



# **Riverside School Curriculum Policy**

*Reviewed November 2015*

## **CURRICULUM POLICY**

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## **Curriculum Policy**

### **Introduction**

This policy is intended to give an overview of the curriculum provided for students attending Riverside. The curriculum is broadly based on the National Curriculum. Our revised curriculum framework follows a Riverside 8 Progress Measure Subjects model, supported by Enrichment subjects.

The wide-ranging complexity of need at the school, (from P1 - NCL3+), requires a sensitive but robust and carefully thought-through curriculum that effectively delivers programmes to both support academic achievement and holistic personal growth.

A balance is made between group and individual learning within a broad, balanced and relevant curriculum that aims to:

- provide opportunities for all students to learn and achieve
- promote students' spiritual, moral, social, cultural and physical development
- prepare all students for the opportunities, responsibilities and experiences of life

*'Learning to Live Life to the Full'* – the school's motto underpins all aspects of the curriculum, and develops a lifelong learning approach for all students..

The curriculum is delivered through termly schemes of work set at all levels. Schemes of work follow a universal mapping framework, so that there is a consistency of termly topic themes and content and repetition of content is not repeated, (although the development of skills may need to be repeatedly re-addressed). Schemes of work show planned differentiation.

# RIVERSIDE CURRICULUM FRAMEWORK

## RIVERSIDE 8 PROGRESS MEASURE SUBJECTS:

- English
- Maths
- Science (KS3 only)
- PSHEE / SRE
- Music
- Art & Design
- Food Technology
- PE
- ASDAN Personal Progress/Personal & Social Development (KS4 only)

## COMPUTING

Learning in Riverside 8 Progress Measure subjects is supported both by computing in classes, and through computing lessons taught by the school's computing lead.

## SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

The SMSC curriculum is delivered through weekly First and Second assemblies covering the whole school population, at which RE and other SMSC themes are delivered. In addition SMSC development is also supported through the full range of extra-curricular provision, (see Sustainable Egg Enrichment provisions activities below)..

## ENRICHMENT SUBJECTS

Classteachers select 1 or more termly modules through the year:

- History
- Geography
- Drama
- Science (KS4 only)
- D&T
- Spanish.

## ENRICHMENT PROVISIONS

- Art therapy
- Cycle training
- Duke of Edinburgh Award
- Hydrotherapy
- Independent travel training
- Lunchtime clubs
- Music therapy
- Residential school journeys
- Team spirit after-school and holiday clubs
- Touring school band
- Woodside School link activities
- Work experience



## **8 PROGRESS MEASURE SUBJECTS**

### **(lessons taught weekly)**

#### **English/Communication**

English, (which includes speaking, listening, reading and writing), lies at the centre of our curriculum structure and is fundamental to participation and achievement in all curriculum areas. Learning to communicate is crucial to our students' development, the relationships they form and their links to the wider community. The English curriculum is delivered through a total communication framework including both verbal and non-verbal systems of communication, for example, speech, intensive interaction, touch-cues, objects of reference, photographs, gestures, Makaton/BSL signs and symbols. Teachers and SALTs work liaise to implement individual targets and programmes for students.

Reading is an important skill for our students, whether this is recognising symbols for daily activities and choices, identifying social sight vocabulary out in the community or reading for information and for pleasure. At Riverside we use a variety of teaching strategies to suit individual needs such as reading schemes, phonics, whole word recognition, symbols etc. Our students are given access to a wide range of fiction and non-fiction including stories, poems, drama and newspapers to extend their understanding of the world around them.

#### **Maths**

Emphasis is placed upon students understanding basic numeracy and its practical application such as the use of money, time and problem-solving. For students with more complex needs maths is about developing an awareness of their environment through the development of early cognitive skills.

The development of these skills allows many students to access the more 'formal' maths curriculum where a wide range of teaching styles and resources, (including maths games, calculators and online resources), are used.

Maths is also taught as a cross-curricular subject linked to other areas of the curriculum. For example using and applying maths in real situations such as use of money in shopping; or café sessions where matching, sorting, sequencing, counting and money skills are required.

#### **Science (KS3 only)**

Science can be broadly described as the exploration and investigation of the world around us. Our aim is to provide the context for focussed exploration leading to a generalised understanding of the world in which our students live. We provide the opportunity for all students to have an experience of science at different levels, through activities ranging from sensory stimulation to the observation and recording of changes in the natural world. Science is delivered through a modular approach in both key stages.

Students take part in simple scientific experiments and are encouraged to observe and make predictions. Science is linked closely to D&T, for example, finding out about heating and cooling in cookery; recycling, planting and growing. In the playground raised beds students can grow spices, herbs and vegetables for use in the food technology/cookery room.

#### **Personal, Social, Health and Economic Education, (PSHEE) & Citizenship**

PSHEE & Citizenship helps all students develop as individuals in a wider society. Students learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. In particular, PSHEE & Citizenship is seen as offering our students opportunities to:

- Make choices and decisions.
- Develop personal autonomy and appropriate levels of responsibility and control over their lives.
- Make a difference or make changes by their individual or collective actions.
- Find out that there are different viewpoints which lead to a respect for the opinion of others.

Self-help and independence skills, ranging from eating and drinking through to independent travel training are taught through individual programmes. Much of the content of this subject area is taught through a range of lessons with an emphasis on choice/decision making. The multi-professional team has a direct input in this curriculum area with advice from the paediatric dietician and speech and language therapists on eating and drinking, and the occupational therapist on toilet training policy and practice.

Sex and relationship education (SRE) lessons are provided at Riverside, usually in single gender groups. (*Parents have a statutory right to withdraw their child from SRE lessons*). We also develop PSHEE & Citizenship through activities and whole-school events. Individual and group achievements are recognised and celebrated at weekly assemblies. Educational visits and integration programmes enable students to move from contact with others in class and school to community involvement. We offer residential visits, where there is a particular focus on developing students' self-esteem and giving them opportunities to develop their independence and social skills.

As there is a large overlap between the programme of study for religious education and the aims of PSHEE and Citizenship, they sometimes coincide. Multi-cultural assemblies and the celebration of festivals in RE enable students to move from a personal to a wider perspective.

Some elements of the citizenship curriculum are taught in discrete lessons, and there are strong links to the School Council allowing students a collective voice on matters of interest to them. The Council links with the Woodside Student Councils.

A sustainable school is one that is guided by the principle of care for oneself, care for each other and care for the environment. Through its sustainable programme, Riverside is able to look outwards to engage with its local community and have a global perspective. This wider, more inclusive vision is reflected in the strong emphasis placed on student voice and the importance of involving students in decision-making.

## **Music**

Music is taught both as a discrete subject and across the curriculum. It is an effective and successful means of engaging students at all levels and provides access to many areas of the curriculum with high levels of enjoyment. It is closely linked to the development of communication, for example, the call and response music form which permeates many musical activities mirrors early communicative skills.

The social skills of turn-taking and sharing can be generalised naturally in music lessons. Hand function key skills can be generalised by holding beaters, reaching, touching, manipulating different surfaces e.g. drum skins, cymbals, chimes.

All students have weekly class lessons from a specialist music teacher, using a wide range of instruments. Lessons are geared to the particular learning levels of the class and the development of skills range from playing instruments individually and collectively to simpler call and response activities. Individual instrument tuition in guitar and piano is offered for students who can access such provision. Students with an interest in singing can join the school choir which performs at various key events during the year in particular during the Christmas period.

Riverside is building a new bespoke creative arts wing to open in January 2017, in which the sensory elements of the music curriculum can be more ambitiously taught.

Music therapy is provided for many individual students and small groups, to address their emotional and communication needs. The school holds an annual '*Creative Arts Week*' during which artists are invited into school to provide a comprehensive programme of performances and workshops. Both these provisions continue to be funded by the Tottenham Grammar School Foundation charity.

## **Art & Design**

Students explore the language and meaning of art and design through engaging in a comprehensive curriculum spanning a spectrum of ability levels from PMLD right through to some students who may be working at GCSE Entry level. The curriculum includes elements of line, tone, colour, pattern and texture and students have the opportunity to learn a variety of techniques ranging from portrait painting, reduction printing and ceramics through to sensory based therapeutic activities at PMLD level where students experience light, textures and colour.

All art and design practice in the school follows the principle that the creative act is the ultimate goal and this is valued and honoured however this may manifest itself e.g. a mark made by a PMLD student is as significant an achievement as a finished work at GCSE Entry level.

Art and design is an opportunity for personal growth and achievement and also for play, expression and fun. Students are encouraged to explore and express their identity and inner life through the subject.

Art and design is linked to community settings. Students' work is displayed at Tottenham Leisure Centre and at the yearly Hoffman Foundation Exhibition. Students engage in workshops at central London Galleries and art practice in the school is influenced by the work of artists from a variety of cultural backgrounds. Students have a weekly lesson taught by a specialist art and design teacher who coordinates practice in the subject throughout the school. Riverside is building a new bespoke creative arts wing to open in January 2017, in which the sensory elements of art & design can be more ambitiously taught.

Art therapy is provided for many individual students and small groups, to address their emotional and communication needs

## **Food Technology**

The school's Food Technology curriculum includes cookery and food technology and is taught through weekly lessons led by a specialist teacher in the food technology room. Students' understanding of the importance of healthy eating and healthy living forms a key part of Riverside's work. Students learn about part of Riverside's work. Students learn about menus, food combinations, proteins/vitamins etc. according to their level of understanding. On occasions many classes will make their own lunches and/or make lunches for staff to purchase.

## **Physical Education, (PE)**

Our PE curriculum is intended to provide for students' increasing self-confidence in their ability to manage themselves and their bodies with a variety of movement activities. A balance of individual, team, cooperative and competitive activities provide for the preferences, strengths and needs of each student. Good sportsmanship is an integral part of all lessons. Activities taught at Riverside include football, hockey, cricket, basketball, rounders, tennis, badminton, volleyball, athletics, dance, gymnastics, fitness, soft play, sailing, climbing, cycling, and swimming using the Tottenham Green public pool.

Trampoline/rebound therapy is also offered to students on an individual/small group basis. This has been invaluable in helping such students to weight-bear and eventually to learn to walk.

We have links with *'Haringey Tennis Development'*, *'Step into Dance'*, *'Cycle Training UK'*, *'The London Community Cricket Association'*, *'Haringey Sports Development'* and *'Tottenham Hotspur Football in the Community'*, all of whom support coaching, extra-curricular activities and visits.

Inter-school competitions are organised against other special schools in basketball, football, cricket, athletics, Boccia and New Age Kurling using Riverside's hall and Woodside's gym and pitches. Riverside holds a sports day annually with all students taking part in athletic competitions.

A variety of supervised sports activities are made available for students during breaks and lunchtimes. This includes daily access to bicycles and tricycles for cycling round Riverside's playground circuit. All students participating in the cycling are provided with a helmet.

### **ASDAN Personal Progress/Personal & Social Development (KS4 only)**

The vocational learning pathway aims for all KS4 students to achieve through a personalised and vocational pathway of learning. The courses which are on offer are all accredited by ASDAN, an officially recognised examination body. The KS4 curriculum has ASDAN modules mapped to units of work. We aim for students to accumulate the 14 credits necessary to achieve a Certificate within years 10 and 11. Some students will achieve the 37 credits necessary to be awarded a Diploma. Each ASDAN unit is designed to develop, assess and accredit Key Skills, and recognise the student's personal achievements.

### **COMPUTING**

Computing appears as a discrete subject but also a cross curricular taught skills-set supporting schemes of work and learning primarily in the 8 Progress Measure subjects, and to equip our students for life in a growing technological age. All students have access to a variety of desktop computers in their classrooms to support student learning in all areas of the curriculum. A specialist computing teacher leads on the development of computing throughout the school.

The school has interactive whiteboards, (IWBs), in all classrooms and other specialist areas. There is a specialist computing suite equipped with a wide range of computing hardware to which all classes have timetabled weekly lessons.

The development of augmentative communication and of fundamental skills (such as visual tracking, attention and sensory motor coordination) are particular priorities for PMLD students. Many of the students with visual impairment have individual or small group sessions in the darkroom. Most classes have sessions in the soft-play room where the technology allows them to develop their early cognitive skills e.g. the bubble tubes, the multi-sensory activity wall.

### **ENRICHMENT SUBJECTS**

#### **(One or more per term)**

#### **History**

History modules are taken from the appropriate key stage programme of study and mapping. For many students their understanding of the past may begin with their own lives and recognition of past, present and future events of meaning to them. Old photographs, artefacts and day trip visits to museums and other places of historical interest are organised to help students understand the past, and we maintain close links with the local Bruce Grove Museum in particular.

For students with complex needs cross-curricular work in history is accessed daily through the morning circle i.e. relating days of the week to specific activities; understanding the terms '*yesterday, today, tomorrow*'.

#### **Geography**

History modules are taken from the appropriate key stage programme of study and mapping. Cross-curricular work in geography is concerned with helping students to make sense of the environment and developing an understanding of their place within it, starting from finding their way around school and recognising familiar people and landmarks with a gradual shift away from the immediate locality to the wider environment. Other areas such as shopping, recording/discussing the weather are also practised. Educational visits for the term in question are linked to the geography module. This area of the curriculum is also closely linked to residential school journeys where students gain knowledge and skills about the wider environment.

## **Drama**

Elements of drama appear in a variety of class settings, ranging from role-play which could have a communication or self-expression focus, to cameo dramatic presentations prepared for assemblies. The school employs a professional actor for a day a week to lead a rolling programme of drama workshops and mini-performances throughout the year.

Riverside maintains close links with the Chicken Shed Theatre Company who put on very successful performing arts productions for school audiences. Many students also attend Haringey Shed, an inclusive performing arts group which is an offshoot of the Chicken Shed Company. The group operates from Northumberland Park School in the evenings.

## **Science (at KS4)**

Science can be broadly described as the exploration and investigation of the world around us. Our aim is to provide the context for focussed exploration leading to a generalised understanding of the world in which our students live. We provide the opportunity for all students to have an experience of science at different levels, through activities ranging from sensory stimulation to the observation and recording of changes in the natural world. Science is delivered through a modular approach in both key stages.

Students take part in simple scientific experiments and are encouraged to observe and make predictions. Science is linked closely to D&T, for example, finding out about heating and cooling in cookery; recycling, planting and growing. In the playground raised beds students can grow spices, herbs and vegetables for use in the food technology/cookery room.

## **Design and Technology**

Design and technology lessons are delivered by a specialist teacher in a fully-equipped D&T workshop which includes machine tools for students' use when appropriate. D & T teaching and learning is not only concerned with making products but with planning, developing and communicating ideas plus evaluating uses. Students are able to develop skills in investigating, designing, making and appraising products. Mini-enterprise projects linked are a practical way to develop D&T skills.

We recognise that for many of our students planning, communicating and evaluating are difficult concepts. For students with very complex needs the development of design and technology is concerned with the students gaining experience of a wide variety of materials through tactile activities, designed to stimulate an ever-growing awareness of their surroundings.

## **Modern Foreign Language, (MFL), Spanish**

Spanish is taught as the school's modern foreign language, but only to those students for which this is a meaningful experience. Students are encouraged to speak the language, learn key words, greetings and aspects of Spanish culture.

## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

The SMSC curriculum is delivered through weekly First and Second Assemblies covering the whole school population, at which RE and other SMSC themes are delivered. In addition SMSC development is also supported through the full range of extra-curricular provision, (see '*Sustainable Egg*' *Enrichment Provision* activities).

Religious Education at Riverside is a vehicle for promoting sensitivity to the needs and feelings of others and a respect for people of other cultures and beliefs. In the teaching of RE students learn about different customs, forms of worship, and the stories and beliefs underpinning the religion.

Students are taught about the six main religions – Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism (and also Humanism), through weekly assemblies with follow-up lessons which provide the opportunity to share the different religions and cultural traditions of the school.

## **ENRICHMENT PROVISION**

Art therapy

Cycle training

Duke of Edinburgh Award

Hydrotherapy

Lunchtime clubs

Music therapy

Residential school journeys

Team spirit after-school and holiday clubs

Touring school band

Travel training

Woodside School link activities

Work experience

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