

KEY STAGE 1 CURRICULUM POLICY

Children at Key Stage 1 have a broad and balanced curriculum. The pupils continue working through the Foundation Stage Curriculum and enjoy play based activities. This then leads into the National Curriculum towards the end of Year 2.

PROVISION

We provide a safe, happy and stimulating environment, which is relevant, challenging, motivational and fun.

We encourage from all:

- A positive self image
- Respect for each other and staff
- Positive interactions in learning and play situations
- Developing confidence in their own abilities
- Increased independence and self-confidence in line with the Personal Health and Social Education (PSHE) and Citizenship curriculum

We provide pupils with opportunities to work together within their Key Stage, participate in assemblies, whole school assemblies and topic work.

PARTNERSHIP

We work closely with the wider multi- disciplinary team which includes:

- Mary Sheridan Observation and Assessment Unit
- Foundation Stage
- Physiotherapy
- Occupational therapy
- Music therapy
- Play therapy
- Speech and language therapy
- Reflexology
- Teacher for the visually impaired and multi sensory impairments
- Teacher for the hearing impaired
- School nursing team
- Teacher for pupils with Communication and Interaction difficulties
- Family Support Worker
- Sport and Leisure Development
- Parents and Carers and where appropriate escorts.

All aims/ programmes from this team are agreed between the relevant teams with support from teachers and teaching assistants, to enable us to formulate a personalised programme for the pupil.

CURRICULUM

The curriculum builds upon previous learning from the Foundation Stage and topics follow on in order to develop knowledge and widen experiences. There are three topics per year and pupils join in with whole school projects such as the multi-cultural summer topic. They work within the three prime areas of Physical Development, Communication and Language and Personal, Social, Emotional development and the four specific areas of Literacy, maths, expressive art and design and understanding the world. The benefits from learning through play have been implemented into delivering the curriculum in Key Stage 1.

The children experience phonic activities using the six overlapping phases from the detailed and systematic programme Letters and Sounds.

The children's reading is developed through the Oxford Reading Tree scheme and PM books, along with stimulating and factual experiences from topic related texts.

AIMS:

We aim for each student to:

- Increase their social skills and independence through the curriculum delivered in school and through visits to local areas
- To build on the learning experiences and knowledge from the Foundation Stage to ensure continuity of progress
- Improve their co-ordination and physical skills through swimming, horse riding and other physical activities and programmes (clever hands, MOVE, Beam, Hydrotherapy, Active Education and Fizzy.)
- Maximise their learning in all areas by achieving the pre-requisites to learning
- Where appropriate to take part in individual focussed sessions to promote their learning i.e. music sessions, reflexology, interactive play and intensive interaction.
- Improve their communication skills with support from additional agencies and aids where necessary
- Be confident enough to make choices and develop initiative
- Where appropriate to begin to manage behaviour and conform to socially acceptable rules.
- Access teaching strategies appropriate to their Individual learning needs. Eg TEACCH, approach.

TEACHING STRATEGIES

- Pupils are taught in a range of situations: whole group, small group and individual work
- Pupils benefit from Child Initiated play activities as well as teacher directed and adult supported in order to scaffold their learning.
- Pupils are taught in a variety of settings and have access to specialist rooms: soft play room, sensory room, sound beam Trolley, music room, training kitchen, ICT suite, P and S room.

- Pupils are supported by skilled members of staff and clear consistent communication is modelled and expected at all times
- The pupils individual learning style is reflected in planning and supports pupils in reaching their development

BEHAVIOUR

The teaching and support staff follow the guidance and Behaviour Management strategies recommended by PROACT-SCIPr'UK ®.

Each pupil who requires it has a Behaviour Support Programme, which is regularly reviewed and shared with parents to ensure consistency.

ASSESSMENT

Following a comprehensive transition programme, teachers will continue to work within the Early Years Foundation Stage Birth to Five and Foundation Stage Profile. This will inform target setting and enable teachers to plan effectively. Assessment is a continual process including written observations of both directed and non-directed activities, photographs, video and The Unique Story.

Each pupil in consultation with parents will have an annual review meeting and targets will be set for the year. Each year EHC targets will be set based on the EHC provision profile targets and the data collected from the pupil assessments. This is stored on our Pupil Asset assessment programme which is used to plot progress against the P Levels.

Multi-disciplinary programmes will be reviewed and assessed on a regular basis and at the annual review and progress built upon. PHSE and citizenship targets will be integral to all areas of the curriculum and regularly monitored through the Pupil profile targets.

SHARED GOALS

Pupils who are part of the Shared Goals Project have individualised target setting - both long and short term, including measures of attainment. These are reviewed and assessed every eight weeks by the Shared Goals Team including class teachers and parents.

WORKING WITH PARENTS:

- We will continue to offer workshops and advice to parents on a variety of learning and skills areas
- To build on the developments with the school website by offering parents information on the school day and related activities
- We will keep in contact via the home school books, telephone calls, newsletters and parents evenings.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Key Stage Manager to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Behaviour
Teaching and Learning
Curriculum policies
Safeguarding
Health and Safety
Monitoring and Evaluation
Planning and Assessment

SALLY MULLERVY
REVIEWED TERM 1 2016