



Curriculum guide

Heltwate School

Key Stage

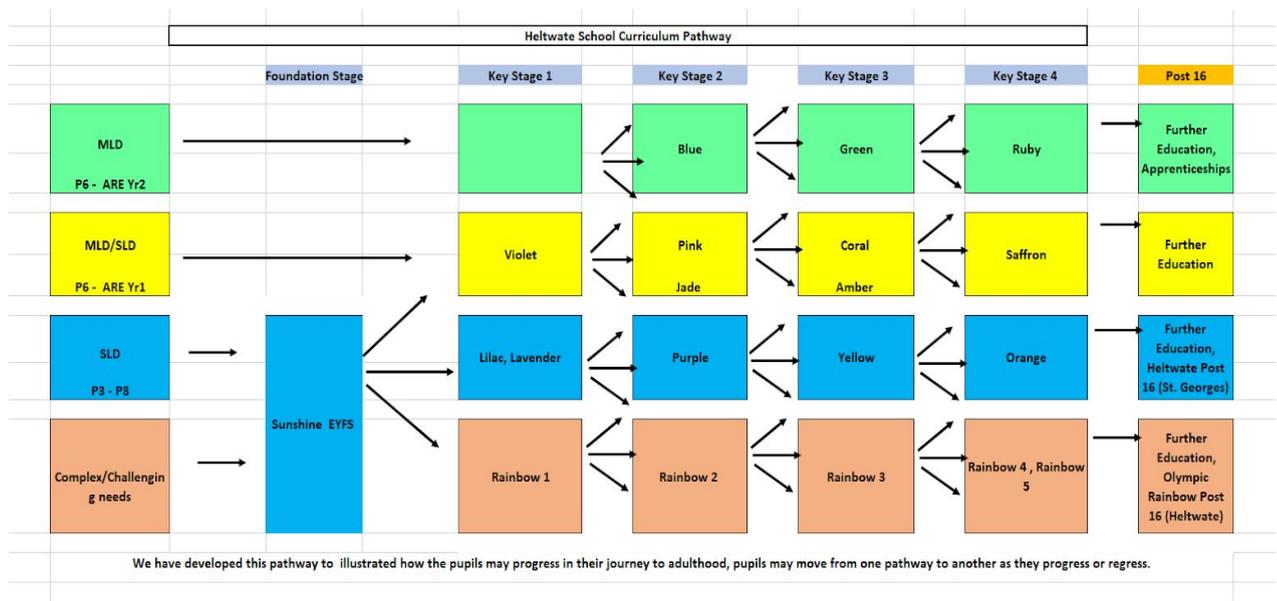
1 to 4

September 2019

Organisation of learning and groups and pathways

We have approximately 180 pupils working within Key Stage 1, 2, 3 and 4. At Heltwate our classes are named after different colours, the groups accommodate a wide range of SLD learners with a broad range of Special Educational Needs. Our pupils are placed into classes based on their cognitive and academic abilities so that they are with similar peers. In addition to our colour groups we have five classes within school, Rainbow Rooms which cater for children who are on the Autistic Spectrum (ASC) and have complex needs.

On entry into school pupils are assessed to determine which academic pathway is suitable for them. Pupils follow the appropriate pathway to meet their needs and this prepares them for their next stage in education and independence. The schools learning pathway document identifies their learning pathways, pupils are free to move between the different pathways depending on their academic and social abilities. Each of these pathways have appropriate curriculum provision to support learners at the different points from Year 1 to Year 11.



Heltwate School Curriculum Pathways

All students at Heltwate School have an Educational Health Care Plan, which highlights their learning needs. As a school, we have a curriculum that addresses these needs as well as the statutory requirements to provide access to the National Curriculum.

Our pupils are in classes based on their social and academic abilities. This allows us to plan an individualised curriculum based on the pupils needs at each Key stage. Each class group within Heltwate follows an adapted and modified National Curriculum in order to meet their academic abilities to ensure earlier development skills for learning are embedded. There are some students for whom it is necessary to follow a personalised timetable to allow the school to address personal priority needs.

At Heltwate, we follow the Cornerstones curriculum, we teach using the Imaginative Learning Projects (ILP), which we map against the 2014 National Curriculum objectives and offer a range of accredited qualifications including OCR, AQA, ASDAN, EQUALS and Duke of Edinburgh (DofE)

Decisions about the curriculum content at each key stage is continually revised and monitored to allow for the change in pupil cohort each year. Adaptations are monitored through curriculum mapping to ensure each group of pupils have an appropriate learning experience.

At Heltwate, the emphasis of the learning will be in:

- Literacy/Communication (including Entry level 1 -3 English)
- Numeracy/Cognition (including Entry level 1 - 3 Maths)
- I.C.T (including Entry level 1-3 I.C.T.)
- PSHE and Life Skills (including OCR life and living skills and ASDAN PSD)
- Topic (foundation NC subjects e.g. Science, History, Geography, Art)
- RE
- embedding of skills and behaviours across the curriculum
- Citizenship/Community (including ASDAN Life challenges/ PSD)
- Physical Education/Being Healthy
- Individual Education plans (Targets)

Across the curriculum, we promote:

- the use of language, through PECS, ACC systems, Sign Language (BSL)
- the use of practical maths/problem solving
- the use of ICT within everyday life
- the use of Enterprise skills (Yr. 10 Employability units and Work Experience)
- the use of Life skills for preparation to adulthood
- SMSC and British Values

We have developed clear pathways through the school from Key Stage 1 to Key Stage 5, which map out a differentiated curriculum at each level which identify clear outcomes for pupils at the end of Yr. 11 and Yr. 14. Students may move from one pathway to another as they progress or regress throughout academic years at Heltwate. Details of these pathways can be found overleaf.

EYFS, Key Stage 1, 2, 3, 4, Heltwate Main Site

Students remain with their class teacher for most lessons. The environment is structured and has clear routines in place. Focus is on developing early literacy and numeracy skills, developing their emotional literacy and equipping them with skills for adulthood and prompting independence as much as possible. The curriculum is taught through the delivery of the Cornerstones ILPs and where appropriate all subjects link to the topic to provide a context for learning.

Some accreditation will be achieved at the end of Y11 as appropriate.

As a minimum Heltwate expect that students at the end of Yr. 11 will gain at least a **Certificate** in OCR life and living skills which will include at least 2 communication and 2 numeracy units at Entry level 1.

Post 16, Olympic Rainbow, St. George's

When the students enter into our Post 16 provision, Olympic Rainbow students complete a one page profile looking at their aspirations and dreams for the future. Olympic Rainbow aims to provide students with a relevant life skills curriculum which is tailored to meet their individual needs. We aim to build on the work that students have covered throughout school, but the focus of work moves towards allowing them to access the world outside of school. We concentrate particularly on developing students social, communication and independence skills and equipping them with the life skills to cope with future adult opportunities.

The skills that the students learn are linked to the preparing for Adulthood outcomes which are built upon from Key Stage 4. The curriculum is practical and functional, it focuses on developing and equipping the students with the necessary skills in society. The students follow the EQUALS Moving On curriculum, which is divided into the following areas, World Studies, Independent Living and Vocational Studies, as well as studying the EQUALS functional Maths, English and ICT modules.

All students follow a full and varied programme of activities. All students leave with an accredited certificate in EQUALS and in addition they will work towards qualifications within the Arts Award and AQA unit awards. Some students will also have achieved their Duke of Edinburgh Award.

EYFS, Key Stage 1, 2, 3, 4 Heltwate Main Site

Students remain with their class teacher for most lessons. Focus is on developing early literacy and numeracy, equipping them with skills for adulthood, prompting independence and understanding how to conduct themselves in society. The curriculum is taught through the delivery of the Cornerstones ILPs and were appropriate all subjects link to the topic to provide a context for learning.

Some accreditation will be achieved at the end of Y11/14 as appropriate.

As a minimum Heltwate expect that students at the end of Yr. 11 will gain at least a **Certificate** in OCR life and living skills which will include at least 2 communication and 2 numeracy units at Entry level 1.

Post 16, Olympic College, St. George's

When the students enter into our Post 16 provision, Olympic College student complete a one page profile looking at their aspirations and dreams for the future. Olympic College aims to provide students with a relevant life skills curriculum which is tailored to meet their individual needs. We aim to build on the work that students have covered throughout school, but the focus of work moves towards allowing them to access the world outside of school. We concentrate particularly on developing students social and independence skills and equipping them with the life skills to cope with future adult opportunities.

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All students follow a full and varied programme of activities. All students leave with an accredited qualification in ASDAN Personal Progress or EQUALS and in addition they will work towards qualifications within the Workright and Arts Award. Some students will also have achieved their Duke of Edinburgh Award.

EYFS, Key Stage 1 – 3 Heltwate Main Site

Students follow a modified National Curriculum that is broad and balanced with a strong emphasis on developing literacy and numeracy. The curriculum is taught through Cornerstones ILPs, all subjects where appropriate link to the topic to provide a context for learning. Subjects taught include: English, Maths, Science, Music, ICT, PSHE, Humanities, Technology, Art, Life Skills and PE. The teaching of RE is done through whole school curriculum days which occur three times a year. The class teacher will teach the majority of lessons. At KS3, pupils will have one discrete lesson per week working towards gaining an ASDAN Youth Award, Bronze level.

KS4, St. George's

Students follow a two year KS4 curriculum which is focused around thematic teaching using the Cornerstones curriculum, with appropriate accreditation outcomes predicted for the individual students appropriate to their ability (Entry level 1, 2, 3) in year 11. The class teacher will teach the majority of lessons with some subject specialist teaching.

The expectation in terms of accreditation outcomes depends on the individual child, within Key Stage 4 we offer the following qualifications and as a minimum we expect that pupils will leave Yr. 11 with the following,

- An **Award** in OCR life and living skills in home management at Entry Level 1, 2 or 3
- A qualification in OCR functional skills at Entry Level 1, 2 or 3 in English, Maths and ICT
- A certificate in Employability at Entry level 2, completing 5 units
- Gain at least an Award at entry level 1 and/or 2 in PSD, completing 5 units

In addition, students will work towards gaining the D of E bronze award.

Post 16.

Students may go either to alternative Post 16 provision within the city e.g. Peterborough City College, Marshfield School Post 16, Peterborough Regional College, Stamford College. If students are following this pathway then it is deemed that their academic levels are too high for our Heltwate Post 16, (Olympic College/Rainbow Olympic) at St. George's.

Key Stage 1 – 3 Heltwate Main Site

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- Gain at least an Award at entry level 1 and/or 2 in PSD, completing 5 units

In addition, student will work towards gaining the D of E bronze award.

Post 16.

Students will go on to alternative Post 16 provision within the city e.g. Peterborough City College, Peterborough Regional College or Stamford College.

The curriculum

Our curriculum aims are to:

- make sure that pupils reach their true potentials during their time at Heltwate school, whatever that may be
- offer a curriculum which is broad, balanced and differentiated in recognition of pupil's individual learning styles
- provide a safe, caring and exciting environment where pupils and staff are motivated to learn
- remove or reduce barriers to learning, whatever these may be
- ensure that all pupils have an effective communication system that enables them to communicate their views and wishes
- make sure that our pupils have learned the appropriate skills to continue to be successful in their adult lives
- prepare pupils for life in modern Britain by upholding and teaching them about 'British Values'
- make sure that the curriculum at Heltwate School continually evolves to make sure that it is appropriate for all the pupils who attend.



The curriculum

We aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn through practical hands on activities.

Our curriculum, which is based on that of 'Cornerstones Education', it is a nationally recognised approach for delivering outstanding learning opportunities for children which is mapped to the new 2014 National Curriculum objectives. Classes in lower school are predominantly working on EYFS and end of Key Stage 1 objectives. Our curriculum is delivered through Imaginative Learning Projects (ILPs), which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our pupils' learning. This allows pupils to experience an age appropriate new topic every term/half term, in exciting and vibrant themed classrooms.

It is founded on a philosophy which promotes four key 'cornerstones' of learning, giving our learners the opportunity to;

'ENGAGE', **'DEVELOP'**, **'INNOVATE'** and **'EXPRESS'**.



THE FOUR-STAGE PHILOSOPHY:

ENGAGE

At the 'Engage' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school i.e. visit to the seaside.
- enjoy 'WOW' experiences.
- get an exciting introduction to a topic or theme.
- begin researching and setting enquiry questions
- get lots of opportunities to make observations.
- develop spoken language skills.
- take part in sensory activities.
- have lots of fun to fully 'engage' with their new topic.

DEVELOP

At the 'Develop' stage, children:

- improve their knowledge and understanding of the topic.
- develop and practice their new skills.
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum.
- research their own questions and those set by others.
- follow new pathways of enquiry based on their interests.
- complete homework activities that support their learning which are detailed in the classes curriculum forecasts.

INNOVATE

At the 'Innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts.
- solve real or imagined problems using everything they've learnt.
- get inspired by imaginative and creative opportunities.
- revisit anything not fully grasped at the 'Develop' stage.

EXPRESS

At the 'Express' stage, children:

- become the performers, experts and informers.
- share their achievements with parents, classmates and the community.
- evaluate finished products and processes.
- link what they have learnt to where they started.
- celebrate their achievements!

To find out more about these stages please click on the link through to Cornerstones website:



<http://www.cornerstoneseducation.co.uk/Learning-Philosophy.aspx>

At Heltwate we deliver discreet Numeracy and Literacy sessions which are linked where possible to the themed topic at that time. These lessons follow the National Curriculum end of key stage objectives, as appropriate for each group. Weekly phonics lessons are taught which follow the Letter and Sounds framework, which focus on the 6 phases of phonetic development.

In addition, Key Stage 2 and 3 classes have a session of sign language (depending on ability group), where key words are taught to the students. Physical Education (PE), is taught weekly in class based groups, lessons focus on developing early physical skills and team games. These sessions are either taught by Youth Dreams or class teachers.

The teaching of Religious Education is statutory in all schools. This subject is outside the National Curriculum but follows the Peterborough Agreed Syllabus through 3 themed days throughout the academic year, whole school assemblies have an RE theme and special events and celebrations are observed by all*.

We adapt our curriculum and ensure that it is differentiated for each group and child where necessary. This is to ensure that our curriculum meets the individual learning needs and levels of the children. Lessons are supported with the use of symbols, (Communication in Print) and ICT software and other communication methods, this is to ensure that all children can access the lesson content regardless of needs. Our students are unique and require a specialist approach for them to excel, taking into account their personal special needs and adapting our approaches and teaching styles to meet those needs. Pupils are encouraged to make choices and have ownership of their own learning. They are involved in self evaluation at an appropriate level. For some pupils this is teacher observation of their responses, Staff are able to observe their responses, plan and adapt for their need

Accreditation, Key Stage 3 and 4

In addition to the core curriculum students are given the opportunity for gaining accreditation at Entry Level, completion of the units and courses will depend on the pupil's academic pathway direction, see Heltwate Pathways for more information.

Accreditation will start for some pupils in Year 9, pathway depended and will work towards some of the following qualifications,

ASDAN Life Challenges, PSD, Employability

OCR life and living (home management), Functional Skills Literacy, Numeracy, ICT

Duke of Edinburgh Bronze Award

Staff using their knowledge of the pupils cognitive abilities to predict what units will be completed at the end of each key stage at what level. Pupils take ownership of their own accreditation work, pupils and parents are kept up to date with the progress of this termly.

Social, Emotional Skills and Target Setting

At Heltwate School, we aim to help the children to grow in confidence and maturity so that they can enter into adulthood with the ability to be confident. As a lower school, we ensure that we give each of our students the opportunities to develop their social and emotional skills which will allow them to be better prepared for society. We do this through;

- social experience sessions. All of the classes have access to the school minibus once each week, (twice a week for the Rainbow classes). This is an opportunity for teachers to plan themed visits in advance that are linked to their topic lessons and/or life skills session. This valuable time allows the children to develop important social skills and to learn how to function appropriately within society, develop language and be a part of the community.
- Individual Education Plans (IEPs). Targets are set directly from the students' EHCPs, alongside targets that are based upon their academic next steps and social skills. These targets are identified via assessments. These are worked upon daily and weekly with members of staff on a 1:1 basis, as well as embedded into daily teaching.
- We also have in place assessment and target setting of Social, Emotional skills through SCERTS (Social Communication, Emotional Regulation, Transitional Support) for key pupils.
- Stand alone life skills lessons. These can include teaching students about manners, turn taking, personal hygiene, waiting, helping others and what to expect when they visit somewhere new e.g. the dentist, doctors etc. All children partake in lessons where we help to teach the students how to make a simple snack following pictorial instructions. We help to support them using the washing machine, dryer and ensure that they have experience of washing dishes, drying and folding and putting away clothing.

Planning and Assessment

The planning of topics is based around a two/three year rolling program, (6 year rolling program in Rainbow Rooms), and is mapped to ensure coverage of the National Curriculum by all children who progress through the Lower School and Rainbow Rooms.

Teachers analyse pupils' progress during each lesson which then informs their planning for future lesson content. Children are involved in their own self-assessment of lessons and also take part in peer assessment of others' work.

Effort grades are given to children at the end of each lesson on a scale of 1 -5, (5 being outstanding, 1 needing improvement). This allows us to feedback to the children about how engaged they are in their learning and how hard they are trying. This is recorded by the class teacher and then reported home to parents/carers termly.

Formal assessments are undertaken on a termly basis, using evidence from the students' work and 'Tapestry' observations of learners engaging with activities and peers. This is then measured and tracked seamlessly in a years and months format from 0 – 12 years of age, in two month intervals using the Development Matters

framework. New students to Heltwate are assessed on entry into Heltwate School by their class teacher. This will identify the level that students are currently working at in all National Curriculum areas e.g. In Art they are working at 6years and 4months.

As a school, we can then track at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for intervention and additional support.

As a school, we use 'Tapestry' as an evidence collection tool for children engaging in learning and social activities. This software is designed so that we can capture the students taking part in practical activities within their current topic and then show evidence to parents through online access and end of year reports.



At Heltwate School we believe children learn best when,

- they are engaged and build on prior learning
- they feel comfortable, safe and secure and know what staff expect of them
- The learning environment and differentiated tasks match their needs
- Staff have the skills and understanding to respond to their needs for successful learning to take place with pupils.
- Individual support from staff who are empathic and understanding of their needs and abilities
- they have access to multi disciplinary teams if required e.g. physiotherapy, speech and language, occupational therapy and medical teams
- teaching and learning opportunities match their individual needs, motivators and interests.
- respond and concrete experiences with actual meaning
- access to a variety of meaningful, hands on strategies to record their own learning
Pupils following the subject specific route require.
- opportunities to demonstrate that they understand the context of their learning and how to improve it
- targets that are set appropriately and are shared with them
- opportunities to develop their independent learning

Forest School

'Forest School' is a unique method of outdoor education that allows learners to develop confidence, independence, self-esteem and awareness and knowledge of the natural environment. This is achieved by setting small achievable tasks so that the learner is never put in a position where they will fail, so success is attained. It provides the opportunity for our young people to participate in self-led play; instigating and exploring their own ideas creatively. Learners are carefully guided and learn to take appropriate risks, therefore developing confidence and trust within themselves and others.

Heltwate School aims to use the natural outdoor woodland area to facilitate outdoor learning which encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves.



Autism Provision (Rainbow Rooms)

At Heltwate School we have five Autism specific and complex need provisions , (Rainbow 1, 2, 3, 4 and 5). These classes are for students who have an EHCP/Statement of Autism and are deemed to require a more structured approach to their teaching and daily routine. These classrooms have been specifically designed so that TEACCH is used as the primary structure of these rooms, with each student having their own individual workstation area and timetable that they are taught to take responsibility for. We work on developing the students' social, emotional and self-regulation skills by equipping them with strategies needed to engage with the teaching, and opportunities offered, to learn and develop to the best of their abilities. Staff provide opportunities within the curriculum for students to develop social understanding by taking the children to visit places in the community, creating opportunity to engage with members of the public in places such as libraries, shops and museums. The children learn how to conduct themselves in these public places, which also supports students developing their communication.

Further communication work is undertaken through assessing and target setting using the SCERTS framework, if appropriate. Calm spaces are provided for the students to use, as and when required, to enable them to self-regulate.

Communication emphasis is an integral component in these classrooms; we work on the Picture Exchange Communication System (PECs), and we teach the children how they can use this as their communication method. We ensure that verbal language is kept to a minimum to avoid sensory and language processing issues, so language is supported with symbols, (Communication in Print), to fully meet with the needs of our Rainbow Rooms' students.

In the Rainbow Rooms, the classes follow the Cornerstones topics in the same way that our other Lower School Classes do. Practical, hands on academic activities as well as formal written activities are provided for the children. When the children are in Rainbow 5, (year 10, 11), pupils start to work towards a qualification, OCR Life and Living Skills, Entry level 1.



At Heltwate School, we also seek to create opportunities for children to experience and excel in a range of activities. These activities enhance and extend our students' life skills and experiences that also fulfill some of our learners' sensory needs. Pupils in Key Stage 1 and 2 have the opportunity to go horse riding at a locally registered Riding for the Disabled (RDA) center. All pupils have the opportunity to access swimming sessions at local swimming pools for a half term/term during the academic year.



Where possible we try and give pupils the opportunity to go on a residential trip for up to a week with their class during the spring/summer term. This gives the children the chance to become more independent and confident. It's a time to strengthen their friendships with their peer groups. All classes organise day trips; these are linked to each class' themed topic, or specific time of year, and have included trips to Cadbury's World, Hunstanton seaside, National Space Centre, a visit to the big city of London, Gulliver's Land for a magical Christmas trip, the London's West End to see theatre productions such as The Lion King, Shrek and Charlie and the Chocolate Factory.



Below is the rolling programme of topics.

	Violet, Indigo Rainbow 1	Pink, Purple & Rainbow 2	Blue and Jade	Amber, Green & Coral	Ruby/Saffron
Year 1 Term 1	Why do you love me so much?	Do you want to be friends?			Road Trip USA
	Why do leaves go crispy?	Why do squirrels hide their nuts?	Moon Zoom!	Towers, Tunnels and turrets.	
Year 1 Term 2	How does that building stay up?	What happens when I fall asleep?			Time Traveller
	Are eggs alive?	Why do ladybirds have spots?	Bright lights, big city	Wriggle and Crawl.	
Year 1 Term 3	What is a shadow?	Why are carrots orange?			Scream Machine
	How many pebbles on the beach?	Who lives in a rock pool?	The Enchanted Woodland	Land Ahoy.	
Year 2 Term 1	Why can't I have chocolate for breakfast?	What's that sound?			A child's War
	Where does snow go?	Will you read me a story?	Dinosaur Planet	Street Detectives	
Year 2 Term 2	How many colours in a rainbow?	Can I switch it on?			Burps, Bottoms and Bile
	Did dragons exist?	Why do zebras have stripes?	Rio de Vida	Muck, mess and mixtures.	
Year 2 Term 3	Can we explore it?	Are we there yet?			Hola Mexico
	How high can I jump?	Do cows drink milk?	Superheroes	Beachcombers	

Term	Yellow, Rainbow 3 and 4, 5 and Orange Topic Theme
Year 1 Term 1	Mighty Metals
Year 1 Term 2	Heroes and Villains
Year 1 Term 3	Blue Abyss
Year 2 Term 1	Scrumdiddlyumptious
Year 2 Term 2	Moon Zoom
Year 2 Term 3	Street Detectives
Year 3 Term 1	Rio De Vida
Year 3 Term 2	Paws, Claws and Whiskers
Year 3 Term 3	Flow
Year 4 Term 1	Memory Box
Year 4 Term 2	Bright Lights Big City
Year 4 Term 3	Enchanted Woodland
Year 5 Term 1	Superheroes
Year 5 Term 2	Allotment
Year 5 Term 3	The Scented Garden
Year 6 Term 1	Potions (take aspects from muck mess and mixture unit)
Year 6 Term 2	Beat, Band Boogie
Year 6 Term 3	Dinosaur Planet



Education Health Care Plans (EHCP)

Education Health Care Plans, (EHCP), have replaced Statements of Special Educational Needs. The plans are for children and young people aged between 0 and 25 years of age who have a special educational need.

All students at Heltwate School have a EHCP/Statement of Educational needs in line with the local authority strategy. The school will ensure that teachers monitor and review the pupils' progress during the course of a year. Formal reviews of the EHCP will take place at least annually. If a pupil's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible, to ensure that provision specified in the EHCP is appropriate.

Currently the SEND officers at Peterborough City Council help coordinate the EHCP timetable, alongside the school. Relevant persons are notified within good time of the proposed meeting date. Parents/carers of students undergoing an EHCP will also receive information about the EHCP process from the SEND team. Meetings are held at the school and will be run the Classroom teacher who acts as the SENDCo for their individual class. These reports are then typed and processed within two weeks and passed onto the SEND team for checking and approving.



For further information please contact Heltwate School

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