

# The Levett School



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Positivity | Determination | Reflection | Integrity

## Curriculum Statement Policy

<i>Policy agreed by Governors on:</i>	
<i>Review date for Governors:</i>	
<i>Allocated Group/Person to Review:</i>	Annali Crawford
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	05/10/20

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB  
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Doncaster  
Council

At The Levett School, we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK. We also recognise the need to help our pupils to manage their emotions and behaviour so as to be able to succeed as citizens of the UK.

This document describes how we deliver our curriculum at each phase and each subject, including personal, social, health and economic education.

We also ensure we are preparing our pupils for adulthood. This includes teaching skills for employment, friends, relationships and community, independent living and good physical and mental health.

### **Mission statement**

Our mission is to re-engage all children for their pathways to lifelong learning by implementing targeted provision in-line with the graduated response within the SEND Code of Practice. We want all children and young people to feel safe and supported to achieve. Each of our learning communities share and celebrate common values of mutual care, equality, respect, rights and responsibilities to make sure that our school is free of fear, harassment and intimidation. We work hard to ensure our pupils feel safe.

### **Vision statement**

Our vision is one of pupils who by the time they leave will be well informed, self-motivated and responsible citizens, ready for the next phase of their education.

Pupils will leave happy, with a sense of well-being and with positive memories of their experiences and achievements of their time at the Levett School.

They will be active learners who are able to tackle problems and deal with the everyday demands of literacy, numeracy, keeping themselves safe and have a moral and spiritual awareness.

They will be confident and have increased positive attitudes that will prepare them for life.

We will provide a safe and structured learning environment in which children and young people will:

- Improve their educational achievement and outcomes.

- Improve their self-understanding and self-worth.
- improve their behavioural reactions to situations.

We will achieve this by:

- delivering well prepared lessons tailored to individual children's learning needs.
- showing each individual, they are cared for and understood.
- being consistent in our response to behaviours, encouraging good behaviour and ensuring there are consequences to unacceptable behaviour.

We will judge our achievements in delivering our ambition by measuring:

- increase in academic performance and educational outcomes.
- reductions in unacceptable behaviour.
- successful supported returns to mainstream/ other education.
- Increase social emotional performance based on observational assessment (Boxall Profiling Assessment).
- Increase in special educational needs outcomes (from EHCPs and SEN Plans).
- Improvements in attendance.
- Reductions in exclusions.

Our vision will be supported by our 3 Golden **rules**:

1. Everyone has the right to learn.
2. Everyone has the right to be respected.
3. Everyone has the right to be safe.

We will encourage:

- the expectation of respect.
- the understanding that with rights goes responsibility.
- equality.

## **Curriculum overview:**

At the Levett School we follow the National Curriculum and personalise it to the needs of our pupils. Please see the timetables and curriculum overviews on our website.

All pupils receive the core offer of Maths, English, Science, PE, Computing, PSHCE and SEAL. We believe these are the most important subjects for our pupils based on their special educational needs and also their behaviour needs.

### Primary Pupils:

Through topic based learning we cover: English, Science, History, Geography, Art, DT, RE, Music. We also have one MFL day each term. Each year we have an embrace the difference week where RE, British Values, SMSC and PSHCE are covered. All pupils also take part in Music sessions ran by DARTs.

### Secondary Pupils:

We use the English text as the basis for the terms topic and try and link as many subjects as possible to this text and its themes. Pupil also take part in practical learning activities with a life skills focus, these include: cooking, horticulture, textiles, woodwork, life learning maths and English. Pupils have the opportunity to receive music sessions ran by DARTs. They have one MFL enrichment day each term and also receive Careers education.

We also have a **Bespoke Tutored pathway**. These pupils follow Functional Maths and Functional English and a topic to cover other subjects. Some also attend Alternative Provision off-site that are chosen based on the interests and needs of the pupils.

## **Our Curriculum:**

### **1. Promoting fundamental British values**

#### 1.1. Citizens of the UK should:

- Respect and obey the law.
- Respect the rights of others, including their right to their own opinions.
- Treat others with fairness.
- Look after themselves and their family.
- Look after the area in which they live and the environment.

#### 1.2. We believe that our code of conduct underpins the fundamental British values to:

- Always try our best at everything we do.
- Listen to each other.
- Treat each other with respect and value our differences.
- Make time to talk through our problems.
- Care for our environment and everything in it.

1.3. We promote fundamental British values throughout our curriculum.

## **2. Subject overviews**

### **2.1. Reading**

- All children are assessed on entry using the phase and then linked to an appropriate phonics group. We currently use the **DFE's** Letters and Sounds programme using resources from Phonics Play and those created by the phase teacher. Phonics is taught by teachers and supported by TA's. Phonics take place daily for 20 minutes for those pupils who need it.
- For primary, and secondary pupils who need it, spellings and spelling rules are given weekly and then assessed both discretely and also within the pupil's independent work. SPAG is taught to all through the writing genre where specific features of SPAG are highlighted. SPAG sessions are also taught discretely for primary and secondary pupils who need it. SPAG gaps are identified by class teachers using the OTrack assessment programme and interventions put in place.
- BURT reading tests and PM Benchmarking take place on entry to the school for all pupils. These are then used to choose an appropriate book banded book. All pupils access daily reading sessions where the pupils read to an adult. Reading is assessed against a reading target taken from the SEN Support Plan or the EHCP. This is then recorded in the reading journals. When it is deemed a pupil has been able to read a book at a certain level of fluency, understanding and been able to justify their views and opinions (at their level) the pupil will then be re-book banded before moving onto the new level. Reading ages are assessed three times a year and used to help triangulate teacher assessments and to highlight any concerns. Alongside this primary secondary staff are logging the pupils reading progress against O Track targets/GCSE assessment grids.

- All pupils hear quality adult led reading within their classrooms on a daily basis. Class texts are linked to topics for Primary pupils and follow the KS3 English expectations for KS3.
- Inference Intervention - pupils are identified from their PM benchmarking assessment. They receive two sessions a week where they consolidate their understanding of inference interventions. This is led by the STA and overseen by the Literacy lead. At the end of approx. 8 weeks the children are assessed.
- We take part in World Book Day each year and include age appropriate tasks that encourage the pupils to read and access a wide range of books. We also hold regular 'Reading Days' for our primary pupils where parents and carers are invited to come and read with their children. Where needed staff support parents to do this effectively. This incorporates a book fayre ran by Boggledybooks.

### **Writing**

- We encourage all pupils to use a wide range of writing utensils and give them a variety of different materials to write on. Pupils are also encouraged to use their fine motor skills within play led activities where they need to manipulate small objects. Children are encouraged to write in a number of ways and given different opportunities to write for different purposes. Recent staff training promoted the use of writing with different implements and on different surfaces to try and break down the barriers that our children seem to have in regards to writing.
- Spelling and grammar are developed within the planning for writing. Key linguistic and grammatical features are highlighted to link with the genre being studied. Spelling is started thorough the use of phonics and then children are taught the spelling rules on a weekly basis. Children are given spellings that link to the rule that they need to learn and should be encouraged to spell this rule accurately within any piece of writing. The feedback policy states that spelling errors need to be identified and corrected by the child during either editing time or Dedicated Independent Reflection Time (DIRT)
- We always encourage and highlight the cross curricular links to reading and writing. For example:
  - Maths—writing and reading their own worded problems, writing explanations about methods that they have used.

- Science—through science investigations/ writing up their experiments/ writing instructions.
- DT—writing instructions, following instructions, creating questionnaires and finding audience responses, evaluating their own and others work.
- History/ geography—fact files, sequencing of events.

## **2.2. Mathematics**

- White Rose Maths is the whole school Maths curriculum we are following. This gives clear structure and guidance on the NC content. This also gives a range of methods and strategies in understanding different key skills and allows teachers to plan for reasoning and problem solving on a daily basis to push all pupils.
- Developing whole school skills on Maths Mastery to develop a consistent approach through school. Aim is to develop pupils skills on embedding and deepening skills in order for pupils to apply their skills and knowledge to reasoning and problem solving tasks.
- Maths lessons are carried out on a daily basis approximately 30-45 minutes long.
- Additional intervention sessions, are carried out throughout the week to bridge the gap between pupil current levels and there ARE. These sessions are personalised to the pupil's targets and they are creative and practical in how they are delivered.
- Maths Times Table sessions are planned for on the weekly timetable for each class so that pupils have a minimum of two sessions a week practicing and developing their Timestables knowledge.
- Maths is being developed whole school and to be incorporated into the curriculum topics taught in all key stages even if this is carried out discretely through producing a graph in the geography lesson, or solving algebra in a history lesson.
- On the Key Stage One and Two curriculum calendar across the year maths is incorporated into our whole school Enrichment weeks of utilising skills such as measurement through our ECO Warrior Day or Bake off Day.
- Additional to this we have whole school maths days across the year to promote a love of learning and to allow pupils to see maths can be incorporated into different topics or aspects in life. For example, NSPCC Number day or Shape Day.

- 'Mathematician of the Week' is a Key Stage One and Two achievement pupils can work towards every week. That pupil becomes the maths mascot of the week and given 'Motty' our pupil maths pencil teddy with a certificate and it is presented in assembly. This achievement is for a pupil who has achieved something great in maths that week. This is decided through work being presented to the Maths lead by the pupil or through teacher conversation with evidence of work shown. This pupil then announces and presents Motty to the next mathematician of the week.
- Key Vocabulary is to be presented and displayed on every Maths learning wall. This is then referred to throughout the day within all classes.

### **2.3. Physical Education (PE)**

- All pupils take part in a 45 minute PE lesson each week from Y3 – Y9. For pupils with severe more significant SEMH/special educational needs they also receive up to two extra PE sessions each week and/or daily active breaks. We recognise the value exercise has on mental health and wellbeing.
- The PE programme ensures all our pupils experience a wide range of skills and activities. We also teach our pupils how to stay fit and healthy.
- Staff have had CPD from a qualified Primary PE specialist teacher and follow a bought scheme called Primary Steps in PE.
- All pupils and staff take part in a 15 minute daily mile session. As we recognise the importance of keeping active and having regular active breaks to support the health and wellbeing of our community.
- All pupils take part in an annual sports day and an active week where we focus on everything we need to remain healthy. All our primary pupils take part in a 9 week swimming block each year.
- As a school we take part in our School Games inter-school competitions for both mainstream and special schools.

### **2.4. Computing**

- We encourage the use of computers and iPads in all lessons where relevant to support learning. This includes research skills and presentation skills.



## **2.5. Science**

- All primary pupils follow a school devised scheme that links (where possible) to a topic. Secondary pupils follow a scheme based around the AQA KS3 textbook. Where possible the topic is linked to the topic/ English text.
- All pupils have two Science lessons of 40 minutes each week.
- Pupils will also take part in visits and Science days where we dedicate the day to an element of science including how this can be a job for the future.

## **2.6. Personal, social health, citizenship and economic education and RE**

- As a school we recognise the importance PSHCE has in teaching our pupils about how to stay safe and manage risks, about the world they live in and how to transition successfully to the next stage in their lives. This is why we have made this a core subject in our school.
- All pupils have one lesson each week and follow a personalised scheme for our school.
- Assemblies are used to teach pupils about important issues that are current and relevant to our community.
- We follow the PSHE association guidance as to what to include in our scheme.
- We also have days each half term dedicated to different elements of this vast subject. For example, healthy living, safeguarding, transition.
- RE is recognised as a necessity in the modern world to help us learn tolerance, respect and the right to equality. All pupils receive at least 6 lessons each term.

## **2.7. Social and emotional aspects of learning (SEAL)**

- All pupils receive one 40 minutes SEAL lesson each week.
- SEAL is “a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour,

regular attendance, staff effectiveness and the emotional health and wellbeing of all who learn and work in schools” (DCSF, 2007, p.4).

- SEAL is designed to promote the development and application to learning of social and emotional skills that have been classified under the five domains proposed in Goleman’s (1995) model of emotional intelligence. These are: • Self-awareness • Self-regulation (managing feelings) • Motivation • Empathy • Social skills
- This is a vitally important part of our curriculum and is part of our core offer. Through this one lesson a week we help pupils to become successful citizens in the modern world and teach them how to interact with others appropriately, how to manage their emotions and behaviours. It is hoped this will help with their confidence and self-esteem and consequently their Mental wellbeing.

## **2.8. Art, Design and Technology (DT)**

- All pupils follow the personalised schemes for each subject.
- Primary pupils are taught these subjects through the topics that change each half term and time dedicated to each subjects varies dependent on the topic.
- Secondary pupils all have one Art session each week linked to the English text/topic. DT is on a carousel and is divided into Cooking, Textiles, Construction and Horticulture. Pupils will take part in two different activities each half term.

## **2.9. Geography, History**

- All pupils follow the personalised schemes for each subject that are taught through the theme of the topic that changes each half term. Time dedicated to each subject varies dependent on the relevance to the topic.

## **2.10. Modern foreign languages (MFL)**

- All pupils have the opportunity to learn French/ Spanish and find out about the culture of each country. We do this through a MFL day each term where they learn basic communication and experience things like foods, national dress, geography, music and traditions.