



Tor View School	
Policy name	Curriculum Local Procedure
Issue Date	July 2108
Review date	TBC
Owner	Head Teacher

1. Rationale

Our curriculum is designed to ensure the learning that takes place at Tor View School is relevant, engaging and fun. It is shaped to provide a learning journey to best prepare pupils for the opportunities, experiences and responsibilities of adult life. We place a strong emphasis on addressing each individual's holistic learning needs

2. Our mission

From a foundation of *safety*, we provide children and young people with access to enriching experiences and opportunities, which will secure emotional resilience and enable life-long learning and *growth*. We actively engage with our children and young people in their person-centred planning through a focus on 3 key elements:

- *Safety*
- *Life*
- *Growth*

We actively support children and young people to overcome any significant barriers to *safety*, to *learning*, to their quality of *life* and their personal *growth*, either on entry to our service or when they arise

3. Aims

We aim for our curriculum to;

- Foster a thirst for learning
- Ensure we take best practice and understanding of learning and apply this effectively to the individualised needs of our students
- Ensure we have a holistic view of learning needs seeing each student as an individual
- Focus on the quality of learning ensuring attainment is ***extended*** through challenge, application and breadth.
- Focus on the quality of learning by ensuring progress and attainment is planned for and measured through five phases of learning
- Ensure that we have an accurate evidenced based understanding on the quality of learning across the school and use this to focus and shape improvement
- *Ensure that all our staff are effective partners in each students learning*

4. Whole School Curriculum Values

Tor View school's curricula have overarching values which develop the whole student thereby ensuring they achieve their full potential. The overarching values are:

4.1 Engagement in Learning

Our curriculum is designed to drive student's engagement in meaningful and motivating learning opportunities. This engagement is tracked through personal engagement profiles and linked to the 7 areas engagement*;

- Responsiveness
- Curiosity
- Discovery
- Anticipation
- Persistence
- Initiation
- Investigation

*(*The Complex Learning Difficulties and Disabilities (CLDD) research project and Rochford Report Recommendations)*

4.2 Personal Social Health and Citizenship Education programs (PSHCE)

PSHCE helps pupils acquire the attitudes and values which are necessary if they are to make sense of their experiences, value themselves and respect others, appreciate both difference and diversity and feel confident and informed about themselves.

4.3 Reach, Exciting, Active, Creative and Holistic learning experiences (REACH)

We provide an exciting range of opportunities and experiences for students such as involvement in the school council, celebration days, talent shows, performances and plays. There is also a planned timetable of visitors to the school, such as the weekly visit from *Harvey*, a border cross collie who is loved by everyone who chooses to meet him. These help to promote greater community inclusion provide an opportunity for students' voices to be heard and allow them to help shape the school's development.

4.4 Educational visits

Our educational visits provide the opportunity for our students to gain real and meaningful experiences in the wider world beyond that of the school environment. They allow the students to use and apply the skills and knowledge, acquired within school, within the wider community. Furthermore, educational visits can help our students develop self-confidence, self-esteem and resilience, together with increased motivation for related work either pre- or post- visit.

4.5 Taught Time

Ensure all students receive 25 hours of planned teaching each week

4.6 SMSC and British Values

Ensure that our curriculum provides a framework to support and instil SMSC and British Values

4.7 EHCP Targets

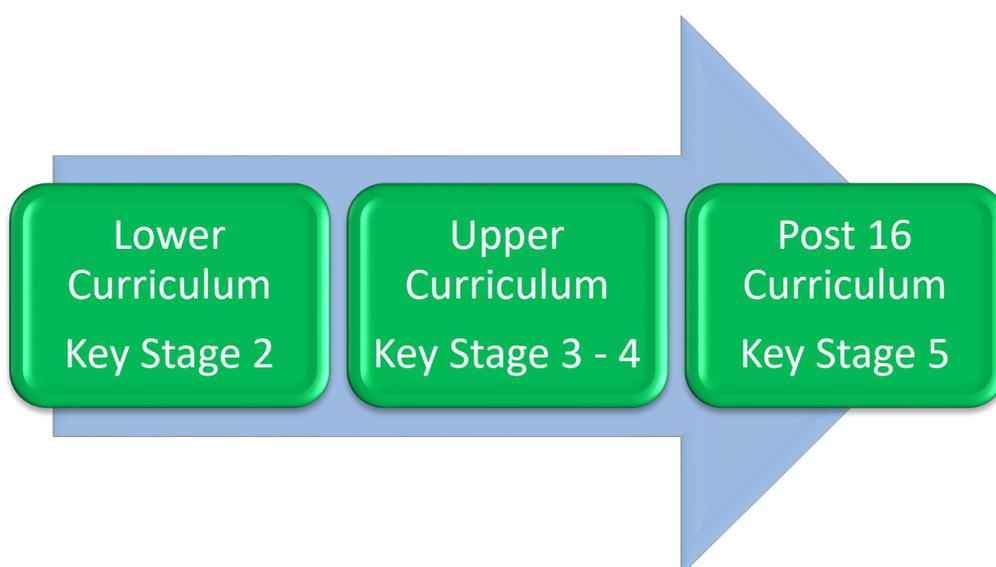
Support the planning and delivery of learning opportunities for students to achieve targets set in and from their Education, Health and Care Plan.

4.8 Careers

From Key 3 allow for the planning and delivery of meaningful activities and work experience for each student

5. Curriculum breakdown

Our curriculum is divided into 3 key areas; lower, upper and posts 16 curricula



Lower School Curriculum

The lower Curriculum provides access to a broad and balanced Curriculum through a thematic approach. This allows for learning experiences to be more relevant and provides clear opportunities for students to generalise their learning. It also allows teachers to provide more active and exciting learning experiences both within and beyond the walls of the classrooms. The Primary Curriculum has an emphasis on the development of the key skills of literacy, numeracy and ICT as well as a focus on personal and learning skills.

Key Stage 2 Subjects:

- Literacy (Additionally all pupils will have individualised and Communication plans and appropriate and differentiated R, W, & I)
- Numeracy
- Science
- Topic (including History and Geography)
- ICT
- PSHCE
- PE
- Daily Living Skills
- The Arts



Upper School Curriculum

The Secondary Curriculum allows for greater personalisation. It provides a range of opportunities and experiences in areas of vocation, leisure and citizenship in order to allow the learners to make informed choices about their future. Schemes of work provide coverage of the core curriculum areas with a principal focus on development functional skills within literacy and numeracy. Attainment is nationally accredited and certificated by ASDAN (*Award Scheme Development and Accreditation Network*) and either Equals (*Entitlement and Quality Education for Pupils with Learning Difficulties*) or AQA (*Assessment and Qualifications Alliance*).

Key Stage 3 Subjects

- Literacy (Additionally all pupils will have individualised and Communication plans and appropriate and differentiated R, W, & I)
- Numeracy
- Science
- Topic (including History and Geography)
- ICT
- PSHCE
- PE
- Daily Living Skills
- The Arts

Key Stage 4 Subjects

- Literacy (Additionally all pupils will have individualised and Communication plans and appropriate and differentiated R, W, & I)
- Numeracy
- Science
- WOW (including History and Geography)
- ICT
- PSHCE
- PE
- Daily Living Skills
- The Arts

Post 16 curriculum

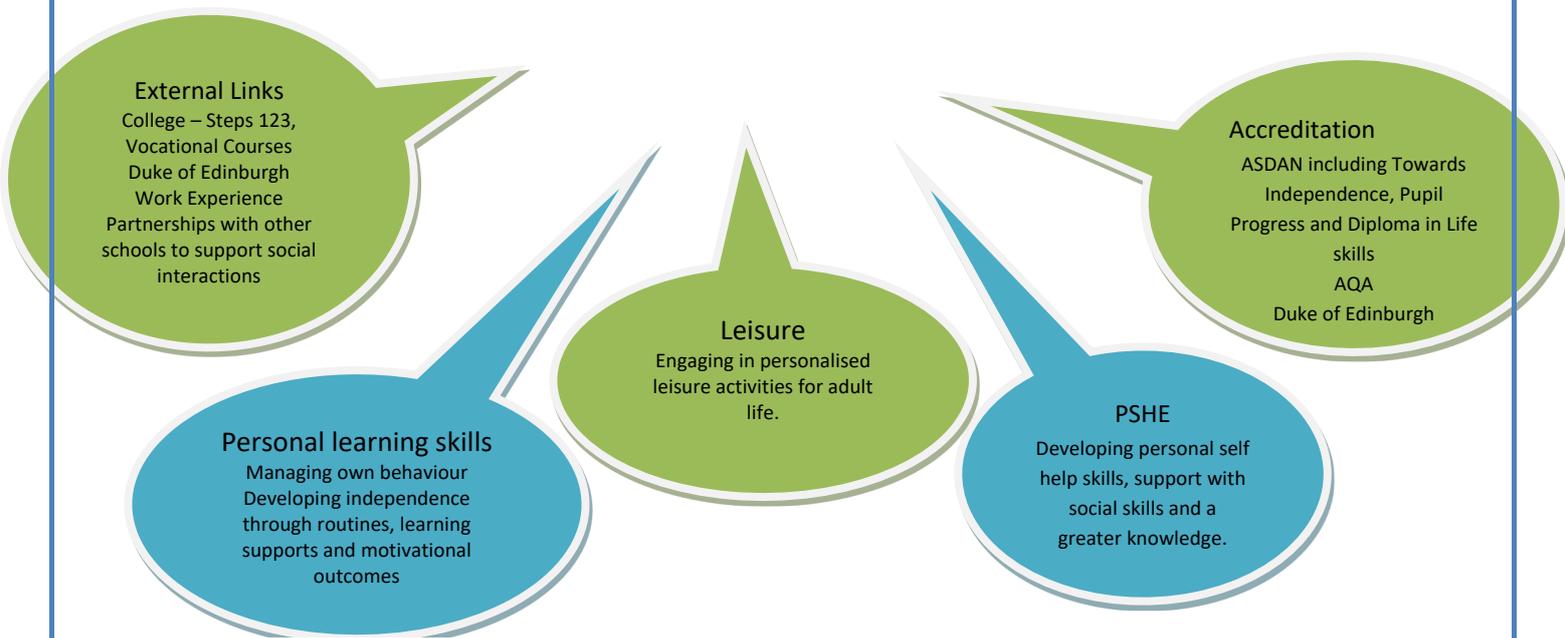
The post-16 curriculum allows for extensive tailoring with a planned focus on best equipping each individual for the opportunities, experiences and responsibilities of their adult life. The Study Programmes allow for tailoring each individual's curriculum around their aspirations and learning needs, focusing on the areas of continued education, vocation, personal health, leisure, relationships, recreation and active community inclusion. Learning takes place at the centre, in the community and in local colleges, as appropriate to each individual's learning objective.

Functional Skills

Literacy, numeracy and ICT skills used in everyday life for example, telling the time, handling money, reading and computer skills

Pathways to Adulthood

Support students to achieve success into adulthood through whichever path they choose; living alone, supported living paid and voluntary employment, further education



At post 16 we offer a broad and balanced curriculum that focuses on teaching skills required for everyday life. We support, encourage and motivate students to achieve their full potential and to become as independent as possible. The curriculum is differentiated to meet students individual needs and personalise their timetable to achieve this. So each student will work on an personalised pathway that focuses on their skills and interests and develops with them and supports them into their transition into adulthood, further education, supported living, voluntary and paid employment. Students receive a teaching programme that incorporates small steps cumulative learning with opportunities to consolidate new skills and generalise and transfer them to other settings and environments. New skills are presented in a practical, visual and functional way and lessons are meaningful, have a clear purpose which uses interests to motivate and extend learning.

At Tor View School we see each of our students as an individual. Therefore when a student joins the school we aim to provide a personalised education programme which will ensure the student reaches their full potential in adult life, regardless of age and ability. Each student has a tailor made educational programme termed TRAIL, which describes their *Transition in Reaching the Aspirations of an Individual's (their) Life*. This will consider assessed needs from ABAS (ii) and SCERTS as well as consideration given to the areas of engagement identified by the CLDD

The 7 aspects of engagement are as follows:

- *Responsiveness: Assessment of responsiveness should evaluate any change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way. This type of assessment is important for establishing what differing stimuli motivate a pupil to pay attention. This is a pre-requisite for learning. It is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory awareness and perception.*
- *Curiosity: Assessment of curiosity demonstrates how a pupil is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus.*

- *Discovery: Assessment of discovery provides information about the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Curiosity and discovery are closely linked. At a more advanced point of development they both help to demonstrate a pupil's degree of interest in, and exploration of, activities and concepts. These both help to drive the acquisition of new knowledge and skills.*
- *Anticipation: Assessment of anticipation should demonstrate whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil's concept of cause and effect.*
- *Persistence: Assessment of persistence measures the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. The ability to sustain attention is important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.*
- *Initiation: Assessment of initiation demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome. It is an important part of developing the autonomy required for more advanced cognitive development and*

7. Monitoring and Review

The Class Teachers are responsible for the day-to-day organisation of the curriculum. The senior leadership team monitor the weekly lesson plans, ensuring that all classes are taught to their full requirements of the agreed schemes of work and that all lessons have appropriate learning objectives.

The senior leadership team will monitor the way in which the subjects are delivered throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Class teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by The Senior Management Team and will be reviewed annually or before if necessary.