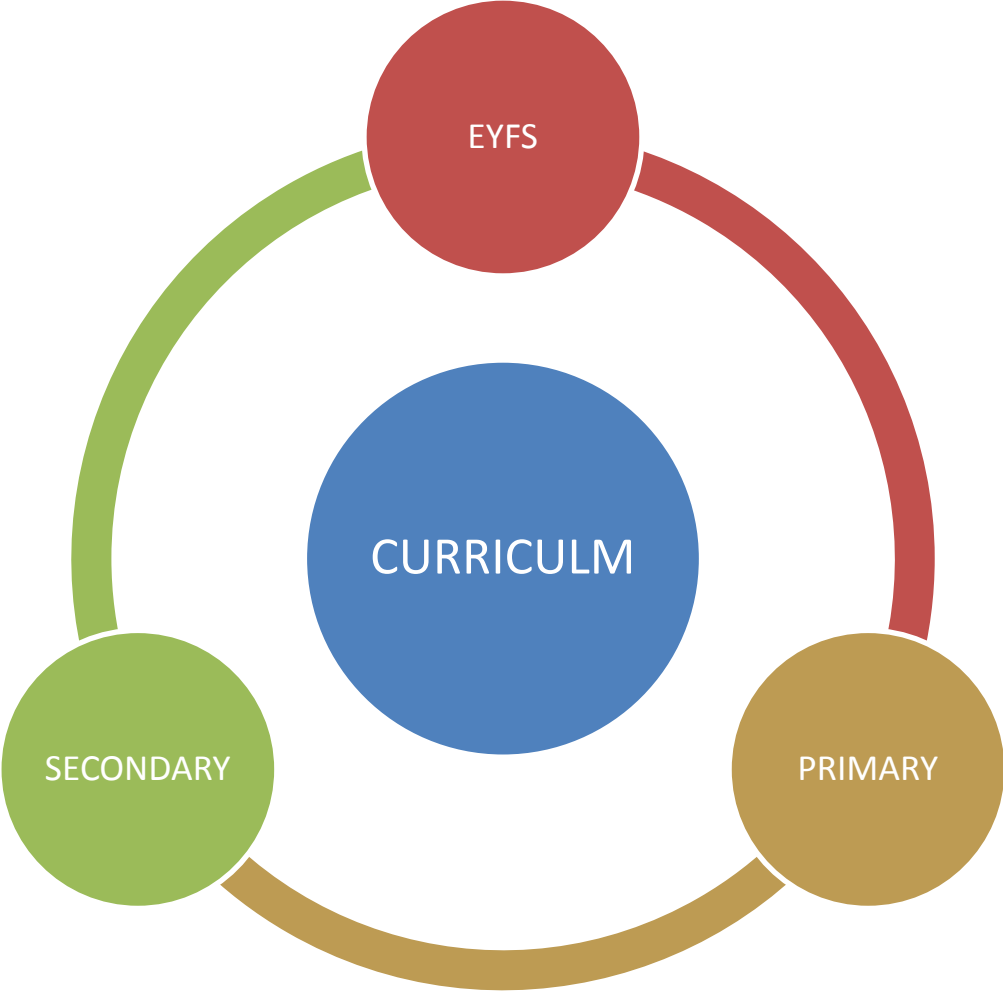
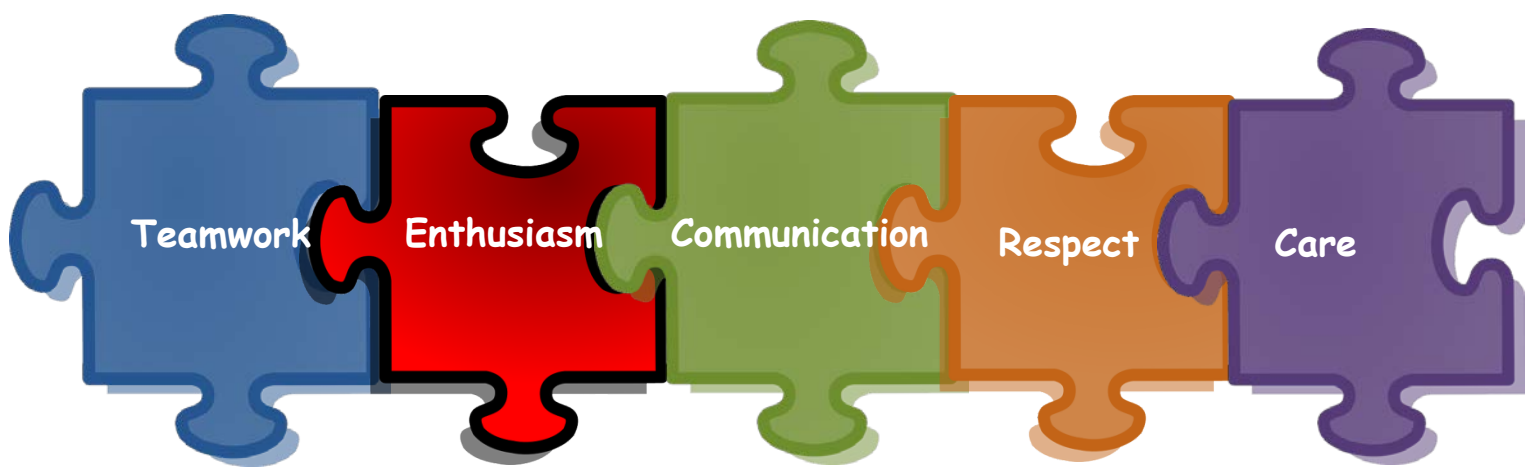


# Paternoster School Curriculum Overview





## Rationale

At Paternoster school we recognize the importance of providing a curriculum which:

- Is balanced and broadly based but flexible and creative that takes into account of the differing abilities and experiences of our pupils and will provide an education appropriate to individual needs, interests and abilities.
- Is stimulating and challenging.
- gives pupils the opportunity to develop and learn within a supportive atmosphere, which fosters positive attitudes to learning and leads to success and achievement.
- promotes pupils' engagement in learning through enquiry-led approaches that develop skills and a positive attitude to learning
- provides opportunities for pupils to promote the spiritual, moral, social and cultural development that will prepare all pupils for the opportunities, responsibilities and experiences of life whilst encouraging them to learn and achieve.
- encourages a caring and respectful attitude to each other and to the community
- develops self-confidence and promotes independent living and work related living skills
- has an emphasis on Communication and Literacy across the Curriculum. We use a range of augmentative or alternative strategies to promote the ability of some learners to communicate successfully, enabling them to respond and interact to their full capacity.

At Paternoster we have a wide range of pupils in age and special needs. We have pupils from Early Years to Key Stage 4 and their needs and abilities range through all cognition levels from moderate and additional learning needs (MALD) to severe learning needs (SLD) or profound and multiple difficulties (PMLD). Pupils also have other specific needs that can affect the way they access their learning. Therefore, our provision needs to be relevant, accessible and fun to help remove any barriers to learning.

We give emphasis to encouragement and enjoyment in our teaching so that pupils feel happy to come to school and look forward to the challenges within the school day. The relationship that builds up between staff and pupils is placed at the heart of our work and creates the trust that is required for our pupils to make progress.

In order to provide the best curriculum which will meet the needs of each pupil in the school, there is flexibility in terms of;

- Curriculum content
- School organization/ provision
- Strategies to deliver the curriculum

The school believes that the curriculum should comprise of all learning and other experiences that are planned for its pupils and that the New National curriculum, framework is an essential part of this. However, we operate a mixed approach to our curriculum. The subject areas of literacy, numeracy and ICT are taught in a structured and discrete way, while the other National curriculum subjects are taught thematically to increase the engagement of pupils. PSHE is not a statutory requirement; however, for our pupils we consider it to be a core subject. Some subjects are taught through special days or themed weeks so that they are more accessible e.g. French week, poetry day or book week.

### **Pre-formal Curriculum**

Pupils working below P4 access require a more sensory route to learning and access the curriculum at a sensory level based on

- Communication and Interaction
- Cognition and learning
- Sensory or physical needs
- Social, emotional and mental health
- Self-help and independence

The curriculum is as broad and balanced as possible whilst meeting the very individual needs of our students with PMLD and lessons are based on early developmental skills. Most of our pupils with profound learning difficulties have additional sensory or physical impairments and/or medical conditions. School staff, therefore, works closely with Speech and Language Therapists, Physiotherapists and Occupational Therapists in order to establish the most effective sensory input or provision for each pupil. Visual and music therapy programmes may be an integral part of our pupils' curriculum.

### **SLD Curriculum**

Pupils with Severe Learning Difficulties (SLD) will access the curriculum with differentiated targets broken down into small steps. They may need additional help to access the curriculum through the supported use of technological aids or communication aids. Pupils with an autistic spectrum condition will have their access to the curriculum modified through specific teaching arrangements which will influence the curriculum:

- Sensory and integration strategies
- Visual and kinesthetic strategies
- Communication and social integration

### **EYFS**

Pupils in the Early Years Foundation Stage (EYFS) are usually in a mixed EYFS/key stage 1 class due to small numbers of children of this age in school. They follow the statutory EYFS framework.

### **The Areas of Learning and Development**

There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for

building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

. Pupils are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **Characteristics of Effective Learning**

Throughout the EYFS curriculum, staff reflect on the characteristics of effective learning, which include:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

As outlined in Development Matters, on-going formative assessment is at the core of our practice. We observe pupils as they act and interact in their play and exploration, during everyday activities and through targeted focused independent and adult led activities. We plan rich and engaging sensory activities and experiences utilizing and building on their individual interests. We consider ways to support pupils to strengthen and deepen their learning and development, using the development statements to identify possible areas in which to challenge and extend their learning.

We work closely with parents to learn about their child's progress and interests at home, sharing 'WOW' moments with them we also include parents in their child's learning through the daily diary and discussions with parents.

We also gain information advice and support from other professionals working with the child. This joint up working is vital to building up a bigger picture of the child's journey and progress. Their progress is tracked through the EYFS profile and recorded on observation sheets

The EYFS curriculum provides development and learning opportunities as well as developing key relationships making sure children feel secure in line with EYFS documentation. Pupil in EYFS will be working on topics and themes similar to those being studied throughout the school enabling our youngest pupils to be involved in wider school activities where appropriate. In Early years there is a three year rolling programme of themes.

## EYFS Themes

Year/ term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	All About Me Colour	All About Me Christmas	Woodland Animals Winter	Woodland Animals Growing	Minibeasts Outdoors	Minibeast Seaside
Year 2	Me and My World Autumn	Me and My World Christmas	Rhyme and Books Winter	Rhyme and Books Weather and Spring	Wonderful World	Wonderful World
Year 3	All About Me Autumn/ Harvest	All About Me Christmas	World Animals Food	All About Me Flower and Spring	Wheels Wings	Journeys Water

Pupils are assessed during the first few weeks after school entry to enable staff to set appropriate targets for each individual child. A formal assessment is then made at the end of the Reception year, and this is called the Foundation Stage Profile. The learning outcomes link to EYFS profile and Development Matters ensuring that we track progress over time.

## Primary

The primary phase broadly follows programmes based on the New National Curriculum through a thematic approach. We provide a curriculum that is stimulating and fun and follows the needs of the children. The New National Curriculum forms part of the whole curriculum: Programmes of study which include History, Geography, Science and Design and Technology are followed where they are relevant and accessible. Much use is made of outdoor learning including educational visits as well as creative activities to enhance the curriculum.

The curriculum focuses not only on academic development but on specific areas of development such as communication, social, physical and emotional needs. It offers a comprehensive approach to learning with an emphasis on real life situations, decision making and problem solving. Pupils are encouraged to experience, explore and question. English and Communication is given a high profile and specialist approaches are used in communication e.g. Makaton signing is used throughout the school. We have introduced a thematic curriculum several years ago and designed the rolling programme with the needs of our pupils in mind, but also ensuring that all aspects of the programmes of study from the New National Curriculum are included.

This is delivered through the themes

### **Key stage 1**

Year/term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Ourselves	Celebrations	Once Upon a Time	It's Party Time	Living Things	Under the Sea
Year 2	My World	Arctic and Antarctic	House and Homes	Grow Your Own	Let's Roar	Buried Treasure

### **Key stage 2**

Year/term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Super heroes and Pirates	Let's Celebrate	Land of the Giants	Gardeners World	Sports Mad	I Do Like to Be Beside the Seaside
Year 2	Ourselves	Circus	Time Travellers	Amazing Discoveries	We're All Going on a Summer Holiday	We're All Going on a Summer Holiday

In addition to acquiring skills and knowledge through a broadly balanced curriculum, Teachers in key stage 1 and 2 encourage and support pupils to become independent, growing in confidence and maturity so that they can enter the secondary phase of school, and preparing them for adulthood

### **Secondary**

In KS3 all students follow the National Curriculum; however, the skills are selected from the Key Stage appropriate to individual levels of attainment. English, maths, science, humanities (history and geography), art, music, ICT, food technology, physical education, swimming, religious education, French and careers are all taught to pupils in Key stage 3. The work is broken down into small achievable steps to help all our pupils achieve. Life skills and personal, social, health and citizenship play a great part in the secondary curriculum. Pupils in Year 9 follow a License to Cook food technology lesson. Computing is a key part of our curriculum. There is a three year rolling programme of themes.

## Key stage 3 and 4 themes

Year/term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Healthy Lifestyles	Beliefs and Values	Identity and Cultural Diversity	Road wise	The World on My Plate	Shakespeare
Year 2	Animals	Let's Celebrate (Festivals)	Global Dimensions and Sustainable Development	Fire and Rescue	Technology and Media	The World at War/ Law and Order
Year 3	Reach for the Stars (Space)	My Changing World	Save Our Planet (Rain Forest)	Relationships	Enterprise	In My Life Time

Communication plays a great part in the secondary curriculum. The school staff works closely with the speech and language therapist to plan and follow activities to encourage the development of speech and language.

In Key stage 4 there is increased flexibility in the curriculum in order for pupils to achieve OCR accreditation.

Courses leading to externally accredited qualifications and awards are integral to the future success and well-being of our young people. We offer

- Entry Level Mathematics, English, ICT and PE (where appropriate)
- Entry level/Diploma in Life and Living Skills

OCR modules focus on skills including communication, numeracy and PSHE (Personal, Health and Social Education) as well as life skills which aim to develop individual personal autonomy and independence. Life skills involve learning to travel and to shop independently, as well as independent living skills. The pupils are encouraged to make the right choices and decisions in school life. The accreditation is nationally recognized by OCR and demonstrates recognition of the students' achievements.

In key stage 4 pupils will participate in focus weeks when the modules they undertake will work towards enterprise, and work related skills. These modules help to demonstrate to the students their roles and responsibilities as part of the wider community of which they are an important and integral part.

Each pupil attending the Secondary phase will be encouraged to develop as an individual adult able to make their way in the world. The students are encouraged to be as independent as possible and to be aware that their actions have implications not only for themselves and for others.

We aim to develop an enjoyment of learning that will continue beyond school. We work with local colleges, the Career Service and Social Care providers to plan for successful student transition at 16.

## **Reading and Phonics**

At Paternoster we consider enjoying and experiencing books and reading to be one of most enriching and rewarding skills. We aim to create a stimulating environment where children are encouraged to engage with and experience books and all forms of written material. The reading and literacy opportunities that we provide reflect the unique learning needs of our pupils. We provide a range of experiences that include multi-sensory approaches and encourage practical application of reading to support the development of life skills. Where appropriate pupil participates in phonics and regular story-telling sessions that are fun-filled opportunities to develop speaking and listening skills. We use the Oxford Reading Tree Scheme and Letters and Sounds phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. There is a daily reading slot after lunch where pupils will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the pupils' comprehension skills. A range of computing programmes are used to enhance learning.

## **Total Communication**

Paternoster School promotes the process of Total communication for pupils and their communities throughout the county of Gloucestershire. Our Philosophy is that communication is a basic human right through which people are valued by themselves, different communities and Societies.

Paternoster School is part of the Gloucestershire Total communication Project, our aim is to ensure that all pupils with Total communication needs have a consistent and coherent approach to meeting their needs throughout their lives and environments, helping to make consistent and positive differences in their lives. We follow strategies which enable children and young people to have equal opportunities to:

- express their needs
- make friends
- be included
- make choices
- achieve independence
- learn
- express feelings
- feel less frustrated
- understand others.

Staff at Paternoster School support students with a variety of communication strategies, depending on the needs on the individual. These include:

- Signing- GTC
- Symbols- Using the communication in print programme
- PECS- Picture exchange communication system
- Communication profiles and placemats
- Objects of reference
- Photographs
- Eye pointing and E-Tran frame
- Eye gaze technology



- VOCAS- Voice output communication aids
- Voice output - Go Talk, Big Mac-switches.
- iPad – using Widgit Go
- Intensive interaction.
- Music therapy
- Visual aids
- anything that promotes a more effective two-way communication

We have one teacher who is responsible for Total Communication at Paternoster School. Gloucestershire Total Communication have produced five signing DVD's which cover basic signing, intermediate signs, religion, food and drink, colours and animals. These are available to purchase from school.

Information about Total Communication courses can be found on the following website.  
<http://totalcommunication.org.uk/>

## **British Values**

At Paternoster School we promote British Values through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

British Values have been identified as:

**Democracy** - The ability to communicate is the most important area of learning. At Paternoster we ensure that pupils are given a 'voice' to communicate. The method of using this 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing, body language or an electronic communication aid. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

**Rule of Law** - We involve pupils in setting codes of behaviour (classroom ethos); helping pupils to make decisions and choices that are acceptable to the school community and society at large. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. We can help some pupils to understand the connection between actions and consequences.

**Individual Liberty** - Pupils at Paternoster are encouraged to become good and valued pupils. We do this by supporting each pupil to become as independent as possible. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief, Children in Need Macmillan Coffee morning. At Paternoster we believe that by producing a caring and helpful environment and by learning to be independent will boost and nurture a healthy self-esteem.

**Mutual Respect** - We promote each pupil's inclusion, where possible, in a range of activities, settings and locations. Planned events and activities are organised for pupils to go into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

**Tolerance of different faiths and beliefs** – at Paternoster each person is respected and valued equally without regard to ability, gender, faith, heritage or race, Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing opportunities to participate in events and celebrations which broaden all pupils' experiences and awareness of others. Our Assemblies help all pupils to find out about themselves and others, linking their lives to the communities to which they belong. Our assemblies are also a celebration of pupil achievement. Pupils are encouraged to experience British culture and values through our curriculum themes. Pupils visit a wide range of local and national venues, including day trips and, for some pupils a residential trip. We also invite visiting theatre groups to perform plays. As a school, we take part in local sporting activities which help to instil fair play and produce a team spirit. The staff work closely with parents, carers and other professionals to ensure that the pupils at Paternoster are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community,

The following policies are linked to the curriculum policy

- Teaching and Learning policy
- Assessment, Recording and Reporting policy
- EYFS policy
- Equal Opportunities

For any further details about the curriculum please contact Jennie Walsh, Deputy Headteacher or 01285 652480



### Appendix 3 - Key Stage 3 and 4 Topic Webs

Themes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Healthy Lifestyles	Beliefs and Values	Identity and Cultural Diversity (Africa)	Road Wise	The World on My Plate	Shakespeare
Year 2	Funny Bones	Let's Celebrate (Festivals)	Global Dimensions and Sustainable Development (India)	Fire and Rescue	Technology and Media	The World at War/ Law and Order
Year 3	Reach for the Stars (Space)	My Changing World	Save Our Planet (Rain Forest)	Relationships	Enterprise	In My Life Time