



# FOUNTAINS

## PRIMARY SCHOOL

Always achieving our potential

# Curriculum Policy

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**Ratified:** Mrs Nicola Price (Headteacher) September 2024



## Our overall Curriculum Intent and Objectives

At Fountains Primary School, our overall curriculum intent is to ensure that all children will achieve their full potential and become as independent as possible, preparing all children and young people for life after school. Through our curriculum objectives we want all children to be able to:

- Communicate as effectively as possible
- Be as independent as possible
- Self-regulate their emotions improving their ability to access learning and the community they live in
- Be as healthy as possible, in mind and body
- Follow an exciting, differentiated, broad and sequenced curriculum pathway, which has been designed to ensure that all children will reach their full potential, educationally, socially and emotionally.
- Develop their sense of self and character through the school's strong SMSC approach underpinned by the school/MAT values which are generic skills that are essential to life, learning and work.
- Be unique, creative, resilient and challenged to be the best they can be
- Welcome diversity, appreciate and understand different religions and cultures
- Forge and develop their own talents

## Our overall Curriculum Design and Implementation

Our curriculum has been designed into our four ambitious curriculum pathways, as we have recognised the need to prepare all of our children for their future life. At the heart of each design is a clear curriculum vision for all types of learners. Each pathway is set to ensure that every child's prior knowledge is built through precision teaching and first hand experiences. Some subjects are interwoven through a holistic curriculum but some subjects are taught discretely following a scheme. This scheme is always adapted to meet the needs of the children and is always taught sequentially with steps of progress recorded and built on. The implementation of our curriculum also supports our teachers who are teaching subjects where they are not specialists as all schemes provide CPD opportunities within them.

Within each pathway ensures that all environments are purposeful and stimulating with enhanced enrichment opportunities and memorable moments, such as educational visits and theme days within school. These experiences excite and encourage life-long learners, building each child's cultural capital. In addition to this and underpinning everything we deliver in school are our school and MAT values, which are centered on 'Personal, Learning and Thinking Skills'. These skills are celebrated with all children and contribute to the children's Spiritual, Moral, Social & Cultural Education.

## Our overall Curriculum Impact

Every pathway ensures that every child makes the best possible progress and attainment. This is demonstrated in a variety of ways, through the summative assessment collated for each pathway, through children's work and learning journeys/journals, through the feedback provided by all stakeholders (children, parents/carers, Governors and the Esteem Multi Academy Trust's School Improvement Team and staff), the school's website and all of our school events which celebrate all of the children's achievements.

## Early Years Foundation Stage Curriculum Intent

The intent of this curriculum is to develop the 'Unique Child', who is constantly learning and can be resilient, capable, confident, and 'self-assured'. All children in Nursery and Reception (as well as some children in Years 1-3) follow the Early Years curriculum. We aim to ensure that all children from an early cognitive level, lay one skill upon another, to form a building block in a holistic manner. Whilst learning through play, children will experience the awe and wonder of the world through the seven areas of learning as intended in a conventional EYFS curriculum, facilitated by an all-encompassing educational environment, which embraces both indoor and outdoor learning spaces.

This curriculum intent is also designed to develop each child's cultural capital and the teaching of positive relationships, social interactions and an awareness of different experiences and cultures. Throughout the teaching of this curriculum, we intend on developing the strategies that children need to progress their communication and self-regulation. In conjunction with this, each child's Education Health and Care Plan outcomes are addressed, worked through and evidenced

## Early Years Foundation Stage Curriculum Implementation

The Early Years Foundation Stage (EYFS) curriculum is delivered with differentiated adult led tasks and child initiated learning opportunities. This well planned curriculum, follows EYFS sequential projects, lifted from the Cornerstones Curriculum but then further differentiated by class teachers ensuring that all planned activities match each individual child's educational level and learning needs whilst also ensuring breadth and balance for all. Alongside this, are planned sessions for the teaching of communication, emotional literacy, early reading and phonic skills (implemented through the teaching of the Read Write Inc phonic scheme). Other whole school interventions such as Numicon, Music Express and i compute which are evident, where appropriate, within the teachers planned delivery of activities. Pupils in Dolphins class follow a hybrid curriculum, which combines child initiated learning activities with a more structured learning model. The curriculum is tailored to meet the needs of pupils who can access small group work for Maths and Phonics.

## Early Years Foundation Stage Curriculum Impact

The impact of this curriculum is that children (by the time they transition into the next pathway) will be as independent as possible and be prepared for the next curriculum pathway. They will have the skills, knowledge and confidence for future learning, as well as beginning to become self-regulated with a well-rounded character. Each child's learning is assessed through Birth to Five Matters, which has been further adapted in line with the Differentiated Early Years Outcomes (DEYO). Pupils' progression is also recorded through a 'Learning Journey'. Wherever possible, every child will have a communication system in place which allows them to communicate their basic needs and wants.

## Functional Curriculum Intent



Some children with Moderate to Severe Learning difficulties follow a Functional Curriculum. These children are between years 1-6 and are able to access subject specific learning. This curriculum is largely based on the Cornerstones Curriculum with each class following a carefully planned sequential Long Term Plan. The intent of this curriculum is that all children will have the knowledge and skills to learn and achieve independently, with opportunities to practice and consolidate information, allowing all to make continual progress.

Through the promotion of our school values (which link to Personal Learning and Thinking Skills) we intend for all learners to be positive, reflective and promote responsibility for success. Each child will have the chance to think about their adult lives and the achievements that they desire. They will all be encouraged to be aspirational for their future roles in life.

Underpinning this curriculum are the strategies taught to every child to develop their communication, behaviour for learning and self-regulation. In conjunction with this, each child's Education Health and Care Plan Outcomes are continually addressed, worked through and evidenced.

## Functional Curriculum Implementation

The implementation of the 'Fountains Primary School Functional Curriculum' has been carefully thought out and is continually evolving. This curriculum is subject specific based with various research led companies providing the foundations for the delivery of different subjects. The Functional Curriculum timetable mirrors that of a typical mainstream school.

The Cornerstones curriculum provides the foundation for the implementation of many foundation subjects, with all learners following carefully planned sequential Long Term Plans. That said, as a Leadership Team we have recognised some gaps within the Cornerstones Curriculum, therefore alongside 'Cornerstones', whose methodology<sup>5</sup> is highly research led are other subjects which are also taught and delivered through an educational approach underpinned by research evidence to provide the foundations for other subjects.

The implementation of all of these subjects have been carefully planned and designed to encompass the knowledge and understanding of the world in which we live, the events that have shaped it and the teaching of key skills about it. Each discrete subject has its own Long Term Plan with topics chosen to complement and build on one another, with clear progression, so that any subsequent teaching will enable the children to explore and remember more in a deeper way, allowing them to apply their knowledge in different contexts.

All 'Cornerstones Projects' have a corresponding lesson sequence. This carefully maps out the objectives and aims from the National Curriculum to ensure curriculum coverage. It also sets out the content of study and builds a coherent sequence. They have been designed to encompass knowledge and understanding of the world in which we live, and also the events that have shaped it in the past to make it what it is today. The topics have been designed to complement and build on one another with clear progression and links so that in subsequent teaching, the children will be able to explore concepts deeper, applying their knowledge in different contexts. The knowledge sequence provided through the cornerstones projects links to retrieval practice. This practice strengthens memory and makes it easier to retrieve the information later (Barenberg, Roeder & Dutke, 2018).

The knowledge sequence provided through all Long Term plans link to retrieval practice and have a corresponding lesson sequence. This carefully maps out the objectives and aims from the National



Curriculum to ensure curriculum coverage. It also sets out the content of study and builds a coherent sequence. All plans are then further differentiated by each class teacher.

The progress made in English and Maths is assessed using the Pre Key Stage Standards. All progress made in Foundation subjects is assessed using the Fountains Primary School progression trackers, whose foundations lie in the assessment tool used to deliver each subject. For example, within Project lessons, the Cornerstones EYFS and end of year expectations are used. These are then aligned to Standards 1-10. with end of year expectations from Year 1 called Standard 5 to be comparative with the Pre Key Stage Standards. Progression is recorded through individual trackers which links to work in books, some of which are subject specific.

## Functional Curriculum Impact

The impact of this curriculum is that children will have the sound knowledge and key skills needed to build on during their High School journey and living independently, both socially and economically beyond school leaving age. All young people will have made the best possible progress and attainment, through subject specific learning which has been assessed through Pre Key Stage Standards and end of year expectations. All progress is evidenced different subject-specific books.

Young people will also be thriving, tolerant, healthy and accept each other's differences. They will have the confidence for future learning, as well as becoming more self-regulated with a well-rounded character. Every young person should have the tools to communicate expressively and listen to others.

## Engagement Curriculum Intent

Children with Profound and Multiple Learning difficulties follow a sensory based Engagement Curriculum. These children are aged between years 1-6 and are not yet engaged in subject specific learning. The intent of this curriculum is to provide all children with the skills they need in order to develop the deep understanding needed to be able to anticipate, experience, participate and recognise change. They will be taught through a holistic curriculum, which is a sensory based, where subjects all interweave into one curriculum. Where appropriate, children will have access to the teaching of key skills, following all whole school interventions such as Read Write Inc and White Rose Maths.

This child centered approach is based on carefully planned activities, taken from the Cornerstones EYFS projects, which are stimulating and ensure balance and breadth. Underpinning this curriculum are the strategies taught to every child, which helps them to develop their communication and self-regulation skills. In conjunction with the activities and learning set through the engagement curriculum, activities are also planned to ensure that each child's Education Health and Care Plan outcomes which are continually addressed, worked through and evidenced in Learning Journals.

## Engagement Curriculum Implementation

The implementation of this curriculum requires careful and creative planning as well as extensive knowledge of each individual child's needs to fulfil a stimulating and meaningful life. Every moment is a learning opportunity and therefore teaching happens continually throughout the school day, raising self-esteem through nurture and focusing on a sense of collaboration and belonging.



The cornerstones projects are used as a basis for each set of medium term planning and then individual targets are set based on the learning each child needs. Children who are taught through this curriculum have their progress recorded in their Learning Journal and will link to a framework that is divided into key developmental areas which reflect the four areas of need listed in the “Special Educational Needs and Disability Code of Practice: 0 to 25 years”. These areas are:

- Cognition & Learning;
- Communication & Interaction;
- Social, Emotional & Mental Health; and
- Sensory & Physical.

Children will not always work progressively through each step but experience and engage with skills across multiple levels, thus developing skills across multiple steps simultaneously. As well as this, individual milestones will be planned for and celebrated, wherever appropriate, ensuring there is no lid on learning.

## Engagement Curriculum Impact

The impact of this curriculum will be fully preparing all young people to leave us in year 6 after becoming increasingly aware of the world around them, able to recognise change and be fully prepared for the next stage in their educational journey. They will be young people who feel involved within the Fountains Primary School community and the range of inspiring experiences provided will have increased their sense of fulfilment. All young people wherever possible will be able to make choices and communicate their basic needs and wants through a communication system appropriate to their level of need. The progress they have made through this curriculum will have been assessed using the B Squared formative and summative assessment tools.

## Autism Progress Curriculum Intent

The intent of the Autism progress curriculum is to concentrate on continuing to develop communication skills, social independence and living skills. The children who access this curriculum are aged between years 4-6, with most having an Autism Spectrum Condition and likely to need support with life beyond school.

Therefore, the intent of this curriculum is to ensure that we are preparing all young people for life after school, whilst continuing to develop key skills. Underpinning this curriculum are the strategies taught to every child to develop their communication, behaviour for learning and self-regulation. In conjunction with this, each child’s Education Health and Care Plan Outcomes are continually addressed, worked through and evidenced.

Our Autism Progress curriculum has also been designed to help all facilitators to:

- Develop a deeper understanding of how autism affects our young people
- Profile the strengths and weaknesses of each individual
- Support all young people’s individual growth and development
- Demonstrate each young person’s personal development in relation to four key areas of development which are Communication, Social Interaction, Flexibility of Thought and Emotional Regulation.

## Autism Progress Curriculum Implementation

The implementation of this curriculum design is based on projects from the Cornerstones curriculum (allowing for breadth and balance) but turning these project titles into carefully planned learning opportunities within a well-structured timetable. This timetable provides young people with stimulating activities, symbolic play opportunities and the continual teaching of communication and self-regulation skills, that directly link to the real-life community experiences that they will encounter later in life, such as going to the dentist, shops and out for meals. These learnt skills are then practiced during community visits.

Alongside this, the carefully planned sequential activities link to a Cornerstones project topic to provide breadth to the children. Where appropriate, children continue to access the teaching of key skills, following all whole school interventions such as Read Write Inc and White Rose Maths. Opportunities to help children self-regulate their highly complex sensory needs are embedded across the environments, supporting each child's ability to engage independently. Alongside this, the development of communication in all of these youngsters is key to their independence and a large part of the implementation of this curriculum.

Children's learning outcomes link to four areas: Communication; Flexibility of Thought; Social Interaction and Emotional Regulation. The Social Interaction strand has been supplemented with a Community Living skills section so that pupils' development and progression in this area can be assessed from Level 4.

The two classes following the Autism Progress Curriculum use a daily planning document that enables them to ensure breadth across seven key areas of learning. These are; English & Communication, Maths, Cornerstones, Imagination & Play, Sensory Engagement, Social Interaction and Community Living skills.

These outcomes link to the Autism Progress assessment tool, which has been produced by B Squared Ltd. For more information on this curriculum please follow the attached link.

<https://www.bsquared.co.uk/wp-content/uploads/2021/08/Autism-Progress-Guide.pdf>

## Autism Progress Curriculum Impact

The young people who are taught through this curriculum have their progress recorded in their Learning Journal and assessed through the Autism Progress profiling tool. This summative assessment tool is designed for use across the classroom and has been developed by the assessment specialists B Squared. This tool helps to build a profile of a child through a set of progressive levels in the following areas of autism:

- Communication
- Flexibility of Thought
- Social Interaction
- Emotional Regulation



In some circumstances a child may also have their progress assessed through the Pre-Key Stage standards for English and Maths, where appropriate. This approach ensures that every child is given a personalised approach to the curriculum and has the opportunity to access the learning and progress they need. The impact of this curriculum is that the young people following it will leave us in year 6 and be fully prepared for the next stage in their educational journey. They will be working as independently as possible, prepared for the experiences that will inevitably happen in a varied and fulfilling life. All young people wherever possible will have a communication system in place which allows them to communicate their basic needs and wants. Foundations have also been laid down in preparation for a high school curriculum that prepares children for adulthood through the development of personal independence, communication, social and community skills.

## Additional information on the implementation of individual subject areas:

### Reading, Communication and Language, how it's taught:

At Fountains Primary School we aim to foster a love and enjoyment of reading which encourages all children to read regularly both at home and in school whilst experiencing a range of books from a wide range of genres and authors. All children are taught phonics/communication skills daily. Reading is taught through the Read Write Inc programme. This programme is a structured synthetic phonics programme that teaches both reading and spelling. The child progresses through the scheme according to their individual needs. A lot of revision and repetition is built in, as well as the application of phonic skills in all reading and writing. Research shows that children are best taught using this approach leading to better word reading, spelling and reading comprehension. (Johnson et al, 2012)

We are very keen for all children to enjoy books and to progress as far as they are able to with independent reading. We teach reading using phonics and we have a well-stocked library with a wide range of books for children to browse and choose themselves. All children are able to change their books in the library on a daily basis at lunchtime, these books can be taken home and enjoyed with parents/carers.

Some children will also receive a Read Write Inc (RWI) 'Bag book'. This book will be matched to each child's reading ability. This is a finely graded approach to the teaching of the wider skills of reading and enables children to apply what they have learned in phonics lessons. These books also give the children a very meaningful approach to reading, using pictures, whole words and their own experiences.

Every child in school has a reading book (library and or RWI) and therefore progress of their reading can be recorded in the reading record. Reading is regularly assessed and monitored by class teachers and the Lead Teacher for English. Parent Workshops on reading are offered at least every year, so that parents/carers can learn more about how to support their child with reading.

English is summatively assessed through the progression guidance implemented by Fountains Primary School, which uses Pre-Key Stage Standards and mainstream end of key stage 1 expectations. Read Write Inc provides formative assessment from which teachers can plan a child's next steps in reading.

### Writing, how it's taught:





At Fountains Primary School we use Mighty Writer as another intervention to help improve every child's ability to write. Mighty Writer is a tactile teaching and learning resource designed to transform the way children learn to write through a visual and engaging experience. Mighty Writer was created by Emma Ralph. The resource looks to overcome issues such as:

- the range of abilities and specific needs of children
- the range of abilities and approaches of teaching staff
- identifying and addressing areas for improvement and delivering tangible results
- Emotional Regulation

Mighty Writer encourages children to master the skills of speaking, story planning and writing without having to completely overhaul current approaches. We implement the teaching of this into discrete sessions.

## Mathematics, how it's taught:

Throughout school, children use Numicon. The National Curriculum highlights the importance of fluency and communication in maths. Research conducted by Oxford University Press stated that 97% of teachers surveyed (245 UK teachers in total) agreed that using Numicon improved a child's use of mathematical vocabulary and language. It is also reported to improve a child's confidence, fluency and versatility nurtured through a strong emphasis on problem solving. With Numicon, children are also using structured apparatus, every day, in practical ways. It also offers a multi-sensory approach to the teaching of Maths, providing children with a visual representation of numbers.

Children who primarily follow the Functional curriculum are grouped according to their ability in Maths. Alongside the Numicon intervention programme, all children follow the White Rose Maths scheme. This scheme has a clear research base and identifies that 'effective early mathematics teaching strategies are playful not formal' (Gifford, S. 2017) and that 'the most effective early numeracy approaches include small group work'. (EEF 2018) Effective questioning and substantive feedback are paramount in these sessions. This ensures that all learners make continual progress in their mathematical skills and understanding. Maths is taught in line with the school's long term plan.

Pupils in the Key Stage 2 functional classes are also taught a financial education lesson on a weekly basis. Teachers follow a planning framework produced by Young Money part of the Young Enterprise initiative. The framework supports the planning, teaching and progression of financial education by setting out the key areas of financial knowledge, skills and attitudes across four core themes; how to manage money, becoming a critical consumer, managing risks and emotions associated with money and understanding the important role money plays in our lives.

Maths is assessed through the progression guidance implemented by Fountains Primary School, which uses Pre-Key Stage Standards and mainstream end of year expectations from Year 1 up to Year 4. This can be dovetailed with the White Rose assessment. Progression is recorded through individual trackers, which links to work in books

## Music, how it's taught:

Within the Functional Curriculum Music is taught discretely on a half-termly basis and pupils follow the 'Music Express' digital learning scheme. Music is an important part of primary education, and it can enhance children's knowledge-learning, well-being and confidence. The scheme draws on the talents and skills of experienced music educators including: Maureen Hanke and Stephen Chadwick



and offers exciting and diverse music lessons for all of our pupils. The content fulfils the requirements of the National Curriculum and is assessed using end of year expectations. Classes who follow the functional pathway, are taught by a qualified Music teacher.

The teaching of Music is incorporated into the EYFS, Engagement and Autism Progress curriculum and implemented through their holistic approaches, taking elements of Music express (the scheme followed within school) to inform ideas and provide ideas within teachers planning. These classes also receive a weekly sensory music session.

## Computing, how it's taught:

Within the Functional Curriculum Computing is taught discretely on a weekly basis. All of these children follow the 'iCompute' scheme of work, which supports teachers to plan inspiring and creative lessons whilst providing full statutory coverage of the National Curriculum. This scheme provides a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate in the modern world.

Online Safety is also taught alongside computing discretely within Computing lessons. Teachers use the Project Evolve toolkit based on the UKCIS framework, 'Education for a connected world' which covers the knowledge, skills, behaviours and attitudes across eight strands of our online lives. These strands are mapped to age and progress on the Long Term Plan and the outcomes have been incorporated into each pupils' computing assessment tracker

The main intent of these sessions is to remind children how to keep safe online and when using technology. In addition to this members of the Online Safety Committee will feedback back information from committee meetings, that is relevant and up to date.

The teaching of Computing is incorporated into the EYFS, Engagement and Autism Progress curriculum and implemented through their holistic approaches, taking elements of 'icompute' express (the scheme followed within school) to inform ideas and provide ideas within teachers planning. Online Safety is planned for through supporting parents/carers about how to keep their children safe Online, giving them knowledge, skills and tools to support with this.

## Science, how it's taught:

Pupils following the functional curriculum pathway are taught a discrete science lesson on a weekly basis. This lesson is taught alongside the existing Cornerstones project which encompasses elements of Science linked to the half termly project. The standalone lesson uses the White Rose Science Education scheme of work which follows the small steps approach to teaching science and closely aligns with the national curriculum. Pupils' work is evidenced in their Science work books and assessed using the National curriculum end of year expectations.

## Religious Education (RE), how it's taught:

All children are taught aspects of RE at a level that they are able to access. RE is a statutory part of the curriculum in all maintained schools. It is taught according to a locally agreed syllabus in England and Wales. In special schools the legal requirement to provide Religious Education is varied by section 71(7) of the Schools Standards and Framework Act 1998: special schools should provide RE'

so far as is practicable', with all children taking part unless withdrawn by their parents. The intended outcomes of RE within the Staffordshire Agreed Syllabus are that pupils should acquire, through the three themes:

- **Explore** - Acquire an increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms. By exploring religious beliefs, teachings and practices -so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals, and symbolism that offer an insight into religious and secular experiences.
- **Engage** - Acquire a developing capacity to engage with ultimate questions alongside the consideration of the responses from religious and non-religious groups, worldviews and to formulate their own sense of identity and values; By engaging with fundamental questions- so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate to the things studied and discussed, to their own experience.
- **Reflect** - A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society. By reflecting-on the reality of religious diversity and on the issues raised by living in a diverse world- so developing skills of analysis and discernment in relation to prejudice, discrimination, and bias, together with skills of self-awareness, moral judgement and responsible choice.

All of these outcomes underpin the Staffordshire Agreed syllabus. We believe in the importance of first hand memorable moments to underpin knowledge taught and extend every child's schema to make learning stick. At Fountains Primary School all children will experience educational visits to places of worship and handle the artefacts related to a range of faiths. Alongside this, all classes will experience a range of assemblies some relating to religious festivals and whole school special days, some of which will celebrate different customs and religions from a variety of countries. All pupils, at a level they can access will learn about different faiths such as Christianity, Islam, Hinduism, Judaism, Buddhism and Humanism in addition to taking part in an interfaith trail to visit a variety of religious places of worship.

Children who follow the EYFS curriculum will follow the learning intentions as set out from the relevant areas of the Early Years foundation Stage following a long term topic plan set by the RE Subject Lead, which is interwoven into planned learning opportunities.

The pupils who follow the Engagement curriculum are taught RE through a holistic curriculum which is sensory based and will include a focus on recognising emotions, developing social skills, understanding similarities and differences using stories, celebrating festivals, visits in the community, food sampling/preparation of food as appropriate, handling a range of special artefacts relating to a range of religions, supported by a Long-Term Plan set by the RE Subject Lead.

The pupils who follow the Autism Progress curriculum are taught RE in a holistic way interwoven through their curriculum offer but also have larger emphasis on being taught the importance of belonging to society and recognising difference and social rules within it, promoting the ability to function in the community and becoming as independent as possible. There are very close links with PHSE within this curriculum pathway when delivering the teaching of RE.

The pupils who follow the Engagement curriculum are taught RE through a holistic curriculum which is sensory based and will include a focus on recognising emotions, developing social skills, understanding similarities and differences using stories, celebrating festivals, visits in the community, food sampling/preparation of food as appropriate, handling a range of special artefacts relating to a range of religions, supported by a Long-Term Plan set by the RE Subject Lead.



The pupils who follow the Autism Progress curriculum are taught RE in a holistic way interwoven through their curriculum offer but also have larger emphasis on being taught the importance of belonging to society and recognising difference and social rules within it, promoting the ability to function in the community and becoming as independent as possible. There are very close links with PHSE within this curriculum pathway when delivering the teaching of RE.

Children who undertake subject specific learning will undertake discrete RE lessons following the Jigsaw Discovery RE scheme. The scheme is structured to provide knowledge and skills enhancing children's lives within and beyond school. In terms of the 'intent' that Ofsted will be looking for, Lever (2019) says that the scheme of learning sets out a progressive and sequenced programme evidenced by the learning intentions written into all the materials. The Jigsaw programme is easily adapted to ensure that it meets the different learning needs of our children, ensuring each child benefits from a good RE lesson that will develop them as individuals. "Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world." (Happy Children learn, 2019).

## PE, how it's taught:

All children will be taught to enjoy a healthy and active lifestyle through taking part in a range of sports and activities following the Getset4Pe scheme of work that has been adapted it appropriately for the needs of the children within that curriculum pathway. This means that the programme of PE taught is sequential and builds over time, allowing for opportunities to practice and develop their skills through their primary journey.

We also recognise it is important for our children to have access to a range of real-life sporting activities that they may not be able to access otherwise. All children therefore will take part in adventurous activities throughout the year (horse riding, climbing, bowling, riding a bike), including having the chance to attend the Standon Bowers Residential alongside taking part in a 'Keeping Healthy' week which encompasses Sports Days, swimming galas with mainstream peers and activities designed to develop our children's knowledge of how to have a healthy mind and body through being taught what 'being healthy is'.

All children will begin each year by focusing on fundamentals and basic skills before progressing through their allocated topics from GetSet4PE in conjunction with their real-life adventurous activities.

Children following the EYFS curriculum will be taught about movement and basic skills. Children following the Engagement and Autism Progress curriculum will experience more adventurous and real life physical experiences, such as climbing, bowling and learning to ride a bike alongside the continuation of development around physical skills.

Children following the Functional Curriculum will follow a more traditional approach to PE, with learners having the opportunity to explore and learn how to take part in Games, Gymnastics, Dance and different activities according to the National Curriculum guidelines. Children are taught fundamental movement skills alongside important social skills such as teamwork, communication and resilience through team and individual sports and games, learning skills attached to sports such as table tennis and archery.

Some topics are based around the School Games initiative, which link to competitions that school enter. These sporting competitions run by the East Staffs Sports Partnership and allow children at Fountains Primary School to represent the school in competitions against mainstream peers.



Nearly all children within the school have access to a weekly swimming session. Those children who swim in our schools 'hydrotherapy' pool, are taught in a variety of ways based on their needs. Some children experience swimming sessions to enhance buoyancy, core aquatic skills and water confidence whilst others access lessons with our designated swimming instructor. A few children in Key Stage Two, who are more confident, are taken to the local leisure centre where they receive swimming tuition delivered by the centre's swimming instructors. The more able of these swimmers are given the opportunity to learn more advanced swimming skills including lifesaving and clothed swimming techniques.

We have positive links with Burton Albion Community Trust and East Staffordshire Sports Partnership, providing children with the opportunities to take part in sporting events and competitions, developing their teamwork, communication and resilience through team and individual sports and games and learning skills that are transferrable between a range of sports.

## PSHRE (Personal, Social, Health, Relationships and Economic Education), how it's taught:

The PSHRE curriculum is coordinated by a lead teacher. Our curriculum is the vehicle through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain and we understand its importance within our school curriculum. As such, PSHRE is taught in a dedicated 1-hour session each week using a framework called Jigsaw, which is a mindful approach to PSHRE. Jigsaw PSHRE is structured to provide knowledge and skills enhancing children's lives within and beyond school. In terms of the 'intent' that Ofsted will be looking for, Lever (2019) says that the scheme of learning sets out a progressive and sequenced programme evidenced by the learning intentions written into all the materials.

The Jigsaw framework covers the 2020 DfE statutory guidance to teach children about relationships and health education in school and adhering to the latest guidance. The Jigsaw programme is easily adapted to ensure that it meets the different learning needs of our children, ensuring each child benefits from a good PSHRE lesson that will develop them as individuals. "Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world." (Happy Children learn, 2019).

## Languages, how they're taught:

The pupils in the functional pathway who are working at Pre-Key Stage Standard 6 (Typically the level of a child at the end of Key Stage 1) or above will have a weekly discrete Spanish Language lesson. This is taught in accordance with the Long-Term plan. Pupils will be taught how to converse in Spanish, learn simple greetings and talk about their likes and interests. The pupils will be assessed using the National Curriculum end of year expectations for languages. Their work will be evidenced in a subject specific languages book and progress is tracked using the languages assessment tracker.

All pupils in the Functional, Autism Progress, EYFS and Engagement curriculums learn about different languages during whole school enrichment culture days. Encompassed within these enrichment opportunities will be the teaching of; greetings, days of the week, family plus other key vocabulary. Our intent is to expose pupils to different cultures and their languages thus creating confident individuals that are accepting of others.

## Forest Schools, how it's taught:

As part of our curriculum offer, all children at Fountains Primary School have a Forest School session. Forest School is a long-term nature based outdoor learning provision, where children learn through the hands-on Forest School approach. The children are encouraged to explore and discover in a rich and stimulating environment for learning. Pupils have autonomy over some activities and child-led play is encouraged in line with the Forest School Principles.

These sessions are led by a Level 3 qualified Forest School practitioner, providing a structured outdoor lesson which enhances our school curriculum. As highlighted by the Natural Connections project\* children's learning in a natural environment had a positive impact on pupils with over 90% emphasising that children enjoyed lessons more; engaged better with the understanding of nature; improved their social skills and improved their health and wellbeing.

All of these sessions link to the children's EHCP outcomes and underpin the school's values which are centred on Personal Learning Thinking Skills, with progress towards them being recorded in individual forest school books.

## Other Whole School Interventions:

Alongside all of these and because of the wide range of learners we have within our school, we have an extensive range of other interventions we implement to improve the outcomes for children within our school.

Examples of some other interventions we use in school, to enrich our curriculum offer are:

- Picture Exchange Communication System, eye gaze, symbols and object of reference, blank level knowledge, switches, Story Massage, Read, Write, Inc and various online Apps to support communication and English
- Lego Therapy, Mindfulness, Drawing and Talking, The HOPE Programme (Helping Our Pupils Emotions) to enhance our Well being offer.
- 1:1 work and small group sessions
- Input from Specialist Speech Therapists who give staff knowledge on how to communicate with specific groups/individual children
- Occupational therapists who are trained specifically in sensory integration and advise staff how to ensure children have the sensory feedback they need in their day to ensure that the child's behaviour for learning is at an optimum.
- Write Dance and Dough Disco to help with gross motor and fine motor as well as the Fitter Futures.

## Responsibility:

This policy has been agreed and put together with the help of the wider Leadership team, staff and School Council. If you would like any additional information regarding the curriculum at Fountains Primary School please contact Mrs Abi Wilburn (Assistant Headteacher) on 01283 247600 or alternatively email [enquires-primary@fountains.staffs.sch.uk](mailto:enquires-primary@fountains.staffs.sch.uk)

\*<http://publications.naturalengland.org.uk/publication/6636651036540928>