

# Piper Hill Curriculum Plan

## Contents

1. Curriculum Rationale
2. Intent and Key Drivers
3. Curriculum Strategy and Implementation
4. Timetables
5. Curriculum Map
6. Academic Skills
7. SKILLS Curriculum
8. Assessment Overview
9. Common Curriculum Features
10. Literacy Overview
11. Numeracy Overview
12. KS3 Curriculum
13. KS3 & KS4 SOW Overview
14. KS4 Curriculum, AQA Accreditation
15. Post 16 Curriculum, Asdan Accreditation
16. Cultural Capital
17. Remote Curriculum
18. SMSC Curriculum

### Purpose of this document:

Piper Hill Curriculum Plan contains the school's knowledge, skills and learning maps, allowing stakeholders a clear insight into the qualities and structure of the curriculum. The plan includes information relating to curriculum rationale, structure, implementation, aiming to ensure that students **receive sequential, coherent, and enriching learning experiences**. The curriculum supports clear developmental outcomes which are personalised and well differentiated to suit the needs of a wide variety of learners. The curriculum is inclusive and ambitious and provides flexible learning pathways.

# Teacher Subject Knowledge Strategic Overview



How are Curriculum Leaders Supported?	How are teachers supported to teach subjects which are not their specialisms?	In addition to inhouse CPD, what is available to enable teachers and curriculum leaders to further develop their subject knowledge?
<ul style="list-style-type: none"> <li>ECTs do not take responsibility for a curriculum area until year two. In year two they are given a choice of areas to suit their expertise. Often, this will be as an addition to an established curriculum area</li> <li>Curriculum Plan in place and given within induction to new staff</li> <li>New curriculum leaders are linked with strong curriculum mentors</li> <li>Action Plans &amp; Linked meetings</li> <li>Intra-trust focus groups for some subject areas.</li> <li>Medium term plans &amp; Linked scrutiny</li> <li>Line Manager meetings</li> <li>Subject moderation of targets</li> <li>Book looks</li> <li>Lesson Observations and Learning walk feedback</li> <li>All subject areas are well established and have a wealth of resources on the system</li> <li>All SOW are written</li> <li>PSF includes a list of all suppliers to ease resourcing</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum survey sent out annually to establish CPD priorities.</li> <li>SOW are explicit and are well resourced with presentations, worksheets and structured boxes</li> <li>Teachers signposted to strong practitioners to observe in specific areas.</li> <li>SMART feedback within lesson observations, moderation and book look feedback.</li> <li>Teachers to contact curriculum leaders who can signpost to additional resourcing and support.</li> <li>Deputy Head with responsibility for CPD bookings can be contacted to book any additional subject specific training or to create links with specialists within trust.</li> </ul>	<p>All staff have a subscription to: <a href="https://nationalcollege.com/enrol/piper-hill-high-school">https://nationalcollege.com/enrol/piper-hill-high-school</a></p> <p>This has hundreds of subject specific webinars included. Staff to contact Andi Bryan for log in information.</p> <p>All staff have a log in for Little Wandle Phonics programme.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/">https://www.littlewandlelettersandsounds.org.uk/</a></p> <p>Deputy Head with responsibility for CPD bookings can be contacted to book any additional subject specific training or to create links with specialists within trust.</p>



# 1. Curriculum Rationale

**1.1 The curriculum plan is fully reflective of the local authority specification and takes into account the views and opinions of stakeholders. We have undertaken in-house informal research in terms of parent/carer and pupil voice. Additionally, school leaders take an outward looking approach to ensure that our teaching, learning and curriculum provision is of the highest quality. Larger bodies of research and statutory guidance underpin our offer. For example, we are aware of the research undertaken by both ASK and the University of Coventry on behalf of the DFE which outlined evidence on effective approaches and examples of current practice in good and outstanding schools and colleges. We utilise the ‘assess, plan, do, review’ approach’ which permeates throughout our practice. We are highly effective at differentiating our curriculum offer for all students, this plan has taken into account:**

- **Communication and interaction needs**
- **Cognition and learning needs**
- **Social, emotional and mental health needs**
- **Physical and sensory needs**
- **Higher quality teaching for all**

**We assure best practice by continually keeping up to date with wider research conducted by the DFE, Ofsted and other linked specialist bodies.**

**1.2 Piper Hill School sits within the Prospere multi-academy Trust**, as an academy, we are able to allocate and tailor the curriculum organisation and implementation to suit the needs of our students. A differentiated National Curriculum is utilised to guide curriculum planning. Additionally, the curriculum has a strong focus on vocational, enterprise, life-skills and employability elements. **Within this structure, we plan for the wide range of diverse and individual needs of our target group.** Piper Hill provides a rich learning experience which encourages a love of learning and enables pupils to reach their potential by acquiring the skills, knowledge and understanding needed to meet the challenges of the 21st century and to enter the work of work. We consistently assure that the needs of all students are met, for example, pupils with English as an additional language (EAL) and free school meals (FSM); We achieve this through:

- **The creation of a learning environment which is stimulating, challenging, engaging and inclusive**
- **The use of appropriate teaching and learning strategies, well suited to the learning needs of the school population, including carefully structured, differentiated and targeted teaching which addresses the need for small steps learning and generalisation**
- **Ensuring each student is provided with personally appropriate learning opportunities that will enable them to develop and contribute positively to their community**
- **The provision of the necessary knowledge and skills enable pupils to make informed choices and decisions in both the school and workplace and throughout their lives**
- **The provision of varied and engaging enrichment opportunities which support pupils to engage with leisure, cultural and sporting activities and events in the local community and the wider city**
- **The creation of an explicit whole school work ethic which encourages pupils to be immersed in a task orientated culture from the outset, building their expectations and understanding of the world of work.**





# 2. Curriculum Intent and Key Drivers

## 2.1 Long term Curriculum Intent:

A broad and balanced curriculum is vitally important as it enables students to be effective learners, providing them with the skills and knowledge required to successfully navigate the wider world. **At Piper Hill, we are committed to inclusion, our curriculum offer is fully differentiated to meet the needs of all students.** Additionally, we aim to reflect the context of the community and city in which we are based. **Our curriculum offer is ambitious and staff are supported to deliver a bespoke curriculum package, which is both creative and rigorous.** A modular approach to topics ensures that students have a range of learning opportunities to develop the knowledge and understanding needed to enable them to play an active role in their community and to acquire the skills needed for lifelong learning

## 2.2 Three key drivers underpin the curriculum at all levels:

Piper Hill Three Key Drivers		
Literacy and numeracy	Skills for Life	Personal Development
Literacy and numeracy are the cornerstones of education and enable students to access the wider curriculum. We intend for all subjects to embed literacy and numeracy opportunities to maximise progress and develop fluency in these areas. For students with SEN, successfully acquiring functional literacy and numeracy knowledge underpins the goal of future independence.	The skills curriculum runs in parallel to academic learning and allows students to transfer their skills and knowledge in a cross curricular way. The skills curriculum links closely to independence, employability, healthy lives and participation in society, allowing students to acquire the functional skills required to be successful in the wider world.	The personal development programme supports students to explore and question the world around them, promoting critical thinking, advocating social justice and encouraging learners to apply their learning to real-world issues. Our curriculum is intended to promote these aims in a cross-curricular setting, working in tandem with discreet citizenship, enrichment and enterprise lessons and supported by a personal development and cultural capital pro-

## 2.3 Overarching goals within KS3 and KS4

- Provide students with a curriculum which is exciting, creative and fosters a commitment to learning.
- Enable students to achieve, develop and remember their skills, knowledge and memory to the best of their ability utilising a wide variety of strategies to deeply embed learning.
- Promote high standards and achievement in communication, reading, writing and maths across a creative curriculum.
- Develop a knowledge of themselves and others.
- Learn and work through creative approaches.
- Access learning styles and environments which best support their learning, knowledge and understanding.
- Promote spiritual development and the understanding of British values.
- Enable students to become positive citizens who are prepared for life in modern Britain
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Be aware of the importance of and participate in the arts.
- Enable children to develop moral sensibility through carefully taught values.
- To understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Develop the personal and social skills of every child.
- Provide equality of access, opportunities, responsibilities and experiences of adult life.



## 2. Curriculum Intent and Key Drivers

### 2.4 Overarching goals within FE are to:

Enable students to make choices about their learning and future pathways.

- Focus on applied learning to better prepare students to lead as independently as is personally possible after Piper Hill.
- Functional skills take precedent. There is a community access day in the local area. Links with local providers are well established so learning and teaching take place in different settings outside the Post 16 building
- Target and assessment expectations that are skills based and linked to Core areas of Independent Living and reflect the students EHCP's
- Support the views of parents, students and the LA in our shared goal for all students to access a college place, supported internship leading to a future pathway for students that reflects their hopes and aspirations as well as their families
- Link the curriculum closely to the context of the local community through the creation of links with local employers.
- Provide a robust and challenging qualification framework that equips students with the skills and confidence they need to succeed as young adults with learning difficulties.

**2.5 How is the curriculum planned?** The curriculum is planned to provide continuity and progression through the provision of well-structured and sequential schemes of work. To ensure a fully inclusive curriculum is implemented, many pedagogical approaches are adopted. These approaches include the TEACCH approach, SCERTS, SPELL Framework, Intensive interaction. Furthermore, to aid communication and the ability to access teaching and learning opportunities, teachers effectively utilise colourful semantics, Sulp, intensive interaction and sign supported English across all curriculum areas.

**The curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time, allowing learners to meet the complexities of the workplace with confidence and competence.** Students re-visit essential learning as they move through the school to build, develop and refine their skills. Careful timetabling and personalisation ensures that these key components work together to meet the needs of each individual.

Each subject includes termly and half-termly topics, clearly identified within a knowledge map at each key stage. Subject specific skills and knowledge **are assessed and revisited utilising the skills map overview, which explicitly links with classroom monitor targets. Schemes of work provide highly creative and stimulating foci and are fully inclusive thus enabling a broad spectrum of learners to access the curriculum in a highly personalised way.** Schemes incorporate skills and knowledge and include a variety of activities, tailored to suit the needs of all learners.

Within SOW and planning, clear lesson objectives ensure that teachers have an understanding of the sequencing of topics, lesson objectives are visible on PPTs and within work sheets. Each student is given targets (informed by ability) tracked through classroom monitor. Progress and knowledge developments are sequenced and broken down into 'Steps to Success' sheets, evidenced in the front of workbooks. Each scheme provides plentiful opportunities to support the three whole school drivers and national policies.

### 2.6 How have we planned the curriculum to ensure our intent is actioned?

A clear knowledge map (rolling plan) enables an overview of the curriculum offer. All curriculum areas are well resourced with termly/half-termly SOW available on the system for each unit. Teachers tailor SOW in a sequential and personalised way within planning. All modules are supported by a wide variety of differentiated resources. Each subject leader is responsible for the writing of an Action Plan, which is supplemented and developed throughout the course of the year, enabling leaders to respond dynamically to termly data and whole school SIP targets, ensuring timely interventions can be implemented to support student progress. The Action Plan, outlines wider strategic aims for the department in line with school improvement targets.



# 3. Curriculum Strategy and Implementation

**3.1 Piper Hill curriculum** has a number of key components which contribute to a coherent whole, taking a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time to allow students to meet the complexities of real world problems with confidence and competence.

- **Core curriculum** areas of Maths, English, Computing and Science will be essential to fulfilling the school goals and will form a key component throughout the curriculum.
- An explicit **SKILL curriculum** (Skills for Life and Learning) following the interdependent strands of Team Working, Self Managing and Effective Participating will develop such as communication, resilience, interaction, reliability and working in a team.
- An **enrichment curriculum** will support pupils to understand and access the rich leisure, sporting and cultural opportunities available within the city, providing the skills, knowledge and understanding to apply their developing independence skills to fulfil personal interests and engage in a meaningful way with their local community.
- A **careers and vocational curriculum** which reflects the Gatsby Benchmark, offering high-quality career guidance and developing enterprise and work skills enabling students to prepare for the world of employment make informed decisions about their future.

Careful timetabling, individual route-mapping and the compiling of personal portfolios will ensure that these key components work together in a coherent way to meet individual needs.

**3.2 The Curriculum Model:** Piper Hill High School has a highly successful model for teaching and learning and an outstanding curriculum offer for 11- 19 year olds. In planning how the curriculum is organised and taught, we recognise the unique and distinctive character of each individual and aim for young people to achieve their potential in all aspects of their learning will be underpinned by quality first teaching led by teaching and TA staff.

**3.3 As part of our transition planning**, we work closely with linked schools to enable us to assess and meet individual needs. Baseline assessments are undertaken by students and their progress is tracked through a bespoke data management package. The needs of disadvantaged students (LAC/PP/EAL) as well as those who are higher achievers will be closely monitored within planning, curriculum leader action plans and teacher meetings. **Budgets are utilised effectively to ensure there are no gaps in attainment.** Any gaps will be identified and rigorous and bespoke intervention packages implemented. Some examples of individualised strategies may include: 1-1 reading support with HLTA, provision of targeted English/ Maths packs, attendance at mentoring programme, speaking, listening and communication interventions.

To ensure best practice, all students receive individual key targets in functional key skills, in the areas of Communication, Application of Number, ICT, and one in each of the Personal, Learning and Thinking Skills in order to support their all-round development. Evaluation of these targets will be used to inform all planning and to monitor the effectiveness of teaching and learning. These targets will be specific, measurable and will inform targets for EHC plans and reviews. **Throughout all key stages, the curriculum will be underpinned by a strong element of developing pupils' personal and social skills** including independence and personal safety including e-safety. As a student progresses through each key stage the amount of time specifically targeted on the vocational, business and enterprise elements of the curriculum will increase. In KS3 this time will amount to the equivalent of one full day, in KS4 the equivalent of two days and in KS5 three full days, each week.

**3.4 Suitable Accreditation** is offered to students in both academic and vocational areas, which supports transition to adulthood and future employment opportunities. Through their time in school, students will build up a portfolio of Accreditation that will serve to enhance their future chances of employability.

Inclusion links with other high schools will be available based on an assessment of individual need. Where appropriate students will have the opportunity to develop cognitive and social skills by attending subject lessons, nurture groups, after school clubs, residential and social break times at a local high school.





# 3. Curriculum Strategy and Implementation

**3.5 How students will be organised?** The school has three departments: Key Stage 3, Key Stage 4 and Post 16 (Key Stage 5). Key Stage 3 caters for students in Y7 – Y9 (11 – 14), Key Stage 4 caters for students in Y10 & Y11 (14 – 16) and Post 16 caters for students aged 16 – 19 years.

Students are organised in tutor groups according to ability and need, providing an inclusive setting for registration purposes, lunchtime activities, tutor periods and daily collective act of worship. The teacher and teaching assistants within the tutor group have a clear pastoral role and will spend time focussing on the social and emotional aspects of learning, working on specified themes term by term which are also reflected in the Citizenship and SEAL curriculum; for example, 'New Beginnings', 'Getting On and Falling Out', 'Anti-Bullying' etc. After daily registration, students are taught within 'access groups', providing a differentiated curriculum and teaching strategies appropriate to the individual student's needs.

## 3.6 Curriculum and Access Groups

**Structured Learners Curriculum:** Those children working within the structured curriculum pathway have additional social communication difficulties; they need a distraction free learning environment which takes account of their need for structure and clarity. Children will work in groups with consistent staffing, with a class teacher and at least 2 TA's (depending on the group dynamic). With staff changes only to cover PPA etc. The majority of children are taught core skills (English, Mathematics, Science, ICT and PSHE), within an integrated lesson on four sessions over the week, using structured teaching approaches with an emphasis on independent working. Where appropriate, some children follow an individual timetable, using structured teaching. The children work in small groups for foundation subjects and their weekly timetable offers many opportunities for physical activity, including sensory integration sessions. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide our students with extensive social and communication support to maximise their learning.

**Independent Learners Curriculum:** Independent learners follow the programmes of study outlined in the national curriculum in KS2. All national curriculum subjects are taught aimed specifically at their individual needs; each student receives a broad, balanced, relevant and differentiated curriculum. Children in these groups are likely to work in larger groups. They will have consistent staffing. The student groupings within each lesson are carefully planned to ensure access to appropriate resources and level of challenge. Learning tasks in all pathways will be designed to incorporate visual, auditory and kinaesthetic experiences. Experience demonstrates that our pupils can have changeable learning profiles, with strengths in particular areas of learning. The pathways will offer a flexibility where pupils can easily transfer if required, e.g. a pupil on the structured pathway with a strength in Science could join a challenge and stretch science group for a part of the individual offer, equally if a pupil on an independent pathway could join an intervention group, if necessary, to best meet need and ensure maximum progress. All students in school have a personal learning profile, which will identify any professionals involved with the child, sensory needs, likes and dislikes, behavioural needs, preferred learning style and how best to support them.

**Post 16:** Structured and Independent students access a supported transition from KS4, the provision offered for each student in Post 16 will depend on what courses they are accessing and where the activity is taking place. Each student has a personalised pathway plan and timetabling will reflect the options chosen by students. Students will begin to consider future possibilities in Year 11 as they enter the Post 16 Department. This will then be an on-going process throughout their 3 years at Post 16 and will take the form of supported work experience outside of school, with review of future suitability for this route Post-19. Visits to colleges are programmed in throughout FE, links with local employers will be fostered by the school and placements arranged to provide further avenues post school.

**3.7 Planning across school:** All planning is undertaken by the class teacher, after discussion with class team staff. Lessons are derived from the modules created by curriculum coordinators, in line with the school content plans. This planning is shared with all staff within the class, along with personal targets for each individual child. Planning is moderated termly by SLT, with feedback given including WWW and EBI's. This ensures high standards and continuity within planning. Annually, curriculum coordinators will be given the opportunity to moderate their own subject areas planning to ensure that correct modules are being taught as well as consistency across the different access groups.



# 4. Timetables

## 4.1 The School Timetable and Calendar

School terms and closure dates within KS3 and KS4 broadly reflect those of other local schools to support families; this is currently based on a three-term year. All students have the opportunity to extend the term by up to two weeks by taking part in ‘Summer School’ opportunities. Training days for staff are published annually in advance to enable families to plan for these occasions.

In Key Stage 3 and Key Stage 4 hours taught each week will be 24 hours 35 minutes as set out below. In addition, all students have access to a number of lunchtime clubs as well as after school clubs each week.

- 18 hours and 45 minutes of lesson time (3hrs 45 minutes each day)
- 1 hour and 15 minutes Literacy/numeracy focus time (15 minutes each day)
- 3 hours and 45 minutes of PSHE and SEAL time in morning Tutor Time and before lunch (45 minutes each day)
- 1 hour and 15 minutes of PSHE as part of supported interaction over lunch in the dining Room and structured Clubs (15 minutes each day)

### In addition

- 1 hour and 15 minutes daily collective act of worship (15 minutes each day)
- 1 hour and 15 minutes morning break (15 minutes each day)

In Key Stage 5, some courses may not run in line with the traditional term time; this is an important element of transition to the world of work. More flexibility will be developed as students are developing business skills and are involved in enterprise activities. When students are involved in work experience activities, a more flexible, bespoke approach to building a personalised timetable will be required. In the following sections, the learners experience in the free school has been set out key stage by key stage.

## 4.2 The school day

The school day has been tailored to the needs of each access group and key stage. In addition, start and finish times have been selected thoughtfully, taking account of St Paul’s school day (a local school adjoined to Piper Hill), start and finish times have been staggered to ease traffic and to ensure a smooth and safe transition to and from school thus minimising congestion for local residents.

Main Site Structured Timetable	
9 – 9:30	Registration and Tutor Time
9:30 – 10:30	Core Skills/Lesson 1/Lesson 2
10:30 – 11	Communication and Snack
11 – 11:15	Break and Personal Care
11:15 – 12:10	Lesson 3
12:15 – 13:15	Lunch
13:15 – 13:30	Collective Worship
13:30 – 13:45	Mean in 15
13:45 – 14:30	Lesson 4
14:30 – 15:00	Lesson 5
15:00 – 15:30	Personal Care and Tutor Time
Some classes need to start personal care from 14:30 with remaining students on Learning Related and Communication tasks	

Independent Daily Overview (KS3 & KS4)	
9 – 9.30	Tutor Time
9.30 – 10.15	session 1
10.15 – 11	session 2
11 – 11.15	break time
11.15 – 12	lesson 3
12 – 12.10	PSHE (handwashing, toilet, making lunch choices)
12.15 – 1.15	Lunch time
1.15 – 1.30	Collective worship
1.30 – 1.45	Mean in 15
1.45 – 2.30	lesson 4
2.30 – 3.15	lesson 5
3.15 – 3.30	Tutor group



# 4. Timetables

## 4.3 Exemplar KS3 Timetable

In Key Stage 3, learners will have a minimum 24 hours 35 minutes taught time each week. Pupils will build on their learning in KS2 and continue to develop their skills, knowledge and understanding in a broad range of subjects: English, Mathematics, Science, Computing, PSHE, PE, RE, MFL, Technology Carousel (Art, Food Technology and Design Technology) and Humanities.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	Computing	Maths	Music	Maths
2	Maths	Science	English	RE	English
3	PSHE	Science	English	MFL	English
4	PE	Humanities	Forest School	Citizenship and Careers	Technology Carousel
5			Computing	Enrichment	

## 4.4 Exemplar KS4 Timetable

As students make the transition from KS3 to KS4, the curriculum will allow for a greater focus on Vocational Learning reflecting and promoting the increasing social development of the students. More time is spent on work-related learning, business and enterprise and careers education. Where appropriate a student's personal pathway will include an independent travel programme. The curriculum in KS4 includes opportunities to develop First Aid skills, access to the world of work through visiting speakers and vocational workshops, off-site activities and taking an active part in the democratic process by experiencing voting and mediation of group decisions. Modular courses (see following section on Accreditation) will be taught covering a range of areas promoting Independence skills. In effect, these two years will provide a bridge between Key Stage 3 and the choice-making skills that underpin the curriculum in Key Stage 5. Students will also continue to develop their skills, knowledge and understanding in English, Mathematics, Science, Computing, PE, RE / PSHE and Music / MFL.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths –AQA	English	PSHE	Music / MFL	Maths
2	English—AQA	English	PE	Computing	Maths
3	PSHE	RE	PE	Computing	Forest School
4	Business and Enterprise	Science	Humanities	Citizenship and Careers	Technology/Art
5				Enrichment	

## 4.5 Exemplar Post 16 Timetable

Part of the offer in Key Stage 5 is a three-year course on Employability Skills accredited through ASDAN; this is a Level 1 course. In Year 1 of this course, students will follow two different options to give them practical experience in a number of areas and in Years 2 and 3; they will be encouraged to select a single pathway that leads to accreditation. The provision offered for each student in Post 16 will depend on what courses they are accessing and where the activity is taking place. Each student will have a personalised pathway plan and timetabling will reflect the options chosen by students. **Element of choice within subjects studied through options**

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	English	Maths		
2	English	Maths	PE	<b>Vocational Studies ASDAN Entry Level Diploma</b>	<b>Vocational Studies ASDAN Entry Level Diploma</b>
3	Computing	English	PE		
4	<b>Vocational Studies ASDAN Short Course</b>	Functional Literacy	<b>Vocational Studies ASDAN Short Course</b>	Citizenship and Careers	
5		Functional Numeracy		Independence Skills	Fantastic Futures





# 4. Timetables

## 4.6 Allocated subject hours per week

KS3	
Subject/activity	Minutes per week
English (Reading, Writing, SLC)	180 minutes
Mathematics	180 minutes
Science	90 minutes
Computing	90 minutes
Technology Carousel (1)	90 minutes
PE	90 minutes
History (2)	45 minutes
Geography (2)	45 minutes
Modern Languages	45 minutes
RE	45 minutes
Music	45 minutes
PSHE	90 minutes
Citizenship & Careers	45 minutes
Enrichment	45 minutes
<b>Total minutes</b>	<b>1125</b>
<b>Total Hours</b>	<b>18.45</b>

### KS3

\* - 5 x 45-minute lessons per day and additional daily 15 minutes literacy/ numeracy focus afternoon session.

Humanities and Technology carousel subjects

Not including Collective Worship, SEAL and PSHE elements as part of Tutor time.

KS4	
Subject/activity	Minutes per week
English	135 minutes
Mathematics	135 minutes
Science	90 minutes
Computing	90 minutes
PE	90 minutes
Music / MFL (1)	45 minutes
RE	45 minutes
PSHE	90 minutes
Citizenship & Careers	45 minutes
Humanities	90 minutes
Business and Enterprise	90 minutes
Enrichment	45 minutes
Forest School	45 minutes
Technology /Art	90
<b>Total minutes</b>	<b>1125</b>
<b>Total Hours</b>	<b>18.45</b>

### KS4

Not including Collective Worship, SEAL and PSHE elements as part of Tutor time.

Humanities and Technology, Music and MFL carousel subjects

### Forest School

In addition to the core National Curriculum Content covered in the mandatory sessions above, all classes access the Forest School Curriculum which takes place on a weekly basis. No subjects are omitted although time allocations may vary. There is a clear rationale for this within timetable planning.

Post 16	
Subject/activity	Minutes per week
English	135 minutes
Functional Literacy (1)	45 minutes
Mathematics	135 minutes
Functional Numeracy	45 minutes
Computing	45 minutes
PE	90 minutes
Citizenship & Careers	45 minutes
Independent Living	45 minutes
Fantastic Futures	90 minutes
Vocational	450 minutes
<b>Total minutes</b>	<b>1125</b>
<b>Total Hours</b>	<b>18.45</b>

### Post 16

Not including Collective Worship, SEAL and PSHE elements as part of Tutor time.



# 5. Curriculum Maps

5.1 A Curriculum Map tracks the content for each subject. Each key stage and access group follows a bespoke plan tailored to suit the differing needs at each level.

Curriculum leaders have developed SOW for each topic, supported by a Curriculum Map overview.

- Structured and experiential follow the same five-year Curriculum Map
- KS3 follow a three-year Independent Curriculum Map
- KS4 follow a two-year Independent Curriculum Map
- Post 16 follow a three-year Curriculum Map (differentiated maps for Structured and Independent learners).

## 5.2 Exemplar Curriculum Map

	Autumn		Spring		Summer	
English	<b>Literature and Text Work</b> The work of Roald Dahl FANTASTIC MR FOX <b>Use of the Library</b> Focus Non- Fiction		<b>Literature and Text Work</b> Stories from around the World e.g. The Village of the Round and square Houses <b>Non-Fiction</b> Homes around the world		<b>Literature and Text Work</b> Treasure Island <b>Non-Fiction</b> Next Stop: The Caribbean	
	<b>Writing</b> <b>Writing to Imagine</b> Narrative writing linked to choice of literature text		<b>Writing</b> <b>Writing to persuade argue and advise: School rules</b> Mobile phones in school Should we wear a uniform in school?		<b>Writing</b> <b>Writing and following written instructions</b> Giving directions Following instructions Following a map	
	<b>Speaking and Listening</b> Speaking/Listening and responding		<b>Speaking and Listening</b> Discussion and Interaction		<b>Speaking and Listening</b> Drama	
Maths	<b>Number: Life Skills</b> <b>SSM: Space</b> <b>U&amp;A: Problem Solving</b>		<b>Number: Number Properties</b> <b>SSM: Shape</b> <b>U&amp;A: Logical Thinking</b>		<b>Number: Calculation</b> <b>SSM: Measure</b> <b>U&amp;A: Decision Making</b>	
PSHE	Personal Relationships: Myself, My Friends, Anti-Bullying		Staying safe in the wider world: Developing Confidence, Keeping Safe at Home		Healthy Lifestyles: Staying Healthy Personal Hygiene and Daily Routines	
Computing	HT1: Little Computers	HT1: Junior Explorers	HT1: E-Safety	HT2: Our Local Area	HT1: We Built this City	HT2: Mythical Creatures
RE	Ourselves and Patterns of Family Life		Poems, Prayers and Promises		Belonging to a family (Christianity & Judaism)	
Science	HT1: Forces and Movement	HT2: Using Electricity	HT1: Changing states	HT2: Rocks	HT1: Moving Growing and Teeth	HT2: Healthy Plants
MFL	HT1: The Park Suggested Activities 1	HT2: The Park Suggested Activities 2	HT1: The Café Suggested Activities 1	HT2: The Café Suggested Activities 2	HT1: The Market Suggested Activities 1	HT2: The Market Suggested Activities 2
History Geography	HT1: History The Making of the UK – Crowns, Parliaments and Peoples 1500-1750	HT2: Geography Africa	HT1: History The Romans	HT2: Geography Australia	HT1: History Medieval realms 1066-1500	HT2: Geography USA
Music	World Music: Listening and responding		Film Music		Orchestra: Composition	
PE	HT1: Basketball and Swimming	HT2: Orienteering and Swimming	HT1: Circuits/ Aerobics and Swimming	HT2: Tennis and Swimming	HT1: Cricket and Swimming	HT2: Athletics and Swimming
Citizenship and Careers	Our School Community		The School Grounds and Environment		"All About Me"	
Art Design Technology Food Technology	Art Self-image		Design Technology		Food Technology Be a Safe Chef	
			HT1: Moving Story Books	HT2: Moving Pictures and Toys		

The curriculum is taught through bespoke modules within discrete subjects, curriculum leaders have developed SOW for each topic, which are supported by a rolling plan overview. **The curriculum embeds knowledge over time, the repetition of key skills throughout each topic ensures that existing knowledge is built upon and that staff and students understand how to make future progress.** Skills are interlinked and literacy and numeracy opportunities are embedded within SOW and lessons. Each topic has suggested lesson objectives and individualised steps to success, ensuring that assessment progression can be seen on a weekly basis (short term goal setting within weekly formative assessments) as well as a medium term progress (termly targets) and long term progress (ECHP long term learning destinations).

Where possible, the provision has been mapped to interlink with similar topics in other subjects. **Additionally, a wide variety of enrichment opportunities are available within focus days connected to subject areas.**



# 6. Academic Skills

**6.1 Academic Skills Map:** In addition to the knowledge based Curriculum Map and the non-academic SKILL Curriculum, the full variety of subject specific skills are embedded within lessons and SOW across each term. Skills and knowledge are assessed within termly classroom monitor targets which increase in difficulty as students reach each attainment milestone. **Teachers continually build on prior skills and knowledge through bespoke and individualised learning pathways.** Example of subject specific Spiral Skill Map:

**Piper Hill Academic Skill Curriculum**

KS3 Spiral Subject Specific Skills Offer: Skills are not taught in isolation; the full variety of skills are embedded within lessons and SOW across each term. Skills and knowledge are assessed within termly classroom monitor targets. Classroom monitor assessment targets increase in difficulty as students reach each attainment milestone, thus building on prior skills and knowledge through bespoke and individualised learning pathways.

Subject	Linked Skills							
English	See SOW		See SOW		See SOW			
Maths	SSM, Number, U&A		SSM, Number, U&A		SSM, Number, U&A			
Science	Enquiry and research	Observing and recording	Predicting and Testing	Identify and classify	Suggesting answers and solutions	Gather and record		
History	Enquiry and research	Chronology	Historical terms and enquiry	Interpreting History	Similarities and differences / giving opinions	Using sources of evidence		
Geography	Field skills	Map Work	Locational knowledge	Human Geography	Physical Geography	Navigating the local community		
Art	Creating Ideas	Drawing and Mark Making	Colour	Technical – textiles/ printing	Sculpture	Artists		
Technology	Design	Make	Evaluate	Technical Knowledge	Cooking	Nutrition		
Computational Thinking	Computer Science		Digital Literacy		ICT			
Healthy Lifestyles	Making choices	Communication	Negotiation	Risk management	Being Healthy	Mental wellness		
Citizenship and Careers	Being responsible: making Choices	Communication	Rules and laws	Transitions	Setting and achieving goals	Money management		
Enterprise and Employability	Listening Carefully	Presenting	Problem solving	Staying Positive	Being creative	Leading	Working in a team	Aiming High
PE	Components of skill related fitness	Components of Health related fitness	Fundamental movement skills	Sport specific skill development	Rules, tactics & strategies	Analysis of performance	Health and safety	Benefits of exercise
MFL	S&L		Reading		Writing		Knowledge about place and culture	
RE	Question	Reflection	Discussion	Philosophise	Challenge	Connect		
Music	Listening, composing, performing		Listening, composing, performing		Listening, composing, performing			

The implementation and application of academic skills are explicit within schemas

## Writing Overview

Writing Academic Skills				
Composition	Spelling	Handwriting	Punctuation	Grammar
The way a piece of writing is structured or composed	Correctly writing a given word	Forming and joining letters correctly and legibly	Marks, such as full stop, comma, and brackets, used in writing	The way words are used, structured and classified to communicate effectively





# 7. SKILLS Curriculum

**7.1 Skills Curriculum:** The SKILL curriculum runs in parallel to the other three learning pathways and allows learners to be assessed on their non-curriculum based skills. The SKILLS curriculum is a measure of non-academic targets which link closely to independence, employability, healthy lives and participation in society. These aspects permeate through the curriculum key principles. The SKILL curriculum will be based on the principles of executive functioning, which outlines that if pupils are to be successful learners they must develop in the areas of:

- **Working memory** that governs our ability to retain and manipulate distinct pieces of information over short periods.
- **Mental flexibility** that helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- **Self-control** that enables us to set priorities and resist impulsive actions or responses.

Executive function skills are the set of higher-order mental skills that allow us to plan and organise, make considered decisions, manage our time and focus our attention. These skills are particularly difficult for a child with special needs particularly autism to develop and implement effectively. The SKILL curriculum is based on three principles

- **Independent Enquiry**
- **Self-Management**
- **Team Working**

SKILLS CURRICULUM	
INDEPENDENT ENQUIRY	ATTENTION
	ORGANISATION
	PLANNING
	MEMORY
	CURIOSITY
TEAM WORKING	INTERACTING
	ADAPTING
	PARTICIPATING
	BEING RESPONSIBLE
	SUPPORTING OTHERS
SELF MANAGEMENT	RESPONDING
	ANTICIPATING
	BEING FLEXIBLE
	INHIBITORYCONTROL
	MANAGING EMOTIONS

The targets set are Individual SKILLS targets, appropriate to each pupil. SKILLS targets form part of each pupil’s annual **Education, Health Care Plan (EHCP)** review. Teachers track progress against the SKILLS targets set, throughout the year and a separate SKILLS Progress Report is t out to parents and carers in the summer term

The development of these skills **enables pupils to successfully and effectively participate in learning activities and transfer skills to other learning activities** outside of regular classroom routines. This creates **successful learners in the real world.**

Piper Hill uses a bespoke an purpose built system within Classroom Monitor.





# 7. SKILLS Curriculum

7.2 SKILLS Targets: Skills are accessed across the whole curriculum; each student has their own skills targets sheet, evidence will be identified through the use of the skills emblem which indicates linked work within books. In Post 16, target sheets will be completed through conversation and agreement with each student, focusing on a particular life skill linked to Fantastic Futures and Independent living. Additionally, students are set long term EHCP literacy and numeracy targets, all skills targets link into EHCP outcomes providing a golden thread of provision. Example of a skills targets sheet and skills emblem:



KS3 and KS4 SKILLS Target Sheet

Post 16 SKILLS Target Sheet

## Skills Targets

My independent target is to:

I will work independently on a given task

Autumn Technology-Carouse  
Spring Science  
Summer Humanities/RE

My team work target is to:

I will play a game with a peer

Autumn Humanities/RE  
Spring PE  
Summer MFL

My self management target is to:

I will know my daily routine and follow a timetable

Autumn Computing/FS  
Spring PSHE/FS  
Summer Citizenship/FS

My long term EHCP communication target:

I will initiate a conversation with a new or unfamiliar person.

My long term EHCP application of number target:

I will be able to count objects in a number of settings

NAME



## Skills Targets

Insert Name

**Independent Enquiry:** Organisation

What I want to be able to do:  
Make my own drink and hot snack

How I want to do this:  
I will organise myself to complete a familiar task.

**Self-Management:** Responding

What I want to be able to do:  
Tell my Mum what I have been doing at Post 16.

How I want to do this:  
I will communicate with others about a shared interest or event.

**Communication**

What I want to be able to do:  
I want to understand what shops there are in Civic Centre.

How I want to do this:  
I will recognise and read a growing number of familiar words or symbols.

**Team-working:** Supporting Others

What I want to be able to do:  
Make my own drink and hot snack

How I want to do this:  
I will organise myself to complete a familiar task.

**Application of Number**

What I want to be able to do:  
I want to be able to tell the time

How I want to do this:  
I will read an analogue clock to 1/2 and 1/4 hour.



# 8. Assessment Overview

**8.1 Impact, why do we collect data?** There is no expected national progress for pupils with SEN, as the expected progress measure has been removed from performance tables. The final report from The Rochford Review, published on 19 October 2016, set out recommendations for the statutory assessment arrangements of pupils working below the standard of National Curriculum tests at KS1 and KS2. The report recommendations include:

- Removing P scales and using pre-Key Stage standards to assess pupils permanently
- A need to assess pupils in the four areas of need outlined in the SEND Code of Practice (communication and interaction, cognition and learning, social mental and emotional health, sensory and or physical needs).

**8.2 Data collection and analysis within an SEN context is extremely important. There are several reasons for this:**

- Data allows the delivery of an ambitious and aspirational curriculum which allows for;
- The celebration of success through the provision of a clear learning pathway.
- Data provides the building blocks so that staff gain a 'bigger picture' understanding of how knowledge is embedded over time.
- To report to parents thus enabling them to fully support students in their learning aspirations.
- To evaluate SOW and ensure that there are no systemic issues or ineffective schemas.
- To provide meaningful, rigorous and timely interventions.
- Accountability – staff and students have a shared sense of responsibility.
- Informs whole school focus area for 'Mean in 15'
- Ensures that minority groups and disadvantaged children are well supported to make outstanding progress.
- Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next steps.

**What is the intent of data collection?**

**At Piper Hill it is important that data collection is intended to:**

- Align with individual developmental levels through the setting of meaningful and appropriate targets.

- Benefit the student in terms of the pride they take in their progress. Data is used in a celebratory and positive way, which enriches the students learning journey.
- Be helpful, user friendly and time efficient for teachers.
- Personalised and differentiated; assessment looks different within each access group and is tailored to a variety of needs.
- Formative and dynamic and summative and reflective.
- Facilitate appropriate and timely interventions.
- Reportable: Parents and students understand strengths as well as focus areas.

**8.3 Short term data is collected in a broad variety of ways:**

- The use of next steps within books.
- Written annotation and verbal feedback
- Individual assessment opportunities (see planning documents)
- Self and peer assessments (differentiated to suit the needs of students)
- Subject specific assessment sheets (where appropriate)

**Medium Term Data Collection:** Pupils are 'base lined' during year 7; classroom monitor is utilised throughout key stages and data is collected via termly targets appropriate to each student. In experiential and structured groups, students will work towards one ALO target per term. If a target is not achieved within a term the same target may be set again (if appropriate). Within independent classes students work toward three targets per term (one target per strand). In addition, to ensure that our most able learners are stretched and challenged, those students working at ALO6 and above receive an additional target per academic year in Maths and English. All Maths and English targets are displayed within classrooms and books/files.

Parents/carers are invited to target setting meetings twice a year and results are sent via termly reports. Analysis of assessment data is used to set termly curriculum targets and annually to create whole school targets included within the SIP. Progress files track long-term progress and evidence a 5-year learning journey. The progress of pupil premium/disadvantaged students is closely monitored through an additional tracking sheet which clearly outlines personalised intervention initiatives.





# 8. Assessment Overview

## 8.4 Assessment Map

	KS3	KS4	KS5
Maths	Spiral Maths Curriculum Assessed: Classroom Monitor Descriptors	Spiral Maths Curriculum Assessed: Classroom Monitor Descriptors	Spiral Maths Curriculum Assessed: Classroom Monitor Descriptors
		AQA Accreditation	ASDAN Independence in Numeracy
English	English Curriculum Assessed: Classroom Monitor Descriptors	English Curriculum Assessed: Classroom Monitor Descriptors	English Curriculum Assessed: Classroom Monitor Descriptors
		AQA Accreditation	ASDAN Independence in Literacy
Science	Science Curriculum Assessed: Classroom Monitor Descriptors	Science Curriculum Assessed: Classroom Monitor Descriptors	Science Curriculum Assessed: Classroom Monitor Descriptors
		AQA Accreditation	
Computing	Computing Curriculum Assessed: Classroom Monitor Descriptors	Computing Curriculum Assessed: Classroom Monitor Descriptors	Computing Curriculum Assessed: Classroom Monitor Descriptors
PSHE	PSHE Curriculum Assessed: Classroom Monitor Descriptors	PSHE Curriculum Assessed: Classroom Monitor Descriptors	PSHE Curriculum Assessed: Classroom Monitor Descriptors
RE	RE Curriculum Assessed: Classroom Monitor Descriptors	RE Curriculum Assessed: Classroom Monitor Descriptors	Encompassed in Fantastic Futures Modules
MFL	MFL Curriculum Assessed: Classroom Monitor Descriptors	MFL Curriculum Assessed: Classroom Monitor Descriptors	N/A
History	History Curriculum Assessed: Classroom Monitor Descriptors	History Curriculum Assessed: Classroom Monitor Descriptors	N/A
Geography	Geography Curriculum Assessed: Classroom Monitor Descriptors	Geography Curriculum Assessed: Classroom Monitor Descriptors	N/A
Drama	English S&L Assessed: Classroom Monitor Descriptors	English S&L Assessed: Classroom Monitor Descriptors	English S&L Assessed: Classroom Monitor Descriptors
P.E.	P.E. Curriculum Assessed: Classroom Monitor Descriptors	P.E. Curriculum Assessed: Classroom Monitor Descriptors	P.E. Curriculum Assessed: Classroom Monitor Descriptors
Citizenship and Careers	Citizenship/Careers Curriculum Assessed: Classroom Monitor Descriptors	Citizenship/Careers Curriculum Assessed: Classroom Monitor Descriptors	Encompassed in Fantastic Futures Modules
Food Technology	Food Technology Curriculum Assessed: Classroom Monitor Descriptors	Food Technology Curriculum Assessed: Classroom Monitor Descriptors	Encompassed in Business and Enterprise Modules
Design Technology	Design Technology Curriculum Assessed: Classroom Monitor Descriptors	Design Technology Curriculum Assessed: Classroom Monitor Descriptors	N/A
Art	Art Curriculum Assessed: Classroom Monitor Descriptors	Art Curriculum Assessed: Classroom Monitor Descriptors	Art Curriculum Assessed: Classroom Monitor Descriptors
Music	Music Curriculum Assessed: Classroom Monitor Descriptors	Music Curriculum Assessed: Classroom Monitor Descriptors	<i>*This is an FE Choice Subject</i> Music Curriculum Assessed: Classroom Monitor Descriptors
Environmental Education	Assessed Through Skills Curriculum.	Assessed Through Skills Curriculum.	<i>*This is an FE Choice Subject</i> Environmental Education Curriculum Assessed: Classroom Monitor Descriptors
Business and Enterprise	N/A	Assessed Through Skills Curriculum.	Food Technology Curriculum Assessed: Classroom Monitor Descriptors
Fantastic Futures	N/A	N/A	Fantastic Futures Curriculum Assessed: Classroom Monitor Descriptors
Independent Travel	N/A	N/A	Independent Travel Curriculum Assessed: Classroom Monitor Descriptors



# 9. Common Curriculum Features

**THE Know and Remember CURRICULUM**

## Subject Colour Coding

English	Yellow, Cyan, Magenta
Maths	Pink
Science	Dark Blue
PSHE	Yellow
Computing	Cyan
History	Red
Geography	Brown
ART / DT / FT	Orange
Music	Grey
MFL	Purple
RE	Green
PE	Black

**9.1 Subject Colour Coding**

All subjects are clearly colour coded, this is reflected in the schemes of work at all key stages, additionally, National Curriculum mapping templates utilise the same colour.

**KS4 English Writing : National Curriculum Content Coverage Map (20/21)**

Academic Skills	Number of modules covering skill
Composition	6
Spelling	6
Handwriting	6
Punctuation	6
Grammar	6

**Intent**

In KS4 we aim to continue to embed the core writing skills delivered within KS3, students at Piper Hill need considerable repetition in order for them to retain their writing skills. In KS4 the modules are age appropriate and support the delivery of a fully differentiated National Curriculum offer. Each Scheme of work offers a wide and exciting variety of transcription and composition opportunities. Within writing lessons, students will access discreet handwriting and assessment opportunities as well as spelling assessments (where appropriate).

Literacy forms a fundamental part of communicating ideas and writing is how a student can show what he or she knows and what they have learnt across all areas of the curriculum. Writing also gives children a voice to develop and share their ideas with others. Written expression is a huge part of life inside and outside of the classroom, and it opens the door to greater opportunities for students to reach their learning goals, communicate their preferences, and establish rapport with the people around them. Everything we can do as educators to build a strong relationship with the written word is important for a child's future development.

In KS4 the English curriculum runs in tandem with AQA accreditation, students receive an externally ratified certificate as acknowledgement of their literacy skills, much of the content enables functional writing opportunities to aid students in their preparation for further education and to be successful in the wider community.

**9.2 National Curriculum Mapping**

All subjects have been mapped against the National Curriculum, curriculum leaders are confident that students are accessing the best curriculum offer which covers the full breadth of the National Curriculum. Additionally, each map clearly identifies the intent, skills and content of the topic for each rolling plan.

	Autumn			Spring			Summer		
<b>KS4 – RP1</b>	Heroes and Villains – Gothic Writing			Modern Poetry			The Work of Malorie Blackman		
<b>Skills Coverage</b>	<ul style="list-style-type: none"> <li>Introduction to unit, what do you know already – key vocab</li> <li>Grammar, punctuation, Vocabulary – differentiated within planning throughout all lessons</li> <li>Story telling – plan and write a hero/villain comic character (settings and vocab focus)</li> <li>Fact and fiction – e.g. write about comical popular monsters alternatively write about a real life event exploring heroes and villains in the real world.</li> <li>Poetry – write a draft a gothic poem</li> <li>Summarising – write a blurb for the chosen story</li> </ul>			<ul style="list-style-type: none"> <li>Introduction to unit, what do you know already – key vocab</li> <li>Grammar, punctuation, Vocabulary – differentiated within planning throughout all lessons</li> <li>Writing a narrative within poetry (5 senses/ Spike Milligan)</li> <li>From a given stimulus – write a poem about a contemporary event – use rap 'Home Grown' as stimulus</li> <li>Explore different types of poems and variety of poetic devices</li> <li>Use variety of poems to summaries ideas (Haiku)</li> <li>Write a poem for a purpose (for someone/about a loved one) use the reading list as a stimulus.</li> <li>Drafted work to be peer assessed and re-written building on errors/misconceptions</li> </ul>			<ul style="list-style-type: none"> <li>Introduction to unit, what do you know already – key vocab</li> <li>Grammar, punctuation, Vocabulary – differentiated within planning throughout all lessons</li> <li>Write an advertisement linked to the setting of the chosen book</li> <li>Write about key events in chosen book</li> <li>Write a poem linked to the chosen story</li> <li>Summarise key events of the chosen Blackman story.</li> <li>Plan a larger piece of writing using the SOW examples for each book</li> <li>Evaluate own work/ work of a peer.</li> </ul>		
	Composition	Spelling	Handwriting	Composition	Spelling	Handwriting	Composition	Spelling	Handwriting
	Punctuation	Grammar		Punctuation	Grammar		Punctuation	Grammar	



## 9. Common Curriculum Features

**9.3 Steps to Success** Each topic has suggested lesson objectives and individualised steps to success, ensuring that assessment progression can be seen on a weekly basis (short term goal setting within weekly formative assessments) as well as a medium term progress (termly targets) and long term progress (EHP long term learning destinations). **Steps to success give an overview of the personalised target which is then broken down into manageable steps.** Teachers and students use the steps to track progress (within books), maths and English target sheets are also be displayed on walls within classrooms, displays and target sheets will be updated termly (or once a target has been met).

**Piper Hill HIGH SCHOOL**

**ENGLISH WRITING**      **LEVEL: ALO8**      **Target: I can write using full sentences**

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
I KNOW WHAT A FULL STOP IS AND CAN RECOGNISE IT IN A TEXT	I KNOW WHAT A CAPITAL LETTER IS AND CAN RECOGNISE IT IN A TEXT	I CAN USE A FULL STOP CORRECTLY IN MY WRITING.	I CAN USE A CAPITAL LETTER CORRECTLY AFTER A FULL STOP	I USE FULL STOPS AND CAPITAL LETTERS CONSISTENTLY IN MY WRITING

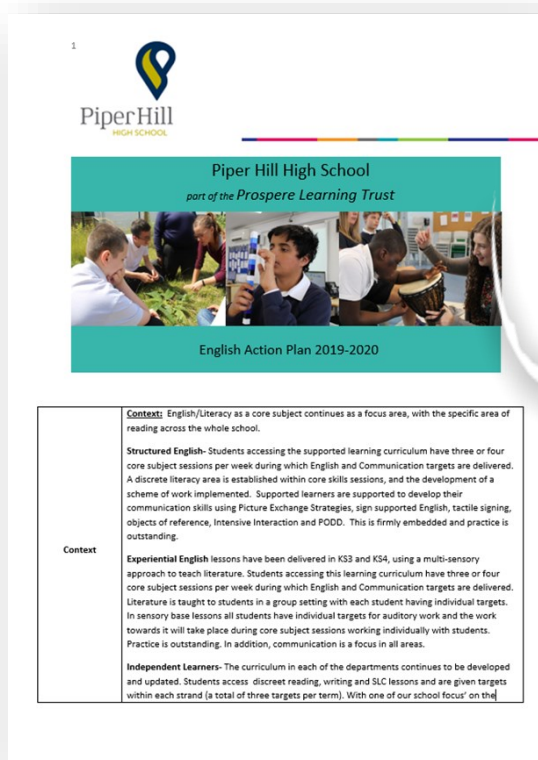
**9.4 Work Books:** KS3 and KS4 students utilise workbooks, each workbook contains a target sheet with steps to success. Target sheets are be updated termly. Additionally, skills work is embedded within books and identified through the use of skills stickers. For those students accessing accreditation courses, an additional file of evidence may be utilised. Within Post 16, teachers may opt to utilise a book or file to suit the needs of their students and the programme of study. Additionally, every student has a long term individual progress file which tracks achievement through the entirety of their learning journey at Piper Hill.





# 9. Common Curriculum Features

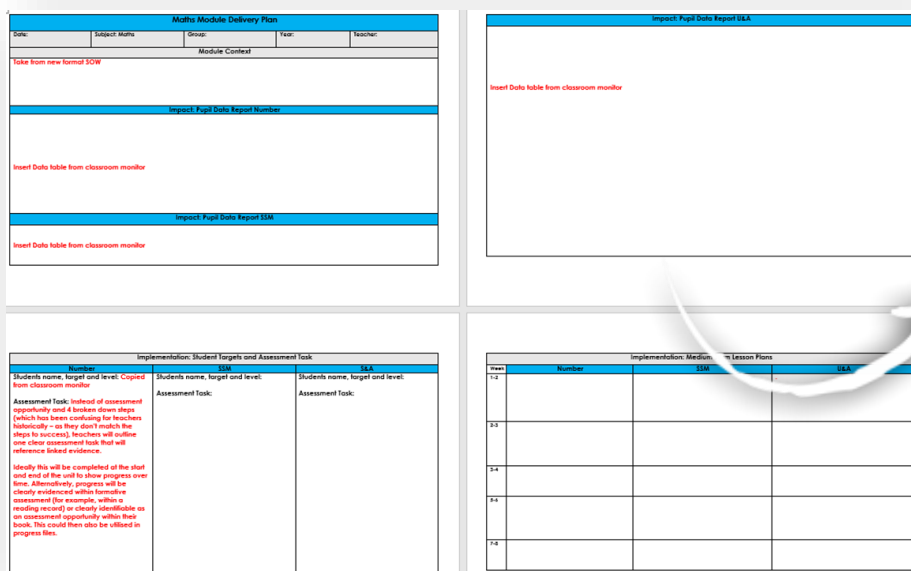
**9.5 Action Plans:** Each subject leader is responsible for the writing of an Action Plan which is supplemented and developed throughout the year, enabling leaders to respond dynamically to termly data and to implement interventions thus improving student outcomes. **The Action Plan, outlines wider strategic aims for each department in line with school improvement targets.**



## Piper Hill Action Plan

- ⇒ Start of year context
- ⇒ Termly data analysis
- ⇒ Task allocation and implementation
- ⇒ Long and short term aims
- ⇒ Sip links
- ⇒ Next steps

**9.6 Medium Term Plans:** MTPs are written by teachers at the start of each term for all modules taught. **They ensure that learning is sequential and that lessons are well planned and resourced.** Plans are filed within a class folder which is shared with TAs to ensure all staff have an overview of the learning journey for each subject. Assessment opportunities are explicit and closely linked to personalised targets. MTPs are monitored termly by SLT and are also included within teacher performance management.



## Piper Hill Medium Term Plan

- ⇒ Module context
- ⇒ One medium term plan per subject delivered
- ⇒ Individualised targets
- ⇒ Assessment opportunities
- ⇒ Implementation: session content and plan for sequential learning



# 10. Literacy Overview



**10.1 Rationale:** The overarching intent for English within all key stages and across access groups is to equip students with the literacy skills needed to successfully navigate the wider world. **Through the English curriculum we support students to develop the transferable skills and knowledge that will enable them to communicate effectively and creatively with the world at large through a total communication approach.** We acknowledge that an English curriculum, in addition to the attainment targets of speaking and listening, reading and writing, should be integrated in all subjects, as well as communication in its widest sense. We also intend to help pupils to enjoy and appreciate literature and its rich variety. Each student's pathway through the key stages will be ambitious, unique and bespoke. The curriculum offer is intended to deeply embed literacy skills and allows for substantial repetition, which is a fundamental tool of learning and particularly important for students with additional needs. We have fully differentiated the Primary National Curriculum to suit the schools context.

## 10.2 Overarching goals within KS3 and KS4 are to:

- Support students to progress with reading and phonics at a level that is appropriate to them whilst also stretching and challenging students at all levels of attainment.
- Embed a differentiated reading package that inspires a love and familiarity of reading/being read to.
- Extend communication and speaking and listening skills through a total communication approach which is tailored to meet the unique needs of individual students.
- Establish a total communication approach so that sign language is a key aspect of the SLC (speaking, listening and communication) offer for all students.
- To develop skills in group interaction and drama in a systematic way.
- Provide non-classroom-based enrichment opportunities to practice key literacy skills.
- Create a wide range of exciting writing opportunities which can be accessed by all learners.
- Enable students to communicate effectively within a wider community, recognising and respecting cultural differences
- Embed world citizenship links through the provision of books and resources which reflect multiculturalism, diversity and equality.
- For students to understand the effect of the media on our lives: the newspapers, television, advertising etc.
- For students to be able to use writing skills to enhance daily life: writing letters, filling in forms, writing notes etc.
- Sequence schemes so that they provide the building blocks for learning and allow students to acquire knowledge and to build on what they already know.
- Reflect national policy (British Values, SMSC, PSHE)
- **Ensure schemas support long term EHCP learning destinations for communication.**

**10.3 KS4 Vocational Literacy:** As students make the transition from KS3 to KS4, the curriculum will allow for a greater focus on vocational learning, promoting independence skills and increasing employability. All students access a literacy accreditation package which runs in tandem with literacy schemas. **At the end of KS4, we aim for all students to achieve a AQA functional literacy certificate.**



# 10. Literacy Overview

**10.4 English within FE:** English has a crucial role to play in equipping pupils with the language skills they need to become effective communicators and language users as members of the school community and the wider world. Within this context, FE literacy continues to embed and consolidate the key skills and knowledge acquired within KS3 and KS4 whilst providing students with opportunities to transition this knowledge within functional and age appropriate settings. Literacy and communication are key life skills, the FE English curriculum enables students to develop the skills and knowledge needed to communicate effectively and creatively with the world at large, through spoken and written language. All students access a literacy accreditation package which runs in tandem with literacy schemas. At the end of FE, we aim for all students to achieve an Asdan functional literacy certificate requiring students to develop a portfolio of evidence for verification & certification.

## 10.5 Our goals within FE are to:

- Develop effective listening, speaking or signing skills, which enable students to understand and respond appropriately to others.
- Develop skills in group interaction and drama in a systematic way.
- Enable students to become effective communicators; through reading, writing, speaking and listening and using signs, symbols and other aids where necessary.
- Teach students to communicate effectively within a wider community, recognising and respecting cultural differences.
- Facilitate students to utilise literacy within a 'world of work' environment.
- Facilitate students to use their literacy skills within the community: the cinema, theatre, concert hall, library etc.
- Enable students to become readers and to understand the effect of the media on our lives: the newspapers, television, advertising etc.
- Enable students to experience and enjoy reading or being read to from a variety of texts and sources.
- Facilitate functional reading opportunities within the wider community.
- Enable students to use writing/IT skills to enhance daily life: writing letters, filling in forms, writing notes etc.
- Increase overall employability through the provision of relevant external certification.

**10.6 Rationale for choice of topics:** Topics within the English curriculum were chosen thoughtfully and deliberately to suit the special needs context of the school. We have ensured that the curriculum is inclusive, ambitious and varied. When choosing topics, we considered several factors; all topics are:

- Exciting, promote a love of learning and encourage curiosity and creativity.
- Age appropriate.
- Reflective of the whole school curriculum intent thus allowing opportunities to promote numeracy, key skills and world citizenship.
- A vehicle through which all key literacy skills can be developed.
- Key drivers for a differentiated and personalised national curriculum which includes the 6 strands of literacy.
- Inclusive and accessible to learners with a broad spectrum of SEN needs.
- Deliverable within a termly or half-termly period.
- Well aligned with the interests of students thus ensuring high levels of engagement.
- Strongly linked to the wider world and broader functional needs of students thus equipping them for the wider world.
- Cross-curricular and regularly link in with broader themes across rolling plans to ensure a rich and deeply embedded curriculum offer.





# 10. Literacy Overview

## 10.7 Writing KS3 and KS4 Implementation

Tiered vocab and cross-curricular linked learning

Transcription, spelling, handwriting and composition National Curriculum opportunities outlined

Academic writing skills embedded

### Writing KS4 Malorie Blackman

**Previous Linked Learning**

- Reading and SAC
- All lessons revised learning linked to the Malorie Blackman module
- Hand writing and spelling are taught within discrete sessions within writing lessons.
- English: Diaries and Recounts
- Treasure Island
- Stories from around the world/ other cultures
- History
- WW2 module
- Science: Making predictions
- Geography: Countries around the world

**Context**

The module is linked to a contemporary text 'The Boy Who Swam to Africa' which allows students to explore the theme of migration and displacement. The module is designed to be taught in a range of subjects, including English, History, Geography, and Science. The module is designed to be taught in a range of subjects, including English, History, Geography, and Science.

Students at Piper Hill require significant repetition to be able to 'remember more' the skills and knowledge below as the National Curriculum and should be embedded within lessons across the key stages so that knowledge is acquired and skills deeply embedded.

**Know and Remember National Curriculum transcription (spelling) (handwriting)**

Hand Writing – Pupils will:

- write accurately at a table, holding a pencil comfortably and correctly
- begin to form lowercase and uppercase letters in the correct direction, starting and finishing in the right place
- write straight lines
- write cursive which begins by writing a handwriting 'hanger' (a letter that we formed in cursive writing) to begin the line
- write using some of the diagonal and horizontal strokes that we learn about and understand what they are when adjacent to one another, we learn to understand how writing between words that affects the size of the letter

**Know and Remember National Curriculum composition (articulating ideas and presenting)**

- writing about real events
- writing creatively about personal experience and those of others (real and fictional)
- writing mainly for different purposes
- planning
- writing using ideas, key words/ vocabulary
- making simple additions, revisions and corrections to their own writing
- evaluating their writing with the teacher and other pupils
- reading to check that their writing makes sense and that it is: readable, easy to understand and consistently meaningful to check for errors in spelling, grammar and punctuation (for example, use of correct punctuation marks)
- and about what they have written with appropriate information to make them writing like

### Writing Academic Skills

Composition	Spelling	Transcription	Punctuation	Grammar
The way a piece of writing is structured or compared	Correctly writing a given word	Joining words correctly	Using stop, comma, and brackets, used in writing	The way words are used
				structured and classified to communicate effectively

**Overview**

This scheme allows for flexibility in the way that the strands of writing and can be personalised and tailored to suit the needs of a variety of learners.

Discrete handwriting and spelling assessment opportunities can be embedded within a carousel of activities, within small groups or as part of a starter activity. Formative assessment will be undertaken in all classes, the teacher can use their best judgement regarding implementation taking into account their comprehensive knowledge of the needs of individuals. Transcription and composition opportunities will be promoted within all writing lessons and across the whole curriculum. The activities below are linked to the unit and will enable students to practice their writing skills.

**Spelling Sessions**

Where appropriate, students will take part in a weekly spelling session and will have a spelling assessment book. Spelling will be taken from the letters and sounds phoned in the spelling list. Spelling lists can be sent home in diaries as homework. Teachers will differentiate levels appropriately. Spelling activities may include: look, cover, write, check, using spellings within sentences, writing definitions, playing spelling games etc. All students should be given lists of the full name correctly. Teachers will provide students to listen to short sentences dictated by teachers, punctuation and grammar. Students will proof read work about writing.

**Handwriting practice with handwriting books.** Staff will rough formative handwriting assessments sheets available on will learn their letter formation through movement groups interplay, use lined books and sign any movement starting from top to bottom. Students will also learn correct letter joining. Handwriting will include the correct way to introduce numeracy links. All students should be given a list to spell the full name correctly. Pledging opportunities to the alphabet, days of the week, months of the year (for mastered the sequencing/ spelling and writing of these key words).

### Session Outlines

Lesson content	Know More Remember More Suggested Activities	Links to previous
<b>Writing for a purpose</b>	The four key purposes for writing are: writing to entertain, writing to inform, writing to persuade, writing to discuss. Writing to entertain: Story, poem, descriptions, plays, poetry. Writing to inform: Report, letter, leaflets, brochures. Writing to persuade: Advertising, letter, speech, poster. Writing to discuss: Balanced argument, newspaper report, review. When writing a larger piece of work it is important to plan, draft and review.	Reflect on learning from previous lessons, ensure paragraphs between these strands of English.
<b>Planning a larger piece of writing</b>	<b>Suggested Activities linked to this unit:</b> <ul style="list-style-type: none"> <li><b>Paras:</b> Write a letter to persuade parents/teachers to be involved in their children's education.</li> <li><b>News and Drama:</b> Write a newspaper report on the kidnapping and ransom of a child. Include descriptions and key information from the book.</li> <li><b>Crime:</b> Write instructions from the kidnapper to the police/parents about your demands, include information about how you will harm the victim and to meet the ransom money.</li> <li><b>Speech:</b> Write a short dialogue between Lizzie and Jake, both arguing about who will win the case (with respect to the book).</li> <li><b>Essays:</b> Write a persuasive answer to this question: 'Should we have considered both sides of the argument?' (Girls are more likely to try than boys)</li> <li><b>Report:</b> Watch the CCTV production and write a review of the broadcast. Which side do you prefer? Give your reasons with the book.</li> </ul>	Citizenship: Role of school/ social justice
<b>Evaluating writing with the teacher and other pupils</b>	It is important that students can evaluate their own work, the work of others and proof read effectively to ensure that writing makes sense and that spelling, punctuation and grammar mistakes are identified. Student will be encouraged to re-draft their writing and make additions and revisions based on feedback. Activities go on to include: identifying mistakes in a given piece of writing, adding in punctuation to a given text, using red pen to make corrections with a 'proof' sheet errors included (in errors of spellings from the spelling list, punctuation or capital letters). Teacher modelling marking, peer and self assessment of work, using a dictionary to look up potential spelling mistakes, re-writing a piece of work – adding on feedback.	Spelling: Key words Grammar and punctuation: Key skills
<b>Proofreading to check for errors in spelling, grammar and punctuation</b>	<b>Suggested Activities linked to this unit:</b> <ul style="list-style-type: none"> <li>Students to correct incorrect sentences (in red order: punctuation, grammar) using a red pen, sentences will then be re-written correctly.</li> <li>Example planned writing activity above.</li> <li>Use peer assessment worksheets (planning a text, or grammar)</li> </ul>	

### Success Criteria Linked to National Curriculum

- I can participate in spelling assessments linked to my learning level
- I can take part in hand writing sessions and assessments, forming letters correctly and joining appropriately
- I can space correctly and know about the alphabet letter families
- I can write about real or fictional events
- I can plan my writing
- I can evaluate and correct my writing
- I can proof read and check my written work
- I can use grammar and punctuation at an appropriate learning level
- I can correct punctuation and grammar in a sentence or passage
- I can write for different purposes, some of these will be linked to the story.

**Multi Model Reading Links and Ideas**

- Use of e-readers to explore non-fiction books linked to their learning
- Posters, exploration of how information is communicated through a combination of writing language, still image, and spatial design.
- Illustrations linked to the story, what does the illustration communicate about the character?
- Watch the movie trailer, how does the advert convey its message, how does it invite and attract the viewer, would you like to watch this film? Why have they chosen this mode (animation) to communicate the story?
- How well does the film/ play/ series match the story? Were the characters depicted accurately? How do they differ from what you imagined?
- Watch videos linked to the topic on YouTube, where possible make real life links to the story/topic.
- Listen to the theme tune or piece of music linked to the story, is it engaging? Does it reflect the book/character well?

Broad variety of writing opportunities linked to the NC to ensure teachers can tailor schemes to the diverse needs of Piper Hill School cohort.

Success Criteria and multi modal links.



# 10. Literacy Overview

## 10.8 Reading KS3 and KS4 Implementation

Tiered vocab and cross-curricular linked learning

Personal reading records, rotating phonics library, phonics sessions, 'better Reading' principles and NC links explicit within schemes

Academic reading skills embedded

### Reading KS4 Malorie Blackman

**Previous Linked Learning**

- Year 7 - SLIC
- All lessons revised learning linked to the Malorie Blackman module to ensure a synthesis between the three strands of English.
- Hand writing and spelling are taught within discrete sessions within writing lessons.
- English:
- Diaries and Resents
- Treasure Island
- Stories from around the world/ other cultures
- History
- WW2 module
- Science:
- Making predictions

**Context**

The module has stories from a contemporary author as the focus. It provides students with the opportunity to study books written by the same author but covering a range of subjects. Malorie Blackman has a range of work that is suitable for ability groups so the text chosen by the teacher will reflect the needs and ability of the individual group. Students have the chance to experience non-fiction texts about young people of a similar age and/or background to themselves and discuss how they manage the events. They focus on the social, the non-fiction element of this unit & about information texts and will focus on homes around the world. Students will learn about the structure and style of expository non-fiction and they will begin to learn how to use it to give an opinion.

They will also build on the skills of information text retrieval from a text and the reading and comprehension skills associated with this.

**Geography:**

Countries around the world

**Key vocabulary**

Year One	Year Two
All of the same with the addition of	All of the same with the addition of
Low	Theme
High	Setting
Low	Mystery
True	Fiction
False	

**Books**

Malorie Blackman  
Fangs, Noughts and Crosses, Heritage, Space Race 2

### Session Outlines

**Overview**

This scheme allows for flexibility in the application of the strands of reading and can be personalized and tailored to suit the needs of a variety of learners. Every independent student has a personal reading list from the rotating phonics library and will also be given a choice of books to read through the A-Z readers. Discrete phonics and word reading opportunities can be embedded within a carousel of a choice of texts, within small groups or as part of a starter activity. In all lessons, the teacher can use their judgement regarding implementation taking into account their comprehensive knowledge of the needs of individuals. Phonics strategies will be promoted in this all reading lessons and across the curriculum. The activities below are linked to the unit and will enable students to progress their word reading, decoding and comprehension knowledge.

**What does it involve?**

**Introduction**

Objectives and criteria for assessment

**Phonics assessment**

**Phonics session book list**

Practice previously learned letters

Practice oral blending and segmentation

**Teach/ model**

Teach a new letter

Teach blending and/or segmentation with letters

**Activity**

Practice reading and/or spelling words with the new letter

**Apply**

Use new knowledge and skills while reading/ writing

**Assess learning against criteria (formative phonics assessment)**

**What does a reading session look like?**

All direct 1-1 reading sessions follow the 'Better Reading' principles

When completing reading records, the session will always include reading at:

- A familiar text (book, confidence, positive start to the lesson)
- A recently introduced text (book, what student can do)
- A new text (bring together previous knowledge and skills)

This allows the student to build confidence over time, to practise positive reinforcement and modeling.

Each session should be assessed with the observer:

- How the pupil approaches reading (Phonics knowledge, fluency, intonation and pace)
- How they use the text (The two dimensions of reading (book) is a helpful tool)

Students will be guided to self assess their reading, staff may utilize the model below:

Three sources of information in text

Does the text have a main message?

Does the text have a structure?

Does the text have a visual?

### Session Outlines

**Academic Skills: Reading**

Phonics	Word reading	Comprehension	Questioning and responding	Linking to own, real life
Recognising, segmenting and blending sounds to support writing.	Using reading strategies to understand the meaning of a text.	Process and understanding the meaning of a text.	Interacting with the text to aid understanding.	Reference to the topic/ theme beyond the book.

**Session overview**

**How More Remember! (New Strategy) Activities**

**Comprehension Skills**

**Links to previous Learning**

**What do you know already?**

**Checklist**

What do you know already?  
Making inferences

Checking and consolidating familiar vocabulary (library dictionary the alphabet)

**Students at Piper Hill require significant repetition of the 'Remember more' skills and knowledge be embedded in the National Curriculum and should be embedded in the Know and Remember National Curriculum phonics and knowledge**

**Know and Remember National Curriculum phonics and knowledge**

- Formative phonics assessment will be used regularly to ensure students have made them to decide words as a phonics when appropriate to do so.
- Participate in letters and sounds phonics sessions utilizing books and record
- Utilize the rotating phonics library supplemented with high engagement low impacting phonics knowledge, sounding out unfamiliar words to support oral reading fluency.
- Access spelling opportunities and formative assessment (where appropriate and learning tool).

**Know and Remember National Curriculum comprehension Skills and Knowledge**

- Develop pleasure in reading, motivation to read, confidence and understanding by:
- Identifying themes and conventions in a wide range of texts.
- Linking learning to their own lives and experiences.
- Using dictionaries.
- Understanding what they have read by:
- asking questions, using inferences linked to emotions and feelings, making predictions, identifying and summarizing key ideas, story sequencing, identifying how language, structure, and presentation contribute to meaning, contributing to discussions, real and used of information, participate in presentations and debates, higher students may be able to justify and give reasons for their opinions.

**Know and Remember numeracy Links**

Students will participate in numeracy activities appropriate to their levels. Suggested numeracy learning opportunities include:

- Counting
- Sequencing of the story using ordinal numbers
- Reading the times of events during the day and order
- Use positional language?
- Compare and order the size of different characters using words and pictures (Bigger, smaller)
- Measure pictures of different characters to help you order them
- Research the size of a character in the story and draw on a scale to make a scale
- Create a questionnaire and compile data

### Success Criteria

- Effective Participation in phonics sessions linked to learning level
- Progress and success is tracked through formative phonics and spelling assessments.
- Phonics knowledge is implemented and utilised effectively in all aspects of reading
- Understanding of how the author creates the characters.
- Ability to recognise and decode real words and invented words
- Familiar with key elements and common themes within the story
- Ability to find information on a page and use this to answer appropriate comprehension questions
- Offer ideas and opinions on the book to a group of peers through a presentation or debate.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Be able to identify key characters from the book by picture or by reading a simple description of them
- Offer ideas on why they like/ dislike the book
- Explore any links to their own life.

### Multi Modal Literacy Links and Ideas

- Use of e-readers to explore non-fiction books linked to their learning
- Posters, exploration of how information is communicated through a combination of written language, still image, and spatial design.
- Illustrations linked to the story, what does the illustration communicate about the character.
- Watch the film trailer, how does the advert convey its message, how does it invite and attract the viewer, would you like to watch this film? Why have they chosen this mode (animation) to communicate the story?
- Film /cartoon/series- How well does the film match the story? Were the characters depicted accurately? How do they differ from what you imagined?
- Listen to the theme tune/music linked to the text, is it engaging? Does it reflect the book well?
- Visit the theatre and watch the production, how did it compare and contrast to your expectation?

Broad variety of reading opportunities linked to the NC to ensure teachers can tailor schemes to the diverse needs of Piper Hill School cohort.

Success Criteria and multi modal links.



# 10. Literacy Overview

## 10.9 Speaking, listening and communication (SLC) KS3 and KS4 Implementation

Tiered vocab and cross-curricular linked learning

Speaking, listening, drama and interaction requirements explicitly linked to NC.

Wide variety of speaking, listening, drama and communication activities outlined

**SLC KS4 Malorie Blackman**

**Previous Linked Learning**

Reading and SLC  
All lessons revisit learning linked to the Malorie Blackman module to ensure a synthesis between the three strands of English.  
Hand writing and spelling are taught within directed sessions within writing lessons.  
English:  
Diaries and Reports  
Treasure Island  
Stories from around the world/ other cultures  
History  
WW2 module  
Solen:  
Making predictions  
Geography:  
Countries around the world

**Context**

The module has been chosen as a contemporary author on the topic. It provides students with the opportunity to study books written by the same author but belonging to a range of subjects. Malorie Blackman has a range of work that is suitable for all ability groups as the links chosen by the teacher will reflect the needs and ability of the individual group. Students have the chance to experience non-fiction stories about young people of courage and/or bravery to themselves and discuss how they manage. The events they face in the books, their own contribution to the unit is about information text and will focus on names around the world. Students will learn about the structure and style of exploration books and they will begin to learn how to use a glossary.

They will also build on the skills of information retrieval from a text and the reading and comprehension skills associated with this.

**Key vocabulary**

Tier One  
All of the core words with their meanings  
Tier Two  
Them  
Settle  
Mystic  
True  
Futile  
Books  
Malorie Blackman  
Fairy, Nymph and Gnomes, Mythology, Space

**Students at Piper Hill require to be able to remember more of the skills and knowledge below are adapted from the National Curriculum and should be embedded within lessons across the key stages so that knowledge is required and skills deeply embedded.**

**Know and Remember National Curriculum as speaking, listening, communicating**

- Listen, watch, respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their verbal and sign vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken or sign language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and sign clearly with an increasing command of Standard English
- Gain, maintain and monitor the interest of the listener (s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers or signs for effective communication

**Know and Remember National Curriculum group communication, drama and interaction and knowledge**

- listen and respond appropriately to adults and their peers
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- performances, role play/improvisations and debates
- attending to and building on the contributions of others
- effective communication

**Session Outlines**

Session content	Remember	More Suggested Activities	Links to previous learning
Spoken and Hypothesis: students may make predictions or explore a character's motivation. Students might include: Story bags, collaborative story writing... The story, character hat writing, book-imagines, being in a show writing, role play, music, making the 5R room to bring to life, speaking and listening cards-imagines being... Students explore ideas about what it would be like to be a alien person or character (what would it be like to be an astronaut/reading/teach)	Students will explore different ideas about a topic or text they may make predictions or explore a character's motivation. Students might include: Story bags, collaborative story writing... The story, character hat writing, book-imagines, being in a show writing, role play, music, making the 5R room to bring to life, speaking and listening cards-imagines being... Students explore ideas about what it would be like to be a alien person or character (what would it be like to be an astronaut/reading/teach)	Students will explore different ideas about a topic or text they may make predictions or explore a character's motivation. Students might include: Story bags, collaborative story writing... The story, character hat writing, book-imagines, being in a show writing, role play, music, making the 5R room to bring to life, speaking and listening cards-imagines being... Students explore ideas about what it would be like to be a alien person or character (what would it be like to be an astronaut/reading/teach)	Science: Making predictions PE: Orienteering team building Geography: Map skills

**Success Criteria Linked to National Curriculum**

- I can listen and respond appropriately. I will ask relevant questions to extend understanding and knowledge
- I can use relevant strategies to build my vocabulary linked to the module
- I can articulate and justify answers, arguments and opinions linked to the text.
- I will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken and sign language to develop understanding through speculating, hypothesising, imagining and exploring ideas linked to the unit.
- I can speak or sign so that meaning is understood with an increasing command of Standard English
- I can participate in discussions, presentations, performances, role play/improvisations and debates
- I can gain, maintain and monitor the interest of the listener (s)

**Multi Model literacy Links and Ideas**

- Use of e-readers to explore non-fiction books linked to their learning
- Posters, explanation of how information is communicated through a combination of written language, still image, and spatial design.
- Illustrations linked to the story: what does the illustration communicate about the character?
- Watch the trailer, how does the advert convey its message, how does it invite and attract the viewer, would you like to watch this film? Why have they chosen this mode (animation) to communicate the story?
- Film - How well does the film match the story? Were the characters depicted accurately? How do they differ from what you imagine?
- Watch real linked animals on YouTube, what sounds do they make, how do they use that adjectives could be used to describe them?
- Listen to the theme tune, is it engaging? Does it reflect the book well?

**Session Outlines**

Session content	Remember	More Suggested Activities	Links to previous learning
Spoken and Hypothesis: students may make predictions or explore a character's motivation. Students might include: Story bags, collaborative story writing... The story, character hat writing, book-imagines, being in a show writing, role play, music, making the 5R room to bring to life, speaking and listening cards-imagines being... Students explore ideas about what it would be like to be a alien person or character (what would it be like to be an astronaut/reading/teach)	Students will explore different ideas about a topic or text they may make predictions or explore a character's motivation. Students might include: Story bags, collaborative story writing... The story, character hat writing, book-imagines, being in a show writing, role play, music, making the 5R room to bring to life, speaking and listening cards-imagines being... Students explore ideas about what it would be like to be a alien person or character (what would it be like to be an astronaut/reading/teach)	Students will explore different ideas about a topic or text they may make predictions or explore a character's motivation. Students might include: Story bags, collaborative story writing... The story, character hat writing, book-imagines, being in a show writing, role play, music, making the 5R room to bring to life, speaking and listening cards-imagines being... Students explore ideas about what it would be like to be a alien person or character (what would it be like to be an astronaut/reading/teach)	Science: Making predictions PE: Orienteering team building Geography: Map skills

**SLC Academic Skills**

Sign language	Communication	Speaking	Listening	Drama	Interaction
Key signs and communication and auxiliary expansion	Total communication approach (Sign, symbol, picture, word, gesture, expression etc.)	Vocabulary, intonation, pronunciation, emphasis, tone, formal, informal, body language	Noticing attention, comprehension, turn taking, self awareness, self confidence, body movement	Team work, audience, social as thinking, self confidence, body movement	Reading and responding to signs, self expression, debate.

**Overview of SLC**

This scheme allows for flexibility in the application of the two strands of SLC (team work and drama) and can be personalised and tailored to suit the needs of a variety of learners.

Speaking, listening and communication will be integrated within reading and writing lessons across the whole curriculum.

SLC will be assessed through individual targets and within classroom monitor, the SLC app will provide evidence of progress. Progress sheets within files will include at least one QR code per academic year.

**Session content**

**Lesson Objective**

Each lesson will draw upon previous learning and interlink knowledge from Reading and Writing lessons. Students will spend a segment of each lesson or scheme of lessons consolidating key signs. This may include:

- Everyday greetings and communications
- Signs to help consolidate their wider literacy and numeracy knowledge (ie: numbers, days of the week, month of the year, the alphabet, the spelling of their own names)
- Key vocabulary from the Shared Vocab list (signs listed at the bottom of each SLC SO)

Activities might include: Guess the sign, signing the alphabet, song and sign activities, Simon says sign, matching signing videos, spelling the characters names, matching key words and signs, sign bingo, matching letters, sign gap cards, sign snakes and ladders.

**Suggested Activities linked to this unit:**

- Practice key word sign from Stories From Around the World
- In small groups - discuss different to colours visited (linked to books), feedback to class.
- Use the key words to play guess the sign / match signs and keyword cards
- Spell out character names using signs

**Links to previous learning**

Key signs from across the curriculum  
Numeracy  
Number signs  
Alphabet  
Days of the week  
Months of the year  
Colours  
Key vocabulary

Academic reading skills embedded

Success Criteria and multi modal links.





# 10. Literacy Overview

## 10.10 Structured Implementation

The collage shows four pages from a literacy curriculum. The first page, 'KS3 Structured Imaginary Beasts', includes 'Previous linked learning', 'Context', 'Key vocabulary', and 'The Gruffalo'. The second page, 'Session Outlines', lists 'Suggested Starter Activities', 'Writing', 'Reading', and 'Phased PECS activities'. The third page, 'Phased PECS Instructions and Activities', details 'Group PECS activity phase 4-6' and 'Phased PECS 1-3'. The fourth page, 'KS3 Structured Key Word Signs', shows 'Everyday English Signs' (Book, Write, Communicate) and 'Signs for this unit' (Mouse, Owl, Fox).

Structured units allow for significant repetition, there is a keen communication focus within every lesson. Learners access Literacy within core skills lessons.

Concrete, Pictorial and abstract tiered key words

Differentiated activities for each strand of literacy

Phased PECS activities to aid communication

Key Signs for each unit.

## 10.11 Post 16 Implementation

The collage shows four pages from a post-16 literacy curriculum. The first page, 'FE: Days That Changed the World', includes 'Previous linked learning', 'Context', 'Key vocabulary', and 'The Titanic'. The second page, 'Session 1', lists 'Students could:', 'SIC Suggested Activities', and 'Reading Suggested 2'. The third page, 'Session 2', lists 'Students could:', 'Writing Suggested Activities', 'Accreditation and functions', and 'Students will be asked to:'. The fourth page, 'Useful Links', includes 'I Survived Scholastic resources', 'Multi Model Literacy Links and Ideas', and 'Useful links and further information'.

Wide variety of texts, cross curricular links and tiered vocabulary

Age appropriate suggested activities which can be tailored to suit the needs and interests of students

Explicit links to Asdan Accreditation

Multi model literacy links



# 10. Literacy Overview

## 10.12 Tiered Vocabulary, Key signs

**Know and Remember**  
Vocab Games  
**Vocabulary Act**  
Love It or Hate It  
Spelling  
Alphabet Race  
Group

**Know and Remember**  
Tier 2 Vocabulary Tasks  
Task: Match the words and pictures:  
animals  
Charlotte  
friend  
barn  
spider  
Wilbur  
web  
Farm  
pig

**Know and Remember**  
Tier 1 Vocabulary Tasks  
Task: Draw a circle around the word that matches the picture:  
Foil, Fox, Fe, Paint, Pig, Pi, Well, Wall, Wh, Bark, Barn, Be, Fig, Farm, Fa, Fly, Film, Frie, Animals, Ants, Av

**Charlotte's Web Glossary**  
Tier 2 Vocab, word, definition, picture, sentence  
Key Word | Picture | Definition | Sentence | Other info:

Key Word	Picture	Definition	Sentence	Other info:
Pig		Small pink or black four-legged animal with a snout for a nose.	They stood staring at the pig on the kitchen floor.	Noun: name of an animal. Noun: great's person. Verb: to stuff with food.
Web		Thread spun by a spider creating a net on or to catch its prey.	The fly was caught in the spider's web.	Noun: name of a thing. Homophone: World Wide Web/Internet.
Barn		A large farm building used for storing crops and animals.	Katie opened the barn door and let four goats into the barn.	Noun: name of a building. Synonyms: great room, shed.
Farm		A place where crops and animals are grown.	The farm grows corn on the farm.	Synonyms: ranch. Suffix: farming.
Fern		The main character who saves the pig.	"Fern, you will have to be in control yourself!"	Noun: name of a person. Homophone: A plant with no flowers.
spider		An eight-legged insect.	The spider crawled slowly toward him.	Noun: name of an insect. Noun: a flying pan standing on a line.
Wilbur		A piglet saved by Fern from slaughter.	Wilbur is a baby pig born on a farm.	Name of a person/animal.
Charlotte		A clever and cool spider who helps Wilbur.	Wilbur is happy to have Charlotte as a friend.	Noun: name of a person/spider. Noun: Apple Charlotte/Glass.
friend		A person or people who like and trust each other.	Katie asked her friend to help her.	Noun: name of a person. Antonyms: enemy.
animals		A creature that is not human.	A cat was in the room all day.	Noun: name of a thing. Synonyms: beast, creature. Adjective: animal.

At Piper Hill there is a significant emphasis on extending vocabulary to aid effective communication and to support accelerated reading. This is particularly important within literacy. To ensure that tiered vocabulary is well utilised, each scheme of work is supplemented with a variety of key word work sheets which are pre populated and available on the school system.

**Core Vocabulary Signs**  
Alphabet  
Tier Two (Tier One with the addition of...)  
Tier Three (Tier One and Two with...)

**KS4 Keyword Signs**  
Everyday English Signs  
Signs for this unit  
Tier One

**Core Vocabulary Signs**  
Greetings  
Numbers  
Days of the Week

Hand signs for: Fiction, Setting, Book, Write, Communicate, Love, Hate, False, Hello, Good Morning, Good Afternoon, How are you?, 1-10, Monday-Friday.

10.13 Inclusion is of the utmost importance and is a crucial aspect of the Piper Hill Curriculum, we strive to ensure that all students feel supported, welcomed and can actively participate within the school community. With this in mind, all English SOW include key signs for each unit, signing sessions are embedded within SLC lessons to enhance wider communication skills, enabling students to converse with hearing impaired students and staff. Additionally, signing enhances and aids vocabulary acquisition and retention.





# 11. Numeracy Overview

**11.1 Rationale:** The overarching intent for Mathematics within all key stages and across access groups is to equip students with the computer literate skills needed to successfully navigate the wider world. Through the Mathematics curriculum, we support students to develop the transferable skills and knowledge that will enable them to develop their numeracy, problem solving and resilience in the real world through a mastery approach. We acknowledge that a Mathematics curriculum, in addition to the attainment targets of Number, Shape, Space and Measure and Using and Applying, should be integrated in all subjects, as well as Numeracy in its widest sense. Each student's pathway through the key stages will be ambitious, unique and bespoke. The curriculum offer is intended to deeply embed Mathematics skills using a re-visit and mastery approach, which is a fundamental tool of learning and particularly important for students with additional needs. We have fully differentiated bespoke curriculum based on the Primary National Curriculum and the Singapore Maths approach to mastery.

## 11.2 Our goals within KS3 and KS4 are:

- To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- To encourage the children to apply their learning to everyday situations so that children understand the importance of mathematical skills in everyday life.
- To explore features of shape and space, and develop measuring skills in a range of contexts placing importance on these skills.
- To consistently emphasize and develop use of mathematical vocabulary.
- To develop a practical understanding of the ways in which information is gathered and presented, including opportunities to record independently.
- To challenge children through high expectations and equip children with the skills needed to rise to the challenge.
- To nurture positive attitudes, confidence and competence by matching the task to the child.
- To celebrate achievements through high quality feedback. Peer and self-assessment are an integral part of this feedback and children are taught the skills needed to effectively do this throughout the school.
- **Ensure schemas support long term EHCP learning destinations for Numeracy.**

**11.3 KS4 Vocational Numeracy:** As students make the transition from KS3 to KS4, the curriculum will allow for a greater focus on vocational learning, promoting independence skills and increasing employability. All students access a numeracy accreditation package which runs in tandem with mathematics schemas. **At the end of KS4, we aim for all students to achieve an AQA accredited certificate.**





# 11. Numeracy Overview

**11.4 Mathematics within FE:** Mathematics has a crucial role to play in equipping pupils with the essential skills they need to become independent and resilient when interacting with the community and the wider world. Within this context, FE Mathematics continues to embed and consolidate the key skills and knowledge acquired within KS3 and KS4 whilst providing students with opportunities to transition this knowledge within more functional and age appropriate settings. Number and problem solving are key life skills, the FE Maths curriculum enables students to develop the skills and knowledge needed to become independent, through problem solving, logical thinking and numerical life skills. All students access a Numeracy accreditation package which runs in tandem with Numeracy schemas. **At the end of FE, we aim for all students to achieve an Asdan functional Mathematics certificate requiring students to develop a portfolio of evidence for verification & certification.**

## 11.5 Our goals within FE are to:

- Develop effective problem solving skills which enable students to understand their environment and develop independence.
- Develop real world numeracy skills such as counting, calculations using money, measuring and estimates.
- Enable students to become effective problem solvers through a range of real life applications of Mathematics.
- Facilitate students to utilise Mathematics within a 'world of work' environment.
- Facilitate students to use their Mathematics skills within the community: Shopping, saving money, problem solving, measurements etc.
- Enable students to experience and enjoy Mathematics in a wider variety of situations.
- Enable students to use Mathematics skills to enhance daily life: shopping, banking, cooking, logical thinking.
- Increase overall employability through the provision of relevant external certification.

**11.6 Rationale for choice of topics:** Topics within the Mathematics curriculum were chosen thoughtfully and deliberately to suit the special needs context of the school. We have ensured that the curriculum is inclusive, ambitious and varied. When choosing topics, we considered several factors; all topics are:

- Exciting, promote a love of learning and encourage curiosity and creativity.
- Age appropriate.
- Reflective of the whole school curriculum intent thus allowing opportunities to promote numeracy, key skills and world citizenship.
- A vehicle through which all key mathematics skills can be developed.
- Key drivers for a differentiated and personalised national curriculum which includes the three strands of mathematics.
- Inclusive and accessible to learners with a broad spectrum of SEN needs.
- Deliverable within a termly or half-termly period.
- Well aligned with the interests of students thus ensuring high levels of engagement.
- Strongly linked to the wider world and broader functional needs of students thus equipping them for the wider world.
- Cross-curricular and regularly link in with broader themes across rolling plans to ensure a rich and deeply embedded curriculum offer.
- Aligned with student targets to support a sequential approach to learning.
- Focus on functional, vocational and life skills within FE.



# 11. Numeracy Overview

## 11.7 Number, SSM, Logical thinking Implementation

Aims	Number Property	Targets
<p>This module aims for pupils to begin to develop a further understanding of slightly quantity and particularity of place value. It also allows pupils to look at fractions of numbers and how this is used to solve problems. Pupils will also be opportunities to consider concepts like odd/even and other numbers in the progression.</p> <p><b>Progression Learning I</b></p> <p><b>ALS</b> Pupils should begin to show progress of ability to recognise and represent up to 10 items. Pupils should understand 1 with confidence. Pupils should be starting to show interest in counting.</p> <p><b>AL6</b> Pupils can recognise groups of 2 to 3 objects in everyday life. They can count up to 10 objects. They can start to show interest in counting up to 10 objects.</p> <p><b>AL7</b> Pupils should be confident when counting up to 10 and the corresponding numerals. They can complete accurate counting up to 10 objects.</p> <p><b>AL8</b> Pupils should be confident when counting up to 10 objects. They can start to show interest in counting up to 10 objects.</p> <p><b>AL9</b> Pupils should be confident when counting up to 10 objects. They can start to show interest in counting up to 10 objects.</p> <p><b>AL10</b> Pupils should be confident when counting up to 10 objects. They can start to show interest in counting up to 10 objects.</p> <p><b>AL11</b> Pupils should be confident when counting up to 10 objects. They can start to show interest in counting up to 10 objects.</p> <p><b>AL12</b> Pupils should be confident when counting up to 10 objects. They can start to show interest in counting up to 10 objects.</p>	<p><b>ALS</b> They begin to make groups of objects with adult support. They begin to match two sets with a structured teaching situation when playing with objects. They begin to count objects in turn, copying counting each other.</p> <p><b>AL5</b> They pick up 10 items on request, recognising that they need to pick up more than 10 items. They use the term 'over' (spontaneously). They play on one finger on each object, up one back on next. They count when playing with numbers, in any order. They can indicate one object, two objects, counting the first and second. They respond to and play with number rhymes, stories, songs and games.</p> <p><b>AL6</b> They can indicate one object, two objects, counting the first and second. They count up to three objects in any order. They can indicate one object, two objects, counting the first and second. They count up to three objects in any order. They count up to three objects in any order.</p> <p><b>AL7</b> They can indicate one object, two objects, counting the first and second. They count up to three objects in any order. They count up to three objects in any order. They count up to three objects in any order.</p> <p><b>AL8</b> They can indicate one object, two objects, counting the first and second. They count up to three objects in any order. They count up to three objects in any order. They count up to three objects in any order.</p>	<p>They count numbers from 0 to 10 and associate these with the number of objects they have counted. They recognise 'one more' or 'less' in detail or rhyme and when counting and ordering.</p> <p><b>AL9</b> Pupils count and order numbers from 0 to 20. They write numbers up to 10 with increasing accuracy. Pupils count and order numbers (including ordinal numbers) up to 10 in a range of settings. They make attempts to order numbers up to 10. Pupils read and write numbers up to 10 in familiar contexts.</p> <p><b>AL10</b> Pupils count and order numbers from 0 to 20. They write numbers up to 10 with increasing accuracy. Pupils count and order numbers (including ordinal numbers) up to 10 in a range of settings. They make attempts to order numbers up to 10. Pupils read and write numbers up to 10 in familiar contexts.</p> <p><b>AL11</b> Pupils count and order numbers from 0 to 20. They write numbers up to 10 with increasing accuracy. Pupils count and order numbers (including ordinal numbers) up to 10 in a range of settings. They make attempts to order numbers up to 10. Pupils read and write numbers up to 10 in familiar contexts.</p> <p><b>AL12</b> Pupils count and order numbers from 0 to 20. They write numbers up to 10 with increasing accuracy. Pupils count and order numbers (including ordinal numbers) up to 10 in a range of settings. They make attempts to order numbers up to 10. Pupils read and write numbers up to 10 in familiar contexts.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Count</li> <li>Order</li> <li>Double</li> <li>Half</li> <li>Reaction</li> </ul>

Students receive individual targets for each strand of mathematics, personalisation and differentiation of assessment is reflected within the schemes.

11.8 Each unit includes clear aims and expectations for students working at all levels. The purple, green and blue modules include numeracy, SSM and logical thinking skills which are revisited with greater challenge throughout the spiral curriculum. There are separate schemes for each strand within all units.

## The Purple Maths Unit

## The Green Maths Unit

## The Blue Maths Unit



# 11. Numeracy Overview

## 11.9 Maths Mastery and Calculation Policy

It is important children acquire secure mental methods of calculation and efficient written methods of calculation for addition, subtraction, multiplication and division which they know they can rely on when mental methods are not appropriate. Piper Hill calculation document identifies progression in calculation strategies and ensures that mathematic strategies are consistent across school.

**Calculation Policy Contents**

Reference	Title
5	Introduction
7-9	Glossary of Terms
General 1	General: Understand the meaning of 0 as a place holder.
General 2	General: To partition numbers
General 3	General: Use knowledge of place value to round numbers
General 4	General: Use knowledge of place value to make approximations
Addition 1	Addition: Using vocabulary for addition.
Addition 2	Addition: Understanding addition as combining two groups of objects
Addition 3	Addition: To understand what a number sentence is.
Addition 4	Addition: Using mental methods to add single digit numbers with a 10.
Addition 5	Addition: To know all addition facts for all numbers 1-9
Addition 6	Addition: Knowing number bands to ten.
Addition 7	Addition: Adding whole numbers beyond a total of ten. (ones + one)
Addition 8	Addition: Adding whole numbers beyond a total of ten. (ten + ones)
Addition 9	Addition: How to 'bridge' through ten using knowledge of number 1 knowledge of number bands of numbers up to 20
Addition 10	Addition: To add multiples of ten
Addition 11	Addition: Adding two digit numbers to two digit numbers using a 10
Addition 12	Addition: Adding two digit numbers to two digit numbers using a 10 method.
Subtraction 1	Subtraction: To use numbers up to 10 to solve subtraction problems
Subtraction 2	Subtraction: To use numbers up to 10 to compare two sets to find a difference
Subtraction 3	Subtraction: To begin to know by heart subtraction facts for number 10
Subtraction 4	Subtraction: To use a number track to solve subtraction problems
Subtraction 5	Subtraction: To subtract ten or tens from 2 digit numbers using a number track.
Subtraction 6	Subtraction: To subtract numbers with 2-digit numbers using practical

**Piper Hill Calculation Policy**

Methods of teaching me this change were taught in school, however different from the methods that are taught in our students, therefore, could be trying out a calculation as they would transition through school. To support that we create as much opportunity to consolidate learning put together a calculation policy. This means that as staff won't be confused by different methods or a mix of ten staff who support them will reinforce methods and use them consistently from class to class and year to year these skills are being taught and practiced.

In this booklet, methods for teaching addition, subtraction and division calculations are demonstrated. The language used are highlighted and there is a glossary of terms some of these words mean.

Each skill is given a separate page, with what prior learning this will ensure that students understand the methods, rather than simply learning to do so by rote. Next steps are also presented. Every skill learned in calculation the next, so knowing why a calculation should be able to help secure the next piece of learning is also made clear.

This booklet is intended to be an every day document; in the classroom and to assist all members of staff in calculation.

We hope you will find it useful.

**Calculation Policy**

Piper Hill High School  
part of Prospera Learning Trust

<p><b>Number System</b> - I am beginning to recognise the value of each digit in a two-digit number (tens, ones).</p> <p><b>AL09</b> HTU 3 5 4</p> <p><b>Recap</b> I can recognise numerals from 1-9 and relate to sets of objects, e.g. labelling sets of objects the correct numerals.</p> <p><b>Concrete</b> I can use number equipment such as D10 to count beyond 10. I recognise that I can have 10 ones.</p> <p><b>Pictorial</b> I can recognise, draw and order pictorial representations of numbers up to 99 using place value.</p> <p><b>Abstract</b> I can write two digit numbers and tell you the value of each digit.</p> <p><b>Next level</b> I can recognise the place value of each digit in a two digit number (tens, ones) and can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p>	<p><b>Number System</b> - I am beginning to recognise the value of each digit in a two-digit number (tens, ones).</p> <p><b>AL09</b> HTU 3 5 4</p> <p><b>Concrete</b> I can use number equipment such as D10 to count beyond 10. I recognise that I can have 10 ones.</p> <p>Example: Can you make the number 16 and put it on the place value grid?</p>	<p><b>Number System - Number System</b> - I am beginning to recognise the place value of each digit in a two-digit number (tens, ones).</p> <p><b>AL09</b> HTU 3 5 4</p> <p><b>Pictorial</b> I can recognise, draw and order pictorial representations of numbers up to 99 using place value.</p> <p>Example: What number is shown in the place value grid?</p>	<p><b>Number System</b> - I am beginning to recognise the place value of each digit in a two-digit number (tens, ones).</p> <p><b>AL09</b> HTU 3 5 4</p> <p><b>Abstract</b> I can write two digit numbers and tell you the value of each digit.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Number</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr><td>56</td><td>5</td><td>6</td></tr> <tr><td>76</td><td>7</td><td></td></tr> <tr><td>23</td><td></td><td></td></tr> <tr><td>87</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> </tbody> </table>	Number	Tens	Ones	56	5	6	76	7		23			87			2		
Number	Tens	Ones																			
56	5	6																			
76	7																				
23																					
87																					
2																					

**11.10 The CPA method involves using actual objects for students to add, subtract, multiply or divide. They then progress to using pictorial representations of the object, and ultimately, abstract symbols.**

Students often find maths difficult because it is abstract. The CPA approach helps students learn new ideas and build on their existing knowledge by introducing abstract concepts in a more familiar and tangible way.

At Piper Hill, we have tailored the steps to success to reflect the CPA approach, for each target we have broken down the assessment opportunity into manageable CPA steps. Additionally each target has concrete, pictorial and abstract worksheets which directly link to student specific targets.





# 12. KS3 Curriculum

**12.1 Rationale:** In Key Stage 3, learners will have a minimum 24 hours 35 minutes taught time each week. Pupils will build on their learning in KS2 and continue to develop their skills, knowledge and understanding in a broad range of subjects: English, Mathematics, Science, Computing, PSHE, PE, RE, MFL, Technology Carousel (Art, Food Technology and Design Technology) and Humanities with an equivalent of one day a week being spent on vocational skills. The 20% Vocational Learning will include: work related learning, functional numeracy and literacy, careers education, personal safety and independent travel and employability skills. There is a strong literacy and numeracy focus across the whole curriculum in addition to the 15 minutes focus time each afternoon.

The KS3 curriculum allows for pupils to access all national curriculum subjects through a structure that may be reflected in KS4 and above. **The curriculum is structured into a 3 year rolling programme of topics with separate rolling plans for structured and independent classes.** It is supported by a wide range of enrichment activities including off site visits, and visits to the school by a variety of organisations e.g. drama groups, visiting artists.

## KS3 Exemplar knowledge Maps (3 year rolling programme)

	Autumn		Spring		Summer	
English Reading	Literature and Text Work The work of Roald Dahl FANTASTIC MR FOX Use of the Library Focus Non-Fiction		Literature and Text Work Stories from around the World e.g. The Village of the Round and Square Houses Non-Fiction Homes around the world		Literature and Text Work Treasure Island Non-Fiction Next Stop: The Caribbean	
English Writing	Writing Writing to Imagine Narrative writing linked to choice of literature text		Writing Writing to persuade argue and advise: School rules Mobile phones in school Should we wear a uniform in school?		Writing Writing and following written instructions Giving directions Following instructions Following a map	
English SLC	Speaking and Listening Speaking/Listening and responding		Speaking and Listening Discussion and Interaction		Speaking and Listening Drama	
Maths	Number: Life Skills SMA: Space UBA: Problem Solving Personal Relationships: Myself, My Friends, Anti-Bullying		Number: Number Properties SMA: Shape UBA: Logical Thinking Staying safe in the wider world: Developing Confidence, Keeping safe at Home		Number: Calculation SMA: Measure UBA: Decision Making Healthy Lifestyles: Staying Healthy Personal Hygiene and Daily Routines	
PSHE	HT1: Life Computers		HT1: E-Safety	HT2: Our Local Area	HT1: We Built this City	HT2: Mythical Creatures
Computing	HT1: Junior Explorers		Poems, Prayers and Promises		Belonging to a family (Christianity & Judaism)	
RE	Ourselves and Patterns of Family Life					
Science	HT1: Forces and Movement	HT2: Using Electricity	HT1: Changing states	HT2: Rocks	HT1: Moving Growing and Teeth	HT2: Healthy Plants
MFL	HT1: The Park Suggested Activities 1	HT2: The Park Suggested Activities 2	HT1: The Cafe Suggested Activities 1	HT2: The Cafe Suggested Activities 2	HT1: The Market Suggested Activities 1	HT2: The Market Suggested Activities 2
History	HT1: History The Romans		HT1: History The Making of the UK – Crowns, Parliaments and Peoples 1500-1750		HT1: History The 20th Century World (History of medicine)	
Geography	HT2: Geography Manchester: Our Local Area		HT2: Geography UK Mountains & Coastal Landscapes		HT2: Geography Oceans & Seas	
Music	Folk Music		Rock and Roll Music		Pop Music (class band)	
PE	HT1: Basketball and Swimming	HT2: Circuits / Aerobics	HT1: Inclusion Games	HT2: Tennis and Swimming	HT1: Cricket and Swimming	HT2: Athletics and Swimming
Citizenship and Careers	Our School Community		The School Grounds and Environment		"All About Me"	
Art	Art		Design Technology		Food Technology	

Rolling Plan 1

Colour coded to match subject specific SOW colours

	Autumn		Spring		Summer	
English Reading	Literature and Text Work E.g. Winnie Charlotte's Web The Trumpet of the Swan Use of the Library Reference system: Find a book		Literature and Text Work Non-Fiction Poetry 1 - published after 1914 Choose from: Michael Rosen Benjamin Zephaniah Carol Ann Duffy Jackie Kay		Literature and Text Work Play Shakespeare Choose from: The Tempest A Midsummer Night's Dream Hamlet	
English Writing	Writing Writing to Imagine Narrative writing linked to choice of literature text		Writing Writing poetry Rhyme and Rhythm		Writing Writing to analyse, review and comment Writing a film/show Review	
English SLC	Speaking and Listening Speaking/Listening and responding		Speaking and Listening Discussion and Interaction		Speaking and Listening Drama	
Maths	Number: Life Skills SMA: Space UBA: Problem Solving Personal Relationships: Myself growing up, Stages of growth		Number: Number Properties SMA: Shape UBA: Logical Thinking Staying safe in the wider world: Out and About: road safety and personal safety in the community		Number: Calculation SMA: Measure UBA: Decision Making Healthy Lifestyles: Learning ways to stay fit and healthy	
PSHE	HT1: It's time for Hollywood		HT1: E-Safety	HT2: So'n 'shoot em up' Making a simple game	HT1: Art Attack	HT2: Walking with Dinosaurs
Computing	HT1: A 6 for Algorithm		Surprises		Special Books and Stories	
RE	Belonging to a family (Buddhism & Islam)					
Science	HT1: Electricity in the Home	HT2: Forces in Action	HT1: States of Matter	HT2: Properties and Changes of Materials	HT1: Health and Growth	HT2: Plants and Animals
MFL	HT1: The Zoo Suggested Activities 1	HT2: The Zoo Suggested Activities 2	HT1: The Class Suggested Activities 1	HT2: The Class Suggested Activities 2	HT1: The Station Suggested Activities 1	HT2: The Station Suggested Activities 2
History	HT1: History The Egyptians Blues		HT1: History Medieval realms 1000-1500 A Night at the Proms (Classical)		HT1: History 20th Century World Second World War	
Geography	HT2: Geography South America		HT2: Geography Extreme Planet		HT2: Geography Geographical skills – Apps & Maps	
Music	Blues		Reggae		A Night at the Proms	
PE	HT1: Football and Swimming	HT2: Volleyball and Swimming	HT1: Gymnastics and Swimming	HT2: Tri Golf and Swimming	HT1: Netball and Swimming	HT2: Rounders and Swimming
Citizenship and Careers	Conflict Resolution: Making the Right Decision		Working in the School Community: "The Work of a..."		Diversity: Living in a Diverse World	
Art	Art		Design Technology		Food Technology	

Rolling Plan 2

Cross curricular opportunities maximised, interlinking of topics where appropriate

	Autumn		Spring		Summer	
English Reading	Literature and Text work A Day in the life of a farmer /Vet/Zoo/Keypat/Shop/Policeman Teacher Use of the Library Focus Non-Fiction		Literature and Text Work Gillian Cross The Demon Headmaster		Literature and Text work Michael Morpurgo e.g. Kerslake's Kingdom (Diary style text, modern Robinson Crusoe)	
English Writing	Writing Writing to inform explain and describe A day in the life Fact files		Writing Writing to persuade argue and advise: School rules Mobile phones in school Should we wear a uniform in school?		Writing Writing to record and document Writing a diary Write a diary as yourself Write a diary as an imagined person	
English SLC	Speaking and Listening Speaking/Listening and responding		Speaking and Listening Discussion and Interaction		Speaking and Listening Drama	
Maths	Number: Life Skills SMA: Space UBA: Problem Solving Personal Relationships: Puberty, Body changes and Public and Private		Number: Number Properties SMA: Shape UBA: Logical Thinking Staying safe in the wider world: Stranger Danger		Number: Calculation SMA: Measure UBA: Decision Making Healthy Lifestyles: Healthy Eating and Drinking	
PSHE	HT1: Endangered Species		HT1: E-Safety	HT2: Ready Steady Go	HT1: Storyland!	HT2: Heroes
Computing	HT2: Vehicles		Belonging to a family (Hinduism & Islam)		Discipline and Friendship	
RE	Festivals of Light					
Science	HT1: Light and Dark	HT2: Sound and Hearing	HT1: Materials and their properties	HT2: Separating Materials	HT1: Animals	HT2: Ourselves
MFL	HT1: The Beach Suggested Activities 1	HT2: The Beach Suggested Activities 2	HT1: The Garden Suggested Activities 1	HT2: The Garden Suggested Activities 2	HT1: The House Suggested Activities 1	HT2: The House Suggested Activities 2
History	HT1: History Ancient Greece		HT1: History The French Revolution		HT1: History The twentieth century world – scientific discoveries	
Geography	HT2: Geography Weather		HT2: Geography Rivers, Canals and Water		HT2: Geography Homes from Around the World	
Music	Hip Hop		World Music		A Night at Broadway	
PE	HT1: Tag Rugby and Swimming	HT2: Handball and swimming	HT1: Dance and swimming	HT2: Badminton and swimming	HT1: Outdoor adventurous activities	HT2: Hockey and swimming
Citizenship and Careers	Team Building		Rights and Responsibilities: Animals and Us		Moving On: Developing Skills to Manage Transition	
Art	Art People in Action		Design Technology		Food Technology Be a Baker	
Design Technology			HT1: Frames and Magnets			
Food Technology			HT2: Keyrings			

Rolling Plan 3

Clear overview of the curriculum journey throughout KS3





# 12. KS3 Curriculum

## 12.2 Structured Rolling Plans (5 year Rolling Plan—3 years KS3, 2 years KS4)

### Rolling Plan One

	Autumn	Spring	Summer
English Reading	Literature and Text Work Funny Bones	Literature and Text Work Let's Listen Polar bear Polar bear	Literature and Text work African Tales Handa's surprise
English Writing	Writing Writing to Imagine Mark making linked to Gruffalo	Writing Writing to describe	Writing Writing and Following Written Descriptions Mark making, following circles and lines.
English SLC	Speaking and Listening Speaking/Listening and responding The Gruffalo or The gibbernessy poem	Speaking and Listening Discussion and Interaction Communication /snack time	Speaking and Listening Animal Boogie
Maths	Number: Life Skills SSM: Space and Time UBA: Problem Solving	Number: Number Properties SSM: Shape UBA: Logical Thinking	Number: Calculation SSM: Measure UBA: Decision Making
PSHE	Myself and My Family	Washing Hands	Healthy Eating
Computing	Junior Explorers	E-Safety	Art Attack
RE	Belonging to a community: Christianity	Surprises	Friendship (religious stories)
Science	Grouping and Using Materials	Using Electricity	Health, Food and Drink Exercise
MFL	MFL The Market	History Victories (Puffinbaker's Wash Day)	Geography Our School Environment
History			
Geography			
Music	Music Exploring Instruments	Art Patterns and Texture	Drama Handa's Surprise
Art			
Drama			
PE	Ball, Parachute and Target Games	High and Low Apparatus	Orienteering
Citizenship and Careers	The work of a Builder	Identity – My Family and Friends	Exploring a Park
Food Technology	Jiggly Jelly (Designing and Making)	Brilliant Bread (Designing and Making)	Super Sandwiches (Designing and Making)

### Rolling Plan Two

	Autumn	Spring	Summer
English Reading	Literature and Text Work Down on the farm	Literature and Text Work Traditional tales Goldilocks	Literature and Text Work Under the sea Competition in the Ocean Rainbow fish
English Writing	Writing Writing to Imagine Using play dough / making farm animals	Writing Writing to describe Design a home/village/town Using Lego/Stickbricks/Junk modelling	Writing Writing and following written instructions Following a map
English SLC	Speaking and Listening Speaking/Listening and responding Question time	Speaking and Listening Discussion and interaction What we did.	Speaking and Listening Drama
Maths	Number: Calculation SSM: Measure UBA: Decision Making	Number: Life Skills SSM: Space UBA: Logical Thinking	Number: Number Properties SSM: Shape UBA: Logical Thinking
PSHE	Family and Those Who Care	Brushing Teeth	Safe or Dangerous
Computing	Lip Beat	E-Safety	Around the Home
RE	Belonging to a community: Islam	Religious Festivals	Belonging to a community – Sikhism
Science	Separating Materials	Forces and Movement	Ourselves and our senses
MFL	MFL Farm animals	History The Stewarts – The Great Fire of London	Geography Our local Environment
History			
Geography			
Music	Music The Planets	Art Modern Art	Drama
Art			
Drama			
PE	Circuits / Dance /aerobics	Athletics	Cycling
Citizenship and Careers	The Work of a Baker	Our School Community and School Grounds	Exploring a Cafe
Food Technology	Fabulous Fruits (Designing and Making)	Perfect Pizza (Designing and Making)	Delicious Delights (Designing and Making)

### Rolling Plan Three

	Autumn	Spring	Summer
English Reading	Literature and Text Work Imaginary Beasts	Literature and Text Work Journeys	Literature and Text Work At the Zoo Gorilla Dear Zoo
English Writing	Writing to inform explain and describe Using pictures to label animals Sequencing the story	Writing Fine Motor Skills	Writing Writing to record and document Mark making Shapes, initial letters
English SLC	Speaking and Listening Speaking/Listening and responding Intensive Interaction	Speaking and Listening Discussion and Interaction	Speaking and Listening Drama
Maths	Number: Calculation SSM: Measure UBA: Decision Making	Number: Life Skills SSM: Space UBA: Problem Solving	Number: Number Properties SSM: Shape UBA: Logical Thinking
PSHE	Body Awareness	Healthy Choices	Zones of Regulation
Computing	Too Happy	E-Safety	Young Investigators
RE	Belonging to a community: Hinduism	Poems, Prayers and Promises	Belonging to a Community – Judaism
Science	Everyday Materials	Sound and Hearing	Life cycles
MFL	MFL The Zoo	History WW2	Geography Landmarks and Familiar Places
History			
Geography			
Art	Art Design Tech Food Tech	Art Sculpture	
PE	Strapline and Rebound Working on Public Transport	Striking and Field Games Our Local Community	Outdoor Games Exploring How to Keep Fit
Citizenship and Careers	Music from around the World Super Salad (Designing and Making)	Simple Snacks (Designing and Making)	Beautiful Biscuits (Designing and Making)

### Rolling Plan Four

	Autumn	Spring	Summer
English Reading	Literature and Text Work Family fiction	Literature and Text Work In the jungle Animal boogie	Literature and Text work Mini beasts The Hungry Caterpillar
English Writing	Writing Writing to describe Design a home/village/town Using Lego/Sticks/Bricks/Junk modelling	Writing Writing and following written instructions Following a map	Writing Writing to record and document Mark making shapes, initial letters
English SLC	Speaking and Listening Discussion and interaction What we did.	Speaking and Listening Drama	Speaking and Listening Drama
Maths	GREEN Number: Life Skills SSM: Space and Time UBA: Problem Solving	PURPLE Number: Number Properties SSM: Shape and Space UBA: Logical Thinking	BLUE Number: Calculation SSM: Measure UBA: Decision Making
PSHE	Celebrating Diversity	Keeping Myself Safe	Sun Safety
Computing	Pictures Tell a Thousand Words	E-Safety	Fantastic Tales
RE	Belonging to a community: Buddhism	Festivals Chinese New Year	Special Books and places
Science	Same and Different	Light and colour	Moving, Growing and Teeth
MFL	MFL Greetings	History Our local History	Geography Weather (seasons)
History			
Geography			
Music	Music Music that makes you move	Art 2D Art/Photo Frames	Drama Mini-beasts
Art			
Drama			
PE	Ball, Parachute and Target Games	Striking and fielding games	Athletics
Citizenship and Careers	The work of the Emergency services	Our City	Taking part developing skills of communication and participation
Food Technology	Cutting, chopping and grating: Cooling with cheese (Designing and making)	Mixing, kneading and rolling: Making cakes (Designing and making)	Heating: Making soups (Designing and making)

### Rolling Plan Five

	Autumn	Spring	Summer
English Reading	Literature and Text Work Fantasy tales	Literature and Text Work Children around the World	Literature and Text work Rhyme & Reason
English Writing	Writing Narrative form Mark making/line motor	Writing Writing for a specific purpose Sequencing parts of a story using words or pictures	Writing Writing to analyse, review and comment What happens next, 'is it funny?', labelling next
English SLC	Speaking and Listening Speaking/Listening and responding	Speaking and Listening Discussion and Interaction	Speaking and Listening Drama
Maths	GREEN Number: Life Skills SSM: Space and Time UBA: Problem Solving	PURPLE Number: Number Properties SSM: Shape and Space UBA: Logical Thinking	BLUE Number: Calculation SSM: Measure UBA: Decision Making
PSHE	Respecting Boundaries	Good Night's Sleep	Mental Wellbeing
Computing	Young Investigators	E-Safety	Remote Control/Switches
RE	Belonging to a community: Sikhism	Patterns of Family Life Festivals, weddings	Poems Prayers
Science	States of Matter	Electricity and the home	Plants and Animals
MFL	MFL Colour	History Our local History	Geography Tourism
History			
Geography			
Music	Music Superheroes	Art 2D Art/Photo Frames	Drama Mini-beasts
Art			
Drama			
PE	High and low apparatus and trampolines	Circuits/dance/aerobics	Orienteering
Citizenship and Careers		Taking part developing skills of communication and participation	The work of a gardener
Food Technology	Safety: Using the Food Tech room	Using Kitchen appliances Making a snack and drink	Cooling: Making Juice and Smoothies



# 13. KS3 & KS4 SOW Overview

13.1 Independent Learners: Lower staff to pupil ratio, students work with greater independence within larger class sizes.

## Science Independent SOW Exemplar

**KS3 RP1 Autumn**  
**Science—Using Electricity**

**Previous linked learning**

- Enquiry and research
- Observing and recording
- Predicting and testing
- Suggesting answers and solutions
- Gathering and recording evidence
- Identification and classification

**Context**

This module will teach students about how electricity is used in everyday life. They will identify some objects that use electricity to make them work. They will explore how to make a simple circuit, naming and labelling each part using common scientific language. Students will be able to use and recognise symbols for buzzers, coils, lamps, series and switches. They will understand that a switch makes a break in the circuit and that a lamp will not light until a switch is closed. They will recognise a range of conductors and insulators, recognising that metals are good conductors of electricity. They will develop their scientific enquiry skills, making observations, predictions and conclusions whilst investigating. Investigation opportunities could include finding out the best conductors from items from around the home, investigating how to make a lamp brighter or dimmer in a circuit, how to make an alarm system for a house.

**Key vocabulary**

AL06 – AL08	AL08 – AL010 (cumulative with AL06+)	AL010+ (cumulative with AL08+)
Lamp Cell/Battery Wire Switch Buzzer	Open and closed Metals Plastic Circuit Electricity	Break Conductor Insulator Series circuit Parallel circuit Mains electricity

THE **Know and Remember** education

Clear reference to linked academic skills to ensure skills are covered across the schemas

The module outlines where content inks to previous learning across the whole curriculum. Teachers are expected to make these links explicit where possible through lesson content

The context gives staff the background information about the topic and how it will be taught with the key focuses. The context should allow staff to gain the basics of the content of what will be taught

Key vocabulary is tiered into three bands. Staff will follow the vocabulary policy to ensure that vocabulary is used effectively to build our pupil's vocabulary toolkit.

Links to resources and wider personal development opportunities.

**Know and Remember Literacy Links**

Describe	Write	Speak and Listen
<ul style="list-style-type: none"> <li>Following instructions</li> <li>Looking closely at pictures/text</li> <li>Reading text and understanding text</li> </ul>	<ul style="list-style-type: none"> <li>Developing hand-eye co-ordination</li> <li>Fine motor—manipulation of materials and equipment</li> <li>Writing in different non-fiction genres to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Sharing resources with peers</li> <li>Starting and stopping when asked</li> <li>Communicating understanding</li> </ul>

**Know and Remember Numeracy Links**

Number	Shape, Space and Measure	Algebra and Functions
<ul style="list-style-type: none"> <li>Counting resources</li> <li>Asking for more of a resource</li> <li>Organising and grouping</li> <li>Sorting and selecting</li> </ul>	<ul style="list-style-type: none"> <li>Prepositional language when placing items</li> <li>Identifying shapes</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Starting and stopping when asked</li> </ul>

**Resources**

<ul style="list-style-type: none"> <li>100 of Batteries, all full charge</li> <li>Lamp holder</li> <li>Wire</li> <li>Crocodile clips</li> <li>Lamp holders</li> <li>Buzzers</li> <li>Switches</li> <li>Range of household objects to test</li> <li>Cellotape</li> <li>Thick wire</li> <li>Card</li> <li>Aluminium foil</li> <li>Paper clips</li> </ul>	<ul style="list-style-type: none"> <li>Card</li> <li>Thick wire</li> <li>Glue</li> <li>Paper fasteners/ split pin fasteners</li> <li>Computerised card</li> <li>Old boxes</li> </ul>
--	--

THE **Know and Remember** education

**Session Outlines**

**Science Skills – Coverage in this module**

Enquiry and Research	Observing and Recording	Predicting and Testing	Identify and Classify	Suggest answers and solutions	Gather and Record
	Making accurate observations and record using symbols	Investigations about conductors and insulators	Sorting items and identifying objects that use electricity	Investigate and make conclusions to develop a hypothesis	Recording observations, data, and other representations

Session content	Suggested Activities	Links to previous learning
To understand that some objects use electricity to make them work. To be able to identify which objects use electricity	Explore a range of toys that move—some using pushers and pullers using batteries. What is making the toy move? How do we know? What happens when the batteries (also term call if appropriate) are removed? What does this tell you? Sort the toys into those that use electricity and those that don't and record in a simple table or sorting hoops with photographs. Student to explain what they have found.	
To know that a simple circuit will only light a lamp when it is complete.	Using only one wire a cell and a lamp make the lamp light (below)  Recording all successful and unsuccessful attempts in a table in a table form. (See above) What do they notice? When does the lamp light? Why do you think this is? (This method enhances the students' understanding that electricity only works in a complete circuit and that it is not the cell holder or lamp holder that does anything.) 	

THE **Know and Remember** education

For each session there is a lesson plan with suggested activities. Teachers can use this to scaffold learning to meet individual need. Teachers can adapt or change the activities as needed. Clear National Curriculum reference within each SOW

Literacy and numeracy opportunities are explicit, this enables staff to embed literacy and numeracy across the whole curriculum



# 13. KS3 & KS4 SOW Overview

13.2 Structured Learners: Higher staff to pupil ratio, students work within smaller class sizes, students will require significantly more staff support to complete tasks. Many of the features of the SOW remain the same as the inde-

## History Structured SOW Exemplar

**History**

**Previous linked learning**  
 Writing to describe (English -RP2)  
 Our local environment – Geography (RP2)  
 Patterns and Texture –Art(RP1)  
 Same and Different –Science (RP8)  
 Markmaking –English (RP3)  
 Our local community –Citizenship (RP2)

**Context**  
 All students will have had opportunities to find out and learn about the world they live in. These experiences will have included: Victorian life compare modern and Victorian home life communicate through drama their understanding of the nature of life in Victorian times  
 Show recognition and anticipation of the routine & structure within the lesson. Students will have the opportunity to experience, look, feel and respond to a range of artefacts  
 To express themselves using a variety of Victorian artefacts  
 Be given the opportunity to make choices and indicate preferences.  
 identify the features of a Victorian home including buildings, clothes, etc The students will also be given the opportunity to make choices and indicate preferences.

**Links to National Curriculum**  
 KS1 – the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Queen Victoria

**Cultural Capital Opportunities**  
 Museum of Science and Industry  
 ILE Room

**Key vocabulary**

Concrete The real life object	Pictorial Pictures of the word	Abstract The word written and/or context
<ul style="list-style-type: none"> <li>Old and new artefacts</li> <li>Top old/new</li> <li>Victorian clothes</li> <li>Sensory story</li> </ul>	<ul style="list-style-type: none"> <li>Queen Victoria</li> <li>Torn</li> <li>Pictures of Victorian Artefacts from Rachel's Washday</li> </ul>	<ul style="list-style-type: none"> <li>Past</li> <li>Present</li> <li>Victorians</li> </ul>

Know and Remember CURRICULUM

Starter activities differentiated to suit the needs of learners

The module outlines where content inks to previous learning across the whole curriculum. Teachers are expected to make these links explicit where possible through lesson content.

The context gives staff the background information about the topic and how it will be taught with the key focuses. The context should allow staff to gain the basics of the content of what will be taught

**Session Outlines**

**Starter Higher ability**  
 Past and Present: students will look at different images on PP and will be given an object of reference to explore and feel. Are they from the past? Present? Match objects

**Starter lower ability**  
 Powerpoint on Children in Victorian times. Students will look at different images of Victorian times and will be given an object of reference to explore and feel.

**Target specific activity**  
 Matching Activity-Share learning objectives "To look at variety of pictures of different objects and match them." Read the book Rachel's Washday out loud to students, match and identify items which are similar and different from now.  
 Make a class book with Victorian props put themselves in the book "what's different clothes, washing machine etc"

**Vocabulary activity**  
 ILE Room – Use of the ILE to make a backdrop to bring the Victorians to life  
 Sort and order pictures and symbols from Victorian times and present day

**Module activity**  
 Make a peg doll. Look at other toys Victorian children played with.  
 Make two cut outs of children dress in Victorian clothes and modern day clothes can students identify which child belongs where?  
 Dress up in clothes from the Victorian times  
 Take rubbings, photos from old and new buildings and make a collage look at different materials and designs

**Plenary Activity**  
 Refer back to Powerpoint, what have students done in the lesson. Show examples of students work and celebrate good behaviour. Reinforce what has been learnt today and discuss next steps. Share photos in plenary of students work.

Know and Remember CURRICULUM

Key vocabulary is tiered into three bands. For structured learners the tiers are arranged in concrete, pictorial and abstract.

Links to resources and wider personal development opportunities.

**Resources needed**

Aprons/mop caps  
 Waisabouts/caps  
 Big Book – Rachel's Wash Day  
 PowerPoint on big screen  
 Buckets  
 Dolly  
 Carbolic soap  
 Wash board  
 Washing line/pegs

**SKILLS coverage**

Enquiry and Research
Chronology
Historical Terms and Enquiry
Interpreting History
Giving Opinions, Similarities and Differences.
Using sources of Evidence.

**Opportunities for Literacy**  
 Following instructions to complete a peg doll.  
 Fine motor skills – Colouring in, Cutting and sticking.  
 Drama – Dressing up as Victorian children.  
 Matching words and images

**Opportunities for Numeracy**  
 Ordering pictures on a timeline.  
 Recognising time e.g. past.

Know and Remember CURRICULUM

For each session there is a lesson plan with suggested activities. Teachers can use this to scaffold to meet pupils individual need. Teachers can adapt or change the activities as needed.

Literacy and numeracy opportunities are explicit, this enables staff to embed literacy and numeracy across the whole curriculum



# 14. KS4 Curriculum

**14.1 Rationale:** As students make the transition from KS3 to KS4, the curriculum allows for a greater focus on Vocational Learning reflecting and promoting the increasing social development of the students. More time is spent on work-related learning, business and enterprise and careers education. Where appropriate a student's personal pathway will include an independent travel programme. The curriculum in KS4 includes opportunities to develop First Aid skills, access to the world of work through visiting speakers and vocational workshops, off-site activities and taking an active part in the democratic process by experiencing voting and mediation of group decisions. Modular courses (see following section on Accreditation) will be taught covering a range of areas promoting Independence skills:

**In effect, these two years will provide a bridge between Key Stage 3 and the choice-making skills that underpin the curriculum in Key Stage 5.** Students will also continue to develop their skills, knowledge and understanding in English, Mathematics, Science, Computing, PE, RE / PSHE and Music / MFL/Humanities/Technology.

## KS4 knowledge Maps (2 year rolling programme)

Rolling Plan 1

	Autumn	Spring	Summer
English Reading	Literature and Text Work Stories from Other Cultures e.g. The Little Puppet Boy, The Story Thief, The Hound of Ulster	Literature and Text Work <b>Non-Fiction</b> Classics e.g. In <u>the</u> Line of Fire, Diary of Anne Frank, Fiction Classics e.g. Diary of a Wimpy Kid, Adrian Mole	Literature and Text Work William Shakespeare: Romeo and Juliet or Macbeth
English Writing	Writing Narrative form How to tell a story	Writing Writing for a specific purpose Report and descriptive forms	Writing Writing to analyse, review and comment The language of opinion, Writing reviews
English SLT	Speaking and Listening Speaking/Listening and responding	Speaking and Listening Discussion and interaction	Speaking and Listening Drama
English AQA Taught across first two terms	English AQA Course at differentiated levels	English AQA Course at differentiated levels	English AQA Course at differentiated levels
Maths	Number: Number Properties SSM: Shape UBA: Logical Thinking	Number: Calculation SSM: Measure UBA: Decision Making	Number: Life Skills SSM: Space UBA: Problem Solving
Maths AQA Completed across first two terms	<b>Maths-AQA</b> Course at differentiated levels	<b>Maths-AQA</b> Course at differentiated levels	<b>Maths-AQA</b> Course at differentiated levels
PSHE	Personal Relationships: Relationships and Sex	Staying safe in the wider world Heart Start Managing Stress and Anxiety	Healthy Lifestyles: Medicine, Smoking and Alcohol
Computing	HT1: We Built This City HT1: Get Blogging	HT1: E-safety HT2: Going for Gold	HT1: Crazy Cars HT2: Misbeasts
RE	Geography Extreme Earths	History Industrial change: Manchester Past and present	RE Religion, A* and Creation Stories
History	HT2: Rainforests HT2: Deserts		
Geography			
Science	HT1: Friction HT2: How we see things	Keeping Healthy	HT2: Earth and Atmosphere HT2: Simple Chemical Reactions
Science AQA Completed across first two terms	Science AQA Completed across first two terms	Science AQA Completed across first two terms	
MFL	HT2: Family Suggested Activities 1	HT2: Family Suggested Activities 2	HT2: School Day Suggested Activities 1
Music	HT2: Family Suggested Activities 1	HT2: Animals Suggested Activities 1	HT2: School Day Suggested Activities 2
Music	Singing Big Band	Film Music	Top of the Pops
PE	HT2: Tag Rugby HT2: Volleyball	HT2: Hockey HT2: Badminton	HT2: Outdoor Adventure Activities HT2: Athletics
Citizenship and Careers	Careers HT2: "Is this the Job for Me?" Focusing on jobs selected by the students with visits to selected workplaces	Careers Managing in the World of Work	Citizenship HT2: Conflict Resolution: Making the Right Decision HT2: Moving On: Developing Skills to Manage Transition
Art Design Technology Food Technology	Food Technology HT1: Lovely Lunch HT2: Serve a Salad	Design Technology With Business and Enterprise Links	Art Animating Art

AQA Accreditation clearly indicated within Rolling Plan

Rolling Plan 2

	Autumn	Spring	Summer
English Reading	Literature and Text Work Fables, Heroes, Villains and Monsters in Gothic Writing and Drama A selection of short stories selected by pupils Fables, Greek and Roman Classics, Play scripts, Detective Short Story, Poetry, High Quality Science by Simon Rich Performance systems: Paul A Bank	Literature and Text Work <b>History</b> Fables 2: published after 2012 e.g. Jersey Lough, The Snow Queen, The Red Knight	Literature and Text Work <b>The Work of William Shakespeare</b> e.g. Sonnet 130, Hamlet, Twelfth Night, Much Ado About Nothing, King Lear, Troilus and Cressida
English Writing	Writing Writing to perform Writing a dialogue Writing a story	Writing Writing poetry Poems, plays, prose and structure	Writing Writing to persuade What would it be like to be a celebrity star?
English SLT	Speaking and Listening Speaking/Listening and responding	Speaking and Listening Discussion and interaction	Speaking and Listening Drama
English AQA Taught across first two terms	English AQA Course at differentiated levels	English AQA Course at differentiated levels	English AQA Course at differentiated levels
Maths	Number: Number Properties SSM: Shape UBA: Logical Thinking	Number: Calculation SSM: Measure UBA: Decision Making	Number: Life Skills SSM: Space UBA: Problem Solving
Maths AQA Completed across first two terms	<b>Maths-AQA</b> Course at differentiated levels	<b>Maths-AQA</b> Course at differentiated levels	<b>Maths-AQA</b> Course at differentiated levels
PSHE	Personal Relationships: Life changes: Changes	Staying safe in the wider world Staying safe with 3 levels, from pressure and bullying to the wider world	Healthy Lifestyles: Healthy Living: New Science, Food and Nutrition
Computing	HT1: On Digital Footprints HT2: Search, Share, Tag, Up	HT1: E-safety HT2: <b>GOSSIP</b>	HT1: Crazy Cars HT2: Games and Apps
RE	Geography Religion & the World's Resources	History Civil of Roman Britain The History of the	RE Religion, Faith and Sacred Stories
History	HT1: Rainforests HT2: Deserts		
Geography			
Science	HT1: Friction HT2: How we see things	Keeping Healthy	HT2: Earth and Atmosphere HT2: Simple Chemical Reactions
Science AQA Completed across first two terms	Science AQA Completed across first two terms	Science AQA Completed across first two terms	
MFL	HT2: Family Suggested Activities 1	HT2: Animals Suggested Activities 1	HT2: School Day Suggested Activities 1
Music	HT2: Family Suggested Activities 1	HT2: Animals Suggested Activities 1	HT2: School Day Suggested Activities 1
Music	Back Street	Old Pop	Dance
PE	HT2: Tag Rugby HT2: Volleyball	HT2: Hockey HT2: Badminton	HT2: Outdoor Adventure Activities HT2: Athletics
Citizenship and Careers	Citizenship HT2: Conflict Resolution: Making the Right Decision HT2: Moving On: Developing Skills to Manage Transition	Careers Managing in the World of Work	Citizenship HT2: Conflict Resolution: Making the Right Decision HT2: Moving On: Developing Skills to Manage Transition
Art Design Technology Food Technology	Food Technology HT1: Lovely Lunch HT2: Serve a Salad	Design Technology With Business and Enterprise Links	Art Animating Art

Clear overview of the curriculum journey and transition from KS3 to KS4





# 14. KS4 Curriculum

## 14.2 KS4 Accreditation

Piper Hill recognises the importance that accreditation gives to students as external recognition and celebration of when their performance or achievement meets certain set national standard and quality expectations. **The purpose of accreditation learning at Piper Hill is line with our over-arching ethos of improving employability skills and future employment opportunities for all students at the school.** The school will accredit achievement and success with students in two ways:

### Internal Accreditation

All pupils and students will have progress files that show progress over all curriculum areas each school year. The progress file will contain a student's individual targets for each curriculum area. All students will be involved in setting and recording their own targets and evaluating their success towards achieving that target at the end of each term. In addition, there will be many opportunities to celebrate success e.g. certificates, celebration assemblies etc.

## 14.3 External Accreditation

### AQA Unit Awards

The school does not aim to teach directly to accreditation, but instead, differentiates teaching to provide for individual needs. It uses schemes of work, designed to meet individual need and accredit these where appropriate with AQA Unit Awards. Pupils receive national accreditation only if they satisfy the ratifying Board that they have met the criteria of the nationally endorsed scheme. Some students may require an adult to help them compile their evidence.

Key stage 4 students complete AQA Accreditation in Communication/English, Maths and Science at differentiated levels utilising the pre-entry and entry-level units.

The AQA Unit Award Scheme is invaluable as it is an important pathway for our students to receive accreditation for their achievements. It provides a wide range of units which are differentiated, making accreditation accessible to all pupils regardless of their ability. Furthermore, through allowing amendments and writing our own units, we are able to expand and customise units to our pupil's individual learning interests and needs.

**AQA**  
Realising potential

## Unit Award Scheme

### 108905 ENGLISH: UNDERSTANDING COMMUNICATION

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	match at least two familiar objects to symbols, signs or images	Summary sheet
2	record at least two preferences with support	Summary sheet
3	use words, signs or symbols to communicate about an event	Summary sheet
4	communicate with at least two familiar people to show preferences.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#)

Approved 23 November 2017 Level - Pre-Entry Level



# 15. Post 16 Curriculum

**15.1 Rationale:** To fully prepare all students for the individual Pathway they will take when they leave Piper Hill. To ensure all our students achieve personal independence to the best of their ability and have the skills and knowledge they need to thrive as young adults with a severe learning difficulty. The curriculum has at its core the understanding that all of our students have SLD and that they are far better prepared to manage life after Piper Hill if they have an understanding of what this means and have strategies skills and knowledge to help them manage the additional challenges they will face as a result of this. The teaching of functional skills is central to the offer at Post 16 and student's ability to transfer these from the classroom to adult life take precedent. Students are supported and encouraged to become valued and active members **of their local community.** **A wide range of links with local providers are well established so learning and teaching take place in different settings outside the Post 16 building.**

Post 16 Structured Timetable	
09:00- 09:30	Registration and tutor Time
09:30 –9.45	Session 1 Functional Numeracy/ Literacy Communication and emotional regulation
9.45-10:45	Session 2
10.45-11:15	Communication and breaktime
11:15-12:00	Session 3
12:00- 1:00	Lunch time
1:00-1:30	Collective worship/ emotional regulation/reading
1:30- 2:15	Session 4
2:15- 3:00	Session 5
3:00- 3:15	Tutor Time

Post 16 Independent Timetable	
9:00-9:30	Registration and tutor Time
09:30 -10:15	Session 1
10:15-11:00	Session 2
11:00-11:15	Break
11:15-12:00	Session 3
12:00- 1:00	Lunch time
1:00-1:15	Collective worship
1:15-1:30	Our World (current affairs local and global) or Shared reading depending on the groups
1:30- 2:15	Session 4
2:15- 3:00	Session 5
3:00- 3:15	Tutor Time

## Post 16, Structured and Independent Knowledge Maps Exemplars

(Both structured and Independent students work from a three year rolling plan in Post 16)

	Autism	Severe	Profound
<b>ASDAN COMMUNICATION PROVISION FOR PROFOUND PROBLEMS TO BE TAUGHT IN THESE LESSONS</b>	Communication and social skills Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Communication and social skills Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Communication and social skills Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Maths</b>	Maths Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Maths Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Maths Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Physical Education</b>	Physical Education Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Physical Education Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Physical Education Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Personal Finance</b>	Personal Finance Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Personal Finance Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Personal Finance Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>English</b>	English Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	English Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	English Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>ASDAN Sports Studies Module</b>	ASDAN Sports Studies Module Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	ASDAN Sports Studies Module Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	ASDAN Sports Studies Module Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Food Preparation and Nutrition</b>	Food Preparation and Nutrition Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Food Preparation and Nutrition Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Food Preparation and Nutrition Functional skills in literacy and numeracy Functional skills in communication and emotional regulation

Asdan and vocational opportunities explicit and interlinked with core subjects to maximise progress

'Options' subjects and flexible Asdan pathways to match the vocational preferences and aspirations of students.

	Autism	Severe	Profound
<b>ASDAN COMMUNICATION PROVISION FOR PROFOUND PROBLEMS TO BE TAUGHT IN THESE LESSONS</b>	Communication and social skills Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Communication and social skills Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Communication and social skills Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Maths</b>	Maths Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Maths Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Maths Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Physical Education</b>	Physical Education Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Physical Education Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Physical Education Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Personal Finance</b>	Personal Finance Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Personal Finance Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Personal Finance Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>English</b>	English Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	English Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	English Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>ASDAN Sports Studies Module</b>	ASDAN Sports Studies Module Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	ASDAN Sports Studies Module Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	ASDAN Sports Studies Module Functional skills in literacy and numeracy Functional skills in communication and emotional regulation
<b>Food Preparation and Nutrition</b>	Food Preparation and Nutrition Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Food Preparation and Nutrition Functional skills in literacy and numeracy Functional skills in communication and emotional regulation	Food Preparation and Nutrition Functional skills in literacy and numeracy Functional skills in communication and emotional regulation



# 15. Post 16 Curriculum

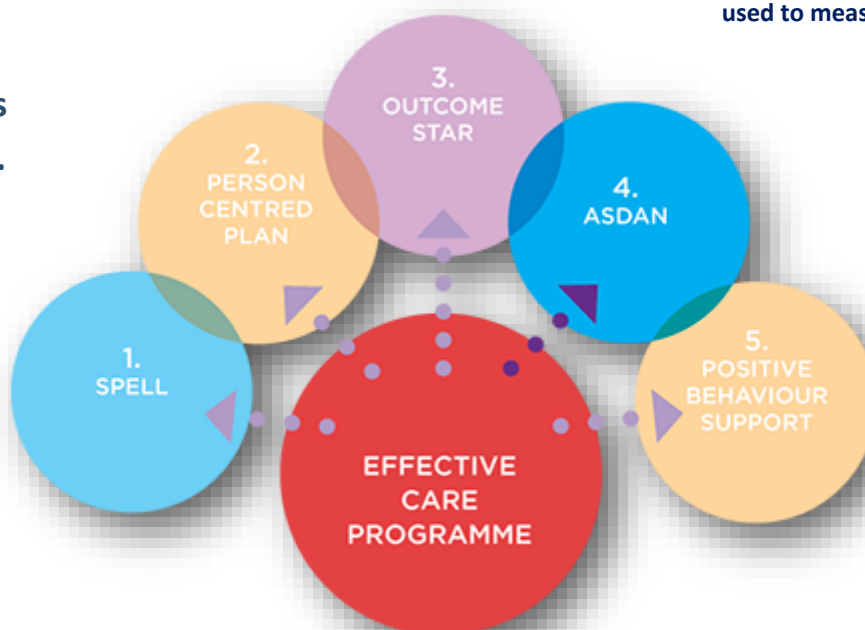
**15.2 Accreditation:** The opportunity for all Post 16 students to work towards ASDAN accreditation is embedded in the curriculum so that students leave Piper Hill with nationally recognised achievements that are also used by the Colleges they are likely to attend. Students work on the Towards Independence award at the Introduction level or for students who are working at a higher level they will work towards the Progression level certificate. All students also gain accreditation in Food preparation at either Introduction or Progression level.

**Opportunities within an inclusive curriculum:** The curriculum continues to be developed in line with new initiatives and students' own suggestions and requirements. All students in the independent groups are consulted at the start of term on what they want to learn. These are then written up as part of the skills targets that are in the EHCP. Curriculum opportunities are then developed, where possible, to meet these targets eg "I want my work displaying in an Art Gallery" has been written into the Arts and Culture module "I want to go to a restaurant" is now part of the Independence in the Community module. As a result of these student led discussions several additional ASDAN accreditation unit awards are currently being assessed with the aim of adding these to the student's portfolio of achievements in the future

- Using Transport
- Relationships
- Personal Safety
- Using Leisure Time
- Recognising and Using Everyday Signs

Outcome star is an audit used to measure progress.

Asdan Towards Independence.



SPELL is an acronym for Structure, Positive, Empathy and Links.

For more information: <http://noblecare.co.uk/care-programme/spell/>



# 16. Cultural Capital

## 4.1 Cultural Capital offer at Piper Hill

Piper Hill is committed to ensuring that every student has a comprehensive offer of both academic and skills-based learning throughout their time at the school. This is designed to support them in securing and achieving their full potential and preparing them for adult life. A core aim of the school is to ensure students have the skills and confidence to manage the challenges they will face as young adults and the ability and resilience to

### An overview of the Structured Cultural Capital offer:

- Visit to children's adventure farm
- Weekly involvement in a variety of enrichment clubs
- Opportunities to visit the local area including: trips to the local park, cafes, garden centres & Tesco
- Forest school sessions
- Opportunity to access Drop down days, including: Art & Culture day, Science day, Horticulture day and Careers opportunity day.
- Involvement in the RNCM Summer showcase & Piper Hill musical performance

### An overview of the Independent Cultural Capital offer across the curriculum:

- Library visits
- E-safety day
- Involvement in the RNCM Summer showcase & Piper Hill musical performance
- Sporting opportunities, including: Extra-curricular activities, Sports day, Sports events (Cricket world cup, Taekwondo world championship, swimming)
- DofE
- Residential trips

## 4.2 Cultural Capital offer at Post 16

**Cultural Capital** is a Post 16 module that encompasses our students with the key fundamental skills to access, experience and thrive from our local cultural community.

The aim of this program of study is to teach students some of the basic skills they will need as they become more independent adults. It is designed to support students in learning practical skills that they may need in their daily lives, as well as focussing on larger issues they may face as young people with a learning difficulty.

### Structured learners:

The Post 16 curriculum for will focus on enhancing the experiences and opportunities available to them in the wider community. These students may only arrive at this module with a number of experiences and ideas based on their own personal circumstance. The program of study aims to bridge this gap and looks to promote British values, by supporting learners' personal, social and emotion-

### Independent learners:

In Post 16, all areas of the curriculum are designed to support the transition into adulthood. The Cultural Capital sessions will be taught with the emphasis being on empowering our students with knowledge about a wide range of culture, to enable them to discuss its value and merits, and to provide an array of experiences to access skill development. The local community is used to enable students to transfer their previous learning into the wider world outside of the Post 16 classroom. These new community experiences will enable our independent learners to develop character and become a 'well-rounded' member of society within different aspects of culture.

### Post 16 Cultural capital curriculum offer:

- Community visits to the gym
- Internships—Manchester airport/Mess cafe
- College link days
- Accreditation ASDAN
- St Johns Ambulance
- Work experience—Pets at home, Lifestyle centre
- Independent travel—Curriculum for life
- Sandwich making business
- Employability workshop (co-op)
- National trust visits
- Bespoke offers
- Residential trips



# Subject specific examples of our Cultural capital Offer:



## Physical education:

There is a fantastic enrichment and extra-curricular offer in PE.

Students at Piper Hill have access to an extensive range of **Manchester inclusion competitions** which are accessible for all including:

**Boccia, Kurling, Goalball , Tri Golf, Panathlon, Cross country** and many more.

Links with **professional sports teams** including Manchester City FC and Lancashire Cricket club also provide some excellent regular inclusion competition opportunities for our students such as football, cricket and table cricket. Many of these links also give our students the chance to attend **professional sports events** as spectators at world class venues including Old Trafford football and cricket ground and the Etihad stadium.

We have a **sports leadership programme** at Piper Hill and through taking part and completing this course, these students then have the opportunity to attend a range of competitions across Manchester as sports leaders. We also run our own **Step into Sport leadership day** alongside the Youth Sport Trust which is an event which brings sports leaders from across Manchester together participating in workshops which are delivered by professional athletes.

Through our involvement in the **Manchester PE association, GM school games**, our school games mark **silver status** and recent appointment as a Youth Sport Trust national lead inclusion school, we ensure that Piper Hill also has a very important input into all the developments and initiatives around extra-curricular sport and competition at a regional level’.

## DofE offer:

**Physical activities** – participating in new activities such as walking, ice skating & basketball.

**Volunteering opportunities**– providing help at homeless shelter, supporting Chorlton water park rangers to maintain outside environment, working as part of a team to prepare food at parents for tea after school club.

**Learned skills**– learning to cook & completion of Heartstart first aid course.

## School Residential:

**KS3 Red Ridge:** activities include the opportunity to go canoeing, kayaking, rock climbing, caving & orienteering.

**KS4 Ghyll Head:** activities include the opportunity to do lake canoeing, zip wire, hill walking & ghyll scrambling.

**KS5 Calvert trust:** activities include: lake canoeing, horse riding, adaptive cycling, swimming & hill walking

**KS3&4 Structured CAFT:** The opportunity to access an overnight stay in countryside.

## Forest School:

Encourages **creative aspects** – students can take ownership of how their time is spent in the forest area and how they choose to explore and manoeuvre materials.

**Sensory and tactile art** as well as planning and building fuller structures.

**Morality of sensible behaviour** – occupying the environment safely and role modelling this to others. For example fire safety and sensible use of the equipment.

## 17. The Remote Curriculum, Intent:

Remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. **Opportunities for remote learning have become essential within the within the pandemic** and teachers have adapted quickly to ensure high quality work has been sent home, both in lockdown and over periods of self-isolation.

A key aim of the remote curriculum is to keep students engaged and actively learning when not in school. **The Piper Hill Remote Curriculum is inclusive and accessible to all students, whilst providing a balanced and coherent curriculum offer that can be delivered at home so that there is a seamless provision between home and school and any gaps in learning are minimised.** At Piper Hill, we aim to provide all students with excellent learning opportunities in order to limit any negative impact on their overall education.

The Remote Learning Handbook outlines the requirements, expectations and implementation of the Remote Learning Curriculum offer. This document is utilised in conjunction with CPD and whole school quality assurance to ensure that staff have a clear understanding of how to adapt the curriculum for remote education to best meet the needs of pupils.

Pupil, parent/carer and staff questionnaires were collated to support internal research which has been utilised to underpin the remote curriculum offer, thus ensuring **that guidance reflects not only the advice given by the DFE, but also the particular characteristics and context of our own school and wider community.**

### 6. 1 Implementation of the Remote Curriculum is supported through:

- **Comprehensive staff handbook detailing the implementation of the Remote Curriculum**
- **Parent/carer hand book**
- **In-house research**
- **SLT led teams**
- **Ongoing CPD**
- **Work Scrutiny**
- **IT support**



# Remote Curriculum Contingency Plan

Check your afternoon registers—any pupil with an X are absent for Covid related reasons. Check the details with reception.

Awaiting test in family or self isolating—  
length of absence unknown (rest of class in  
school)

Week 1 timetable, work to be sent home  
and uploaded to Seesaw. Minimum of one  
contact point in the week via Microsoft  
Teams or phone call.

Positive test in family or self isolating for 14  
days (rest of class in school)

Week 1 and 2 timetables and work to be sent  
home and uploaded to Seesaw. Minimum of  
one contact point in the week via Microsoft  
Teams or phone call.

Burst bubble—whole class including class  
teacher and TAs are isolating for 14 days

Week 1 and 2 timetables and work to be sent  
home and uploaded to Seesaw. Minimum of  
one virtual teachings slot by Microsoft Teams  
per day (if appropriate) Welfare / progress  
check scheduled for those who cannot access  
video sessions. TAs designated WFH tasks.

Save resources in the Covid planning folder to enable printing in your absence. Upload all work to Seesaw. If appropriate, schedule and save Microsoft Teams video links to Seesaw, label document: 'Microsoft Teams links' and save on Seesaw. Maths and English should include targeted work set at an appropriate level. It is the class teachers responsibility to ensure all resources are printed and ready to be posted out by the end of the day. Printed work should be taken to reception, packs will be clearly labelled with the students name. Reception staff will add the address and post out to students. In the event of a staff absence, SLT/reception should be able to locate the work in the file above, work will be clearly labelled with student names (groups of students)

Welfare/Progress calls – Class team make to make welfare/progress calls on the 4<sup>th</sup> day of absence to ensure student has their work and offer any advice needed. Log on contact sheet in Covid Folder. If video teaching sessions have taken place, there is no need to make an additional call if you are satisfied that the student is safe, well, has work to complete and is making good progress. If student is absent for 14 days, teacher to call the day before student is expected to return to welcome student back and see how they are .



# Parent Carer: Remote Curriculum Plan

Report Absence to school — Ensure you let the staff know that it is a Covid related absence. Staff will ask you to explain the details of the absence (confirmed Covid case, awaiting a test, symptomatic etc). If anyone in your household is symptomatic, student must not attend school. If isolating, government guidance is clear that you/your child should not leave home/garden for any reason.

Awaiting test in family or self isolating—  
length of absence unknown (rest of class in school)

Positive test in family or self isolating for 14  
days (rest of class in school)

Burst bubble—whole class including class  
teacher and TAs are isolating for 14 days

Week 1 timetable, teacher will send work  
home via post and also add to Seesaw.  
Minimum of one contact point in the week via  
TEAMS video or phone call (Video calls will not  
be appropriate for all students—video consent  
forms must be signed via seesaw).

Week 1 and 2 timetables and work will be sent  
home and uploaded to Seesaw. Minimum of  
one contact point in the week via week TEAMS  
video or phone call with class teacher (Video  
calls will not be appropriate for all students—  
video consent forms must be signed via  
seesaw).

Week 1 and 2 timetables and work will be  
sent home and uploaded to Seesaw. Weekly  
teacher slot via Microsoft Teams. Welfare /  
progress check scheduled for those who  
cannot access video sessions. (Video calls will  
not be appropriate for all students—video consent  
forms must be signed via seesaw).

Student work will be posted or hand delivered on the same day as absence is reported/bubble burst. Additionally, all work will be uploaded immediately to Seesaw, where you can also find Microsoft Teams meetings links and consent form which must be completed. Your teacher will complete a progress call/video meeting which will be scheduled on the timetable. If you have not received work within the first three days, notify the class teacher. If unable to access Seesaw, in the first few days of isolation (before posted work arrives), students can complete PE challenges, ILS challenges and work through the wide range of online learning tasks and challenges (outlined at the end of this document). If you are unable to access online tasks and activities please notify the class teacher who will be able to support in the interim.

**Keep all work safe and ready for return to class once the student starts back at school, work will be stuck into books and marked. Upload any work completed to Seesaw, it will ne reviewed and annotated by class team.**

# Location of Subject Store cupboards Main Site



Subject	Location Main site
English	Large storage area outside room 3
Maths	Food tech room cupboard.
Science	Upstairs teacher meeting room cupboard (art store)
Computing	Computing room
Geography	Room 20
History	Cabin—Room 17
PSHE	Room 8 Store Cupboard
Music	Upstairs cupboard adjacent to staff room
RE	Large Store outside Room 3
MFL	Room 7
DT	Construction toys kept by teachers in classes. Other resources kept in the store cupboard off the upstairs meeting room.
FT	Food Tech Room & Room 14 Stock Cupboard
Art	Adjacent to large upstairs meeting room
Business and Enterprise	Business and Enterprise
PE	PE cupboard Sports hall
Forest School	Forest School area
Citizenship and Careers	

# 18. SMSC

## SMSC offer at Piper Hill

### Rationale

Piper Hill is committed to ensuring that every student is supported to develop their understanding of social, moral, spiritual and cultural aspects of life. These are broadly, but not exhaustively, outlined below:

Social	Moral	Spiritual	Cultural
Ability to reflect on their beliefs	Recognise difference between right and wrong and apply this	Use of a range of social skills in different contexts	Understanding and appreciation of the wide range of cultural influences
Interest in and respect for beliefs of others	Understand the consequences of their behaviour and actions	Willingness to participate in a variety of communities and social settings	Appreciation of the different cultures within school and further afield
Enjoyment and fascination in learning about themselves and the wider world	Interest in investigating and offering reasoned views on moral and ethical issues	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and tolerance of those who are different to ourselves	Knowledge of democratic parliamentary system
Use of imagination and creativity in their learning	Understand and appreciate the viewpoints of others		Willingness to participate in cultural opportunities
Reflecting on their experiences			Interest in exploring, respecting and celebrating diversity

Our SMSC provision is linked closely with our work on our UNICEF 'Rights Respecting' journey and our core values as a school. The students are at the heart of our SMSC provision, be that through our active student voice groups or staff advocating on behalf of our students, to ensure a bespoke, outstanding provision. A key part of our SMSC offer is through our Collective Worship and Tutor Times, both of which are thoroughly planned and tailored to the needs of each teaching group.

	SEAL	Year 1	Year 2	Year 3	Year 4
Autumn 1	New Beginnings We Love to Learn	Giving Charity Working Together	Festivals & Celebrations Eid – Islam Difference and Respect	Festivals & Celebrations Diwali – Hindu Difference and Respect	Festivals & Celebrations Harvest – Christianity Difference and Respect
Autumn 2	Say no to Bullying We are Safe, Healthy and Happy	Festivals & Celebrations Advent & Christmas around the world Difference and Respect	Affirmation Gifts & Giving Working Together	Peace, Reflection & Remembrance Armistice Day Respect	Festivals & Celebrations Hanukkah – Judaism Difference and Respect
Spring 1	Going for Goals We Try Our Best	Christianity Stories Stories about Jesus Love to Learn	Truth, Honesty & Kindness Friendship Working Together	New Starts New year resolutions Trying our best	Cultural stories Chinese New Year Love to Learn
Spring 2	Getting on and falling out We are all different and Respect	Festivals & Celebrations Easter – Christianity Difference and Respect	Cultural stories Passover - Judaism Love To Learn	Developing Wonder & Awe The Natural World Working together and Respect	Cultural stories Sikh Stories Love To Learn
Summer 1	Good to be me We Work Together	Valuing each other Myself and others Working Together	Spiritual and Social Development One World (UNICEF) Working together, Respect and Trying our best	Cultural stories Stories about Mohammed Love To Learn	Diversity Differences Working together
Summer 2	Changes We Try Our Best	Personal Identity & Affirmation My Personal Achievement Love to Learn and Trying our best	Sense of Belonging My favourite music Learning from each other and we are all different	Cultural stories & Moral Meaning Buddhist Stories Love To Learn	Sense of Conscience Our Rights Keeping Safe and Respect

\*Spiritual, Moral, Social and Cultural theme    \*Collective Worship Content    \*Our Core Values

In addition, examples of SMSC teaching can be found throughout the curriculum offer, including, but not limited to:

- Regular assemblies held for all access groups centred around our Core Values and Religious and Cultural Festivals and Days of Note
- Positive behaviour policy and recording with clear student appropriate focuses on reflection and development of independence
- PSHE Curriculum exceeding statutory guidance for all access groups, including explicit teaching of consent, respect and toleration of others in an age and developmentally appropriate





# Linked Documents

Whole school Curriculum Policy: <Q:\PIP Staff Shared\Curriculum\Policies>

Marking Policy: Q:\PIP Staff Shared\Documents\Policies

Assessment Policy: Q:\PIP Staff Shared\Documents\Policies

Subject Specific Policies: <Q:\PIP Staff Shared\Curriculum\Policies\Policies 19-20>

Action Plans: Q:\PIP Staff Shared\Curriculum\Action Plans\Action Plans 2020 -2021

Medium Term Plans: Q:\PIP Staff Shared\Curriculum\Planning

Steps to Success templates: Q:\PIP Staff Shared\Curriculum\Steps to success

Rolling Plans: Q:\PIP Staff Shared\Curriculum\Rolling plans

KS3 SOW and resources : Q:\PIP Staff Shared\Curriculum\Subject Areas

KS4 SOW and resources: Q:\PIP Staff Shared\Curriculum\Subject Areas

Post 16 Curriculum: Q:\PIP Staff Shared\Curriculum\Subject Areas\POST 16 CURRICULUM AREAS

SKILLS curriculum Templates: Q:\PIP Staff Shared\Curriculum\Skills Template

Accreditation: Q:\PIP Staff Shared\Curriculum\Accreditation