Glyne Gap School

Curriculum Guideline 8 (CG8): Guidance for Teaching Core Skills for Functionality- Literacy, Numeracy and ICT

Contents

1. Curriculum Intent

The school aims to teach children the knowledge skills and confidence that will enable them to lead as full, happy and independent a life as possible. Within the school and community, we aim to provide a learning experience that is exciting and challenging and that offers pupils the same curriculum opportunities at an appropriate level, as their peers in mainstream schools. "The ability to communicate, read and write is a fundamental skill to independent living."

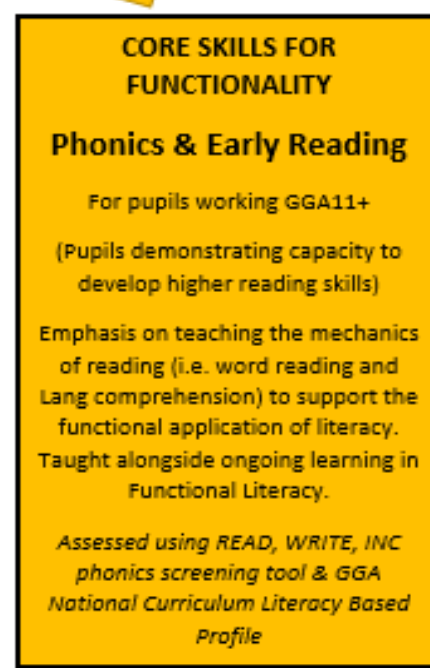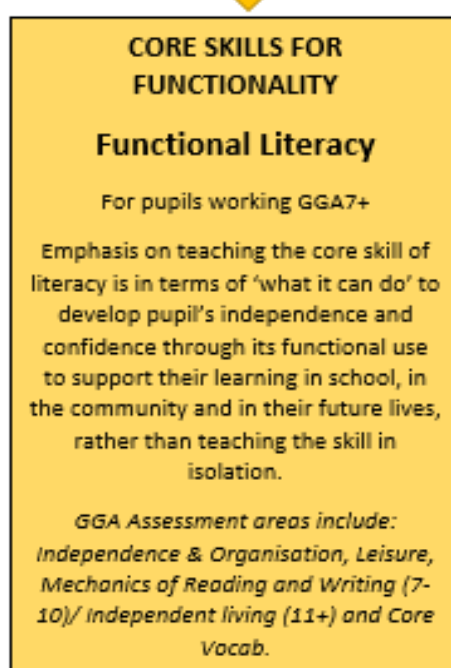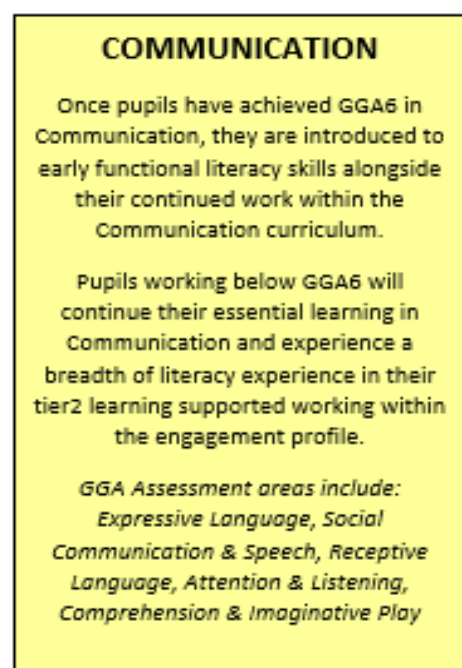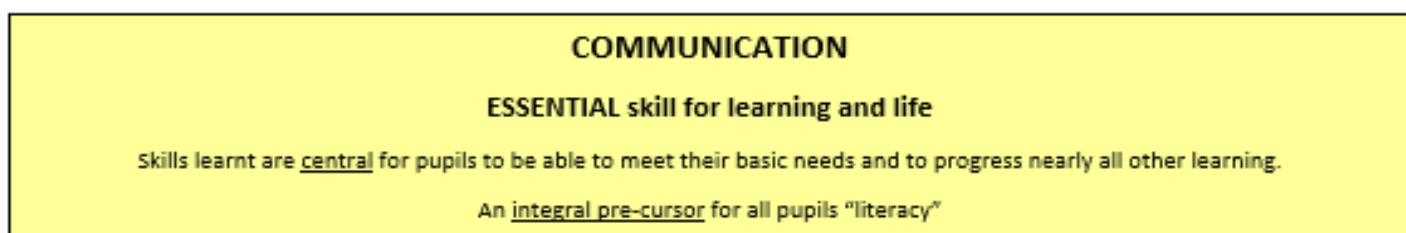The Glyne Gap curriculum is therefore designed to be both incisively relevant to the needs of individual pupils and ensure an entitlement to curricular breadth and balance. To provide a short hand Glyne Gap School uses the term tier 1 to address the former and tier 2 to address the latter. (A full explanation of this is found in Curriculum Guidelines CG1 Curriculum at Glyne Gap - Design & Delivery).

Teaching at Tier 1 is characterised by the Essential Skills for Learning and Life through Communication and PSHE and Core skills for building functionality, through Literacy, Numeracy and ICT. The emphasis on teaching the core skills of literacy, numeracy and ICT is in terms of 'what it can do' to develop pupils' independence and confidence through their functional use to support their learning in school, in the community and their future lives, rather than teaching the skills in isolation.

Communication… the Bridge to Literacy

(An Overview)

COMMUNICATION

ESSENTIAL skill for learning and life

Skills learnt are <u>central</u> for pupils to be able to meet their basic needs and to progress nearly all other learning.

An <u>integral pre-cursor</u> for all pupils "literacy"

COMMUNICATION

Once pupils have achieved GGA6 in Communication, they are introduced to early functional literacy skills alongside their continued work within the Communication curriculum.

Pupils working below GGA6 will continue their essential learning in Communication and experience a breadth of literacy experience in their tier2 learning supported working within the engagement profile.

GGA Assessment areas include: Expressive Language, Social Communication & Speech, Receptive Language, Attention & Listening, Comprehension & Imaginative Play

CORE SKILLS FOR FUNCTIONALITY

Functional Literacy

For pupils working GGA7+

Emphasis on teaching the core skill of literacy is in terms of 'what it can do' to develop pupil's independence and confidence through its functional use to support their learning in school, in the community and in their future lives, rather than teaching the skill in isolation.

GGA Assessment areas include: Independence & Organisation, Leisure, Mechanics of Reading and Writing (7-10)/ Independent living (11+) and Core Vocab.

CORE SKILLS FOR FUNCTIONALITY

Phonics & Early Reading

For pupils working GGA11+

(Pupils demonstrating capacity to develop higher reading skills)

Emphasis on teaching the mechanics of reading (i.e. word reading and Lang comprehension) to support the functional application of literacy. Taught alongside ongoing learning in Functional Literacy.

Assessed using READ, WRITE, INC phonics screening tool & GGA National Curriculum Literacy Based Profile

IMPACT

The *impact* of this curriculum is that pupils will be able to:-

- *Apply their skills of communication & literacy to advocate for themselves, make & express informed choices to the best of their ability*
- *Apply their skills of communication & literacy to independently access purposeful leisure and vocational opportunities (including where appropriate work) that are meaningful to them*
- *Maintain and develop meaningful relationships and friendships (including where appropriate using functional technology to keep in touch)*

This policy outlines how the Curriculum areas of <u>Core Skills for Functionality</u> are implemented in order to support the achievement of this Curriculum intent and should be read in conjuncture with the Curriculum at Glyne Gap Policy (CG1), Communication & Language Policy (CG5), and Phonics & Early Reading at Glyne Gap (CG18)

2. Communication… The Bridge to Literacy

Communication and Language (along with personal and social development) is at the very <u>centre</u> of SLD/PMLD education and as such our Curriculum. We define it as an <u>Essential Skill for Learning and Life,</u> and is prioritised as such in all pupil's individual learning plans. In our setting, we believe <u>EVERY</u> child is a "Communicator", and should be provided with Outstanding Teaching and Learning opportunities to develop these skills, to the best of their ability.

There is a complex link between communication and literacy. At Glyne Gap we define literacy as <u>reading</u> and <u>writing</u> with a focus on teaching skills for <u>functionality</u>. **Communication** should not be seen as a separate subject, but as an **integral pre-cursor** to all literacy development. Although all pupils are working below national standards at key stages 1 and 2, the DFE programme of study (2014) makes explicit: "the National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum- cognitively, socially and linguistically. The document goes on to say that 'spoken language <u>underpins</u> the development of reading and writing'. As such all pupils' development in "reading" is underpinned by and integrated into their learning within the Glyne Gap Curriculum area of <u>Communication</u>.

3. Curriculum Implementation – Functional Literacy

Definitions & Development of Communication, Language and Literacy

There is a complex link between communication and literacy. In order to understand this link between communication and literacy it is important to have clear definitions of both terms.

Communication*:*
At Glyne Gap we define Communication as how we interact with others.
Communication incorporates:
- The use of non-verbal methods e.g. listening, looking, facial expression, body language
- how we understand others and the world around us (receptive skills) and
- how we make ourselves understood (expression)

Language*:*
At Glyne Gap language is described as the comprehension of a vocabulary (receptive language) and how this vocabulary is used (expressive language).

In this setting, <u>ALL</u> pupils have difficulties with their Speech, Language and Communication due to the nature of their learning disabilities.

Literacy:
The New National Curriculum (2014) does not contain a definition of literacy, however the English framework divides 'language and literacy' into three sections: spoken language, reading and writing and vocabulary development.

The Department for Education (DfE) does not maintain a definition of literacy as schools are free to develop their own literacy practice around statutory requirements.
Here at Glyne Gap we define literacy as <u>reading</u> and <u>writing</u>, with a focus on teaching skills for functionality.

The development of formal literacy requires a certain level of language skills. All pupils need to establish the pre requisite skills of communication (Essential Skills for Learning and Life) before progressing to early literacy skills (Core Skills for Functionality).

Delivery and Development of Reading

Context

For our pupils reading should be interpreted as any activity that leads to the derivation of meanings from visual or tactile representations, for example, objects, pictures, symbols, or written words… and that these may be accessed visually or through touch. It can provide functional sight vocabulary to enable pupils to be independent within the community. In the Nursery the prime area of Communication and Language and the specific area of Literacy form a central element of the early years curriculum. In Reception and in the Infants, Reading is mainly taught across the curriculum through Communication and Language, and planned for through their IEPs. Reading for Junior pupils is planned for through their IEPs (within Functional Literacy) and is mainly taught as part of class sessions with a focus on functionality. However, there may be opportunities to incorporate some aspects of reading within other sessions, through topic work and through physical development. Reading for Seniors and at the Faculty is incorporated through Functional Literacy linked to developing their independence, which is planned on an individual basis linked to their IEPs and goals, this may be delivered individually, in pairs or small groups and in a range of different contexts, including in the community.

Strategies for teaching Reading - Whole School Approach

For pupils working at GGA9 and below, the teaching of their Early Reading will be delivered through:

- **Adopting a Total Communication Approach & providing a Total Communication Environment which includes:**
  - providing access to a language/symbols/text rich environment (including the use of Communication Stations around the school to ensure resources are always available to support reading for meaning)
  - providing a means of handling, using and gaining information i.e. objects of reference, photos, pictures, symbols etc
  - development of listening skills
  - symbolised recipes
  - symbolised/photo instructions/timetables
  - early phonics e.g. initial letter sounds of pupils' names
  - early word recognition e.g. names, timetable vocabulary
  - introduction of symbol/word topic vocabulary
  - functional sight vocabulary e.g. shopping list
  - Chat books and communication books using photos/ symbols
- **Providing activities which offer a rich and diverse exposure to books and stories for pleasure and an immersive language environment including:**
  - providing a culture of reading for enjoyment and leisure
  - Sensory stories and tactile exploration
  - Songs bags
  - Group stories sessions and related activities
  - Personalised reading books (photos/symbols)

For more details of the progression of reading skills, see the Appendix 2: The Communication Ladder & Appendix 3: The Development of Reading skills.

Strategies to support Subject specific Phonics & Early Reading Skills *(for higher attaining pupils)*

For pupils working at GGA10, and above demonstrating they have the capacity to develop skills at a higher level, we believe that teaching of reading (decoding and encoding written text), supports them to have greater opportunities for their independence, personal autonomy, independent living and work in the future, and as such is a priority area of learning.

For these pupils, We have created the Phonics and Early Reading Curriculum, (taught alongside the whole school curriculum area of Communication & Core Skills for Functionality Curriculum). Through this Curriculum, pupils receive specialist teaching and input in subject specific areas of learning of Phonological Awareness, Word Reading and Language Comprehension, to ensure they have the opportunity to be sufficiently challenged and extend their learning in order to gain the greatest level of independence and personal autonomy for the future.

These pupils are identified through the completion of GGA10 in the Functional Literacy Assessment, and through teacher discussions at Pupil Progress and liaison meetings.

Once identified, formal assessments are completed and specific targets are planned and bespoke 1:1/ small group reading sessions are delivered to support them extending their early reading skills. Reading sessions provide focus opportunities to work on:
- more advanced phonics e.g. initial sounds, final sounds, blending to read CVC words
- Individual Read, Write, Inc programmes
- High frequency word activities
- Comprehension activities

In addition, these pupils will be given home learning with families given additional support to continue this learning at home. This may include:
- Individualised reading books to take home with the expectation of reading at least 3 times per week
- Tricky word boxes
- Additional Reading & Comprehension activities

For full guidance in the delivery of the Early Reading programme of study, please refer to CG18 Supporting the Teaching and Learning of Phonics & Early Reading at Glyne Gap

Delivery and Development of Writing

Context
For our pupils writing should be interpreted as any activity that communicates and records events, experiences, information, thoughts and feelings. This will include selecting the most appropriate form of recording according to pupils needs for example using objects of reference, pictures, photographs, symbols, word stamps, audio recordings and dictation. All relevant ICT and communication aids should be used to foster and support writing. Writing is mainly taught as part of class Literacy sessions for infant and junior pupils and planned for through their IEPs. However there may be opportunities to incorporate writing within topics and through creative arts.

Writing for Senior pupils and pupils at the Faculty will be incorporated through functional literacy linked to developing their independence.

Strategies for teaching Writing - Whole School Approach

The teaching of their Early Writing will be delivered through:
- Tactile exploration
- Mark-making in variety of materials
- Use of mark-making tools
- Opportunities for mark-making through play
- early phonics e.g. writing initial letter of pupils' names
- Introduction of early handwriting skills (e.g. tracing, overwriting, joining dots, copy writing)
- Use of technology e.g. typing, composition using symbols on screen
- Use of photos/symbols/words to recount events, tell stories, answer questions, write captions
- as well as functional skills for independence and leisure, such as form filling, texting, emails and use of the internet

In addition, pupils working at GGA10 or above and engaging in the subject specific Early Reading Curriculum will be given specific support within these sessions for writing activities including letter formation, encoding and appropriate sentence structure. (*For more details of the progression of writing skills, see the Appendix 3: The Development of Writing skills*).

Working towards Mathematical Fluency

(An Overview)

COMMUNICATION and PSHE

ESSENTIAL skills for learning and life

Skills learnt are central for pupils to be able to meet their basic needs and to progress nearly all other learning.

An integral pre-cursor for all pupils "numeracy"

COMMUNICATION and PSHE

Once pupils have achieved GGA6 in Communication and PSHE, they are introduced to early functional numeracy skills alongside their continued work within the Communication and PSHE curriculum.

Pupils working below GGA6 will continue their essential learning in Communication and PSHE and experience a breadth of literacy experience in their tier2 learning supported working within the engagement profile.

GGA Assessment areas include: Expressive Language, Social Communication & Speech, Receptive Language, Attention & Listening, Comprehension & Imaginative Play, Thinking & Problem Solving

CORE SKILLS FOR FUNCTIONALITY

Functional Numeracy

For pupils working GGA7+

Emphasis on teaching the core skill of numeracy is in terms of 'what it can do' to develop pupil's independence and confidence through its functional use to support their learning in school, in the community and in their future lives, rather than teaching the skill in isolation.

GGA Assessment areas include: Independence & Organisation, Play/Leisure, Early General Mathematical Skills (7-11)/ Independent living (12+) and Independent Living-Finance

CORE SKILLS FOR FUNCTIONALITY

Early Mathematical skills

For pupils working GGA11+

(Pupils demonstrating capacity to develop higher mathematical skills)

Emphasis on teaching the mechanics of Mathematics (i.e. Number and Measurement) to support the functional application of numeracy. Taught alongside ongoing learning in Functional Numeracy.

Assessed using GGA National Curriculum Mathematics Based Profile

IMPACT

The *impact* of this curriculum is that pupils will be able to:-

- Apply their skills of communication & numeracy to independently access purposeful leisure and independent living (where appropriate)
- Maintain and develop meaningful relationships and friendships (including where appropriate using functional technology to keep in touch
- Apply their skills of communication, & numeracy to make a contribution to family, friends and vocational opportunities (including where appropriate work)that are meaningful to them

8

4. Curriculum Implementation – Functional Numeracy

Delivery and Development of Numeracy

Context

Numeracy is mainly taught as part of class sessions for Infant and Junior pupils and planned for through their IEPs. However there may be opportunities to incorporate some aspects of numeracy within other sessions, through topics and through creative arts. Numeracy for Senior pupils and pupils at the Faculty is incorporated through functional Numeracy linked to developing their independence.

Strategies for teaching Numeracy – Whole School Approach

Numeracy comprises the three strands of Number, Using and Applying and Shape, Space and Measure

Infant and Junior pupils:
- Providing opportunities for sensory exploration of a variety of objects
- Using number songs and rhymes to engage pupils and develop their understanding of number
- Providing play activities involving a variety of objects and media of different sizes, shapes, colours (e.g. sand, water, stacking objects, bricks, musical instruments, puzzles)
- Establishing a culture in which counting activities are incorporated throughout the day and in different contexts, including sabotage in which there are not enough or too many items
- Developing pupils' understanding of the passage of time through class timetables and calendars.
- Giving access to games which develop mathematical skills (e.g. dominoes, snakes and ladders, lotto games)
- Where appropriate, providing more formal numeracy sessions for pupils to develop specific mathematical skills
- Providing opportunities to transfer mathematical skills into a real life context (e.g. in the community, through role play)

Senior and Faculty pupils:
- Providing opportunities for students to develop and apply mathematical skills in a way that is functional and develops their independent living skills (e.g. shopping within a budget, programming a microwave for the correct amount of time, finding correct seat number in a theatre)

Strategies to support Subject specific Mathematics *(for higher attaining pupils)*

For pupils working at GGA11, and above demonstrating they have the capacity to develop skills at a higher level, we believe that teaching of Mathematical concepts (Number and Measurement- time and money), supports them to have greater opportunities for their independence, personal autonomy, independent living and work in the future, and as such is a priority area of learning.

For these pupils, we have created the Glyne Gap National Curriculum based Mathematics Assessment (GGNCbMA),

The Glyne Gap National Curriculum based Mathematics Assessment (GGNCbMA) is used to inform the planning for pupils Early Mathematical Skills Curriculum, and is taught alongside the whole school curriculum areas of Communication and PSHE & Core Skills for Functionality Curriculum.

Through this Curriculum, pupils receive specialist teaching and input in subject specific areas of learning of number and place value, addition and subtraction and Measurement, Money and Time.

The elements included in are:
- Mathematics Early Learning Goals
- National Curriculum Mathematics Programme of Study Key Stage 1
  -Year 1 Number: Number and Place Value, Addition and Subtraction, Measurement and Geometry- position and direction,
  -Year 2 Number: Number and Place Value, Addition and Subtraction, Measurement – standard units of time)
- National Curriculum Mathematics Programme of Study Key Stage 2
  -Years 3 and 4 Measurement- elements of time).

These aspects have been identified as the concepts which would enable the greatest level of autonomy through their functional application. Concepts have been broken down to small steps to enable pupils to access this knowledge at their level and ensure they have the opportunity to be sufficiently challenged and given the opportunity to extend their learning in order to gain the greatest level of independence and personal autonomy for the future.

The aspect remaining aspects of the Key Stage 1 Mathematics Programme of Study (Multiplication and Division, Fractions, Geometry and Statistics), have been discounted and are not taught as they are the more complex mathematical concepts skills that would be beyond our pupils understanding and as such do not support functionality in their daily lives now or in the future.

Pupils are identified through the completion of GGA11 in the Functional Numeracy Assessment, and through teacher discussions at Pupil Progress and liaison meetings.

Once identified, formal assessments are completed and specific targets are planned and bespoke 1:1/ small group Mathematics sessions are delivered to support them extending their Early/General Mathematical skills. Mathematics sessions provide focus opportunities to work on:

- more advanced number work, using numbers to 100, including place value
- addition and subtraction using numbers to 100
- money, face value, rounding up, problem solving to find how much- cost/change,
- learning to tell the time using an analogue and digital 12/24 hour clock
- measurement of length, height, weight, capacity, temperature
- developing understanding and use of mathematical vocabulary

In addition, these pupils will be given home learning with families given additional support to continue this learning at home.

5. Curriculum Implementation – Functional ICT

Design and Development of ICT

Context

ICT within our school context is focussed on the functional application of ICT skills rather than the technological equipment used. The new expanded Functional ICT GGA levels are designed to promote independence and functionality, they have been sub divided into three areas of: communication and information skills, independent living and leisure to reflect the needs of our pupils rather than the content of the new National Curriculum (2014). The GGAs are progressive; new skills are introduced throughout the levels, as a pupil moves up through the levels, opportunities to generalise skills in a range of contexts or using a range of different technological equipment are provided.

ICT is mainly taught as part of class sessions for Infant and Junior pupils and planned for through their IEPs. However, there may be opportunities to incorporate some aspects of ICT within other sessions, through topics and through creative arts. ICT for Seniors and at the Faculty is incorporated through Functional ICT linked to developing their independence, which is planned on an individual basis linked to their IEPs and goals, this may be delivered individually, in pairs or small groups and in a range of different contexts.

Strategies for teaching ICT

Functional ICT comprises of three strands of Communication and Information, Independent Living and Leisure.

Infant and Junior pupils:
- Provide opportunities to use information carrying devices within regular activities (e.g. circle time for news)
- Giving access to a range of technological equipment during activities throughout the day to develop ICT skills (e.g. plasma screen during literacy, a blender to make smoothies, an IPAD during art or music)

Senior and Faculty pupils:

- Provide opportunities to develop function communication and information skills through the use of mobile phones and the internet. (e.g. text a friend to arrange a meeting, look up the time of a film)
- Planned activities to develop and apply independent living ICT skills in a functional context within the school and faculty setting (e.g. making own hot lunch using technological equipment in the café or silver room)
- Opportunities to generalise these skills across a range of different contexts (e.g. home, flat, work placement)
- Giving access to technological leisure activities (e.g. console games, video links with friends)

For our most able pupils there would be opportunities to demonstrate that they can use a range of functional ICT skills within a real life situation in a day or the whole week (e.g. plan, shop, cook etc for a day in the flat, or plan and carry out activities, meals, daily cleaning tasks at the flat during a block week).

The Teaching of Online Safety at Glyne Gap

As a society technology and social media is progressing at a rapid rate. These advancements provide exciting opportunities for our young people, but also without the appropriate guidance, support and teaching in place to safeguard, use of technology can put our young people at risk of serious harm.

We recognize that as a school many of our young people, due to their learning disability, will not be accessing these platforms independently and therefore are offered some protection from such risks. However, for those developing higher level Functional skills, these risks are amplified due to their level of understanding within the areas of Communication and Personal Development. As such we have created the Keeping Safe Online Curriculum to support students and families.

The Keeping Safe Online Curriculum is based on materials and guidance from the National Online Safety forum and fulfils the statutory online safety safeguarding duties outlined in the Keeping Children Safe in Education (KCSIE) guidance (Sept 2022).

Online Safety is incorporated as part of the PSHE Faculty Curriculum MTCP blocks (on a 4 year rolling cycle). Within the PSHE Curriculum blocks, one of the 10 areas of online safety at GG will feature each term, with specific learning outcomes covered and key information for parents shared alongside. (See Appendix 5 - KSO curriculum map). This enables the online safety curriculum to be relevant and meaningful to our students in relation to their wider PSHE learning, and ensuring that the appropriate learning around students' safety online is taught at the right time. Prior to this stage, online safety does not feature within their tier2 curriculum as it is not relevant to the majority of pupils understanding at this stage (as their use of technology will always need to be facilitated by others and therefore risks can be managed proportionately), however it is taught through a bespoke approach for individuals for whom it is relevant.

Pupils who are working within GGA11 of both the Functional Literacy and Functional ICT assessments, will have developed the functional skills to begin to access technology without support. For these pupils, we have therefore created the "Glyne Gap Keeping Safe Online assessment", designed to identify potential gaps in knowledge and inform bespoke planning for the individual needs to support them to begin to manage their own safety online. Pupils are discussed and identified at T5&6 Pupil progress and Liaison meetings (where pupils Annual Progress in the Core Skills for Functionality is discussed) following which an initial baseline assessment is completed. For pupils who have achieved GGA10 in Functional ICT but are yet to reach this level in Functional Literacy, would not have developed the concept readiness for the Keeping Safe Online Curriculum. However, as their Functional ICT skills are such that they could access technology without the ability to manage their own safety within this, an action from liaison would be to meet with the family to discuss the appropriate controls measure in place (and what these may need to include) to ensure the individuals internet safety.

The Keeping Safe Online Assessment is broken up into 10 broad areas of Online safety, with small step learning outcomes identified within each area. Each outcome is assessed based on the level of support the individual required for each step. Assessment steps are not hierarchical, and any of the learning steps can be worked on at any time, based on the need of the individual. However the level of support required as identified in the assessments, should determine the opportunities the individual has independent use of technology. Assessments are used to inform learning targets, which are then included in pupils IEPs (under Func. ICT) and assessed in line with the whole school CG1 Curriculum and CG10 - Impact of the Curriculum- Assessment, Recording and Reporting policies.

Assessments are kept alongside pupils GGA Functional ICT levels within their Pink files, and shared with parents as part of pupils AR meetings and next steps and agreed control measures written and implemented for the individual based on pupils understanding demonstrated in this assessment. Control measures are included are shared across settings and agreed by school/student/families, to support independence and safety online.

Support for families to support Online Safety at home is offered for the whole school annually via accessible materials from the National Online Safety website within the Term 6 Newsletter, (such as information on how to set up parental controls), in preparation for the Summer break when pupils may have less structured time and freer access to devices. In addition, materials relating to discussions held within PSHE topics may be sent to relevant families termly.

Online safety is discussed on an individual basis at pupils Annual Review meetings as appropriate, and as pupils move onto the Keeping Safe Online Assessments, specific materials and teaching resources are provided for parents to support an individual as required alongside their termly goals.

GG Acceptable Use Agreement

Pupils achieving GGA10 and moving onto the Keeping Safe Online assessment in order to begin to access technology independently, must also sign the GG Acceptable Use Agreement. This document outlines for students, in terminology they can understand, how they must conduct themselves when using devices, with the understanding if they break the rules of the agreement, it may result in them being unable to access technology in school.

Families and teachers also sign this agreement as a commitment to supporting the young person in managing their use of technology safely, (understanding that they may always need additional help to do so), and working together to support their teaching and learning in this area.

6. Measuring, Monitoring and Evaluating the Impact of Core Skills Curriculum

There are 7 assessment instruments we use in school to show achievement and to track progress for pupils- see CG10 Impact of the Curriculum.

For Literacy, Numeracy and ICT the 5 most compelling assessment instruments are:

1. Pupil IEP's which include communication goals and may include literacy, numeracy and ICT goals that are written and evaluated on a termly basis and are p-level referenced.
2. Pupil Assessment Files- contain a summative assessment using the speaking and listening, reading, writing, number, shape, space and measure, using and applying, and computing DFE performance descriptors and have the expanded GG assessments for each area which are updated at least annually. (Included within these are the pre-key stage assessment performance descriptors).
3. Annual Review Reports- which provide summative description of Communication and Language, Literacy, Numeracy and ICT progress during the past year which is GGA referenced and goes to parents.
4. Zig Zag Books/Progress files – which are cumulative pupil records of achievements that describe attainment and progress that are GGA referenced and are completed on a termly basis.
5. Liaison Meetings – termly progress judgements are made on overall progress in all areas, and an annual judgement of attainment and progress for Communication & Language (all pupils), and Core Skills for Functionality in Literacy, Numeracy and ICT (Pupils working at GGA7+) are made in term 5&6 liaison meetings using school-based data and teacher assessment for every pupil.

7.   Roles & Responsibilities

The Assistant Headteachers maintain oversight for the monitoring and development of the Whole School Curriculum. Within this area this consists of

Barbara Clarke – Curriculum Lead for Whole School Curriculum (5-16) & Personal Development
Sarah Tidmarsh – Curriculum Lead for Early Years (0-5) and Post 16 Curriculum & Communication & Language

The Core Skills leaders will support the teaching staff in the delivery of Literacy, Numeracy and ICT. They will monitor the subjects within the school and will also commission independent external consultants on behalf of the Governing Body for monitoring and further development of the core subjects based on the external monitors report and recommendations.

In addition to the Curriculum Leaders, in addition, the school has appointed the following Middle Leaders to support the delivery, development and training for the specific area of the curriculum for which they hold responsibility. They will identify relevant courses to attend or to recommend to staff and organise appropriate training for staff and parents and ensure they keep staff informed of developments in their curriculum area via teachers meetings.

Faye Fernandez – Early Reading Lead
Rebbeca Gander – Communication & Home learning Specialist Teacher
Mary King – Implementing PECS at Home Lead Teacher

8.   Working with parents

The school has a policy on partnership with parents and this includes negotiating and agreeing termly goals. (See CG1). Goals are individually drafted and forwarded to parents for comment at the beginning of term, a copy of the agreed goals are then sent to parents and the evaluated goals are sent to parents at the end of term. Pupil's individual goals will include at least one or two goals within Communication and Language taken from their communication programme and may include a Literacy, Numeracy or ICT goal. Additionally, teachers will ask for parental support with home reading or communication work and for supporting students understanding within their Online Safety. Training for parents is offered in all aspects of Literacy with a particular emphasis on communication such as signing and PECs, this may be in a group setting or tailored to meet the individual needs of parents and their child.

The school provide specific support for parents through the Communication Team and Early Readers Programme, to provide bespoke support for pupils and their families, to facilitate the learning to be continued at home and in-skill families with the tools to deliver this learning out of school.

Updated June 2024

9. Next Steps/ Developments

Core skills will be reviewed as identified in the school monitoring plan and linked with the school's development plan. Within this cycle, subjects within core skills will be the subject of discussion at a Teaching and Learning Governors meeting, external monitoring by a consultant or county advisor, with written reports being submitted to governors.

Development plan 2023-24

- To extend the skills of a group of pupils working towards subject specific skills within literacy *(See SDP for further detailed planning and key tasks)*

- To create and implement assessment tool to support the development of skills of a group of pupils working towards subject specific skills within mathematics *(See SDP for further detailed planning and key tasks)*

- To embed the Keeping Safe Online Curriculum with pupils, teachers and parents, and enhance the on-line safety training offer for parents

Other supporting policies

CG1 - Curriculum at Glyne Gap School
CG10 - Impact of the Curriculum- Assessing, Evaluation and Tracking Progress
CG5 - Supporting the Development of Communication and Language
CG18 - Supporting the Teaching and Learning of Phonics & Early Reading at Glyne Gap

Appendices

Appendix 1: The Glyne Gap Curriculum Model
Appendix 2: The Communication Ladder
Appendix 3: The Development of Reading & Writing Skills
Appendix 4: Phonics & Early Reading referrals & Implementation flow chart
Appendix 5: Glyne Gap Keeping Safe Online Curriculum Map

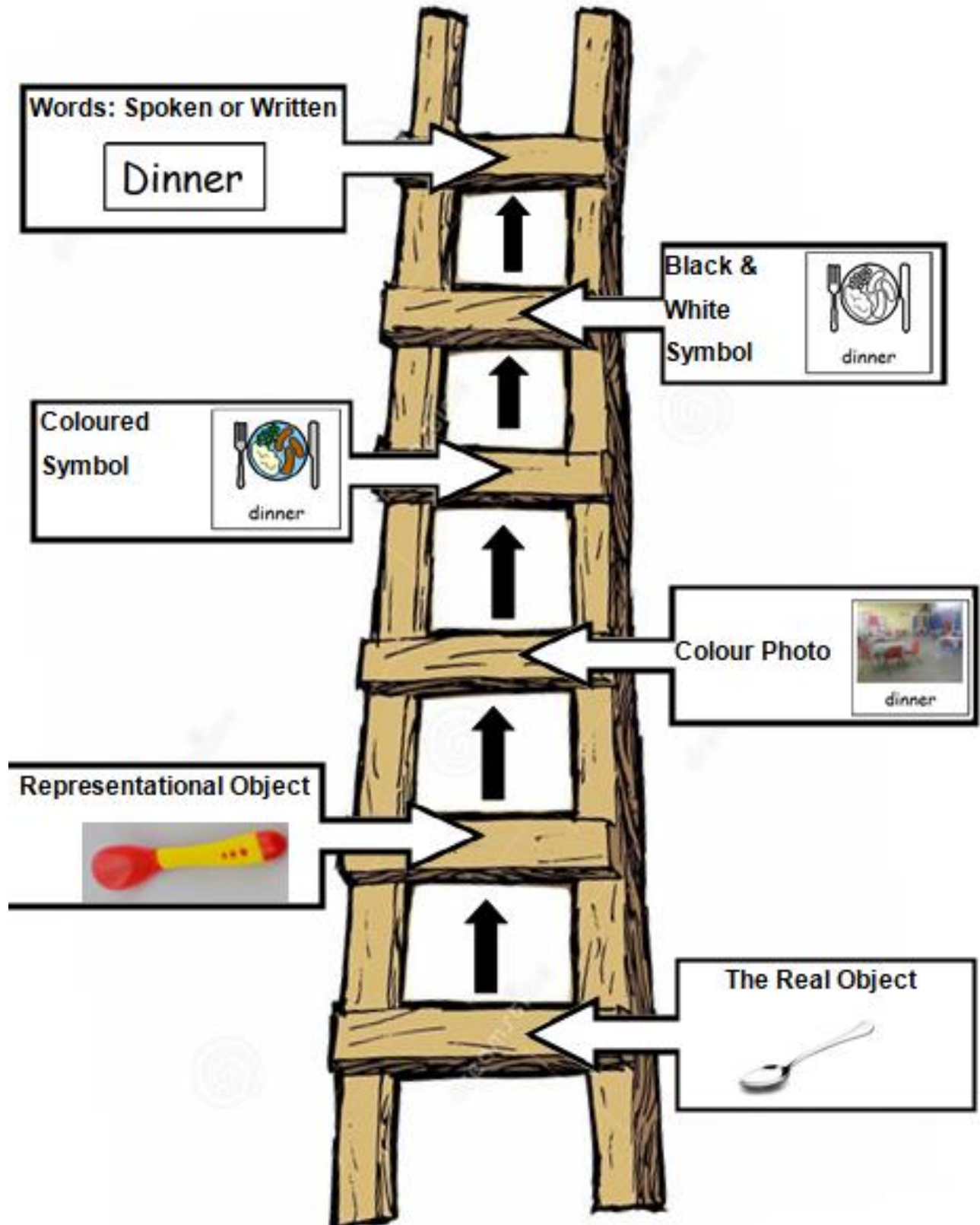# Appendix 1: The Glyne Gap Curriculum Model

(Tier 1) Essential skills for learning and life for all pupils   Core skills building for functionality

All areas taught according to skills need. Assessment arrangements, IEPs, annual reports, Glyne Gap Assessments (GGA)

Breadth of learning areas (Tier 2)	PSHE Personal Care–to include Emotional Well-being, Personal Autonomy including RSE, Personal Learning	Essential Physical Skills for Learning and Life	Subjects included	COMMUNICATION AND LANGUAGE Expressive and Receptive Skills	Medium term curriculum plans (MTCPs)	LITERACY, NUMERACY, and ICT Informational and Organisational Skills, Mechanics of Reading and Writing, Early Reading/General Mathematics, Core Vocabulary, Independent Living and Play/Leisure, On-line Safety	Assessment arrangements
PHYSICAL DEVELOPMENT			• Swimming • Trampolining • PE / Games/ Fitness • *Positioning / Mobility*		GYMNASTICS, OAA, ATHLETICS, GAMES, TEAMWORK, OLYMPIC VALUES		IEPs Annual Reports Sports awards
PERSONAL DEVELOPMENT			• Careers • Citizenship • Healthy living • Sex & Relationships • On-line Safety		MYSELF, MYSELF AND OTHERS, MYSELF AND MY FAMILY, MY COMMUNITY		IEPs Annual Reports PSHE 'GGAs'
CREATIVE DEVELOPMENT and understanding the Arts			• Music • Art • Drama • Dance		CREATIVE DEVELOPMENT		IEPs Annual Reports
KNOWLEDGE OF THE WORLD and scientific and technological understanding			• Science • Design & Technology • Geography & History • RE • SMSC		KNOWLEDGE OF THE WORLD		IEPs Annual Reports

The Communication Ladder

Words: Spoken or Written

Dinner

Black & White Symbol

dinner

Coloured Symbol

dinner

Colour Photo

dinner

Representational Object

The Real Object

Appendix 3

The Development of Reading Skills

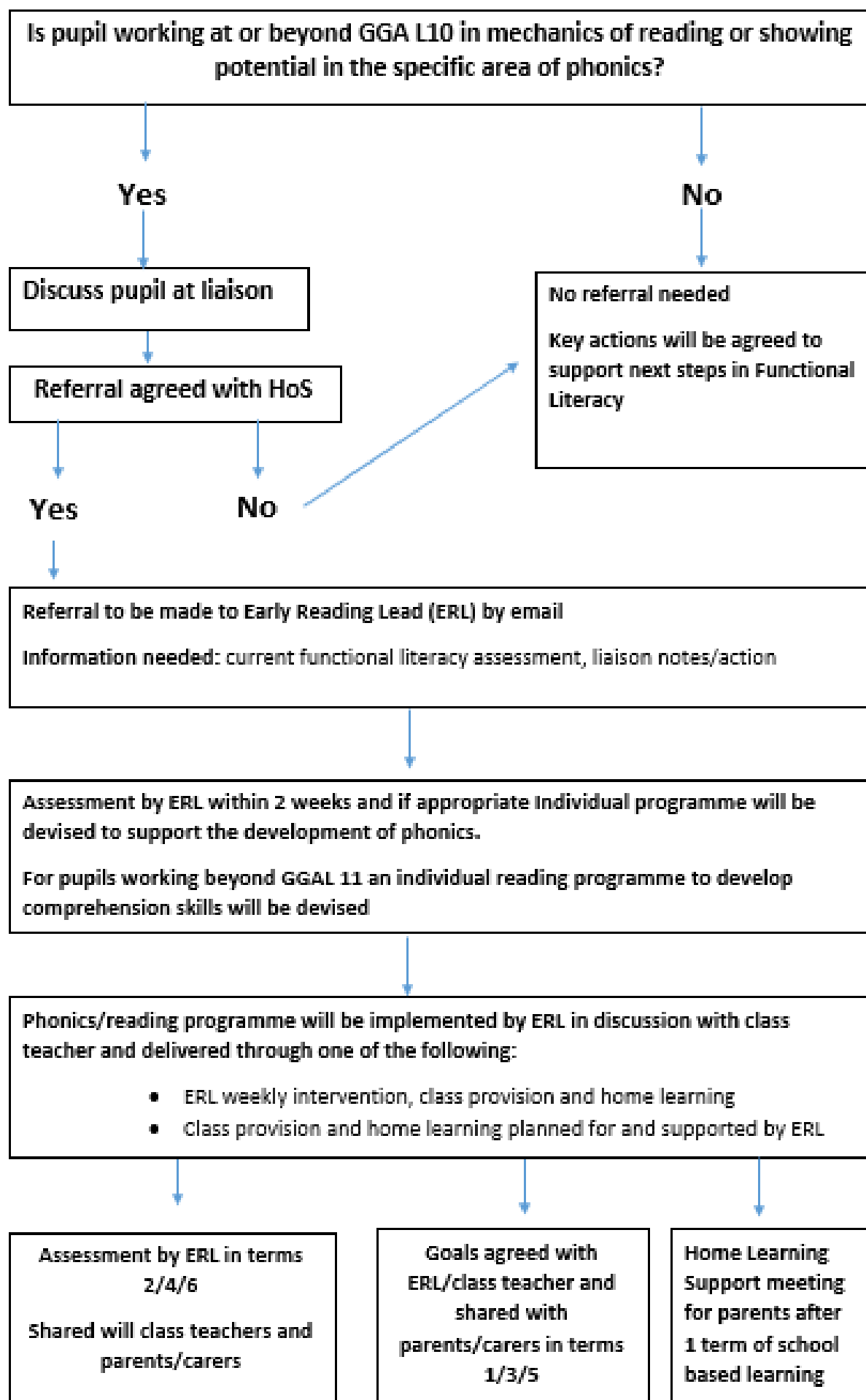*(Where skills featuring in Glyne Gap Functional Literacy & Communication Assessments)*

GGA1	Objects of Reference
GGA5	Photos
GGA6	Pictures
GGA6	Symbols
GGA7	Single word level with symbol support if necessary
GGA8-11	2-4 word
GGA8	initial letter sound of own name/peers names
GGA9	letter/sound recognition own name
GGA9	matching same letters in lower case
GGA10	sound/sign initial letters of familiar words
GGA10	initial sounds/final sounds
GGA10	rhyming words/patterns
GGA10	blend
GGA10	Introduces sets of 6 high frequency words with symbol support
GGA11+	Read Write Inc Scheme
	Blending sounds to read words (CVC, CCVC, CVCC, CVVC etc)
	High frequency word activities
	Comprehension skills

The Development of Writing Skills

(Where skills featuring in Glyne Gap Functional Literacy Assessments)

GGA7	Understanding that marks convey meaning
	Use of symbols/photos to convey meaning
GGA8	Describe pictures at a 2 word level
	Trace/overwrite/copy shapes or straight line patterns
GGA9	Write own name
	Copy single words
	Sequence three words/symbols to describe a picture
GGA10	Group letters with spaces in between
	Write a few simple words from memory
	Rehearse and dictate a sentence for an adult to scribe
GGA11+	Writing for a range of purposes
	Write some letters in response to sounds
	Copy writing from whiteboard
	Put words of a sentence in the correct order
GGA12+	Introduces Spelling/ Handwriting/ Punctuation/ Composition

Phonics Programme Referral and Implementation Flowchart

Is pupil working at or beyond GGA L10 in mechanics of reading or showing potential in the specific area of phonics?

Yes

No

Discuss pupil at liaison

No referral needed

Key actions will be agreed to support next steps in Functional Literacy

Referral agreed with HoS

Yes

No

Referral to be made to Early Reading Lead (ERL) by email

Information needed: current functional literacy assessment, liaison notes/action

Assessment by ERL within 2 weeks and if appropriate Individual programme will be devised to support the development of phonics.

For pupils working beyond GGAL 11 an individual reading programme to develop comprehension skills will be devised

Phonics/reading programme will be implemented by ERL in discussion with class teacher and delivered through one of the following:

- ERL weekly intervention, class provision and home learning
- Class provision and home learning planned for and supported by ERL

Assessment by ERL in terms 2/4/6

Shared will class teachers and parents/carers

Goals agreed with ERL/class teacher and shared with parents/carers in terms 1/3/5

Home Learning Support meeting for parents after 1 term of school based learning

Appendix 5: Glyne Gap Keeping Safe Online Curriculum

Keeping Safe Online Curriculum Areas

KSO1 – Password Protection -Know the purpose of passwords and how they protect our personal information. Ensure passwords have been set up on own devices (with/without support) and how to keep passwords safe.

KSO2 – Parental Controls - Know Parental Controls are designed to protect them and keep them safe online and support appropriate access to the internet. Talk to parents to ensure parental controls are in place on all devices and young people have agreed "rules" with family on access to the internet/ devices e.g. times/ frequency/ sharing what they are viewing

KSO3 – Safe Surfing - Understand that games/Apps/ online content have Age Ratings to indicate what the content may include and what is appropriate viewing. Understand the rules of safe surfing and what is considered "Click bait".

KSO4 - Keeping my device safe and private – Know how to look after their device keeping it safe at home/ college and in the community. Know who share their device with and when not to.

KSO5 - Personal Information – Know what is considered personal information and why it is important to keep it safe and not share it with others. Understand what is considered personal information online and what is ok to share and what is not.

KSO6 - Online Purchases/Pop-Ups – Understand payments made online are with "real money". Understand how to keep banking information safe if using internet banking. Understand some Apps may have In App Purchases and how to avoid unwanted bills.

KSO7 - Device Dependency & Screen Time – Understand why it is important to set boundaries around use of devices and what appropriate use might be. Understand how inappropriate use can impact our health and well being. Establish appropriate boundaries for use and follow these at school/ home and in the community.

KSO8 – Keeping in touch online - Use of Social media / Chatroom forums – Understand the difference between real life friends and friends met online. Understand we may not always know who we are talking to online. Understand that we should only talk to know friends online. Understand the rules of behaviour towards friends is the same in real life and online.

KSO9 Use of Photo/ Personal Images – Know why it can be a danger to share images online. Understand about permission to share images. Understand what is considered inappropriate images and that it is against the law to share these. Understand what to do if they see something inappropriate/ are asked to share images.

KSO10 – Seeking help/Reporting a problem - Know who and how to seek help from and report if they have a problem with something they have seen/ discussed online

Teaching materials to support the delivery of these aspects of the Curriculum can be found on the National Online Safety website: www.nationalonlinesafety.com

Keeping Safe Online Faculty MTCP Curriculum Overview

The table below outlines where Online Safety can be found within the PSHE Curriculum map.

	T1&2	T3&4	T5&6
Year 1	**PSHE blocks** My personal Network Seeking Help **Ind. Living** – Keeping connected **KSO Area of focus:** 2 – Parental controls 10 – Seeking help 4- Device safety 7 – Device dependency/ screen time	**PSHE block** Public/Private Personal health - addictions **Ind. Living** – Travel training Safety at home **KSO Area of focus** 1 – Password protection 9 – Images 2,3,5,8 – safe use at home 4- Device safety 7 – Device dependency/ screen time	**PSHE block** My Emotions/ My Relationships/ Moving on Understanding my Emotions **Ind. Living** – Keeping safe in the community **KSO Area of focus** 8 – Keeping connected/ online relationships 10 – Seeking help 4- Device safety 7 – Device dependency/ screen time
Year 2	**PSHE block** Knowing Me/Knowing you My Feelings **Ind. Living** – Keeping connected **KSO Area of focus** 3 – Safe Surfing 10 – seeking help 4- Device safety 7 – Device dependency/ screen time	**PSHE block** My Style Becoming an adult - puberty **Ind. Living** – Travel training **KSO Area of focus** 6 – online purchases 9 – images 4- Device safety 7 – Device dependency/ screen time	**PSHE block** Relationship Timelines Sex **Ind. Living** – Keeping safe in the community **KSO Area of focus** 5- Personal information 8 – Keeping connected/Online relationships 4- Device safety 7 – Device dependency/ screen time
Year 3	**PSHE block** My family/my contributions Life Circles **Ind. Living** – Keeping connected **KSO Area of focus** 2 – Parental controls 7 – screen time 4- Device safety 7 – Device dependency/ screen time	**PSHE block** Looking after my body Knowing my body/noticing change **Ind. Living** – Travel training **KSO Area of focus** 5 – Personal Information 9 - images 4- Device safety 7 – Device dependency/ screen time	**PSHE block** Friendships/ Relationships Assertiveness **Ind. Living** – Keeping safe in the community **KSO Area of focus** 5- Personal information 8 – Keeping connected/Online relationships 10 – seeking help 4- Device safety 7 – Device dependency/ screen time
Year 4	**PSHE block** My identity Social Dilemas **Ind. Living** – Keeping connected **KSO Area of focus** 3 – Safe surfing 10 – Seeking help 4- Device safety 7 – Device dependency/ screen time	**PSHE block** Keeping my body healthy Becoming an adulty – body changes **Ind. Living** – Travel training **KSO Area of focus** 7 – Device dependency 10 – seeking help 4- Device safety 7 – Device dependency/ screen time	**PSHE block** Families, friends, futures Sex & Contraception **Ind. Living** – Keeping safe in the community **KSO Area of focus** 8 – Keeping connected/Online relationships 4- Device safety 7 – Device dependency/ screen time