



Penn Hall School

Vicarage Road
Penn
Wolverhampton
West Midlands
WV4 5HP

Tel: 01902 558355

Curriculum Policy Document

2020-21

Version 20.0 _____

Our Curriculum

Introduction

The curriculum at Penn Hall School takes learners from 3 to 19 years of age on a journey that begins with the Early Years Foundation Stage (EYFS) and moves through to appropriate accreditation routes that include ASDAN, Entry level and GCSE qualifications. Whilst the National Curriculum underpins the School curriculum, a range of pedagogical strategies and approaches are applied across the whole age range to meet the personalised needs of all learners. Opportunities are provided to develop pupils understanding, learning, skills and independence where appropriate. Underlying aims include the development of a positive, respectful and tolerant ethos that incorporates British Values. More detail of how this impacts the curriculum can be found in Appendix 1.

Rationale

Due to the huge diversity of our learners, three broad groups or strands of our curriculum have developed. Every endeavour is made to create teaching groups that are needs led and as homogenous as possible with a 'stage not age' approach. Whilst we attempt to keep children in their natural Key Stage (KS), there are occasions where the needs of the child are best served in a higher or lower KS, either for the full timetable or for specific areas of learning.

The strands can be summarised in the following way:

Sensory Curriculum	Semi formal Curriculum	Formal Curriculum
<p data-bbox="280 318 553 427">For children working between p1 and p4</p> <p data-bbox="236 472 596 1048">These pupils at very early levels of development require access to a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive, interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of personal mobility and independence</p>	<p data-bbox="662 318 935 427">For children working between p4 and p8</p> <p data-bbox="620 472 981 954">These pupils learn best when learning is related to their own experience. Some may learn through structured play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum content reflects the principles of the Early Years Foundation Stage (2014). However, the teaching approach reflects the age and learning style of the pupils concerned.</p>	<p data-bbox="1024 318 1332 387">For children working at p8 and above</p> <p data-bbox="999 465 1359 1106">These pupils access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Specialist areas are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil may be withdrawn to work on communication skills, independent mobility). As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.</p>

Curricular Aims:

The curriculum embedded at Penn Hall School takes account of the individual abilities and needs of our learners. Our curriculum provides pupils and students with the opportunity to develop and learn within a supportive environment and foster positive attitudes to learning that lead to success and achievement. Furthermore, the curriculum takes into account gender, cultural diversity and special needs. Close working with the multi-disciplinary team ensures an integrated and holistic approach to educating the whole child.

Our aims are:

- To have a curriculum that is fit for purpose, offering differentiation and personalisation
- To nurture the talents and skills of all pupils regardless of ability
- To provide breadth and balance of learning areas and experiences
- To provide learning opportunities relevant to pupils experience, aptitude and interest
- To provide opportunities to promote spiritual, moral, social and cultural development

- To prepare students for their journey beyond Penn Hall, applying functional skills as far as possible
- To foster an understanding and appreciation of the world of work
- To challenge pupils to achieve their potential
- To encourage our pupils to be a good and valued citizen and to prepare for life in modern Britain

PENN HALL CURRICULUM MAP

	EYFS	KS 1 /2	KS 3	KS 4	P 16 /KS5
SUBJECTS TAUGHT	3 Prime areas – PSED, C & L, PD 4 Specific areas – Lit., Maths, UW, EAD Music Forest Schools	Literacy, Maths, Science, Computing, Humanities, MFL, PE, RE, Art & Design, PSHE, Swimming, Music Forest Schools	Literacy, Maths, Science, Computing, Humanities, MFL, PE, RE, Art & Design, PSHE, Swimming, Music Forest Schools	Literacy , Maths, Science, Computing, Humanities, PE, Art & Design, Swimming, Vocational Studies Forest Schools	Literacy, Maths, Computing, PE, Art, Music, PSHE, Swimming, Vocational Studies Life Skills Forest Schools
DELIVERY	A multi sensory and active Play based approach to learning	Sensory Semi-Formal Formal	Sensory Semi-Formal Formal	Sensory Semi-Formal Formal	Sensory Semi-Formal Formal
ASSESSMENT / ACCREDITATION OPPORTUNITIES	EYFS Profile Bespoke Penn Hall EY Steps Characteristics of Effective Learning	P Steps Year 1 Phonic Screening End of KS 1 & 2 SATS RWI Standardised Reading Assessments	P Steps RWI Standardised Reading Assessments E. Learner Framework in ICT	P Steps GCSE Maths, English & Science Entry Level Maths, English & Science CAM NAT qualifications	P steps GCSE / EL (as appropriate) Including Humanities, PE and Statistics CAM NAT qualifications Functional Skills Life Skills Challenge ASDAN Short Courses, Personal Progress, Life Skills Challenge

EYFS

Pupils of nursery and reception age follow the Early Years Foundation Stage (EYFS).

There are seven areas of learning comprising of the three Prime Areas:

PSED

Communication & Language
Physical Development

and four specific areas which are:

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

Creative and stimulating half termly topics provide a framework for the EYFS curriculum. These topics are selected annually with the interests of children in mind. Topics are open ended and delivered in a flexible way allowing children some ownership over their learning. The indoor and outdoor learning environment is utilised in order to maximise learning opportunities for all pupils.

Individual Learning Plans are produced termly for each child. These documents identify next steps for learning as children progress within the development bands of the EYFS. Weekly planning embeds these individual plans and provides children with the opportunity to work both in small groups and individually to develop the characteristics of effective learning through accessible child initiated learning. Close working with the multi-disciplinary team ensures a holistic and integrated approach.

Records of pupil's achievements within the development bands of the EY Steps are recorded in Solar and in their Learning Journeys. Regular formal observations are carried out of children's learning which links to the Characteristics of Effective learning and the EY Steps assessment. These are shared at least termly with parents who are encouraged to comment and contribute.

Lower School

Key Stage 1 (KS 1)

Rich in opportunities for pupils to develop communication, personal and social skills and to maximise their physical development, the KS 1 curriculum builds upon the thematic and integrated approach of the EYFS. We continue to meet the aims for individual pupils through first hand experiences and meaningful contexts.

The learning environment shared by EYFS and KS 1 ensures close working between the two class teams and a smooth transition. At the end of the first half term in year one pupils are assessed using Penn Hall Stepping Stones. At this point pupils begin to follow the appropriate curricular strand, with those requiring access to the sensory curriculum (P1-4) moving into a more appropriate class group usually by the beginning of Year Two. As the children move through KS 1 a more formal approach to the curriculum is established with content drawn from the KS 1 programmes of study where appropriate. Emphasis is placed upon English, Mathematics, Computing and Personal and Social Development. Pupils have a daily physical activity including outdoor physical play, taught PE, soft play, swimming and a physio/occupational therapy led session. Science is delivered for one lesson per week as is PSHE/ RE and Music. The other foundation subjects of History, Geography, Art and Design Technology are delivered as part of our thematic approach with careful long term planning ensuring a balance of time allocation over the course of a school year.

The emphasis throughout is on learning through practical activities, allowing pupils to make choices, take risks and develop independent learning skills in preparation for transition to Key Stage 2.

Key Stage 2 (KS 2)

At KS 2 children work in class groups which follow one of the three curricular strands. In all strands the curriculum is delivered in a thematic way and underpinned by a knowledge of each individual child and an understanding of the ways in which children with physical disabilities learn and develop physically, intellectually, emotionally, socially, culturally, morally and spiritually.

Pupils following the **sensory curriculum** (working between Stepping Stones P1 and P4) access a curriculum that meets their individual and unique needs through a multi-sensory approach which aims to encourage and promote learning and development through the stimulation of all the senses. The Primary sensory curriculum is divided into four equally weighted strands that are each taught every day:

- My Communication
- My Cognition
- My Body : Movement
- My Body: Self –Help and Independence

Pupils working at the lower end of the **semi-formal curriculum** (Stepping Stone P4 and P5) follow a curriculum based around the following areas:

- My Communication and Literacy
- My Numeracy
- My World (science, sense of time, place)
- My Body
- My Independence
- My Creativity

Pupils working between P6 and P8 follow a **semi-formal** curriculum which is more reflective of the National Curriculum. Communication remains a priority area and a regular Life Skills session is introduced. Computing is taught in a cross curricular way with an emphasis on enhancing access and communication.

Pupils following the **formal curriculum** (working at Stepping Stone P8 and above) continue to access a broad and balanced curriculum, which is again underpinned by English, Mathematics, ICT and Personal, Social and Emotional Development. Weekly sessions of Science, PE, PHSE, Music, Art and RE are also taught.

As in KS 1, History, Geography and Design Technology are taught as part of our thematic approach with careful long term planning ensuring a balance of time allocation over the course of a school year. For pupils following this curriculum, a weekly specific taught session of Computing is added to the timetable. Pupils are offered a variety of activities and resources appropriate to their age and are encouraged to increase independence in order to take a more active part in their learning with the view of moving towards Key Stage 3. To this end pupils begin to use specialist subject rooms in the secondary area of school for Computing, Music and Art from Year 5 in order to support the transition to a secondary curriculum.

Key Stage 3 (KS 3)

KS 3 pupils follow a three year Programme of Study with units of work based around the New National Curriculum (English, Maths, Science and Computing) and Foundation subjects (Art & Design, Humanities, D & T, PE, Music, MFL, PSHE, and RE). Personalised learning skills are developed through project based / thematic learning which allows for all classes to develop skills and work together.

Where relevant, these themes are taught through curricular subjects which make clear and coherent links. Often these themes are reinforced by trips and visits, for example a visit to Shugborough Hall to participate in a World War 2 experience that enhanced the history element of the Once upon a time theme, making the learning memorable.

We use cross-curricular themes to provide breadth within our curriculum and encourage the transference of skills throughout the core and foundation subjects. In Key Stage 3 we strive to build upon the positive learning experiences in the Lower School, and encourage our students to become successful learners, confident individuals and responsible citizens, thus enabling them to progress successfully to the next stage in their education.

Currently, one class follows a sensory curriculum with two others adopting a formal subject based approach. This ensures that the needs of a diverse group of learners are best met and that learners have the opportunity to reach their full potential.

Key Stage 4 / Key Stage 5 (14 – 19 years)

Students enjoy a vibrant and comprehensive 14 – 19 curriculum. Programmes aim to encourage independence, promote life skills and enhance self esteem and confidence. Within Key Stage 4 the focus is on the core subjects of English, Maths, Science and Computing with Entry Level or GCSE courses undertaken dependent upon ability levels.

Moving into Post 16 provision, the ASDAN Award enables all students to take part in a relevant personalised learning plan which forms the basis for a wide range of external accreditation. Functional Skills courses offer opportunities to apply knowledge and provide links with College requirements Post 19.

Opportunities to access accreditation at many levels both within school and across partner schools and colleges gives students broad and relevant choices. As part of our School Development plan over a number of years we have aimed to broaden the range of accredited courses offered at Penn Hall and a list of courses offered indicates our success in this area:

GCSE or equivalent courses in English, Maths, Science, PE, RE, History, ICT, Creative I Media, Statistics

Entry Level English, Maths, Science

Functional Skills English, Maths, ICT (from Entry 1 to Level 2)

ASDAN Bronze and Silver Awards

ASDAN Personal Progress

ASDAN Short Courses and Life Skills Challenges

ARTS Award and Arts Bronze

City & Guilds Employability and Personal Development

City & Guilds Skill for Working Life - Land Based Studies

Key Stages 4 & 5 are considered together in terms of planning and the development

of appropriate accreditation routes. Students work towards acquiring qualifications at a rate suitable to their own learning needs with an ever increasingly diverse range of qualifications offered to reflect interest and student preference.

Post 16 - All students follow a Foundation Learning Curriculum that includes Functional Skills, Vocational and PSD qualifications.

Current accreditation routes (2016/17) include:

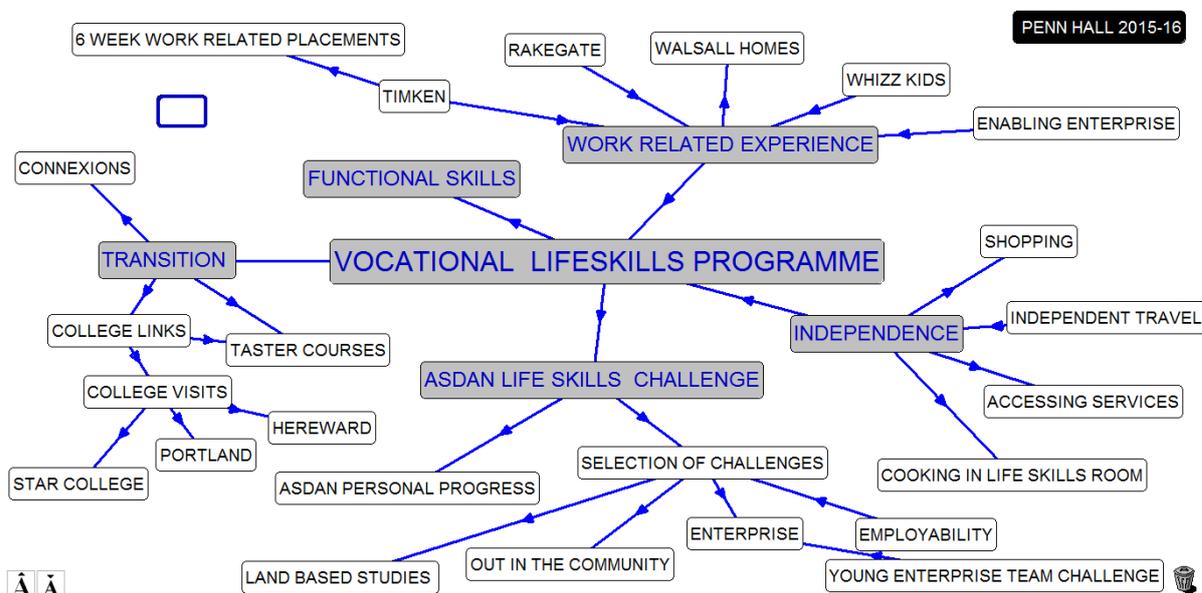
ASDAN Bronze and Silver award & Personal Progress

ASDAN Life Skills Challenge

Entry Level (English, Maths, Science, Art, Humanities, Skills for Working Life)

GCSE & Level 1 / 2 Qualifications (English, Maths, Science, PE, ICT, RE and Employability)

Functional Skills (English, Maths & ICT)



There is a strong emphasis on the work related curriculum through a range of activities including work experience, work shadowing, mini enterprise, a desk top publishing partnership and visits to and by local and residential colleges.

A host of residential experiences, visits and trips, including Tertiary Colleges, enables students to prepare for the transition into adult provision and beyond.

Students are supported by an increasing number of outside agencies in order to participate and make informed choices about their future pathways and transition to adulthood.

DEPTH AND MASTERY AT PENN HALL SCHOOL

INTRODUCTION

At Penn Hall School pupils follow a broad and balanced curriculum. The new National Curriculum introduced in September 2014 encourages schools to adopt an approach that covers subjects in depth rather than moving from one topic to the next in an attempt to ensure coverage. This approach focuses on developing mastery in each area and relies upon expert differentiation to extend those who have gained understanding, whilst those not fully secure continue to build their knowledge and skills. Differentiation is a necessary key strength of all teachers at Penn Hall and our core subject co-ordinators have outlined their approach to this area.

English

English programmes of study in the National Curriculum are delivered through focussing upon key knowledge and concepts covering the strands of spoken language, reading, writing and spelling, vocabulary, grammar and punctuation.

Long term planning, ensures students are taught to appreciate a wide range of texts and genres covering fiction, non-fiction, poetry and play scripts. These genres are revisited yearly, building upon previous learning, whilst giving students the opportunity to acquire new knowledge and create deeper understanding by applying what they have already learned. The long term plan ensures that the students are secure in the different text types and can apply their knowledge with confidence to increasingly more challenging texts and across different curriculum areas.

At Penn Hall, we use Stepping Stones to provide teachers with objectives to be used in their planning. Progress is recorded and tracked through the SOLAR Assessment system, allowing all teachers to ensure key facts and concepts are secure and record where a child is able to demonstrate their ability to recall a skill or feature and use it appropriately, accurately and effectively without requiring prompting to do so by a teacher.

In lessons, teachers use marking effectively to provide students with feedback and evaluate their performance against the learning objective, and to identify the next step in their learning. Pupil progress in English is closely monitored by reading leaders and intervention strategies and extra scaffolding or support is provided for students to enable them to understand the key facts and concepts before moving on to new materials. Practice and consolidation play a central role in deepening and securing learning.

Maths

A whole school approach is adopted for the teaching and learning of mathematics. Medium term planning is devised using objectives from the New National Curriculum 2014. Planning is structured to allow continual reinforcement of key skills to ensure that learning is known, understood and embedded. Key skills are also reinforced through the use of Oral Mental Starter activities in order to further pupils understanding of particular concepts.

Significant focus is also placed upon the using and applying strand of the subject. Planning is linked to resources such as the nrich website to support teachers with providing sufficient opportunities for pupils to master newly acquired skills in the context of “real life” situations. Also a suggested model of at least one using and

applying focus per week, as an opportunity to apply acquired skills, is actively encouraged. This is provided through use of problem solving activities, word problems and role play situations.

Assessment of learning in mathematics is continuous and takes on a formative approach. It focuses on understanding and recalling of key concepts as well as ensuring that pupils can apply them in a range of contexts. Teachers of mathematics adopt this through use of rich questioning and probing of ideas to understand how secure a pupil's knowledge is on a particular concept. This is further supported through use of Solar, where pupils are required to achieve 3 assessment stars before being able to complete a single objective thus ensuring that there is complete understanding before moving on to the next level.

For those pupils who are struggling to master particular concepts, once this has been identified, an intervention programme is introduced which aims to support pupils to develop a more secure understanding of the identified objective, thus allowing to progress to the next stage.

A cross curricular approach also provides pupils with the opportunity to demonstrate the ability to apply mathematical skills in different contexts. This provides further evidence that they have mastered these skills in a great enough depth to apply it outside of the Maths classroom. An example of this may be measuring capacity in science or weighing objects for cooking during an Asdan unit.

Science

The science curriculum across the school is delivered via the Astrazeneca schemes of work.

The assessment focus is on Working Scientifically, especially for students working below Year 1 expectations. These skills run across all the topic areas in Science.

Within the lessons the broad objectives allow for differentiation in small groups/individual students to aim for the Working Scientifically statements (Stepping Stones) relative to their learning ability. Working scientifically encourages the students to think and question how science works. It approaches the topic via scientific methodology as opposed to tagging scientific skills onto the topics. The students can transfer these skills across the topics and they are the foundation behind understanding concepts in Science.

In Key Stage 2 Science covers the Years 3 and 4 curriculum, allowing for reinforcement and repetition of content with different approaches, or expansion of content depending on ability of students.

At Key Stage 3 students follow the Years 5 and 6 curriculum over 3 years, allowing for extension for more able students.

The reduced number of topics in the new National Curriculum for Science allows these topics to be covered in sufficient depth.

At Key Stages 4 and 5 Science topics are taught very much with a vocational or 'real life' focus, enabling students to transfer skills they have mastered and study particular topics in more depth.

For students who are struggling to master concepts/skills an intervention programme is brought in with support for the student to ensure earlier skills are fully mastered and one to one support is given.

Formative assessment is continuous through observation of students, annotation of work with TA support, group discussion and written activities. This is recorded on the Solar assessment system. Currently the Science statements are being re-written to focus on the Working Scientifically statements which will demonstrate a truer mastery of scientific skills as opposed to rote learning facts.

Summative assessment is carried out in a number of ways depending on the group of students. It may take the form of a short test, a quiz, game or teacher observation of discussions and questioning.

Computing

In ICT the National Curriculum is delivered through schemes of work underpinned by the Wolverhampton Learning Technologies Team ELearner Framework. The Long Term plan enables pupils to be taught across the ELF strands on a rolling program, whereby concepts are revisited to recap and build a greater depth and mastery. Knowledge, understanding and skills are reinforced allowing pupils to achieve the National Curriculum objectives and build on this to enable them to sustain learning and transfer to other contexts and subjects.

Penn Hall Stepping Stones are used to set out clearly defined objectives, and shared planning allows all teachers of ICT to understand these objectives and the non-negotiable concepts that pupils need to be secure in before moving on, and where classes or pupils are struggling with concepts the long term plan is adapted to allow continued teaching and reinforcement. Key skills are embedded across the schemes of work allowing pupils to explore key concepts with greater creativity across a range of topics.

Pupils' skills and knowledge are regularly assessed and where gaps in knowledge are identified, intervention strategies are developed and monitored to address the areas of weakness before moving on to new topics. Formative assessment is continuously used to check how well pupils can apply their knowledge to a given context, and the marking and feedback policy is used to give pupils pointers on next steps towards greater mastery. This is then used to inform planning and development.

Summary

Our Solar Stepping Stones assessment framework gives teachers the opportunity to ensure that every individual skill, concept, knowledge base or element of understanding are fully mastered. Each statement has a three tier approach that goes from *emerging* to *developing* to secure. Additionally, going forward we have increased the threshold level from 80% to 100% and shall be identifying non-negotiable statements within each framework bank that will have to be completed before a pupil moves onto the next level. This will ensure that the essential knowledge, skills and understanding are secure in each level before moving on to the next set of learning objectives.

Enrichment Curriculum

These approaches are supported by an enrichment curriculum across the school that includes trips, visits and external providers and ensures learning is brought to life. This is a strength of Penn Hall's curriculum.

Specialist support and interventions

A range of specialist interventions are available to enhance the curricular provision for learners across the school presenting a specific need. These interventions include:

- TACPAC (Tactile Approaches to Communication)
- Rebound Therapy
- Music Therapy
- Holistic therapies
- Sensory swimming
- Pre feeding programmes
- Sensory Integration based sessions
- Specific communication groups led by SALT including Makaton signing, Picture Exchange Communication System (PECS), Eye Gaze technologies and use of Alternative Communication devices.

Children with specific visual and hearing impairments and their teachers are supported by Wolverhampton's Sensory Inclusion Service.

Time allocation

Each class has a timetable which clearly indicates the allocation of time to subjects. The core subjects of English, Maths, Science and Computing receive the heaviest weighting but are supplemented by Foundation subjects that include Humanities, Art & Design, DT, PE, Languages, Music, RE and PSHE to provide a broad and balanced curriculum.

Curriculum coverage meets DfE requirements in terms of subjects that are compulsory at each Key Stage as described in the NC document for 2015-16.

Personalised and individual programmes are interwoven within class timetables to provide bespoke elements such as sensory swimming, therapies, cool kidz programmes and mobility sessions.

Curriculum Access

Keeping pace with developing technologies, such as Eye Gaze and AAC, ensures that our children have full access to the curriculum and that we are able to remove the barriers to learning, an approach that is at the heart of our school ethos. The BSF process in 2013-14 left us with high quality ICT facilities across the school and the school, through strategic management, has benefitted from having an Access & Development manager who has a high level of expertise in ensuring pupils overcome the barriers that physical disability can raise. Every effort is made through Access Arrangements, supported by our Educational Psychologist, to ensure that our students enter the examination arena on a level playing field with mainstream peers. Recent successes have included a student using Eye Gaze Technology to complete his GCSE's.

Subject Co-ordination, Monitoring and Evaluation

Each subject of the curriculum is managed by a Curriculum Co-ordinator who has the responsibility of writing the subject policy and ensuring consistency of approach across the whole school which includes moderation.

A recently formed Core Curriculum Group meets weekly to facilitate the introduction of new initiatives and develop assessment tools. Core curriculum leaders will also monitor the progress of pupils in their subject and identify any areas of underperformance.

Teachers Planning is monitored by the SMT, and is now posted on the school Learning Platform. The Head and Deputy Head look at all Teachers planning as part of the Appraisal process.

The Governors Curriculum Committee meet termly to discuss issues arising and will assess the effectiveness and implementation of this policy.

Statutory tests (Year One Phonic screening, KS 1 & KS 2 SATS) will be undertaken at appropriate points.

Relationships to other policies

The Curriculum Policy will have direct and indirect links to a number of other Policy documents and procedures including Assessment, Collective Worship, Single Equality Duty, Marking & Feedback, Offsite Visits, PSHE and individual subject policies

Further Specific Subject information

English

Pupils at Penn Hall have full access to a broad and appropriate English curriculum which is tailored to meet their individual needs. Learners are encouraged to fulfil their potential in the areas of:

- **Communication** – through the spoken or written word and through sign, picture symbols, photographs and Voice Output Communication Aids as appropriate.
- **Literacy** – from those working at the earliest stages of development who may enjoy sensory stories, respond to object or musical cues and explore objects of reference, through to those pupils who access text based literacy. These learners will be taught the skills of reading, comprehension, spelling, composition, vocabulary punctuation and grammar and presentation skills, including handwriting where appropriate.
- **Understanding and Appreciation of Literature**
- **Drama**

English is assessed using the Penn Hall Stepping Stones.

Synthetic Phonics at Penn Hall School

Pupils are taught to read and write using the Read Write Inc Phonics scheme. This provides a clear, systematic and consistent approach to learning. The scheme runs seamlessly throughout the Primary and Secondary departments ensuring that pupils are taught reading and writing skills at an appropriate level.

Pupils start by learning the 44 common sounds in the English language and how to sound-blend words for reading (decoding) and spelling (encoding). Where appropriate children are also taught handwriting skills.

Pupils are ability grouped for daily phonic sessions, daily guided reading sessions and Literacy lessons.

Maths

For those following the formal and semi-formal curriculum model, Mathematics is based on objectives from the New National Curriculum or accreditation syllabuses. These objectives cover the strands **Number, Geometry and Measures**. The **Application of Mathematics** is embedded throughout the curriculum and aims to provide a practical and engaging approach to the subject, for example using a murder mystery scene to use and apply measuring skills.

Most maths lessons follow a three part approach that includes a whole class introduction, a main teaching activity and a plenary which assesses the learning that has taken place and outlines the next steps.

The use of resources, such as Numicon and 3D shapes, are used to support the learning of those pupils who require a more practical, tactile and kinaesthetic approach.

ICT plays an important role in the both the teaching and learning of Mathematics, particularly through the use of Smart Notebook. This tool is used extensively to introduce lessons which provides an interactive framework with which pupils readily engage. Written methods of calculation follow set stages which are outlined in the **Calculation Guidance Policy** which ensures a standardised approach across the school.

Lessons are appropriately differentiated to meet the needs of all pupils which is achieved through the use of resources, support staff and hierarchical learning objectives.

Maths is assessed using the Stepping Stones in Solar which splits objectives into three strands – Number, Measures (which includes geometry) and Using and Applying.

Pupils are aware of their targets which will support them in achieving the next steps and these are found in the front of their subject books.

Religious Education

Penn Hall, along with all local authority schools in Wolverhampton teaches RE according to the LA locally agreed syllabus. It reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the customs, beliefs and practices of the other principal religions represented in Great Britain. Children learn both **about** religion – learning about major world faiths' beliefs, special days and customs – and **from** religion – considering attitudes towards issues that affect children and society today.

Christian and major festivals of other religions are celebrated at the school throughout the year, and parents are invited to join us for class assemblies, services and festivals on a regular basis.

Parents can withdraw their children from all or part of the religious education and collective worship provided if they so wish.

Modern Foreign Languages

There is a requirement to teach a Foreign Language at Key Stage 2 and a Modern Foreign Language at Key Stage 3. For children following the formal curriculum French will be taught on a weekly basis. These sessions will begin with experiential activities and will lead to an introduction to vocabulary as appropriate to the level of understanding of each pupil. For children following the semi-formal curriculum themed days will introduce them to different European cultures and languages.

Personal Social Health Education

The Personal Social Health Education (PSHE) curriculum including Citizenship, helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and to become informed, active, responsible citizens with an awareness of financial capability issues. Issues relating to Drugs Awareness will also be included in the PSHE curriculum. They will also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of the community. Weekly time-tabled support in Personal Development including Citizenship, is provided throughout the school as appropriate. Person Centred Planning (PCP) is an integral part of the curriculum. It is formally addressed through PSHE lessons and on one to one interviews with our Connexions adviser. PCP encourages skills of self-advocacy and informs choices for transition. Additional guidance and support is provided through the Connexions service at the age phase 14 – 19 years to assist students and families with transition to post school placements and their EHCP.

We believe that such programmes assist our pupils to manage their disability with confidence and success. This in turn leads them to live more independent and fulfilling lives in the wider community.

Sex and Relationships

The teaching of Sex and Relationships Education (SRE) in school is a statutory requirement and therefore forms part of the school's PSHE curriculum. The teaching of SRE at Penn Hall School will not take place in isolation and will be approached from a biological, ethical, moral and emotional point of view. It will deal with the importance of family life, respect, love, care, sex, sexuality and sexual health. As well as a normal teaching programme, some issues may necessitate a one to one teacher-pupil input and contributions from external agencies, such as the school nursing service.

Citizenship

In Key stages 3, 4 and 5 PSHE education is timetabled for every class. The three core themes of Health and Well-Being, Relationships and Living in the

Wider World, encompass some of the aims within Citizenship education which is statutory for Key Stage 3 and 4.

The National Curriculum for citizenship aims to ensure that all pupils:

- acquire knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest and participate in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- develop skills to think critically and debate political questions
- enable them to manage their money on a day-to-day basis, and plan for future financial needs

APPENDIX 1

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events. Our Well Done book celebrates weekly achievements and acts as a source of motivation for pupils across the school.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instill 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Penn Hall School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.