

Watergate Curriculum Policy

Written by: Natalie Carroll, Deputy Headteacher

Date of Last Review: April 2025

Date of Next Review: April 2027



WATERGATE SCHOOL

'I Can, You Can, Together We Will'

Watergate Curriculum Policy Document

This policy document should be read in conjunction with other related policies, including:

- EYFS Policy
- Remote Learning Policy
- Behaviour Policy and Behaviour Principles
- Educational Visits Policy and Guidance

Aim

The aim of this policy is to give essential information relating to the bespoke curriculum created for pupils attending Watergate School.

Philosophy

We are all on a life-long learning journey.

We learn, change and develop through opportunity, experience, engagement and reflection.

As educators, our role is to enable our pupils to develop the **skills, confidence, resilience** and **motivation** to be life-long learners – enabling them to become “**the best possible me**”

Our Curriculum:

- ✓ Has the **child** at its centre
- ✓ Recognises that each pupil has a **unique learning profile**
- ✓ Is **rich, broad, ambitious** and **highly meaningful** for each pupil
- ✓ Develops the **core skills of communication & interaction, independence and thinking & problem solving** ('golden threads')
- ✓ Provides **motivating, fun, creative, enriching** learning opportunities
- ✓ Utilises **appropriate, effective and innovative tools** and approaches to enable learning

Aims of the curriculum:

For each child to be continually developing the skills to be:

- ★ **Motivated** and **confident communicators**
- ★ **Independent** in learning and living
- ★ **Self-aware** and able to **self-regulate**
- ★ An **active member of their community**
- ★ **Motivated, persistent** and **enquiring**

The six areas of the curriculum:



The 'Golden Threads' (core skills) of Communication & Interaction, Independence and Thinking & Problem Solving Skills are woven into every aspect of the curriculum through holistic learning opportunities.



Curriculum Tools provide information as to the most effective strategies and approaches we can use to deliver the curriculum

Holistic Learning

Holistic learning is about the development of the whole child.

We consider how we can bring the strands of each area of learning (the curriculum) into each lesson (or learning opportunity).

We think about how our interactions with pupils can enable holistic development; such as exploiting every opportunity for the development and use of 'Golden Threads' throughout the school day.

Topics

How do Topics fit into the curriculum?

Each curriculum area has a 'curriculum document'. The main body of the curriculum (learning intentions) is in the curriculum documents.

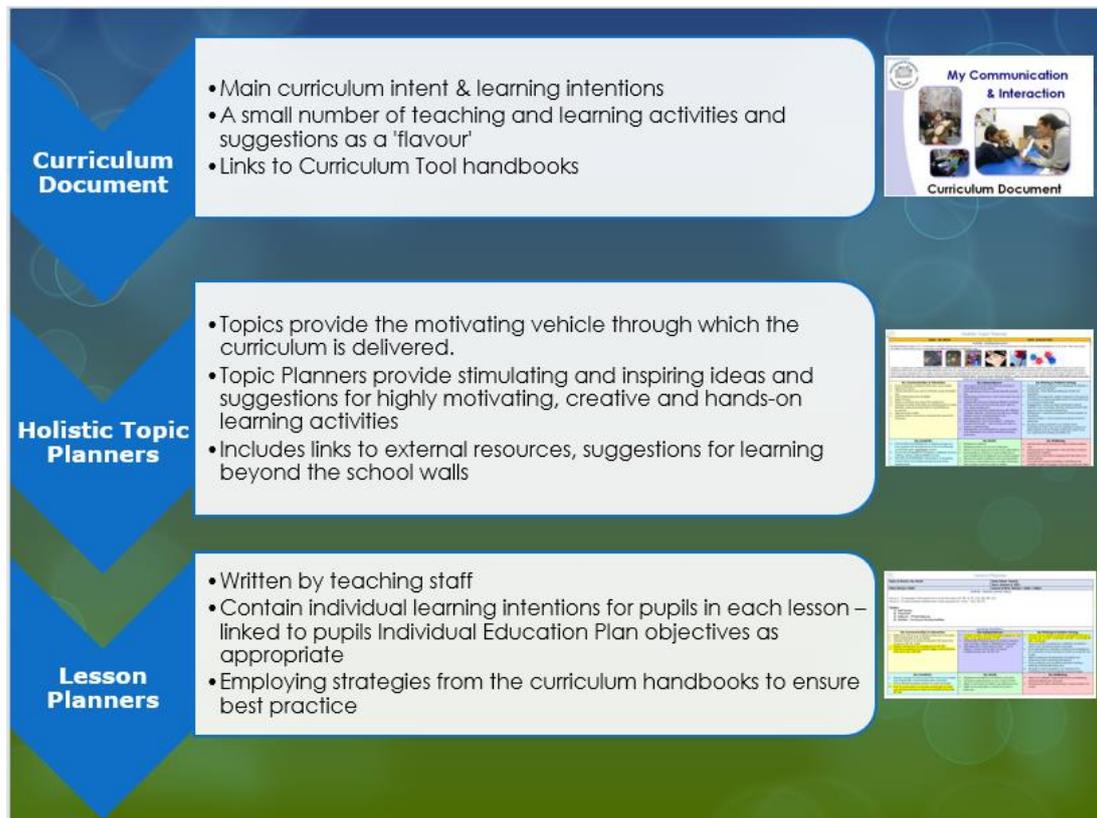
Topics are the motivating vehicle through which the curriculum is delivered to pupils; stimulating and bringing the curriculum to life.

	Autumn Term	Spring term	Summer Term
Year 1	Food Glorious Food 	Amazing Animals 	Land Ahoy!
Year 2	Our World 	Being Creative 	Moving!
Year 3	All About Me! 	Into the Woods 	Somewhere Over the Rainbow

Holistic Topic Planners contain ideas and suggestions for highly motivating and creative activities and opportunities through which learning intentions (from the curriculum document) can be delivered.

Holistic Topic Planners are created collaboratively each term by all of the teaching staff teams

Fitting all the elements together...



Curriculum Handbooks

Curriculum Tool Handbooks

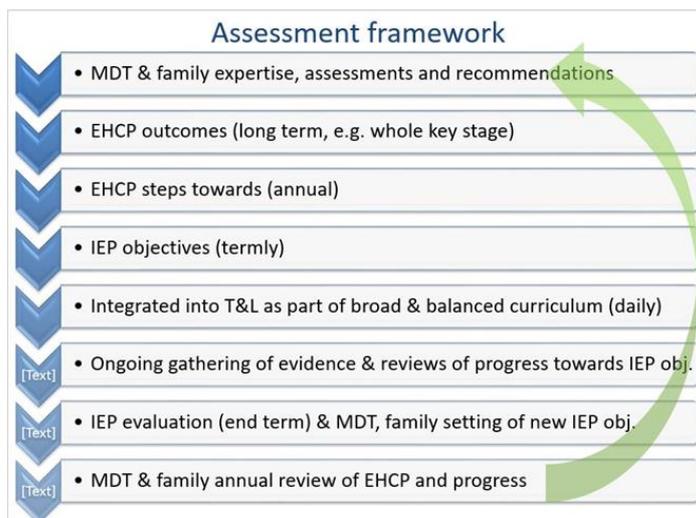
- Curriculum Tool Handbooks support teaching and facilitate staff to understand and select the most appropriate and best possible teaching & learning strategies/resources for pupils
- They are dynamic and developed overtime to include new innovations, resources and strategies

The images show various covers for Curriculum Tool Handbooks, including one with a colorful abstract pattern, one featuring a child running, one with a child painting, and one titled 'ART MAKES CHILDREN POWERFUL'.

Measuring impact through meaningful assessment

- ★ Learning intentions (for each pupil) are set for each lesson and evaluated to provide formative assessment
- ★ IEP objectives inform/are included within learning intentions as appropriate. They are evaluated as part of the lesson evaluation and through ongoing recording of observations which support the termly summative assessment of these objectives
- ★ The assessment framework below shows how the priority areas for development for each child (EHCP Outcomes) form a key part of an individualised curriculum within the context of a broad and meaningful wider curriculum.

Learning that lasts...using the MAPP assessment tool ensures that independence, fluency, maintenance and generalisation are recognised as being key aspects of effective long-term learning and are contained within the language of the curriculum and IEP Objectives.



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Last reviewed: April 2023

Next date for review: April 2025

Planning: Requirements & Guidance 2022-2023

July 2022

From September 2022, planning requirements are:

- ▶ Lesson planning
- ▶ Daily planning
- ▶ Weekly timetable
- ▶ Educational visit planning

Lesson Planning

Contains a brief description of planned activities and individual learning intentions.

Requirements - lesson planning must:

- Be completed on standardised lesson planner format
- Be completed and available on server (in your Class Planning folder) at least one half term in advance - email Natalie Carroll on the first day of each half term to advise that this is ready
- Contain individual learning intentions for pupils - identified by name/initial
- Ensure learning intentions link to the curriculum documents, topic planners and, where appropriate, IEP objectives

Topic & Theme: Land Ahoy! Pirates		Date/Week: Week 1-3
Term: Summer 21		Lesson & time: 1 st afternoon lesson - 1:45pm
Class Group: Chestnut Class Activity: Going on a Treasure Hunt Group 1: exploring different media to find hidden treasure (sand, flour, dry rice, dough) - CM, CC, TBG Group 2: dressing up in a pirate hat & following photo clues to find hidden treasure (start with 3 photos & add a new photo each week to build to 5 clues) - MPS, HG, AO, IH Group 3: exploring a box of shiny objects, treasure shaker bottles, etc. - QH, IKK		
Learning Intentions...		
My Communication & Interaction <ul style="list-style-type: none"> • Respond to stimuli in a way that demonstrates rejection or acceptance - CM, CC, TBG • Follow photo supported instructions - MPS, HG, AO, IH • Make a comment using single word - AO, HG • Make a comment through gesture - IH, MPS • Demonstrate fleeting awareness of adult during shared explorations - QH (IEP), IKK 	My Independence: <ul style="list-style-type: none"> • To push arms through apron with adult prompting - CM, CC, TBG • To choose tools to use - TBG, CM • To put on a hat with maximum independence - AO, HG, MPS, IH • To open the lid of a box with some adult modelling and encouragement - QH, IKK 	My Thinking & Problem Solving: <ul style="list-style-type: none"> • Demonstrate attention and response by showing surprise and/or enjoyment - all • Show recognition of a problem (treasure is up high) by seeking help - LH, MPS • Show recognition of a problem & seek to solve using trial and error (jumping, reaching, climbing, etc.) - AO, HG • Show fleeting focus on an object - QH • Explore how sensory items work - IKK
My Creativity: <ul style="list-style-type: none"> • Encounter & explore different textures, colours & shapes - CM, CC, TBG, QH, IKK • Explore and experience trying on pirate hat costume - MPS, HG, AO, IH • Explore & experiment making marks with fingers, hands or tools - CM, CC, TBG 	My World: <ul style="list-style-type: none"> • Demonstrate recognition of familiar environment - HG, AO • Explore & develop awareness of familiar environment - IH, MPS • Show response to change in texture - TBG, CM, CC • Begin to demonstrate fleeting curiosity to unfamiliar sensory items - QH, IKK 	My Wellbeing: <ul style="list-style-type: none"> • Begin to demonstrate preferences for activities they enjoy - CM (IEP), CC, TBG • Engage in a fun activity with a small group of familiar peers with adult support - AO, HG, MPS, IH • Begin to explore & discover objects which stimulate &/or calm - IKK, QH

Guidance:

- Identify where the learning intention links to a pupil's IEP objective using pupil initials/name and (IEP)
- To support your staff team to recognise key learning intentions, for example those linked to IEPs, these can be highlighted
- A lesson planner may cover a series of lessons to allow for repetition, deeper learning and consolidation of skills
- Lesson planners are working documents and changes to learning intentions, etc. can be added as you reflect and evaluate lessons

Find the template at - T:\Teaching & Learning\CLASS PLANNING 22-23\Planning Templates

Daily Planning

Daily planning primarily indicates staff deployment.

It ensures that every member of the staff team knows where they need to be, what they are doing and which pupil(s) they are supporting throughout the day.

Other information can be included if this is useful to you and your class team, such as lesson/activity information.

Daily planning does not have a standardised format.

Daily planning requirements:

- Clear deployment of staff
- Clear allocation of support for pupils
- Identification of staff break times
- Use of learning spaces (which areas across the school pupils/staff are using)
- A copy to be displayed on classroom information board - staff may find it useful to have their own copies additionally - and saved in your Class Planning folder on the server

Where daily plans need to be altered during the school day, teachers must ensure that all staff are aware of these changes and these should be noted on a daily plan displayed on the classroom wall.

Weekly timetable

Weekly timetable primarily indicates what is happening, when and where across the week.

Other information can be included if this is useful to you and your class team.

Weekly timetable does not have a standardised format, although there are a couple of formats which are used by several classes - it may be useful for teachers new to the school to take a look at what other colleagues are using and adapt as necessary.

Weekly timetable requirements:

- Include different sessions are happening across the week and times
- Include individual or groups of children who have sessions with other staff/therapists (e.g.; Rebound, MOVE, Music Therapy)
- Include the times when classes are allocated the use of additional learning spaces
- A copy must be displayed on classroom information board and saved in your Class Planning folder on the server

Educational visit planning

Educational visits planning requirements:

- Lesson planner with individual learning intentions for the visit
- Completed risk assessment
- Completed outline approval form
- Completed Risk Assessment Team Discussion Record
- Map indicating walking route where necessary

All of the above needs to be handed in to the Educational Visits Co-ordinator (Natalie Carroll) at least 4 weeks in advance of your planned visit.

Further guidance on completing EV planning information is available on the server.

Outline Approval Form for Educational Visits

Class: _____

Year Group: _____

Topic to be visited: _____

Location: _____

Date: _____

Time: _____

No. of Staff: _____

No. of Pupils: _____

Assessment: _____

Approved by: _____

Widdowes School Educational Visit Assessment

Activity: _____

Learning Intention: _____

Reason for visit: _____

No. of Pupils: _____

No. of Staff: _____

Assessment: _____

Approved by: _____

Lesson Planner

Topic & Theme: _____

Class: _____

Date: _____

Time: _____

My Communication & Interaction	My Independence	My Thinking & Problem Solving
My Creativity	My World	My Wellbeing