

LONGWILL SCHOOL FOR DEAF CHILDREN

CURRICULUM POLICY

January 2017

Longwill School

Curriculum Policy

Statement of Policy

The policy at Longwill has been developed to enhance the lives of profoundly Deaf sign bilingual children. We aim to provide the fullest possible coverage of all the areas of the statutory National Curriculum in combination with the consideration of the special educational needs of the Deaf.

The rationale for the development of Curriculum in Longwill

- The policy has been developed to match the stated aims and mission statement of the school.
- The curriculum is broad and balanced and reflects the aims and provision of National Curriculum 2014 and Early Learning Goals in all subject areas.
- High standards are obtained through a rich, varied and exciting curriculum which develops children in a range of ways (see Appendix 1).
- The curriculum continues to support the five intended outcomes from the 'Every Child Matters' Agenda (2003) and although this is dated, it continues to influence our vision for education and learning at Longwill.
- The curriculum is agreed and shared by all Governors and staff members and discussions are offered to the wider school community. Discussions are ongoing and curriculum is monitored and evaluated and changed, where necessary, to reflect the school's needs and changing priorities.
- Key Skills for learning; communication, application of number, computing, working collaboratively, questioning, improving own learning, problem solving and thinking skills have been woven into each Curriculum area and these key skills are reflected in the planning and delivery in all phases.
- We are committed to building resilience and self-esteem in Deaf pupils and adopt 'Building Learning Power (BLP) as a school-wide approach to helping pupils become better learners.

Common Values and Purpose

Our curriculum:

- Is broad, exciting and challenging and aims to achieve high standards in English and Maths;
- Continues to embrace the five outcomes which was set out in Every Child Matters - Stay safe; Be healthy; Enjoy and achieve; Achieve economic well-being; Make a positive contribution;
- Is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them;
Is carefully planned and structured to ensure that learning is continuous, and that our pupils make expected and above expected progress;
- engages the children's interests and curiosity, encourages and motivates them to want to learn;
- Is exciting and promotes first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding;
- Will open their eyes to the wonders of the world about them and cause them to marvel at the incredible and fantastic world in which we live.
- Encourages pupils to ask questions, make connections and links, work collaboratively and develop a thirst for learning which will stay with them throughout their lives.
- Our curriculum is structured to ensure that all pupils from the earliest opportunity are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.
- Our school celebrates all teachers and other professionals as 'life-long learners' committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experience.

A Rights Respecting School:

- As a Right Respecting School, Longwill does its' best to ensure that all pupils are aware of their rights to a rich and diverse education. This is outlined in several articles of the UN Rights of the Child e.g. **Article 28** You have the right to good quality education. **Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. **Article 30** You have the right to practice your own culture, language and religion - or any you choose.

Aspects regarding the pupil's Deafness

- The curriculum provides opportunities for our profoundly Deaf pupils to learn British Sign Language in order to achieve the fullest possible educational advantage in school and later in their lives.
- Deaf Studies is taught to all pupils throughout the school. Deaf members of staff plan and deliver Deaf Studies lessons once a week. This covers issues around Deaf culture and community, history, technology, communication and language.
- The place of teaching assistants and Deaf adult communicators is considered vital for the best possible delivery of curriculum in Longwill. They are included and consulted in all developments and there are regular meetings and discussions.
- The curriculum promotes pupils' spiritual, moral, social and cultural development preparing them for the opportunities, responsibilities and experiences of life as a Deaf person in a Hearing world.
- The approach to the curriculum is varied but reflects the need for deaf children to directly experience the world. Provision is made for the pupils to make visits, be involved in residential trips, environmental visits, and forge links with local mainstream schools with an aim to extend their understanding of the world they live in.
- A creative curriculum, where subject areas are linked together by a common theme is particularly useful for deaf children. Meeting target vocabulary regularly and exploring concepts from a variety of different angles reinforces the new language that a deaf child has to assimilate.

Aspects regarding the specific Special Educational Needs of some children

- The curriculum aims to meet the children's diversity of levels, starting places, abilities and special educational needs.
- Outside agencies, offer a range of input and advice to teachers and Learning Mentors; they are used to the fullest advantage of each individual child. Joint working practices are supported by management, in providing time for discussions, rooms to work in, joint planning and access to staff for the best use of their expertise.
- The place of therapy for some children is built in to the timetable and is directed by their need and entitlement.
- Some children can benefit from regular inclusion. Provision is made, and supported, in local mainstream primary schools with fortnightly visits where pupils engage and learn alongside hearing peers. Special inclusion programmes which take into account the needs of individual pupils' communication needs will be considered.
- Close links with local mainstream schools offer pupils the opportunity to collaborate with hearing peers. Drama, R.E, Art, Signed Singing, E-Safety and outdoor learning provides a suitable context for shared projects.

Aspects of work with Parents

- The dedication of staff who work with parents in and out of school offers the best possible working practice for the delivery of the curriculum to the children.
- Curriculum development is shared with parents. Presentations to parents during parent consultation meetings, with interpreters for the variety of home languages are well established.
- Curriculum targets are set for pupils every half term. These are shared with both parents and pupils and reviewed regularly.
- 'What's On' and 'What's Happened' booklets are sent home at the start and end of each half term. These outline the curriculum aims for each class and encourage pupil voice and viewpoint at the end of each topic to showcase and reflect upon their learning. (see appendix 2)
- Play Station Portable devices (PSPs) are issued to each pupil to encourage photographs and video exchange between home and school. It encourages curriculum links to be created and followed up in the home environment. The PSPs act as a tool to promote language development and communication. They are an important tool to help reduce the geographical divide between home and school.
- The school website informs parents of events, trips and important dates. It celebrates pupils work and allows parents to see photos of special school events. This can be viewed at: www.longwill.bham.sch.uk

- The home/school liaison team is committed to working with parents in both environments to increase the children's opportunities.
- Parents, pupils and staff sign a Home-School Agreement every year so that pupils' learning can be optimised.

Aspects regarding Management of the Curriculum

- Faculty leads oversee groups of subjects and encourage shared discussions, planning, assessment and resourcing (See appendix 2). Each subject area has a curriculum subject leader, responsible for its management. Adequate time is given for the management of the work and a rolling programme of Monitoring and Evaluation, including observations and meetings, is in place. A teaching assistant works with the subject leaders to support them in this area of responsibility.
- Curriculum policies are written for each area. The subject leaders, in consultation with Senior managers, develop the schemes of work. Decisions are made regarding breadth, balance and depth of each unit of learning depending on the needs of a particular group. All are designed to meet the needs of Deaf children in particular. Coverage of the programmes of study is regularly monitored by subject leaders and the lead for curriculum.
- Alongside the National Curriculum we have a well-established 'local' curriculum. The local curriculum promotes the teaching of learning of life skills and self-awareness in deaf children. Provision is made for pupils to engage in environmental activities- Eco Warriors, gardening, Deaf Studies, Circle Time, lunch time clubs, Forest Schools, being a Rights Respecting School etc..
- Outcomes of policy are reflected in the long-term, mid-term and weekly planning. Links are made whenever possible to make the best use of Teaching and Learning opportunities.
- Progress, achievement and attainment in the curriculum are measured in a range of ways. National Testing and assessments at KS1 and KS2 take place, if appropriate. We track and monitor regularly to assess the progress and attainment of each pupil against the National Curriculum year statements and P Level descriptors by identifying what has been taught (T), where pupils are in their learning; emerging (E), developing (D) or secure (S) TEDS. During annual reviews of statements and/or education and health care plans the IEP outcomes are used to evaluate teaching and learning.
- Furthermore, we are able to benchmark our data alongside other deaf children via the Sign-Bilingual Consortium, to ensure that the curriculum, teaching and learning are securing high standards for deaf children.
- Assessment for Learning informs the teacher about the pupil, influences the curriculum planning and the way it is delivered (see Assessment Policy).

Every Child Matters

Our curriculum design is still influenced by the five outcomes within the ECM document.

These are:

- Enjoy & Achieve
- Stay safe
- Be Healthy
- Make a positive contribution to the community
- Achieve economic well being

We do this in subject areas, throughout our daily lives within school and in the activities we offer to the children. For example,

| | | |
|-----------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enjoy & Achieve | All day | School visits and residential trips Visitors (deaf and hearing) School rules/Class Rights Respecting Charters Exciting relevant curriculum Learning Mentors role |
| Be Healthy | Science | See Science Policy |
| | Healthy Schools Standard | Healthy Schools Standard (Enhanced Model) Fruit scheme for whole school Lunch time clubs |
| | PSHE | See PSHE overview SEAL and Circle Time Phase and whole school assemblies |
| | Deaf Studies | Weekly throughout school. See wall displays |
| Stay Safe | PE | At least 2 hours pw PE Weekly swimming for all pupils Sports Partnership events Sports Clubs at lunchtimes |
| | PSHE | Safety week throughout school SRE programme Rights Respecting School Peer Mentors |
| | Visitors & Visits | Firecrew visit, Nurse, Police, Safeside, Bright Sparks |
| | Whole school | Risk assessments, Risk Reduction plans Assemblies |
| Make a positive contribution to the community | PE | See PE policy |
| | PSHE/Citizenship | School Council Eco warriors Club Gardening Club Forest Schools Nurture Group Building Learning Power focus (BLP) Allotment School Council Circle Time Y6 Prefects |
| Achieve economic well being | PSHE | Money management projects Dragons Den- Tycoon in Schools Fundraising for other causes Community Projects |

Teaching Group Arrangements

- Main school is divided up into two Teaching and Learning Groups (TLG) Lower School Years 1-3 and Upper School Year 4-6, led by a senior teacher. Together staff plan for the medium term and short term, in line with the long term themes.
- Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements of the Education Reform Act 1988, the revised National Curriculum 2014 and the changing needs of the school. The review of all curriculum policies takes place over a three year period as laid out in the Self Evaluation Framework.
- Projects are organised flexibly according to the amount of learning and relevance to National Curriculum outcomes. This means that topics are not necessarily half a term in length.
- A long term Curriculum map for each class in school is developed and shared with parents on the school website (see Appendix 2 for exemplar). This gives a brief indication of what is taught within each curriculum area and makes cross curricular links to the rotational topics.

Long Term Planning

- The Curriculum Framework is based on a rotational cycles of themes. It provides teachers with an overview of what is taught throughout the school and identifies consistency of teaching. (See appendix 3)
- We have Curriculum Maps for all subjects. These maps identify knowledge, skills and understanding, and the progression of learning throughout the school. Subject leaders review curriculum coverage within their subject and the policy which informs long term planning as part of the monitoring and evaluation cycle (see M&E Policy)

Medium Term Planning

- Subject leads monitor and evaluate termly or half termly to identify learning objectives that link to the National Curriculum and the school's Curriculum Framework.
- They map out: activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities.

Short term planning

- Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis.
- They evaluate their plans in light of their teaching and observations of pupils and amend plans based upon their findings.

Curriculum Hours

- The subjects and their timetable allocations are based on a 32.5 hour week, with six and a half hours of lessons a day Monday to Friday. This is inclusive of daily registration and collective worship (see appendix 4).

Foundation Department

The department follows the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in March 2014 by the DfES. This is used alongside the non-statutory Development Matters guidance to implement the requirements of the EY framework for learning and development.

The curriculum is organised around six specific areas of learning:

- Personal, social and emotional development;
- Communication, language and literacy;
- Mathematical development;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

- The EYFS curriculum illustrates how the 'Characteristics of Effective Learning' may be supported and extended by adults as well as the way in which they underpin the 'Prime' and 'Specific' areas of learning.

- There is a cross-curricular approach to the curriculum. A cycle of half-termly topics ensure full coverage.
- The main focus is on the development of early communication skills and the timetable reflects the bilingual nature of this. Most, but not all children arrive in the Department requiring a 'Language catch-up' at best, or an introduction to a first language in some instances.
- Native and skilled signers use BSL at specific times of the day. English is taught, mainly through spoken modelling of the language and in a functional way through activities overlaid by conversation. Good use of stories and songs in signed supported English is the main way of delivering the English curriculum. Language overlays all the activities during the day.
- There is a 'working towards' approach to a more formal curriculum in Reception. They learn alongside Early Years for play activities but work in increasing amounts of time for Literacy and a short Maths lesson as the year progresses.
- The topic cycle followed in Reception gives opportunity for meeting the same language and reinforcing the language and concepts of a particular curriculum area at a higher point of progression in the spiral. (See Foundation Policy Document)
- Deaf Studies is taught so pupils can develop a clear understanding about Deaf Culture, Identity, community, technology and history. This is planned and delivered weekly by a Deaf member of staff in each class.
- Free Flow is an important part of the weekly timetable.

Lower School

- When pupils move into Year 1, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when pupils have reached that stage in their development
- There are daily English and Maths lessons.
- The children have BSL time, mainly via story and conversation groups with a Deaf adult.
- Science and DT are integrated into the half termly theme where possible and can sometimes form separate weekly projects.
- Years 1 & 2 work a topic cycle based on the programmes of study for core and foundation subjects. (See individual subject area policy documents for details)
- The co-ordinators for each subject area are responsible for the monitoring and evaluation of the curriculum in Key Stage one and Foundation.
- PE is a whole key stage lesson and there is a weekly dance lesson taught by a specialist Dance teacher. Every pupil swims once a week.
- Deaf Studies is taught so pupils can develop a clear understanding about Deaf Culture, Identity, community, technology and history. This is planned and delivered by a Deaf member of staff.

Upper School

British Sign Language, English and Maths

- Teachers refer to the National Curriculum when planning their lessons and select statements from the relevant NC year for their class, this ensures appropriate differentiation and challenge is incorporated into each lesson. Teachers are able to deliver areas of learning flexibly to work most effectively with their class topics/projects.
- Deaf Studies is taught so pupils can develop a clear understanding about Deaf Culture, Identity, community, technology and history. This is planned and delivered by a Deaf member of staff.

Science, Humanities, Design Technology/Art, Computing/Music, PE, PSHE

- These subjects are taught within years groups and, generally, take place in the afternoons. However, teachers are able to plan the school day flexibly to best meet the needs of their pupils.
- Subjects are linked together under half termly themes. At times, subjects will be taught discretely in order to ensure curriculum coverage. Each year group in upper school follows the curriculum specified by the subject lead (see individual subject curriculum policies) for the afternoon period (approximately one and half-hours each subject).
- PE is a whole key stage lesson and there is a weekly dance lesson taught by a specialist Dance teacher. Every pupil swims once a week.

Primary Foreign Languages

- All pupils at KS2 are able to learn a foreign language for at least 30 minutes every week or an afternoon each half term. The PMFL programme of study is covered. Pupils develop an understanding about the language and culture of France.
- First hand experiences are important within the school and so each year group have the opportunity to visit restaurants and meet people from the country which they are studying.

Personal, Social Health and Economic Education (including Sex and Relationship education)

PSHE programme of study in non-statutory but following PSHE Association guidance:-

PSHE is taught in accordance with legislative requirements under section 78 of the Children's Education Act 2002/Academies Act 2010 that all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils in school and wider society.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.
- It is important that learning in PSHE education is linked to broader school policies and the curriculum in relevant subjects.
- There are many daily opportunities seized by the whole staff to increase the children's awareness of the many aspects of their Personal, Social, Health and Economic life in school, at play and at meal times. This is a vital consideration for deaf children, who often miss some of the incidental learning experiences gained by their hearing peers.
- The principles which underpin the Every Child Matters agenda permeate all aspects of PSHE and the curriculum as a whole.
- There is a School Council from Y1-6. This programme of study is based on three core themes within which there will be broad overlap and flexibility: 1. Health and Wellbeing 2. Relationships 3. Living in the Wider World
- Visits, trips and residential holidays often form the basis for the work.
- PSHE curriculum ensures a commitment to a range of concepts e.g. Equality, Fundamental British Values, social, moral, spiritual and cultural (SMSC) aspects of learning and a need to promote the safeguarding of all pupils against extremism or radicalisation. PSHE must run through every area of school life and not be seen as a topic taught in isolation.
- We promote the 'Thinking Curriculum' within upper school. Pupils' learning is directed by the ideas and active involvement of the pupils themselves. By having a greater degree of ownership over their learning, pupil's levels of engagement and motivation increase as does their higher order thinking.
- PSHE allows teachers to respond to current interests of the children through open topics e.g. a real problem to solve, A real – choice project, a communication project, a money management project. There are opportunities to combine and move projects to suit the needs and interests of the pupils.
- School Council meets regularly throughout the school year and has representatives from Y1-6.
- **Sex and Relationships Education** provides children with age appropriate information, explores attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.
- SRE is taught in over 50 modules to all pupils from Foundation to Y6. Understanding positive relationships.
- In preparation for physical changes to their body year 5 & 6 pupils have additional SRE sessions where they are taught in gender groups over half a term. This is in accordance with the agreed syllabus (See PSHE and SRE policy) Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE.

Other Subjects.

- Our SMSC policy is delivered through the curriculum, both in academic context and beyond the classroom experiences.
- Dance is taught weekly by a specialist Dance teacher. All pupils throughout school have an opportunity to express themselves through dance. The work is linked, where at all appropriate, to the theme for the half term.
- We have swimming lessons at a local baths. All pupils in main school attend weekly lessons.
- Circle-time provides a focus for behaviour and emotional literacy and awareness. An annual framework for Circle Time is followed by the whole school.
- The Social and Emotional Aspects of Learning Initiative (SEAL) was introduced into school in September 2006 and is firmly embedded within school practice. This is a whole school initiative.
- Building Learning Power is an attitude and a philosophy that is adhered to and taught alongside all subject areas. It promotes and develops an attitude of resilience, reciprocity, reflectiveness and an attitude of resourcefulness within our pupils and school community. This is introduced to pupils from EYFS to Y6.

Therapy and Individual Educational Plans

- The children in Longwill are placed here to fulfil a range of special needs objectives and access their right to a full curriculum. The visiting and individualised nature of the therapists and communicators work will, of necessity, take priority.
- A Speech and Language Therapist works within school twice a week. Her role is to advise and assess all the children in school and work with specific groups of children on a rolling programme. A speech and language therapy assistant works in the school fulltime.
- BSL deaf adult communicators work with each child on an individual and/or small group basis, depending on need. Two Deaf staff members lead the BSL team. They act as cultural and linguistic role models and are responsible to the teachers for the development and extension of the children's first language. Pupils, who are able, are entered for their British Sign Language Level 1 examination (101, 102 and 103).
- Visits from Occupational and Physiotherapists, Educational Audiologists, hearing aid/mould technicians, specialist CAMHS Team, play therapists, Psychologists and physicians are frequent.
- There is a daily programme of therapy-led exercises for some children whose needs have been specified in an Individual Plan.

British Sign Language and Deaf Studies

- Although not a National Curriculum subject, BSL plays an integral part in the communication policy of Longwill and the Sign Bilingual ethos of delivering the curriculum.
- It is vital that BSL is given the highest priority as a language of communication around school, between staff and children. The expansion of the linguistic community for the children is of highest importance and Deaf communicators will be working with the children to deliver our policy. (See Bilingual Policy and BSL Curriculum and Policy)
- Deaf adults will be seen working in classes and withdrawing children for 1:1 BSL language development sessions
- As stated earlier, in recognition of the sign language skills and ability of our children, some pupils are entered for their Level 1 BSL examination.
- Deaf Studies Curriculum runs throughout the school from Foundation to Y6. It covers 5 areas of learning: Culture, Community, History, Technology and Identity. Learning is planned, delivered and evaluated by Deaf staff in close liaison with class teachers and the Curriculum Lead.

English

- The subject is taught throughout the school according to the development progression of English in the National Curriculum 2014 document (see English Policy).
- Activities are differentiated to meet the specific needs of the set/class and the individual pupils within it. The strategy is a tool for long-term planning for progression.
- Phonics and work-level work is taught on a daily basis at the appropriate level and through a variety of innovative ways i.e. Visual Phonics by Hand shape and Communication in Print2.
- Speaking and Listening, through BSL and Signed-supported English and English alone, underpins the whole curriculum. Communication underpins all the work in English.

- Effective use of audiological devices, supports the development of the pupils' second language skills (English, both spoken and written).
- The Sign Bilingual approach to the education of deaf children is reflected in the way we teach English (See Bilingual Policy Doc.)
- We promote the status of written work by providing opportunities for children's writing to be read by real audiences.
- Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school including an annual focus week.

National Curriculum English Programmes of Study: National Curriculum 2014

- <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

- The subject is taught throughout the school according to the development progression of Mathematics in the National Curriculum 2014 document (see Maths Policy).
- There are daily lessons throughout school (except on Fridays because of swimming).
- Extra short 15 minute 'Snappy Math' sessions are in place in Years 1-6 to ensure maths has its full time on the timetable.
- There is an emphasis on practical, thinking skills and direct experience. The resources reflect the teaching and learning styles that have been found to be pertinent to Deaf learners (see T&L Document)
- Groups are taught at the level at which it is considered to be most beneficial. This does not always match the age of the pupil groups because the linguistic delay that affects some children, and the extra time required to really understand the linguistic concepts, does mean that the Deaf take longer to reach the objective set.
- There are common planning sheets for medium term and weekly planning of mathematics (See Mathematics Policy Document)
- Maths Investigation lessons occur weekly across Y1-6 to further develop pupils' mathematical understanding.

Science

- Science is taught throughout school according to the EYFS framework and the National Curriculum 2014 document.
- The cross-curricula topics in Foundation Department offer the fullest experience of science and through exploration and structured play.
- There are timetabled discrete periods for science in both Lower and Upper School. It is taught within the upper school as part of their 'learning journey', where it is interwoven into many other subject areas.
- Weekly gardening sessions with our experienced gardener across whole school also supports the teaching and learning of scientific concepts.
- The methods of teaching reflect the current good practice of teaching and learning of Deaf children, using a range of accelerated techniques e.g. breaking things down into sizeable chunks, repetition, practical experiences, using Mind maps for visual cues etc. (See Science and T&L Policy).

Religious Education

- We teach RE in accordance with the Birmingham Agreed Syllabus for Religious Education and as agreed by the Governors and parents of Longwill School.
- There is a prescribed series of topics that give coverage of the syllabus at both phases.
- RE is taught in a variety of ways in each year group, for example, the 'topic block' approach or the weekly lesson.
- As much use as possible is made of the cross curricula opportunities of RE to English, especially the Speaking and Listening elements, BSL, PSME, Thinking Skills and Drama.
- Direct experience and visits to places of worship are important to Deaf experience and visits to places of worship are important to Deaf children, and as much as possible is built in to their RE experiences in school (See Religious Education Policy)

History and Geography

- The Humanities are taught according to the National Curriculum 2000 and EYFS
- The topic cycles reflect these curriculum needs.
- The 'direct experience' is evident and there are many trips and visits to accelerate the children's learning (See History and Geography Policies)

Design Technology and Art

- Both these subjects are taught in accordance with the NC 2014.
- There are recommended topics for both subjects providing progression over the phases.
- In Foundation, Lower and Upper School, Art and DT is taught by the class teachers, ably supported by a subject leader.
- Links are forged between the subjects where possible to fulfil the objectives (see Art And DT policy).

Computing across the curriculum

- Computing is central to all the subjects of the curriculum, not only to comply with NC 2014 and LA guidance, but for Deaf children this type of technology will have a profound effect as a life enhancement.
- There are well-resourced classrooms and an ICT suite that provides most of the technology available to improve communication. Interactive whiteboards are in every classroom and are used effectively to support all areas of the curriculum.
- The curriculum is taught in all phases by the class teachers.
- Staff have a firm commitment toward internet safety, teaching pupils about the dangers to be aware of, including cyber bullying.
- Staff and the computing lead are supported by an IT Manager who visits weekly to ensure the smooth running of the network and a network assistant.
- Innovative computing practice to reduce barriers to learning and promote language and higher order thinking is embedded throughout the school (see use of PSPs to support learning case studies) and all staff exploit the power of iPads, IWB, digital cameras, Playstation Portables, augmented reality and film to enhance learning outcomes.

Physical Education

- PE is taught in accordance with the NC 2014 in phase groups.
- There are weekly PE sessions timetabled in the hall for all three phase groups.
- There is a rolling programme of modules that have been designed especially for the needs of deaf children, including sports, gymnastics, orienteering and problem solving.
- There is an active involvement in sports promotion at Longwill: sports partnerships with local secondary schools and Deaf groups nationally.
- Lower and Upper School have weekly swimming sessions all year at a local baths.
- Dance is taught to each of the phase groups weekly by a specialist dance teacher. There is a yoga bugs club available to all pupils once a week during lunch times. The dance teacher liaises with staff to ensure that, where possible, pupils explore themes linked to the work pupils are doing in class.
- There are opportunities to develop skills in many sports, such as golf and netball, tag rugby, football, cricket and orienteering etc when visiting experts come into school and work with the children.
- At Longwill, pupils in in Years 1-6, receive a minimum of two hours physical activity a week, within and beyond the curriculum each week.
- Sports premium funding is strategically used to enhance the quality and breadth of provision. (see school development plan)

Music

- Music lessons are taught every week throughout the school (see Music Policy). This is in accordance with the NC 2014 but with an enhanced programme to meet the needs of profoundly deaf children.

- There are musical performances and involvement of various year groups in school plays and events and partnerships with a range of organisations e.g. King Edward's Signed Singing Concert.
- Pupils join with other mainstream and special schools to deliver a signed singing concert at King Edward's. Signed singing performances are given at school events and fundraisers to raise Deaf awareness in the local community, where possible.
- A Music specialist teachers selected children keyboard once a week and they have opportunities to perform regularly.
- A dance teacher visits once a week, teaching classes and inspiring staff and pupils to create impressive shows and performances throughout the year.

Extra Curricular Activities

- Because pupils are transported home at the end of school we are not able to run many after school clubs. However, older pupils are able to attend a Youth Club for Deaf Children after school once a week
- There are, however, several lunchtime clubs. These include home learning club, dance club, golf club and a sports/multi skills club run by both Deaf and hearing adults.

Monitoring and Evaluation

- M&E of the curriculum is carried out on an annual rolling programme of subjects.
- The Curriculum lead monitors long term and medium term planning and carries out regular classroom observations.
- Learning walks, work scrutiny, lesson observations and peer observations support the monitoring and evaluation process.
- Teaching staff review the teaching of the curriculum, its content and delivery.
- Teachers are asked to make learning visible by charting the 'Learning Journey' of each class. Teachers collect pupils' work in a scrap book, into which they put photographs, comments, draft work and annotations to demonstrate the standard of work reached and the learning that has taken place.

Health and Safety

- All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines are in place.
- Pupils must be taught how to work with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar to them, safely.

Management

- Each subject lead is responsible for good practice of the policy for their subject area. Their role is enabled by the subject and faculty lead and Head teacher.
- The Governors 'Curriculum, Progress and Standards Committee' meet to discuss aspects of curriculum, inviting staff to speak and present policy drafts etc. for discussion.

Home/School and Links with parents

- Curriculum is discussed at termly parents' meetings in school in a variety of forms. There are specific curriculum area presentations by staff, policy and practice discussions, parents' forums, curriculum mornings where children and staff display curriculum in action.
- Our Home Link worker visits parents at home to discuss the curriculum and how it can help deaf children at home e.g. to learn BSL or help their child with a particular subject.
- The Curriculum lead produces a curriculum booklet that is sent home half termly to parents describing the topics that their children will be studying and pupil viewpoint on what they learned at the end of the topic. This encourages parental involvement in their children's learning.
- Teachers inform parents about their child's learning daily via the Home School Books and the use of Playstation Portables (PSPs) on which films of activities can be shared with parents.
- Parents can learn more about classroom activities by logging onto the school website.

- Home learning is promoted through access to educational websites such as Mathletics, Spellodrome, Purple Mash, Go Givers and Espresso.

Resources

- Each subject lead is responsible for the updating, provision and maintenance of the resources for their subject.
- There are defined areas around school where resources are stored for each subject.

Review of Policy

All curriculum areas are being reviewed annually as part of the process of monitoring. A review of curriculum policy will take place in Summer 2020.

Alison Jackson
15.1.17

**TEACHING FOR LEARNING:
RAISING ACHIEVEMENT AND THE CAPACITY TO LEARN**

“In this changing world we know that education
has to put the learner at the centre.”
(Charles Clarke)

What sort of curriculum do we want for our school?

- A creative curriculum, which prepares children for the unknown world of tomorrow.
- A thematically based one, brimming with exciting challenges which motivates children to ask questions and develop boundless curiosity!
- A connected curriculum: relevant to the needs and interests of the children
- Skills based focus alongside rigorously monitored content
- A curriculum that enables pupils to reach their full potential and who are able to learn independently and with others;

What sort of learners do we want our children to be?

- Children with imagination, who demonstrate a flexibility of mind
- Children who have a reflective and enquiring mind
- Children who are critical thinkers (self-evaluation)
- Children who feel confident to question are empowered to participate actively in their own learning
- Young deaf people with a resilient attitude!
- Successful learners who enjoy learning, make progress and achieve their academic potential;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who can make a positive contribution to society
- Young people who are aware of their rights and the rights of others.

What does excellent classroom practice look like?

- Teachers who are reflective practitioners
- A classroom which supports all learning styles
- A fun, fascinating place to be
- One in which the child plays an active role
- A classroom which celebrates pupil's achievements and is indicative of life-long learning
- A classroom that is emotionally safe.

How will we achieve this?

- Continue with what we already do well & build on it
- Work with all stakeholders
- Embed a culture of risk takers within school: “What is now proved was once imagined” (Blake).
- Sustain the learning conversation within school:
 - Joint planning
 - Peer observation
 - AfL
- Distributed leadership
- `Sustain the creative curriculum timetable: Great Thinking takes time!:
 - Extended projects/ thematic teaching (If it's worth doing, it's worth spending time on!!!)
 - A class & curriculum full of enthusiasm & laughter!
 - Creativity though the arts
- Creativity:
 - Boost speaking, listening & learning
 - More discussion (talk partners)
 - Further develop our techniques for questioning skills
- Exploit our knowledge of how the mind works best:
 - Accelerated learning techniques
 - Learning styles (of both children and staff!)
- Embed thinking skills into our classroom:
 - Think Books
 - Circle Time /
 - PSHE Project Time /
 - Develop our commitment to becoming a Rights Respecting School.
 - Whole school approach to problem solving
- We aim for: High standards in English, maths and science

Appendix 2

Faculty Teams for Teaching and Learning 2016-2017

| Maths, Science and Technology Erin Straw | |
|-----------------------------------------------------------|------------------|
| Maths | Erin Straw |
| Science | Alison Button |
| DT | Erin Straw |
| Computing | Eleanor Robinson |
| Erin, Alison B, Eleanor | |

| PSHE, Humanities and Well Being Alison Button | |
|----------------------------------------------------------------|----------------|
| PSHE | Alison Jackson |
| SMSC, Circle Time and FBV | Alison Jackson |
| History | Melanie Beach |
| Geography | Leanne Plews |
| RE | Alison Jackson |
| PE | Erin Straw |
| Alison B, Alison J, Leanne, Becky, Erin | |

| English, Languages, and the Arts Susan Ganss | |
|---------------------------------------------------------------|-------------------|
| Reading | Susan Ganss |
| Writing | Susan/ Alison J |
| Phonics | Alison J/ Melanie |
| Foreign Languages | Alison Button |
| Performing Arts | Sarah Sheppard |
| Art | Jo Smart |
| Music | Sarah Sheppard |
| Susan, Erin, Alison B, Sarah, Jo, Melanie | |

Appendix 3
Curriculum Map for Y4

| | Autumn (A:7wks B:7wks Total 14wks) | Spring (A:6wks B:5wks Total 11wks) | Summer (A:6wks B:7wks Total 13wks) |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stimuli | Under the Sea – Visual Literacy – 5 wks. The rainforest. – 7 weeks, Trip to Soho Road Gurdwara | Egyptians Trip to BMAG | Grand Designs – Inventions and Inventors |
| Science | Living things & habitats Links in to the topics covered in Geography and answers questions like 'why are monkeys furry if they live in a hot place?' Animals & humans Exploring the relationship between the animals that live around us for example 'what would happen if there were no more bees?' | Brain Basics Humans Sound and how we perceive it. Exploring a variety of sounds; loud/quiet, high/low using different sources in a variety of environments. Digestion and Teeth – Humans A simple look at the digestive system, how our teeth are adapted to their job. | States of matter Using the water cycle as an example of solid, liquid and gas Electricity a project on electrical circuits linking in with levers and pulleys. |
| Computing | eSafety, Internet and Communication, Hardware/Software RR article 17: right to reliable information from the media. | eSafety, Control; Algorithms and simple programming RR Article 16: Every child has the right to privacy. | eSafety, Creative Media, Data Handling |
| History | The Mayans: Culture and way of life. | Egyptians: How they lived, their culture and traditions. How did they build pyramids and why. | Overview of 1st civilisations and when they appeared: Focussing on Mesopotamia & the middle E. |
| Geography | Rainforests: Where are our rainforests? Why are they important? What kind of animal lives there? How are they different to desert animals? | Settlement & land uses: economic activity Where would you live and why? Mapping skills: Create a map of our school grounds | Name & locate the four countries of the UK Key topographical features e.g. Why did people settle where they did? |
| Art | Sculpture: – Sea creatures sculptures – mod roc Making musical instruments | Sketching: using different tools and materials | Great artists & designers in history A look at artists such as Leonardo da Vinci and how his designs and methods were advanced for his time. Article 31: the right to take part in cultural and artistic activities |
| DT 1 week focus | Shadow puppets Creation of shadow puppets to retell a rainforest story. | Mechanisms Levers and pulleys - design a mechanism to lift a heavy object. | Nutrition/cooking Article 24: the right to the best possible health. What is a healthy diet? How can we make healthy alternatives to sweets? |
| PE | Aut A: Tri Golf Aut B: Gymnastics | Spr A: Basketball Spr B: Orienteering | Sum A: Tennis Sum B: Athletics |
| Music | Rhythm / Body percussion | Composition tuned/un-tuned instruments | Drums and performance |
| RE | Aut A: Choices Aut B: Creativity | Community, Compassion Article 14: the right to think and believe what they want. | Commitment Contemplation |
| PMFL | French Vocabulary | French Culture | French Festivals |
| PSHE | Rights & responsibilities: How can we help each other learn and to be safe? Groups & Communities: How communities help one another Article 23: A child with a disability has the right to play an active part in the community | Healthy Lifestyle Links to nutrition and PE – why diet and exercise are important Maintaining emotional health | Keeping the environment safe Why do we need to recycle? Why should we dispose of our rubbish carefully? |
| Performing arts | Dance, Drama, Christmas Show | Dance, Drama | Dance, Drama, Performance at Yr 6 Leavers show. |
| Visits | Gurdwara / joint visit with Bellfield School Article 15. | BMAG | Thinktank |

Timetable allocations in the Primary Curriculum At Longwill School

Guidance is taken from the QCA document: 'Designing and timetabling the primary curriculum'

Although "there are no statutory time allocations for national curriculum subjects." schools are encouraged to "customise the curriculum to support their values and aims and to meet children's needs." .The QCA have provided guidance on subject allocation of the primary timetable. The QCA document states that: "**Pupils should be entitled to at least these amounts of teaching time in each subject.**" (p.22)
The following time allocations will allow for 15% of the timetable to be left free. This time is intended to be allocated by individual schools to reflect the needs of children in subjects/areas they deem appropriate. The following table has been adapted from the QCA guidance document:

Lower and Upper School Starting points

| | | <i>Time for subjects recommended to be taught each Week</i> | <i>Total hours over one year of 36 weeks</i> | <i>Percentage*of a 21-hour teaching week</i> |
|-----------------------|--------|-------------------------------------------------------------|----------------------------------------------|----------------------------------------------|
| English | | 5:00 – 7:30 | 180 – 270 | 21%%– 32%% |
| Mathematics | | 4:10 – 5:00 | 150 - 180 | 18% - 21% |
| Science | 1.5hrs | (2:00 if taught weekly) | 72 | 9% |
| D & T | | (0.55 if taught weekly) | 33 | 4% |
| Computing | | (0.55 if taught weekly) | 33 | 4% |
| History | | (0.55 if taught weekly) | 33 | 4% |
| Geography | | (0.55 if taught weekly) | 33 | 4% |
| Art and Design | | (0.55 if taught weekly) | 33 | 4% |
| Music | | (0.55 if taught weekly) | 33 | 4% |
| PE | | 2hrs | 48 | 5% |
| RE | | 1:15 | 45 | 5% |
| PSHE | | 1.5hrs | 45 | 5% |
| Totals | | 20:75 – 26:00 | 690 – 810 | 82% - 96% |

- The starting points for computing are based on the expectation that there will also be significant opportunities for children to apply and develop their IT capability in those subjects where there is a requirement to do so.