). Finally we will teach pupils about the standard metric measurements for length, mass and capacity. An important element of this work will be to introduce and develop the concept of estimation.

TIME

The ability to use and apply knowledge of Time can impact significantly on the ability of our pupils to live independent lives. Time is intrinsically involved in our everyday activities, from the moment we choose to get up in the morning to the time we go to bed at night. It is used in conjunction with skills across the curriculum in order to complete tasks such as catching a bus, meeting friends, or attending appointments. The ability to decode and read clocks is an important element of this, but a broader understanding of Time is necessary in order for pupils to successfully manage themselves on a day-to-day basis.

To support the delivery of the Time curriculum a 'Teaching Time Skills' document has been produced to guide teachers towards considering the broader skill set necessary for teaching and learning. This highlights an approximate developmental order to the skills sequences. In many cases, pupils will master aspects of Early Time section first and then build on this knowledge in order to become effective self-managers. However, we know that all pupils learn differently and therefore it may be appropriate to skip steps in the process, or address the steps in a different order to how they are presented.

UNDERSTANDING THE PASSAGE OF TIME
All pupils will have regular opportunities throughout their education to experiences that foster their appreciation of the passage of time. This may be without reference to clocks, and in addition to group lessons should be integrated into the fabric of classroom routines, e.g. stating "you have five minutes left to play."

STANDARD MEASUREMENT OF TIME
Pupils will develop their understanding of non-standard and standard units of time measurement through practical experience. This will lead onto using and manipulating these units in structured and contextualised situations. This will complement their evolving mathematical understanding of measure (length, weight, capacity).

TIME REFERENCED BY STANDARD VISUAL CUES
Pupils reference times, events and the passage of time in different ways, such as with sand timers, stop-watches, Objects of Reference, symbols, and analogue and digital clocks. Pupils will be exposed to the full range of these references during group lessons, however pupils will not be set Time related targets as part of 1:1 programmes until they have sufficient understanding of the Early Time skills (as referenced in the Teaching Time Skills document.)

VOCABULARY
Pupils will learn to use correct vocabulary to accurately describe the passage of Time, to refer to periods of Time and events, and in order to read clocks.

BROAD PASSAGE OF TIME
Pupils will learn to appreciate and anticipate the ebb and flow of cyclical time. A balance will be struck between artificially-defined cycles (timetables, days, weeks, months, years) and natural cycles (seasons).

APPLICATION OF NUMBER AND CALCULATIONS
Pupils will apply a secure knowledge of Numerals up to 12, numbers up to 60 and counting on in fives, in order to decode and understand analogue and digital clocks.

MONEY

The ability to understand and apply knowledge of Money can impact significantly on the success of our pupils to live independent lives. Making and spending money is a fundamental part of participating in society, for everyone. It is used in conjunction with skills across the curriculum in order to do things like catching a bus, enjoying time with friends, or preparing a meal. The ability to identify and name coins and notes is an important element of this, but a broader understanding of Money skills is necessary in order for pupils to successfully manage themselves on a day-to-day basis.

To support the delivery of the Money curriculum, a 'Teaching Money Skills' document has been developed to guide teachers towards considering the broader skill set necessary for teaching and

learning. There is no suggested developmental order to the skills sequences, and teachers will need to differentiate for their pupils as with all other areas of the Frank Wise school curriculum.

SOCIAL

All pupils will have consistent opportunities throughout their time at school to access experiences that foster their appreciation of exchange systems. For example, communicating choice and then receiving, 'earning' a reward for choosing time. They will also learn social conventions, such as queuing up to exit the classroom or to receive their school dinner.

NUMERICAL

Pupils will apply their knowledge of Number and the Number System and Calculations using coins and notes. For example pupils may match, identify or name coins and notes, or learn the pre-skills around shape, size, colour and material. Pupils may learn to read how many items they need from a shopping list, or count a target number into their basket. Pupils may need to check their change, or count out what they owe in advance.

UNDERSTANDING

Pupils will develop their understanding of non-standard and standard units of measurement (leading on to pounds and pence). For example, they may count five building blocks in order to pay for an item that they want. This will complement their developing mathematical understanding that goods and services can have different worth, and therefore require more money to pay for them. A thorough understanding of value and worth will enable our pupils to estimate cost, to balance their income and their expenditure, and to operate within a budget.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

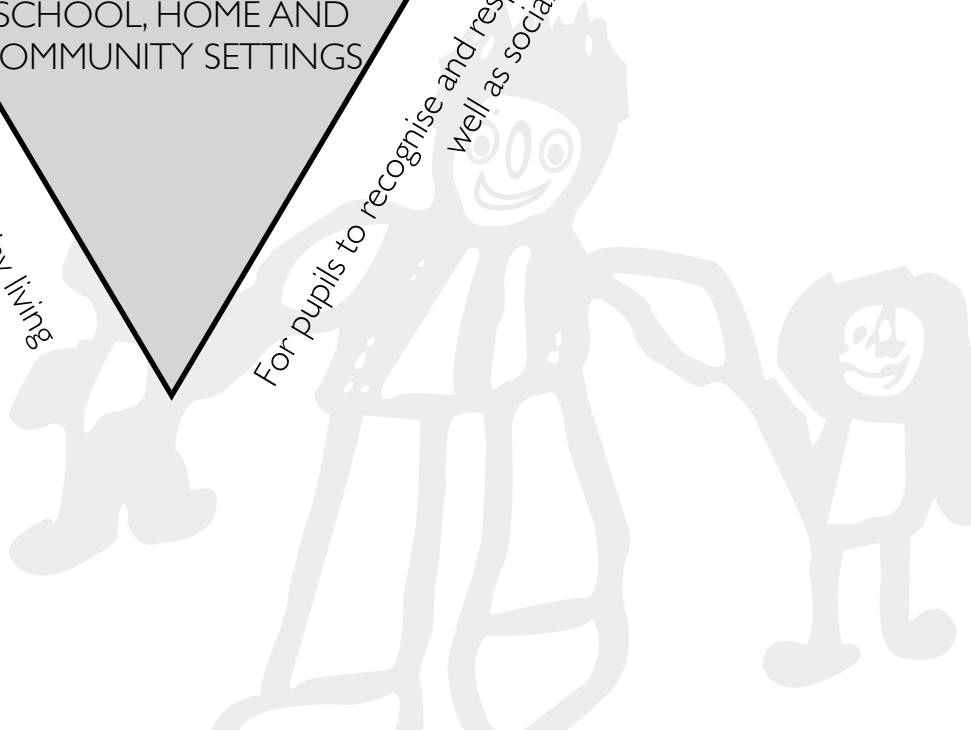
Aims for teaching Personal. Social, Health and Economic Education are as follows:-

For pupils to achieve competence in personal care skills

FOR PUPILS TO LEARN SKILLS APPROPRIATE TO THEIR INDIVIDUAL CAPABILITIES, WHICH ARE NECESSARY FOR THE DEVELOPMENT OF INDEPENDENCE WITH RESPONSIBILITY, RECOGNISING DIFFERING CONSIDERATIONS THAT MAY EXIST WITHIN SCHOOL, HOME AND COMMUNITY SETTINGS.

For pupils to learn functional skills for everyday living

For pupils to recognise and respect social responsibilities as well as social rights



THE CURRICULUM FRAMEWORK FOR TEACHING PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

PERSONAL CARE SKILLS

- Feeding
- Dressing
- Toileting

KEEPING HEALTHY AND SAFE

- Personal Safety
- Healthy Living

CITIZENSHIP

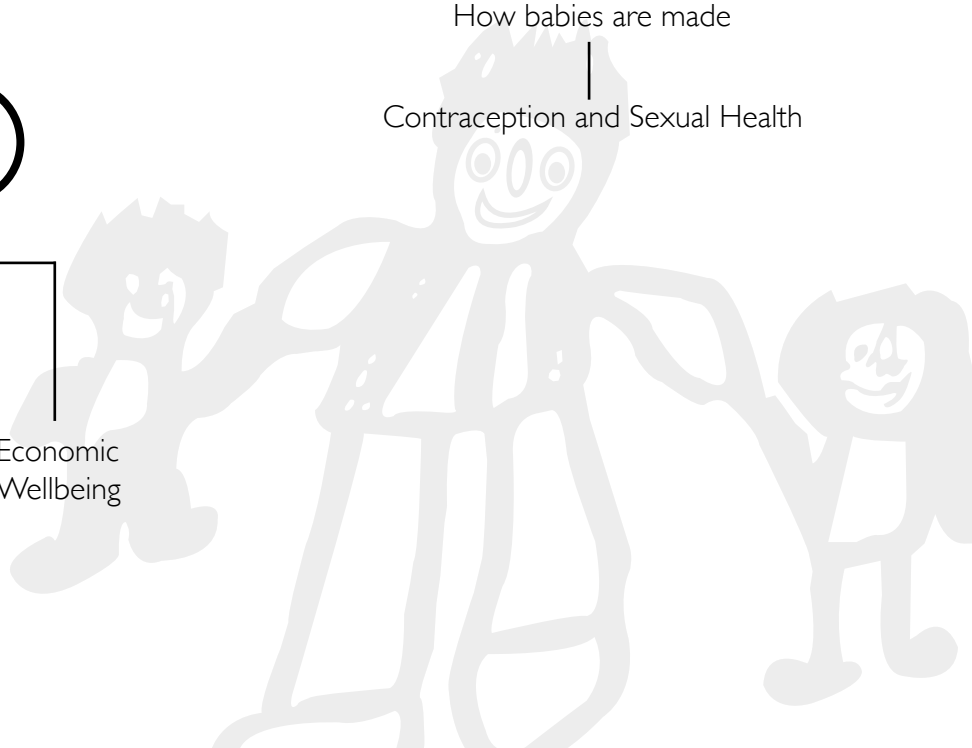
- Interpersonal Skills
- Self Advocacy
- Use of Community Resources
- Democracy, Justice and the Political System

SEX AND RELATIONSHIP EDUCATION

- Knowing your own body
- Avoiding exploitation
- Gender concepts and growing up
- How babies are made
- Contraception and Sexual Health

WORLD OF WORK

- Occupations
- Work Related Skills
- Work Experience
- Economic Wellbeing



DETAILS OF THE CURRICULUM FRAMEWORK FOR TEACHING PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

INTRODUCTION

Personal, Social, Health and Economic Education is all about teaching pupils the skills and knowledge they will need to safely and effectively engage with the world around them. We hope to maximise each pupil's potential for independence, taking into account their individual needs and abilities and to help them develop effective relationships, assume greater personal responsibility, cope with changes at puberty, make healthy life choices and manage personal safety. We will also introduce them to the wider world, including the world of work, economics and politics and enable them to make an active contribution to their community.

The PSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect each pupil's increasing independence and physical and social awareness as they move through the school, building on skills previously learned. Although the many aspects of PSHE are developed throughout each pupil's time at school, emphasis on particular teaching areas will shift depending on the age group. For instance, early intervention in teaching personal care skills is particularly important with refinement of these skills taking place as the pupil grows older.

The following descriptions of the component parts of Personal, Social, Health and Economic Education will show that the skills taught in each component part may overlap with those in another. It is important to bear in mind that all personal and social skills are very closely related.

PERSONAL CARE SKILLS

Personal Care Skills will be developed and taught throughout the school but on an individual basis according to the needs of each pupil. These basic skills are:

FEEDING
Pupils are taught the functional motor skills of their personal feeding routines (which may include the use of gastrostomy equipment) in a social context. If necessary, adapted crockery and cutlery are used to enable pupils to help feed themselves. High emphasis is placed on the appropriate position of the pupils.

DRESSING
Here the emphasis is on basic motor skills and the teaching of the appropriate order in which to put clothes on (e.g. vest before jumper) and what items are worn at specific times (e.g. pyjamas at bedtime).

TOILETING
Pupils are given regular opportunities to learn their own personal toileting routine. This may lead to a developing awareness of their own body signals, enabling greater independence with their toileting needs. High emphasis is placed on maximising each pupil's appropriate involvement with their personal routine including the development of personal hygiene skills.

KEEPING HEALTHY AND SAFE

This area of the curriculum relates broadly to life skills. Therefore, we approach our teaching through helping pupils to recognise the requirements for a safe and healthy lifestyle. Pupils are encouraged to take responsibility for their own health and personal safety by making informed choices about their own lifestyles. Understanding the consequences of actions is a key component of pupils' learning.

PERSONAL SAFETY
Teaching in this area focusses on being safe at home, school and in the wide community. Recognising risks and managing them safely is essential to our teaching. Aspects of personal safety that will be taught include:

- road safety
- stranger awareness
- online safety and the responsible use of mobile technology
- safety in the home including the dangers associated with gas, electricity, medicines, household products and hazards in the kitchen
- safety in the natural environment including dangers associated with railways, water and fire
- an understanding of basic first aid and emergency procedures
- personal security including how to care for valuables such as mobile phones and money

HEALTHY LIVING
The main strands in this area of the curriculum are:

- identifying and meeting personal nutritional requirements
- the importance of exercise and rest
- maintaining personal hygiene
- awareness of the dangers of smoking, alcohol and drugs
- understanding the use and benefits of health services including GP services, dentists and opticians
- maintaining good mental health and emotional wellbeing
- disease prevention and self-examination

Although we would aim to give pupils basic information about these strands we would also highlight where to seek further help if appropriate.

CITIZENSHIP

We aim to teach skills that will enable our pupils to be as independent as possible, whoever they are and wherever they find themselves. They will learn to recognise their own rights, needs and responsibilities as well as developing an awareness of the rights, needs and responsibilities of others.

INTER- PERSONAL SKILLS
The development of interpersonal skills is seen as integral to our teaching in all areas of the school's curriculum. The skills we value include sharing, taking turns, waiting, respecting others' needs, listening

to others and carrying out requests. Skills for social interaction could be taught explicitly, for example through role play or real life situations, which often provide an excellent opportunity for learning. These may arise through inclusion with mainstream peers, using community resources or incidental situations arising throughout the course of the school day. The school's Sex and Relationship Education curriculum also makes an important contribution to this area with its sections on relationships and strangers. Many interpersonal skills are learned and reinforced, not through explicit teaching, but by consistent responses from all the adults working with a pupil. It is important to emphasise, therefore, that although described separately, the following component parts of interpersonal skills interlink.

RECOGNISING OTHER PEOPLE

- co-operating with other people
- helping other people
- respecting other people, even if they are different to ourselves
- accepting other people's wishes.

RECOGNISING OUR OWN EFFECTS ON OTHERS

- our choices can affect other people
- what we do is as important as what we say
- what we choose to do can be copied by other people.

RECOGNISING THAT OTHER PEOPLE CAN AFFECT OUR LIVES

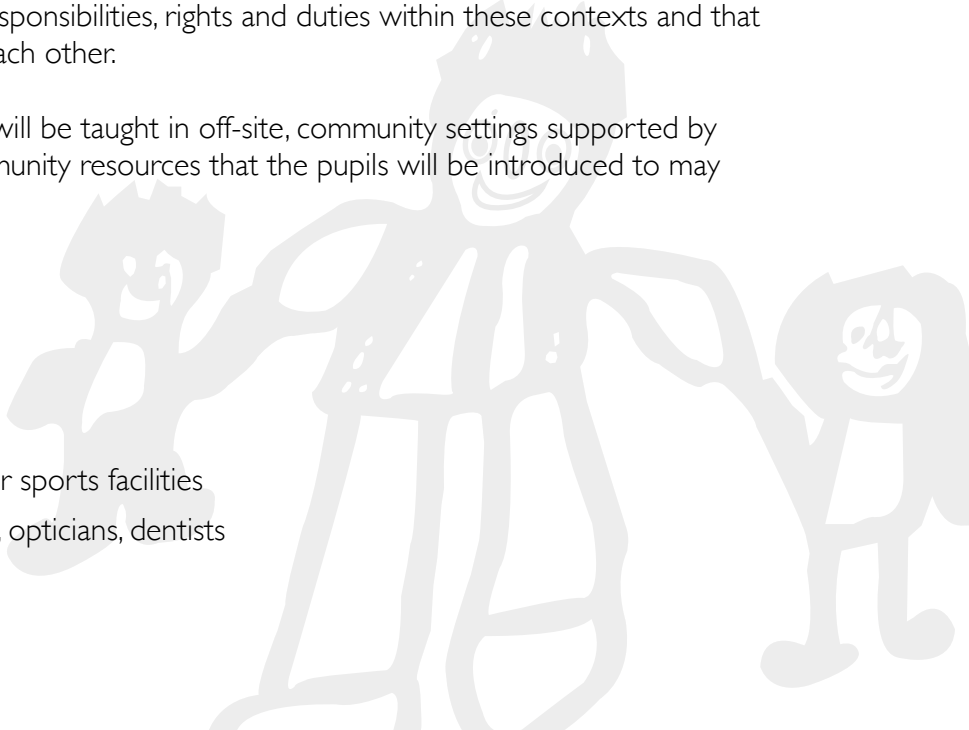
- other people's choices can affect us
- decisions and choices can be made collectively
- there are some people and groups that have authority over others in different ways.

USE OF COMMUNITY RESOURCES

We encourage our pupils to see themselves as part of many communities including the family, the school and the local town and to prepare themselves to play an active role within them. This could be extended to encompass wider communities on a national and international level. They should identify that there are a variety of responsibilities, rights and duties within these contexts and that these can sometimes conflict with each other.

Wherever possible, these concepts will be taught in off-site, community settings supported by classroom-based activities. The community resources that the pupils will be introduced to may include:

- shops and restaurants
- local transport
- local council
- library
- health clubs, gyms and other sports facilities
- doctor's surgeries, hospitals, opticians, dentists



- police
- cinemas, theatres and art centres
- local support services such as the Citizen's Advice Bureau

In addition, where appropriate we will endeavour to invite professionals working in community settings to visit the school to support teaching and learning. For instance, during our School Council election process, local councillors or our MP may be invited to enhance the learning opportunity for pupils.

SELF-ADVOCACY

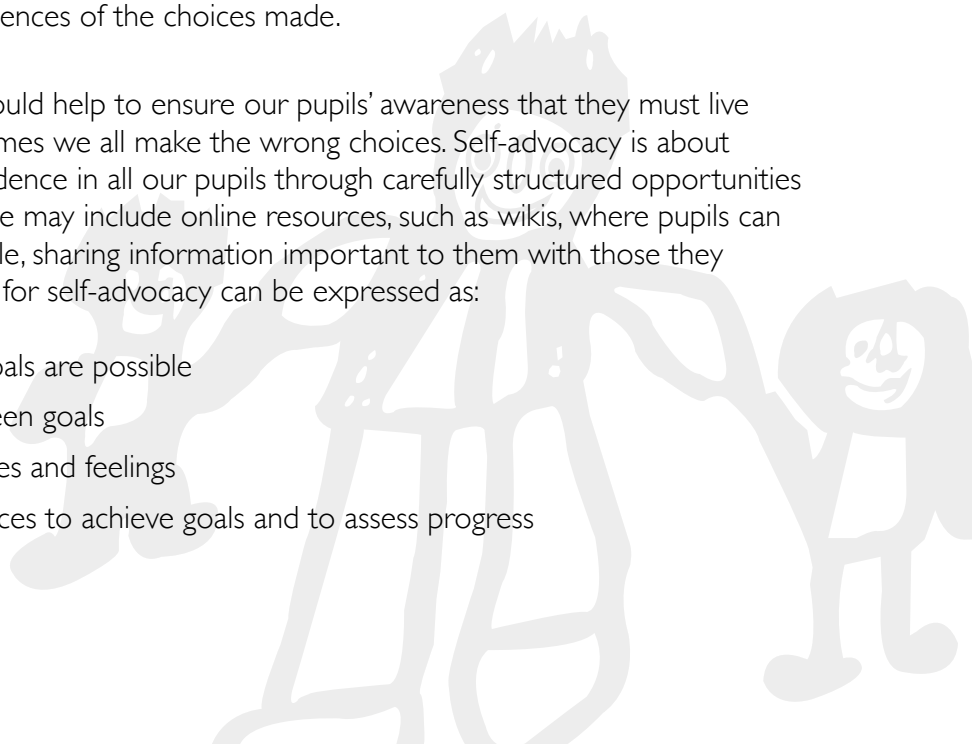
Self-advocacy is about the pupils developing confidence and responsibilities and making the most of their abilities. They should be helped to recognise their personal strengths and view themselves positively. It is important for them to be able to identify what they like and dislike, what is fair and unfair and what is right and wrong and then to be able to share these opinions. It is hoped that through embedded situations and explicit teaching, the children will develop the confidence to assert themselves with the belief that their perspective has equal worth. It is not intended that this should imply a licence for pupils to do or say anything they like but instead suggests that they should have the same opportunities as other young people in society to choose goals and pursue them responsibly. We will endeavour to provide pupils with strategies for safely challenging stereotyping, prejudice, bigotry, bullying and discrimination when they witness or experience it in their daily lives.

Pupils who have had little or no opportunity to make choices in their lives find it very difficult to start choosing between even very simple tasks. As a school we must be aware of the dangers of teaching conformity which may deny pupils the chance to experience personal choice-making. This is especially true as pupils get older. Therefore, we have to structure our pupils' opportunities to make considered choices as follows:

- starting with the simplest choices
- praising the act of choosing, not the choice
- not choosing for pupils
- giving time to choose
- creating opportunities to choose
- understanding the consequences of the choices made.

Effective work on choice-making should help to ensure our pupils' awareness that they must live with their decisions and that sometimes we all make the wrong choices. Self-advocacy is about developing independence and confidence in all our pupils through carefully structured opportunities for appropriate self-expression. These may include online resources, such as wikis, where pupils can control and develop their own profile, sharing information important to them with those they choose. Our stages of development for self-advocacy can be expressed as:

- the ability to know what goals are possible
- the ability to choose between goals
- the ability to express choices and feelings
- the ability to act upon choices to achieve goals and to assess progress



- the ability to find help when necessary to achieve goals.

DEMOCRACY JUSTICE AND THE POLITICAL SYSTEM

Citizenship education includes fostering pupils' awareness and understanding of democracy, government and how laws are made and upheld. This understanding is an essential part in our pupils becoming active citizens, playing a full role in society. Whilst pupils may not learn explicitly about democratic and political systems until the secondary stage of their education, precursors to this work can be found within the rest of the citizenship curriculum, particularly in Self-Advocacy. Pupils will develop an understanding of:

- the way the United Kingdom is governed including the role of citizens, government and the monarchy
- the ways in which we can all participate actively in a democratic system and the role of voting and elections
- the nature of rules and laws and the role of the police and justice system
- the ways we can influence decisions made locally and nationally
- the role of local community and voluntary groups in improving communities and the ways in which we can contribute.

WORLD OF WORK

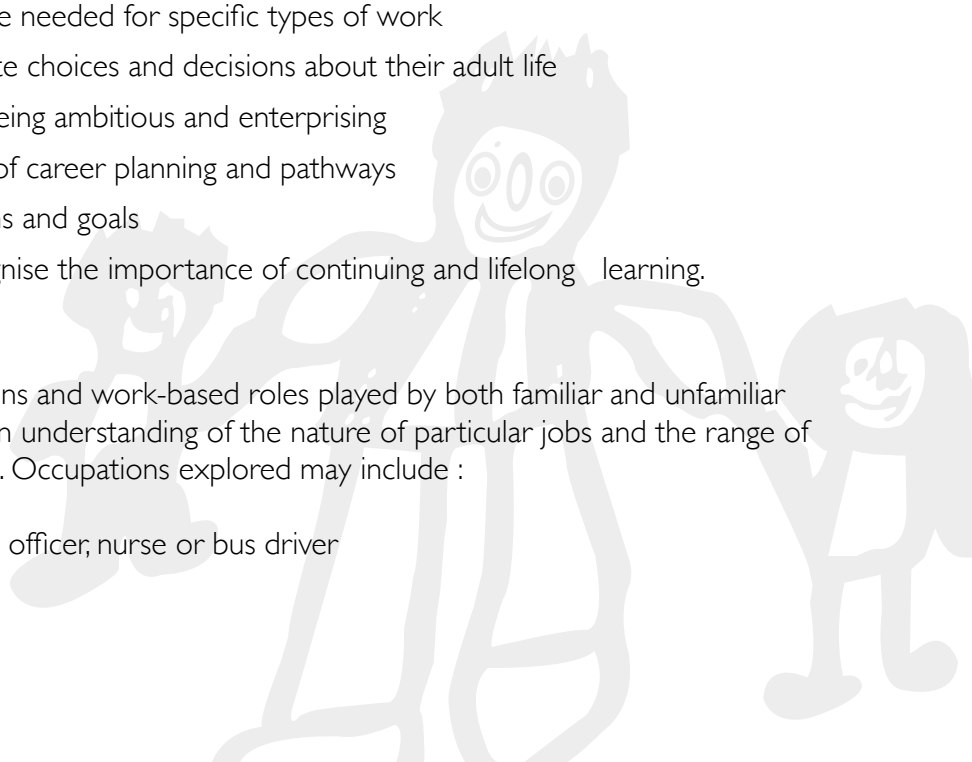
Teaching about the World of Work is not necessarily about preparing our pupils for employment but about increasing their awareness of working life and career pathways. We want them to learn that their 'career' is their individual pathway through life, education and work and that it will be closely linked to their developing strengths, interests, skills and qualities By the end of their school life, as far as possible, we want our pupils to:

- understand that there are different types of work including employment, self-employment and voluntary work
- have an understanding of a range of occupations
- experience, identify and develop work related skills
- identify skills and knowledge needed for specific types of work
- be able to make appropriate choices and decisions about their adult life
- recognise the benefits of being ambitious and enterprising
- develop an understanding of career planning and pathways
- explore personal aspirations and goals
- have a desire for and recognise the importance of continuing and lifelong learning.

OCCUPATION

Pupils will learn about the occupations and work-based roles played by both familiar and unfamiliar people. They will begin to develop an understanding of the nature of particular jobs and the range of environments in which people work. Occupations explored may include :

- familiar roles such as police officer, nurse or bus driver



- everyday experience of being with people at work within the school, such as the teachers, support staff or office staff
- pupils' own range of experience from within their own families
- the wider range of occupations available both locally and nationally.

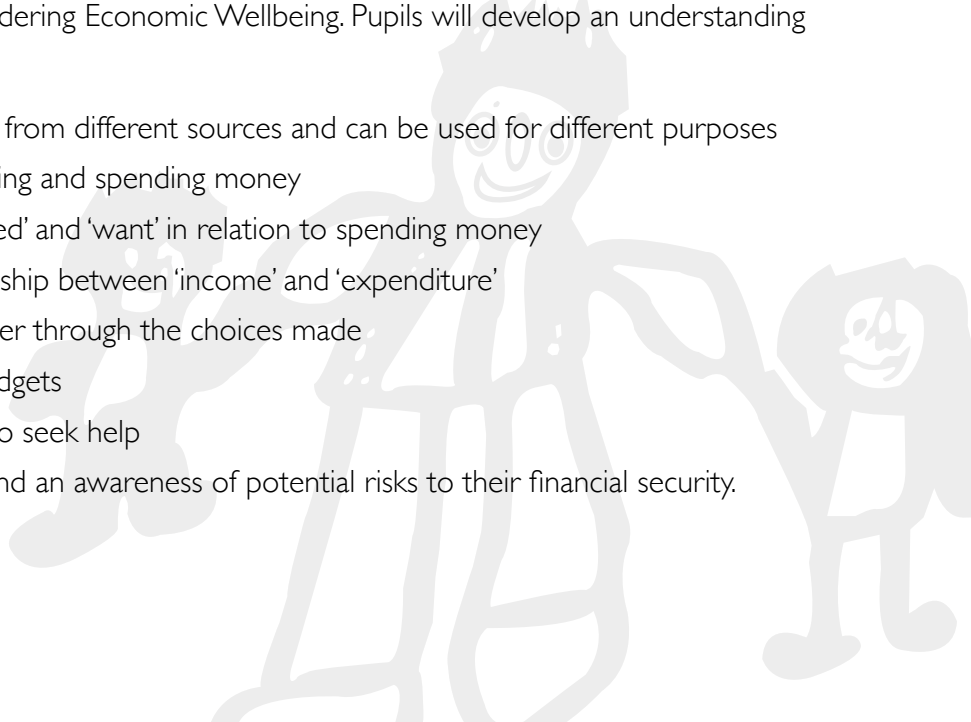
WORK RELATED SKILLS
Pupils will gain experience of the practical skills which having a job might entail. The range of skills will include:

- researching the local job market
- producing a curriculum vitae
- completing a job application
- job interview techniques
- time keeping
- planning for and using public transport
- organising personal needs and resources
- dressing appropriately
- developing working relationships and working co-operatively
- working independently and using initiative.

WORK EXPERIENCE
Pupils will gain practical experience of local workplaces by means of planned visits, with directly connected preparatory and follow-up work in school. It is our aim that each secondary pupil will visit at least one local employer during a class visit each year. Key Stage 4 pupils judged to have a suitable level of independence will be offered work experience of up to one week.

ECONOMIC WELLBEING
Economic wellbeing is an important component of being able to lead active and productive lives. The skills associated with managing personal finances competently and safely are equally important regardless of the source of income. All our pupils will learn how to play as active a part as possible in the management of their finances and the decisions that affect them. This part of the PSHE curriculum is closely linked to the Money section of the Numeracy curriculum and reference should be made to that section when considering Economic Wellbeing. Pupils will develop an understanding of:

- the fact that money comes from different sources and can be used for different purposes
- the difference between saving and spending money
- the difference between 'need' and 'want' in relation to spending money
- the differences and relationship between 'income' and 'expenditure'
- becoming a critical consumer through the choices made
- how to set and manage budgets
- consumer rights and how to seek help
- keeping their money safe and an awareness of potential risks to their financial security.



SEX AND RELATIONSHIP EDUCATION

Within this section of the school's Curriculum Framework is a syllabus which will continue to evolve but which we feel shows the most important areas and suggests the most important priorities. Our policy is:

- that it is everyone's right to have relevant knowledge of their sexuality regardless of whether or not they have special educational needs
- that we will confront the many myths and misconceptions passed on regarding the sexuality (or supposed lack of it) of people with a learning disability
- that sex and relationship education will be organised by each pupil's class teacher assisted by classroom support staff and/or the school nurse. Where appropriate and possible, teaching arrangements are flexible so that this area of the curriculum can be delivered sensitively - e.g. mixed groups; male staff teaching boys; female staff teaching girls; group dynamics etc
- that it is not appropriate to artificially divide our Sex and Relationship Education syllabus into the primary and secondary sections. Pupils will have access to the curriculum at a level appropriate to their age, maturity and understanding. However, Stages 4 and 5 will be taught to secondary aged pupils only
- that if parents feel they might wish to withdraw their child from this area of teaching they are encouraged to first discuss this with their child's class teacher or the Headteacher.

WHY WE TEACH SEX AND RELATIONSHIP EDUCATION

Like all parents and carers, those with children with special educational needs or disabilities can sometimes forget that their offspring are growing up. It can be surprising to find that their child is becoming sexually aware. Families may be unprepared for the challenges which can arise when discussing sex or sexuality. Disability does not rule out sexual feeling, sexual needs or in many cases sexual capabilities. But it can sometimes cause sexual difficulty and, where this applies, the young person should be prepared for this. Certainly he or she should be prepared for general sexual development or this may come as a surprise to them as they get older.

There is, of course, nothing dirty or bad about sex. It is a natural part of human existence and can be a very beautiful one. In different ways, sex affects many of our feelings and relationships with other people. Thus to deny young people sexual knowledge can make life very difficult for them. They may also be at a disadvantage as compared with more knowledgeable young people. We have a duty to see that this knowledge is passed on in a suitable form, either by the parents, the school or ideally both.

Only in this way will our pupils become capable of taking over responsibility for their own bodies and obtaining the sexual enjoyment which is their right. Any education in sex must include education in responsibility. Young people must understand the risks which arise from irresponsible behaviour. Knowing these risks, they will also know how to behave with other people and they themselves will become less vulnerable.

Some families may be concerned that if their children are given this sort of information they will become too interested in sex and will want to experiment. This applies whether a child has special educational needs or not. But if young people know, they are then in the position to make informed choices and if they have learned about the right and wrong ways of sexual behaviour, the risks are lessened. We are sometimes concerned that our children will be taken advantage of. Again, this is

much more likely if the child does not know what may happen. Constant repetition of the message should ensure that, while he or she is not frightened of all strangers, the trap of over-trust or over-confidence will be avoided.

STAGES AND PRIORITIES

We expect to cover the basic points within each area with all pupils. For those pupils who are able to comprehend the level of information, a greater amount of the curriculum will be covered and in a more detailed way. 'Relationships' is a fundamental element at each stage of the Sex and Relationship Education Curriculum Framework.

It is intended that by including relationships in each area, pupils will become aware of the varying intensity of relationships. In Stage Two - 'Avoiding Exploitation' - it is important to help pupils to become aware that it is necessary in certain situations to expose their body to certain people, for example trusted care givers and health professionals. However, it is also necessary to illustrate that it is not always acceptable to expose all of their body, for example if they go to the doctor with a sore throat.

STAGE 1 - KNOWING YOUR OWN BODY

We feel that the basis from which any sex and relationship curriculum must start is that a pupil should have an awareness of his or her own body and an understanding of its various functions.

Using illustrative teaching materials we aim to make sure the pupil can recognise and compare the main external parts of the body including the external genitalia.

The function and purpose of external body parts will be taught. The pupil's own interpretation of the functional use of his or her various body parts will be addressed.

STAGE 2 - AVOIDING EXPLOITATION

The point that private parts are for private places and that only public parts are for public places will be strongly emphasised. Similarly, children need to learn about discussing these issues with appropriate people in appropriate places. These are concepts our pupils find difficult to understand and encapsulates the most important point we want to make at this stage. Learning about behaviours which are appropriate in a private place when you are alone or in a public place when you are with others, is crucial.

This section must be taught in a way which does not make the pupil unduly afraid or cautious of people around them. However, it is important that being able to say 'NO' or 'STOP' in the right situations is vital to reduce the possibility of exploitation. Among the teaching strategies we may use for this are role play in drama; use of voice/tone/rhythm and facial expression.

It is essential that young people learn the importance of 'consent' within any sexual relationship. We will teach that consent is something that is freely given and that being pressured or coerced into doing something you do not wish to do is not consent. We will support pupils in becoming more aware of how and when they can clearly and assertively communicate 'no' or 'stop' during any physical relationship and that it is their right to withhold or withdraw consent at any time. We will also teach pupils how to seek the consent of another person and the importance of being sure consent has been given.

STAGE 3 - GENDER CONCEPTS AND GROWING UP

As we grow up we experience physical, emotional and social changes associated with age and maturity. We also become increasingly aware of our gender identity and sexuality. During this stage we will teach pupils about emotions and about the changes they may experience as they grow into

adulthood. We will encourage the pupils to think about gender and equip them to recognise and challenge gender stereotypes in the media and elsewhere.

CHANGES OVER TIME

BABIES

- dependent on carers for all their physical needs whilst they develop early skills including grasping and balancing
- require special clothing and equipment
- the dependency of babies and their need for sensory stimulation and play
- communicating with a baby and how they communicate with you
- the role of parents, siblings and the extended family in the care of a baby.

CHILDREN

- as they grow, children refine physical skills and coordination whilst experiencing rapid growth
- increasing independence and the developments of likes and dislikes. What games/toys did you like at different ages? Who do you like to play games with?
- establishment of friendships and the social skills associated with maintaining friendships
- children begin to ask the questions What sex am I? What groups do I belong to? Who are my friends?

ADOLESCENTS

- adolescence is a time of physical change including:- increased strength and muscularity, breast development, genital development, sexual feelings, masturbation, menstruation, body hair (facial, body, pubic etc), voice changes, skin changes (including spots)
- the impact of puberty on social relationships including increased inhibitions, change in attitude, new friendship patterns, need for privacy and coping with confused or conflicting emotions.

ADULTS

- changes continue through adulthood into old age including:- changes to hair colour, hair loss or increased body hair, wrinkles, increasing susceptibility to disease, menopause, death
- emotions may stabilise during adulthood and emotional attachments become more permanent
- there is an increased level of social duty and responsibility associated with adulthood.

EMOTIONS

Pupils will learn how to recognise emotions in themselves and in others. We will teach them the vocabulary to name feelings and to describe the behaviours associated with particular emotions. We will encourage them to think about what makes them happy, sad, angry, frightened and so on, and that they can share these feelings with others. Pupils will learn how our emotions can affect how others act. They will also learn how they can show sensitivity to the feelings of those around them. We will explore the feelings associated with change including transitions (between classes, schools,

moving house etc.), loss, separation, divorce and bereavement. We will also teach them to identify special people (family, friends, carers) and how special people should care and support one another.

STAGE 4 - HOW BABIES ARE MADE

The following points should set the context for Stage Four and underpin all of the work that is completed during this stage:

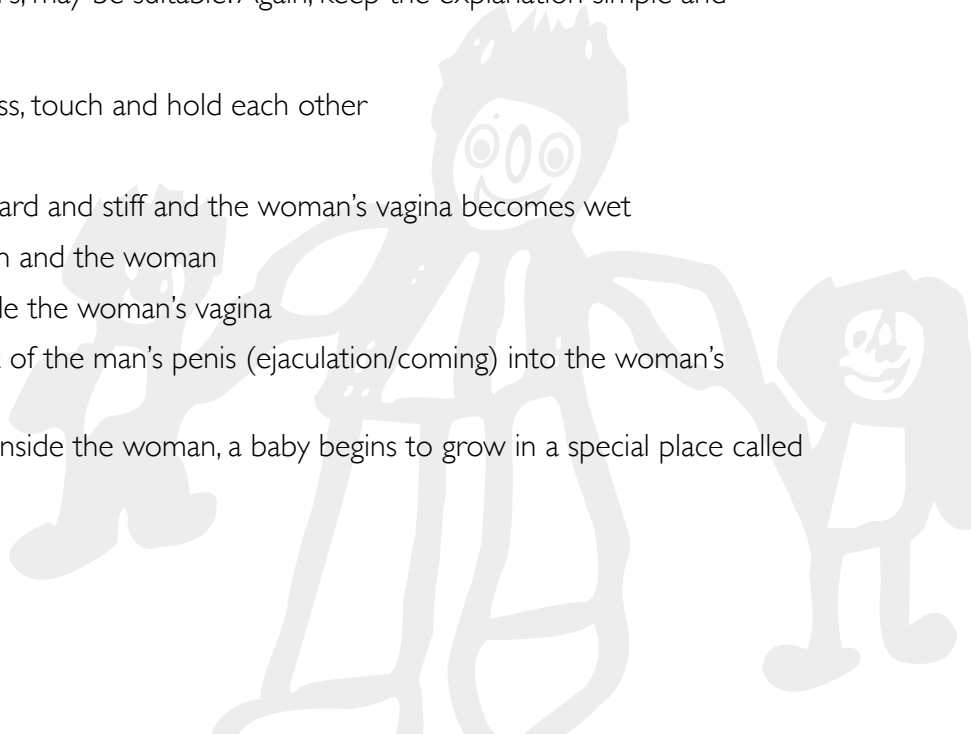
- different kinds of love - the difference between 'love' and 'being in love'
- different kinds of kissing - when is kissing appropriate
- being in love means people want to be together a lot or as much as possible
- civil partnerships and marriages are examples of the commitment made between two people who love and care for one another and want to spend their lives together. They may or may not choose to have a baby together
- two people can be in a committed relationship but not be married or in a civil partnership
- both partners must want to have sex before sexual intercourse takes place.
- it is wrong to force your attentions on someone who does not welcome them
- sexual intercourse is a private act between two consenting adults - overt public physical displays are inappropriate
- it is important not to give the wrong signals to people, for instance that you want a relationship to develop when you do not actually want it to
- attraction between two people depends just as much upon personality and kindness as it does upon physical appearance.

A good starting point is to elicit from pupils their own thoughts on how babies are made. Care should be taken on the level of detail initially. It is better to keep things simple and unambiguous in the early stages whilst understanding is being established:

Sperm comes out of a man's penis …. inside the woman is an egg …. when the sperm and the egg join it will make a baby

Increase the level of detail about how the sperm gets to the egg. Using the term 'having sex' may be more appropriate than the more technical 'sexual intercourse' or the euphemistic 'making love' although any of these three, or others, may be suitable. Again, keep the explanation simple and unambiguous:

- the man and the woman kiss, touch and hold each other
- this makes them excited
- the man's penis becomes hard and stiff and the woman's vagina becomes wet
- this is enjoyable for the man and the woman
- the man puts his penis inside the woman's vagina
- soon the sperm shoots out of the man's penis (ejaculation/coming) into the woman's vagina
- if the sperm meets an egg inside the woman, a baby begins to grow in a special place called the womb.



When discussing pregnancy and birth, the main emphasis may be placed on the physical stages of development from foetus through to baby. However, opportunities to discuss the emotional impact of pregnancy should also be provided.

There should be opportunities to discuss which people choose to have sex together. Ensure same sex as well as opposite sex relationships are discussed. Lesbian, gay, bisexual and transgender (LGBT) awareness is a valid topic for discussion at this stage. Pupils should be taught that there are several reasons a couple may choose to have sex, including in order to have a baby, to show their love to one another or because it is enjoyable.

We will always emphasise that making a baby must be a responsible act because a baby needs to be cared for physically, emotionally and financially for twenty years or more. These issues should be discussed and the question asked …. Could you give a child all of this?

STAGE 5 - CONTRACEPTION AND SEXUAL HEALTH

The pupils will learn the importance of self-examination and maintenance of sexual health. This may not only be in the form of Sexually Transmitted Infections (STIs) but also how to spot other health problems related to the sexual organs (e.g. testicular cancer, breast cancer, thrush). Other important issues regarding 'safer sex' include how to reduce the risk of contracting H.I.V. and S.T.Is (i.e. chlamydia, syphilis, gonorrhoea and hepatitis B or C).

Where appropriate this will be covered on a group tutorial basis (i.e. with two or more students present) and not in the form of individual counselling. Although the point will be made that a baby is not conceived every time a couple have sex, the fact that it is very likely makes it imperative that our pupils should be taught to regard contraception as essential before having sex. Discussion at this stage will also include establishing the difference between using contraception for sexual health and birth control purposes and the importance of contraception within same-sex relationships.

A range of both male and female contraception methods, including abstinence, will be discussed, with an emphasis on joint responsibility, regardless of the method chosen. Pupils will be taught that most methods of contraception do not protect you from STIs and that, apart from sterilisation, no method of contraception is a hundred percent effective.

PHYSICAL EDUCATION

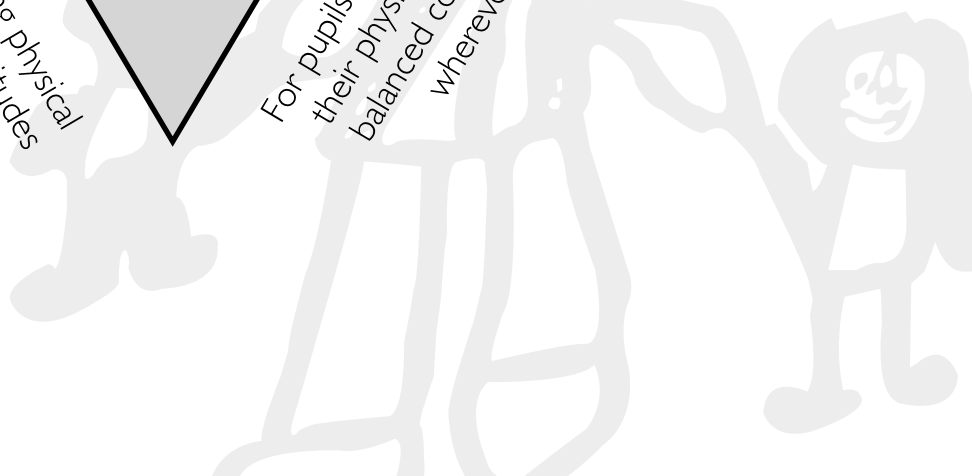
Aims for teaching Physical Education are as follows:-

For pupils to take maximum responsibilities for their own actions by developing mobility skills and correct positioning in order to facilitate learning

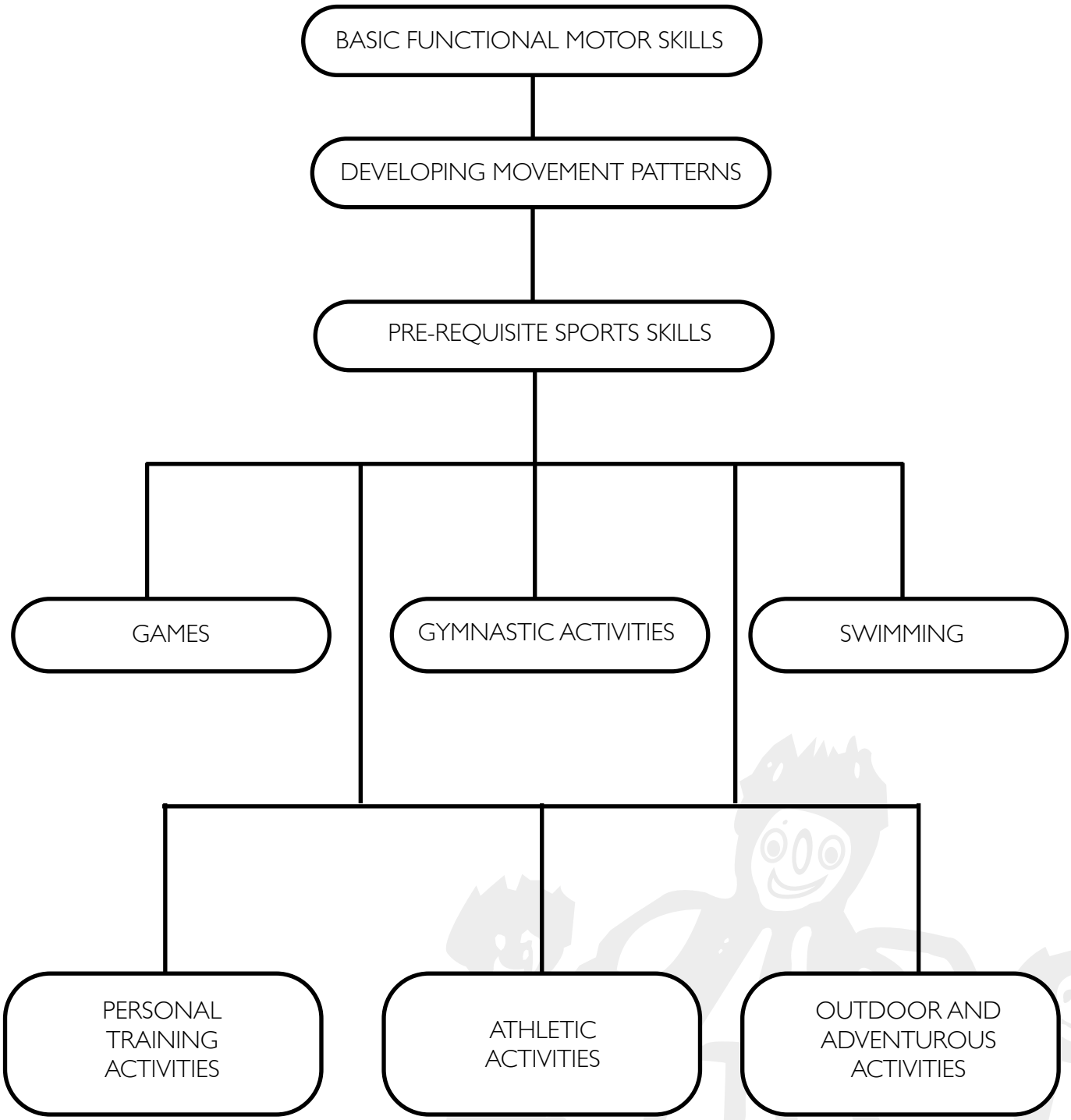
TO DEVELOP THE PHYSICAL AWARENESS, CO-ORDINATION AND SKILLS NECESSARY FOR EFFECTIVE FUNCTIONING IN EVERYDAY LIFE AND IN A BROAD RANGE OF PHYSICAL EXPERIENCES AND ACTIVITIES

For pupils to build appropriate confidence in using physical skills whilst developing enjoyment of, and positive attitudes towards, physical activities

For pupils to experience a variety of opportunities to use their physical skills. In some situations this may develop balanced co-operative and competitive attitudes and , wherever possible, lead to increased fitness



THE CURRICULUM FRAMEWORK FOR PHYSICAL EDUCATION



DETAILS OF THE CURRICULUM FRAMEWORK FOR PHYSICAL EDUCATION

INTRODUCTION

Our approach to Physical Education is primarily to develop a positive attitude to keeping fit and healthy which we hope will remain with the pupils throughout life. Every PE activity which is offered to the pupils is underpinned by the following important concepts:

- That all exercise develops some aspect of our physical well-being, whether it be muscle tone, cardio-vascular function or flexibility. This can only be achieved by regular exercise over a prolonged period of time
- That all exercise has an effect on our body and we need to prepare before we engage in any form of physical activity. We need to be aware of changes which take place during exercise and learn how to monitor these. Warm-ups and cool-downs will always be a part of our lesson plan
- That the safety aspects of PE should always be regarded as a high priority, thereby ensuring that following simple rules and instructions, being aware of potential dangers and using equipment appropriately are seen by the pupils to be important. This should promote a positive, energetic but controlled learning environment
- That PE is available to every child regardless of their physical ability. Working cooperatively with others and considering their individual needs is an important element of our P.E. curriculum. We also hope to foster positive attitudes towards working individually, in pairs and in larger groups
- That, having learned a range of skills in a variety of different activities, pupils should be encouraged to evaluate their own progress and contribution

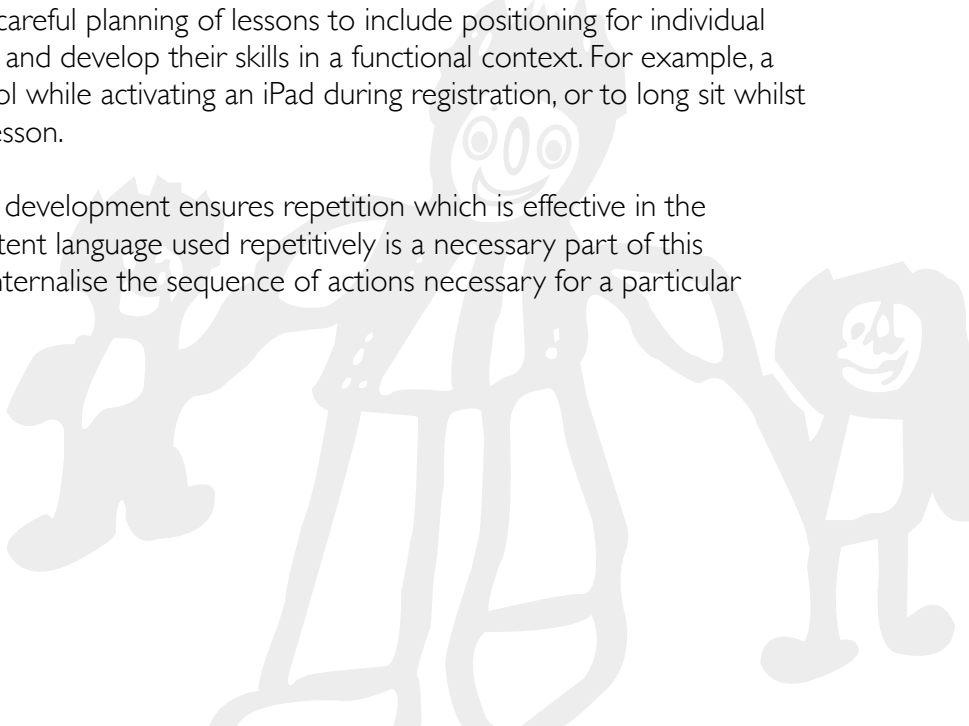
BASIC FUNCTIONAL MOTOR SKILLS

Basic positioning provides sound foundations upon which further learning can be built. Opportunities to develop these and all physical skills should be integrated across the whole school week. This can be achieved through careful planning of lessons to include positioning for individual pupils that enables pupils to practise and develop their skills in a functional context. For example, a pupil may be learning to sit on a stool while activating an iPad during registration, or to long sit whilst rolling a ball to a friend in a games lesson.

This integrated approach to physical development ensures repetition which is effective in the acquisition of functional skills. Consistent language used repetitively is a necessary part of this teaching. This enables the pupils to internalise the sequence of actions necessary for a particular movement.

Basic Functional Motor Skills include:

- lying in supine (on back)
- lying in prone (on front)



- long sitting
- crossed legged sitting
- side sitting
- stool sitting (at a ladder or table)
- four point kneeling
- standing.

DEVELOPING MOVEMENT PATTERNS

Having established the static 'Basic Functional Motor Positions', pupils can go on to develop movement patterns. This ability to combine movements enables pupils to move between positions which leads to increased stability and greater independence.

Developing Movement Patterns include:

- rolling
- crawling
- sitting to standing and standing to sitting
- cruising
- walking.

PRE-REQUISITE SPORTS SKILLS

This is a non sport specific starting point for involvement in physical activity during which pupils begin the process of learning and developing skills that will be beneficial to participation in all sports.

The skills that pupils will develop include:

- spatial awareness and an awareness of others
- coordination
- balance
- controlled movement
- strength
- speed
- stamina
- decision making
- safety.

GAMES

Skill acquisition is an important part of any game and can be developed individually, in pairs or through team games, both competitive and noncompetitive in nature. These skills, which can be taught with and without equipment, include:

- Sending - throwing, rolling, bouncing, kicking, striking, and batting to an individual or target area
- Receiving - catching and controlling
- Travelling - dribbling, bouncing, carrying with changing speed and directions
- Awareness of space and other people - running, dodging, chasing and avoiding.

There are four types of games that would be taught:

- Invasive Games (i.e. soccer, rugby, hockey, basketball, netball)
- Striking and Fielding Games (i.e. cricket, rounders, baseball)
- Net or Wall Games (i.e. tennis, volleyball, badminton)
- Target Games (i.e. skittles, golf, boccia).

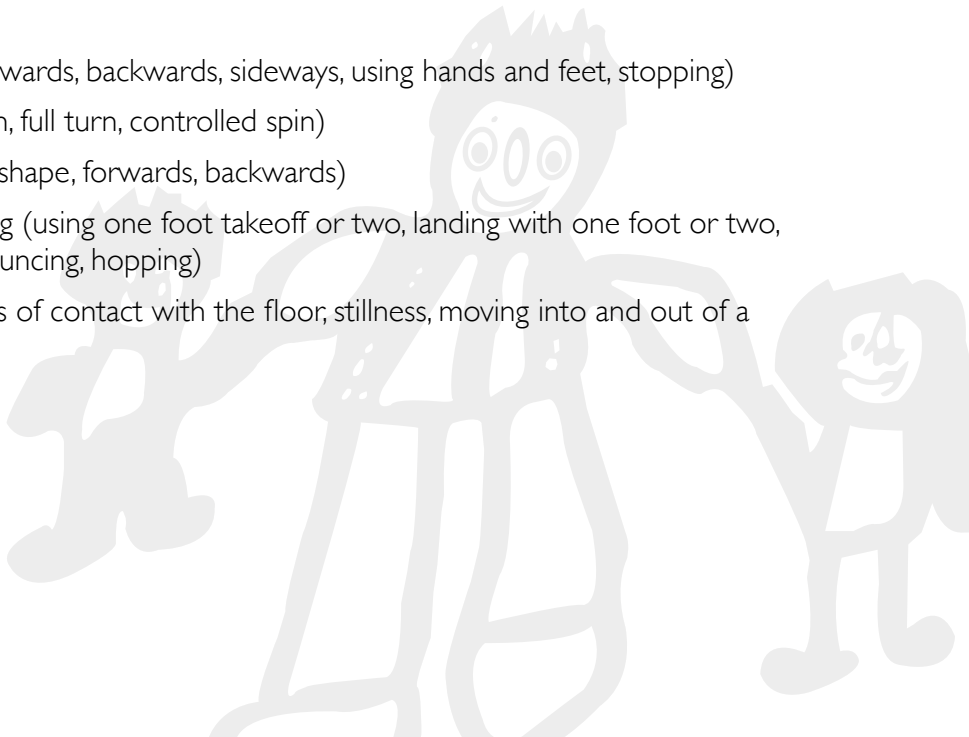
Pupils would develop an understanding of the game rules, scoring, tactics, correct use of equipment and knowledge of specific vocabulary. Where appropriate pupils might be encouraged to watch some games being played professionally. Fostering the correct attitude is as important as developing skills and knowledge, therefore, cooperation, fair-play and team spirit are always encouraged.

GYMNASTIC ACTIVITIES

Gymnastics is an excellent way for pupils to develop their gross motor co-ordination and versatility, and learn to improve the control that they have over their bodies. It will also help them to develop their flexibility, strength and balance.

When pupils are taught gymnastic activities they will learn different ways of performing the basic actions of:

- travelling (quickly, slowly, forwards, backwards, sideways, using hands and feet, stopping)
- turning (quarter or half turn, full turn, controlled spin)
- rolling (long or squat body shape, forwards, backwards)
- jumping, takeoffs and landing (using one foot takeoff or two, landing with one foot or two, two to one, one to two, bouncing, hopping)
- balancing (number of points of contact with the floor, stillness, moving into and out of a balance, counterbalance)
- swinging
- climbing.



These activities can be taught both on the floor and using apparatus. As pupils learn these skills they will also learn to link a series of actions and how to repeat them.

While developing these skills pupils will also be taught to make different body shapes, to develop an awareness of the space around them and how they move within it, and to work at different heights. Pupils will work individually and collaboratively in pairs or small groups. Older pupils will also be taught to emphasise changes of shape, speed and direction.

Pupils will be encouraged to think about the importance of presentation in their work and develop a sense of style, grace and fluency in their movements.

SWIMMING

All our pupils take part in swimming lessons on a weekly basis in the school's hydrotherapy pool. We believe that all children should have access to this area of the curriculum, which is structured in a developmental order from basic water confidence through to advanced swimming skills. Each pupil can therefore participate according to their individual level of ability.

A consistent whole school approach to the teaching of swimming ensures that the fundamental aspect of water confidence is continually reinforced and pupils' skills are built upon effectively as they progress through the school. The Frank Wise Swimming Programme that has been developed adopts a similar structure to the Swim England Learn to Swim Programme which has been adapted to make it more accessible for our pupils.

The Frank Wise scheme consists of ten developmental stages the first two of which are for pre swimmers. These stages are unique in the way that staff in the water actively assist pupils to achieve relevant outcomes. Stage 1 is a basic introduction to the water encouraging movement in a variety of different ways. The scheme eventually progresses to Stage 8 which is a rescue award where the pupils learn to call for help, raise an alarm and perform basic water rescues from poolside.

Students also work on all four of the main strokes which are Front Crawl, Breast Stroke, Back Crawl and Butterfly. Pupils later go on to develop various water skills ranging from push and glides, sculling, rotations and treading water.

Further variety is introduced by including activities such as fitness sessions, water polo and synchronised swimming.

PERSONAL TRAINING ACTIVITIES

This area of the curriculum is aimed at encouraging a positive attitude to health and fitness activities within and beyond school.

Any Personal Training Activity will always include a 'warm-up', a 'main activity' and 'cool down'.

The purpose of the 'warm-up' is to prepare the body for more vigorous exercise by gradually increasing muscle temperature thus preventing injuries. Other benefits include increased blood flow and flexibility.

Generally the purpose of the 'main activity' is to exercise the heart and lungs bringing the heartbeat above a normal level for a sustained period. On occasions the 'main activity' may be to work on muscular strength and endurance.

The purpose of the 'cool down' is to gradually decrease the heartbeat. At this point stretching activities can be included to increase flexibility.

ATHLETIC ACTIVITIES

When participating in athletic activities pupils will learn to develop basic techniques in running, throwing and jumping using a variety of equipment. In these activities the emphasis will be on strength, accuracy, speed, endurance, height, length and distance.

Pupils will be encouraged to measure and improve their own performances to facilitate the fulfilment of their own individual potential.

Activities might include running over a variety of distances and in relays, throwing using different techniques and equipment, target practice, vertical and horizontal jumping.

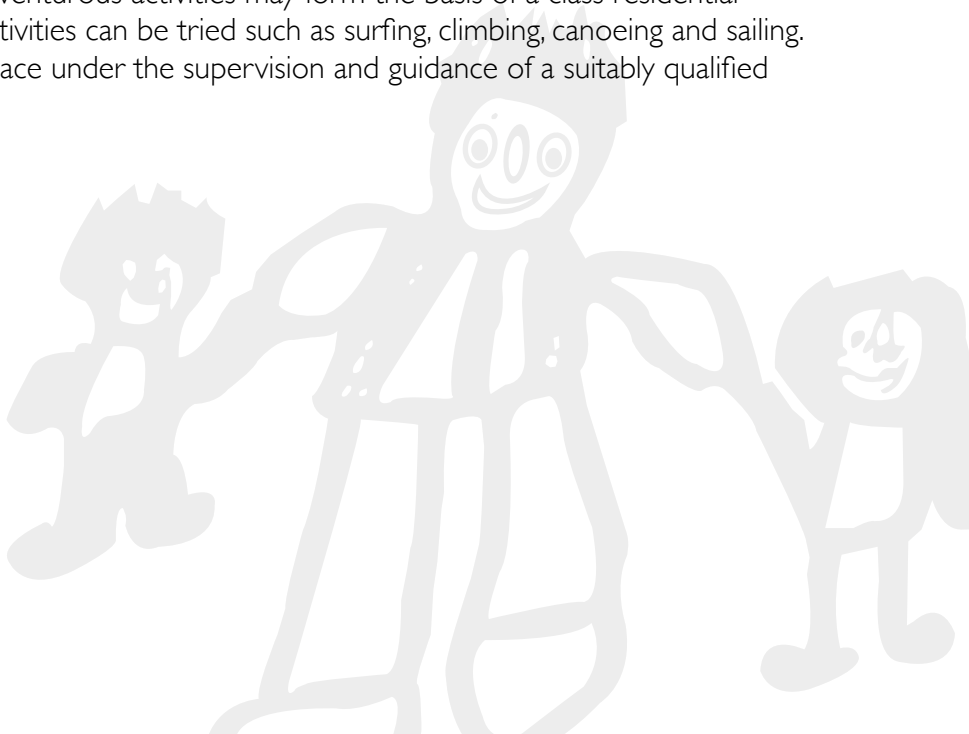
OUTDOOR AND ADVENTUROUS ACTIVITIES

Outdoor and adventurous activities refers to leisure pursuits engaged in the outdoors, often in natural or semi-natural settings, either in the wider community or within the school grounds. Theses activities usually involve excitement, physical and mental challenges, and often an element of risk.

Examples of outdoor and adventurous activities include walking or trekking including where appropriate map reading, free running (parkour), obstacle races, orienteering, cycling and problem solving games and activities.

Activities in this area present some level of challenge to the pupils, not just physical. These activities promote confidence, cooperation, competition, teamwork, physical fitness and above all an active healthy lifestyle.

On some occasions outdoor and adventurous activities may form the basis of a class residential where more resource dependent activities can be tried such as surfing, climbing, canoeing and sailing. These activities would always take place under the supervision and guidance of a suitably qualified instructor.



CREATIVE AND EXPRESSIVE ARTS

Aims for teaching Creative and Expressive Arts are as follows :-

To draw inspiration from the creativity and skills of artists and performers

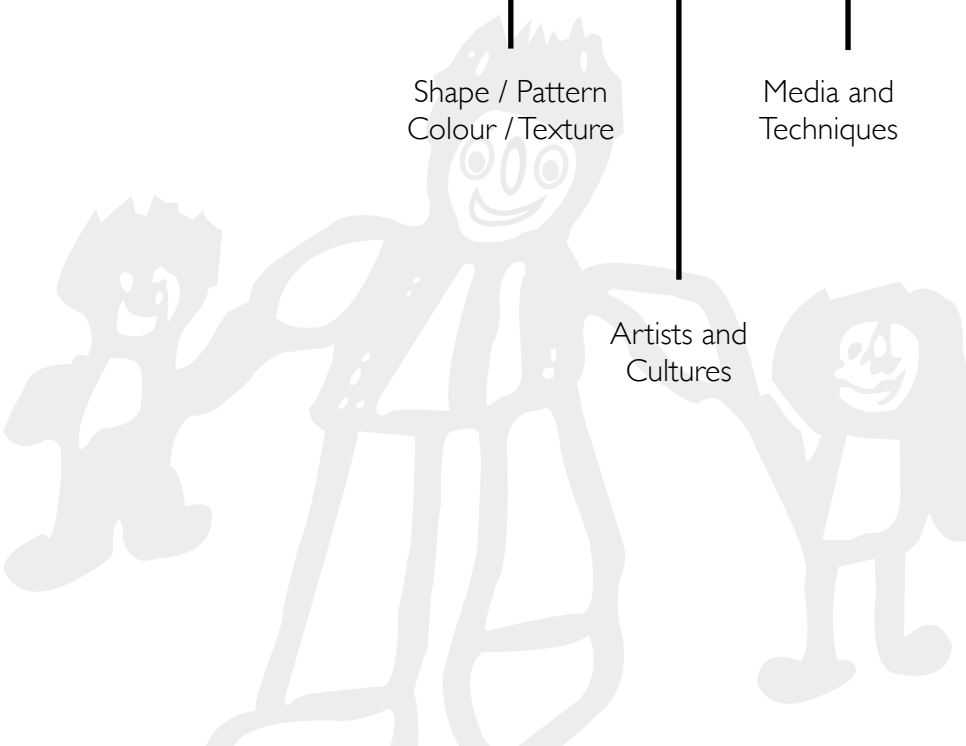
FOR OUR PUPILS TO DEVELOP A WIDE RANGE OF CREATIVE SKILLS AND CONCEPTS WHICH THEY EXPLORE AND USE WITH CONFIDENCE AS A MEANS OF SELF EXPRESSION

To develop and extend, through the creative and expressive arts, skills usually taught in other curriculum areas

To structure exciting creative experiences and environments using a wide range of materials

THE CURRICULUM FRAMEWORK FOR TEACHING CREATIVE AND EXPRESSIVE ARTS

- DANCE
  - STIMULUS
    - Composing
    - Performing
- DRAMA
  - STIMULUS
    - Process
    - Product
- MUSIC
  - Listening
  - Composing
  - Performing
- ART
  - Shape / Pattern
    Colour / Texture
  - Media and
    Techniques
  - Artists and
    Cultures



DETAILS OF THE CURRICULUM FRAMEWORK FOR CREATIVE AND EXPRESSIVE ARTS

INTRODUCTION

At Frank Wise School we have chosen to group together art, music, drama and dance under the umbrella term "Creative and Expressive Arts". We have done so because as well as being creative in nature they can all be approached in similar ways and through similar processes, although the terminology might vary slightly from subject to subject.

Each of these subject areas give pupils the opportunity to create and participate, but they also include an element of exploring and learning from the work of other creative artists and from other cultures. We support our school-based work by inviting into school artists, musicians, actors, directors and dancers who can work directly with the pupils and provide inspiration. We also venture out into the community to theatres, art galleries, concerts and performances (including those given by other schools) to broaden the pupils' experience of the creative arts. In dance and drama, these starting points would be what we have termed "stimulus" on the flow chart. In art and music experiences of this nature are important National Curriculum Programmes of Study in their own right. Our aim in teaching all these subjects is to allow the pupils to experience and develop individual skills and concepts in as wide a range of creative disciplines as possible, whilst developing the ability to evaluate and modify their own work, both in relation to their own previous work and in relation to the work of others.

ART & DESIGN

The art and design curriculum is divided into three areas:

- Pattern/Texture/Colour/Shape
- Media and Techniques
- Artists and Cultures.

Through these three areas pupils will have a wide range of experiences and opportunities to develop their skills. Pupils will be encouraged to create their own pieces of work both to express their feelings and to record their observations. It is likely that many activities will involve more than one of these areas.

COLOUR / SHAPE /PATTERN / TEXTURE
Pupils will be introduced to and given opportunities to explore the creative potential of visual and tactile elements. This will include pattern and texture in natural and made forms; colour matching and how colour is mixed from primary colours; how images are made using line and tone and the use of shape, form and space in images and artefacts.

MEDIA AND TECHNIQUES
Pupils will experiment with different tools and techniques including those used for drawing, painting, printmaking, photography, collage and sculpture. Flexible resourcing enables us to explore as wide a range of materials as possible. Pupils will be taught that it is possible to work creatively, to work cleanly and tidily at all times and to handle the tools and materials appropriately.

ARTISTS AND CULTURES
Pupils will be introduced to the work of artists past and present from a variety of cultures. It might be appropriate for the pupils to use this work as a stimulus for their own pieces of art, applying learned skills. Work within school will be supported by visits to exhibitions, both locally and when on residential trips in Britain or abroad. Where appropriate, local artists will be invited in to school to work with the pupils.

MUSIC

Music is a powerful, unique and accessible form of communication that can change the way our pupils feel, think and act. Musical appreciation and the development of musical skills are valued as significant contributors to the overall creative atmosphere of the school. Music offers pleasure and enjoyment; it enables pupils to work together; and finally it develops an understanding of our own and other cultures.

Pupils understanding and enjoyment of music will be developed across three component parts:

- Listening
- Composing
- Performing.

The pupils will be provided with opportunities to develop their ability to:

- use sounds and respond to music individually, in pairs and in groups
- use ICT to explore, record, play back and analyse sounds
- recognise, rehearse and apply the musical elements that permeate all our teaching:

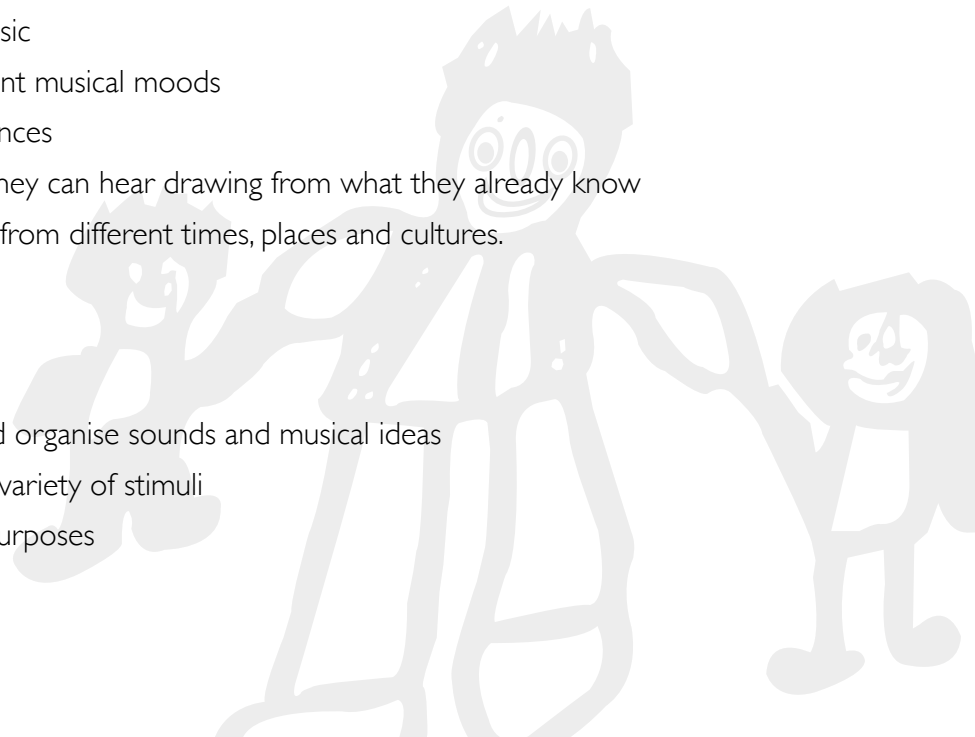
pitch timbre tempo duration structure texture dynamics

LISTENING
Pupils will be encouraged to develop:

- a general enjoyment of music
- a sensitivity towards different musical moods
- choice and musical preferences
- an ability to analyse what they can hear drawing from what they already know
- an understanding of music from different times, places and cultures.

COMPOSING
Pupils will also be encouraged to:

- create musical patterns and organise sounds and musical ideas
- compose in response to a variety of stimuli
- compose for a variety of purposes



- modify their work after personal reflection and other feedback.

PERFORMING
This will involve opportunities to learn and explore:

- rhythm and percussion
- playing simple tuned/untuned instruments
- the development of singing and simple song writing
- improvisation
- standard and non-standard notation
- how to rehearse and perform with others.

DANCE

Through the teaching of dance we aim to provide opportunities for pupils to develop their physical, creative, personal, social and emotional skills. In most cases, dance work will build up around an initial stimulus, provided by the teacher or perhaps by the pupils themselves.

STIMULUS
The stimulus aims to initiate the theme for the pupils work before they begin to compose and later perform their own dance. It aims to provide ideas for actions and movements within the dance whilst provoking a response, promoting opportunities for the pupils to explore their own ideas. Stimuli may be used in isolation or in combination, taking a variety of forms:

- visual: objects, sculptures, colours, shapes and examples of traditional and contemporary dance from different cultures, etc.
- tactile: hard, soft, smooth, rough materials / objects, etc.
- auditory: music, poems, stories, etc.

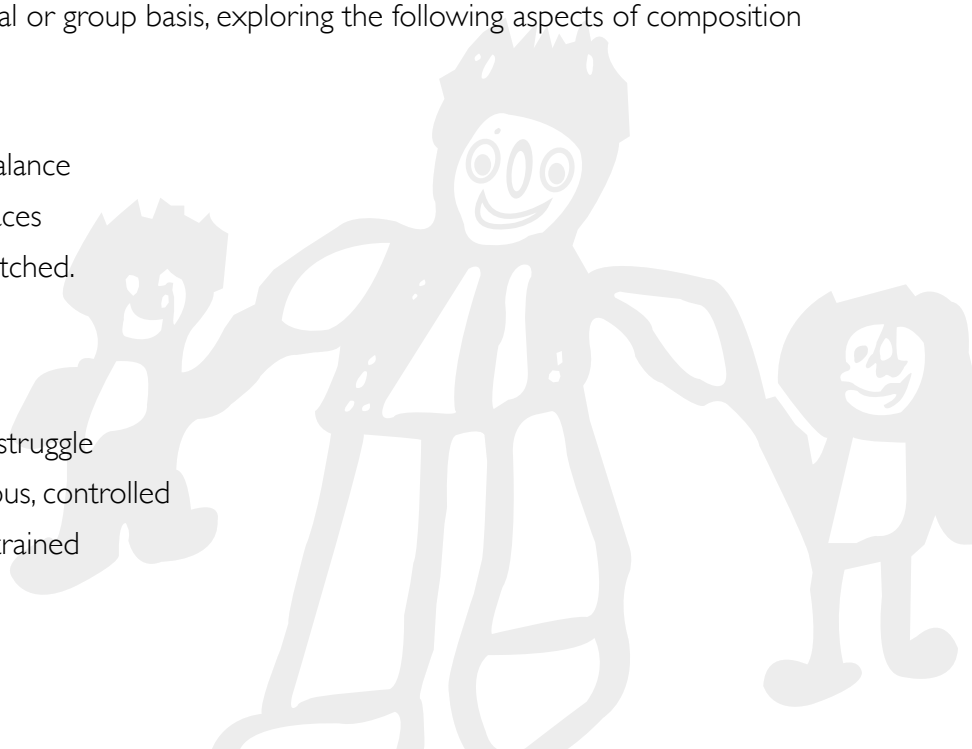
COMPOSING
Having been inspired by the initial stimulus, pupils are encouraged to select and refine their movement ideas to create a dance on an individual or group basis, exploring the following aspects of composition in an imaginative way:

Action - 'What are we doing?'

- Actions - travel, jump, turn, balance
- Parts - head, toes, spine, surfaces
- Shapes - twisted, curved, stretched.

Dynamics - 'How are we doing it?'

- Time - fast, leisurely, frantic
- Weight - strong, gentle, drift, struggle
- Energy/Flow - burst, continuous, controlled
- Dimension - expansive, constrained



- Levels - high, medium, deep.

Space - 'Where are we doing it?'

- Personal and general space
- Directions - up, forward, to the side
- Pathways - curved, straight, zig zag.

Relationships - 'With whom or with what am I doing it?'

- To the body
- One's self to others
- To objects and environment.

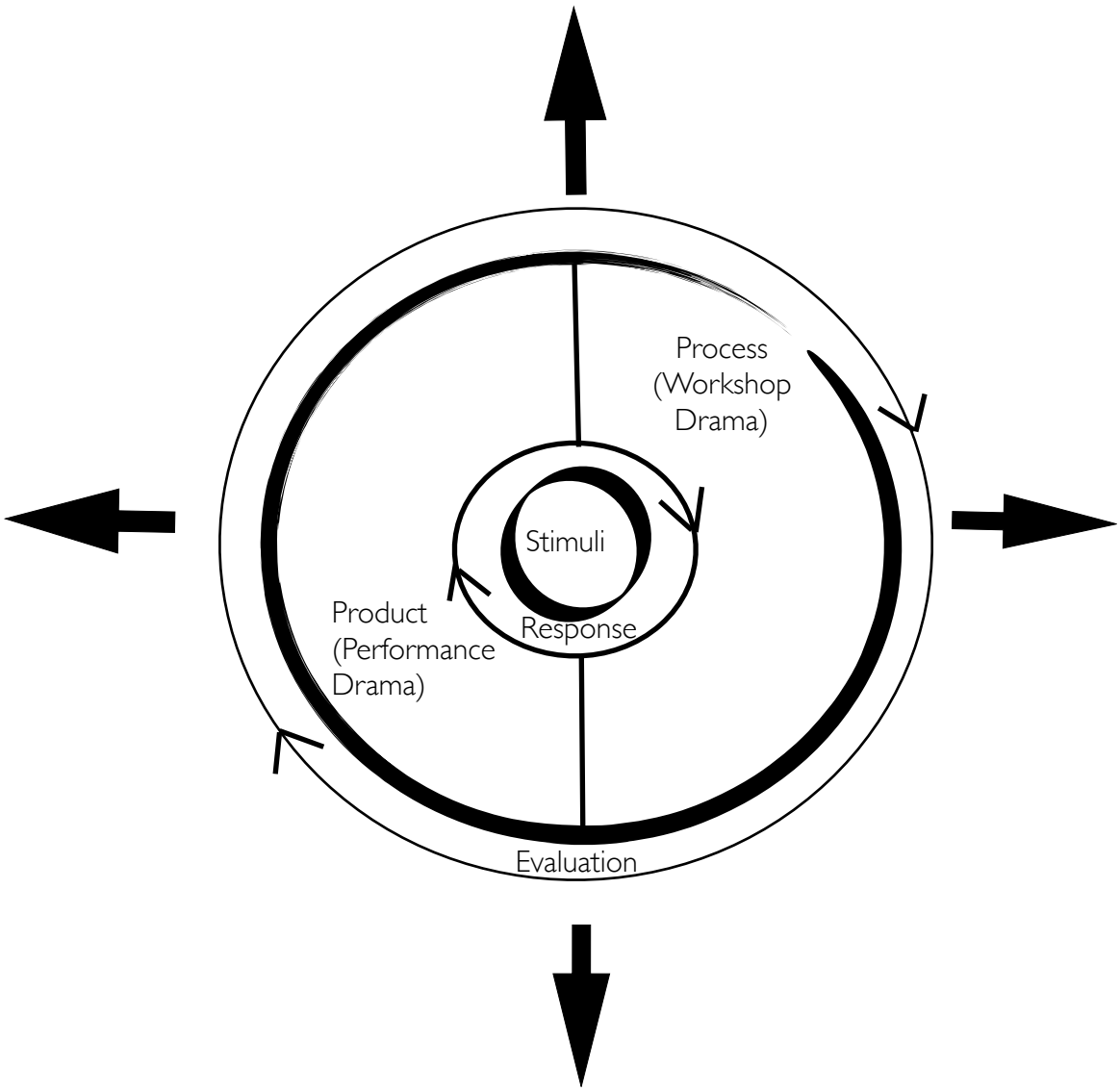
Rhythm - 'When am I doing it?'

- Awareness of speed, time, tempo
- Listening, following, repeating rhythmic patterns
- Body rhythm.

PERFORMING

Having explored the above elements and considered how they might successfully dovetail the pupils will compose, rehearse, refine and repeat their dance. This process will continue until the pupils are satisfied that their performance communicates their desired response to the initial stimulus effectively to the target audience.

DRAMA



Through the teaching of drama we aim to provide opportunities to respond to given stimuli by exploring and expressing our feelings and opinions. We then aim to identify, learn and rehearse new techniques through workshop drama before we apply what we have learned within a relevant context in the form of a performance.

Through its accessibility and versatility drama is a medium through which skills in other curriculum areas can be developed. It gives pupils the opportunity to gain enquiry, exploration, evaluation and assessment skills as well as encouraging personal growth, self confidence and respect and consideration for others. Drama can be used to communicate a message, tell a story and explore a theme, issue or experience.

Pupils will be encouraged to work individually, in pairs and within small groups working from a single stimulus or building upon an established theme. Pupils will participate closely with their peers in creative drama activities, developing an awareness of working collaboratively, actively responding to dramatic stimuli through turn taking or cooperation. Alongside this pupils may be encouraged to respond individually to a variety of dramatic situations or stimuli, expressing ideas and emotions through drama activities. Pupils may progress to considering how to utilise space together

with resources. An example of this may be the extension of a response to dramatic stimuli by incorporating the use of props as part of role play, story telling, imitation or mime.

A skills or process orientated approach to drama can take many forms. It might be that a single skill is chosen, for example, to develop movement skills appropriate to role, or it might be appropriate to look at a common strand enveloping many skills. Whatever the skills to be learned and practised, sessions will always aim to foster an enjoyment of drama in pupils, inspiring them to develop their creativity and imagination whilst experiencing, reflecting upon and learning about the art of performance itself.

STIMULI
The stimulus is the starting point for every drama lesson and aims to introduce an idea, inspire a response and promote creativity. It may be used in isolation, as part of a theme or linked to other curriculum areas. It is intended that a stimuli will underpin and direct the pupils' work and where appropriate, accompany their drama performance. Stimuli can take many forms including lighting, film, photographs, natural objects, props, stories, poetry and music.

RESPONSE
Through the medium of drama we then aim to enable and encourage pupils to respond or react to the chosen stimulus. This may range from an instinctive reaction such as a smile or by reaching out a hand, through to a considered reaction that encourages the development of ideas and the communication of a response. To be able to form a response the pupils may explore the stimulus through a range of sensory experiences, reaching out and handling it, by smelling or tasting it and by attending and commenting on how it looks and sounds. As they do this, the pupils will be encouraged to respond to the stimulus drawing links from personal and previous experience.

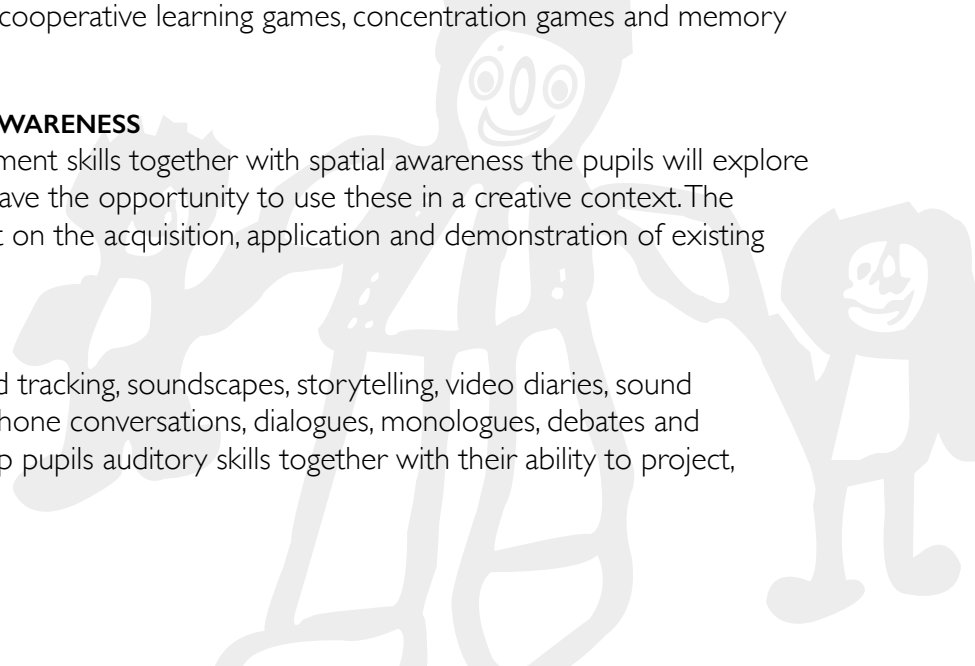
PROCESS ORIENTATED (Workshop Drama)

The structure of workshop drama aims to develop specific drama skills. The pupils will be provided with opportunities to explore, rehearse and refine new and existing skills that can then be transferred when performing a piece of drama. Selected stimuli, costumes and props can be utilised to support the pupils learning.

DRAMA GAMES
The pupils will be provided with opportunities to engage in games aiming to develop speaking and listening skills, turn taking and to build confidence. Examples of such games include icebreakers, name games, clapping games, trust games, cooperative learning games, concentration games and memory games.

MOVEMENT SKILLS AND SPATIAL AWARENESS
Through the development of movement skills together with spatial awareness the pupils will explore basic movement components and have the opportunity to use these in a creative context. The emphasis is not on performance but on the acquisition, application and demonstration of existing and newly acquired skills.

AUDITORY AND VOCAL SKILLS
By investigating stimuli such as sound tracking, soundscapes, storytelling, video diaries, sound orchestration, tongue twisters, telephone conversations, dialogues, monologues, debates and presentation skills we aim to develop pupils auditory skills together with their ability to project,



develop clear diction, alter their voices for a given purpose and to comment on their own and others work.

IMPROVISATION AND ROLE-PLAY
Pupils will develop their understanding of characterisation through opportunities to improvise and by taking the role of familiar characters in a more structured form of role-play. By engaging in dramatic play, small group or paired improvisation and role-play, pupils will have the opportunity to rehearse and apply the skills learned in all areas of workshop drama.

PRODUCT (Performance Drama)

Performance gives a sense of meaning and purpose to our drama work. It provides pupils the opportunity to entertain and connect with their audience as well as demonstrate learning, skills and talents acquired during workshop drama sessions. It may be appropriate for a drama lesson or series of lessons to conclude in a final performance. When given the chance to perform, pupils are able to share their work with their peers, other classes and their wider educational and social community. Showcasing work enhances the pupils' sense of self worth, value and independence. It also gives the wider community the opportunity to celebrate in and share achievements.

When working towards a final performance, pupils may extend skills learned through workshop drama by exploring the following areas;

BODY POSITIONING AND MOVEMENT
Pupils will learn about the importance of positioning on and around the 'performance space' or stage, they will understand how to move their body not only to create dramatic effects but to also follow directional prompts.

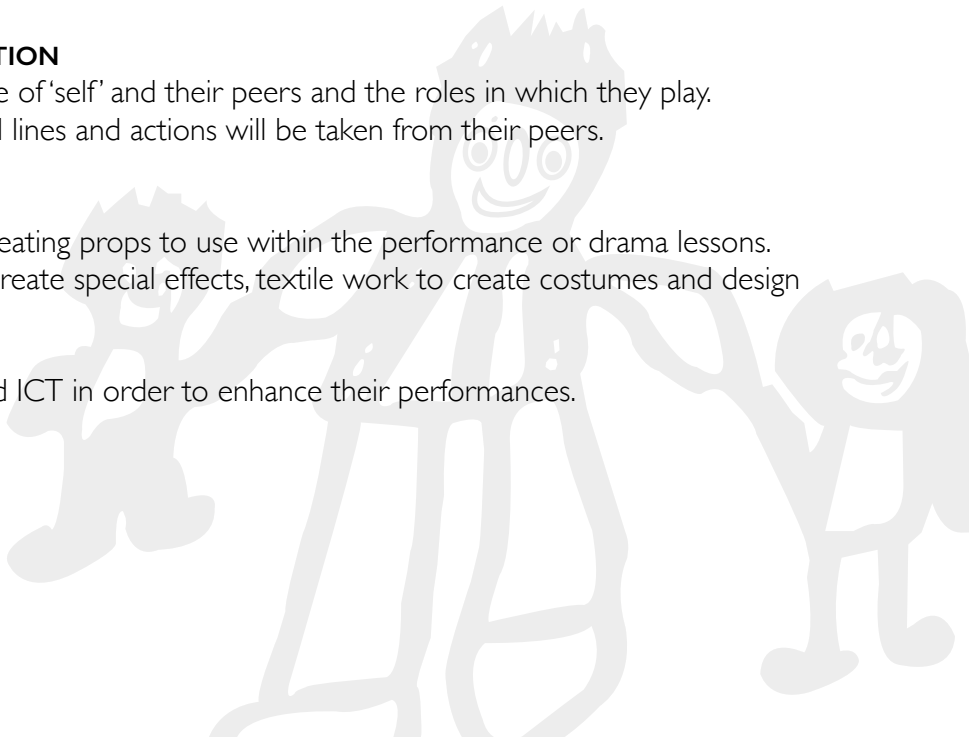
AUDIENCE AWARENESS
Pupils will show an awareness of audience, responding to the needs of changing audiences and sustaining their role throughout.

DIALOGUE
Pupils will develop their sound and speech production when delivering spontaneous and scripted dialogue. Pupils may read from scripts and extend their skills through adding intonation and expression when delivering lines.

TURN TAKING AND PEER INTERACTION
Pupils will become increasingly aware of 'self' and their peers and the roles in which they play. Prompts and cues for their individual lines and actions will be taken from their peers.

PROPS
Pupils will spend time making and creating props to use within the performance or drama lessons. This may include the use of ICT to create special effects, textile work to create costumes and design and technology to create stage sets.

TECHNICAL
Pupils will explore lighting, sound and ICT in order to enhance their performances.



EVALUATION, SELF AND PEER ASSESSMENT

Evaluating work and providing constructive feedback are explicit skills in their own right. Pupils will learn how to be positive and provide constructive feedback to improve their own and others' skills and performances. Pupils will use a range of media to support this process. Videos and photographs may be used to review performances. A criteria may be provided to guide judgements for feedback where appropriate. Evaluation and feedback can take the following forms:

SELF-ASSESSMENT

Pupils communicate thoughts and ideas about their own performance.

PEER-ASSESSMENT

Pupils constructively comment on the performances of their peers.

EVALUATION OF A NON-CLASS BASED PERFORMANCE

Pupils learn about the art of critiquing theatre or film.

TECHNOLOGY

Aims for teaching Technology are as follows :-

To develop practical and creative skills through the use of a wide range of technological equipment, tools and devices

FOR OUR PUPILS TO DEVELOP THEIR UNDERSTANDING OF PROCESSES AND PRACTICAL APPLICATIONS, ENABLING EFFECTIVE USE OF A FULL RANGE OF MODERN TECHNOLOGY TO SUPPORT LEARNING IN OTHER CURRICULUM AREAS AND EVERYDAY LIFE

To use technology in order to promote effective communication and the ability to access, organise and present information

To develop problem solving and decision making skills in order to achieve a desired outcome

THE CURRICULUM FRAMEWORK FOR TEACHING INFORMATION COMMUNICATION TECHNOLOGY

MEANS OF USING ICT

REASONS FOR USING ICT

MAKING THINGS HAPPEN

- React to media without intent
- React to media with intent
- Interact with media with intent
- Control media with intent

→

- Develop sensory skills
- Develop intellectual and reasoning skills
- Develop early communication skills

FINDING THINGS OUT

- Using localised media (e.g. CD)
- Using technology to access people (e.g. Phone)
- Using remote media (e.g.Google)

→

- Discovery of information to support learning throughout the curriculum

CREATE, REVIEW AND MODIFY WORK

- Media capture process
- Create and store
- Edit work

→

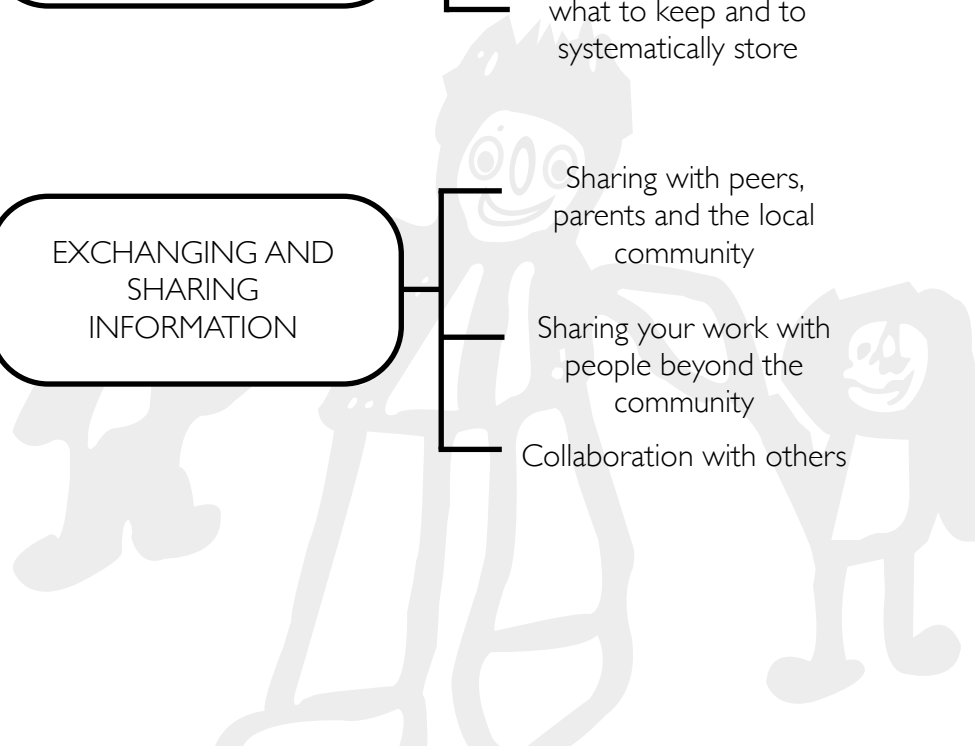
- To direct the content of your own work
- To creatively judge what to keep and to systematically store

EXCHANGING AND SHARING INFORMATION

- Sharing a physical product
- Sharing a digital product
- Communication with others

→

- Sharing with peers, parents and the local community
- Sharing your work with people beyond the community
- Collaboration with others



DETAILS OF THE CURRICULUM FRAMEWORK FOR TECHNOLOGY

INTRODUCTION TO TECHNOLOGY

We live in a world in which it is becoming increasingly necessary to be aware of how technology is influencing our everyday lives and how we can use technology skills and understanding to our benefit. We wish our children to regard the use of technology skills and understanding as a familiar and effective method of analysing and solving problems. Our pupils are given opportunities to experiment and develop their technology skills in many curriculum areas. The confidence to explore the potential of technology and evaluate its effectiveness is a quality which we would wish to instil in our pupils. Ambitious and targeted resourcing of this curriculum area is very important, if we are not to unwittingly limit the possibilities available to the pupils when solving problems.

INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY

We define Information and Communication Technology (ICT) as any electronic means by which children can gain access to information, or present information to others. The curriculum framework for this area has been designed explicitly to set out the links between the physical skills for working with ICT and the educational reasons for using it. We believe that ICT can support our pupils' learning in any subject.

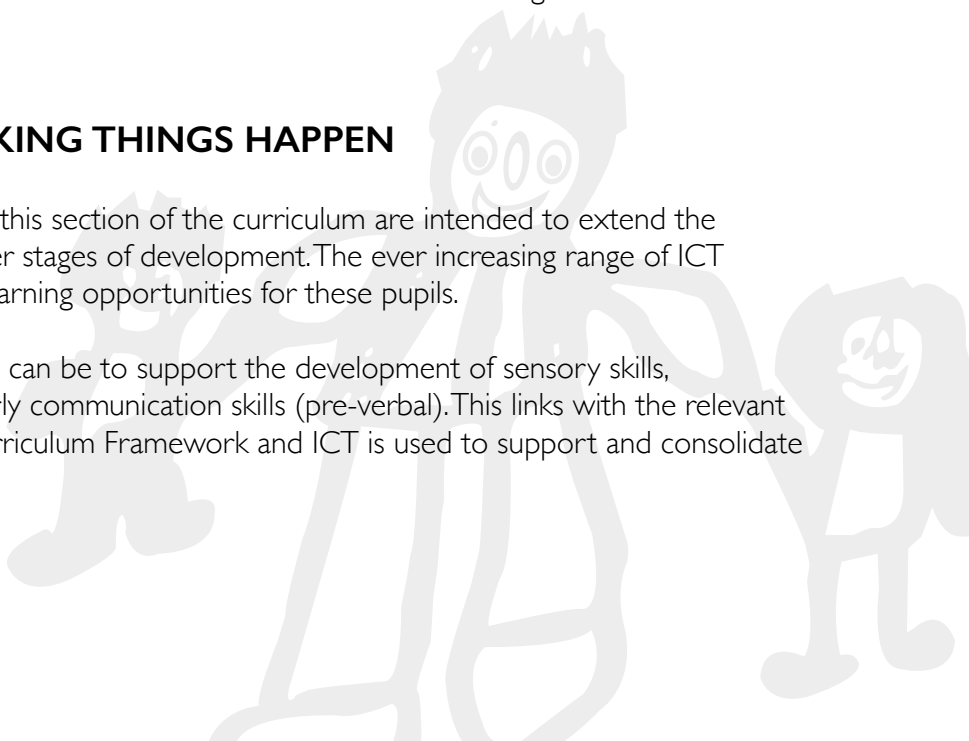
The first section, 'Making things happen', underpins the remaining three sections. Whilst we believe that this structure represents a clear progression of ICT skills, our pupils may work in any of these sections simultaneously, and there is scope for pupils to sample aspects of work from any section at any time.

Our school is committed to a continuous evaluation of the potential benefits offered to our pupils by the rapidly changing world of ICT. We resource ICT with an extensive range of innovative equipment, including a full range of touch and switch access aids in every classroom. Our selection of software and hardware reflects our school aim to develop greater independence for our pupils, through choosing tools which motivate the children to use them and allow them to achieve exciting results with minimal obstacles.

MAKING THINGS HAPPEN

The actions, skills and concepts within this section of the curriculum are intended to extend the learning of pupils who are at the earlier stages of development. The ever increasing range of ICT media provides a wealth of valuable learning opportunities for these pupils.

The reasons for using ICT at this stage can be to support the development of sensory skills, intellectual and reasoning skills and early communication skills (pre-verbal). This links with the relevant sections of the Frank Wise School Curriculum Framework and ICT is used to support and consolidate learning across these areas.



The four means of using ICT at this level are hierarchical:

- React to media without intent - By this we mean the pupil responding in a reflex manner to a stimulus presented through ICT, whether this is by a physical movement, a vocalisation, a facial expression or any other reaction appropriate to the individual
- React to media with intent - This would involve similar responses to Stage 1 above, but the responses should be judged to be purposeful and consistent over time. This conclusion would be arrived at through long term observation
- Interact with media with intent - This next stage involves a pupil understanding that when they carry out an action, they get some form of output from the ICT stimulus
- Control media with intent - This is when a pupil carries out an intentional action in order to activate a known output from an ICT stimulus. It might be expected that the pupil acts within the constraint of a time limit (e.g. the screen must be pressed within 20 seconds of an image being shown) or a spatial requirement (e.g. it will only work if the pupil correctly targets the visual button, as opposed to touching any area).

FINDING THINGS OUT

We believe that certain specific ICT skills can be taught in a variety of teaching situations. However, we are also committed to the use of ICT to improve access and to support learning across the curriculum for all of our pupils.

As with any search for information, it is important that our pupils are made aware of the need to consider the reliability of the source used, and this is just as true for ICT as it is for media such as newspapers and books. ICT enables our pupils to retrieve information from a wide range of sources beyond their immediate experience through:

- Using localised media - By this we mean using readily available, self-contained information resources which can be accessed within the classroom such as a DVD or CD. The important thing at this stage is that the pupil learns that there are physical objects which contain information that can be searched using ICT equipment.
- Using technology to access people - This would include examples such as phone and e-mail. At this stage the pupil is learning about how technology can enable us to learn from people who are not physically present with us.
- Using remote media - This is very similar to localised media, but refers to sources of information which cannot be readily handled. Even within the school, our file server (known as the Frank Wise Server) can act as such a source, storing media such as photos of a residential trip, or class work that has been archived. More importantly, our pupils need to learn about the potential of accessing information through the Internet, including the use of search engines such as Google.

CREATE, REVIEW AND MODIFY WORK

In order to encourage our pupils' independence, it is important that they are given control over work they create, and ICT offers us a wonderful vehicle to support them in experimenting with choices. It is important that they have balanced opportunities to collaborate in small teams as well as

working individually. Some of our pupils will learn successfully through unstructured opportunities to experiment with ICT tools, whilst others will fare better through clearly directed tasks and projects.

MEDIA CAPTURE PROCESSES

There are many ways in which students may capture media using a variety of ICT equipment. In its simplest form, this would include teaching the students to operate current equipment to capture still and moving images, sound and text. In a world of technology where so many products fulfil more than one role it is important that our pupils learn to make choices about what equipment might be best suited to their purpose. In each case, pupils will need to learn how to import the unprocessed media to an appropriate ICT device ready for use later.

CREATE AND STORE

Following this, pupils will be taught to make informed decisions as to which ICT tools would best facilitate desired outcomes. This could range from the simplest step such as clicking a single button to create a slideshow from a set of photos (with no need to even consider how or where to store it), through to blending together sound recordings with video clips and still images, and making decisions about naming and saving the file so that it can be found later on. Pupils would be encouraged to develop systematic approaches to storing their work, and to make decisions about whether to keep certain pieces of work at all.

EDIT WORK

We would also encourage pupils to make creative decisions as to how their work develops. Opportunities would be given for pupils to reflect on choices they make, to ensure that they are aware that other outcomes were possible. In this way they will be able to purposefully influence learning outcomes and many will learn to handle information in order to communicate their ideas in different forms.

EXCHANGING AND SHARING INFORMATION

The pupils will be encouraged to consider a range of different methods of storage and delivery, both physical and digital, taking into account the very latest technologies. They will be provided with the opportunity to develop the skills necessary to exchange and share their work, bearing in mind the specific needs of an intended audience.

PRODUCING A PHYSICAL PRODUCT

This is the stage where pupils will learn how to export a finished piece of work to a physical medium such as a DVD. This will be closely linked to developing the pupils' awareness of the intended audience. Pupils will need to recognise that members of their local community, such as parents and the pupils' peers, may wish to have access to the work via a physical medium that can be handled, but may equally prefer to use a remote digital route
such as downloading it from the internet.

PRODUCING A DIGITAL PRODUCT

At the same time as learning how to export work to a physical medium, pupils will also need to learn that they can store the work in a format that can be accessed purely as a digital document. Whilst this may be useful for members of the local community, pupils will learn about how this makes their work available to people around the whole world. Developing the pupils' ability to think about this potential worldwide audience will link with developing their ability to reflect on the content of their work.

COMMUNICATION WITH OTHERS

Our pupils have always had excellent links with their peers in local mainstream schools, and they are are increasingly becoming part of much wider communities. Technology is a vital force in supporting these developments, and our pupils need to be given opportunities to learn how to use the best and simplest tools to communicate with other people around the world in order to collaborate on shared projects.

THE CURRICULUM FRAMEWORK FOR TEACHING DESIGN TECHNOLOGY

MEANS OF USING DT

- Generate ideas
- Develop ideas
- Plan
- Communicate ideas

→ GENERATING, EXPLORING, DEVELOPING, PLANNING AND COMMUNICATING IDEAS → Develop problem solving skills

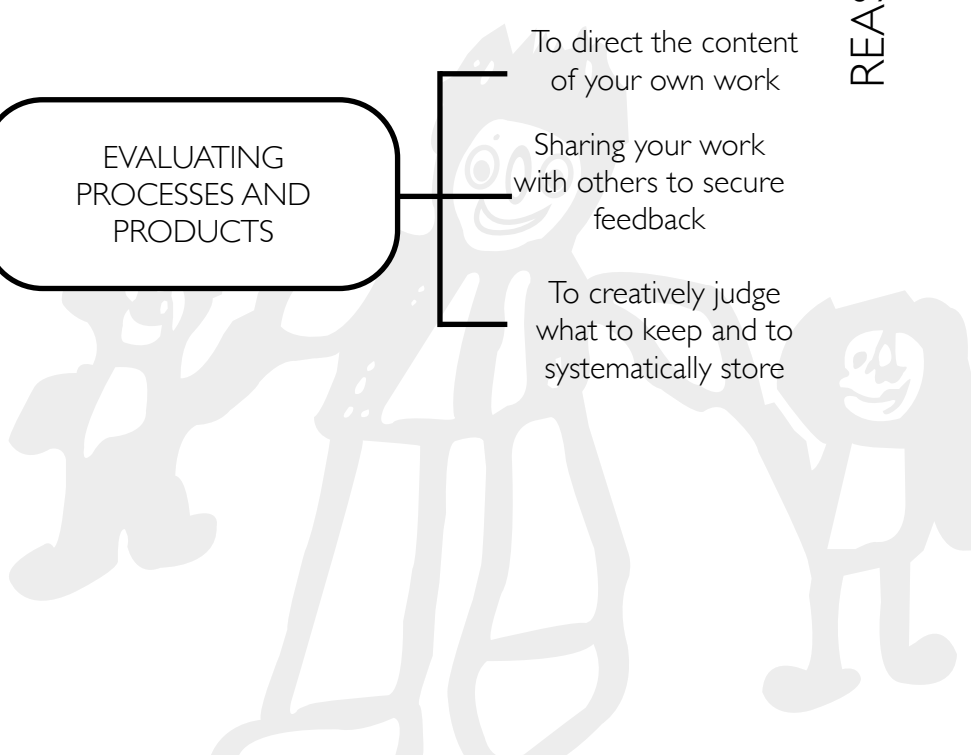
- Select tools and materials
- Measure and shape materials
- Assemble materials and components
- Follow safety procedures

→ WORKING WITH TOOLS AND MATERIALS →
- Develop fine motor skills
- Develop gross motor skills

- Reflect on ideas
- Identify improvements
- Test new ideas
- Reflect on fitness for purpose

→ EVALUATING PROCESSES AND PRODUCTS →
- To direct the content of your own work
- Sharing your work with others to secure feedback
- To creatively judge what to keep and to systematically store

REASONS FOR USING DT



INTRODUCTION TO DESIGN AND TECHNOLOGY

We wish to encourage children to work through simple processes and projects, step by step, solving problems as they progress and evaluating the effectiveness and quality of the end result. Pupils will build on their early childhood experiences of investigating objects around them. They will be encouraged to explore how familiar things work and to talk about, draw and model their ideas. As they progress they will begin to work in teams as well as on their own, on a range of designing and making activities. We shall encourage them to think about what products are used for and the needs of the people who use them. They will plan what has to be done and identify what works well and what could be improved on.

GENERATING, EXPLORING, DEVELOPING, PLANNING AND COMMUNICATING IDEAS

Our pupils need many skills in order to visualise and plan a product. We aim to enable all of our pupils to be involved in generating a design, a process which involves a progression of skills from choice making, at the simplest level, through to drawing detailed plans, using ICT where appropriate. The design process includes time for becoming familiar with materials, exploring how they can be shaped and how components can be combined to help pupils to develop their ideas. Pupils also need to develop an awareness of conventional representations of products in 2D plans and 3D models, and to begin to understand that they can use these conventions to communicate their own ideas.

WORKING WITH TOOLS AND MATERIALS

The practical aspects of design technology give pupils the opportunity to develop and practise many intellectual and reasoning skills, principally cause and effect, sequencing skills and a wide variety of finer motor skills. The making process could involve very basic skills (e.g. hitting a pre-sawn plank to separate it) through to comparatively complex ones (e.g. using tools independently, correctly and safely). The use of appropriate vocabulary for naming and describing equipment, materials and components and an awareness of the health and safety issues involved in Design Technology will also be an important element when teaching knowledge and understanding of this area of the curriculum.

EVALUATING PROCESSES AND PRODUCTS

Having generated ideas for products and gone through the exploring, planning and making processes, pupils will need to consider how successful they have been, not only in terms of creating the product they envisaged, but in gathering feedback from other people on how well it meets the original aims that were set out. When evaluating their designs, our pupils will be encouraged to make the link between their work in the classroom and designs in the wider world. Throughout the designing and making process, certain key Design Technology concepts will be discussed, albeit often at a very simple level, and pupils will be encouraged to look for those concepts in the successful designs which surround us. Our pupils will be encouraged to consider in their own work and that of others whether designs meet their purpose, are securely constructed, are of quality and are aesthetically pleasing.

HUMANITIES

Aims for teaching Humanities are as follows :-

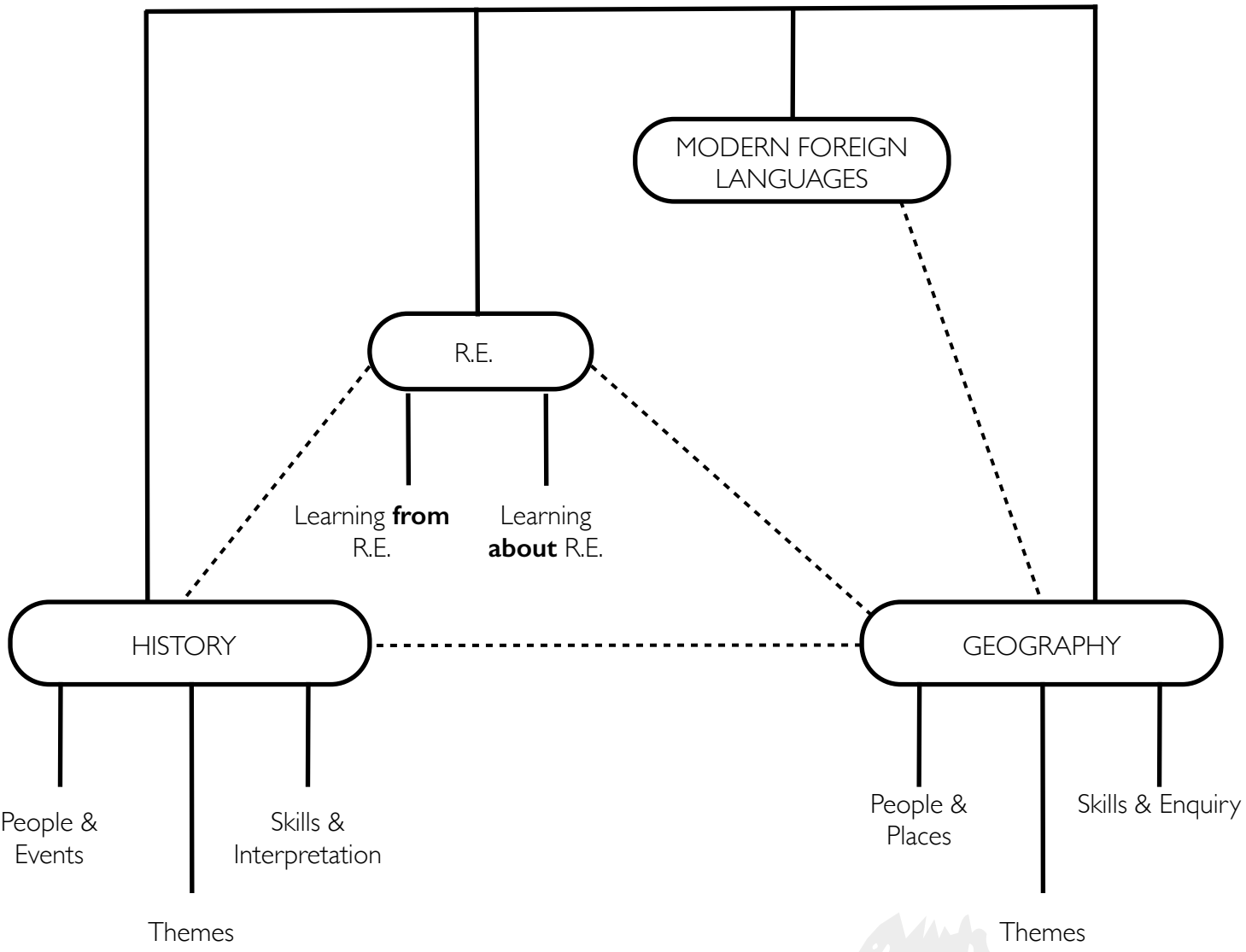
To gain knowledge and understanding of people their environment and how they affect each other

FOR OUR PUPILS TO INCREASE THEIR KNOWLEDGE AND UNDERSTANDING OF THEMSELVES AND THE WORLD AROUND THEM

To develop self respect, respect for other people and an objective awareness of different cultures and beliefs

To develop an awareness of the past and the sequences of change over time

THE CURRICULUM FRAMEWORK FOR TEACHING HUMANITIES



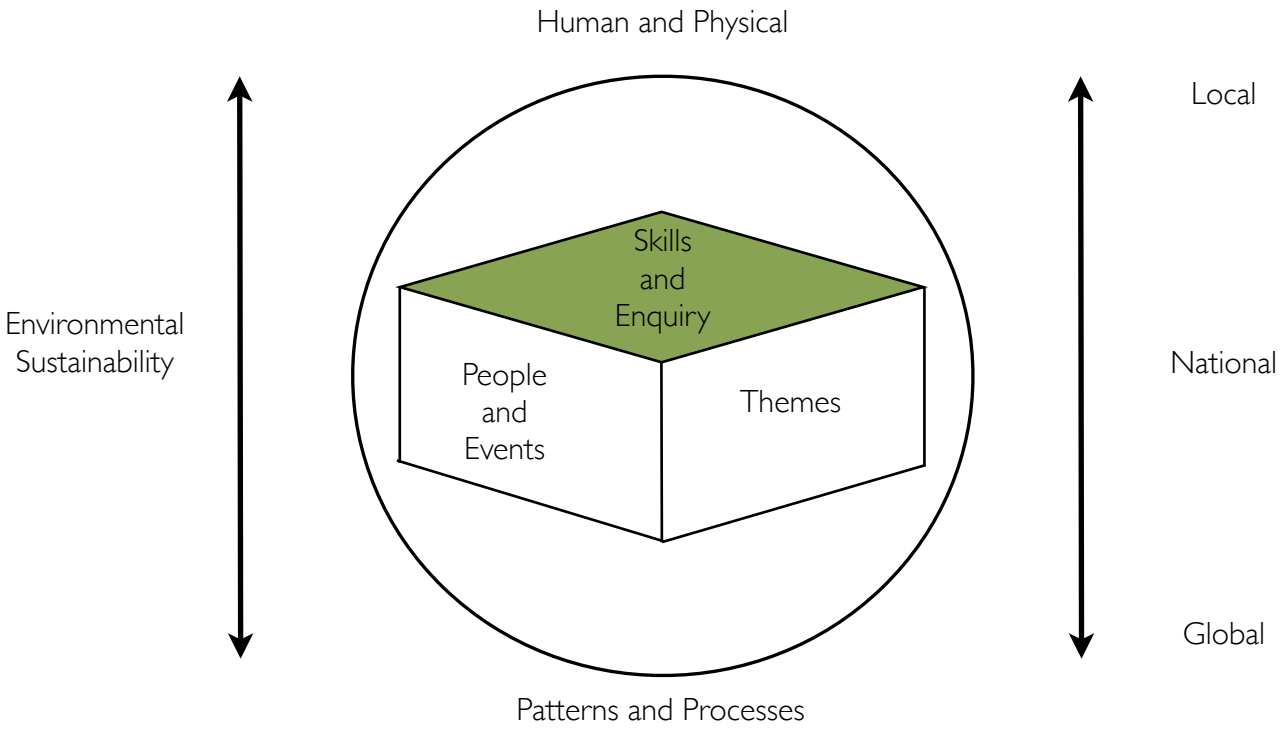
DETAILS OF THE CURRICULUM FRAMEWORK FOR HUMANITIES

INTRODUCTION

Through the teaching of Humanities (history, geography, religious education and modern foreign languages) we intend that our pupils will use and develop their cognitive skills in practical activities, thereby increasing their understanding and refining their interpretation of the world around them. Pupils would initially draw on their first hand and immediate experiences such as where they live, what they were like as babies and their relationships with familiar people. They would then move on to use

their skills and knowledge to investigate the wider world, including other languages, cultures and beliefs, and the more distant past. In order to build upon their experiences field trips around the school site, around Banbury and further afield would be used to support classroom based activities. Also, where appropriate, spokespeople might be invited into the school to support the teaching of Humanities, explaining their own role, knowledge, beliefs or actions and answering pupil questions. In summary, teaching Humanities is about creating for our pupils rich and exciting learning opportunities that will help them to increase their knowledge and understanding of the world in which they live, now and in the past. In doing so, we would also hope for pupils to be able to accept and value themselves and others as well as beginning to foster their own understanding of the world around them.

GEOGRAPHY



At the heart of Geography is the relationship between people and their environment; the human and the physical. Learning about this begins at a personal level - my classroom or my school - and gradually broadens out to the local community and then to national and global perspectives. Pupils may address this through a study of a particular location or through a thematic approach, and they will always be encouraged to develop their geographical skills and enquiry; transferable skills that they will also be extending within other curricular areas. Description and comparison of places will often lead to an identification of patterns and processes which our pupils may then be able to extrapolate upon in order to give an overview of the world in which we live.

PEOPLE AND PLACES

Understanding the world around us, making sense of the way it is inter-related and considering how it has changed and might change in the future are key in learning about geography and no aspect of geography can be taught in isolation. So, whilst our pupils may be focussing on people and places, they will also be looking at patterns and processes, developing their geographical skills and enquiry as well as possibly considering environmental issues within those locations and how people affect

this. A logical place to start when considering people and places is the immediate environment; the school locality. Pupils will have the opportunity to explore within a familiar setting and will be given the tools to extend this exploration in the future; observation, mapping skills, field work, weather watch, directions, using photographs, giving and following directions, the environmental quality and asking questions. They might then move on to consider the local, yet still immediate locality and from this begin to consider contrasting localities, the wider world and the global dimension.

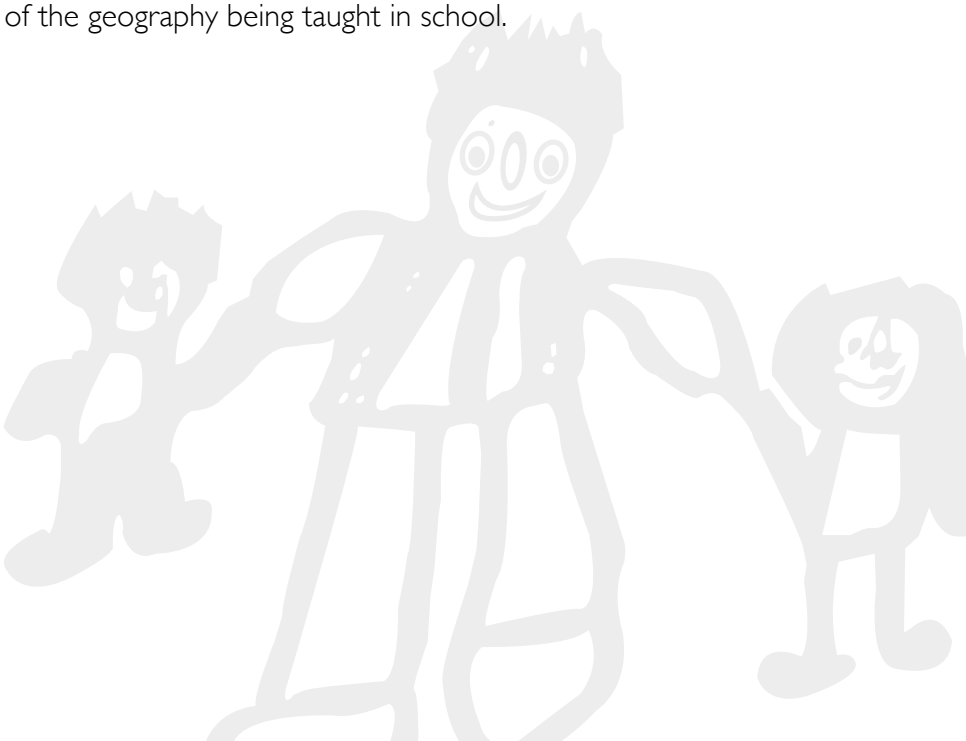
SKILLS AND ENQUIRY

Enquiry is the process of finding out answers to questions and within this there is huge scope for development. Pupils may begin thinking about simple questions such as "What is it like?" and move onto more complex issues such as, "Which elements of the environment are man-made and which are natural?" and "How does one impact on the other?" As with all areas of the curriculum, pupils will be encouraged to ask those questions as well as answer them.

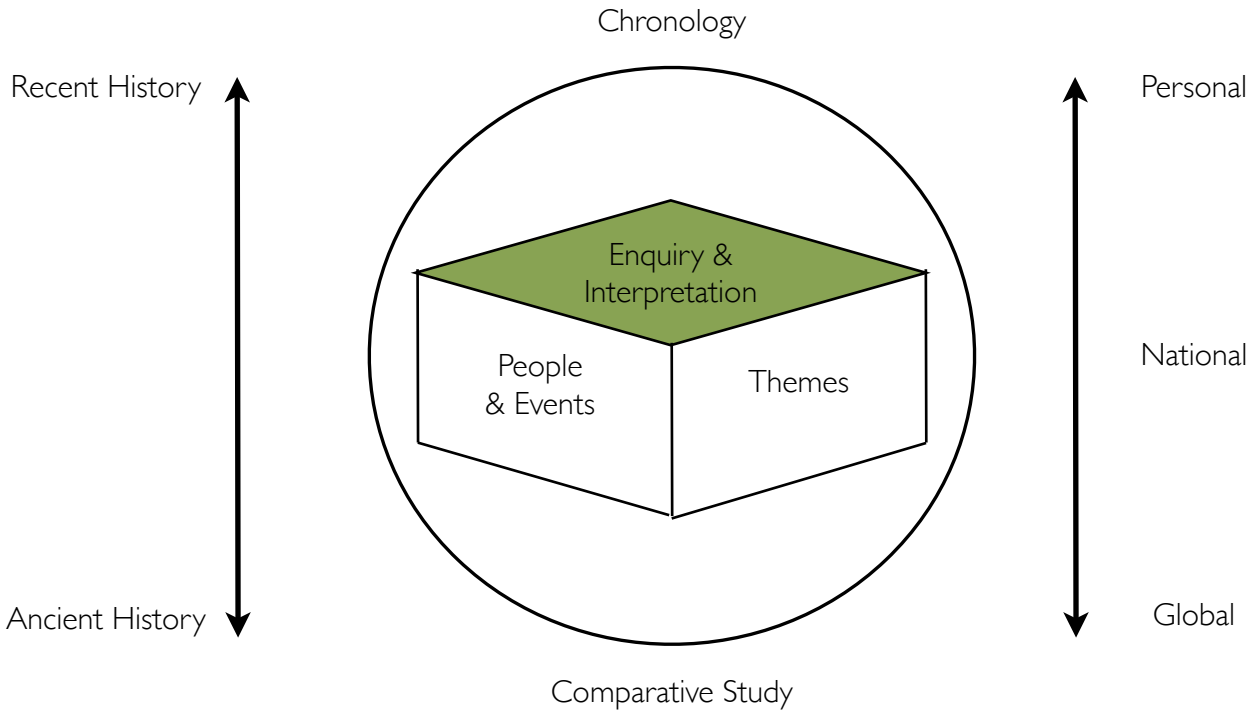
Geographical skills thread through everything that our pupils will encounter in geography. The need to record, revisit and pass on information to others can be explored by making and using maps; from a map of the classroom to an Ordnance Survey or globe. Information can also be gained by reading photographs, sketches and diagrams including tactile images. Pupils will be encouraged to describe what they see as well as begin to interpret that information. Other sources of information will also be used including ICT. Within geographical skills also comes fieldwork and this could be carried out within the school grounds, Banbury or further afield depending on the line of enquiry. Being outdoors provides pupils with a new way of looking at and exploring their environment and allows them to develop a curiosity about where they live. For some pupils, this may be the awareness that they have moved from a controlled environment to one with different terrain and different sensations on the body including wind and changes in temperature. For others this will be the opportunity to test out ideas and hypotheses in the real world. Geography offers great scope for developing language and communication skills from giving attention to an object / place to using literacy skills to describe or evaluate. Pupils will also be encouraged to learn and use geographical vocabulary.

THEMES

As with all aspects of geography, the thematic approach will not be a stand alone unit that our pupils learn but will be interwoven with the areas outlined above. Themes might include rivers, coasts & the landscape, natural disasters, settlement, and environmental geography. As a school that hopes to foster in its pupils a care for the environment, ecological issues including environmental sustainability are often interwoven into all aspects of the geography being taught in school.



HISTORY



History is about studying the past; comparing and contrasting it to our lives now, placing key events into a chronological order that tell a story, understanding the relationships between one event and another and identifying the significance of key people. The concept of the past is a very complex one and so the starting point for all our pupils will be personal history. This may be explored through a very narrow time frame of one session. Recalling what happened in the session and the order in which it happened is history in its broadest sense and the development of short term memory skills becomes key. Some pupils may be able to extend this and consider their lives and how they have changed from babies to now. This will then broaden out to local history - how Banbury has changed over time - and then onto national and global perspectives. From recent history to ancient history or through a thematic approach pupils will be encouraged to develop their historical enquiry skills and to begin to understand that history can be interpreted in different ways by different people.

PEOPLE AND EVENTS

Understanding that one event links to another and that no event or person stands in isolation is the key to history. Pupils, whether thinking about their own lives and events they have been involved in or the lives of influential figures and key moments in the past, will be encouraged to identify that there is a temporal causal sequence to everything. Today is influenced by yesterday and will have an impact on tomorrow. As with geography, the logical place to start with any exploration will be the personal, the local and the recent past. As the concept that there is a time beyond the here and now is developed, pupils will look further afield to unfamiliar people, periods and contexts.

THEMES

A thematic approach to history can take many forms. It might be a study of a particular period, for example, The Tudors or Britain since 1930, or could be looking at a common strand across many

periods, for example the changing experiences of children. Inventors and inventions could be another area for enquiry as could a direct comparison between now and the past. What is the same and what has changed? Whilst addressing the past through a theme, pupils will also be considering people and events within it as well as being encouraged to develop their chronological understanding and their enquiry and interpretation skills.

ENQUIRY AND INTERPRETATION

Historical enquiry is about asking and answering questions about the past. An early form of enquiry is to see something unfamiliar, perhaps an artefact and to ask, "What is it?" The answering of the question could be a hands on exploration of it. Showing awareness that something unfamiliar is there and is of enough interest to be reached for and / or looked at demonstrates the very beginnings of enquiry. Pupils will be encouraged to ask their own questions and to develop the complexity of those questions as well as to answer them from a range of sources. Use of sources is a key skill in history so as well as handling artefacts, pupils will make visits to museums, galleries and historic sites, hear stories, eye-witness accounts and songs, handle pictures and photographs and use the internet. They will also be encouraged to place events and objects in chronological order and to begin to use the vocabulary of time; before, after, a long time ago and past. Pupils will also begin to develop an awareness that there might be more than one answer to any question and that historical sources may not all be reliable and so history becomes a story one must interpret.

RELIGIOUS EDUCATION

R.E. offers a rich and diverse tapestry of opportunities for our pupils to experience. We will be encouraging pupils to think about how we learn from religion; to develop respect for and tolerance of others, how to ask questions and respond to life and the world around them, and to experience and express their own feelings. This includes considering how feelings and beliefs may affect behaviour, the decisions we make and our world view. Pupils will also have the opportunity to learn about religion in terms of beliefs and the associated rituals, artefacts, buildings, festivals and significant figures that are important to some people.

LEARNING FROM RELIGION: THIS IS AN IMPLICIT AND INTEGRAL PART OF OUR CURRICULUM

Learning from religion relates to spirituality and morality; something fundamental to the human condition and not necessarily experienced through the physical senses.

This is undoubtedly a very complex thing to convey for anyone and may seem particularly so for our pupils. At the core of this however, are many of the established and strong values of Frank Wise School; being valued as an individual and an equal, forming mutually respectful relationships and being part of a wider community that celebrates who we are.

One of the important areas which is crucial to the development of R.E. is the teacher / pupil relationship. All of our staff are fully committed to each child as an individual with individual needs and strive to create a mutually respectful and tolerant relationship. We believe that this quality and equality of relationship helps to promote security and self-worth in each pupil and so helps them to express their humanity and individuality within school and the wider community.

Group work and work in a social context helps encourage an understanding of the self in relation to others and leads to a better understanding and consideration of others' needs; the aim being to develop caring relationships. One area which can be tackled in a social context is life's problems and

realities. Our pupils will need, if possible, to come to terms with fundamental experiences common to us all such as happiness, sorrow, love, birth, death and disappointment.

Ways to explore these important features of life could be through drama, movement, art and music where situations can be created to mirror the dramatic everyday experiences of life. This may well lead onto distinctions being made as to which experiences (and subsequent courses of action) are good / happy and which are bad / sad and so on. Many curriculum areas lend themselves to work of this nature.

Explorations and excursions outside of school provide opportunities for the children to become aware of the wonders of the world around us; nature, music and art being examples of these.

Essentially, the feeling of community, security and love should pervade within the school; sharing, caring, helping and co-operation being the major themes of the work undertaken. Pupils will understand what it is to be valued as an individual, to be treated with dignity and respect, to be safe and to be heard. It is hoped they will then utilise this experience in their interactions with others both in school and in the wider community.

LEARNING ABOUT RELIGION: EXPLICIT RELIGIOUS EDUCATION

We believe that everything we teach in R.E. should have a connection with the lives of our pupils. For this reason we feel that the following model is a helpful way to engage with what can be difficult concepts:

- CONNECTION: What links can we make with our pupils' lives?
- KNOWLEDGE: What is the 'burning core' of the faith?
- SENSES: What sensory elements are there in the religion?
- SYMBOLS: What are the symbols that are the most accessible?
- VALUES: What are the values in the religion that speak to us?

KEY	FOCUS	ACTIVITIES (1 idea)
CONNECTION: What links can we make with our pupils' lives?	What objects are part of who we are? Who are our teachers? Who do we love and respect in our lives?	Exploring pupils' special objects such as toys/ games, photos or blankets and matching these to photos of the pupils.
KNOWLEDGE: What is the "burning core" of the faith?	Can we identify Guru Nanak? How can we tell he is an important teacher? What did Guru Nanak teach? Ek Onkar - one God. We are all brothers and sisters.	Adding a feeling of wonder to a picture of Guru Nanak by playing music or performing a ceremony associated with it. Add cut out Ek Onkar symbols to his picture.
SENSES: What sensory elements are in the religion?	Repetition of God's name (Waheguru) Devotional Songs (Kitan) Sharing of food (Langar)	While listening to the name Waheguru perform the same movement again and again.
SYMBOLS: What are the most accessible symbols?	What is a circle? (Kara) Can we recognise Ek Onkar? How do we show the 'specialness' of a respected teacher?	Make a Kara out of silver paper to wear.
VALUES: What are the values in that religion that speak to us?	"Love all, help all." There is one God and his name is Truth (Mool Mantar) Everyone is equal Devotional Service (Sewa)	Take pictures of the class helping each other and collage them together for a display.

Pupils will learn about religion from the Assessment Nursery through to the Griffiths Centre. Every teacher will decide exactly how they will approach the explicit teaching of R.E. based upon the group of pupils within their class; their individual needs, what they have experienced before and any areas highlighted as benefitting from development. It might take the form of looking at one religion or comparing two, it might be that an exploration of important buildings or people seems more relevant or there might be a thematic approach such as "light". We believe that this flexibility enables each teacher to tailor the learning objectives of the lessons to the specific needs of the pupils. As with every curriculum subject, the careful monitoring of what each pupil has access to and achieves will also ensure breadth as they move through the school.

By approaching R.E. in this carefully planned way, we hope to foster in all our pupils the essential attitudes of self worth and tolerance whilst giving the opportunity to develop an awareness of their own spirituality.

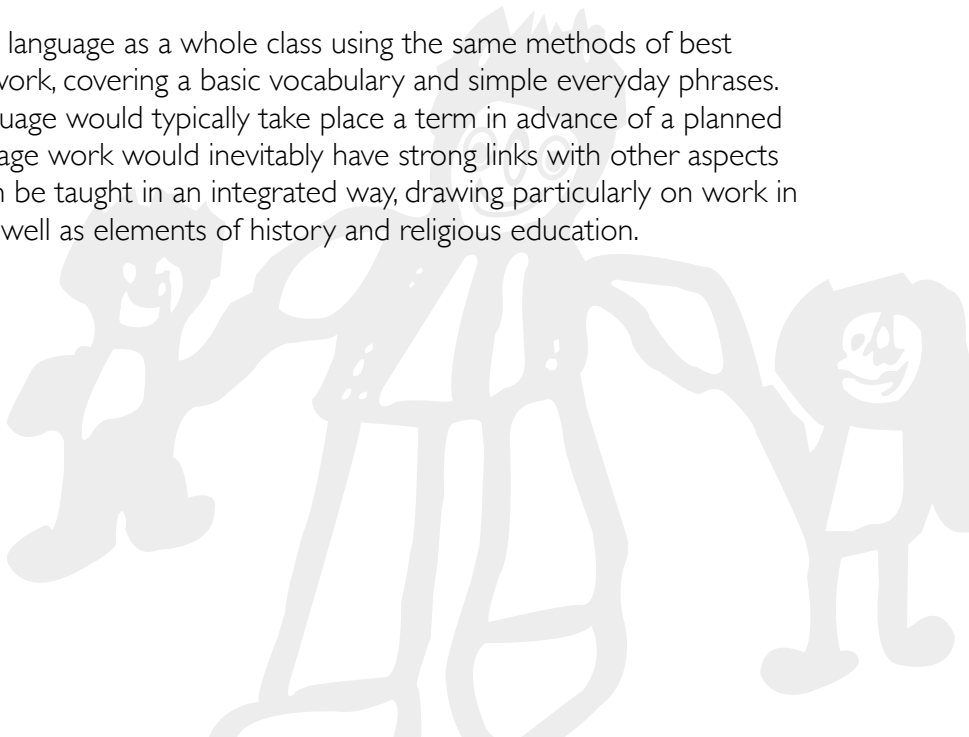
MODERN FOREIGN LANGUAGES (M.F.L.)

Learning to communicate through a foreign language gives our pupils fresh opportunities to explore how the process of communicating with other people operates. Listening to the different vocabulary and speech sounds used in other languages can be a highly stimulating experience for our pupils, and for many of them the task of trying to use that language themselves presents a very motivating challenge.

Some of the earliest skills which pupils need to develop for effective communication can be given a new lease of life within the framework of foreign language work; eye contact and the production of speech sounds are two particularly significant skills which can become long term aims for pupils whose progress is measured in very small steps. Other pupils can benefit from the opportunity to work on common speech sounds within new words which they have not already previously learned to pronounce correctly. The experience of meeting people who communicate through that foreign language may also be highly motivating - they get the chance to see what it's all about and to take pride in demonstrating their ability to use that language.

We would seek to offer the experience of learning a M.F.L. to pupils in the senior school, often in conjunction with other curricular activities. As the seniors currently have the opportunity to go to Spain on a residential trip, it has been decided that Spanish will be the target language. If this arrangement changes then so will the languages being learnt.

Pupils would learn the target foreign language as a whole class using the same methods of best practice that apply to any language work, covering a basic vocabulary and simple everyday phrases. Sessions focussing on the target language would typically take place a term in advance of a planned residential trip abroad. Foreign language work would inevitably have strong links with other aspects of Humanities and would most often be taught in an integrated way, drawing particularly on work in geography, contemporary culture as well as elements of history and religious education.



SCIENCE

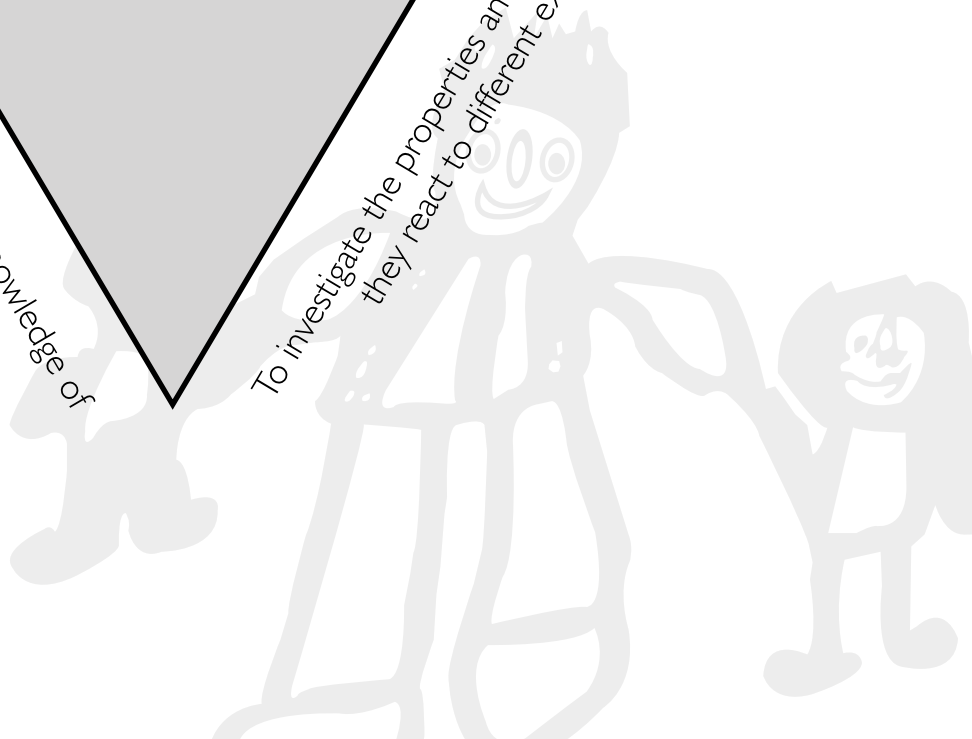
Aims for teaching Science are as follows :-

To investigate the natural world and the effects of forces and sources of energy

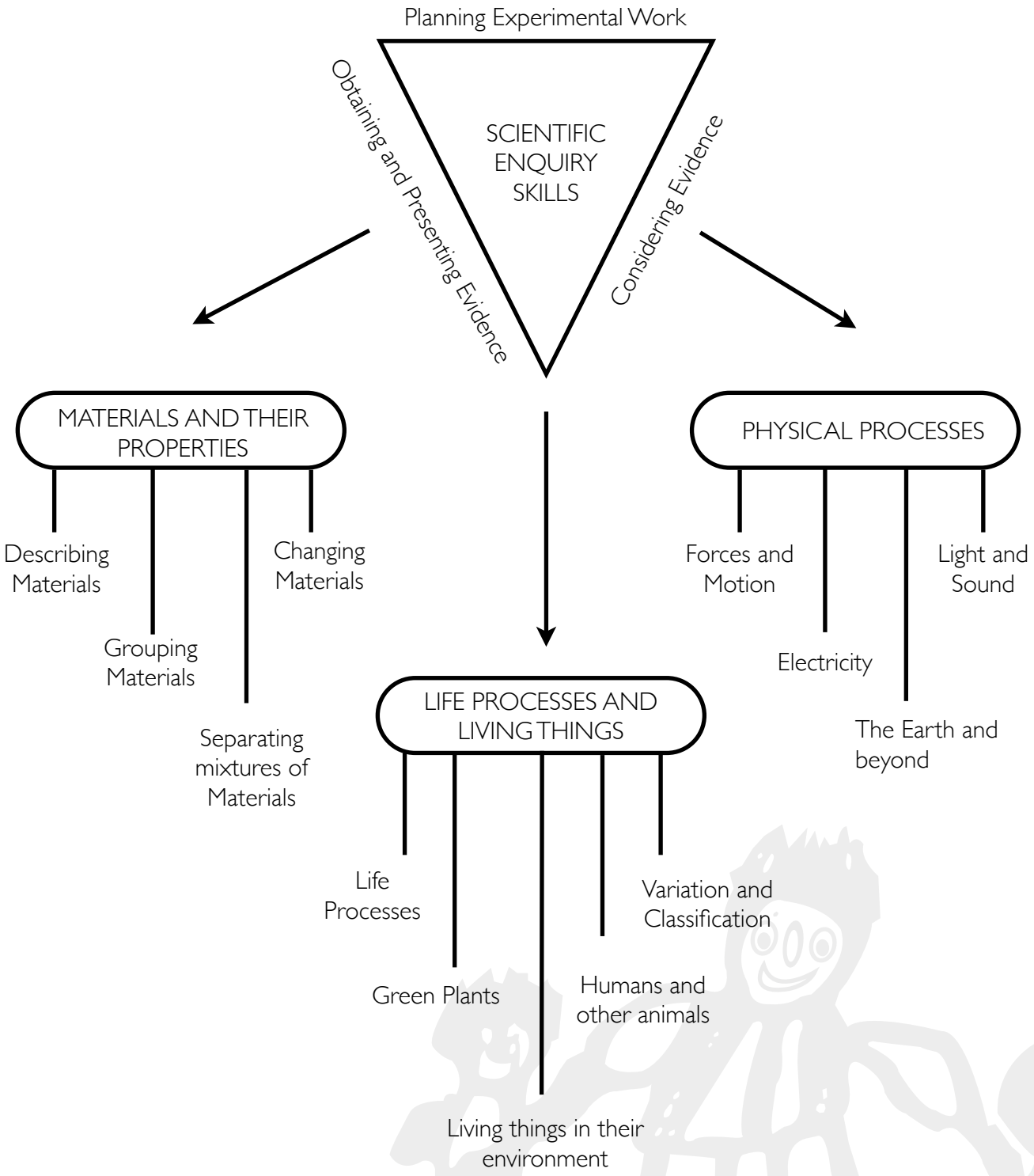
FOR OUR PUPILS TO DEVELOP AN UNDERSTANDING OF SCIENTIFIC INVESTIGATION AND ACQUIRE THE PRACTICAL SKILLS AND KNOWLEDGE TO RELATE SCIENCE TO EVERYDAY LIFE

To investigate life processes and increase pupils knowledge of animals and plants in the environment

To investigate the properties and uses of materials and how they react to different external influences



THE CURRICULUM FRAMEWORK FOR TEACHING SCIENCE



DETAILS OF THE CURRICULUM FRAMEWORK FOR SCIENCE

INTRODUCTION

Through the teaching of Science, we encourage our pupils to develop an awareness of, a curiosity in, and an active exploration of the world around them. Practical investigations enable our pupils to use their cognitive skills to discover and make sense of their findings. By using everyday situations and materials familiar to them, and gradually extending these learning experiences, we make the teaching of Science relevant and accessible to every pupil, helping them to find new ways of looking at the world. Examples of this might be to relate their understanding of Science to familiar domestic and environmental contexts, and to consider how to treat living things and the environment with care and sensitivity. Pupils are therefore taught to notice, respond to, describe, compare and contrast, categorise, question, interpret and draw conclusions from their environment through supported and/or independent participation, as well as to work safely. Some pupils may also go on to apply their knowledge to significant scientific concepts, innovations and inventions and how they influence our lives.

SCIENTIFIC ENQUIRY SKILLS

The three components of our Science curriculum - Life Processes and Living Things, Materials and their Properties and Physical Processes - are all strands through which our pupils develop a better understanding of scientific enquiry skills. This process enables our pupils to approach problems and investigations in a logical and scientific way. Scientific enquiry skills do not form a discrete strand of Science but are incorporated into all of the learning our pupils do.

PLANNING EXPERIMENTAL WORK

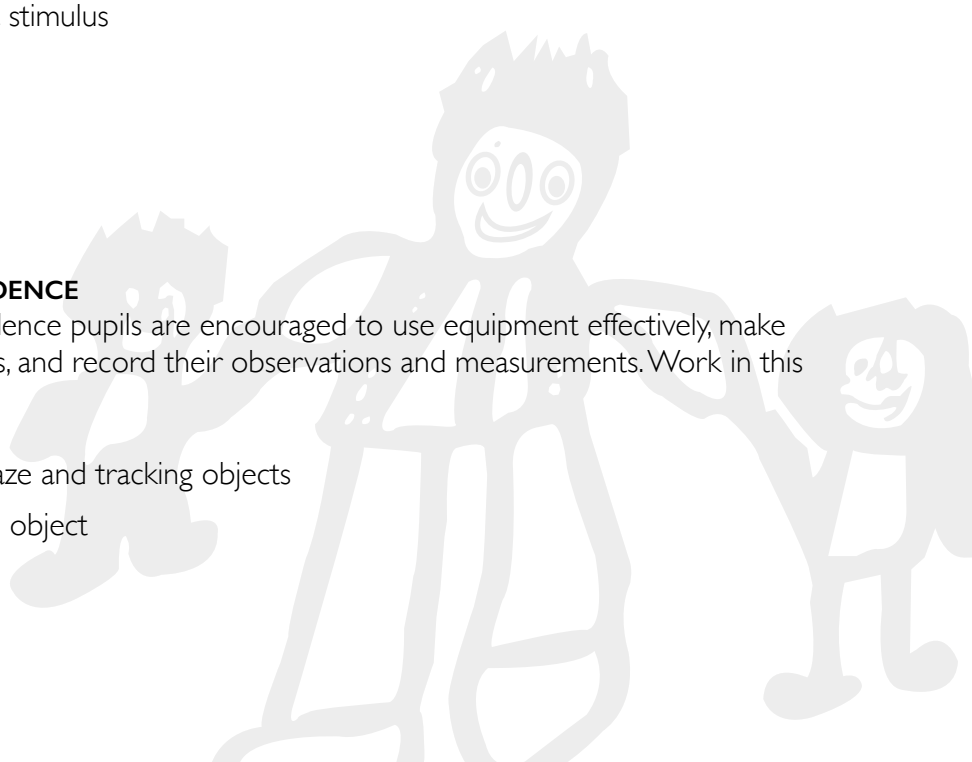
This involves pupils planning how they may explore a stimulus or question turning ideas into a form that can be investigated, predicting outcomes, and learning to eliminate factors which might lead to a biased result. Work in this area may include:

- communicating broad choices and preferences
- reacting or responding to a stimulus
- discussing and questioning
- planning
- fair testing
- forming a hypothesis

OBTAINING AND PRESENTING EVIDENCE

When obtaining and presenting evidence pupils are encouraged to use equipment effectively, make comparisons, carry out investigations, and record their observations and measurements. Work in this area may include:

- fixing and/or transferring gaze and tracking objects
- performing an action on an object
- differentiating responses



- using equipment and following a process
- comparing
- measuring
- recording

CONSIDERING EVIDENCE
Pupils develop the skills to explain what happened based on previous experience or evidence, use results to draw conclusions, evaluating observations and findings, and communicate the results. Work in this area may include:

- choosing appropriate forms of communication
- recalling an object, activity or event
- interpreting
- drawing conclusions
- evaluating
- sharing findings/conclusions with others

LIFE PROCESSES AND LIVING THINGS

LIFE PROCESSES
Beginning with ourselves as humans, pupils will learn that humans share certain life processes with animals and plants. They will compare how each process works for humans and begin to investigate examples from the living world e.g. growth, reproduction, movement. Pupils will explore the life cycle of humans, animals and plants.

HUMANS AND OTHER ANIMALS
How we survive and interpret the world around us is an important enquiry skill, learning that humans and other animals need food and water to stay alive. Pupils will learn about themselves, their five senses and main body parts. They will also learn to identify and name common animals and begin to discover the interdependence of plants and animals in food chains or webs.

GREEN PLANTS
Pupils will learn to identify and name the basic structure of common flowering plants including trees. They will also learn about the life cycle and, through practical investigations, explore what plants needs in order to survive. Pupils will also be given the opportunity to compare plants to humans.

VARIATION AND CLASSIFICATION
Recognising the similarities and differences between themselves and their peers, pupils will develop their understanding of variation and classification. Having identified characteristics, pupils will sort and group living things according to observable similarities and differences.

LIVING THINGS IN THEIR ENVIRONMENT
Exploring our local environment, pupils will investigate the different kind of plants and animals which live around them. Pupils will go on to compare and explore different habitats supporting plants and animals, questioning what is similar and different e.g. 'Why are there no whales in Banbury?', 'Why are there no mango trees in my garden?'.

MATERIALS AND THEIR PROPERTIES

DESCRIBING MATERIALS

Being able to use the senses of sight, hearing, touch, smell and taste to explore a range of materials is an important enquiry skill within Science. Pupils will work towards scrutinising materials in a range of safe ways and towards developing an understanding of scientific terms and how they can be used. Examples of what could be considered are the properties of texture, weight, appearance and transparency. Pupils will also develop an ability to recognise and name common materials such as metal, plastic, wood, rock and water, and that some of these materials are found naturally in the environment and some are man-made. Pupils will be also taught the distinction between solids, liquids and gases and how they are composed.

GROUPING MATERIALS

Grouping by property and/or function, pupils will develop their understanding of materials by comparing and contrasting them. Through practical investigations pupils will explore the different properties of materials, and which properties are required for a particular purpose.

CHANGING MATERIALS

Pupils will investigate how external influences on certain materials can cause changes in both shape and state. They will observe and describe how everyday materials can change state when they are heated or cooled. Pupils will also go on to learn about reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating and non-reversible changes resulting in the formation of new materials.

SEPARATING MIXTURES OF MATERIALS

Through practical exploration pupils will be encouraged to discover how to separate solid particles of different sizes by sieving (e.g. those in soil), that some solids (e.g. salt, sugar) dissolve in water to give solutions but some (e.g. sand, chalk) do not. They will also experiment with how to separate insoluble solids from liquids by filtering and how to recover dissolved solids by evaporating the liquid from the solution.

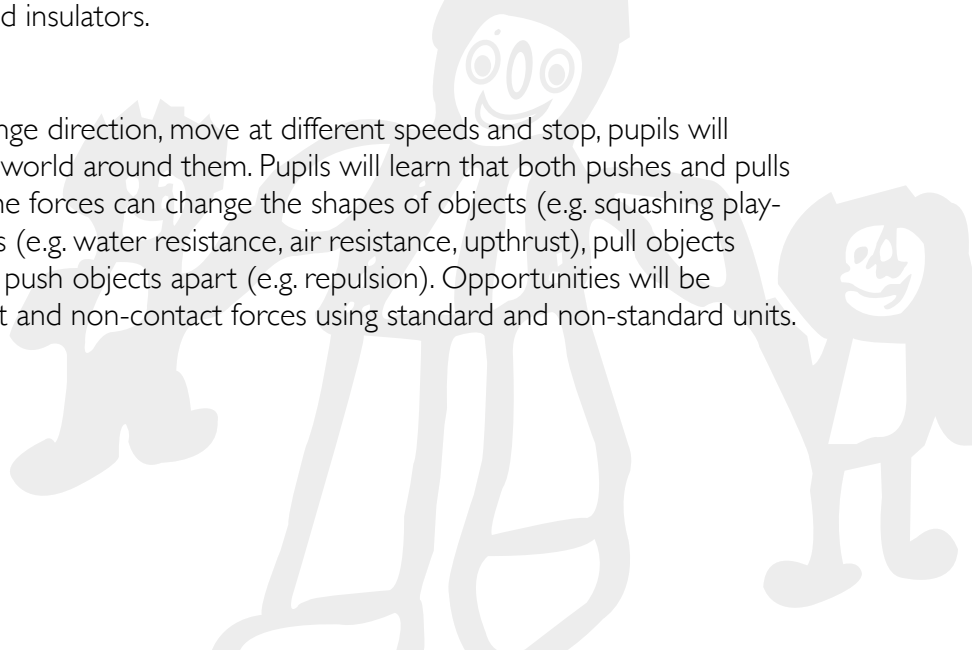
PHYSICAL PROCESSES

ELECTRICITY

Pupils will learn that everyday objects use electricity, powered either by batteries or directly from the mains. Pupils may go on to construct series and parallel circuits involving batteries, wires, bulbs and buzzers, recognising that a complete circuit is needed for electrical devices to work. They will also experiment with conductors and insulators.

FORCES AND MOTION

By learning how familiar objects change direction, move at different speeds and stop, pupils will explore how they can influence the world around them. Pupils will learn that both pushes and pulls are examples of forces and that some forces can change the shapes of objects (e.g. squashing play-doh), change the direction of objects (e.g. water resistance, air resistance, upthrust), pull objects together (e.g. gravity, attraction) and push objects apart (e.g. repulsion). Opportunities will be provided for measuring both contact and non-contact forces using standard and non-standard units.



LIGHT AND SOUND

Through the exploration of their environment, pupils will recognise the significance of light and sound. By observing and/or experiencing how light and sound affect themselves or the environment, pupils will develop an awareness of how light and sound travel in waves.

THE EARTH AND BEYOND

Investigating the solar system and how the Sun, Earth and Moon relate to each other, pupils will learn how this impacts our experience of living on planet Earth e.g. day and night, seasons. Pupils may also compare the different environments on the planets.

INDIVIDUAL PROGRAMMES AND RECORDING ACHIEVEMENT

INDIVIDUAL PROGRAMMES AND RECORDING ACHIEVEMENT

Within the curriculum framework all children are taught through the use of highly structured teaching programmes, the effectiveness of which is dependent upon how the tasks are broken down. By adopting an ordered step by step approach and building upon skills already learnt, the child is much more likely to succeed.

Individual files kept on each child are passed on with the child as he or she moves up the school. These files are open to parents/carers and contain:

- Record sheets relating to past individual teaching programmes and assessments
- Past Annual Review Reports
- Action sheets related to Annual Reviews
- Written behaviour strategies, if appropriate
- Toileting and care routines, if appropriate
- Record sheets relating to work in Science, Art, Music, Drama, Dance, P.E., Technology, Humanities.

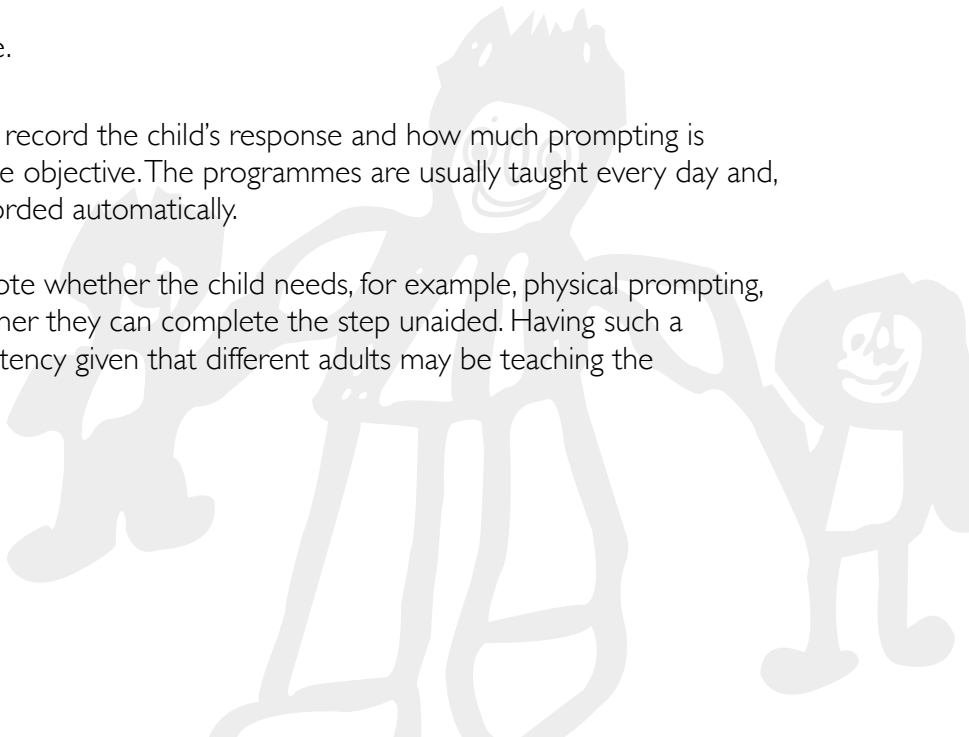
The individual files are divided into core areas of the school's curriculum. All teaching programmes are stated in writing and the child's progress recorded.

Essential features of each written teaching programme are as follows:

- Core Area
- Criteria for success
- Component part
- Reward
- Objective
- Conditions / Method of task analysis
- Teaching materials
- Steps towards the objective.

Individual teaching programmes also record the child's response and how much prompting is necessary to achieve each step of the objective. The programmes are usually taught every day and, therefore, the rate of learning is recorded automatically.

A simple coding system is used to note whether the child needs, for example, physical prompting, additional verbal prompting or whether they can complete the step unaided. Having such a standardised system facilitates consistency given that different adults may be teaching the programme.

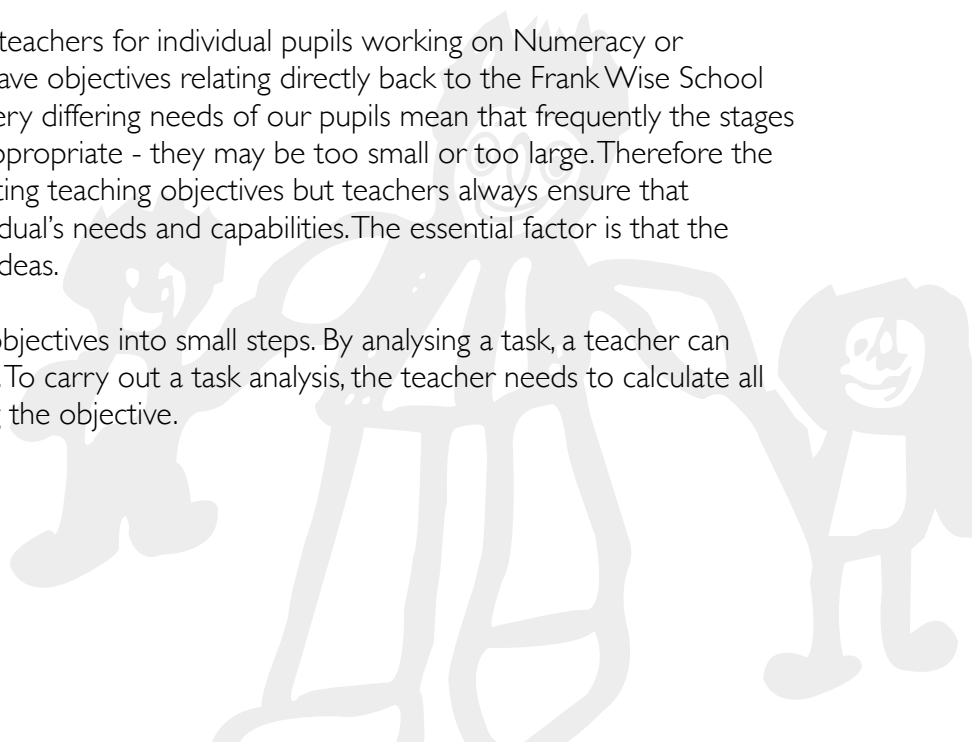


Coding System

X	=	No response/cooperation (This means the child did not attempt the objective not he tried and failed)
I	=	By imitation/copying a model
PP	=	Physical prompting needed
GP	=	Gestural prompting needed
VP	=	Additional verbal prompting (This means help with the actual task not verbal encouragement aimed at keeping the child 'on task')
U	=	Session/trial done unaided
CA	=	Choice array (usually denotes amount of teaching materials presented per session/ trial)
SL	=	Sign Language

The teaching programmes written by teachers for individual pupils working on Numeracy or Intellectual and Reasoning Skills may have objectives relating directly back to the Frank Wise School Curriculum Database. However, the very differing needs of our pupils mean that frequently the stages suggested within the database are inappropriate - they may be too small or too large. Therefore the database is used as a guideline for writing teaching objectives but teachers always ensure that objectives are appropriate to an individual's needs and capabilities. The essential factor is that the database is a useful resource bank of ideas.

Teachers need to break down some objectives into small steps. By analysing a task, a teacher can assure maximum success for the pupil. To carry out a task analysis, the teacher needs to calculate all the possible steps towards completing the objective.



Name: **Example 1** - Sebastian Melmoth		Date started: 01.01.01					
Curriculum Area: Personal, Social and Health Education		Component / A.T.:Personal Care Skills (Dressing)					
Objective: To put on a jumper independently							
Teaching Materials: Loose fitting jumper		Criteria for Success: 3 out of 3 trials = U U x 5 = stage					
Conditions / Method: Forward Chaining		Rewards: Lots of praise					
Steps	1) Sebastian picks up the jumper and turns it so that the label is closest to him.						
	2) Sebastian locates the bottom of the jumper and gathers it up.						
	3) Sebastian puts head up through the jumper and through the neck hole.						
	4) Sebastian puts left arm through left sleeve.						
	5) Sebastian puts right arm through right sleeve.						
	6) Sebastian folds back the cuffs if necessary.						
	7) Sebastian pulls down the jumper at the back.						
	8) Sebastian pulls down the jumper at the front.						

Name: **Example 2** - Sam Smith	Date started: 01.01.01
Curriculum Area: Intellectual and Reasoning	Component / A.T.: Early Learning Responses

Objective:
To pick up an object from the table then hold, transfer and release it into a plastic bucket, also on top of the table.

Teaching Materials: Objects easy to grasp and solid enough to ring chime bar. Chime bar in a plastic bucket	Criteria for Success: 4 out of first 5 trials per session = U U x 5 per stage
Conditions / Method: Backward chaining. Reduction of physical prompting.	Rewards: Lots of praise / Object rings chime bar

Steps							
	1) Offer physical prompting until hand holding object is hovering over bucket. Then let go. Sam releases object into bucket.	9/1/10 PP	10/1/10 PP	12/1/10 U	13/1/10 U	14/1/10 U	15/1/10 U
	2) Offer physical prompting until hand is a few inches from lip of bucket. Then let go. Sam takes object over lip of bucket and then releases.	16/1/10 PP	17/1/10 U	19/1/10 U	20/1/10 U	21/1/10 U	
	3) Offer physical prompting until halfway to the bucket. Then let go. Sam maintains grasp independently half way to the bucket, takes object over lip of bucket then releases.	22/1/10 PP					
	4) Offer physical prompting to help Sam grasp the object and lift it up from the table. Then let go. Sam independently grasps all the way to the bucket, takes object over lip of bucket, then releases.						
	5) Offer physical prompting to help Sam grasp the object. Then let go. Sam lifts object up from table, maintains grasp independently all the way to bucket, takes object over lip of bucket, then releases.						
	6) Offer physical prompting to place Sam's hand beside the object. Then let go. Sam grasps the object, lifts it up from the table, grasps independently all the way to bucket, takes object over lip of bucket, then releases						
	7) Sam does whole process independently						

Name: **Example 3** - Sebastian Melmoth							Date started: 01.01.10							Date completed:	
Objectives: Comprehension and expression of noun + verb constructions at a 2 information carrying word level							Teaching materials: a) Photo action cards, b) Home made cards and c) Video footage								
Criteria for success: 2 out of 2 per session =U U x 5 =stage		COMPREHENSION						EXPRESSION							
		Conditions / Method: Lay the choice array of 4 cards down on the table in front of Sebastian. Ask him to find them one at a time. Keep moving them around						Conditions / Method: Show Sebastian one construction at a time. Sebastian has to say the two key words.							
TARGET															
man walking	C.A. = 4	(a) 10/03/10 GP	(b) 11/03/10 VP	(a) 12/03/10 VP	(b) 14/03/10 U	(a) 17/03/10 U	(b) 18/03/10 U	(a) 20/03/10 VP	(a) 18/03/10 U	(a) 20/03/10 U	(c) 21/03/10 U	(b) 07/04/10 VP	(c) 08/04/10 U	(a) 09/04/10 U	
lady walking	C.A. = 4	10/03/10 PP	11/03/10 GP	12/03/10 VP	14/03/10 VP	17/03/10 U	18/03/10 U	20/03/10 VP	18/03/10 VP	20/03/10 U	21/03/10 VP	07/04/10 VP	08/04/10 U	09/04/10 U	
man eating	C.A. = 4	10/03/10 GP	11/03/10 VP	12/03/10 VP	14/03/10 U	17/03/10 VP	18/03/10 U	20/03/10 U	18/03/10 VP	20/03/10 U	21/03/10 VP	07/04/10 U	08/04/10 U	09/04/10 U	
lady eating	C.A. = 4	10/03/10 VP	11/03/10 VP	12/03/10 U	14/03/10 U	17/03/10 U	18/03/10 U	20/03/10 U	18/03/10 VP	20/03/10 U	21/03/10 U	07/04/10 U	08/04/10 U	09/04/10 U	

Name: **Example 4** - Jenny Jones	Date started: 01.01.01
Curriculum Area: Intellectual and Reasoning skills	Component / A.T.: Visual Perception (Colour)
Objective: To match the colours red, blue, green and yellow	
Teaching Materials: Sets of identical objects varying in colour only e.g. plastic cars.	Criteria for Success: 3 out of 3 trials = U U x 3 = stage
Conditions / Method: Errorless discrimination learning	Rewards: Praise

Steps							
	Match Red CA = 2						
	Match Red CA = 3						
	Match Red CA = 4						
	Match Blue CA = 2						
	Match Blue CA = 3						
	Match Blue CA = 4						
	Match Yellow CA = 2						
	Match Yellow CA = 3						

Name: **Example 5** - Sebastian Melmoth	Date started: 10.01.10
Curriculum Area: Intellectual and Reasoning skills	Component / A.T.: Early Stimulation (Sight)

Objective: When a magnifying glass is held up in front of his eyes at midline, at approx 6 inches from his face, Sebastian will fix his gaze on a small, visually stimulating object as it is slowly rotated behind the magnifying glass. He will then follow it (by turning his eyes) as it moves to the right and left.

Conditions / Method: Work slowly and leave a short pause between each trial when both the magnifying glass and the object are removed. Give Sebastian a couple of seconds to get used to the magnifying glass being there before introducing the object.

1	Does Sebastian fix his gaze on the object at midline for a minimum of 5 seconds ?
2	Does Sebastian follow the object to the right ?
3	Does Sebastian follow the object to the left ?
4	When you pause before introducing the object, does Sebastian seem to anticipate it ? (If so, say how in the "observations box")

Teaching Materials:
Magnifying glass
Selection of small visually interesting objects

Criteria for Success:
8 out of 10 per question (over 10 trials)
U x 5 / stage

Rewards: Praise

Date	1	2	3	4	5	Observations

Comments:	Date completed:

The criteria for success is defined in two ways. First, the number of correct responses per teaching session in order for the child to achieve "unaided" (e.g. 3 out of 3 per session). Then, the number of consecutive teaching sessions in which "unaided" must be achieved before that particular stage of consecutive teaching sessions in which "unaided" must be achieved before that particular stage is completed (e.g. U x 3 per stage.) The completion of a stage is marked by diagonal lines when the criteria for success has been achieved, at which point the child will generally start working on the following stage.

Various methods of reward may be used as different approaches will be appropriate to different children. It is the aim that any tangible rewards are faded out so that completion of the teaching programme is intrinsically rewarding.

Frequency of reward again depends upon the child and the teaching programme. At first, when a child is finding a programme very difficult, it may be appropriate to reward frequently. As the child begins to master a task it may be appropriate to reward less often, perhaps only right at the end of the teaching session as we move from extrinsic rewards towards a greater reliance on the intrinsic. Furthermore, over-rewarding can interrupt the flow of a teaching programme and actually distract rather than motivate a child - hence it is important for a teacher to be sensitive to the conditions under which a child works best.

Examples 1 to 4 illustrate the use of recording sheets in the teaching of individual objectives. It is essential to bear in mind that these are records of the assessment of a child's learning. This assessment would be carried out at the beginning of an individual teaching session and followed by specific teaching of that objective.

The example of a language programme (see Example 3) illustrates how a skill can be generalised whilst being taught within an individual programme. This ensures that a child does not depend upon a certain piece of equipment in order to respond appropriately to the objective. Two or more sets of equipment are specified and labelled. In this way, the equipment used is recorded each session so that it may be varied each day.

Example 4 shows how a matching task is broken down by increasing the amount of materials presented to the child.

Example 5 illustrates an early stimulation teaching programme using our "Observation" recording sheets. More information can be detailed on these sheets.

As well as recording individual teaching programmes (using the three different recording sheets shown thus far), we also record what has been offered as group work and, to a certain extent, a pupil's individual response within this. Where teaching is within group work, individual children will participate at their own unique level and learning is recorded against individualised objectives and supplemented with any additional information which may support the subsequent group work sessions in a given area.

There follow three examples (Examples 6 - 9) of our group work sheet being used for different areas of the curriculum. Curriculum areas for which these group work sheets could be used are social skills (within PSHE), PE, Art, Drama, Music, Dance, Design Technology, Humanities and Science.

Frank Wise School

Group Work Record

Name: Sebastian Melmoth

Curriculum Area: Language & Communication

Traditional Tales To listen to, engage with and respond to traditional tales by identifying the main characters and events in individual stories and across the genre, making predictions about what will happen next, giving reasons why things happen or characters change and enacting the main storyline. To use this knowledge in order to rewrite fairy tales.	Spring 2010	Sebastian was able to recall the main events, characters and settings of each tale over subsequent weeks. He was making links between the tales and was beginning to understand the concept of a genre which has character & setting types and themes. Sebastian was highly motivated by the reading of alternative versions of the tales and with support was able to plan his own tale and then write it up by filling in the gaps and copy writing.
Nonsense Poetry To learn what a nonsense poem is by identifying the key features including rhyme, nonsense words, humour, onomatopoeia and rhythm. To use this knowledge when listening to, reading, composing and analysing nonsense poems.	Spring 2010	Sebastian was able to identify a poem from a variety of texts. He was able to identify key features of nonsense poems including adjectives, nonsense words, onomatopoeia, rhyme and rhythm. Sebastian analysed a poem, identifying key descriptive phrases to illustrate in a class performance. He made an imaginative contribution to the class composition including helping to create nonsense word. Sebastian read poems aloud to the class with some support.
Exploring superhero characters and how they change. To identify the main events and characters in stories, giving reasons why things happen and characters change.	Spring 2010	Sebastian was able to describe key events in the film clips he watched. He observed how the main characters changed and identified the key ways in which they did. He was able to independently write character profiles having read facts presented as bullet points. Sebastian thought of imaginative ideas for his own superhero, writing a personal profile to describe himself as Sebastian, followed by a profile of how he would change.
Class Magazine To draw on knowledge and experience of texts in deciding and planning what to write. To use layout, format, graphics and illustrations for different purposes.	Spring 2010	Sebastian was able to write a series of interview questions having identified who he could interview in order to investigate the Post 16 provision and current health issues in school. He carried out the interviews with confidence, writing short notes of the information given. Sebastian was able to word process his interview with accurate typing, needing occasional help to check his spelling.
Other Worlds Project (Banbury Partnership) To engage with a text by responding to it, enacting it & developing it as an idea. To tell imagined stories drawing on their experiences of "fantasy" To make choices & demonstrate preferences in response to a range of sensory stimuli linked to this theme	Spring 2010	Sebastian was motivated by this subject and often had ideas to develop the story even before he had encountered the objects of the week, which were used to inspire ideas. He was able to comment upon them and make clear choices. He was then encouraged to retain those ideas rather than change them for those of this peers. Sebastian used a template with questions to record his experiences and could do so with detail, requesting help for spelling at times.
The Iron Man by Ted Hughes To listen to the story, identifying the main events, characters and setting by; acting out elements of the story, responding to the text through artwork and writing versions of elements of the text using symbols, photos and textures	Spring 2010	Sebastian was highly motivated by this text and could recall main characters and events as well as predict what might happen next. Although he had seen the cartoon he was still able to use his imagination to create other scenarios. Sebastian knew that the characters experienced different emotions as the events developed and could demonstrate them appropriately. He also knew that characters who might at first appear "bad" could turn out to be "good".

Frank Wise School

Group Work Record

Name: Jenny Jones

Curriculum Area: Intellectual and Reasoning Skills

Categorising	Spring 2010	Jenny worked independently to group, match and identify both identical and non identical objects by size, type and colour. She named accurately all primary and secondary colours even where shades varied. Jenny needed adult support to identify the odd one out in a choice array of 4 where there was an obvious difference between objects.
To group similar objects and pictures into categories. To match, identify and name big, middle and little sizes. To select the odd one out in groups of objects or pictures. To name and match primary and secondary colours.	FWS: Visual Perception and Categorisation	
Exploration of sensory materials and switches	Spring 2010	Jenny worked well in these sessions to track lights in the drama room quickly locating and moving to the correct position as each light turned on and off. She also enjoyed exploring a range of different tactile, visual and olfactory stimuli and could verbalise her likes and dislikes of the materials. Jenny understood the use of switches to work objects but showed little interest in investigating them herself, preferring instead to watch others.
To develop attention and co-operation skills. To operate switches with deliberate intent to produce stimulus. To experience a variety of different sensory stimuli. To make and express choices.	FWC: Environmental controls, early learning responses, tactile discrimination.	
Finer Motor	Spring 2010	Jenny has increased her pencil control this term dramatically. She is now working to trace the letters of her name over highlighted templates with a degree of accuracy although she can find this work very frustrating at times. Jenny is able to thread beads, manipulate play dough and build with bricks without adult support. She has worked to develop his cutting skills and has now succeeded to use scissors independently to cut out large regular shapes.
To use a pencil and hold it effectively. To develop fine motor skills and movements. To improve cutting and mark making skills. To explore a variety of textures through touch.	FWC: I&R Early Stim. Finer Motor PNS: Strand 5, 12 FS/Yr1	
Auditory discrimination	Spring 2010 2008	Jenny was able to recall which of the sounds related to specific pupils. She could identify the images relating to the sounds being used. Jenny was able to recall a sequence of two sounds after a period of ten seconds unaided and with some verbal support could recall sequences of three sounds after a period of ten seconds.
Pupils will recall up to five sounds when played in a sequence. Pupils will identify sounds when provided with a choice array of up to five sounds. Pupils will match sounds to their soundmakers within a choice array of up to five. Pupils will choose and then recall which sound they have selected to play, following a period of time no greater than 15 seconds.	FWS I and R Short Term Memory	
Sequencing	Spring 2010	Jenny needed some verbal prompting to look at and name the next action in a 3 part sequence. She could imitate an adult or pupil performing the actions after a verbal prompt. Jenny could find the correct picture in a sequence known to her following a verbal request and with verbal prompts sequence these appropriately.
To perform a simple 3 part sequence using actions To place in a logical temporal causal sequence 3 - 6 photographs cards of a known task. To recognise and understand that certain processes have a specific order.	FWC: Short term memory, sequencing	
Visual perception - Spatial and 2D representation	Spring 2010	Jenny was able to identify and do the next action in a 3 part symbol sequence with adult support. She was able to complete and extend her target to create spatial arrangements of objects on a 3x2 grid copying a coloured photograph. Jenny was able to place up to 15 objects at a time by the end of term. She could get confused and reverse the top and bottom line as she transposed objects but by the end of term this error was corrected.
To perform a simple 3 part sequence using actions or sounds To match objects to objects or pictures by size, shape or colour. To position objects correctly. To recall hidden objects after a time delay. To develop early learning responses	FWC: 2D rep, spatial, STM, colour, shape, ELR, search strategies	

Frank Wise School

Group Work Record

Name: Mahmood Ahmed

Curriculum Area: Intellectual and Reasoning Skills

Finer Motor	Spring 2010	Mahmood really enjoyed making marks in these sessions and would actively look at and explore a variety of sensory and tactile materials - especially wet gooey ones! Mahmood showed interest in observing his marks which were largely symmetrical arcs made with two handed sweeps. Mahmood also used a variety of switches to operate switch toys with enjoyment including smaller switches such as the step by step switch.
To use a pencil and hold it effectively To develop fine motor skills and movements To explore a variety of textures through touch	FWC: I & R Early Stim, Finer Motor. PNS: Strands 5, 12 FS/ Yr1	
Sequencing - Cause and effect	Spring 2010	Mahmood was able to engage visually with the cause and effect images when verbally encouraged to do so and could indicate a choice, again in response to a verbal prompt. It was not clear the extent to which Mahmood understood the relationship between the two images. With physical support Mahmood participated in the filming of cause and effect based scenes and responded positively to the range of experiences on offer.
To place images in a logical sequential order To identify images within a differentiated choice array To identify cause and effect relationships within everyday events To enact simple cause and effect relationships	FWC: I & R Sequencing	
Sequencing with Big Cook Little Cook	Spring 2010	Mahmood reached out with one arm fixed to explore, grasp and hold objects for increasing periods of time up to 5 seconds. He tasted a wider range of savoury foods and on the whole game a consistently negative response. Mahmood held his head up throughout the DVD play which was interesting to observe! Mahmood identified in a choice array of two objects linked to the DVD. He looked at a large photograph from the cooking scene and completed the action practically with support.
To link a film demonstration of a temporal causal sequence to real objects. To place in a logical temporal causal sequence photographs and boardmaker symbols depicting cooking steps. To copy and perform each step of a temporal causal sequence to complete a cookery activity.	FWC: Temporal Sequencing and Finer Motor Skills	
Auditory Discrimination - home sounds	Spring 2010	Mahmood used photographs in these lessons which he found difficult at times. With adult support he managed to confidently identify some sounds raising his hands to the correct photo card to match a sound being played in a choice array of two. Mahmood was very proud of his knowledge and achievements and rightly so.
To identify and name home sounds. To sequence a story using photographs following auditory clues. To match photographs to real objects following sound cues.	FWC: Auditory Discrimination	
Auditory Discrimination	Spring 2010	Mahmood responded to instruments, turning his head towards the sound. He was able to reach for the instrument and explore it but needed some help to pass it to others. Mahmood was able to choose an instrument by eye pointing and reaching out. He needed prompting to match the instruments to a photo or recorded sound. With a little prompting he was able to activate a switch in order to play a sound.
The pupils will respond to, discriminate and name everyday sounds and relate them to their source.	FWC: Auditory Discrimination	

SUPPLEMENTARY RECORDS OF ACHIEVEMENT

At Frank Wise School we value highly what the children achieve and believe that the communication of this, to the pupils directly, their families and, where appropriate, to the wider community is essential in showcasing and celebrating these successes.

This means that, throughout each child's school career, significant achievements are recorded, copied and sent home to be commented on and signed by parents and the child (where possible.) As some of our pupils would have difficulty in handling written text and communicating their preferences, photographs and video footage are often used.

All the children in the school have their own portfolios of photographs and film into which achievements are added as they progress through the school.

Each student leaves school with a folder and DVD containing evidence of significant personal, social and educational achievements.

This final package could include four methods of recording achievement - written, photographic, audio and video - and is intended to contain the pupil's selection from all of the information collected and sent home over the years. This becomes their Record of Achievement.

N.B. These records of achievement are supplementary to the school's own daily recording system previously described. They are not intended to stand alone as a record of the pupil's school career and certainly do not replace the detailed developmental recording of individual teaching programmes which are compiled on a curricular basis.

WHOLE CLASS WORK AND EXTENSION ACTIVITIES

WHOLE CLASS WORK

CURRICULUM DELIVERY

- Whole class work affords increased opportunities for curriculum delivery
- Whole class work and individual programmes are related methods of teaching. Therefore, it is important to stress at this stage that individual teaching programmes (as outlined in this framework) could also be taught through whole class work
- Whole class teaching can combine skills and curricular areas in a way that is impractical with individual programmes. These occasions for cross-curricular activities are invaluable and enrich our pupils learning
- Whole class activities enhance our scope as teachers to maintain a broad and well balanced curriculum and to adapt activities to meet the abilities of each individual group member
- Whole class work provides opportunities for concepts learned in structured 1:1 programmes to be generalised and applied in broader contexts
- Whole class work allows us to impart information to a number of pupils at the same time, again considering individual abilities and levels of understanding
- Whole class work offers variety to pupils and staff alike. It is this diversity that can sustain pupil motivation and make the learning process fun.

SOCIAL INTERACTION

- Participating in whole class activities enables pupils to develop their ability to take turns.
- It provides opportunities for pupils to broaden their learning responses, to learn new skills from each other, including appropriate group behaviour and to consider the needs of other pupils.
- Communication between pupils is enhanced and they learn to share both resources and adult attention.
- Whole class work can be an enjoyable and effective way of building a child's confidence.

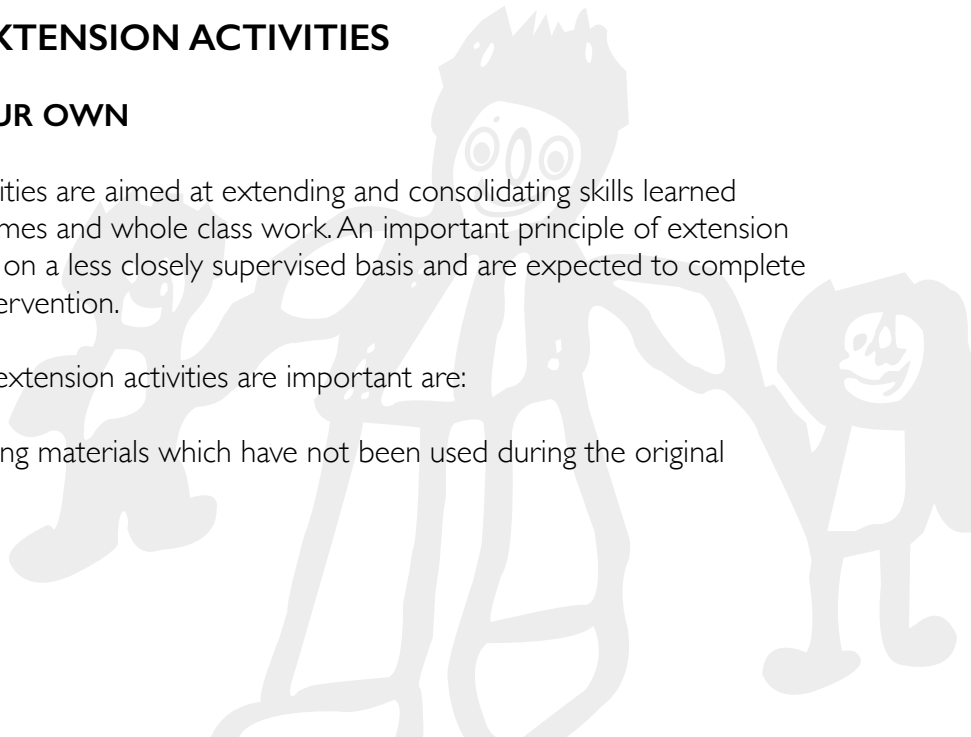
EXTENSION ACTIVITIES

LEARNING TO WORK ON YOUR OWN

As the name implies, extension activities are aimed at extending and consolidating skills learned through individual teaching programmes and whole class work. An important principle of extension activities is that pupils work at them on a less closely supervised basis and are expected to complete them with the minimum of adult intervention.

The main reasons why we feel that extension activities are important are:

- Skills can be generalised using materials which have not been used during the original teaching programme



- As they become experienced at doing extension activities, pupils can be given increased responsibility for organising their own learning
- It will often be appropriate for pupils to choose their own extension activities. The opportunity to choose is one which is often denied to our pupils; extension activities can promote self-esteem by allowing pupils to express preferences
- By their very nature, extension activities can encourage self-discipline and self-motivation
- Through the appropriate selection of extension activities, teachers can evaluate whether skills which were learned some time previously have been retained.

It is the responsibility of each individual teacher to ensure that there is an overall balance across the school week between 1:1 work, whole class work and extension activities.

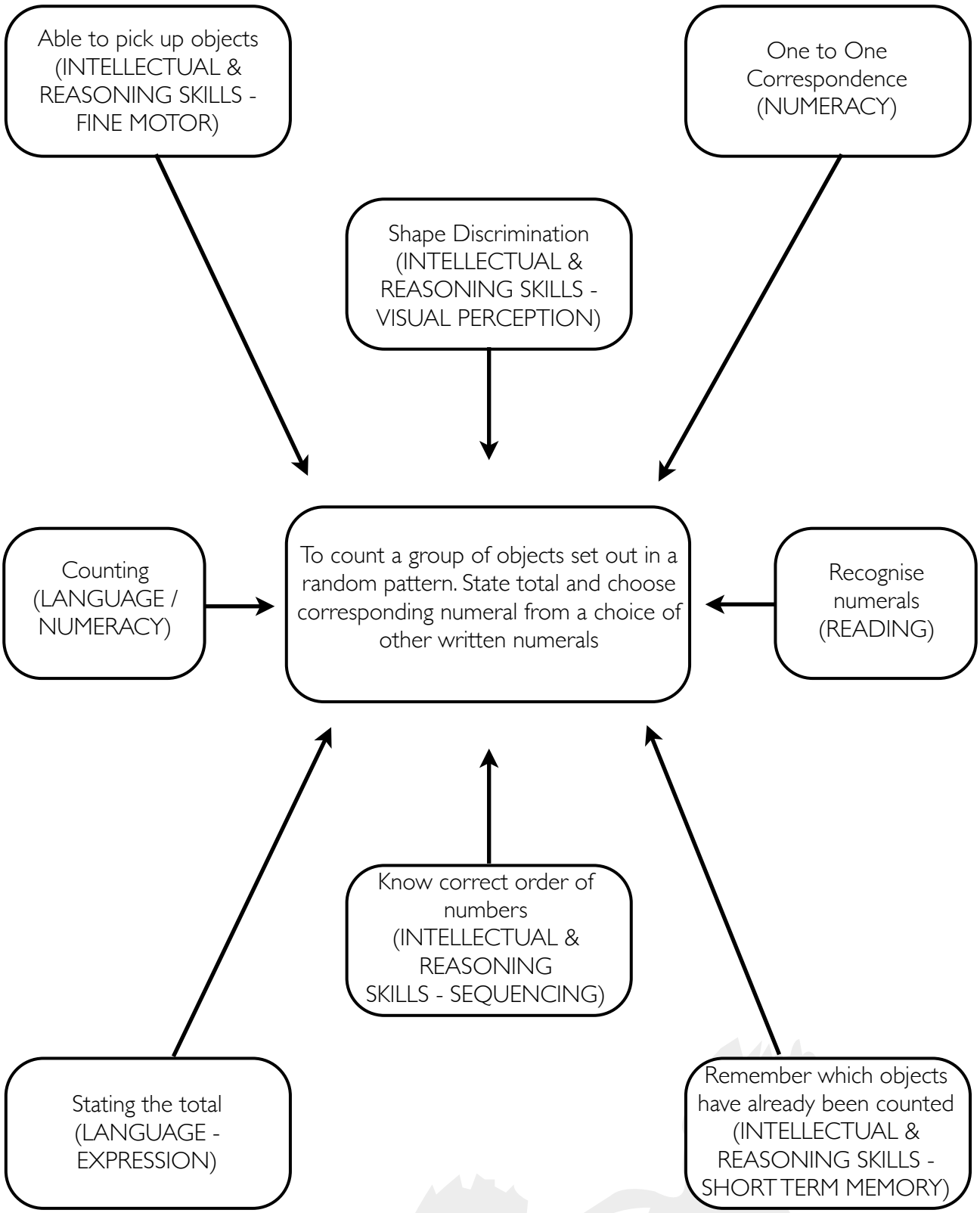
INTER-SUBJECT AND CROSS CURRICULAR CONSIDERATIONS

CONSIDERING INTER-SUBJECT LINKS

So far the Frank Wise School Curriculum Framework has outlined our nine Core Areas and detailed how these are broken down into their respective component parts. In analysing the curriculum in this way to ensure individual needs are systematically and carefully met we must also emphasise that we fully recognise and endeavour to respond to the complex links that exist between these subject areas. Incorporating these links, particularly in group work, presents particular challenges for us as teachers of pupils with special educational needs. However, we have found that integrated curricular links do help us to:

- plan and record group work while taking account of individual pupils' priorities and responses
- fully exploit the links between the full range of subjects
- reconcile the demands of external curricula and our own curricular aims.

Much of our teaching has to be inter-subject in nature. For example, teaching a child feeding skills requires consideration of a wide range of other curricular areas - physical development to ensure the child is correctly positioned, fine motor co-ordination for holding the spoon, language development for understanding the teacher's instructions, cognitive development for sequencing skills, and so on. Another example of the way subjects may be linked could be graphically illustrated as highlighted on the following page.


Able to pick up objects (INTELLECTUAL & REASONING SKILLS - FINE MOTOR)
One to One Correspondence (NUMERACY)
Shape Discrimination (INTELLECTUAL & REASONING SKILLS - VISUAL PERCEPTION)
Counting (LANGUAGE / NUMERACY)
To count a group of objects set out in a random pattern. State total and choose corresponding numeral from a choice of other written numerals
Recognise numerals (READING)
Know correct order of numbers (INTELLECTUAL & REASONING SKILLS - SEQUENCING)
Stating the total (LANGUAGE - EXPRESSION)
Remember which objects have already been counted (INTELLECTUAL & REASONING SKILLS - SHORT TERM MEMORY)

The sort of teaching contexts which particularly encourage inter-subject links are as follows :

SPECIAL OCCASIONS
Outings, visits and residential trips etc.

ROUTINE ACTIVITIES
Such as registration, break times etc.

MIXED ACTIVITY SESSIONS
Pupils working on extension tasks, group work, games etc.

PROJECTS
Integrated schemes of work planned around a theme

ACTIVITIES SUGGESTED BY CROSS-CURRICULAR SKILLS AND DIMENSIONS
This is detailed in the next section

CROSS CURRICULAR CONSIDERATIONS

The availability of external curricula and schemes of work have, over time, provided a catalyst for changes to the school's curriculum framework. We believe that external curricula have helped to enhance and broaden the curriculum we can offer to many of our pupils, not just in terms of gaining new skills and knowledge but also in providing new challenges for us as professionals in exploring cross-curricular links for our pupils.

We would identify four broad development statements to assist us with our cross-curricular work :

- the development of values, attitudes and beliefs
- the development of knowledge and understanding

- the development of policies for planning, co-ordination and management
- the development of quality in teaching and learning.

We recognise these common threads intertwine and overlap and, therefore, strive to make them an integral part of our school's overall philosophy and practice when considering curriculum development.

Our pupils need to be specifically taught skills as they may not necessarily acquire even basic everyday functioning tasks without direct teaching or carefully planned intervention. We believe that this is also true of cross-curricular dimensions, skills and themes. Although the Frank Wise School Curriculum Framework provides guidance for a balanced selection of appropriate teaching objectives throughout the subject areas we also need to enable our pupils to learn effectively across the curriculum. Cross-curricular skills are highly pertinent and form an integral part of our individual learning programme approach. We also fully recognise the importance of our pupils being able to transfer these skills, independent of context and that they should be developed in many different contexts across the curriculum.

However, the dimensions of cross-curricular work for this school may need more exemplification. At this point it may be useful to read again the aims of the school. These clearly state a carefully thought out set of shared attitudes, beliefs and values for all our pupils. We believe personal, social and health education (including citizenship), ensuring equal opportunities, education for life, etc. are all so important that they form an integral part of our curriculum. Often pupils with severe and multiple learning disabilities have limited experiences and opportunities to develop competent social skills. Therefore, ensuring that our pupils are taught a wide range of personal and social skills, often through their individualised teaching programmes, is very much part of the school's curriculum content.

However, this is only one facet to our work as cross-curricular dimensions often form less tangible aspects of our teaching. Through total staff commitment we try to ensure that positive attitudes and rights of access to appropriate learning are afforded to all our pupils irrespective of gender, cultural heritage or individual learning difficulties. The school's aim to develop in all our pupils a sensitivity and respect towards the needs of others requires equally careful whole school planning. We understand many of these skills and attitudes are not learnt through specific individual teaching but by consistent responses from all the adults working with a pupil. Therefore, within a special school what is crucial to cross curricular work is the teacher/child relationship and the attitudes and approaches of staff. Ensuring every teacher is fully committed to each child as an individual with individual needs is, for example, an essential part of our working life. Obviously the best possible relationship combining mutual respect and tolerance is expected because there is always the tendency for children to imitate the teacher and adopt his/her ideas, attitudes, practices and sayings.

Looking wider than the teacher/pupil relationship and staff attitudes, cross-curricular dimensions are also influenced by a whole host of organisational issues such as how we group the pupils within the school, our policy towards parental involvement, and our links with the community and other schools. At Frank Wise School all these aspects of our work are taken very seriously. Therefore, the development of shared values, attitudes and beliefs has started with rigorous examination and mutual agreement by all the staff on these issues culminating in clearly stated whole school policies. These are fundamental issues to which we are all fully committed. We also know we have to constantly review our policies and practices to create even better learning opportunities for our pupils. However, we have learnt we can not do everything at once and have found our School

Development Plan a useful management tool. By clearly mapping out our route we are more likely to arrive at our destination.

At Frank Wise School we are working towards better cross-curricular work with a commitment to constantly improve the quality of our teaching through regular monitoring and evaluation. Finally, the school team all firmly believe it is important not to limit expectations of our pupils and that, irrespective of the severity of their disability, they are all entitled to a full, rich, balanced, and relevant curriculum.

THE SCHOOL'S CURRICULUM DATABASE

THE SCHOOL'S CURRICULUM DATABASE

Having detailed the curriculum framework, school staff have broken down the component parts for Intellectual and Reasoning Skills and Numeracy into a series of suggested teaching objectives or programmes of study and, where appropriate, ordered these into a developmental hierarchy. These two areas have been broken down in this way as they broadly have a stable and incrementally hierarchical developmental pattern. Therefore, our curriculum database is designed to describe teaching objectives or programmes of study relevant to the Intellectual and Reasoning Skills and Numeracy curriculum areas and be available to all staff through the school's computer network.

This approach provides a flexible resource bank of ideas which teachers can use as a basis for designing individual teaching programmes or planning group activities. It is flexible, easily changed and updated and is instantly available within every classroom.

Each record on the database is broken down into:

- The core area of the school's curriculum
- The component part of the school's curriculum
- The development order (if appropriate)
- Details of the teaching objective.

Some examples of records from our Intellectual and Reasoning Skills curriculum database are given below:

EXAMPLES FROM THE INTELLECTUAL AND REASONING SKILLS CURRICULUM DATABASE

Core Area:	Intellectual & Reasoning Skills	**Component:**	Early Stimulation
		Sub - Component:	Early Learning Responses
Objective:		**Order:**	15
To pick up object from table and give it to adult on request			

Core Area:	Intellectual & Reasoning Skills	**Component:**	Visual Perception
		Sub - Component:	Colour
Objective:		**Order:**	2

To match the following colours in an increasing choice array from 2 - 10:
red - yellow - blue - green - orange - purple - brown - black - white - pink

Although we have indexed many of the database records into a developmental order, they form merely the basis for individual programmes or group activities and are not, in any way, seen as a comprehensive checklist. However, having them available in a centralised way helps to ensure that time is not wasted re-inventing objectives. By involving all teaching staff in devising these records, curriculum continuity and consistency is ensured, whilst good practice and ideas are shared across the school.

TIMETABLING AND MONITORING THE CURRICULUM

TIMETABLING AND MONITORING THE CURRICULUM

As in any sector of education, it is important that our pupils receive a broad and balanced curriculum which gives them the opportunity to learn new skills in a targeted and structured way but also gives them the opportunity to use and generalise these skills. However, as our pupils have very particular difficulties which need to be addressed if they are to make progress, it is necessary to prioritise so that opportunities to develop essential skills are provided with sufficient regularity for the work to be effective. We prioritise for individual pupils by setting targets at annual review which are to form the basis of individual teaching programmes but we also prioritise certain curriculum areas in the way we timetable the curriculum across the school.

If we chose to teach every curriculum area to every pupil every term there would not be sufficient time and opportunity to rigorously tackle individual teaching programmes with sufficient frequency for our pupils to learn new skills. Consequently we have developed a cyclical approach to curriculum coverage which ensures that all classes are not drawing on the same resources at the same time in the same term but that, across the year, the curriculum is broad and varied enough to remain interesting and stimulating.

Curriculum areas which remain constant for individual Primary classes across the year are:

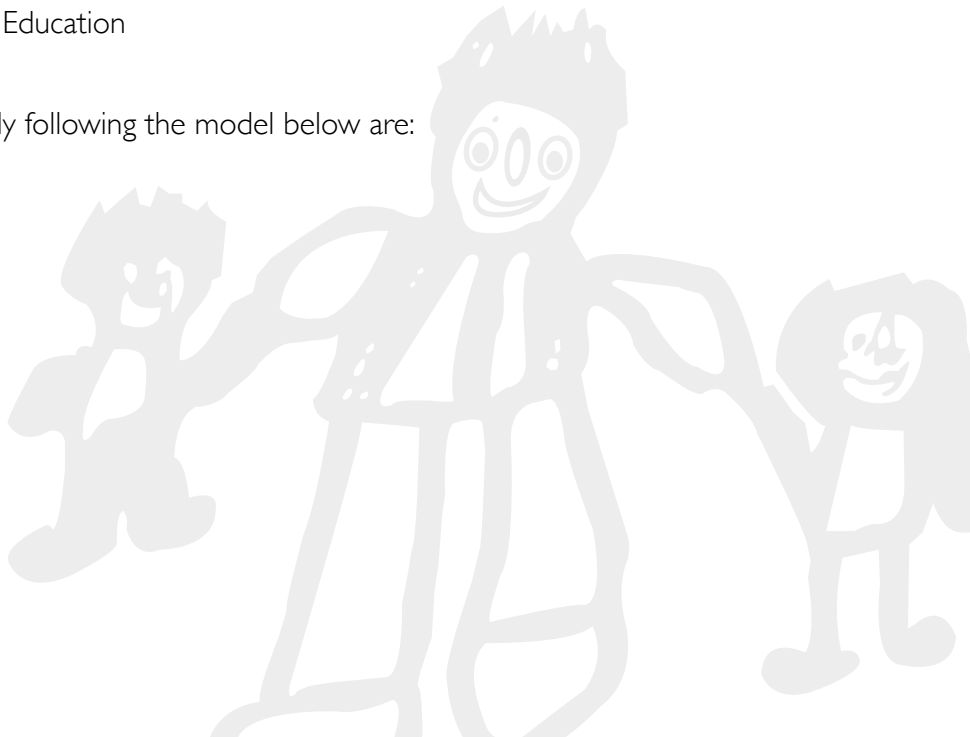
- Language and Communication Skills
- Numeracy Skills
- Intellectual and Reasoning Skills
- Religious Education
- Personal, Social and Health Education
- Physical Education.

Curriculum areas which remain constant for individual Secondary classes across the year are:

- Language and Communication Skills
- Numeracy Skills
- Science
- Religious Education
- Personal, Social and Health Education
- Physical Education.

Curriculum areas which rotate termly following the model below are:

- Art
- Music
- Drama
- Dance
- Technology
- History
- Geography
- Science (Primary)
- MFL (Secondary).



No more than three of these are covered by any Family Group in any one term.

CURRICULUM TIMETABLING : CYCLICAL PLANS

PRIMARY (1st and 2nd Family Groups)

Autumn	Spring	Summer
Art	Drama/Dance	Music
Science	Technology	Science
Geography	History	R.E.

PRIMARY (3rd, 4th, 5th and 6th Family Groups)

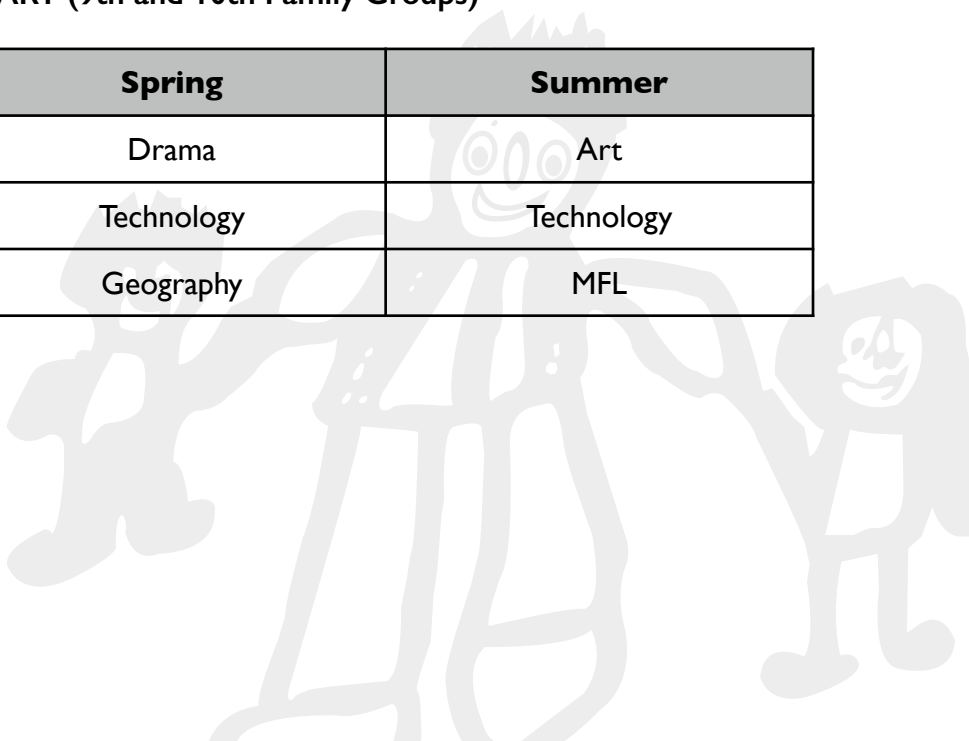
Autumn	Spring	Summer
Art	Dance	Music
Technology	Technology	Drama
History	Geography	MFL

SECONDARY (7th and 8th Family Groups)

Autumn	Spring	Summer
Drama	Art	Dance
History	Music	Geography
Science	Science	Technology

SECONDARY (9th and 10th Family Groups)

Autumn	Spring	Summer
Music	Drama	Art
Dance	Technology	Technology
History	Geography	MFL



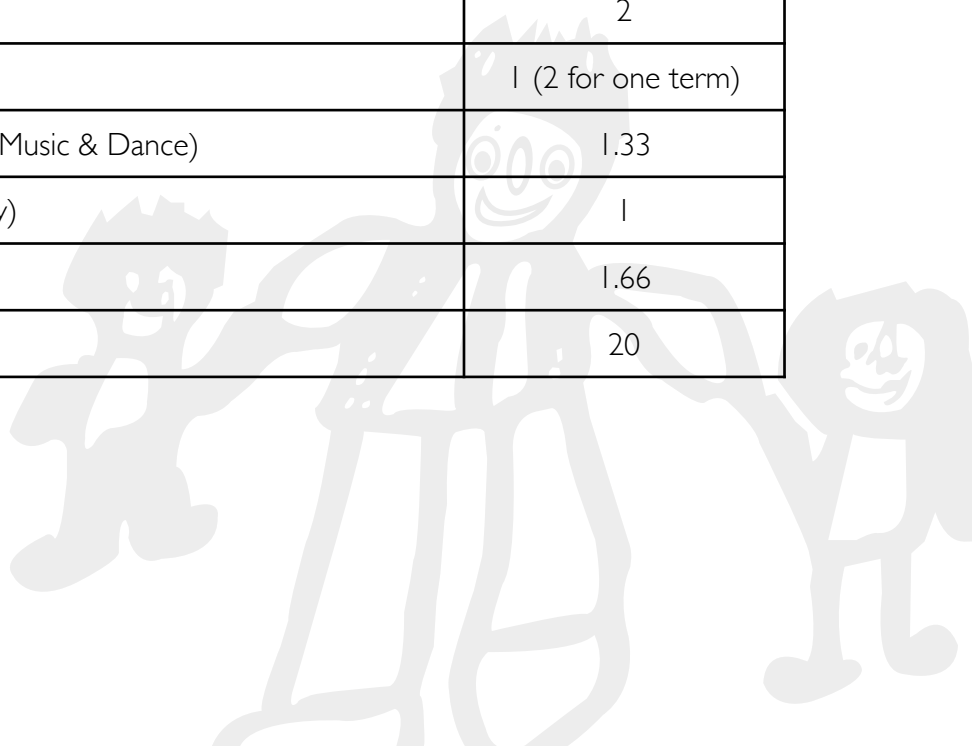
SUBJECT TIME ALLOCATIONS

Primary (1st and 2nd Family Groups)	No. of sessions
No. of sessions for covering IEP's, extension work, ICT and other extra group work	4
Language & Communication	4
Intellectual & Reasoning	2
Personal, Social & Health Education	1
Physical Education	1
Swimming	1
Numeracy	3
RE (inc. assembly)	1
Creative & Expressive (Art, Drama, Music & Dance)	1
Science & Technology	1
Total	20

Primary (3rd, 4th, 5th and 6th Family Groups)	No. of sessions
No. of sessions for covering IEP's, extension work, ICT and other extra group work	5 (4 for one term)
Language & Communication	4
Intellectual & Reasoning	1
Personal, Social & Health Education	1
Physical Education	1
Swimming	1
Numeracy	3
RE (inc. assembly)	1 (2 for one term)
Creative & Expressive (Art, Drama, Music & Dance)	1.33
Humanities (History and Geography)	0.66
Science & Technology	1
Total	20

Secondary (7th and 8th Family Groups)	No. of sessions
No. of sessions for covering IEP's, extension work, ICT and other extra group work	5 (4 for one term)
Language & Communication	3
Personal, Social & Health Education	2
Physical Education	1
Swimming	1
Numeracy	3
RE (inc. assembly)	1 (2 for one term)
Creative & Expressive (Art, Drama, Music & Dance)	1.33
Humanities (History and Geography)	1
Science & Technology	1.66
Total	20

Secondary (9th and 10th Family Groups)	No. of sessions
No. of sessions for covering IEP's, extension work, ICT and other extra group work	5 (4 for one term)
Language & Communication	3
Personal, Social & Health Education	3
Physical Education	1
Swimming	1
Numeracy	2
RE (inc. assembly)	1 (2 for one term)
Creative & Expressive (Art, Drama, Music & Dance)	1.33
Humanities (History and Geography)	1
Science & Technology	1.66
Total	20



CURRICULUM FRAMEWORK TECHNICAL APPENDIX

At Frank Wise School we follow an adapted curriculum, and all learners participate in subject-based lessons. Rich learning experiences are the vehicle for working towards foundational intellectual and reasoning skills (I&RS), language and communication skills, and social and emotional development. Many learners develop more complex cognitive skills, more sophisticated means of communication, and a greater degree of self-management. The school's curriculum framework strikes a balance between being prescriptive and descriptive. Clearly articulating these developmental sequences ensures that we achieve a high degree of consistency in approach across the school, without limiting how we respond to individual needs.

This annex describes discrete groups of skills that either complement or supplement the skills, knowledge and behaviours contained within the school's curriculum framework. It does not seek to be prescriptive and, as such, it is expected that it will be interpreted by teachers in more diverse ways.

Skills Documents:
The teaching team, led by subject leaders, have developed a series of skills documents aimed at supporting teachers to plan and deliver the school's curriculum. These skills documents vary in scope and scale. Some seek to describe a precise and granular sequence of learning within a particular subject in order to demonstrate what progression is expected to look like across the full spectrum of ability levels. Other documents seek to convey the breadth and interconnectivity of skills within a particular subject. At Frank Wise School all learners participate in subject-based lessons, and teachers use these skills documents in conjunction with the school's curriculum framework to design subject-based lessons that appropriately challenge pupils regardless of their developmental stage.

Higher Order Thinking Skills (HOTS):
These represent a group of foundational learning skills associated with both 'learning to learn' and 'learning to apply'. They have a conspicuous role in preparing our pupils to acquire new skills, and to be prepared to use them in school, outside of school, and beyond school. These skills have been categorised and described under the following headings; independent enquirers, creative thinkers, reflective learners, team workers, self-managers, and effective participators. These areas are cross-curricular in nature, and may be taught explicitly or implicitly within lessons. They may also be taught during transition times and as part of playtimes. Our description of Higher Order Thinking Skills overlaps with other discrete groups of skills, such as the Engagement Model and Metacognition, as well as socio-emotional skills associated with personal development.

The Engagement Model:
The Engagement Model represents a narrow group of foundational 'learning to learn' skills; initiation, exploration, realisation, persistence and anticipation. These skills are cross-curricular in nature. There is now a mandate for schools to have systems in place to narrate the progress pupils make towards this specific set of skills, and to report which pupils this is relevant for at the end of Key-stage 1 and Key-stage 2. However, these skills have existed within the school's curriculum for many years. They can also be seen within curriculum skills documents and guidance on Higher Order Thinking Skills. We would expect them to feature in a class of any age group within lessons across the curriculum, either explicitly or implicitly, as well as during transition times and playtime.

Enquiry:
Enquiry skills represent another group of 'learning to learn' and 'learning how to learn' skills; pupils follow a circular process in which they ask questions, plan investigations, obtain, present and consider evidence, present findings, and evaluate their process. These skills exist within the school's curriculum framework and guidance on Higher Order Thinking Skills, and as such are taught through lessons

across the curriculum. The very earliest foundations of these skills sit within curriculum areas such as early learning responses, play, and skills associated with the Engagement Model, which are taught through concrete experiences. They can also be seen within some curriculum skills documents, which describe a precise and granular sequence of Enquiry skills in order to demonstrate what progress is expected to look like across the full range of attainment levels. Metacognitive regulation represents a more abstract form of Enquiry skills, but is still pertinent for learners at all developmental stages.

Metacognition:
Metacognition represents the most abstract group of 'learning to learn' skills. Pupils learn to monitor, understand and purposefully direct their learning. It is a circular process in which pupils anticipate that a particular learning strategy or action will be successful, use it whilst monitoring whether it has indeed been successful, and then deliberately change (or not) their strategy or action based on that evidence. The very earliest foundations for these skills sit within t curriculum areas, such as early learning responses and turn-taking. At these earliest stages, there is also overlap with skills associated with the Engagement Model, such as realisation, persistence and initiation. Some pupils may learn to think in more complex ways, for example developing Enquiry skills. Whilst these skills are learned through concrete experiences, Metacognition represents a more abstract form of thinking. It requires pupils to draw on knowledge of themselves, to anticipate the needs of the task, and their prior experiences, in order to plan the best strategies to meet the needs of their own learning, to monitor how successful this is, and evaluate afterwards. Metacognition also draws on socio-emotional skills associated with personal development, such as self-awareness, self-management and responsible decision-making.

Personal Development:
Pupils learn to on draw 'socio-emotional' skills on in order to fully attend to, participate in and persevere with their learning. Pupils learn to persist with their learning towards an intended outcome, even when they are not immediately successfully, when they receive feedback, or fare poorly compared with others. This includes developing a self-belief that success or an outcome will be achieved eventually, either with practise, effort, or through finding alternatives. Personal development is not achieved through any discrete 'intervention', but instead reflects a whole school culture of high expectations. Pupils learn to accept the deliberate fading of adult support, and to work towards demonstrating a skill across a range of contexts and situations independently. These socio-emotional skills do not feature explicitly in the school curriculum framework. However, they do align with wider personal development that we seek to achieve through our school curriculum, as well as skills associated with the Engagement Model (initiation, exploration, realisation, persistence, and anticipation), Higher Order Thinking Skills, Enquiry and Metacognition; they all mutually support in the development of each other.

Character Education:
Character Education represents a group of 'socio-emotional' traits which can improve outcomes in school, outside of school and beyond school. Examples of these include resilience, empathy, adaptability, and the ability to tolerate and succeed during new experiences, which our alumni families say can be crucial for our pupils when they reach adulthood. The early stages of this are developed in the Foundation Family Group and 1st Family Group, where pupils develop the ability to 'learn well' in accordance with the Characteristics of Effective Learning (Development Matters). Character Education includes elements of Personal Development, such as the ability to be internally motivated to achieve and persist, even through challenge. It also includes aspects of Metacognition, such as the ability to reflect on situations and self-regulate better in the future. The term 'Character education' is relatively new, and has seemed to be a fleeting government agenda. However, it promotes traits already aligned with the school's aims, values, ethos and curriculum. For decades the

school has provided a wide variety of curricular and extra-curricular opportunities to help our pupils to explore and express their character from the earliest years, in preparation for adulthood. These include: subject lessons, Inclusion, playtimes, assemblies, whole school events like Sports days or Curriculum days, the school choir, class day trips and residential trips.

Therapist supported services

At Frank Wise School there are a number of therapist supported services that offer positive effects to our learners, whilst also developing skills, knowledge and behaviours aligned with the school curriculum. For example, Physiotherapy is known to increase flexibility, stamina, strength, and have lasting benefits to physical health. Meeting pupils' physical health needs is a priority for class teams, and this happens throughout the school day. This provides a solid foundation for learning to occur based on educational priorities, such as the development of basic functional motor skills and developing movement patterns, by which pupils learn increased body awareness and control. Equally, Speech and Language therapy is known to promote social, emotional and mental health and wellbeing. This provides a solid foundation on which educational priorities such as skills associated with communication, interaction, phonology, and feeding can be built; skills that feature explicitly in the school's curriculum framework. Occupational therapists support our pupils' abilities to complete everyday tasks, both to access their learning and to develop independent living and personal care skills. We work closely with therapist professionals to meet pupils' foundational needs, as well as to plan learning opportunities and narrate the progress pupils make.

Commercial schemes

At Frank Wise School we use a limited number of commercial schemes. We do not use commercial schemes unless both the skills being taught and the teaching methodology the scheme advocates can be demonstrated to align fully with both the school curriculum and its underlying rationale. The value of commercial schemes, when suggested, is always be considered through this lens. Handwriting without Tears and Pragmatic Organisation Dynamic Display (PODD) are examples of commercial schemes the school uses consistently; our practices and resourcing closely aligns with the methodology and philosophy. Other commercial schemes, such as Intensive Interaction, focus on teaching skills that feature in the school's curriculum framework but advocates the use of a methodology misaligned with the underlying rationale of the school curriculum. Thus, while pupils are taught formative communication skills such as vocalisation, imitation and turn-taking within a social interaction, we do not 'do' Intensive Interaction. Similarly, Picture Exchange Communication System (PECS) is a type of Augmentative and Alternative Communication (AAC) that uses pictorial symbols or photos to teach intentional, functional communication. The school uses pictorial symbols and photos extensively to support teaching and learning, but does not follow the highly structured system advocated by the PECS approach.

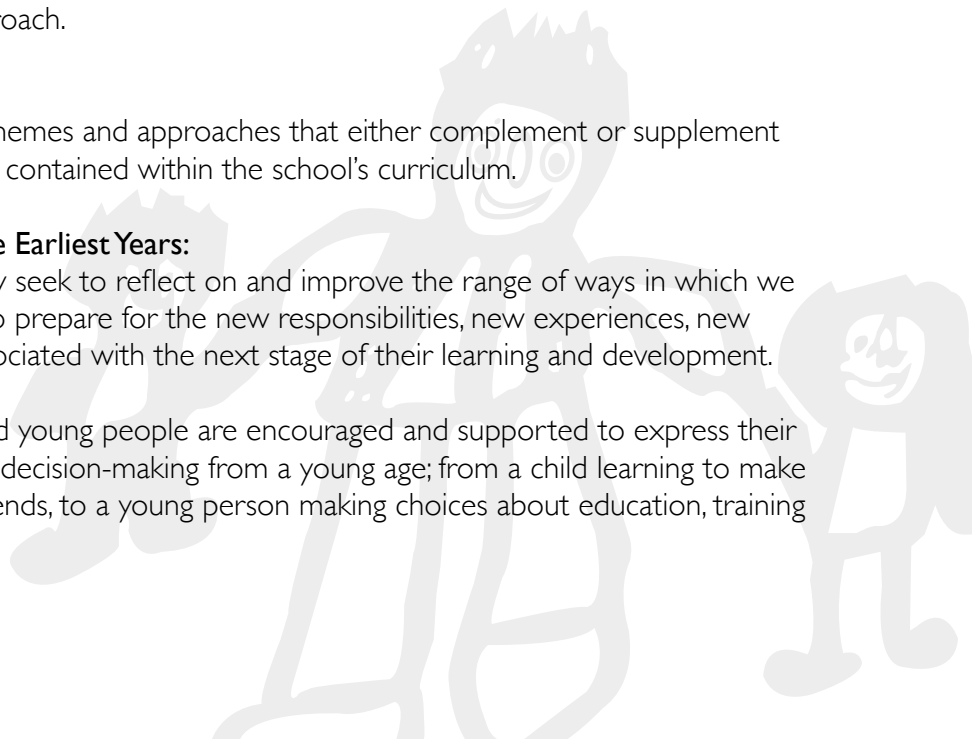
Additional themes:

The section describes overarching themes and approaches that either complement or supplement the skills, knowledge and behaviours contained within the school's curriculum.

Preparation for adulthood from the Earliest Years:

At Frank Wise School we continually seek to reflect on and improve the range of ways in which we enable children and young people to prepare for the new responsibilities, new experiences, new opportunities and the new risks associated with the next stage of their learning and development.

- **Self-advocacy:** Children and young people are encouraged and supported to express their views and to participate in decision-making from a young age; from a child learning to make choices about food and friends, to a young person making choices about education, training or employment.



- **Thinking skills:** At Frank Wise School children and young people develop the knowledge, skills and understanding, appropriate to their individual needs. Critical-thinking and problem-solving skills are also developed in order to prepare children and young people to be able to draw on the appropriate skill or combination of skills required by a given situation.
- **Skills for independent learning:** Appropriate supports are used to scaffold pupil learning, in whatever context that learning may occur. We then seek to remove this scaffolding, and to consolidate, generalise and extend these skills so that they are transferable to life outside of and beyond school. This may happen during group lessons, play times or during transitions, and either on the school site or out in the community. Crucially, we create opportunities for pupils to develop and demonstrate them on a less closely supervised basis, and with the minimum of adult intervention.

Working memory and cognitive load:
Working memory is the system in the brain that describes our capacity to retain, process and manipulate information. Working memory has its limits, and as information becomes more complex it becomes that much harder for us to hold that information in our brains and to process it. This can lead to a sense of overload. Some pupils may experience more difficulty with learning because of underlying challenges with, or constraints on, their working memory. Working memory also facilitates other related processes that support learning. For example, greater demands on working memory can limit a pupil's ability to maintain their attention, making it difficult for them to learn information that is presented in a complex way.

At Frank Wise School we routinely use a number of strategies to support learning and comprehension. These include:

- repetition and over-learning
- use of clear and concise language
- breaking down of learning or tasks into smaller components
- incorporating multiple modalities into learning activities
- teaching self-scaffolding strategies
- reducing support in order to promote independence.

These strategies are evident in our universal provision, as well as in targeted and specialist interventions.