



Addington School

Key Stage 1 (Lower Primary); Key Stage 2 (Upper Primary); Key Stage 3 (Secondary) Principles and Impact

Vision Statement – “We are a community committed to excellence and the development of the potential of all”

An effective curriculum includes a planned approach to personal development and will be reflected in the ethos and values of the school. All school staff can contribute to personal development and therefore to the wellbeing, social, moral, spiritual and cultural development of our students

Our curriculum principles are linked to the Every Child Matters Agenda.

Enjoy and Achieve

- The principles of the Foundation dept are built upon and extended
- For some of our Key Stage 1 pupils it is more appropriate that they continue to access the Foundation Stage curriculum. We are flexible enough to be able to provide this as and when necessary
- We are committed to making our curriculum rich and exciting by changing and improving over time. Our Schemes of Work are evaluated and reviewed every term
- Creativity in the curriculum is very important for pupils at Addington. We feel that subjects delivered over an extended period of time have a more meaningful impact than if we were to deliver them in short sessions. We are actively re-organising our curriculum to reflect a more cross-curricular approach. This is a task that will be on the SIP for a while to come!
- We are committed to helping all pupils achieve their highest standards by ensuring that we offer teaching of excellent quality
- The Primary Framework supported by the Literacy and Numeracy Strategies is delivered as a priority in our curriculum.
- We are aware that it is important to provide our pupils with a skills based curriculum and we organise our curriculum to reflect this. Our Schemes of Work are clearly skill driven and we continually review and revise the content, presentation, organisation and delivery of an appropriate curriculum
- We pass on comprehensive records from class to class in the form of the Student Subject Profile (SSP) and Record of Achievement (RoA); this ensures that pupils build on skills they have and that they do not repeat steps unnecessarily. Some planned repetition is essential
- We group some pupils by ability for literacy and numeracy to ensure that we deliver the most appropriate content to all
- Music and PE are recognised as key subjects

Be Healthy

- Good behaviour is acknowledged and rewarded with positive feedback to encourage learning and build self esteem. There are always students who benefit from work on personal self esteem and our specialist Whole School Coordinator (WSC) will be crucial in delivering this. We encourage class groups to plan together and teach in mixed class groups so that all pupils benefit from role models in other groups
- We encourage the use of healthy snacks at breaktime and a healthy menu at lunchtime

Stay Safe

- We are committed to providing a safe, caring fun environment
- SEAL is very important in helping to establish a whole school approach to emotional health and provide a supportive learning environment in which pupils feel safe and able to engage in learning
- We work closely with the Behaviour support teacher, ASD specialist teacher and Access HLTA to produce programmes that enable all pupils to access the curriculum
- We have close liaison with parents over behaviour support

Make a Positive Contribution

- One specific class in Primary has been developed to meet the individual needs of our most challenging ASD pupils. This class has a range of pupils from various year groups. They have a wide range of developmental levels but all find difficulty in accessing our mainstream curriculum. The organisation in this group is closely based on a TEACCH approach. Much of the day is based around work stations and individual timetables. When a pupil has gained confidence, and anxiety levels are reduced, pupils are encouraged to re-join our mainstream groups and so far this has been very successful. We have a very high staffing ratio in this group. The group has been helpful in providing a very structured start for several new pupils coming to us from mainstream school. We place a great emphasis on physical activity and morning exercise is a very important start for the pupils in this group, we also encourage periods of exercise outside for pupils who are finding difficulty in maintaining concentration in any of our class situations
- We have the flexibility to group some pupils by ability for literacy and numeracy to ensure that we deliver the most appropriate content to all

Achieve Economic Wellbeing

- We ensure that activities and resources are age appropriate.

- Subject Leaders have responsibility for Key Stage 1 through to Key Stage 3 and this ensures that we are providing an exciting and relevant curriculum that allows for continuity and progression.
- We augment the National Curriculum by offering an additional and developmental curriculum. This supports those pupils who find accessing the national curriculum difficult because of their individual developmental level, and concentrates on developing personal skills that encourage as independent a life as possible
- We build into our planning as broad a range of experiences as possible to maintain interest, and provide a stimulating and challenging environment
- Personalised Learning is crucial to meet individual needs and can be evidenced through IEPs, Skills Sheets and Short Term planning
- We want to share good practice and encourage collaborative working
- We are currently revising our creative approach to learning, considering how we can monitor the teaching of skills that influence the acquisition of knowledge rather than concentrating on monitoring subject knowledge

Pointers for Continuation of Good Practice

- Discuss how subject leaders can work together, modelling the teaching of their subject and so improving the learning for individual pupils
- Consider how we make Addington an even more inclusive school within the existing class organisation
- Consider how we refine our assessment for learning procedures and how we involve pupils much more in this process
- Consider how we monitor skill acquisition and further personalise learning for individuals

Impact of these Principles on the Curriculum in Key Stage 1 to 3:

At Addington we aim to produce a curriculum that strongly focuses on pupils' well-being now and in the future. By incorporating Personal Learning and Thinking Skills (PLTS) and Curriculum Dimensions into the Curriculum we seek to develop the qualities and skills that learners need for success in learning and life.

We aim to produce a curriculum that is full of surprise and challenge, building on individual's interests and aptitudes; that is passionate and lively and results in opportunities for creativity, experimentation, teamwork and performance

We aim to help pupils set personal goals and achieve realistic outcomes

In practice in Key Stage 1, 2 and 3 this results in a curriculum that has continuity and progression. We are committed to continuity of learning that sets the scene for individuals preparing for their next stage of learning