



Pentland Field – Curriculum Policy

Rationale

At Pentland Fields School we aim to provide a curriculum that is broad, balanced and appropriate to the needs of each pupil within the school. The curriculum must be flexible enough to meet the needs of each individual pupil whilst being responsive to new initiatives and the ever changing population of the school.

Aims of the curriculum

We endeavour to provide an enriching curriculum which is varied, interesting and challenging. We aim to develop pupils to be successful learners, confident citizens and responsible citizens.

What is the curriculum?

At Pentland Field School we believe that all activities the pupils participate in, from when they arrive in school to when they leave are teaching opportunities and hence part of the curriculum. The curriculum then includes the traditional sessions, the hidden teaching opportunities such as toileting times, and clubs along with therapy programs and activities in a variety of environments.

The curriculum structure

Our curriculum is structured as a tree. The roots of the tree are everything that influences what is planned for the pupils, including the core curriculum, therapy programmes, special events etc. The trunk combines these with the various teaching approaches we use. The branches indicate the planning sheets - contained in individual curriculum folders, the leaves are our teaching and the fruits represent the fruits of learning eg. the new skills, knowledge and understanding the pupils gain.

Organising the curriculum

All pupils are entitled to a broad and balanced curriculum that meets their own personal needs. We therefore take an individual and inclusive approach. The curriculum guidance gives ideas and suggestions about what could be taught and it is up to the professional judgement of the teachers to ensure that the balance of the teaching is personalised to individual pupils whilst ensuring all pupils have a breadth of opportunities to experience the world and make progress in all areas of the curriculum.

Specialist Input

Great importance is attached to the value of the specialists we have in school. These include speech and language therapy and the language team, creative therapy, occupational & physio therapy team, ICT coordinator, literacy booster, soundbeam technician and VI specialist, all of whom are in the school weekly. Teachers for both visual and hearing impairment visit regularly, as does the Educational Psychologist.

Planning

Teachers plan half termly or termly depending on the needs for each pupil. Each planning sheet includes learning outcomes for the pupil in the relevant area and some sheets also include suggested activities. These individual planning sheets are kept in each pupil's curriculum folder for all class staff to refer to each day.

The curriculum guidance is split into 2 parts.

1. Key Stages 1 & 2

For the main part of school the planning is completed in 4 documents. These are literacy, Maths, Personalised Learning Plan A - including key skills, physical development, and RE and PLP B for topic and subject planning. Each sheet outlines learning outcomes for the current half term and related activities. Each are personalised to the pupil.

Reviewing and Evaluating the curriculum

The curriculum is reviewed and evaluated regularly in order to consider breadth and balance, and to improve the quality of teaching. We do this by reporting regularly to governors, making it a focus of teachers meeting and staff training and half termly reviews of the curriculum planning folders.