



Springfield School Curriculum Statement

Springfield School's vision is:-

To provide a safe, happy learning environment in which individuals achieve, flourish and develop self-confidence and respect for others.

Ethos

The School will provide:

- a safe, calm and welcoming working environment in which courtesy, kindness and respect are fostered;
- a fair and disciplined environment;
- a purposeful and informative planning, record keeping and assessment system;
- links with the wider community;
- celebration of success and achievements;
- personal and professional development for all staff;
- appreciation of other people's abilities and disabilities, gender, race and cultural traditions;
- a supportive environment to help parents support and extend their child's education.

Curriculum Intent

The [Learning and Teaching Policy](#) demonstrates how the School's vision, values and aims are put into practice.

One of our key values is:-

We believe in delivering a curriculum that is stimulating, accessible and appropriate for all of our pupils.

Therefore, we aim to –

- offer a relevant, broad, balanced and progressive curriculum with appropriate resources for all of our pupils
- develop effective communication for all pupils
- have realistic and challenging expectations for all of our pupils determined through comprehensive assessment
- ensure that all pupils are respected as individuals and learn about respect for others
- excel in what we do
- celebrate everyone's achievements
- promote positive behaviour and learning attitudes at all times
- promote preparation for life by focussing on independence, life and social skills
- encourage everyone to be an active participant in their own learning
- develop pupils' understanding of the wider world and their place within it
- be receptive to and to share new initiatives and ideas

To ensure good learning and teaching the School will:

- build on what learners already know; structure and pace teaching so that learners know what is to be learnt, how and why;
- make learning vivid and real as well as an enjoyable and challenging experience: stimulate learning through matching teaching techniques and strategies to a range of learning styles;
- promote assessment for learning, involving learners as much as possible in their own learning;
- promote creativity to improve self-esteem, motivation and achievement;
- focus on life skills from an early age;
- develop skills for adult life and develop the talent of the individual;

Implementation

Pupils learn best when their learning is well-pitched, underpinned by high expectations, and delivered in an engaging way. For the majority of our pupils, repetition is important to ensure that learning is consolidated and time is given to transferring skills in a range of contexts. There is a focus on individual outcomes that link directly to pupils Education, Health and Care Plans [EHCPs] to ensure that learning is right for the individual and links to longer term aspirations and outcomes.

The development of communication skills and personal, social, health and citizenship education [PSHCE] are recognised as paramount to delivering a relevant and appropriate curriculum and the principles of these underpin all teaching. The main areas of our School's

curriculum focus on [Communication: Literacy; Maths](#); P.S.H.C.E; [R.S.E.](#) and Physical Development. I.C.T. is an important area and is used throughout all of the subjects. All of the other subjects are important too; both as a vehicle for teaching key skills and as subjects in their own right. For many of our pupils these subjects can be used to reinforce the key skills and experiences. The personal development of pupils plays a significant part in their ability to learn and to achieve.

There is a focus on Positive Behaviour Support [[PBS](#)] as we want everyone in our community to have a good quality of life [[PERMA](#)], experience positive emotions, develop positive learning behaviours and the ability to adapt to a range of situations and environments.

At Springfield School, each year when classes are finalised, they are then linked to a Key Stage. Each class in Key Stages [1](#), [2](#) and [3](#) follows the Themes identified in the LTPs. The Themes highlight the [curriculum areas](#) that must be covered, with sequential subject skills for [3 different pathways](#) plus suggest [optional activity ideas](#). The Themes cover [Creative Arts](#), [Humanities](#), [Science](#) and [Design and Technology](#). Focus subjects will often also link to these Themes.

Personal Social Health and Citizenship Education [[PSHCE](#)] plans follow a set curriculum. There is a separate LTP for [Physical Education](#), [RSE](#) and [Maths](#). There are example [MTPs for Maths](#). Each Key Stage has an [overview](#) to show areas being covered each term. Within Literacy, pre-phonics skills aim to provide the scaffolding needed to support pupils in developing new skills and concepts. When, and if, pupils are ready they will move onto the more formal phonics approach of ELS [Essential Letters and Sounds]. Literacy has a LTP linked to books and some areas to be covered.

The Early Years classes follow the Early Years Foundation Stage Framework. As pupils move through the school the curriculum balance changes, leading to a Key Stage 4 curriculum with a greater emphasis on life skills and preparation for life beyond school. To support developing the skills needed, pupils will also learn about fundamental British Values and enhancing their SMSC awareness.

A variety of teaching approaches are used to meet the needs of individual pupils, teaching emphasises learning processes as well as outcomes. Exploration and play are regarded as essential components of the learning process for all our pupils. Experiential, exploratory and multisensory approaches are used when appropriate to stimulate and motivate pupils to engage in activities.

It is important to regularly review a child's learning and make changes as required to ensure it remains person centred and relevant whilst challenging. The School endeavours to match pupils' learning needs by grouping children into classes where they will benefit from similar teaching approaches. Therefore, any class can span several year groups. We recognise that effective learning and teaching can only take place when all sessions are well planned, stimulating and appropriate to meet the needs of all the pupils in the class. The planning will also need to take into consideration the social, emotional, intellectual, medical, physical and sensory needs of the pupils. Staff follow the Planning, Assessment, Recording and Reporting Policy [[PARR](#)]. The length of time spent on each curricular area follows the suggested [time allocations](#).

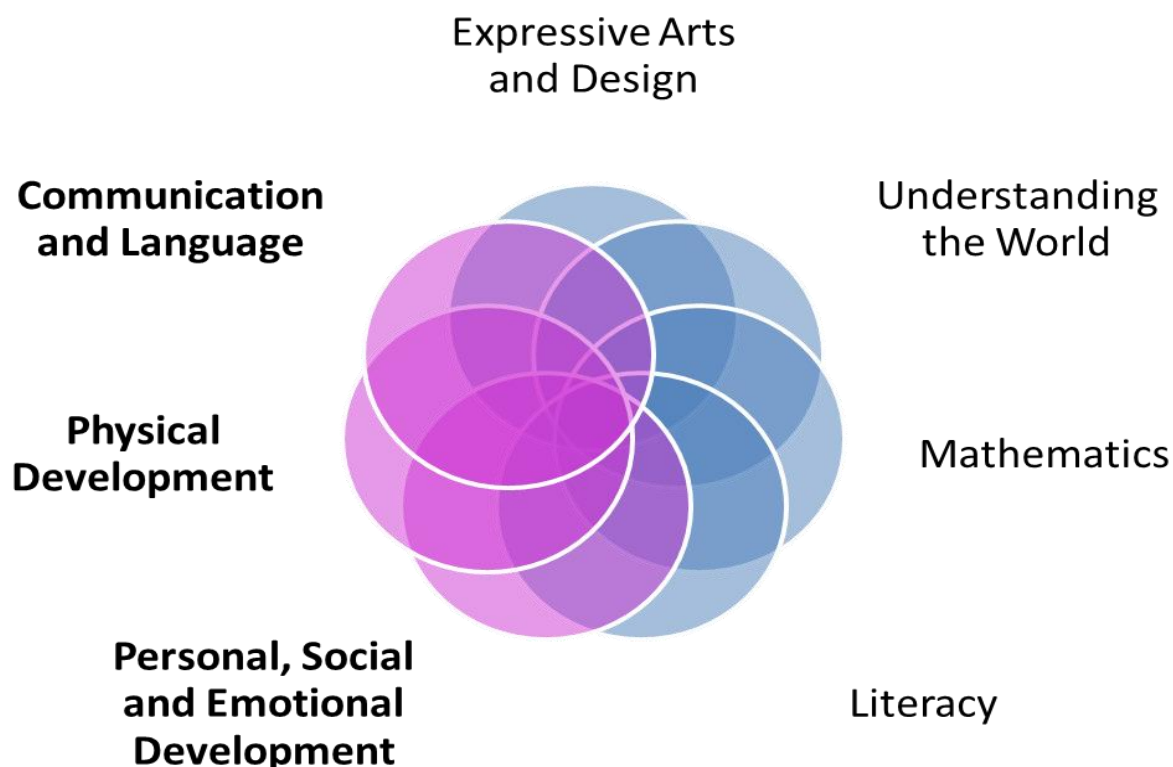
Early Years and Foundation Stage (EYFS)

At Springfield School the Nursery and Reception aged pupils follow the EYFS Framework and work towards the Early Learning Goals. The pupils are provided with experiences that support them to:-

- want to respond to learning situations;
- increase attention span;
- develop a growing awareness of self, of others, and of the environment;
- interact with others;
- begin to play;
- begin to communicate in any way;
- increase sensory awareness and co-ordination;
- respond to rewards and sanctions;
- remove barriers to learning;
- interact with the environment.

EYFS Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected.



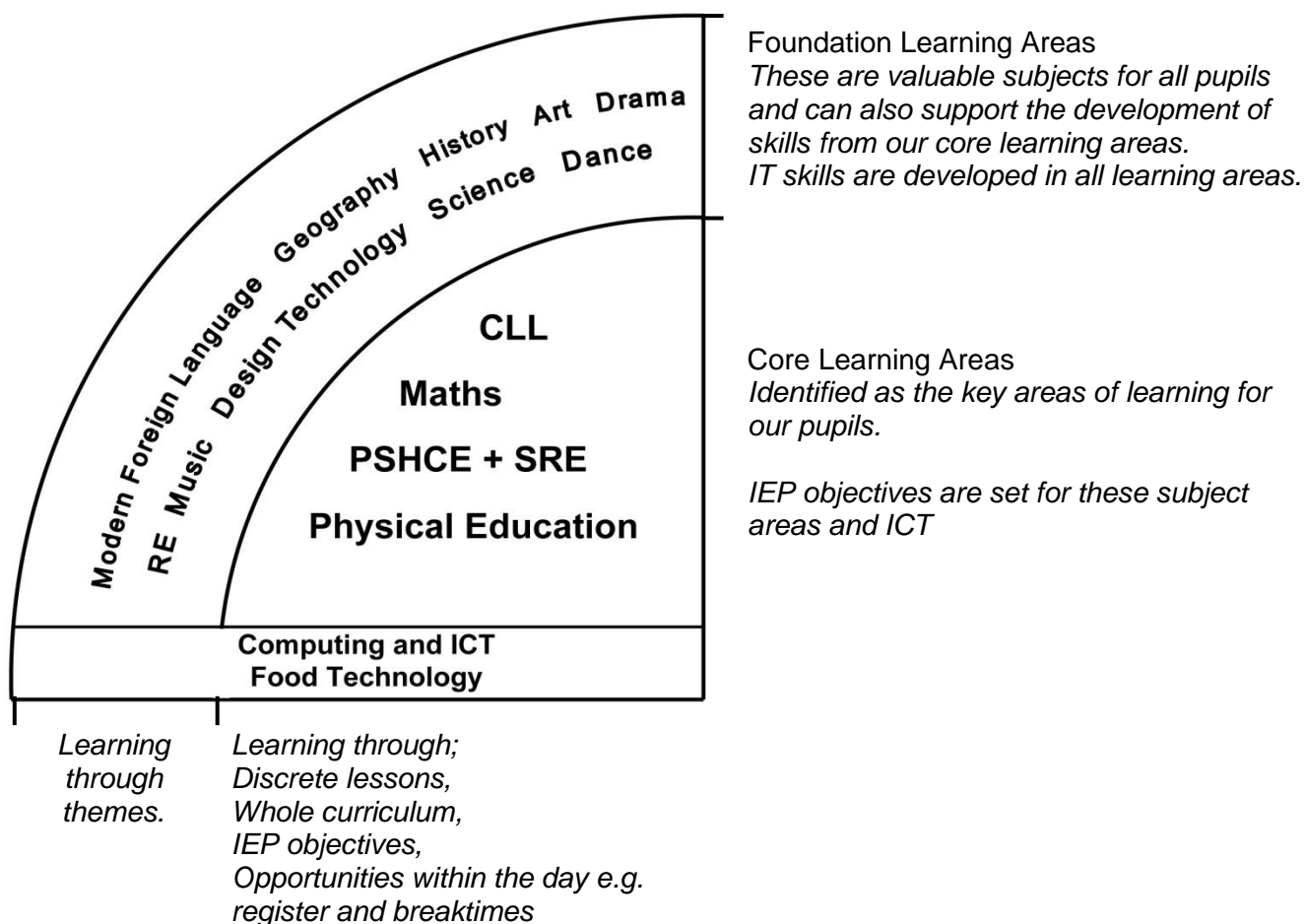
Three areas are particularly crucial for igniting children's' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

There are then four specific areas, through which the three prime areas are strengthened and applied.

Curriculum Learning Areas for Key Stages 1, 2 and 3

Each Key Stage has discrete lessons in the core subjects. Foundation subjects are taught through a rotation of three themes per year which have specific foundation subject areas attached to them. Each subject area is represented in one theme. RE is taught through dedicated RE days linked to Key Stage RE themes. Food Technology is taught at all three Key Stages and also used an opportunity to develop independence skills and to enhance learning in other areas.

Key Stage 1 and Key Stage 2 have a rotation of themes over 4 years and Key Stage 3 a rotation of themes over 3 years. The proportion of time spent on each learning area changes through these three Key Stages.



All subjects are important in their own right and have valuable skills and understanding to benefit our pupils. Where possible these lessons and subjects are also opportunities to reinforce learning in our core learning areas.

Glossary
 CLL – Communication Language and Literacy
 ICT – Information Communication Technology
 PSHCE – Personal, Social, Health and Citizenship Education
 RE – Religious Education

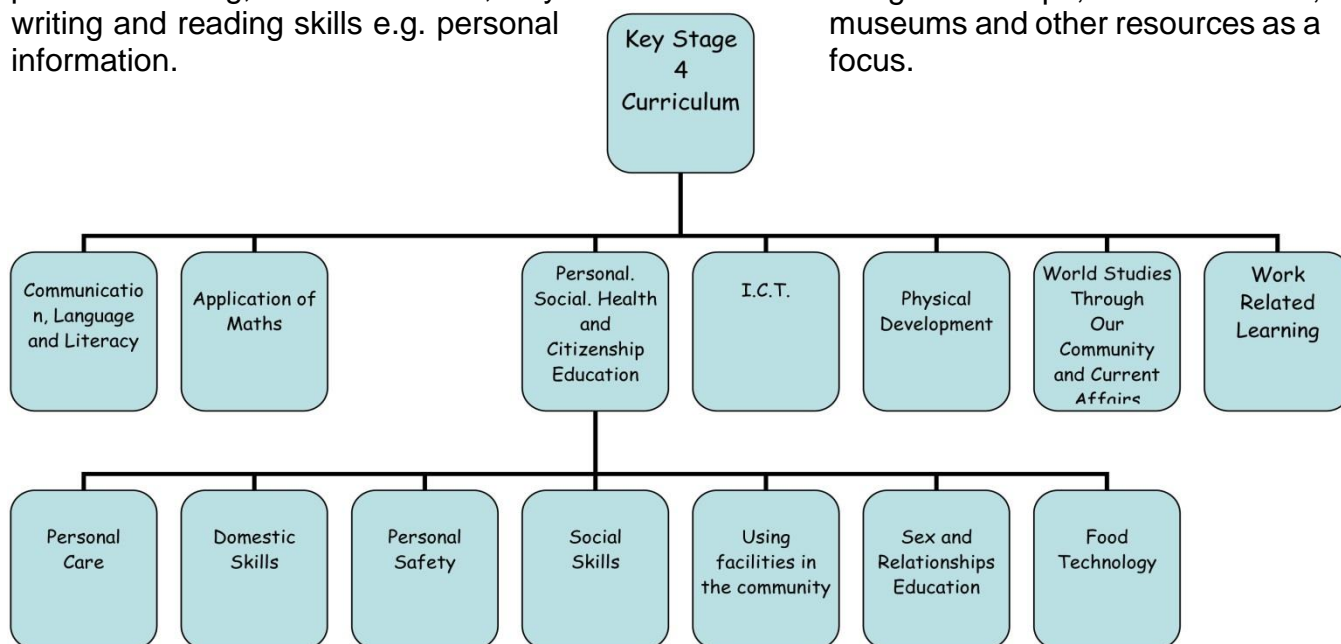
Curriculum Learning Areas for Key Stage 4

At Key Stage Four the curriculum is designed to extend the use and understanding of previously learnt skills in real life situations and ensure that pupils are ready for transition to further education or work.

The framework ensures that a [broad balanced curriculum](#) is covered whilst following the school emphasis on PSHCE, Communication, Literacy and Maths.

Maths and literacy focus on key skills including time, money, number, problem solving, communication, key writing and reading skills e.g. personal information.

The curriculum is delivered in the community, as much as possible, using local shops, leisure facilities, museums and other resources as a focus.



Impact

As we judge the impact of the curriculum, our approach and the learning opportunities, we need to ensure we have looked at the character of our pupils which includes their resilience, confidence and independence, and their physical and mental health.

As we reflect on each stage of learning for the pupils, we consider the knowledge and skills they need to be prepared for adult life as active respectful citizens. Reviewing impact goes beyond measuring outcomes, it involves measuring all aspects of an individual's progress and preparedness for life.

The impact of our curriculum and learning is gathered in various ways –

- Individual [feedback and marking](#)
- Individual Annual Review Reports
- Feedback from pupils and families
- Progression of Skills [see contents list on next page] for
 - [Communication](#)
 - [Literacy](#)
 - [Maths](#)
- Phonics – Essential Letters and Sounds
- Phonics – sensory / pre-phonics
- Engagement Model
- EYFS goals
- Achievement of EHCP Outcomes for year and end of Key Stage
- Achievement of Individual Termly Targets reviewed three times per year
- AQA Accreditation
- Duke of Edinburgh Scheme
- Pre-Key Stage [1](#) and [2](#) Standards and end of year outcomes [Years [1](#) to [6](#)]
- Learning walks and observations
- Monitoring by SLT and Learning and Teaching Teams
- Visits from the Local Academy Board and the Gallery Trust

Progression of Skills Contents

Communication

- AAC (Augmentative and Alternative Communication)
- Attention Autism
- Colourful Semantics
- Expressive Language
- Eye Pointing
- Intensive Interaction
- Object, Photo and Symbol Recognition
- Objects of Reference and Sensory Cues
- PECs (Picture Exchange Communication System)
- Receptive Language
- Signing
- Switch
- TaSSeLs
- Tracking

Literacy

- Getting Ready to Write (Characteristics of effective learning overarching pre-writing skills)
- Writing Composition
- Handwriting Transcription
- Reading

Maths

- Data Handling
- Geometry
- Measurement
- Money
- Number and Calculation
- Time