

Somerset Progressive School

Primary Curriculum Policy

This policy is linked to and derived from the overarching Curriculum Policy. This policy reflects the values and philosophy of Somerset Progressive School in relation to the teaching and learning of Food Technology.

Subject Aims

Our Primary Curriculum fully supports the principle that young children learn through play, and by engaging in well planned and structured activities.

Curriculum and School Organisation

Somerset Progressive is registered to teach students aged between 7-19 years, the curriculum taught covers Key Stages 1-5. The range of key stages allows for students with levels below the expected for their age to achieve the speaking and listening, reading and writing aims in all academic subjects.

The curriculum in our school is designed to be accessed by all students who attend, an individual education plan is devised to meet the specific needs of individuals and allow them to access all areas of the curriculum.

National Curriculum Strategy

Subjects are accessible to all students through topic based learning, at appropriate levels according to their age and ability. The main focus of the teaching is on developing functional skills and applying them to real situations throughout each student's program. They can be accredited via AQA Unit Awards and built upon.

These subjects are:

Date Reviewed: January 2019

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English

Mathematics

Science

Personal Health Social Education Interventions

Numeracy and Literacy are an integral part of all topic work at Somerset Progressive School and, as such, is ongoing throughout all of students' learning. With this in mind, there are meetings with staff every half term to verify that key areas of literacy are being monitored.

National Curriculum Foundation

Subjects are included in programs of study and are accessible according to ability, need and age. These include:

Physical Education

Computing

Geography

Food Technology

History

Personal Health Social Education

Art

Music

Drama

Supplementary subjects and therapeutic experiences are available for students to access based on their ability, need, age and preference. They include:

- Horticulture
- Forest School
- Outdoor Education/ Animal Care/ Construction
- Drama Group (inclusion project)
- Music enrichment and lessons

Planning

Planning is broken into four sections:

- Long term plans; which covers the whole academic year for Key-Stage 1 / Key Stage 2. This provides a general overview of the syllabus to be covered for each year. The long term plan is put in place at the start of each new academic year.

- Medium term plans; 1-6, these are individualised plans dictated from individual levels taken from assessments, and from records to track progress. Medium term plans are adjusted at the end of each half term to ensure that students are progressing at their individual pace.
- Short term plans; these are weekly plans taken from the Medium term plans, they are individualised to incorporate Special Educational Needs and Individual Education Plan needs.
- Lesson plans; using more detailed instructions for teaching staff, which highlights outcomes, objectives, and resources, along with suggested starters to initially engage students.
- All planning is differentiated based on individual levels, SEN areas highlighted from individual Education Health Care Plans/Statements provided for at the beginning of each lesson as well as Individual Education Plan targets to ensure students not only work towards progressing through the national curriculum syllabus but also time is allocated specifically to concentrate on individual Special Educational Needs and Individual Education Plan areas.

Assessment focus:

Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.

Develop and sustain interpretations of writers' ideas and perspectives

Understand texts in their social, cultural and historical contexts

Class organisation and Teaching Style

At Somerset Progressive School, class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. Students are given the opportunity to work as individuals and as part of a group. The choice of group organisation is determined by the learning task, the activity and the individuals involved.

Assessment, Recording and Reporting

Assessment

Somerset Progressive School have six opportunities to assess students' abilities and monitor progress on a yearly basis; each half term there is an assessment opportunity, either teacher assessment, from marking students work against the National Assessment Focus areas, or from external assessments, where students will also be asked to compete a reading, writing and speaking and listening assessment to enable them to be leveled according to the national curriculum.

Formative assessments:

All students work is marked; not only for spelling, grammar, and punctuation, but also to check the content in line with the context of the task. Feedback is provided either by written comments or verbally, to ensure students are aware of how to improve. In addition, students are also given the opportunity to self-evaluate and peer assess work, as this encourages independent learning and opportunities to practice effective communication.

Recording

Students' individual lessons are recorded on a lesson progress record, this monitors the objectives, expected outcome, actual outcome as well as areas that need to be improved or focused on in the next lesson. The lesson progress record can adjust the individual medium term plans to allow for the student to develop at their own pace.

Students attendance to lessons are recorded as it gives information for reporting but also to aid understanding if there is reduced progress.

Students' assessment ages, levels and Individual Education Plan targets are recorded in individual files with evidence, as well as on an electronic database. Individual Education Plan targets are available within the student's individual files to ensure they are used and checked in all subject areas.

Reporting

The progress of students is detailed within their individual Special Educational Needs and/or Looked After Children reports, which are prepared at six to twelve monthly intervals, or upon request.

Training; In Service Training

Training needs are identified through:

- School development planning
- Curriculum review and evaluation
- Teacher needs – Learning Insets regarding specific topics relating to our students
- Including Autism, attachment disorders
- Individual needs

Individual and whole school training is accessed throughout the year within school (In Service Training and staff training each week) and with external providers.

Monitoring/Evaluation

Students' individual level targets and Individual Education Plans are checked to ensure that the objectives and outcomes allow for them to be met. At the end of each lesson, targets are evaluated to measure the students' progress.

This policy will be reviewed annually by the Senior Management Team, in consultation with the staff, and as and when elements of English are identified as a priority within the School Development Plan.

Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Head of Education. Keys will then actively respond to the enquiry.