



The Bardwell Curriculum



Smiling, Sharing and Succeeding Together

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Introduction

Throughout their time at Bardwell School we have 4 key aims for all of our pupils:

- To learn at the optimum rate and reach their full potential
- To be able to communicate effectively
- To maximise their independence
- To develop self-esteem and confidence

We believe that the above are pivotal to our pupils realising their potential and being active, valued members of their communities.

At Bardwell School we teach in line with all subjects in the Early Years Foundation Stage and from The National Curriculum. This document supports our teachers in differentiating national documents for our pupils and identifying the most appropriate priorities. We also have additional subjects specific to the needs of our pupils.

Our school is organised into 3 departments:

- The Primary School (including Early Years and Foundation Stage)
- The Secondary School
- The Sixth Form

Detailed later in this document is how we approach and plan learning in each of these departments.

By creating The Bardwell Curriculum we are ensuring our students are:

- Treated as individuals
- Provided with meaningful learning opportunities
- Engaged in activities which they enjoy and which enrich their lives
- Supported to learn and make progress
- Prepared for learning in the future
- Able to meet their full potential

The School Day

The start of the school day

Learning at Bardwell School starts as soon as the pupils and students walk through our front door. We aim to use the start of the school day flexibly and effectively. Class teachers are free to use this time how they feel is most effective to start the school day based on our school aims and values, along with ensuring a effective smooth start to the day's lessons.

Typically the start of the day can be split into 2 sections:

9.00 - 9.15 - During this time pupils may arrive in class, focus on independence and IEP work, start physio, have their personal care needs met, have shared play time.

9.15 - 9.30 - During this time the class will aim to be together as a whole group. We feel this is a priority for building the class community and all class members developing an appreciation for each other. We value each pupil by sharing and listening to each others news and focusing on communication skills while the register is taken.

The end of the school day

From 3pm we allocate time for students to get ready to leave. Independence is again a key focus here. Personal care needs will be met and home school diaries will be written during this time.

This time is also used to celebrate achievements and efforts from the school day.

Class teachers are free to use this time to ensure a positive, smooth end to the day. This may include shared play or circle time.

Key principles at Bardwell School

Getting to know the individual

- It is important to get to know the individual - their likes and dislikes, physical and communication skills, preferred learning styles and preferred learning environment.
- It is **vital** that we identify the existing strengths of the individual student and use this as a starting point to support learning and progress.
- Learn about how the student communicates and make sure their communication is responded to. It is vital that during our transition process to new classes information regarding how a student communicates is passed on.

Positive relationships

- All staff, including the teacher, should work with all students in a class group at different times. The high adult to student ratios in classes means there are opportunities for all staff to spend time with different students.
- Students learn from working with a range of adults and therefore adapt their communication for less familiar adults. Early communication may rely upon the adult interpreting communication. For example a student may vocalise less when they hear an unfamiliar voice.
- Each adult brings a different set of skills and can support the student's learning in a different way whilst keeping routines and cues consistent.

Time, repetition and anticipation

We understand that the students we are working with are individuals and need different amounts of time to respond and react. When working with students with PMLD and SLD we are ensuring that:

- Students with PMLD are given plenty of time to react and respond.
- Adults working with students need to be acutely aware that they need to **wait** for a reaction **and wait and wait and wait some more** before continuing !
- Waiting time should be built into all activities and **recorded on planning**
- The adult must wait before repeating a comment, question or instruction to allow students to process and respond/react/anticipate
- Repetition is vital - students learn to react, respond and anticipate what is going to happen next
- In interactions ensure that the student has opportunities to take the lead e.g. through intensive interaction. This empowers the student and may encourage them to interact and communicate more on this occasion and in the future.
- Sometimes adults need to exaggerate and be larger than life

Multi sensory approach

At Bardwell School we understand the range of learning styles our pupils have. We also recognise that sensory factors can have a significant impact on our pupils' learning and their ability to understand and operate the wider contexts.

We skilfully plan a multi-sensory approach to learning for pupils where appropriate. This is particularly important for our pupils accessing the Early Development aspect of our curriculum.

- The use of the sensory room (including a focus on light & dark)
- Using all the senses but being aware that we do not overload the senses. e.g. work with music, or light or tactile experiences but not all at the same time. Responses to individual stimuli can then be observed. It is particularly important not to overload the senses in the sensory room - choose 2 or 3 items to turn on e.g. music and bubble tube.

- Incorporating advice and suggestions from hearing and visual impairment teams

Age appropriateness and Developmental appropriateness

- Remember that whatever the **developmental age** of the student they still have an **age related** range of experiences - for example they may well have been singing certain songs from age 2. There are a wealth and variety of songs and activities to keep students engaged and interested. Variety should be carefully balanced with repetition.
- Repetition is vital when working with students at the early stages for development but this does not mean that the same activities are used throughout the school but that the same skills are used in different ways.

Assessment

Recording and observing progress for all of our pupils is vital to understanding achievement and setting appropriate activities and targets. As many of our pupils may not produce so much recorded work it is essential we have other ways to record their progress:

- Multi Me is our main tool to record summative assessments.
- Photographs can show students everyday activities in school - this is a particularly good way to share information at annual reviews and with Parents at other times.
- Video footage is excellent to use as an assessment tool to monitor progress.
- The use of iPads - we can send recordings from school and from home to school to show achievements on a more regular basis.



Transition

We believe that effective transition is pivotal to our pupils' development. We therefore carefully plan transition before pupils begin at Bardwell School, between each of our departments and between The Lodge and our students post-19 destinations.

In some circumstances we talk about our 14-19 year old learners. This reflects the fact that we feel the shift from formal lesson, to learning and applying skills in wider contexts becomes a priority from Year 9 onwards. This does not change the weighting of lessons for those students in years 9,10 and 11 but it is likely that learning will become increasingly in functional contexts and delivered through cross-curricular sessions.



Lessons at Bardwell School

Overview of Subjects

There are two core subjects within our curriculum that although have no direct requirement to be taught explicitly as lessons, must feature, where appropriate, lesson throughout the curriculum, both in planning and practice. These subjects are:

Early Development

Higher Level Thinking Skills

(Please note that both of these curriculum areas feature many aspects associated with the development of early science skills, mathematics and early communication)

Curriculum Areas that remain a constant feature throughout the school year on our timetables are:

Communication and Literacy

Mathematics

Personal, Social and Health Education

Physical Development

Science

The weighting of the above subjects is outlined later in this document.

Subjects that rotate across the school year are:

ICT

Creative and Expressive

Humanities

RE

Languages

Technology

NB – The timetable weightings of the above subjects are outlined later in this document.

Early Development

What is Early Development?

When we talk about Early Development we are referring to the earliest stages of learning. The Bardwell Curriculum supports the individual needs of the student.

Our early development curriculum has been informed by work completed at the University of Birmingham Profound and Severe Learning Difficulties Post Graduate Certificate, Castlewood School Curriculum & Penny Lacey, the Early Years Foundation Stage Curriculum as well as meetings with all Bardwell teaching staff.

Teachers and teaching assistants are mindful that almost every student¹ will continue to make progress when given the appropriate teaching and opportunities.

Progress may take longer and may be more lateral but we continue to have high expectations for all our students.

Who is the Early Development Curriculum for?

The Early Development curriculum is written for students with Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD) but may also be used when gaps in knowledge are identified with other students in Bardwell School.

In general terms the students who will be working on the Early Development Curriculum will be working on P1-P4 although some students may be working above these levels.



Which other documents/sources do we use to support the Early Development Curriculum?

- Routes for Learning is used to take into account the lateral progress our students at P1-P4 make. The Routemap should be used to support ongoing assessment of communication and cognition (thinking skills). This information then helps teachers to plan appropriately to meet the needs of the individual. The Routes for Learning materials show a variety of pathways rather than numerical steps/a checklist.
- Elklan - Communication for children with Complex Needs (purple book). Breaks down language development into ages/stages and how to teach this development if it is not developing as expected. The table which records response to stimuli and the object exploration record sheet may be helpful.
- Intensive Interaction (Dave Hewitt & Melanie Nind).

- Switch progression road map - this offers step by step progression for switch users. Advice of how to use this and the most appropriate targets for switch users comes from our speech and language therapists.
- Tobii eye gaze learning curve - this is a document created by Tobii (and adapted as a recording method) created by Tobii to map the progress of eye gaze computer users.
- Affective Communication Assessment - observation & filming. This assessment allows teachers to record the student's response to different stimuli however small e.g. head position, eye movements, mouth changes. Repeating this assessment allows teacher's to look for consistent responses and start to use these to record like/dislike responses.
- Work with a range of other professionals - we work closely with our Speech and Language Therapists, Occupational Therapists, Physiotherapists and our School Nurse. We also have support from the Visual Impairment Team.

The **Principles at Bardwell School** section of this curriculum are at the forefront of our mind when planning learning within the Early Development section of this curriculum.

Personal Care

- Communication during the process - ensure the communication is consistent. e.g. ready, steady, roll.
- Supporting students to participate in the process e.g. rolling when possible, moving arms.

Daily routines and use of cues

- Music and songs as cues to the beginning and end of the activity/day
- Predictable routines - morning routine, going home routine (ensure this information is passed on when a student moves to a new class.)
- Objects/sounds/smells of reference or object cues (e.g. the child's swimming towel or wipes). This should be discussed with the Speech and Language Therapists on an individual basis to ensure objects of reference or object cues are meaningful.
- On body signs e.g. Tassels may be used
- The use of symbols - e.g. "Playground" symbol shown when leaving the room.

Augmentative and Alternative Communication (Low tech and High tech)

(there is more information about AAC in the Bardwell Communication and Literacy Curriculum)

- Makaton signing
- Picture Exchange Communication System (PECS)
- Symbol boards
- Switches
- Eye pointing and eye gaze technology
- The use of iPads
- Touch screen computers

- Interactive Whiteboards
- Sound Beam

A total communication environment



We support our students to communicate in the way most appropriate to the individual. Whether this be by subtle eye or body movements to show like/dislike, eye pointing using real objects or symbols on an e tran frame the use of eye gaze technology or switches or by using the iPad, PECS or by using symbols e.g. symbol boards, communication books.

Total communication means using a range of ways to communicate which are appropriate to the students we are working with:

- Key word signing - look, eat, tired, happy, listen
- Objects of reference/sounds/smells or object cues which give a prompt as to what is going to happen
- Symbols - PECS, symbols boards, communication books or photographs

Class work and Cross Groupings

- Every student is an individual with their own preferences - they should be treated as an individual and adults should get to know their likes and dislikes and how they communicate preferences.
- At Bardwell we believe that mixed ability classes provide a range of positive opportunities for all learners - students with PMLD should be given the chance to work with **a range of different students**
- There may be times when students at P1-P4 work together - sessions such as Sensory Stories, Resonance Board, Music or Communication Groups can provide opportunities to work on developing specific skills but this should be balanced with time with class groups when all students are working together.

Physical Development - fine and gross motor skills

- Occupational Therapists and Physiotherapists should be asked advice to support individual students with their physical development.
- This includes advice about suitable equipment to use with a student as well as ideas of how to support the sensory needs of a student. For example an occupational therapist may recommend using deep pressure massage with a student who repetitively rocks for sensory simulation.

Play

- Play is important for students of all ages to support creativity, imagination, social interaction and communication.
- Play can make communication fun for the student whilst developing skills such as making eye contact, taking turns, trusting adults and enjoying being with another person.
- Replicating similar interaction to young child-parent helps to build positive relationships.
- repetitive and **burst/pause** games - 1,2,3 surprise games e.g. hiding behind something, support students to build up anticipation skills and support them to continue to develop their interaction skills by enjoying being with other people.

Learning is planned in Six areas within Early Development :

Early Communication

Sensory Development

Memory

Physical Development

Personal and Social Development

Creative Development

When planning learning in Early Development teachers refer to our Early Development Tables – found as an appendix to The Bardwell Curriculum.

Fundamental Skills

The overall aim of the Fundamental Skills curriculum is to provide our pupils with the prerequisite skills necessary for effective learning throughout the rest of the curriculum. Whilst the acquisition of these skills is the priority of this curriculum area there is an emphasis on the importance that our pupils development an enjoyment for learning through developing these skills, which will for some pupils take many years make small but meaningful progression through.

Generally it is understandably taken for granted that many children assimilate these skills as part of their development at an early age and do not need to have them formally taught to them in a structured way. However, children with learning difficulties will often only learn cognitive skills if they are purposefully taught in order to fill in developmental gaps.

There are 8 strands in Fundamentals Skills curriculum. These are:

Learning Responses
Finer Motor Skills
Short-term Memory
Cause and Effect
Visual Perception
Auditory Discrimination
Categorising
Temporal Sequencing

All children learn differently so this section should not be seen as a checklist to be achieved before moving on, but may be a useful tool to identify gaps in learning if a pupil's progress in other areas is slower than expected.

This curriculum area also provides a framework for essential bridging for pupils who develop through our Early Learning Curriculum as they develop skills and knowledge from other curriculum areas. There is cross over between Early Development Skills and Fundamental Skills, this is intentional and does reflect progression in those areas.



Teachers should also consider how genuine further developments are, if the skills in this section are not firmly in place, ensuring pupils are developing transferable skills and knowledge and not learning to complete tasks without the underlying understanding.

Learning Responses

The aims of this strand are:

- To be able to give eye contact to the task in hand
- To be able to transfer eye contact from adult to task and back again as appropriate
- To be able to point at an object or picture on request
- To be able to give an object to an adult on request
- To be able to put an object into a container on request
- To be able to transfer objects from one container to another

Many pupils with severe learning difficulties do not immediately understand the type of response which is required of them in the learning situation. Very often, before it is possible to teach even the simplest cognitive skills it is necessary to establish that children can complete the above tasks.

It is only when these good working practices are established that it is possible to move on to basic matching and identifying, in the knowledge that the child has a reliable method of response.

Very often, it is most logical to teach early learning responses as a bridge between early development and learning across the rest of the curriculum.

Finer Motor

The main aim of this strand is to refine hand/eye co-ordination and the development of useful manual skills, leading to the use of pencils, scissors, paintbrushes, tools and household implements.



These skills would be developed through learning to make a range of movements of increasing complexity, beginning with drawing a straight line on a page in varying directions, working through drawing basic shapes to forming letter shapes. Similar processes would be carried out for using scissors and other basic household tools.

Short-term Memory (sometimes referred to as a working memory)

The overall aim of this strand is to develop short-term memory skills required to complete further learning.

This would initially be taught by encouraging the children to recall an object or picture that they have been shown after it has been hidden for just 5 seconds. Both the length of time and the number of objects would be gradually increased, although only through adjusting one variable at a time.

Once it is clear that the children can recall items using the visual cues, their skills may be extended through asking them to remember increasing numbers of words spoken to then verbally over greater time periods, thereby developing their auditory recall.

It is important to note that when teaching this skill, the pupils may need to visit the tasks briefly and intermittently rather than rehearsing repeatedly, in order to promote clear thinking.

Cause and Effect

The overall aim of this strand is to develop the concept that an action or initiative can have a direct linked effect upon something else.

This would be taught through a range of activities using various resources including instruments, balls, bricks and switches connected to ICT equipment.

Visual Perception

Each sub-section of visual perception has its own overall aim.



Colour - To match, identify and name colours, and to discriminate between shades.

Shape - To match, identify and name basic shapes, and to match irregular and complex abstract shapes requiring closer visual discrimination.

Size – To match, identify and name objects according to their size: ‘big’, ‘little’ and ‘middle-sized’, and to match objects according to their size working with greater ranges requiring closer visual discrimination.

2D Representation - To recognise that a two-dimensional photograph or picture can represent a three-dimensional object, or group of arranged objects, progressing from coloured photographs, through coloured illustrations to black and white illustrations.

Auditory Discrimination

The overall aim of this strand is to discriminate between everyday sounds and relate them to their source.

This would include identifying them, probably by selecting a corresponding photograph, and, where appropriate, naming them. This may develop from individually heard sounds to recalling and repeating sequences of



sounds including non-verbal everyday sounds (musical instruments or recorded), individual words and later single-syllable speech sounds.

Categorising

The overall aim of this strand is to be able to categorise objects or pictures according to given criteria.

Initially the children work with simple concepts, for example sorting animals and vehicles, and could then progress to more abstract groupings, such as items associated with a particular task or room.

Once these basic concepts have been established, they may progress on to defining which item does *not* belong with other items presented, firstly with items that are otherwise identical and later with objects that are similar in function or association but visually different.

Temporal Sequencing

The overall aim of this strand is to recognise and understand that certain events have a natural sequence that must be logically followed.

Developing this understanding begins with placing just two or three pictures that depict a sequence of events into the order that reflects how they would occur in everyday life. It may well be taught using photographs of the pupil themselves carrying out a familiar or favoured activity in the first instance and then the children would progress to organising a sequence of photographs showing unfamiliar people and settings.



Over time, pupils would move on to working with sets of photographs showing a greater number of stages to the sequence of events. In all instances, pupils would be taught to organise the photographs in a horizontal line, working from left to right in order to establish this important concept that lies at the foundation of reading and writing.

Communication and Literacy

Our priority aims for pupils in this subject are:

- To develop the ability to communicate choices and ideas
- To be able to communicate positive and negative responses
- To be able to read and write (using word or symbols)

Communication

Communication is the process of transferring information from a sender to a receiver with the use of a 'medium' in which the communicated information is



understood by both sender and receiver. For communication to be successful for both the sender and receiver then it is important to develop the fundamentals of communication. Learning the fundamentals of communication underpins all future learning. It is difficult to move on to other elements of learning if these are not in place. Throughout the pupils time at Bardwell we continue to support the

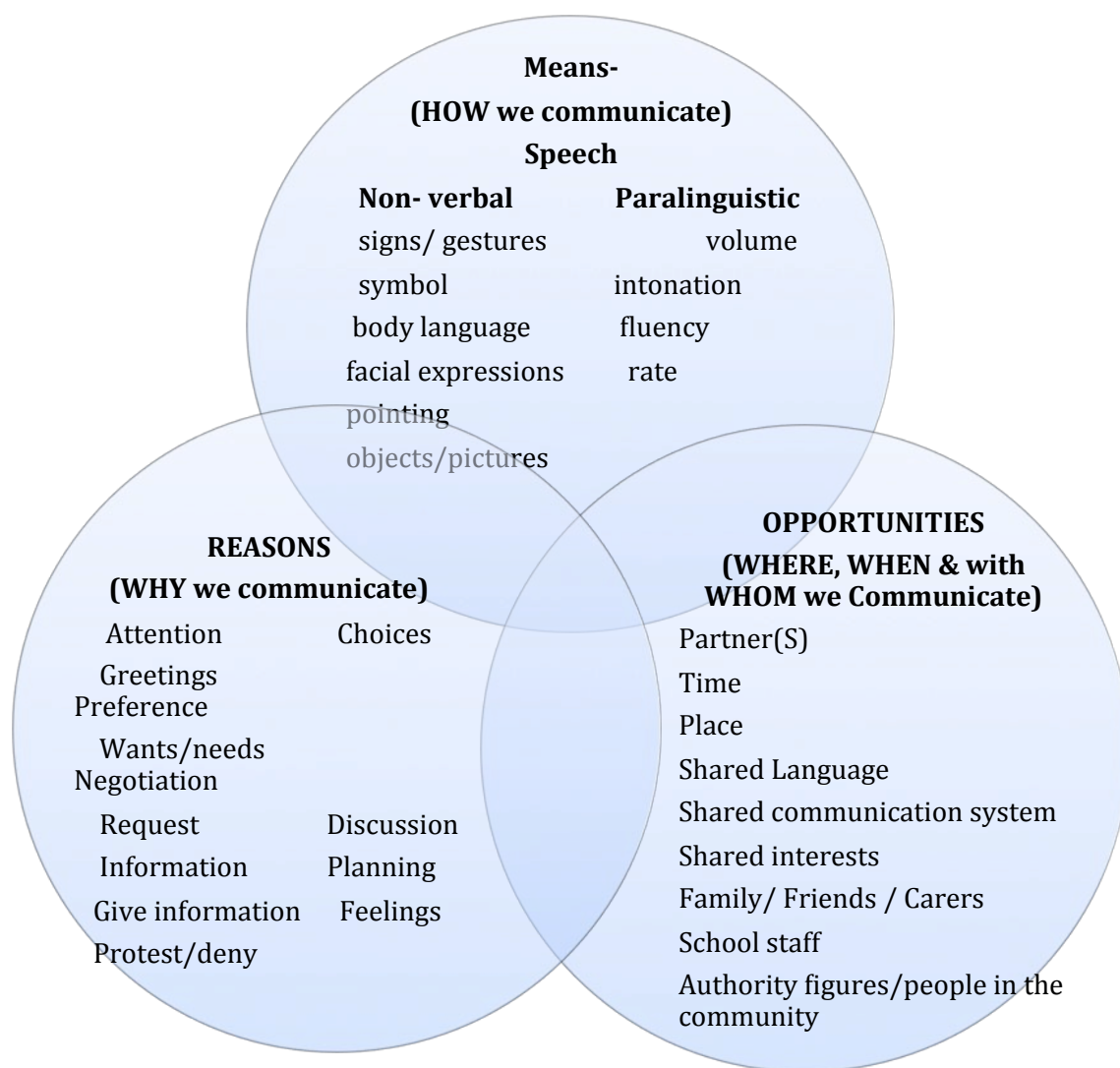
development of these. Pupils may develop these at different points during their journey through the school.

The Fundamentals of Communication

- Enjoying being with another person
- The ability to attend to that person
- Concentration & attention span
- Sequencing activities with another person
- Taking turns in an exchange of behaviour
- Sharing personal space
- Using & understanding eye contact
- Using & understanding facial expressions
- Using & understanding physical contacts
- Using & understanding non- verbal communication
- Using and understanding vocalisations, including knowing vocalisations will be responded to.
- Regulating & controlling emotions
- Use objects & know what they do/mean

Means, Reasons and Opportunities for Communication

Functional communication requires equal interaction between MEANS, REASONS and OPPORTUNITIES. Without the means of communication, individuals can't express themselves, without reasons for communication, they see no point in or need to communicate and without the opportunities, there cannot be any communication.



(Adapted from Money 1997)

Within school we use the communication methods/mediums which are appropriate for each individual. This can include:

- **Spoken words**
 - The content and length of spoken information is adapted to suit the individual
- **PECS** –Picture Exchange Communication System
 - PECS teaches functional communication for those who find it difficult to see the need to communicate with others. Symbols/photos are used in exchange for items that have meaning for the individual.
- **Makaton signing**
 - This is used alongside spoken language to reinforce the key words that are being said. It provides the individual with additional information to help their understanding
- **Symbol support** – photographs or symbols
 - Symbols support provides additional information to help the pupils understand the school day i.e. visual timetables, now/next boards.
 - Choice making can be made easier if the individuals can see the options
 - Making requests during the day
- **Objects of Reference** - objects/smells/ sounds
 - This is when a object/smell/sound is used to represent a specific event e.g. a spoon/fork for dinner, a piece of towel for swimming
- **Low and high tech AAC** (Alternative & augmentative communication)
 - Low tech includes communication books/symbol boards, eye pointing with e-tran frame,
 - High tech includes iPads with communication apps, eye gaze technology
- **Intensive Interaction** - Intensive interaction is an approach to teaching the pre-speech fundamentals of communication to children who are still at an early stage of communication development.

Throughout the student's time at Bardwell, the following skills are developed; many of the skills are worked on at every stage of schooling. As they move up the school the communication skills are built on to increase independence to the individual's optimum level.

Communication passports – These are documents used at Bardwell School, when judged appropriate by the class teacher. They are a way of sharing information about the individual who is unable to share this themselves. Includes information on likes/dislikes, ways to communicate with that person

Key Stage Priorities

The following table guides how priorities may progress as a pupil moves through the school.

EYFS/KS1	KS1/KS2	KS3	KS4	KS5
Attention skills	Communicating needs	Focused work –listening & paying attention (with distractions)	Communication with members of the public	Listening with distraction taking place e.g. in town/with traffic
Recognising need to communication	Memory			
Choice making	Making choices	Confidence in speaking in a range of situations and to a range of people (tone, manner, body language & language)	Listening to people whilst in school and out of school	Confidence in sending and receiving messages.
Asking for help	Extending vocabulary			
Understanding and interpreting facial expression and tone of voice	Eye contact	Communicating likes/dislikes	Speaking to a broader audience	Speaking with technology e.g. answer phones, mobiles, Face time, head sets
	Understanding active listening	Communicating choices		
Play skills		Extending conversations/answering 'why' questions	Understanding the importance of manners and politeness	
Understanding routine and structure	Following instructions			Listening & speaking with public in different roles
	Clarity of speech	Speaking in complete sentences	Being able to understand, accept and apply humour, irony, sarcasm	
Understanding and using vocabulary	Attention skills	Appropriate conversation conventions (talking behaviours)		Recognising context - i.e. using appropriate language when formal or social
Turn taking	Reasoning		Understanding cyber communication (benefits and risks)	Banter – irony, sarcasm
How to say 'no' in a suitable way	Engaging in conversation	Peer collaboration (offering advice & sharing good practice in peer group)	Being able to self & peer assess	Use of body language and tone of voice
Identifying emotions/feelings	Managing and expressing feelings	Using different media sharing points of view	Being assertive	
Now, next – abstract words	Questioning	Being analytical and offering feedback		Knowing words with more than one meaning
Developing an understanding of question words- who, what, why, where & when	Describing an event	Peer & self assessment	Being as independent as possible	Self-advocacy
	Understanding question words- who, what, why, where & when	Social use of language	Saying 'no' to people in an appropriate manner	Listening to tannoy announcements e.g. train station
		Structure of speech – reading body language and facial expressions		
		Emotions – appropriate responses to them		
		Drama/role play/hot seating		Confidence in sabotaged situations –'crisis communication'
		Ask for clarification/repeat		

Early Communication Development

The following summarise principles behind early communication development. For more information see Early Development.

Stage of communication	Communication levels	Strategies to use to support communication
Pre – intentional Communication	<p>Students may respond to some communication partners, though this is not consistent</p> <p>Communication is based on interpreting observations</p> <p>May respond to spoken language or sounds, though this is not consistent.</p> <p>May react physically to communication but not intentional communicating, for example; reach out for things, leave a room</p>	<p>Consistency of routines with consistent cues (Objects of Reference)</p> <p>Consistency amongst communication partners</p> <p>Communication passports</p> <p>Point out and describe things</p> <p>Talk about here & now</p> <p>Use objects to make choices</p> <p>Consistent touch & movement cues/gestures</p> <p>Cause & effect activities</p> <p>Multi sensory environment</p> <p>Sensory activities</p>
Intentional Communication	<p>Knows people can be useful</p> <p>Understands words associated with familiar routines</p> <p>Follows simple 1 step instructions</p> <p>Uses some gesture e.g. pointing, eye pointing</p> <p>Chooses between object (2-4 options)</p> <p>Uses single words/ vocalisation</p> <p>Recognises same photo/pictures</p> <p>Knows that actions gain a response from others</p>	<p>Use simple speech/gesture/signs</p> <p>Consistency of routines with consistent cues with objects or symbols</p> <p>Respond to informal communication attempts</p> <p>Experience books & photos</p> <p>Provide object choice and opportunities to communicate</p>

(based on the Triple C checklist of communication competencies)

It is important that verbal information presented to pupils it at a level that is appropriate for them. The amount of information in any given instruction/command needs to be at the level at which they understand. In some cases pupils level of understanding increases with their other skills, but ensuring this is occurring will make certain the pupils are learning at their optimum level.

Staff supporting pupils must be aware of the risks of ‘assumed competence’. This is when pupils can appear more able and that they understand more than they do if their overall communication skills are a strength/more developed.

Information Carrying Words

The concept of Information Carrying Words (ICWs) was devised by Knowles and Massidlover (1978) and underpins the Derbyshire Language Scheme and Language Steps (Amanda Armstrong, Stass Publications).

An ICW or key word is a word that carries meaning. Many words in a sentence are redundant.

For example, if everyone is going out to outside and the teacher holds up a child’s coat and says, “Put your coat on”, the child does not need to understand any of the words because they can see what is needed from the context. So, given this situation - ‘Put your coat on’ = 0 ICWs.

The level of understanding is not always at the same level expressive language. This may mean that a child is working on a different level for their understanding to the



level they are working on for their expressive language, e.g. an individual could be working on their understanding of three word phrases whilst working on their use of two key words in their own talking. It is less common for individual to have a higher level of expressive language than their understanding. You need to understand the language (concepts, ICW, verbs etc) before you are able to use it.

Level	Examples	Strategies
0 ICW	<p>The child has something, an adult gestures to ‘come here’ or points to the item and says ‘Give me that’</p> <p>Only dolly available on the table and adult says ‘Give me dolly’ or ‘Show me dolly’</p>	
1 ICW This is where there is only one word in a phrase or short sentence which the child has to understand to follow an instruction.	<p>“Pass me the <u>scissors</u>”</p> <p>“Where’s the <u>book</u>?”</p> <p>“Where’s your <u>nose</u>?”</p>	<p>choice of scissors, pencils and paper</p> <p>choice of book, key and monkey</p> <p>choice of other body parts</p>

<p>If there is a choice of dolly and a brush, then saying 'Brush dolly's hair' contains no key words because there are no alternative choices and 'brush' is the natural thing to do.</p>		
<p>2 ICW This is where there are two words in a sentence that have to be understood for the child to follow the instruction accurately.</p>	<p>'Put <u>teddy</u> on the <u>chair</u>'</p> <p>'Wash <u>teddy's</u> <u>ears</u>'</p>	<p>choice of teddy <i>or</i> dolly and chair <i>or</i> table</p> <p>choice of teddy <i>or</i> dolly and a range of body parts (ear, feet, face, nose etc)</p>
<p>3 ICW At a three key word level you can start to introduce concepts such as 'under' and 'big/little'.</p>	<p>'Put <u>big</u> <u>cat</u> in the <u>car</u>'</p> <p>'Give <u>Lucy</u> the <u>small</u> <u>crayon</u>'</p>	<p>Choice of big cat, a small cat, a big dog and a small dog, a car and a boat</p> <p>choice of Lucy or Kate, a small and big crayon and a small and big felt tip</p>
<p>4 ICW At a four key word level you can introduce colours and more complex position words such as 'behind' and 'next to'.</p>	<p>'Give <u>Alice</u> the <u>big</u> <u>red</u> brick'</p> <p>'Put <u>Sponge Bob</u> in the <u>box</u> and <u>Barbie</u> in the <u>house</u>'</p> <p>'Put the <u>car</u> <u>behind</u> the <u>big</u> <u>tree</u>'</p>	<p>choice of Alice or Matthew, and red/blue/yellow bricks and cars which are big and small</p> <p>choice of Sponge Bob/Barbie/cow/Bagpuss and box/house/basket</p> <p>choice of car/lorry, big/small tree, big/small house and different options for position (e.g. behind/next to/on).</p>

Concepts

The understanding and use of concept, like many elements of language follows a hierarchy. This needs to be taken into consideration when giving instruction/commenting is the individual is expected to respond.

Questions

Understanding and asking questions is an important communication skill. Asking pupils questions is a useful tool to assess their understanding of the teaching they have received.

It also allows them to demonstrate a wider understanding and interest in the world around them.

Selecting the appropriate question level will provide the pupils with the opportunity to respond appropriately. It is essential the level of questioning and application of information carrying words are utilised together.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> - Find one like this. - What's this? - What colour is this? - What did the ... say? - What can you see? - Show me the... - Is it X or Y? - Who is this? 	<ul style="list-style-type: none"> - Find one that is... can... - What's happening? - Who is... ? - When did... ? - Where's the... ? - Finish this sentence... - What is this for? - Tell me about this thing? - What does it do? - Find one that is X and Y. - How are these different? - What else is a X? (category) - What else could they... ? 	<ul style="list-style-type: none"> - What will happen next? - What is ... going to say? - How did he... ? - How else could he do it? - How are these the same? - What's your favourite... ? - Tell me one that's not... - What is a... ? - Which one is... ? - How did he feel? - What have they done so far? 	<ul style="list-style-type: none"> - What will happen if he... ? - Why did you pick that one? - How did that happen? - What could he do? - What would you do if... ? - Why is it made of that? - How can we tell? - Why can't he... ? - Why do you like that one? - If you were X, what would you say/do?

(Taken from Marion Blank - levels of questioning)

Literacy

Teachers at Bardwell School may begin teaching Literacy once they are happy that the prerequisite skills from our Fundamental Skills curriculum are in place. These will include Visual Perception, Auditory Discrimination and Temporal Sequencing skills to name just a few. As a means of supporting their judgement, teachers may decide to conduct our 'Readiness for Reading and Writing' assessment. This assessment pulls together the strands of our Fundamental Skills curriculum that are essential to being a successful reader or writer, in order to plot a course for that pupil's learning.

Alongside their development of communication skills pupils will develop their literacy skills, often through similar means. For example, a pupil who has developed 2D Representation Skills at a symbol-based level will similarly develop their writing

skills using symbols. Throughout their school career, pupils for whom writing is a possibility will be taught that writing can be used for different purposes (e.g. poetry, prose, shopping lists, newspaper articles, e-mails etc.) and they will be given the opportunity to use their writing skills in other curriculum areas. Some of our pupils may only be able to rote-learn the writing of their name, but this in itself is valuable as it allows them to stake ownership of their work.

Currently teachers adopt a wide range of strategies when planning learning. These include using Letters and Sounds for teaching phonics, sight vocabulary (including social sight vocabulary) as well as Teaching Reading Using Games (TRUGs). To take social sight words as one example, there is an enormous array of social sight words and since they are particular to the individual, they are chosen bearing in mind what learners need to read in their daily lives. It is important that these words are given to learners in contextualised situations and not simply given out as lists of words to learn. With the availability of digital cameras and cameras as part of mobile phones, taking photos of a selection of sight words and customising them into activities for specific learners is now possible. Learners can also be encouraged to take photos of words and signs that they would like to work with. As with all strategies and approaches that we use to teach, the onus is always on the teacher to cherry-pick those that will best serve the needs of their pupils. For example, there may be value for some children to learn those sounds which are used most often rather than those which are developmentally easiest.

As a school we have a wide range of texts designed to be both developmentally appropriate and age appropriate for our pupils. Teachers use these both within whole class lessons and for individual pupils to develop their reading skills. Elsewhere, teachers may choose to use texts that are age appropriate, and work to modify their content to enable their pupils to access them. This is likely to be a challenge faced consistently by teachers in the secondary school whom will seek to marry their pupils' reading abilities with motivating texts. For example, a class in the secondary school has previously studied George Orwell's 'Animal Farm'. The teacher here recognised that the themes in Orwell's tale were relevant to their pupils, and so worked to create a simplified version that would be accessible to each pupil in the class based on their current reading level, ranging from 3-part symbol sentences to short written paragraphs.

As with other areas of teaching and learning across Bardwell School, teachers must deliver developmentally appropriate literacy learning through vehicles which are motivating and inspiring to their pupils.

Mathematics

Our priority aims for pupils in this subject are:

- To be able to count and understand number and value
- To be able to use money
- To understand the passing of time
- To be able to measure quantities
- To develop problem solving skills

Underpinning all learning in Mathematics is the development functional skills and the application of these in the community. As part of this problem solving is a feature in lessons when learning across all strands of mathematics and across other subject. We recognise that mathematics skills are fundamental to maximising our pupils' independence.

Repetition of skills is crucial during pupils' early development, as they progress through the school the context, from 14 to 19 years old students' work in a range of setting to ensure their skills are transferrable.

Learning in mathematics is split into four strands;

Numbers and their value

Money

Time

Calculations

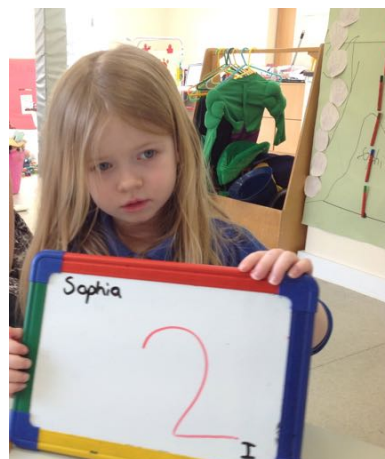
Space, Shape and Measure.

*Learning in **Numbers and their Value** provides the underpinning for learning across other strands and we see more learning in this area in the early part of the school.*

Pupils will require focused lessons and one to one time to develop early number knowledge. Combining these with role-play and real life situations are the most effective way of applying their skills.

Numbers and their Value

Teaching number can be challenging as we start to count lots of objects with varying characteristics but give them all the same number names. It can also be confusing when one object, for example a cake, can become several objects when it is cut up; or when we count five identical objects calling the first one, 'one' and the fifth one 'five', yet all are identical single objects to which we give different number names. It is the understanding of these basic concepts that must be carefully taught if numeracy skills are to be meaningful to our pupils.



Through this strand pupils learn :

- The order of numbers
- The recognition of numbers
- The value of numbers

It is also at this stage that the language used around number and mathematics begins to have some meaning for our pupils. Our 'Math's Vocabulary List' ensure consistency of this across the school in terms of spoken, symbol and sign language.

Learning Money and Time skills can contribute and support the development of



Number skills, indeed some of our older students can apply a higher level of maths skills when working with money, however it is the skills and knowledge of number and their Value that provide solid foundation for all future learning in Mathematics. Teachers must satisfy themselves that these concept are fully understood before building artificial knowledge across other strands.

Money

Pupils will start by becoming familiar with coins and notes, learning how to make specific amounts by using appropriate mixtures of them. This will obviously require the pre- requisite skills of shape/size recognition.

Learning in Money progresses through the following :

- To be able to match and identify coins and notes
- To be able to name the coins and notes
- To understand the relative value of coins and notes

Along with developing the relevant calculations skills pupils will learn to:

- To count a given amount of money
- To make an amount of money
- To be able to make up the same value using different denominations and understand their equivalence.
- To calculate the difference between two values and to be able to calculate change.

In all stages that require calculation pupils will usually develop the skill using round numbers (i.e. £s) before developing the skills with more complex amounts (i.e. multiples of 10p, then 1p).

Time

Although we recognise that many of our pupils will develop the labels and names associated with time before the concept and sequence of time, it is the latter that will ensure pupils have the skills to maximise their independence.

Learning time skills starts with concepts at Bardwell School. The first two terms pupils learn are 'now' and 'next'. This knowledge enables pupils to make sense of the school day and beyond understanding what is happening and what will happen next. Consistency in use of our school timetable is crucial in this. Every class works through the timetable at the start of the day and revisits it throughout the day.

Pupils then progress to other concepts associated with the passing of time morning, afternoon and night and the days of the week, leading to the months of the year and seasons.

When the above concepts have been developed, along with prerequisite number knowledge pupils will learn to read time on both analogue and digital clocks. Every child learns differently, so the following progression is used as a guide.

Telling the time
o'clock,
half hour intervals
15 minutes intervals
5 minute intervals
1 minute intervals

When they start to use language associated with time (hour, minutes, seconds) pupils will develop the knowledge of how long these unit are.

Alongside developing the skills to read time pupils who have the necessary calculation skills will learn to calculate the difference between two times and to answer questions such as 'how long is it until?'

Learning in time culminates in using this knowledge to manage their own day (for example being given independence to complete a task and return to the class, or meeting with the class by a given time at a specified location), using timetables, planning days and events and predicting what time things happen.

Calculations

It is crucial that as they develop calculation skills and process pupils understand the concepts underlying these. It is for this reason that a crucial development of calculation skills at Bardwell is the organisation of all resources to complete given sums.

A second key principle is the ability to check ones work. Therefore pupils will learn to self-assess using previously learnt strategies. It is the ability to do this that will enable independence within the community.

Developing calculation skills starts with understanding the terms 'adding' and 'take-away', this may be supported by symbols where appropriate, but the ability to read a number sentence ($2+2=_$) adds a layer of complexity and is a stage beyond

responding to a given sum supported with verbal explanation.

Personal, Social and Health Education (PSHE)

Our priority aims for pupils in this subject are:

- To develop personal care skills
- To know how to keep safe
- To be able to complete daily tasks with a higher degree of autonomy and increased independence
- To understand how to behave appropriately and why this is important
- To develop social skills
- To know what healthy eating is and why this is important
- To understand sex and relationships

Personal Care Skills

Pupils will develop their understanding of why personal care is important from hygiene and health perspectives and recognise the impact it can have on their social opportunities. The learning is theory and skills based, and will lead to students feeling confident in understanding why and when something should be done and how to do it.



Personal care covers the following aspects:

Personal Hygiene

Pupils will learn:

- Why it is important to maintain good oral hygiene
- The skills necessary to maintain good oral hygiene
- Why it is important to keep their bodies clean (hand washing, bathing and showering)
- The skills necessary to keep their bodies clean (hand washing, bathing and showering)
- Which toiletries they should use and how to use them appropriately and safely
- Why it is important to keep their skin clean (Face)
- The skills necessary to keep their skin clean (Face)
- Developing independence when using the toilet
- Why it is important to maintain good feminine hygiene
- The skills necessary to maintain good feminine hygiene
- How to look after and style their hair
- The skills necessary to shave their bodies (face and legs)
- Why it is important to maintain clean and neat nails
- The skills necessary to maintain clean and neat nails

Dressing

Pupils will learn:

- How to put their clothes on in the correct order
- How to put their clothes on the right way around

- How to select appropriate clothing for the situation and season
- Why it is important to wash and look after their clothes
- The skills necessary to wash and look after their clothes
- Why it is important to clean and look after their eyewear
- The skills necessary to clean and look after their eyewear – including wearing it appropriately

Personal health

Pupils will learn:

- About the importance of exercise and why we do it
- How we can incorporate exercise into our lifestyle/day to day routine
- How and when to make a doctor or nurse appointment or phone an ambulance
- To play an increasing role in the management of their medication

Safety at home

Pupils will learn how to keep themselves safe in the home, alongside developing skills to maximise their independence. There are two main methods we use to develop this awareness:

- structured role-play activities where pupils are challenged to identify and make safe risk, and then
- the real identification and management of risks whilst completing activities.

Kitchen Safety

Pupils will learn:

- To be aware of the risks of sharp utensils and how to handle them safely
- The importance of time management when cooking
- The risk of scalding from hot taps and boiling water and how to manage this
- The risk of water and electricity being in close vicinity to each other and how to manage this
- The risk of hot appliances and how to act safely around them
- The risks of fire from kitchen activity and how to avoid this risk by not leaving cooking unattended
- The key features of food hygiene:
 - o The importance of checking 'use by' and 'best before' dates
 - o The risk of cross contamination and strategies to reduce the risk
 - o Risks of food poisoning due to insufficient cooling or cooking of food
- Strategies to cook food safely, including:
 - o How to drain water safely (i.e. using a wire baskets as oppose to draining a heavy saucepan)
 - o The importance of using oven controls safely, including turning them off when finished
 - o The safe and appropriate use of oven gloves

Electrical Safety

Pupils will learn:

- To be able to identify items that use electricity in the home
- To know the difference between battery and mains operated items
- To be able to explain and/or identify electrical risks in the home
- To know how to use electricity safely

Fire Safety

Pupils will learn:

- To identify potential hazards that can cause a fire
- To be able to reduce or avoid risks and to be safe
- To know when to call for help, including dialing 999 and how to conduct the conversation

Safety when out and about

Pupils will develop their understanding of social norms and focus on identifying risk when out and about. They will develop strategies for managing the risks and feel confident in carrying them out. 'Real life' and sabotage situations play an important role in assessing the extent to which pupils are able to generalize and apply their learning outside of the classroom.



Safety when out and about covers the following aspects:

Demonstrating appropriate behaviour for a public setting and identifying risk

Pupils will learn:

- To moderate their behaviour in accordance with the social etiquette related to shops, libraries, cinema, churches, public areas (high street/shopping centre), public toilets etc. This will include understanding the social norms for various public environments: appropriate conduct/language use; words, tone and volume
- Where to put their litter when out and about
- Why it is important that we do not litter (environmental consequences)
- What foods should be avoided when out and about; food in the bin, on the floor, from bushes etc?

Strangers and safe adults

Pupils will learn:

- How to make good judgments in response to the actions of other children and adolescents (Links to drugs/alcohol and breaking the law)

- How to interact with members of the public in an appropriate way in various settings (Links to above and to relationships and public-private).
- Which language is appropriate to use when out and about; words, tone and volume
- About the type of language other people should use when talking to them (words, tone and volume)
- What to do if others are talking to them in an inappropriate way
- How to identify potentially dangerous/risky situations (body language, tone of others, facial expressions of others, loitering, dark alley)
- The skills necessary to keep their valuables and themselves safe – lending money, phone etc
- To identify 'safe' members of the public (police, paramedics, doctors, fire people)
- When they should engage with, or seek out, these 'safe' members of the public (specific situations)

Alcohol and Drugs

Pupils will learn:

- Which drugs are legal (Cigarettes/E-Cigarettes, prescription medication, caffeine) and which are illegal.
- About the physiological effect legal and illegal drugs have on our bodies (beneficial and harmful)
- How drugs and alcohol can be used appropriately and inappropriately – Medication because you need it (benefits of drugs). Alcohol/caffeine in moderation?

Getting lost

Pupils will learn:

- What do you do?
- When do you ask for help?
- Who do you ask for help?
- How do you ask for help?
- Where do you go?

Independent Living Skills

Enabling our pupils to increase their autonomy when completing tasks and in turn maximising their independence will open up a range of opportunities and experiences and support them in realising their potential. It is a fundamental part of being a valued and respected member of the community. One aspect of this area is developing the ability to self-advocate.

Being able to make choices is a crucial part of developing independence.

We focus on six areas of learning when explicitly developing independence:

- Making basic choices (understanding and expressing likes and dislikes)
- Personal Care and Hygiene
- Looking after a home (domestic tasks)
- Accessing community resources
- Self-advocacy
- Independent travel

To understand how to behave appropriately and know why this is important.

There are many 'norms' that we conform to within society. It is important to enable our pupils to develop these 'norms' and understand why they are deemed desirable behaviour.

Through work within this area we aim to give children more ownership of their behaviour and enable them to make informed choices.

Good behaviour is modeled, recognised and praised throughout the school week. This ensures an environment where appropriate behaviour is valued. Within lessons work will focus on feelings and emotions and explore how experience shape our feelings and emotions. For our pupils this starts by understanding their emotions in response to their own behaviour and the behaviour of others. This also progresses to understanding the emotions of people they know in response to their experiences and finally in our upper school and sixth form an understanding of behaviours more globally that impact on others.

Within our primary school strategies used to develop this understanding will typically be through visual aids, stories and role-play. In the middle and upper schools, where appropriate this may progress onto greater personal reflections of how our actions affect others and vice versa.

Some pupils have Individual Support Plans. These focus both on the management and responses to behaviours, plus the development of appropriate behaviours.

Play Skills

Students will develop their play skills. This will enable them to interact with their peers in a positive way and therefore enhance their experience of school and prepare them for social situations in society. Play is a skill that has to be taught both through discreet lessons and by modelling in the playground and in classroom situations.



Whilst pupils continuously develop social skills throughout the curriculum, through PSHE we provide focused activities to look at key skills. In the lower school we focus on the development of play skills.

Exploratory Play

Pupils need to be provided with a rich sensory experience and with encouragement and support be able to fully explore the objects or toys available.

Pupils will learn:

- To explore and manipulate unfamiliar objects, materials or toys.
- To have an interest in their environment.
- To share the experience with an adult.

Solitary Play

By providing rich play experiences either through small world play, construction or exciting role play adults will be facilitating a successful play environment. The adults' role in this situation is to sit with the child and model play; eg. building towers and encouraging pupils to knock them down.

Pupils will learn:

- How to play with a variety of toys and in different scenarios.
- How to continue a previous game and then to extend it.
- The vocabulary related to each game.



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Collaborative Play

It is important to provide as many opportunities as possible for pupils to interact with each other. The adults' role in these situation is to guide, support and extend their play for example: setting up a car wash and encouraging the pupils to take turns washing the vehicles or being the customers.

Pupils will learn:

- How to positively interact and negotiate with each other.
- The skills necessary to play effectively with their peers.
- How to take turns.
- The vocabulary related to collaborative play.
- How to follow established rules and how to develop their own.

Whilst it may be appropriate for pupils in the middle and upper school to continue to develop social skills through play, we also look to expand the social opportunities they will have, including leisure options.

To know what healthy eating is and why it is important

Healthy eating is a vital component of a healthy lifestyle.

Pupils will learn:

- To try a variety of new foods and be able to indicate their likes or dislikes.
- How to make healthy choices.
- Why it is important to keep healthy and eat a healthy diet.
- How to categorise food into the different food groups.
- What is a healthy diet and how to create a balanced plate.
- How to make simple healthy dishes independently.

Understanding Emotions

Pupils will develop their understanding of their own emotions and through this a self awareness that will lead to them being able to regulate their own behaviour. They will learn to read facial expressions and the emotions of people around them, thus making interactions more positive and less confusing.

Pupils will learn:

- To recognise when they are happy or sad and be able to give reasons why they feel this way.
- To recognise more complex emotions like anger, fear or excitement and be able to give reasons why.
- To understand the impact that their emotions have on the people around them.
- To recognise facial expressions and what they mean, initially happy or sad and then moving onto more complex expressions.
- To understand how to react to someone who is displaying the different facial expressions that they have identified.

To understand Sex and Relationships

Education within this area is a fundamental aspect of our work to Safeguard our pupils and support their moral, social, physical and emotional development. It is important our pupils become aware of themselves and how to care for themselves and their body. To maximise their independence and ability to be safe in their environment and relate to others.

When developing knowledge in this area we encourage open discussions and recognise for many of our pupils discussions within school may be their only form of focus in this area.

Within this area we focus on:

The body:

- To know the differences between female and male.
- To understand public and private body parts and how we grow and change.
- To understand emotional changes.

Public and Private:

- To know what is a public and a private space or room
- To understand public and private behaviours
- To know how to keep themselves safe

Relationships:

Pupils will learn:

- To understand about different types of relationships we have and relate these to our feelings.
- To know the importance of others feelings within a relationship and how to respect these
- To build on a sense of belonging within family and friendship communities
- To know what a safe relationship is and to be able to identify traits of an unsafe relationship or bullying/controlling type behaviours
- To know who to talk to if they are concerned about their safety

Sex Education

Where babies come from: To understand the biological process from conception to birth.

To know what sex is: This area includes learning about the physical aspects of relationship.

To know what safe sex is: Covering various types of contraception.

To understand choices and the right to say 'no' and the importance of respecting the choices of others

To know where to get advice from, including the family planning service,

support services and GPs

To understand the importance of personal hygiene: The need to be more aware of the need for cleanliness as their bodies change.

World of Work

Students will be exposed to the concept of work from an early age at Bardwell. Initial emphasis will be on the types of work people do. Moving on, pupils will be encouraged to think about their own skills and interests in relation to work and the type of job they would like to do when they are older. Lessons within the World of Work area of the curriculum can incorporate and tie together many aspects of the PSHE syllabus. The emphasis on work from an early stage is designed to focus and prepare students for their work placements in KS4/The Lodge (post 16) and maximise their employability.

World of work covers the following aspects:

Pupils will:

- Learn which people help us in society (fire, ambulance, doctor, nurse etc) and how they help us
- Learn about the various jobs that people do – parents, people we know, people in the community (shops, public services etc.)
- Learn what duties are involved when doing certain jobs
- Learn what their own strengths and interests are in relation to the work place
- Take on jobs in the classroom – chores, chore lists, work skill based lessons
- Take part in school enterprise/fundraising days and events
- Visit places of work
- Gain experience in work (Class 5 and 6)
- Complete work placements (The Lodge)

Employability Skills

Employability skills are taught in conjunction with 'world of work'. Particular focus is placed on teaching the specific skills that are likely to make an individual more employable.

Pupils will learn:

- What appropriate dress and appearance for the work place look like
- The skills necessary to ensure they are able to independently get themselves ready for work
- Learning tasks step by step - jobs broken down and segmented into incremental steps in order to teach the task. Progressing from supported to independent and competent.
- Why punctuality is important – linked to independent travel and break times
- How to ensure they stay punctual and keep good time
- Why it is important to conduct themselves professionally – positive, friendly,

enthusiastic

- To conduct themselves in a professional manner – using role play and situations to aid this
- Why it is important to develop good work relationships
- The interpersonal skills necessary to develop good work relationships
- Why it is important to have a strong work ethic – can do attitude
- To develop a strong work ethic and how to demonstrate that they have this when they are in the world of work
- How to work well as part of a team and why this is essential
- About leadership skills and why they are important
- To develop individual leadership skills by taking on leader responsibilities in various school contexts
- Why flexibility and resilience are useful traits in the world of work
- How to be flexible and resilient via role play, 'real life' situations and sabotage situations

Interview Process

- The skills necessary to complete a work application; form filling, job hunting
- The skills relevant to having an interview – typical interview questions, practice interviews

Pupils will learn these employability skills and where possible put them into real life application by completing an application and interview process for all work experience opportunities in The Lodge.

Science

Our priority aims for pupils in this subject are:

- To understand the natural world
- To develop pupils understanding of themselves and others
- To develop an understanding of the physical world, linking to life skills where appropriate

Science is best learnt when it is hands on and practical and delivered to encourage an inquisitive mind. Science lessons based on real life experiences provide a framework through which to understand the world around us. This approach enables students to make connections between their real life experiences and what they learn in the classroom, and to realise how they can influence the world in which we live. Scientific enquiry skills are taught through a broad range of topic which can also be transferred to other areas of learning.

Functional Science

Functional Science is the skills taught through science. This will underpin the learning of a topic.

Skill	Example
Raising Questions	To have the opportunity to explore resources and raise questions e.g. in circuit building, to have the time to become familiar with the resource, learn how things work, how they link together and to answers their own questions.
Predicting	Using what you already know to identify what might happen in your experiment. e.g. What will happen next? How will it change?
Method	Planning what you are going to do to answer a question. e.g. What will you do? What order will you do it in? What equipment do you need?
Fair Test	Identifying and planning a fair test involves making sure all conditions are the same, except the one we are testing. e.g. Is it a fair test? How can we make it a fair test?
Recording Data ICT and maths curriculum links	To understand what information we are going to record. Skills include <ul style="list-style-type: none"> • Observing • Measuring • Weighing • Timing Recording can be done through a variety of methods including ICT e.g. videoing.
Concluding, Evaluating and Presenting	Looking at the results and using knowledge from previous experiences to explain what has happened. Sharing your results in an appropriate format. e.g. Why did that happen? What would you do differently next time? What worked well?

The Natural World Around Us

The Natural World Around Us is divided into 3 strands; Animals, Plants and Materials. This is then broken down further to show ideas progression and coverage.

Animals	<u>Minibeasts</u> <ul style="list-style-type: none"> What are minibeasts? Types of minibeasts <u>Land / Water animals</u> <ul style="list-style-type: none"> Habitats and where animals live Categorization Environments Camouflage <u>Living and Non-Living</u> <ul style="list-style-type: none"> Things we need to live The environment and how this can effect things Pollution Fossils and Dinosaurs Classification of animals and the difference between mammals and reptiles <u>Life cycle / food chains</u> <ul style="list-style-type: none"> Circle of life Importance of food chains Questioning: what would happen if something ran out Extinction <u>How are they suited to habitats?</u> <ul style="list-style-type: none"> The importance of protecting animals and where they live Why are habitats better suited to some than others? Building habitats <u>Micro-organisms</u> <ul style="list-style-type: none"> Bacteria, fungi, mould, being safe, viruses,
Plants	<u>What is a plant?</u> <ul style="list-style-type: none"> Naming parts of a plant starting with the basics – ‘leaf’, ‘stem’, ‘flower’, ‘root’. <u>Their needs</u> <ul style="list-style-type: none"> What conditions plants need to grow in, what happens if this is not met? Each plant is different and has different needs just like us. Classification <u>Life cycles</u> <ul style="list-style-type: none"> Compost, degradable plants, pollination, stages of growth – they start as a seed
Materials	<u>Man-made & Natural</u> <ul style="list-style-type: none"> Grouping and classification Using senses to develop understanding: sight, hearing, touch, smell, taste (as appropriate) <u>Sorting materials</u> <ul style="list-style-type: none"> Similarities and differences between materials Sorting by texture, appearance, transparency, whether or not they

	<p>are magnetic</p> <ul style="list-style-type: none"> • Common materials: metal, plastic, wood, paper, rock • Some are natural, some are man-made <p><u>Suitability</u></p> <ul style="list-style-type: none"> • Which material is best for certain situations and why? E.g. Waterproof materials are better for rain coats. <p><u>Changes in State</u></p> <ul style="list-style-type: none"> • Separating solid particles by sieving • How some solids dissolve in water, e.g. salt and sugar, and some do not • How to separate insoluble solids from liquids by filtering • How to recover dissolved solids by evaporating the liquid from the solution • How some materials float and some sink, why? • Experiment with how some objects can be manipulated by squashing, bending, twisting and stretching. Some can also be changed by heating or cooling them.
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All About Me

Within All About Me we aim to develop the pupils understanding of themselves and others. This is structured as per the table below.

<u>What can I do</u> <ul style="list-style-type: none"> Look at what a baby can do and compare with a child/adult e.g. talk, walk, see, hear, read.
<u>The body</u> <ul style="list-style-type: none"> Name/match parts of the body Label parts of the body
<u>Senses</u> <ul style="list-style-type: none"> Investigate and name the 5 sense and identify their uses.
<u>Organs/Circulatory system</u> <ul style="list-style-type: none"> Name the organs in the body Complete a map of the organs Describe the digestive system in humans Know that blood circulated round their bodies and what it does Identify and name the main parts of the human circulatory system Describe the functions of the hear, blood vessels and blood Describe the ways in the which nutrients and water are transported within humans.
<u>Teeth, bones, skeleton</u> <ul style="list-style-type: none"> Recognise our bodies have bones Name some of the bones e.g. skull, spine, rib... Map some of the bones Recognise different joints (ball and socket) Identify humans have skeletons and muscles for support, protection and movement Recognise where some key muscles are (triceps, biceps) Identify the types of teeth and their functions (incisors, canine) Look at tooth decay and how to look after their teeth
<u>What do I need to live?</u> <ul style="list-style-type: none"> Find out about the basic needs for survival – water, food, air
<u>Growth</u> <ul style="list-style-type: none"> Sequence the life of a human (baby- adult) Understand humans have children which grow into adults. Describe the changes as humans develop to old age.

The Physical World Around Us

The main aim of The Physical World Around Us is that students develop an understanding of the physical world around them that also incorporates life skills that will benefit them in the future. This aspect is therefore split into the four following areas:

Electricity

- Identify common everyday appliances that run on electricity
- Categorise everyday appliances that run by battery and mains electricity
- Construct a simple electrical circuit that includes cells, wires, bulbs, switches and buzzers
- Identify and name the basic parts of a circuit, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple circuit, for example, recognising that a complete circuit is needed for electrical devices to work.
- Identify that a switch opens and closes a circuit, for example predicting whether a lamp will light in a simple circuit when the switch is on or off.
- Identify what a conductors and an insulator is.
- Identify and name some common conductor, insulators and metals that are good conductors.

Forces and Motion

Forces

- Investigate how we can make familiar objects move, change direction, move at different speeds and stop.
- Compare how things move on different surfaces
- Identify that pushes and pulls are forces.
- Identify that some forces can change the shape and size of an object.
- Recognise that a force (push or pull) can speed up, slow down or change direction of an object.
- Identify that some forces pull objects together and some forces push objects apart.

Magnets

- Identify that some forces need contact between two objects, but magnetic forces can act at a distance.
- Identify that magnets attract or repel each other.
- Identify that magnets attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
- Identify a variety of magnetic materials.
- Identify that magnets have two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light and Sound

Light

- Investigate the properties of light.
- Identify that light comes from a variety of sources, including the sun.
- Identify that light is needed to see things and that dark is the absence of light.
- Identify that light can be reflected from surfaces using mirrors.
- Recognise that light from the sun can be dangerous and identify ways to protect your eyes.
- Identify that shadows are formed when the light from a light source is blocked by a solid object.
- Identify patterns in the way that the size of shadows change.

Sound

- Investigate the properties of sound.
- Understand that sound comes from a variety of sources.
- Identify a variety of different sounds that can be made with their bodies and everyday materials.
- Hear and identify sounds from a variety of different sources.
- Identify how sounds are made, associating some of them with something vibrating
- Identify that vibrations from sounds travel through a medium to the ear
- Identify patterns between the pitch of a sound and features of the object that produced it
- Identify patterns between the volume of a sound and the strength of the vibrations that produced it
- Identify that sounds get fainter as the distance from the sound source increases.

The Earth and Beyond

Seasons

- Identify changes across the four seasons: autumn, winter, summer and spring
- Identify and describe weather associated with the seasons
- Identify how day length varies during each of the seasons.

The Earth and Space

- Investigate properties of the Earth.
- Understand that the Sun, Earth and Moon are spherical bodies
- Describe the movement of the Earth in relation to the Moon and the Sun, for example that the Earth orbits the Sun once per year and that the Moon takes approximately a month to orbit the Earth.
- Explain that day and night are related to the spin of the Earth on its own axis.
- Describe the movement of the Earth, and other planets, in relation to the Sun in the solar system.

Rocks

- Identify characteristics of rocks.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Identify and describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Identify that soils are made from rocks and other organic matter.

Physical Education

Our priority aims for pupils in this subject are:

- To develop physical awareness, coordination and skills for everyday life.
- To master the ABC of sport – agility, balance and coordination
- To have confidence and enjoyment when applying physical skills for a range of sports, including competitive sports
- To be able to work as a team
- To understand that sport and exercise are important aspects for a healthy life.
- To have water confidence and be able to swim

Principles of delivery and coverage

When planning learning in PE teachers start by considering which of the **ABCs** can be developed during the session, in most lessons all will be focused on at some point and is detailed on all PE lesson plan.

Pupils will learn PE at least twice a week, once in a PE session and once in a weekly swimming session. Across the school year all pupils develop skills in the context of **GAMES, GYMNASTICS AND ATHLETICS**.

A number of pupils at Bardwell School develop basic functional motor skills during their time at school. Advice from physiotherapists and occupational therapist support planning in these areas. A brief outline of such develops are detailed at the end of this section of the curriculum.

GAMES

Skill acquisition is an important part of any game and can be developed individually, in pairs or through team games, both competitive and noncompetitive in nature. These skills, which can be taught with and without equipment, include :

Sending - throwing, rolling, bouncing, kicking, striking, and batting to an individual or target area

Receiving - catching and trapping

Travelling - dribbling, bouncing, carrying with changing speed and directions

Awareness of space and other people - running, dodging, chasing and avoiding

There are four types of games that would be taught:

- Invasive Games (i.e. football, rugby, hockey, basketball, netball)
- Striking and Fielding Games (i.e. cricket, rounders, baseball)
- Net or Wall Games (i.e. tennis, volleyball, badminton)
- Target Games (i.e. skittles, golf, curling).

We aim to give pupils an understanding of the game rules, scoring, correct use of equipment and knowledge of specific vocabulary. Where appropriate visits might be arranged to watch some games being played professionally. Fostering the correct

attitude is as important as developing skills and knowledge, therefore, cooperation, fair-play and team spirit are always encouraged.

GYMNASTIC ACTIVITIES

When pupils are taught gymnastic activities they will learn different ways of performing the basic actions of :

- travelling
- turning
- rolling
- jumping
- balancing
- swinging
- climbing

These activities can be taught both on the floor and using apparatus. As pupils learn these skills they will also learn to link a series of actions and how to repeat them. While developing these skills pupils will also be taught to make different body shapes, to develop an awareness of the space around them and how they move within it, and to work at different heights. Pupils will work individually and collaboratively in pairs or small groups. Older pupils will also be taught to emphasise changes of shape, speed and direction.

Through participation in these activities pupils will develop their gross motor co-ordination and versatility, and learn to improve the control they have over their bodies. Pupils will be encouraged to think about the importance of presentation in their work.

ATHLETIC ACTIVITIES

When participating in athletic activities pupils will learn to develop basic techniques in running, throwing and jumping using a variety of equipment. In these activities the emphasis will be on accuracy, speed, height, length and distance.

Pupils will be encouraged to measure and improve their own performance to facilitate the fulfilment of their own individual potential.

Activities might include running in relays and over short distances, throwing using different techniques, target practice, throwing soft javelins, vertical jumps and standing long jumps.

SWIMMING

All our pupils take part in swimming lessons on a weekly basis in the school's hydrotherapy pool. We believe that all children should have access to this area of the curriculum, which is structured in a developmental order from basic water confidence through to advanced swimming skills. Each pupil can therefore participate according to their individual level of ability.

A consistent whole school approach to the teaching of swimming ensures that the fundamental aspect of water confidence is continually reinforced and pupils' skills are built upon effectively as they progress through the school. Certificates are used to foster our pupils' sense of achievement.

The teaching of swimming is broken down into the following components :

- 1 Different entries
- 2 Pool confidence
- 3 Early swimming activities
- 4 Basic stroke work
- 5 Advanced stroke work
- 6 Submerging
- 7 Survival skills

Basic Functional Motor Skills

For some pupils it is essential to teach **Basic Functional Motor Skills** in order for them to learn and acquire movement skills which in other children may be taken for granted. Very often, this specific teaching requires additional equipment which the children can use to help establish a stable base. Consistent language used repetitively is a necessary part of this teaching. This helps the pupil to internalise the sequence of actions necessary for a particular movement.

The **Basic Functional Motor Skills** taught might include :

- fixing
- lying
- lying to sitting
- sitting
- sitting to standing
- standing

These skills are taught functionally in meaningful situations throughout the school day, as oppose to within PE sessions.

Information and Communication Technology

Our priority aims for pupils in this subject are:

- To be able to communicate intentionally using low and high tech AAC devices where appropriate.
- To be able to develop fine motor skills.
- To develop independent skills when using ICT devices.
- To understand internet safety.
- To understand how to use electrical equipment safely.

The ICT Bardwell curriculum develops both skills and knowledge enabling pupils to develop an understanding of the principles of using ICT devices. ICT builds an understanding of how computers work and how they can be used in pupils' lives enabling them to maximise their independence skills. Pupils have access to PC's, iPads and other AAC devices which provide opportunities to use ICT within the class across a range of subjects this can be observed in various forms:

Use of ICT by teaching staff

Computers and ICT devices are used by staff to facilitate discussions and further develop thinking skills, this includes the use of online learning zones such as:

- BBC Learning Zone
- Espresso Learning Platform
- Powerpoint presentations

ICT skills

ICT is seen to be used discreetly across the school in all areas of learning. It is also seen to be taught in focused ICT skills sessions across the school to develop and support the emergence of skills, knowledge and understanding when using any ICT device. These skills focus on:

- To be able to use a touch screen device (developing fine motor skills).
- To be able to move a device to manipulate something on screen.
- To be able to use a keyboard or touch screen to select letters or images.
- To be able to gather information from different sources and use ICT to communicate meaning.
- To be able to load a resource and make a choice from it.
- To be able to use ICT to explore what happens in real and imaginary situations.
- To be able to exchange information and ideas with others in a variety of ways, including emails and text messaging.
- To be able to select appropriate information sources, programs and tools for specific tasks, taking into account ease of use and suitability e.g. using an app to navigate to an area or calculate a total.

Pupil use

Cross curricular links within ICT provide an avenue whereby key skills are reinforced by using ICT devices these may include:

	Using ICT in the classroom
Communication and Literacy	Symwriter, Proloquo2go, landline phones, mobile phones, internet cameras, CD players, iPods, Interactive books, Powerpoint presentations, Espresso, cause and effect games, one-step switches, Helpkidzlearn, storymaker.
Mathematics	Ictgames, digital time, debit and credit cards, ATMs, Roamers, fitness DVDs relating to time keeping, number recognition apps.
PSHE	BBC clips, BBC learning zone, iPlayer, Ask Frank, Virtual jobs, Travel – Oyster card, visual timers for turn taking, electrical items and their uses,
Science	BBC clips, youtube videos, Pinterest, TES
P.E	CD player, iPads to record and celebrate success, BBC Academy
ICT	Computer skills, accessing computers and electronic devices (turning on/off), photos, filming, making DVDs, PowerPoint, using the Internet, Apps store
Creative (Art, Drama, Music)	Watching/listening to songs, eye-gaze for drawing, TACPAC,
Humanities (Geography, History)	BBC clips, youtube videos, Pinterest, music and videos (people around the world), google maps, research,
R.E	BBC clips, youtube videos, Pinterest, Espresso, cbeebies,
Foreign Languages	BBC learning zone, Poisson Rouge, Take Ten, 'I translate' apps (other language apps)
Technology	'e-safety', using electrical devices safely, cookery (digital scales)
IEPs, Early Development, Lang Groups	Number recognition, letter formation, eye-gaze, sensory room (Early Development targets)

Creative and Expressive

The aim that underpins all learning in creative and expressive lessons is that our pupils develop a wide range of creative skills which they explore and use with confidence as a means of self expression.

Art

Pupils will be encouraged to create their own pieces of work both to express their feelings and to record their observations.

Art is split into 3 strands:

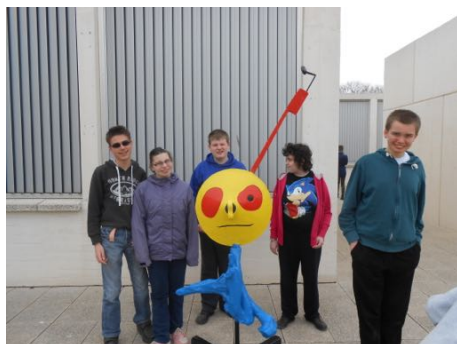
Colour, Shape and Texture

Pupils will be introduced to and given opportunities to explore the creative potential of visual and tactile elements. This will include pattern and texture in natural and made forms; colour matching and how colour is mixed from primary colours. Often this work may link to a project or lessons in other subjects.



Techniques

Pupils will develop skills to use tools to apply common techniques including; drawing, painting, printing, photography, collage and sculpture.



Artists and Cultures

Pupils will learn about the work of a range of Artists from different times and cultures. This work may inspire pupil to produce work based on the artist's style or technique.

Music



Music is a powerful, unique and accessible form of communication that can change the way pupils feel, think and act.

Musical appreciation and the development of musical skills are valued as significant contributors to the overall creative atmosphere of the school. Music offers pleasure and enjoyment; it enables pupils to work together; and finally it develops an understanding of our own and other cultures.

Sounds of Intent is firmly embedded within music sessions at Bardwell School.

Learning in music is split into three elements

Listening

Pupils will develop:

- a general enjoyment of music
- a sensitivity towards different musical moods
- choice and musical preferences
- an ability to analyse what they can hear drawing from what they already know
- an understanding of music from different times, places and cultures

Composing

Pupils will focus on:

- creating musical patterns and organise sounds and musical ideas
- compose in response to a variety of stimuli
- compose for a variety of purposes
- modify their work after personal reflection and other feedback

Performing

This will involve opportunities to learn and explore:

- rhythm and percussion
- playing simple tuned/untuned instruments
- the development of singing and simple song writing
- improvisation
- standard and non-standard notation
- how to rehearse and perform with others

Drama

It is also important pupils develop drama specific skills, this will not only enhance their acting qualities, but further support learning where drama is a method for learning in other subjects.

Drama lessons fall into one of two categories.

- Workshop Drama (focus on skills) *or*
- Performance Drama (focus on outcome)

Workshop Drama

The structure of workshop drama aims to develop specific drama skills. The pupils will be provided with opportunities to explore, rehearse and refine new and existing skills. Activities may include:

Drama games

The pupils will be provided with opportunities to engage in games aiming to develop speaking and listening skills, turn taking and to build confidence. Examples of such games include icebreakers, name games, clapping games, trust games, cooperative learning games, concentration games and memory games.

Auditory and Vocal Skill Activities

By investigating stimuli such as sound tracks, storytelling, video diaries, tongue twisters, telephone conversations, dialogues, monologues, presentation skills pupils develop auditory skills together with their ability to project, develop clear diction, alter their voices for a purpose and to comment on their own and others work.

Improvisation and role-play

Pupils will develop their understanding of characterisation through opportunities to improvise and by taking the role of familiar characters in a more structured form of role-play. By engaging in dramatic play, small group or paired improvisation and role-play, pupils will have the opportunity to rehearse and apply the skills learned in all areas of workshop drama.

Performance Drama

Performance gives a sense of meaning and purpose to pupils drama work. It provides them the opportunity to entertain and connect with their audience as well as demonstrate learning, skills and talents acquired during workshop drama sessions.

When given the chance to perform, pupils are able to share their work with their peers, other classes and their wider educational and social community. Showcasing work enhances the pupils' sense of self worth, value and independence. It also gives the wider community the opportunity to celebrate in and share achievements.

It may be appropriate for a drama lesson or series of lessons to conclude in a final performance.

Humanities

Geography

Our priority aims for pupils in this subject are:

- To inspire in pupils a curiosity and fascination about the world and its people.
- To equip pupils with knowledge about diverse places, people resources and natural and human environments.
- To understand the Earth's key physical and human processes.

History

Our priority aims for pupils in this subject are:

- To understand their own history.
- To understand one event links to another and that no event or person stands in isolation.
- To have knowledge of key influential people and event from the past to the present day.
- To develop **historical enquiry skills** and know that history can be interpreted in different ways by different people.

This includes finding ways and methods to answer questions about the past, as well as identify appropriate questions to investigate.

We refer to the National Curriculum for more specific aims within our Geography and History lessons.

Languages

Our priority aims for pupils in this subject are:

- To know that many languages are spoken throughout the World.
- To develop a basic knowledge of Spanish language, including being able to understand and respond in Spanish.
- To learn about Spanish culture, history and cuisine.
- To use new languages as a tool to develop speech and sound skills (for application in everyday language).

It is important to note that along with spoken language, a key aspect of our school environment is symbolic and sign language communication. All pupils develop an understanding of the importance to use sign along with spoken language for some of their peers. Confidence in use of symbols to access AAC devices can give pupils a voice within a foreign setting, by altering the device being used.

Due to learning priorities for our pupils, Spanish lessons are taught within Key Stages 3 and 4. A key focus is preparing for a trip to Barcelona, Spain during Year 10 and/or Year 11.

Pupils within Key Stage 2 are exposed to Spanish during whole school events, often lead by the students who are planning to go to, or have recently returned from Barcelona.



Design and Technology

Our priority aims for pupils in this subject are:

- To develop creative, technical and practical expertise to perform everyday tasks confidently.
- To be able to contribute ideas to produce a design of either a product or solution to a problem
- To be able to select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- To be able to evaluate both a range of existing products and their own ideas and products against a design criteria.

We refer to The National Curriculum for more specific aims within our Design Technology sessions.

Important note: Cooking and Nutrition is delivered through our PSHE Curriculum. This is due to the importance of our pupils developing wider principles of safety, personal care and well-being when developing cookery skills.

Religious Education (RE)

Our priority aims for pupils in this subject are:

- To understand the Principles of Faith that underpin positive aspects of our communities.
- To develop their knowledge of religions

Religious education (RE) is a crucial aspect of our pupils learning. Whilst RE is timetabled for one-hour a week, in reality elements of our RE curriculum are embedded in every day life in school through promoting our strong values and developing our pupils understanding of these values.

RE at Bardwell School is split into two strands:

- 1) Principles of faith – this includes the values that society gains from religion that underpin positive aspects of the wider community.
- 2) Knowledge of religions – include stories, festivals and ceremonies.

Principles of Faith

Principles of faith are developed in our pupils through the positive learning environment at Bardwell where all pupils are respected as individuals, valued members of the community and have the personal traits and achievements celebrated.

Time is taken during morning registration time, and often in plenaries to share experiences and achievements and celebrate in other achievements and experiences.

Our school assembly is once a week, on Friday afternoons. These whole school events promote our pupils understanding and awareness of the community they are in, the celebrating atmosphere promotes positive views of others and recognises individual and class achievements.

Knowledge of Religions

Bardwell School has pupils from many different faith backgrounds, our pupils are also members of a local community which includes people from all faiths.

When teaching knowledge we aim for our pupils to understand the burning core of faith. By looking at the heart of the religious theme to understand the basis of religion.

Key knowledge includes pupils' understanding that Jesus loved everyone, especially if they were poor or unhappy; or that Sikhs have special teachers called Gurus.

By cutting out the peripheral information, and going straight to the core, our pupils learn is central and powerful.

To ensure learning in RE is relevant for our pupils we adopt the following approach:

Connection – linking the principle of faith or knowledge or religion to a pupil's life.

Knowledge – What is the Key Knowledge we want the pupils to develop.

Senses – We include sensory experiences in all aspect of learning in RE. For some pupils the experiences will support early sensory development and awareness, for others the sensory elements will heighten the power of their learning and reflections.

Symbols – Pupils learn to identify important symbols and what they represent within a religion.

Values – What are the key values we wish pupils to understand from one aspect of a religion.



Timetable Weightings

Learning in the Primary School

Within our primary school we recognise the importance of a flexible timetable that is underpinned by our core values and aims. To achieve this teachers plan learning in relation to the following table, guiding the amount of time each subject should be taught, how often it should be taught and whether or not it should be taught across the whole year. We believe this gives class teachers the flexibility to deliver lessons at a pace to meet the individual needs within their class.

Transition from primary to secondary school is based on the knowledge that learning in our secondary school is more structured, therefore time in the primary school is aimed at achieving this and we see a gradual shift towards the senior school model.

We have 4 sessions a day, 20 sessions per week.

Subject	Sessions Per Week		
	Autumn	Spring	Summer
Communication and Literacy	3	3	3
Mathematics	3	3	3
Fundamental Skills	2	2	2
Personal, Social and Health Education	2	2	2
Science	1	1	1
Physical Development	1	1	1
Swimming	1	1	1
ICT	0	1	1
Creative – (Art, Drama, Music)	1	1	1
Humanities – History	1	0	0
Humanities – Geography	0	1	0
Religious Education	0	1	1
RE - Collective Worship	1	1	1
Foreign Languages	0	0	0
Technology	0	0	1
Inclusion	2	2	2
Multi Me / Drama	2	0	0
Total	20	20	20

Learning in The Secondary School

Learning in our Middle and Upper schools is more formal than in the Lower school. Throughout these years we focus on preparation for post-16 education and adulthood.

Transition to post-16 education is carefully considered. As students reach year 9 there is a shift from learning in the classroom, to applying skills in other contexts. This balance is made based on the class needs. We recognise it is crucial to continue to develop skills and knowledge, and equal value the importance of our students realising these in the real world.

We have 4 hours a day, 20 hours per week.

Subject	Sessions Per Week		
	Autumn	Spring	Summer
Communication and Literacy	3	3	3
Mathematics	3	3	3
Personal, Social and Health Education	3	3	3
Science	1	1	1
Physical Development	1	1	1
Swimming	1	1	1
ICT	1	0	1
Creative – (Art, Drama, Music)	1	1	1
Humanities – History	0	1	0
Humanities – Geography	0	0	1
Religious Education and Collective Worship	1	1	1
Foreign Languages	0	1	0
Technology	1	0	0
Inclusion, IEPs, Early Development, Language Groups, Priority Group Work	4	4	4
Total	20	20	20

Learning in The Sixth Form

The focus for students during their time in Sixth Form shifts from linear focussed development, to a greater focus on lateral development and the application of skills and knowledge.

Here are the four key aims of The Bardwell Curriculum;

- To learn at the optimum rate and reach their full potential
- To be able to communicate effectively
- To maximise their independence
- To develop self-esteem and confidence

These aims remain at the forefront of our minds when educating students in our sixth form.

In our sixth form, the curriculum is broken down into the following areas, **in all areas learning builds on from the relevant curriculum areas of The Bardwell Curriculum**, which should be referred to alongside this document:

Curriculum Area	Number of sessions per week (total 20)
Using and Applying – the application of all skills from across the curriculum in real life contexts. A key focus for this area is increasing the number of contexts in which skills are developed and applied.	4
Functional Literacy and Communication Skills – including reading and writing for pleasure, instructions, understand and sharing key information, verbal or augmented systems that are applied in all learning contexts.	2
Functional Mathematics – emphasis on time, money and number.	2
Work related learning - paid and unpaid options, college, work experience and enterprise.	2
Healthy life styles – creativity (as a leisure pursuit), fitness and leisure, diet and hygiene.	4
Life skills – personal safety, personal care and advocacy	4
Enterprise - projects that focus on team work, problem solving and project specific skills and a basic understanding of successful business.	2

There are expectations that :

- All students in 6th Form will have had work experience at a level appropriate for them.
- All students are able to communicate their needs effectively at all times and in all contexts.
- All students will leave 6th Form with a qualification based on OCR Life and Living.
- All students spend at least one third of their time learning and applying skills out of the classroom.

Planning and Assessing Learning

All teachers produce **5** different documents to inform teaching and learning.

Daily Plans: Every class has a daily plan, every day. These direct staff to know which pupils they are supporting throughout lessons and break-times. Daily plans also ensure medical, care and movement needs are met.

Timetables: Timetables are produced once a term and give a brief overview of what is being taught within the class. Teachers check the weightings of their timetable with the Subject Weighting section of The Bardwell Curriculum.

Where appropriate teachers also produce termly Movement timetables, detailing when pupil have physiotherapy, hydrotherapy or use positioning equipment.

Long-term Overview: Teachers produce three of these at the start of the school year to show the coverage and breadth they are planning for the year ahead. They indicate the theme, topic and over-arching objective of a sequence of lessons.

Lesson Plans: Every sequence of lessons has a lesson plan. These detail differentiated objectives and the methods, approaches of teaching the objective and indicate how the objectives will be assessed. Lesson plans also explain the structure of the lesson (i.e. Introduction, Main Activity, Plenary).

NB teachers also produce **Movement timetables** to ensure pupils complete the movement programme (including positioning) appropriately throughout the week.

The templates for the above documents follow on the next 5 pages.