



Heathfield School - Curriculum Big Picture

<p>What Are we trying to achieve?</p>	<p>Vision statements</p>	<p><i>As learners</i></p> <p>Successful learners With high expectations grow to reach their full potential, achieve realistic goals and independence. Develop skills for life. Resilience and ready to take on new challenges Be able to communicate and make choices</p>		<p><i>As individuals</i></p> <p>Know who they are as individuals. Overcome barriers to learning. Confident, determined, independent, and creative individuals who show enjoyment of learning, and are able to lead safe and healthy lives. Developing emotional intelligence, behave well and make trusting relationships Have happy memories and sense of pride.</p>		<p><i>As part of a community</i></p> <p>Responsible individuals who care for each other, behave well and take an active part in the wider community. Rights , Respects Responsibility</p>		
		<p>Children having fun and enjoyment together as a learning community. Children sharing responsibility for their own and each others learning.</p>						
		<p>Every Child Matters outcomes</p>	<p>Be healthy</p>	<p>Stay safe</p>	<p>Enjoy and achieve</p>	<p>Make a positive contribution</p>	<p>Achieve a measure of independence</p>	
			<p>Focus for learning</p>	<p>Engagement in enriching experiences. Widen and broaden experiences -showing linear progression and generalisation</p>	<p>Values and attitudes eg. Confident, adaptable, determined, make choices, Independence and caring, behaving well.</p>	<p>Skills eg. Communication, numeracy, ICT, Personal social & emotional development, learning & thinking skills, physical skills</p>	<p>Knowledge and Understanding eg. Take part in the widest range of experiences possible.</p>	

<p>What Are we trying to achieve?</p>	<p>Progression and coverage Emphasis, priorities and approaches progress and differ across the learning phases</p>	<p>EYFS/KS1</p> <p>Learning through play and first hand experiences both indoors and outside Building on the children's interests Incidental learning Opportunities to embed and consolidate skills through play Communication Choice making Life skills Independence</p>	<p>KS2</p> <p>More formal learning, building on concrete experiences, developing abstract concepts Personalised learning High expectations and challenge Prepare for secondary school transition Emotional literacy Behaviours for learning Skills for life Reflective and evaluative about their work Independence</p>	
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How Do we organise learning?	Where and When	Specialist environment nurture unit ELSA Art Therapy 'Draw & Talk' Bereavement Therapy	Sessions from individual specialists SALT Visiting artist	Natural environment School, campus and beyond. Outdoor learning, Forest School, Outdoor Classroom	Whole school events; Themed weeks, concerts	Extended hours Partnerships At home	Community Off site visits Community members coming into school	School based lessons, both indoors and outdoors	Other Locations Campus Other schools Focused visits	Routines And "rituals"
	Approaches to learning	Individual learning styles. Assessment using a wide range of evidence. Opportunities for social, cultural, moral, spiritual, emotional, intellectual & physical development. In line with normal development & SEN research. Extending pupils self esteem. Pupil participation making choices. Priorities & emphasis to change with age. Creative use of resources matched to learning need, space & time.								
	Teaching approaches	Pupil groupings; Individual sessions - IEPs, 1-1 targeted & focus sessions. Small groups (3-5 pupils) - organised by ability, friendship, personal or play skills, Class lessons - subject specific, differentiated outcomes, mixed classes,	Flexible teaching styles; eg. Physical active involvement kinaesthetic approach, play techniques, multisensory, repetitive & structured, focused, differentiated, use of music, adapted resources, Use of rewards	Use of specialist equipment, approaches & therapies; eg. AAC, PECS, SI, Makaton, Physio, OT, TEACCH/ PATHS, Hydro, swimming	Use of creative skills; eg. Movement/ body awareness. Music/singing drama/role play, leisure arts,	Teaching and Learning attitudes and values Fun Stimulating Vibrant Creative Motivating Encourage pupils to explore and extend learning opportunities From the child's interest Personalised Varied Choices and decision making Responsibility for learning Learning that challenges Informed risk taking				

How Do we organise learning?				and adult Positive responses			Behaviours for learning		
				Peer pressure and interactions					
				Structured focus learning opportunities that encourage pupil responses, with both predicted IEP and additional targets. Encourage interactions with others and the environment Encourage incidental learning and exploration.					
				Communication AAC, English, Literacy, ICT	Creative Development, Art, Music,	Knowledge & understanding of the world, Humanities, Science, RE, ICT	Personal, social & emotional development, play & leisure skills, RRR	Physical development, swimming/ hydro, fine motor,	Cognitive development /problem solving, reasoning, Mathematics Science, ICT Technology
			Specific areas to include National Curriculum Entitlement to a broad and balanced curriculum following personalised programmes of study at a rate appropriate to the individual need. and essentials for learning & life						
			"The starting point is the child or young person "						
	Individualised/ personalised		Put the child at the heart of teaching and learning. What he or she needs, learning priorities IEPs. What motivates, assists encourages the individual to learn What teaching and learning style most suits the individual						
	Differentiated Teaching and learning highest expectations, outcomes and approaches		SLD MLD ASD ADHD Additional sensory impairment and needs Emotional and behaviour needs inc: attachment						

What makes it all happen is Readiness to learn through effective Partnerships and Multiagency support

to ensure that therapy needs (physiotherapy, speech and language therapy hydrotherapy, occupational therapy ,sensory integration, hand function), health support, emotional support, behavioural support, social care (respite, family support)

Partnerships with parents and carers

A team approach and commitment by all that enables the best education for our children and young people.

“Learn and Grow”

<p>How well Are we achieving our aims?</p>	<p>Evaluating Impact</p>	<p>Looking at the whole child Eg. IEPs, termly teacher assessment, B squared, BMPs, Qualitative measures and records using video, Observations Annotated photographs Work books and files</p>	<p>Use information to identify trends & clear goals for improvement, Eg. B squared, CASPA, Moderation</p>	<p>Using “critical friends” to offer insights & challenges Eg. SIP partner, partnerships, Verification and moderation</p>	<p>Use a wide range of measures both qualitative and quantitative Eg. Personal pupil files, SI outcomes, ongoing therapy reviews, Special achievement certificates,</p>	<p>Involves the whole school community Eg. Joint assessment with other professionals, LAC reviews, SHIPS, Annual Review, Annual reports, parents evenings,</p>
		<p>The Self Evaluation Cycle AND Monitoring the quality of teaching (using Teachers Standards) through formal PM, peer observations and feedback, mentoring, sharing within school and through external support and developing practice,</p>				