

RNIB Three Spires Academy

The Formal Curriculum



To be the best that they can be

RNIB THREE SPIRES ACADEMY

FORMAL CURRICULUM OVERVIEW

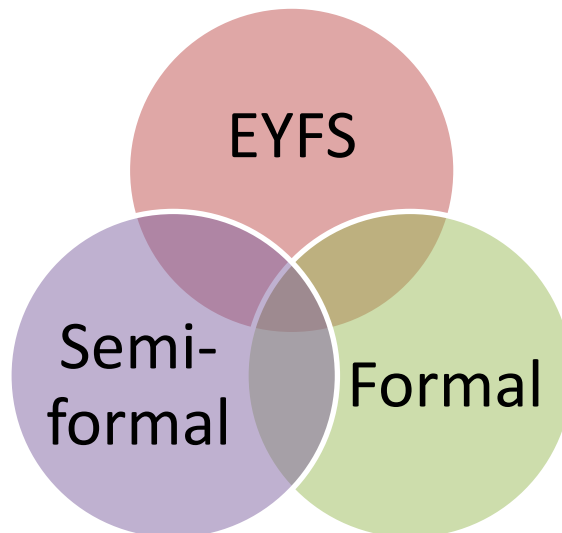
<p>Our Vision is to provide exceptional education and developmental outcomes to meet every pupils' needs so that they can be the best that they can be</p>				
<p>in a school where every individual is valued</p>				
<p>measured through the quality of our</p>				
Leadership and management	Pupil development, behaviour and welfare	Teaching, learning and assessment	Outcomes for children	Early Years provision
<p>built upon</p>				
a broad, balanced, relevant and challenging curriculum	effective assessment of learning which challenges pupils to move on to new learning in a timely way	pedagogy which expertly meets the needs of pupils with special educational needs		
<p>RNIB Values and Beliefs</p>				
Lead and Inspire	Deliver Results	Personal Impact	Engage Learners	Engage others

Our philosophy:







At RNIB Three Spires Academy our vision is to provide exceptional education and developmental outcomes to meet every pupil's needs so that they can be the best that they can be. Every individual is valued and we want pupils to be successful, healthy, responsible and engaged learners.

Curriculum Offer:

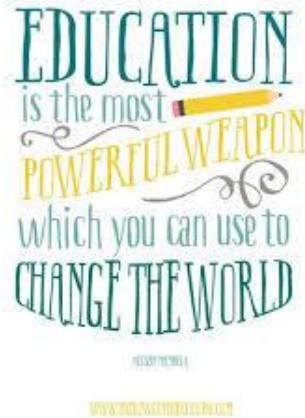
We provide a broad and balanced curriculum, rich in experiences and creativity. A clear pedagogical approach based on engagement is the key to learning. We offer an adapted and meaningful three strand curriculum approach comprised of EYFS, semi-formal and formal curriculum.



At RNIB Three Spires Academy, our designed formal curriculum recognises that many of our learners have a range of severe and complex learning difficulties and disabilities. It is this combination of two or more challenges that our curriculum is designed to meet by a personalised learning approach based on:

-  Depth
-  Breadth
-  Balance
-  Social and Emotional Development
-  Sensory and Physical
-  Skills for Life

be fun, engaging, practical and meaningful and matched to pupil learning and developmental needs. Regardless of the physical, emotional and learning challenges faced by the pupils due to their special educational needs and disabilities, teaching through our semi-formal curriculum captures the interest and imagination of our pupils. Our pedagogy is to equip our young people with skills for life.



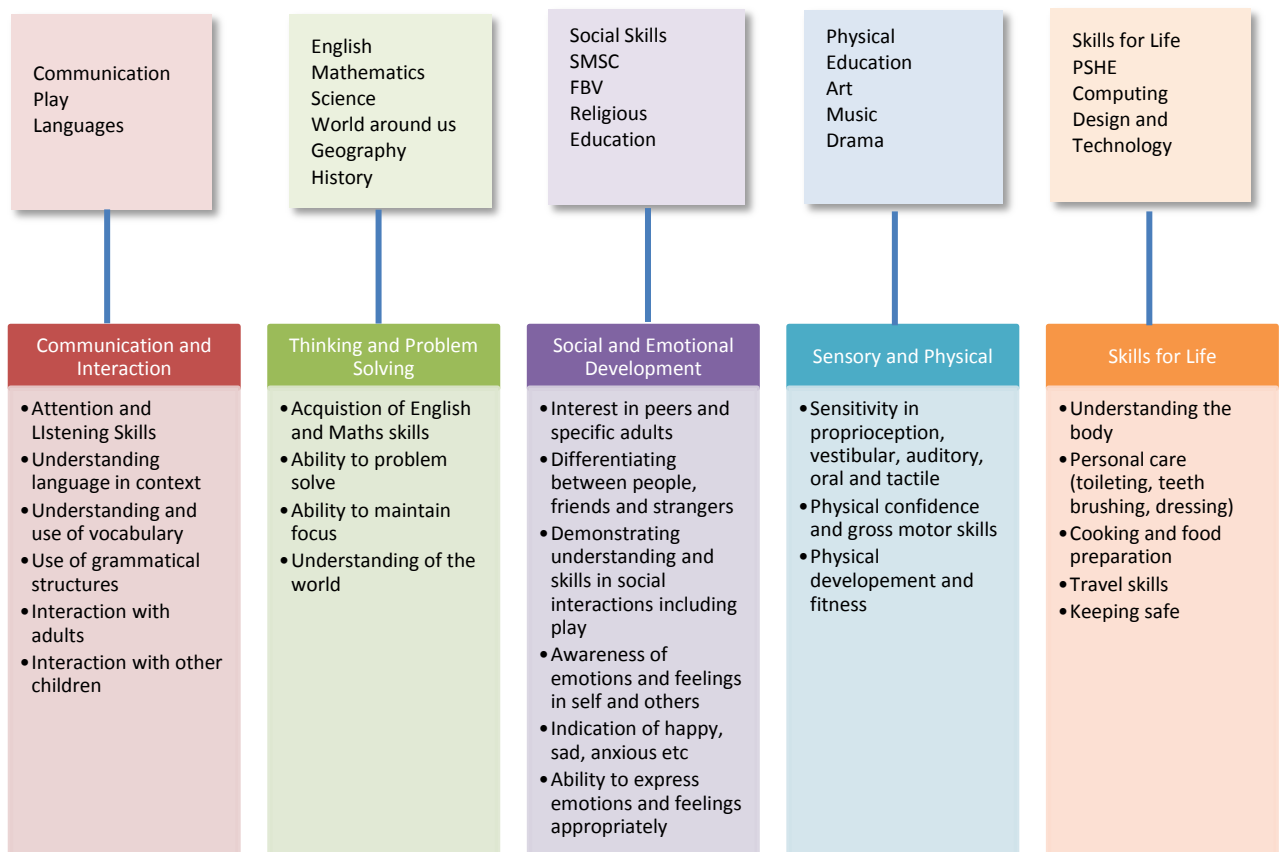
Our formal curriculum is not defined by age but by need and achievement. This means that pupils may move from one curriculum to another at any point in their school career and each curriculum covers skills, knowledge and understanding across a range of subjects. Our curriculum is designed to promote equality and to meet the needs of every pupil/all groups of learners in our school. We carefully look at the needs of every child/group and tailor the curriculum to deliver what best meets their needs and how they learn most effectively.



The central curriculum offer is through engagement and retention, cognition and learning using a multi-sensory approach. Knowledge, concepts and skills are acquired in a range of contexts and situations, according to a varied and stimulating curriculum.

It is important to recognise that there are many differences in individual profiles of this group of learners, and these may well be inconsistent spikey learning profiles (inconsistent attainment); but broadly they can be expected to move through developmental milestones if they have the sensory, physical and cognitive ability to do so. Our learners like order, structure, routine and certainty in their learning. The challenge is to move away from this restricted learning diet and provide opportunities for the learners to think and problem solve as independently as possible.

The table below shows the link between the formal and key semi-formal areas.



Depth of Learning

Our formal curriculum is carefully designed, organised and planned for depth of learning. At RNIB Three Spires Academy our definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our curriculum is meticulously designed and planned to move the nature of children's thinking to a higher order deep level of understanding rather than just acquiring new facts and knowledge.



Breath of Learning

We have carefully designed, planned and implemented a curriculum which provides breadth for every pupil. At RNIB Three Spires Academy, careful analysis and discussion about our pupils' backgrounds, special education needs, life experiences, and culture has helped us to design a curriculum with three key priorities underpinning every subject area. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Our curriculum priorities are:

1. Aspirations – we aim to provide experiences which show children the wide range of possibilities available for their future.
2. Initiative - we aim to offer experiences which help them to become independent and resourceful learners.
3. Environment – we aim to provide experiences which help our pupils value their environment and understand their responsibilities towards sustaining their local and global environment.

We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and diverse society to which belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life.

Balance

At RNIB Three Spires Academy it is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through the curriculum we can impact on what is in children's head and how they feel about themselves, so that they feel clever, confident and ready to tackle any challenge they may face. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects.

At RNIB Three Spires Academy we place a high priority on ensuring children's physical and mental wellbeing is met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully designed our curriculum and adopted a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development. We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported. Our balanced approach to the curriculum is not at the expense of high standards in across the subject areas. High standards and enabling children to reach their personal best is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives. Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at RNIB Three Spires Academy makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.



In addition we have a wealth of interventions and strategies that support development and ensure depth, breadth and balance of learning. There is a clear balance of focus between pupil welfare and achievement.

Interacting Interaction, play and developing relationships	Processing Information Attention, interests and learning	Sensory Processing Sensory information and body awareness	Communication Communicate and language
Music specialists	Behaviour Watch.	Links Therapy	PECS
Ice Hockey	Read Write Inc	Sensory diets	Makaton
Construction Club	Purple Mash	Dance Therapy	Communicate in print
Lunchtime Clubs	Education City	TACPAC	Chooselt Maker
Intensive Interaction	Education Espresso	Write Dance	Inclusive technology
Pupil Council	Curriculum	Dough Disco	SEND Active
TEACCH	Assessment - Bsquared	Rebound Therapy	See and Learn
ArtsMark	Work (activity) systems	Trim Trail	Sensory Music
Forest School	Bespoke Curriculum	Outdoor Gym	
WASPS Rugby	Educational Offsite Visits	Swimming	
	Numicon		

Formal Overviews

Our formal topic overviews are on a four year rolling programme. Each Programme of Learning has a Scheme of Work attached to it. These schemes provide activities and ideas for how to teach the programmes, and are especially useful for staff that are new to the school. Teachers can use the schemes to help them to plan day-to-day work with the children but are encouraged to adapt them to suit pupil's individual learning needs.



FORMAL COVERAGE OVERVIEW –Year A

At RNIB Three Spires Academy, our curriculum is delivered through a discrete based approach for most subject areas. English, Mathematics, Science, Computing, PSHE and RE are taught as discrete subjects. English and Mathematics follows the Coventry City Council Curriculum Development Group with “Strand Tracker” and Read, Write, Inc for English and “Mathematics Planning for Special Provision”.

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
English	Fiction: Stories with familiar and historical settings Non-Fiction: Recounts, newspapers, magazines	Fiction: Myths and Legends Poetry: Poems to perform	Fiction: Adventure and mystery. Stories from other cultures Non-Fiction: Instructions, information texts	Fiction: Stories which raise issues/dilemmas Poetry: Shape poems	Fiction: Plays Non-Fiction: Information texts	Fiction: Dialogues and Plays Poetry: Silly poems
Mathematics	Special Maths	Special Maths	Special Maths	Special Maths	Special Maths	Special Maths
Science	Seasonal Changes: Weather and climate	Electricity: Light it Up	Sound: Vibration, Pitch and Patterns	Animals including Humans: How do we develop?	Forces and Magnets: Push and Pull	Light: Sources, Reflections and Shadows
Computing	E-safety: Communicating Safely	Creating and Using Computer Games	Digital Photography	Introducing Spreadsheets	Manipulating Sounds	Information: Advertising and the Media
PSHE	Living in the Wider World and Relationships: Helping Others	Health and Wellbeing: Recognising Emotions	Health and Wellbeing: Healthy Lifestyles	Living in the Wider World: Environment and Global Issues	Health and Wellbeing: Wash and Go! Personal Care and Hygiene	Living in the Wider World: Changes in the Community
RE	Can we Compare how Different Faiths Worship?	Planning a Celebration	All about Christianity	How Should I Behave Towards Others?	All about Hinduism	Why is the Gudwara important to Sikhs?

	Autumn		Spring		Summer	
	1 st Half Term Fruit Tastic (Keeping Healthy)	2 nd Half Term Material World	1 st Half Term Island Life	2 nd Half Term Grand Designs	1 st Half Term Same but different	2 nd Half Term Celebrations
Art	Art and craft: Hodgepodge Collage		Design Techniques: Collaborative and Free Art		Cultural Art: Multi-Cultural Art	
DT		Design and Make: Give a Gift		Own Design: How to Store Your Favourite Things		Cake Sale
Music	Base line assessment	Musical elements: Tempo, Pitch and Rhythm	Weather Sensory Music and Soundscapes	Musical building blocks (Form and Structure) Popular music Verse & Chorus	Orchestration Scraping and shaking	Music for Special occasions Party Time (Syncopation)
Geography		Exploring Europe- Location Knowledge: Describe the physical and human characteristics of European Countries.		Exploring the UK- Place Knowledge: similarities and differences of human and physical features of a region of the United Kingdom		Exploring the land- Physical Geography: key aspects of physical geography: rivers, mountains, volcanoes, earthquakes

History	Pre-Roman Britain Changes in Britain from the Stone Age to the Iron Age		Roman Britain Roman empire and its impact on Britain		Anglo-Saxons & Scots Britain's settlement by Anglo-Saxons and Scots	
PE	Athletics	Gymnastics: Getting There Together!	Dance: Composing and Performing Dance	Team and Individual Games: Invasion Games- Getting Sorted!	Outdoor and Adventurous Activities: Walk the Walk!	Team and Individual Games: Technique- Co-operation & Relay Activities
Modern Foreign Languages	Bonjour! French		Namastē! Indian: Hindi		Hello! Sign Language	

PSHE Topics also include a focus on the following key areas across the formal curriculum:

E-safety – incorporated into all schemes throughout the year and specifically covered during computing lessons and e-safety awareness days.

Bullying: Year A, Autumn 2; Year A, Spring 2; Year A, Summer 2; Year B, Autumn 1; Year C, Autumn 1; Year C, Autumn 2; Year C, Summer 2; Year D, Autumn 2

Health: Year A, Autumn 1; Year A, Spring 1; Year A, Summer 1; Year B, Autumn 2; Year B Spring 1; Year B, Spring 2; Year B, Summer 1; Year C, Spring 2; Year C, Summer 1; Year D, Spring 2; Year D, Summer 1;

Going Missing: Year A, Summer 2; Year D, Spring 1, Year D, Summer 2

British Values: Year A, Spring 1; Year A, Summer 2; Year B, Autumn 1; Year C, Autumn 1; Year C, Spring 1; Year D, Autumn 1; Year D, Autumn 2; Year D, Summer

Swimming and Water Safety is provided in Key Stage 2. Where appropriate, instruction in swimming competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes effectively and performing safe self-rescue in different water-based situations is provided. For some pupils, this will not be appropriate so the focus will be on becoming confident and safe whilst in the pool

Planning for the formal curriculum

Overview planning can be completed collaboratively or individually by the formal education team to ensure that knowledge and skills are shared. For each area of learning a medium term plan is produced, that highlights the key areas of learning to be covered. Planning documents follow specific, agreed formats used by all teachers. Teachers have access to topic overviews and will produce medium term planners for key learning areas. These will give broad overviews of the subject content to be covered, as a week-by-week breakdown, highlighting the aims of each lesson and assessment opportunities.

Given the demands of managing the classrooms/ learning environments and the nature of our work with our pupils, RNIB Three Spires Academy does not have a policy of a 'lesson plan for every lesson', although it is an expectation that all planning extends to at least the medium term planner. In delivering any lesson/ learning experience, teachers are expected to take into account, plan and be able to highlight to any visitor/ observer the following:

What is the key learning for the lesson?	What progress will each child make?	How will learners be motivated/ engaged?	How will resources (including learning support) be best deployed to maximise progress?
What opportunities will learners have to reflect on their work?	How will learners communicate about their work, how well they have done, and the next steps for learning?	How will you assess the learning of each pupil in the group?	What questions will you ask to check understanding? How will you reshape the task/ explanation if needed?

Medium Term Planning
Term:

Class:

Rolling Yr:

Theme:

Subject:		
About this Unit: We will find out about:		Vocabulary
Objectives: Group 1 Levels	Objectives: Group 2 Levels	Objectives: Group 3 Levels

Activity 1				
WALT	Introduction	Main lesson	Plenary	Assessment Criteria (What am I looking for?)
Evaluation				

English Medium Term Plan

Class:		Date:	
Unit Overview including Pitch and Progression		Learning Stimuli including possible resources	
Text Level Objectives (working groups highlighted)	Word Level Objectives (working groups highlighted)	Sentence Level Objectives (working groups highlighted)	
Reading			
Writing			
Communication			
Next Steps			

ASSESSING THE FORMAL CURRICULUM

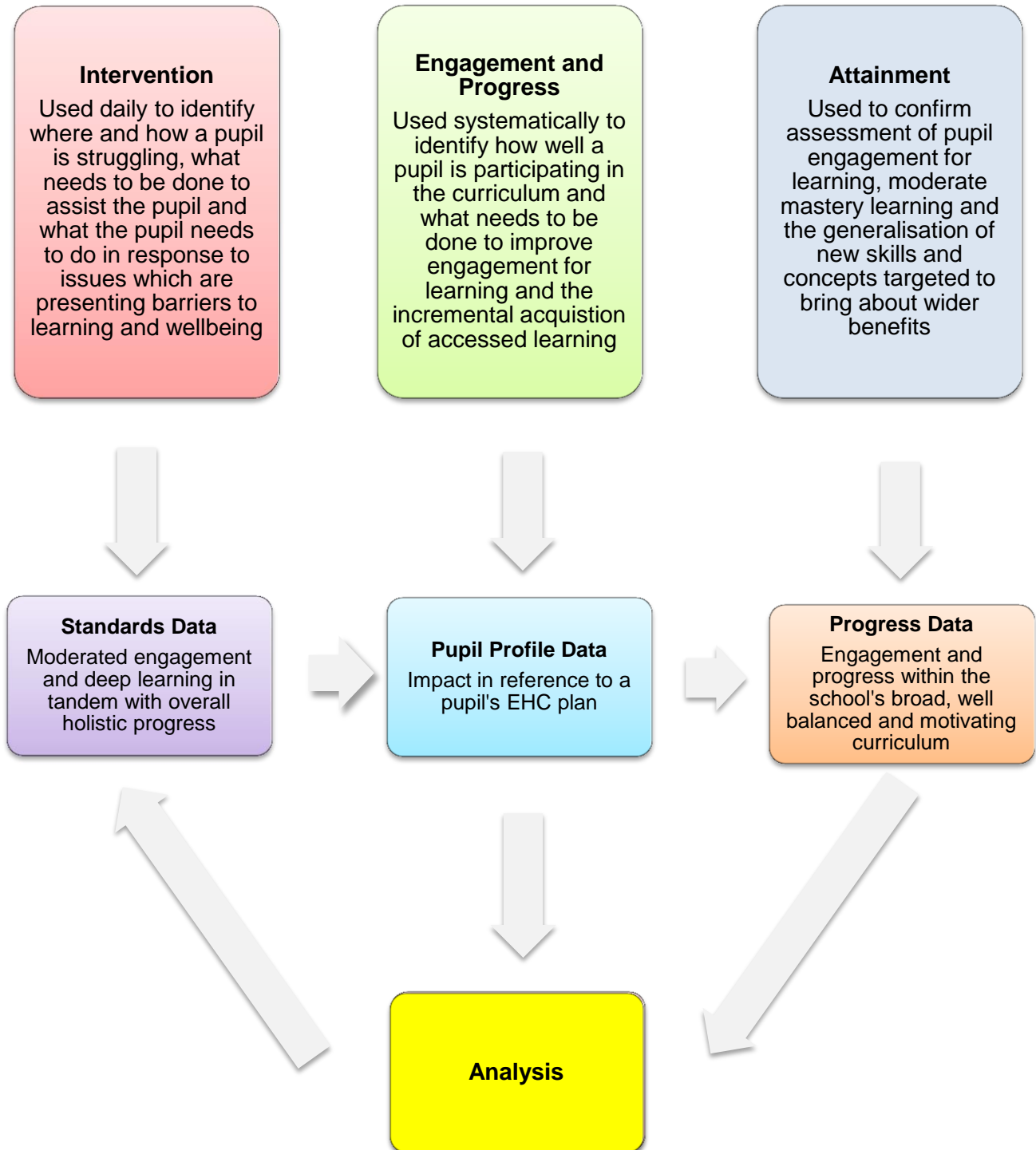
Our formal curriculum is assessed through the highly effective assessment system of Connecting Steps which provide information on pupil progress and next steps. Connecting Steps is an assessment tool which enables the formal curriculum to be matched to pupil learning and developmental needs. It enables the school to assess progress in key subjects. Recording and evidence is through connecting steps and Evisense. Evisense is a secure, online system where photographic evidence can be captured, annotated and shared with parents.



When planning each topic/area we start by looking at the standard we expect every child to achieve and what deep level learning looks like. Learning experiences are then planned to ensure that every child stands the best possible chance of achieving this. Opportunities for children to be intellectually engaged are carefully planned in to ensure children are motivated to learn and achieve a deeper level of understanding in all subject areas. Teaching basics of questioning, differentiation, independent learning and assessment for learning all combine to inform assessment. We view assessment as gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what pupils know, understand and can do with their knowledge as a result of their educational experiences. The assessment results are used to build on previous learning experiences and improve subsequent learning. Our assessment approach ensures that every pupil is able to demonstrate achievement and be empowered to make the best progress possible and can support EHCP outcomes.

Evidence of work will be kept in individual pupil files and marked according to our school's marking policy. Every child's progress is carefully monitored and tracked and action taken immediately if progress is not as expected.




Combined Formative and Summative Assessment

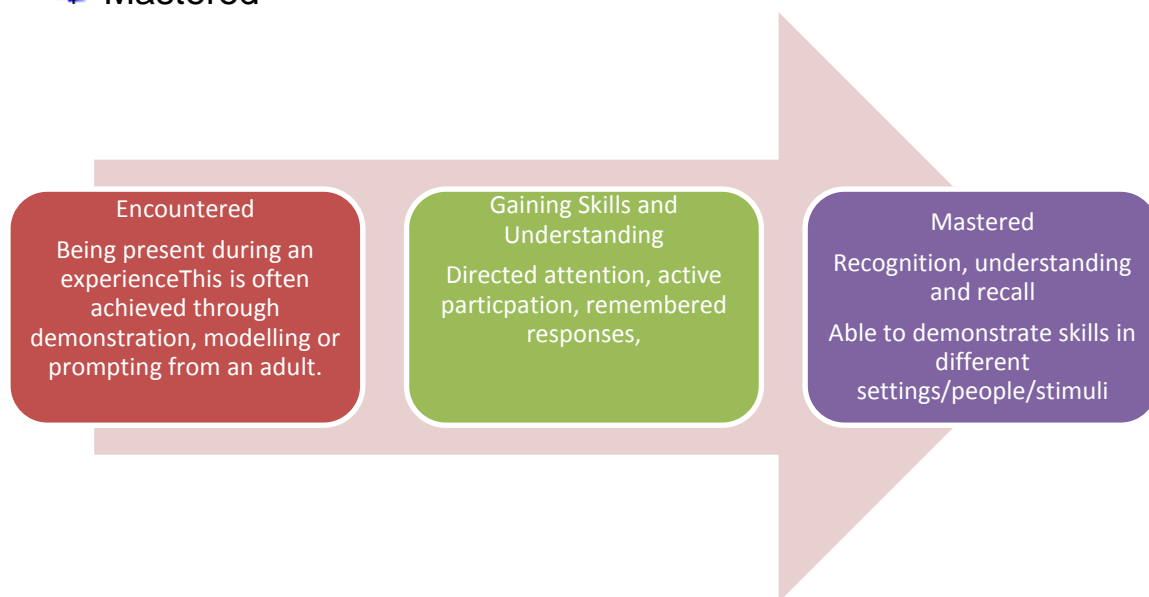


Target Setting

Target setting for pupils following the semi-formal curriculum is personalised, realistic and challenging. Target setting is based on the data captured from previous years, an understanding that age-related expectations are not appropriate due to the complex and learning difficulties and disabilities each individual encounters who are working below mainstream statutory assessments for end of Key Stages (including pre-Key Stage 1 and 2 test standards). Please refer to our document **Data and target setting rationale 2017-2018** for further information.

Progress Descriptors:

-  Encountered
-  Gaining Skills and Understanding
-  Mastered



All pupils are set challenging targets that are indicators of their 'expected progress' over the school year – expressed as a percentage of consolidating learning over the year. This ensures assessment is based on breadth and depth of understanding. Through work scrutiny and monitoring of data, pupils whose rate of progress is 'above expected' or 'plus' will have their targets adjusted accordingly so that levels of challenge remain high. This will be seen as outstanding progress. Evidence of work is moderated internally and externally.

Annual Reporting to Parents

Progress is shared through an annual written report which celebrates success, identifies progress and next steps alongside their EHCP outcomes. It provides a summary of the work completed under key subject areas, pupil specific involvement and progress and next steps. Parents are also provided with two progress reports across the academic year that shows the steps towards the end of year projected targets.

Target achieved

