St Francis School
Curriculum Framework

Every child matters
Every moment counts
Introduction

At St. Francis School the teaching and learning is adapted to meet the pupil’s personal development needs. Skills are broken down and taught in small learning steps. Learning is exciting and children are encouraged to learn in the style that motivates them. Our specialist curriculum is effective because we believe that children and young people learn when they are fully engaged and having fun. We offer a holistic approach and a range of therapies.

• We are committed to empowering and supporting our pupils to develop and grow to reach their full potential, achieve realistic goals and independence.
• We offer a nurturing, caring and safe environment providing a holistic, multi-sensory approach to learning where each child is given the means to make choices and opportunities to learn.
• We provide stimulating, varied and enjoyable learning experiences of the highest quality that meet individual needs and preferred learning styles.
• We deliver a core of opportunities to assist communication skills, physical development, emotional and social well being, personal skills and creative experiences.
• We believe that children learn best when they are having fun and enjoying themselves.
• Our focus on learning provides a broad and balanced curriculum that accommodates and tackles children’s global needs. These include: Learning sensory: medical: therapeutic: personal; emotional and behavioural needs.
• Each child and young has a personalised curriculum plan.

St Francis School is committed to excellence in education for all our pupils. Our shared vision is:

“Every Child Matters, Every Moment Counts”
Rational

St Francis School is committed to excellence in education for all our pupils. Our shared vision is

‘Every Child Matters, Every Moment Counts’

The St. Francis school curriculum brings together the fundamental learning priorities of individuals and groups of children within the statutory entitlement of the National Curriculum. However, rather than our children conforming to the National Curriculum requirements our curriculum is an adaptation designed to meet the needs of the ‘whole child’. A personalised, differentiated and purposeful broad and balanced curriculum is at the heart of the teaching and learning at our school. We believe the child or young person has to be the starting point of any educational programme. The statutory National Curriculum subjects are carefully balanced with our additional learning prerequisites to meet the needs of our pupils.

Additional frameworks used to enhance our curriculum include the (EYFS) Early years Foundation Stage framework and the ASDAN(Award Scheme Development and Accreditation Network) accreditation schemes for the 14-19 curriculum. The curriculum is presented in the document “St. Francis School Curriculum Big Picture”

Aims

Our overall aim is to encourage and motivate all children and young people to prosper:

<table>
<thead>
<tr>
<th>As learners</th>
<th>As individuals</th>
<th>As part of a community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful learners who grow to reach their full potential, achieve realistic goals and independence. Children, young people and adults having fun and enjoyment together as a learning community, sharing responsibility for their own and each other’s learning.</td>
<td>Confident, determined, industrious, and creative individuals who show enjoyment of learning, and are able to lead safe and healthy lives. Children, young people and adults developing emotional and spiritual intelligence.</td>
<td>Responsible individuals who care for each other and take an active part in the wider community. Children, Young people and adults cooperating to achieve the Rights, Respect and Responsibility for all.</td>
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</tbody>
</table>
Focus for learning

Our focus on learning provides a broad and balanced curriculum that accommodates and tackles the children’s non educational needs. These needs include: learning difficulties; sensory impairments; medical, personal and emotional behavioural needs. These additional needs are an integral part of the learning and are at the core of the personalised provision.

We believe that the starting point is the child or young person:
  • What he or she needs, learning priorities and their IEPs (Individual Education Plans)
  • What motivates, assists and encourages the individual to learn.
  • What teaching and learning style most suits the individual.

Our foci includes:

<table>
<thead>
<tr>
<th>Engagement in enriching experiences.</th>
<th>Values and attitudes.</th>
<th>Skills</th>
<th>Knowledge and Understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wide and broad experiences – showing linear progression and generalisation</td>
<td>E.g. Confident, adaptable, determined, make choices, Independence and caring.</td>
<td>E.g. Communication, numeracy, ICT, Personal social &amp; emotional development, learning &amp; thinking skills, physical skills</td>
<td>E.g. Take part in the widest range of experiences possible.</td>
</tr>
</tbody>
</table>
Organisation of learning

Learning is organised to meet the learning styles of individuals and groups as they progress through the school. Our holistic approach to teaching is outlined in The St. Francis School Curriculum Big picture. This shows the variety of options as to where, when and how learning is encouraged and supported. Significant support is achieved through effective partnerships and a multiagency approach. Collaboration with parents and carers is essential and actively encouraged.

Differentiated teaching and learning expectations, approaches and outcomes are implemented. These will vary according to the level of learning difficulty and complexity of needs. Our school meets the needs of children with Severe Learning Difficulties (SLD), but also Profound and Multiple Learning Difficulties (PMLD), Moderate Learning Difficulties (MLD) and Autistic Spectrum Disorder (ASD). This diversity means our staff are proficient in organising teaching to meet these needs. To further ensure creativity and enhancement priorities and coverage will vary as the individual pupil progresses through the key stages.

Areas of Learning

Learning is organised into six areas;

<table>
<thead>
<tr>
<th>Communication Language and Literacy</th>
<th>Sensory and Creative Development</th>
<th>Knowledge &amp; Understanding</th>
<th>Personal, Social &amp; Emotional</th>
<th>Physical Development</th>
<th>Problem Solving, Reasoning and Numeracy</th>
</tr>
</thead>
</table>

(The full content of these is outlined in appendix 2)

The amount of time an individual student engages in these will vary according to their age and need. We believe all areas of learning are of equal importance and that each compliments the other.

ICT is incorporated in the curriculum in the following ways:
- For some pupils aspects will be taught discreetly. E.g. control technology or word processing.
- In each area of learning there is a policy statement about the use of ICT.
- The coverage of ICT aspects has been divided across the areas of learning.
Conclusion

Successful curriculum outcomes happen when children are ready and motivated to learn. They feel safe, secure and enjoy learning. Our curriculum is continually being developed, reviewed and refined.

Documentation used to plan the curriculum
- National Curriculum Documents
- QCA/DCSF Literacy and Numeracy strategies
- QCA/DfES Curriculum 2000
- QCA/DfES ‘Planning, teaching and assessing the curriculum for pupils with learning difficulties’.
- Foundation Stage Guidance
- ASDAN schemes
- Equals Guidelines
- St. Francis School Curriculum Documentation
- Whitefield School curriculum Documentation
<table>
<thead>
<tr>
<th>What Are we trying to achieve?</th>
<th>Learning Vision statements</th>
<th>Every Child Matters outcomes</th>
<th>Focus for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As learners</td>
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<tr>
<td></td>
<td>Be healthy</td>
<td>Enjoy and achieve</td>
<td>Make a positive contribution</td>
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<tr>
<td></td>
<td>Stay safe</td>
<td>Make a positive contribution</td>
<td>Achieve a measure of independence</td>
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<tr>
<td></td>
<td>Enjoy and achieve</td>
<td>Make a positive contribution</td>
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<td></td>
<td>Engagement in enriching experiences.</td>
<td>Values and attitudes.</td>
<td>Skills</td>
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<tr>
<td></td>
<td>Wide and broad</td>
<td>E.g. Confident, adaptable,</td>
<td>E.g. Communication, numeracy, ICT, Personal social &amp;</td>
</tr>
<tr>
<td>What Are we trying to achieve?</td>
<td>Progression and coverage. The Emphasis, priorities and approaches progress and differ over the learning career</td>
<td>Infant experiences - showing linear progression and generalisation</td>
<td>determined, make choices, Independence and caring.</td>
</tr>
</tbody>
</table>
## How Do we organise learning?

### Where and When

<table>
<thead>
<tr>
<th>Specialist environments</th>
<th>Sessions from individual specialists</th>
<th>Natural environment School, campus and beyond</th>
<th>Whole school events: Themed weeks, concerts</th>
<th>Extended hours</th>
<th>Community Work based and leisure facilities</th>
<th>School based lessons</th>
<th>Other Locations Campus Other schools and colleges Focused visits</th>
<th>Routines And “rituals”</th>
</tr>
</thead>
</table>

### Approaches to learning

### Teaching approaches

- **Pupil groupings:**
  - Individual sessions - IEPs, 1-1 targeted & focus sessions.
  - Small groups (3-5 pupils)
  - Organised by ability, friendship, personal or play

- **Flexible teaching styles:**
  - Physical active involvement kinaesthetic approach,
  - Play techniques, Multisensory

- **Use of specialist equipment, approaches & therapies:**
  - AAC,
  - PECS,
  - SI,
  - Makaton,
  - Physio,
  - Movement
  - Body awareness
  - Music
  - Singing
  - Drama
  - Role play,

- **Use of creative approaches:**
  - Fun
  - Stimulating
  - Vibrant
  - Creative
  - Motivating
  - Encourage

- **Options**
  - KS3/4 FEU,
  - ASDAN
  - ETC......
  - Work awareness
  - Enterprise

## How Do we organise learning?

### Areas of

- skills, 
  - Class lessons 
  - Subject specific 
  - Differentiated outcomes, 
  - Mixed classes, 
  - ETC......

- Repetitive & structured, 
  - Focused, 
  - Differentiated, 
  - Use of music, 
  - adapted resources, 
  - Use of rewards 
  - Positive adult responses 
  - Peer pressure and interactions 
  - ETC......

- OT, 
  - TEACCH/PATHS, 
  - PAT, 
  - Hydro, 
  - MSR 
  - ETC......

- leisure 
  - Arts, 
  - ETC......

- pupils to explore and extend learning opportunities
  - From the child's interest
  - Child centred
  - Varied
  - Choices and decision making
  - Responsibility for learning 
  - ETC......

### Structured focus learning opportunities

- that encourage pupil responses, with both predicted IEP and additional target

- encourage interactions with others and the environment

- Encourage incidental learning and exploration.

<table>
<thead>
<tr>
<th>Communication Language and Literacy.</th>
<th>Sensory and Creative Development</th>
<th>Knowledge &amp; understanding</th>
<th>Personal, Social &amp; Emotional.</th>
<th>Physical Development,</th>
<th>Problem Solving, Reasoning and</th>
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<tbody>
<tr>
<td>How Do we organise learning?</td>
<td>Learning</td>
<td>Numeracy</td>
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<td>----------------------------</td>
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<tr>
<td>Individualised</td>
<td>Specific areas to include National Curriculum Entitlement to a broad and balanced curriculum following programmes of study at a rate appropriate to the Individual need. and Essentials for learning &amp; life</td>
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<tr>
<td>Differentiated Teaching and learning</td>
<td>“The starting point is the child or young person “ What he or she needs, learning priorities and IEPs. What motivates, assists encourages the individual to learn. What teaching and learning style most suits the individual.</td>
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<td>SLD</td>
<td>PMLD</td>
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<td>PMLD</td>
<td>MLD</td>
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<td>MLD</td>
<td>ASD</td>
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<td>ASD</td>
<td>Additional sensory impairment and needs Emotional and behaviour needs</td>
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<td>P1-3</td>
<td>P4-6</td>
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<td>P4-6</td>
<td>P7-1+</td>
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</table>
What makes it all happen is Readiness to learn made possible by:

**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.**

This enables the best education for our children and young people.

“**Every Child Matters Every Moment Counts**”
<table>
<thead>
<tr>
<th>How well Are we achieving our aims?</th>
<th>Evaluating Impact</th>
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<tbody>
<tr>
<td>Looking at the whole child</td>
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<td>- IEPs,</td>
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<td>- teacher assessment,</td>
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<td>- B squared,</td>
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<td>- BMPs,</td>
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<td>- Qualitative measures and records</td>
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<td>- using video</td>
<td></td>
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<td>- observations</td>
<td></td>
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<tr>
<td>- Annotated photographs</td>
<td></td>
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<tr>
<td>Use information to identify trends &amp; clear goals for improvement,</td>
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<tr>
<td>- B squared,</td>
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<td>- CASPA,</td>
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<tr>
<td>- Moderation</td>
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<td>Using “critical friends” to offer insights &amp; challenges</td>
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<tr>
<td>- SIP,</td>
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<td>- Partnerships,</td>
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<td>- Governors</td>
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<td>Use a wide range of measures both qualitative and quantitative</td>
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<td>- Personal pupil files,</td>
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<td>- SI outcomes, ongoing therapy reviews,</td>
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<td>- Special achievement certificates,</td>
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<td>Involves the whole school community</td>
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<td>- Joint assessment with other professionals</td>
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<td>- LAC reviews,</td>
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<td>- SHIPS,</td>
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<td>- Annual Review,</td>
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<td>- Annual reports,</td>
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<td>- Parents evenings.</td>
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</table>

The Self Evaluation Cycle AND
Monitoring the quality of teaching through formal PM, peer observations and feedback, mentoring, sharing and developing practice.
Planning is based on individual pupil needs as well as the National curriculum, Early Years Foundation Stage framework and the Award Scheme Development and Accreditation Network.

For guidance creating our curriculum the main source is the QCA publication ‘Planning Teaching and Assessing the Curriculum for Pupils with Learning Difficulties’.

Detailed planning is required in order to maximise the use of time, resources and people effectively. It allows staff to target priorities and to recognise progression including small steps. It allows current learning to be based on previous outcomes.

Planning for progression for individuals or groups focuses on:

- skill development
- breadth of curricular content
- a range of contexts for learning
- a variety of support equipment
- a range of teaching methods
- negotiated learning
- application of skills, knowledge and understanding in new settings –
- strategies for independence

It is essential that those with the most complex needs get their full entitlement. This means that therapy, medical support and behavioural programmes form an integral part of any curriculum planning.
ST FRANCIS SCHOOL OVERVIEW OF PLANNING DOCUMENTS

**The Vision**
- Whole school ‘The Big Picture’ document
- Vision, Overall Organisation & Evaluation
- Policies
- Teaching & Learning Policy
- Planning, Progress & Achievement Policy

**Department statements**
- Infants (FS & Key Stage 1)
- Juniors (Key Stage 2)
- Lower Seniors (Key Stage 3)
- Upper Seniors (Key Stage 4)
- Post 16

**Long Term Planning**
- Infants Areas of Learning 3 year grid
- Juniors Areas of Learning 4 year grid
- Seniors - KS3 Areas of Learning 3 year grid
- Seniors - KS4 Areas of Learning 2 year grid
- Post 16 ASDAN

**Medium Term Planning**
- Topic / Unit of Work plans for each Area of Learning
- Week by Week plan for the term for each Area of Learning

**Short Term Planning**
- Timetable
- Weekly / Daily Planning
- Lesson Plans
- Lesson Plans
St Francis School – Curriculum Improvement Cycle

- **Every Child Matters**
  - Review medium term plans for each department for this term and adjust more closely meet needs
  - Monitor impact
  - Planning stored for future delivery of the long term cycle
  - Medium term plans in place for next term
  - Review whole curriculum and areas of learning action plans

- **Every Moment Counts**
  - Medium term plan in place for each department
  - Short term plans in place
  - Delivery of curriculum
  - Monitor delivery and feedback

- **Design**
  - Action plan
  - Establish curriculum overview – Big Picture
  - Establish coverage
  - Long term plans in place
  - Protocols for planning, recording and assessment agreed

- **Review**
  - Stakeholder consultation
  - identify and agree priorities
  - Agree curriculum aims and values
  - Curriculum audit
  - Investigate practice in other settings
  - Investigate curriculum documentation and approaches