





## Fitzwaryn Curriculum Intent 2019

Throughout each Key Stage, the curriculum is designed to develop the skills, attributes and knowledge that our pupils will need to successfully take their place in society.

Fitzwaryn's vision is:

'through learning to learn, pupils will access society'

**Early years Foundation Stage (EYFS) to Key Stage 1** – during this time, pupils learn classroom routines. Teachers determine the best ways to help them learn how to function within the classroom.

**Key Stage 2** – Pupils learn how to become more independent around school.

**Key Stage 3** – Pupils learn how to work with other groups, for instance in English and maths sets. Pupils begin to be out and about in the community more.

**Key Stage 4** – Pupils work for accreditation in Functional Skills and ASDAN, alongside learning employability skills.

**Key stage 5** – Pupils develop their independent living skills. Pupils work towards accreditation in independent living skills following the 'Pathways to Adulthood' Study Programme. *See Post 16 Curriculum Intent at the end of this document.*

Our core values underpin our approach; Friendship, Perseverance, Fairness, Respect, Co-operation and Peace. It is vital to us that all pupils enjoy their learning, alongside developing in their communication, independence, self-confidence and responsibility. Throughout their time in school they also learn about fundamental British Values, in preparation for taking their place in society.

All pupils have a weekly yoga session, as well as swimming and other relaxation activities. At Fitzwaryn we believe that taking care of everyone's mental health and well-being is fundamental to learning effectively.

### **PMLD**

At Fitzwaryn School we have a small (but growing) number of learners with PMLD. We provide a Curriculum for them that is :

- pupil centred, allowing flexibility for pupil strengths
- where learning is pupil led; sessions allow for pupils to lead their own learning
- in which every moment and situation is viewed as a learning opportunity
- that is engaging and motivating for learners
- which records and celebrates lateral progress
- that allows staff to be creative and innovative
- that incorporates learning pathways which appreciate learners with PMLD unique abilities and do not expect linear progression or SMART targets.

At Fitzwaryn we believe that each child should be at the centre of their education and that this needs to be reflected in a curriculum which meets their needs rather than one which focuses on making subjects accessible. We endeavor

to provide a broad and balanced curriculum; one where every opportunity is viewed as a learning opportunity and a chance to develop and build relationships.

These opportunities will include moving around the school, positional changes and personal care.

The Curriculum is divided into four main areas: Communication, Cognition, Physical and Self Care & Independence. These core areas will then be taught through a wide range of activities including Intensive Interaction, Music, Swimming/Hydro, Sensory Stories, Physiotherapy, Art, Rebound Therapy, Drama, Dance, Cooking, Personal Care, Lunch/Snack time etc. The range of activities will vary from student to student and will be based on the individual child's interests, physical, emotional and social needs. Schemes of work are designed with individual students in mind, and although they may use a thematic approach (for example The four seasons), the child's needs are at the centre.

## **MLD & SLD**

These pupils will, in virtually all cases, follow a subject based curriculum. Depending on their starting points they will be taught the knowledge and skills necessary to make exceptional progress through each subject, in a lively, stimulating and fun way. It is vital to us that all pupils enjoy their learning and are inspired to go on and acquire more knowledge and skills.

Pupils follow a timetable of lessons – English, Maths, Computing, Science (including Horticulture), Art, Design Technology (including Cooking), History, Geography, PE, PSHCE and RE. In addition, pupil timetables have space for individual therapies and interventions. Pupils are introduced to Modern foreign Languages through theme days and when their topic involves a different country (for instance a topic on Italy would involve learning some Italian words as well as experiencing Italian food and cookery.)

Whilst subject curricula can be divided into the different Key stages, it is important to remember that our pupils will not necessarily develop in the same way and within the same timeframe as their peers in mainstream. What is vital is that the curriculum for each subject is coherent and cohesive for each pupil, in order that they make as much individual progress as they possibly can.

## **English**



We believe at Fitzwaryn that it is important that an English curriculum, in addition to the pupils' individual EHCP and IEP targets of speaking and listening, reading and writing, should be integrated within all aspects of school life, both inside and outside the classroom. English contains many complex components and therefore it needs to be taught discretely, as well as through cross-curricular lessons or through daily routines such as break and lunch times. We are aware that all pupils, when joining us at whatever stage of their educational journey, have a wide range of reading, writing and communication abilities and needs. Some of the pupils will have not had the greatest experience of reading, writing and speaking and listening and they may find it hard to do. This can result in pupils having low self-esteem when it comes to these vital lifelong skills. We want all pupils to enjoy the different aspects of English and see why it is important to be able to read, write and communicate.

## **Communication**

The ability to communicate (receptive or expressive, oral, graphic, gestural or signed) is the foundation on which all aspects of the pupil's learning are built and the way in which other curriculum areas are experienced. This encompasses alternative and augmentative communication, including the use of technological aids, signing, symbol

systems (Makaton), eye pointing, augmentative devices, facial expression, objects of reference, gesture, body movements and vocalisations. Throughout the week, specific communication sessions are timetabled to ensure each pupil has the most appropriate communication systems set up for them; cross-curricular opportunities are carefully planned for throughout the day, in order to enable children to use their chosen form of communication in a wide range of different contexts including snack and lunch times e.g. making requests.

In the Early Years and early stages of learning, communication is focus in the pupils' learning journeys and enables them to desires and needs. As pupils develop, their learning of takes a more formal approach, leading up to pupils developing philosophical skills in the Upper School and being able to scenarios outside of school for example, work experience in the Student Centre. Throughout the school, teachers work Speech and Language Therapists to develop individualised communication targets.



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### **Phonics**

The discreet teaching of phonics is taught throughout the school following the Letters and Sounds document (see below). This runs throughout the school, whatever the pupils' age. Phonics will take place through various means e.g. dedicated phonics sessions, 1:1 intervention, colourful semantics, iPad and pro-lo-quo. We understand that all our pupils learn differently; for some of our pupils this might not be the best way for them to learn to read so we adopt an individualised, flexible approach e.g. whole word reading of key words.

### **Reading**

At Fitzwaryn, reading is at the heart of the curriculum. Our aim is to teach children to become confident and competent readers by learning how to word read and by developing comprehension skills which they can apply across the curriculum, as well as develop a life-long love of reading for pleasure. We encourage parents to play an active role in their child's reading journey throughout their time in school.



At Fitzwaryn, we believe that:

- reading plays a very important role in developing children culturally, emotionally, spiritually and socially.
- literature plays a key role in such development.
- reading enables pupils both to acquire knowledge and build on what they already know.
- developing reading skills, to the best of their ability, is crucial for our pupils as they work towards becoming functional members of society.



We help children to achieve their full reading potential in a range of way including:

- teaching phonics, following 'Letters and Sounds'
- teaching sight reading of high frequency words

- subscribing to high interest and educational magazines and comics such as, 'Phoenix Comics', 'The Week Junior' and 'Science + Nature'
- having a broad range of age appropriate books available across the school
- having a range of reading schemes, linked to Letters and Sounds, available
- integrating it into the wider curriculum
- having close links with the local library and bookshop
- using Betsy, our school therapy dog, to encourage reluctant readers
- using the Sensory Theatre to immerse pupils in stories
- using sensory stories to engage pupils, especially those with sensory needs
- encouraging students from our Student Centre to listen to readers as part of the volunteering aspect of their Duke of Edinburgh Award.
- running a lunchtime reading clubs
- using symbols around the school and in lessons to enable less confident readers to access aspects of the curriculum that they would find a challenge
- encouraging members of the local community to volunteer to listen to readers
- taking part in local and nationwide reading events such as, Shakespeare for Schools, World Book Day and



Wantage Literary Festival

### ***Phonics and Sight Reading***

'We follow the 'Letters and Sounds' resource which was published by the Department of Education and Skills in 2007. It sets out a detailed and systematic programme for teaching phonics skills for children; it is taught in six phases.

Phase	Phonic Knowledge and Skills
Phase One	Activities are divided into seven aspects including, environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.
Phase Two	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three	The remaining 7 letters of the alphabet and one sound for each. Graphemes such as 'ch', 'oo', 'th' representing the remaining phonemes not covered by single letters. Reading captions sentences and questions.
Phase Four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap, and jump.
Phase Five	Pupils learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six	Pupils work on spelling including, prefixes and suffixes, doubling and dropping letters etc.

Lessons are differentiated to suit the needs of the pupils and are taught to ensure all learners, no matter their preferred learning style, have access to high quality, differentiated teaching. Our approach to phonics is flexible and we understand that not all pupils at Fitzwaryn will learn to read through phonics and that some may learn better through sight reading. The phonics stage that a pupil is on is considered when producing resources across the curriculum and when selecting reading books.

### **Comprehension**

Good comprehension draws from linguistic knowledge and on knowledge of the world. Wide reading of both fiction and non-fiction develops both types of knowledge, as well as encouraging a love of reading. At Fitzwaryn, we aim to give pupil's real-life, relevant experiences by linking educational visits with the current topic which will in turn assist pupils in gaining knowledge of the world around them. This, coupled with offering pupils a broad and balanced curriculum and directed teaching of comprehension, helps to develop their skills in this area.

### **Shared Aloud**

Class based adults, as well as students from the Student Centre listen to pupils read on a daily basis whether this is through 1:1 reading, shared reading or guided reading.



In addition to this, adults read aloud to pupils regularly. This helps to give pupils access to a broad range of vocabulary and spark that love of reading. We believe that it is important for pupils to hear as many adults read as possible so both teachers and Teaching Assistants are involved in reading to the pupils. We also have access to audiobooks at the local library.

### **Writing**

Writing can take many forms; from mark making through to completing application forms for a work experience job and therefore children are given many opportunities to write in a range of contexts. Some of our pupils have had a negative experience of writing and could have low self-esteem; as a result, it is important that writing is seen as purposeful, including all attempts at writing. It is important that pupils are taught the range of social functions that writing can perform, e.g. to inform, entertain, instruct, persuade. Writing is taught through:

- Spellings
- Shared writing
- Guided writing
- Independent writing
- Storytelling
- Handwriting



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### **Mathematics**

Maths is incredibly important in our lives and, without realizing it, we use mathematical concepts, as well as the skills we learn from doing maths problems, every day. Children and young people need to understand things like quantities, sequences, comparisons of spaces and shapes they use and the time they live through.



We want every pupil to become as proficient as they possibly can in the aspects of maths that they will use in everyday life. We also want them to enjoy their learning and gain a good grasp of the knowledge and skills they will need to live as independent a life as they possibly can.

In the Early Years and early stages of learning, children learn through play, encountering and experiencing the images, concepts and skills that will go on to form the basis of their

acquisition of mathematics.

Einstein wrote: 'My mathematical thinking initially involves visual and muscular processes.'

*See below, some examples of different tasks given to different groups of pupils as they progress through the maths curriculum.*

During the early stages

For instance, a pupil will have to search for favourite toys/activities before he can use/play with them. Hide objects inside large boxes/drawers/small cupboards for a pupil to open.

As pupils develop, their learning becomes more formal and lessons focus on the development of;

Counting and understanding number

Knowing and using number facts

Calculating – *see separate Calculation Policy*

Understanding shape, position and movement

Measures (including time, weight, volume and capacity)

Money

Statistics - Handling data

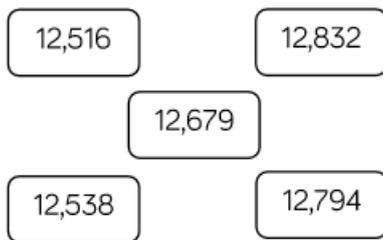
For instance, sequencing numbers through making number lines and computer based activities. Identifying the number before/after a certain number. Identifying groups of objects with more/less, greater/fewer, bigger/smaller.

Number games. Writing and recording numbers – through worksheets, whiteboard activities, tally charts

Problem solving and reasoning are also taught in order that pupils learn to apply their skills in a variety of situations.

For instance:

Simon says he can order the following numbers by only looking at the first three digits.



Is he correct?

Explain your answer.



In order to equip young people for independent living, the functional aspects of maths are taught, for instance:

- To be able to ask for help in locating an item in a shop.
- To interact fully with a till worker and/or use a self-service checkout independently.
- To pack bags with heavier items at the bottom and eggs on the top.
- To check change received.
- To put shopping away checking use-by dates of items already stored.

### **Teaching Calculations**

Children are introduced to the processes of calculation through practical, oral and mental activities. As they begin to understand the underlying ideas, they develop ways of recording to support their thinking and calculation methods, so that they develop both conceptual understanding and fluency in the fundamentals of mathematics. Whilst interpreting signs and symbols involved with calculation, orally in the first instance, children use both manipulatives as well as pictorial representations (potentially as part of a Concrete-Pictorial-Abstract – CPA – approach) to support their mental and written methods of calculation. As children’s mental methods are strengthened and refined, they begin to work more efficiently, which will support them with using succinct written calculation strategies as they are developed.

There are fundamental concepts that it is important for children to have an early understanding of as building blocks to future learning in maths, that linked to calculation. A selection of the skills include:

- Ordinality – ‘the ordering of numbers in relation to one
- Cardinality – ‘understanding the value of different
- Equality – ‘seven is the same total as four add three’
- Subitising – ‘instantly recognising the number of objects in group, without counting them’
- One-to-one correspondence
- Conservation of number
- Concept of zero
- Counting on and back from any number



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*See separate calculation advice document for further details.*

Progression in maths is hierarchical and lessons and learning activities are planned on individual and small group basis in order for pupils to make progress from non-subject specific concepts through the concepts listed above and onto using and applying calculation skills. All pupils will also learn to use and apply skills in geometry, measure and statistics. If appropriate, a few pupils will also develop their algebraic knowledge.

## Science



Science enables pupils to develop an awareness of the world around them, their environment, and their place within it. This awareness should extend as far as the pupil is able, from being aware of themselves and their immediate environment through to an appreciation of science in the nature and man-made world.

Pupils will develop understanding and knowledge of scientific ideas, processes and skills, through exploration of the environment, living things, materials, objects and events, and will relate these to everyday experiences.

### At first

- Pupils will experience and respond to their environment, and experience that personal actions have consequences leading to the seeking of explanation and an understanding of the links between cause and effect.

### As they progress

- Pupils will show interest and curiosity throughout a range of activities.
- Pupils will design and carry out investigations and experiments in order to acquire knowledge and understanding.
- Pupils will link and apply their scientific knowledge and understanding to everyday life.
- Pupils will predict the outcome of investigations.
- Pupils will make meaningful recordings of their investigations.

### Culminating in

- Pupils will be aware of risk to themselves and others will follow safety guidelines.
- Pupils will evaluate and modify their work when necessary.
- Pupils will begin to understand the concept of fair testing.

Areas covered in the Science curriculum are:

Materials

Electricity, Light and Sound

Forces including magnets

Animals including Humans

Living Things and their Habitats

Rocks

Space

Plants



Pupils gain invaluable experiences from taking part in investigations and experiments led by science experts so all pupils have opportunities to take part in science workshops when available. Pupils who show a particular gifting in Science are encouraged to follow this interest and school staff endeavour to arrange additional activities to support these pupils such as visits to the science department of the local secondary school to carry out investigations or visits to appropriate sections of museums.

### **Horticulture**

At Fitzwaryn School we believe that learning about horticulture will help pupils understand the process of how plants grow. Through horticulture, pupils develop a greater understanding of where their food comes from and how they can benefit the natural environment. All pupils are involved in the development and maintenance of the school's horticulture area and the other green spaces around the school. Pupils are taught how to grow plants from seeds, bulbs and cuttings, and how to care for them. Horticulture forms part of the science curriculum, as well as being part of preparation for adult life.

Horticulture also helps to promote pupils' learning skills in collaboration, perseverance, communication and listening.

Pupils are taught basic horticulture skills through practical sessions in class time, lunchtime activities and afterschool clubs.

**To begin with** – Pupils begin to explore the horticulture area and name some simple tools. They practise basic watering skills and begin to become used to handling soil, seeds and plants.

**As they progress** – Pupils are taught to sow seeds and prick out plants. They begin to learn about weeding, whilst continuing to practise the other skills from previously. They are able to taste the fruits and vegetables that have been grown.

Pupils are taught to extend their skills by making things like hanging baskets, to harvest and cook with the fruits, vegetables and herbs that they have grown.

**Culminating in** – Pupils continue to extend their skills and understand how they could be used in the work place. The older pupils have more responsibilities within the horticulture area – for instance, opening and closing the polytunnel at the beginning and end of the day and helping younger pupils to develop their skills.

Older pupils from Kingfisher school work on joint projects with our Student Centre pupils.

### **Art, Design and Technology**

At Fitzwaryn, we believe Art and DT is an important part of the curriculum. Art allows the pupils to express themselves, develop their imagination and gets them to think critically. It helps the pupils to experiment and explore different ideas in a safe environment as well as given pupils another means to communicate ideas. Pupils often complete artwork individually but sometimes complete projects as a group allowing them to learn how to communicate and develop their ideas with others.

The pupils have access to a wide range of materials and are taught a variety of skills, including sketching, painting, collage, sculpture and clay work. Pupils are also taught to give their own opinions on different pieces of art and to think critically about what they have seen. As well as teaching art as a subject, we also teach it throughout the curriculum allowing the pupils to experience different cultures and linking it to the learning in other areas of the curriculum. We have opportunities to work with local artists which allow the pupils to work in other mediums.

The older pupils at Fitzwaryn learn woodworking skills. They are taught practical skills including sawing wood and hammering in nails as well as learning how to use a number of tools safely. They work on projects such as bug houses for the horticulture area and bird houses as part of the student enterprise.

### **Cookery**



The pupils take part in cookery lessons which teaches the pupils a wide range of skills and recipes to help with their independence later on in life. We use cookery lessons to promote the importance of eating a healthy diet, allowing the pupils to experience a wide range of food and teaching them how to create a balanced meal.

Pupils follow a cookery skills program which allows them to develop a wide range of skills that will enable them to become as independent as they possibly can within a kitchen environment. It teaches them the confidence to try new foods and follow new recipes.

From

- Washing vegetables and fruits –
- Stirring ingredients -
- Mashing with a fork or potato masher -
- Sprinkling (flour, cake decorations and icing sugar)-
- Spooning ingredients into scales -
- Washing hands before preparation-
- Pour ingredients into bowls with assistance.

Through to

- Having a secure knowledge of kitchen rules and food hygiene
- Being able to creative/ adapt a dish
- Being completely independent in their cooking.

## Computing

At Fitzwaryn we embrace the fact that technology is changing the lives of everybody and through the teaching of computing we endeavour to equip our pupils to participate in a world which, whether work or leisure, is being transformed by technology. Computing skills are a major factor in enabling pupils to be confident, creative and independent learners and it is our intention that they have every opportunity available to allow them to achieve this.

Pupils are taught through distinct Computing lessons but there is also an expectation that Computing is included where possible across the curriculum.

Our curriculum is divided into 6 areas:

- **Real World ICT** (e.g. crossing the road, kitchen appliances, chip and pin cards, cause and effect, mobile phones)
- **E-Safety** (e.g. use of sites such as Facebook and the risks including how to report, research topics – including what to believe on the internet, supported through Gooseberry Planet)
- **Control** (e.g. creating platform games, simple programming, animation, switches, keyboard skills, mouse skills, Bee Bots)
- **Entertainment** (e.g. navigating around the internet, using iPads, music, IPlayer, YouTube, camera, photo editing, video, video editing)
- **Communication** (e.g. big macks, iPad apps, email, recording messages, choice making activities)
- **Recording** (e.g. Microsoft products – word, excel, paint, PowerPoint etc. or iOS equivalents – pages, numbers)

A balance of these areas should be covered across the year in each class however this may vary depending on the cognitive ability of the individuals. A shift towards a greater emphasis on E-Safety is expected as the pupils progress through the school. The emphasis and topics covered within each of the 6 areas would also likely change.

At first, pupils focus will be on Computing within their classroom; this will lead to a greater emphasis on the Real World ICT, Control, Entertainment and Communication areas. Within these areas pupils may focus on (but should not be limited to) activities such as: cause and effect switch based activities or communicating choices linked to entertainment programs.

Following this, pupils may build on the earlier coverage and extend their focus outside the classroom; for example, through Real World ICT and looking at kitchen appliances or crossing the road. There will also likely be a greater emphasis on Control and completing animation and programming activities.

Then, where applicable, the areas of E-Safety, Recording and Communication (email in particular) become more prominent. The online platform of Gooseberry Planet is used to support pupil understanding of E-Safety. In addition, more extensive use of photo or video editing software may be incorporated in the delivery of Computing.

Culminating; Computing may well be embedded with accreditation work such as that completed within ASDAN. Coverage will build towards being able to live as independently as possible and therefore this will feed into each of the 6 areas. This may include: using chip and pin/contactless payments, mobile phone use or speaking to friends online safely.

## Humanities, including RE



The values, knowledge, understanding and skill set that students acquire in the Humanities subjects at Fitzwaryn are fundamental in their development to independent adulthood and enable them to access society as thoughtful, well-rounded individuals.

The school follows the Oxfordshire Agreed Syllabus for the teaching of RE

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/schools/atschool/TheAgreedSyllabus2015-2020.pdf>

At first, students gain an increasing awareness of their own environment, their sense of self and start to communicate what is important to them. They progress to use more geographical vocabulary and aim to distinguish between the past and present. Pupils start to participate in ritual actions and sounds and share religious stories from different faiths.

Then, pupils start to explore the geography of the local area and use simple geographical fieldwork techniques. They can distinguish between natural and man-made features in the landscape. As historians, they start to compare and contrast time periods and investigate key events and individuals. In RE, important festivals, celebrations, special buildings and stories from different faiths are studied.

Following this, students start to handle more geographical resources including maps at a range of scales and their specialist vocabulary is increased as they study different world cities. In History, the focus moves to key periods (e.g. WW1, Ancient Egypt and Shakespeare's England) and pupils study key events, themes and people from those periods. Their depth of understanding in RE is enhanced through looking at religious leaders and their roles within a faith as well as different signs and symbols.

Within upper school, students have developed a good understanding of world geography and start to study topics such as farming and transport which draw together different aspects of the subject. History tackles more challenging areas such as slavery and the British Empire. In RE students can now compare and contrast elements of Judaism, Christianity and Islam.

From year 10, the Humanities subjects are not taught discretely but embedded within accredited work. Beliefs and Values are taught each week in years 10 and 11 and give credits towards the ASDAN award. Current events are picked up in weekly news quizzes in the upper school and sixth form and geographical topics and historical themes raised are discussed and provide a stimulus for subsequent work.

Topics covered can inspire our most-able students who are encouraged to undertake more in-depth and independent research. Key questions can be discussed and debated in P4C in upper school. Enrichment activities such as visiting speakers and trips also stretch and challenge our most-able.

By their very nature, the humanities run through almost all aspects of including that in school. Our stewardship of the school environment to consider our impact on the planet both on a local and global scale. active eco-council and popular gardening club which again reinforces school values link with our knowledge and tolerance of different faiths They also allow for discussion of how these things can change over



our lives encourages us We have an that. The and beliefs. time.

## Music

Music is a foundation subject of the National Curriculum. It also forms part of the EYFS Profile used to assess children aged 5 and under.

The primary purpose of the teaching of music in Fitzwaryn School is to help children with their communication and learning. It is recognised that music is a fundamental part of society's culture and beliefs and of each individual's personal experience.

### Aims

To provide opportunities for:

- enjoyment and self-expression by learning to sing and use their voices
- being creative and composing music on their own and with others
- working together
- a variety of first-hand experiences of using different instruments
- a developing understanding of other cultures by performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions.
- performing to an audience with sense of venue and occasion

In music work we link musical experience and language development in the following ways:

- offering opportunities for communicating thoughts and feelings and to explore sound and silence
- using music to develop skills required for language development such as listening carefully, recalling what has been heard, translating sound into symbols and symbols into sounds, etc.
- developing musical understanding through the use of language

*NB Music itself is a form of communication and is of value also as a non-verbal medium.*

All children have access to music in our curriculum. Pupils are given the opportunity to work in a variety of ways, as and when appropriate i.e. as individuals, in pairs, in groups or as a whole class. Musical opportunities are open to all children regardless of gender and ability. However, we know that some children have a particular strength in the subject and we ensure they are challenged through our planning.

As teachers, music gives us the ability to allow pupils opportunities to become involved in the creation of their learning. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through the school. This is monitored through a curriculum cluster and by senior leaders. Equipment, such as CD players, keyboards, CD-ROMs and recording equipment is used alongside practical musical experiences.

Additional opportunities for musical experiences are offered such as links with other schools (Spring line Partnership), visits from outside musicians, performances for the community (e.g. Choir performances at Wantage Christmas Carol Concert).



Fitzwaryn School is fortunate to have a separate music room and a good range of practical music resources. Appropriate INSET opportunities are made available to all staff. Staff are encouraged to share their expertise and knowledge with their colleagues.

### **Physical Education**

PE at Fitzwaryn promotes opportunities for children to be creative, cooperative and competitive and to face up to different challenges both as individuals and in groups.



Children need to learn to understand the importance of exercising for a lifetime and at Fitzwaryn we want every pupil to be active and maintain a healthy routine to exercise. Regular, physical activity is the best answer to eliminate obesity and maintain an acceptable body weight. It also provides a positive alternative to watching television or playing on tablets, computers or mobile phones. PE is especially important to children who have yet to develop their verbal communication skills. Therefore, their confidence in physical abilities can lead to positive feelings of self-esteem.

Here at Fitzwaryn we offer a range of physical activities to ensure that all children can access a physical and healthy curriculum from jacuzzi time, horse riding, rebound therapy to cross country, swimming and competitions.

We follow the Real PE framework, however, this is not limited and is used to compliment ideas and allow teachers to adapt it for the needs of their class. Pupils are assessed at the start of the unit and progress is tracked using a simple tracker – consistent across all classes. Children are encouraged to improve their fitness levels during PE lessons through a variety of means including the ‘FUNS’ cards – building on their fundamental skills, games and cross country. Pupils can learn valuable lessons about accepting responsibility for their personal development leading to greater self-discipline.

A 'good workout' helps ease stress, tension and anxiety and will result in better attention in class. Many activities taught in PE require children to work in groups to solve problems or as a team. These opportunities are excellent for developing both leadership and cooperation skills. Children learn to develop the notion of fair play, honest competition, good sportsmanship and dealing with both success and defeat.



### Personal Social Health Education

Our PSHE curriculum aims to give our pupils the knowledge to understand the choices they face as they grow up and the skills to make safe choices as they prepare to become adults as the best of their ability. Over time and through a variety differentiated resources, pupils are supported to learn to recognise, name, express and manage a range of emotions.



PSHE teaches pupils about the importance of communication with others; to work and play alongside others; to develop friendships; to become as independent as possible; how to have healthy lifestyles; have some understanding of personal safety; preparing food; tidying up; managing money; independent travel; relationships and preparing for work.

Across the school, topics and lesson content are adapted to the needs of each group and the school is skilled at making sensitive issues accessible to pupils in a safe and supportive environment.

Positive Mental Health and Well-being is promoted throughout the school and developed through PSHE lessons, social skills in Communication groups, Yoga, and Creative Relaxation. We are also fortunate at Fitzwaryn to have members of staff who are trained ELSA practitioners and support a number of pupils through interventions. We also have a Dog Therapy dog that is a great support to the positive mental health of our pupils.

### Key areas include:

Healthy lifestyles	Healthy diets, the importance of exercise, the value of sleep, mindfulness and relaxation, being prepared for puberty, drugs education (especially smoking and
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	alcohol) and sexual health where appropriate.
Relationships	What makes a 'good friend', how to make things better if you fall out with a friend, what to do if you don't like someone, explore bullying/controlling behaviours and what to do if they are being treated in a way they do not like. We celebrate Anti-Bullying Week every November with various activities promoting strong friendships.
Sex Education	Understanding your body and how you might experience changes during puberty; 'public' and 'private' places; awareness of different relationships i.e. the difference between a friend and a boyfriend/girlfriend; coercive control; peer-pressure; appropriate and inappropriate touching; sexually transmitted diseases and safe sex; pregnancy.
E-Safety	Keeping safe online; understanding the importance of passwords and keeping personal information private; awareness of strangers and grooming; cyberbullying and sexting.
British Values and our own School Values	Our School Values are Friendship, Respect, Perseverance, Co-operation, Fairness and Peace. Topics include understanding and tolerating people who are different from them, developing a basic understanding of our political system, exploring global issues such as the benefits of education worldwide, and the work of charities.
Citizenship	Pupils are supported to develop and express their own opinions; Philosophical discussion and debate are key techniques for encouraging understanding of current affairs and social issues.

To begin with – Pupils learn about independence: making and communicating clear choices. Recognising their own emotions.

As they progress – Recognising and understanding their emotions and those of others. Social interaction skills; making friends and getting along. Recognising different relationships. Learning how to look after your body.

Moving to upper school – Recognising and understanding different relationships including bullying/strangers/public and private places. Introduction to E-safety and keeping safe online. Making healthy choices and understanding how to look after your body e.g. healthy eating and exercise. Citizenship – making choices and expressing opinions

More in-depth work around keeping safe online, including social media. Making choices about your future e.g. career, independent living. Looking after your body – healthy living, understanding dangers of alcohol, drugs etc. Understanding consent and keeping yourself safe in a relationship.

Culminating in – Further extension of topics. Focus on independence and making choices in real life situations. Looking to the future, careers, home life etc.

## **Curriculum Implementation**

Staff will implement the curriculum intentions through medium term Curriculum Implementation Maps and their weekly Plans.

The Curriculum Implementation Maps outline the work covered in each subject, per half term or short term. Pupils have individual targets set for the realization of their EHCPs, progression through the English and maths curriculum towards their end of key stage targets and targets for learning in each subject.

Those pupils who have S&LT, OT and/or Physiotherapy have plans and targets set for them by the NHS therapists in the respective areas.

Students in the Student Centre have their targets set through the NOCN accreditation which provides for progression in their individual EHCP and functional skills targets.

In devising their Maps and writing their Weekly Plans, the starting point is the pupils' EHCP targets – Communication, Personal, Lunchtime (at year 10 and 11 Preparation for Adulthood), English and maths. (Some of the class may have similar targets in one area or another). English and maths IEP targets will only form part of the pupil's subject targets for the short term, or half term. Staff will then choose the overall topic/theme – this could be something topical (such as the Olympic Games, Fitzwaryn's 50th anniversary), seasonal (Christmas, Eid), based around a book/play (where the Wild Things Are, Much Ado about Nothing, Goodnight Mr Tom) or something that some or all of the pupils are interested in.

Once the EHCP targets are determined and teachers can see how the pupils can achieve them through the timetabled lessons and/or therapies suitable targets are constructed for all the other subjects, based on information from last year/term as to the level that each pupil has reached in each subject – B<sup>2</sup> can be used to assist with this.

EHCP targets can be covered by some subject work, or at lunchtime for instance. Teachers will also plan in specific times during the week when individual targets can be worked on.

## **Curriculum Impact**

Assessment –Pupils are assessed, by their class teachers, against the Early Learning Goals in the early years, Routes for Learning and P Scales as they develop in age and cognition. Key Stage 1 & 2 statutory assessments will be made using the national Pre-Key stage standards. Progress is also assessed against EHCP and IEP targets. During key stage 4 pupils will be assessed through OCR for functional Maths and English and through their ASDAN skills award.

In the Student Centre, the students will be assessed through NOCN Foundation Learning Diploma in Independent Living Skills. They are also assessed for the Duke of Edinburgh award.

Teachers reach their assessments through observations, questioning, peer and self review and where appropriate written worksheets. Pupils are also assessed by an overall best fit level at the end of the school year.

Progress is measured in a series of ways, which are reported to governors and parents and the DofE. Progress is tracked by class teachers, Curriculum Clusters and SLT.

Progress of pupils across the school, in the different subjects, is monitored and assessed within the curriculum clusters.

### **English**

### **Maths**

### **Computing**

**Topic – Science, Art, Design & Technology including Cookery, Humanities and Music.**

**Well-Being – PE, Horticulture, PSHE, and School based therapies.**

Class teachers are expected to complete 'data drops' termly in English and maths; to review and set new EHCP targets, through the IEP process, termly and write annual reviews for the EHCP review. NHS therapists contribute to the EHCP review where applicable, through their assessment of the impact of their programs. SLT monitor the overall impact of the learning programs and assessment, analyzing these on a regular basis in order to ensure that any interventions are put in place quickly.

All teachers are members of clusters and are thus involved in the subject monitoring. Clusters are led by Cluster Leads. Their analysis then feeds into SLT analysis of progress across the school.

Where appropriate pupil progress is also recorded via therapist reports e.g. Dog Therapy, RDA.

**Jane Edwards**

**October 2019**