

# School Curriculum

QEII School aims to provide a broad, balanced and relevant curriculum which is challenging and fun. Our curriculum is skill and context based and encourages active engagement in learning. The curriculum is designed to promote the key skills of communication, cognition, independence, physical development, personal development and self-care, all transferrable skills that equip children and young people for life beyond the school.

Our curriculum strives to be responsive to each learner, and build on individual strengths and interests. A rolling plan is in place, which supports a balance of stimulating contexts for learning through different learning experiences, themes and subjects.

This is achieved through the delivery of a topic based approach in the primary school based on the National Curriculum programmes of study which have been differentiated to ensure individual learning targets. This approach ensures that pupils learn to develop the above key skills in a meaningful and motivating way that encourages the transfer of skills to many different situations. The senior department also follow the National Curriculum programmes of study adopting a vocational flavour that ensures that the key skills for living as independently as possible as an adult are a priority.

The curriculum is accessed through the setting of yearly annual education plans which are evaluated through the annual review process. Termly targets (ILP's) are set by a multi-professional team including the teacher, physiotherapist, speech and language therapist and occupational therapist and indicate priorities for each pupil. Parents are invited to include their ideas in this process and are informed of how pupils have progressed towards their goals at the end of each term.

The school is divided into early years, primary, senior and sixth form departments for curriculum planning purposes. The early years and primary departments adopt a topic approach which is on a three yearly cycle, ensuring that the EYFS and National Curriculum programmes of study are experienced by the pupils. The senior department works on a modular basis, covering mini topics in science, R.E, history, geography, art and technology. From the age of fourteen students have access to ASDAN accredited vocational courses. Department staff plan together to ensure appropriate progression and continuity.

Staff meet regularly to evaluate the curriculum offered to pupils and are constantly updating the school's policy documents on each curriculum area.



Each curriculum subject is taught in a manner that enables development as pupils progress through the school. Teachers strive to make activities appropriate to the age they are teaching and the resources throughout school reflect this. The school is committed to delivering many aspects of the curriculum through performing arts and this has been judged to be an outstanding aspect of the school. The school has also developed an expertise in Alternative and Augmentative Communication and Progressive Environments and uses a wide range of low and high tech equipment to support this.



Teachers keep detailed records on individual and group progress using a whole school system which ensures continuity and progression throughout the school. Each pupil has a portfolio which contains evidence of achievement throughout their time in school. This is recorded using the 2Simple software and provides the basis for their record of achievement which is given to pupils at the end of each school year.

The fostering of positive attitudes by parents and teachers to a pupil's learning cannot be over-emphasised. Pupils are encouraged from an early age to evaluate their work and celebrate achievement.



# Creative Arts

At QEII we have always seen the potential for teaching our students through performing arts. All students at QEII have extremely complex learning needs and our creative curriculum enables them to reach their full potential particularly in terms of self-esteem, confidence and independence.

Our reputation for performing began to grow in 2007 when we entered the National Rock Challenge dance event and performed alongside our mainstream peers. Our 'Monster Rock' was spotted and we were asked to perform it on many occasions. One really memorable event was when we were invited to perform it at the National Dance Teachers' Conference at the Laban Centre in London. Since then our performing arts has gone from strength to strength. We celebrated gaining our Gold Artsmark in 2009 and again in 2012. We are currently working on achieving Platinum Status.

In 2009 we embarked on the Shakespeare for Schools Project and a group of senior students performed Twelfth Night at Leatherhead Theatre, the Capitol Theatre Horsham and the Performing Arts Hub at Central Sussex College. Once again we were spotted and chosen to be one of three schools nationally to perform at the Lyric Theatre in the West End. We now run two Shakespeare groups annually, the older students perform at the Capitol Theatre in the Autumn and the younger students perform a sensory Shakespeare in our studio.

The Creative Arts Programme at QEII has been greatly enhanced by the new studio which was officially opened in July 2010. The specialist art room provides a dedicated facility for pupils to explore all aspects of the Art Curriculum and the learning outcomes have been outstanding.

We were privileged to be chosen as the West Sussex School to take part in a pre-Olympic project. The emphasis was on the Cultural Olympiad and we were joined at school for two weeks by choreographer Mark Smith and artist Rachel Gadsden. The final part of the project took place at Stoke Mandeville. Our work received rapturous applause and our art work has already been commissioned for the Olympic Exhibition at the Stoke Mandeville Stadium next summer. Last year we were involved in making an animated film that was shown at the Torch Ceremony at the Paralympic Stadium. We have also been privileged to perform at the O2 Indigo Theatre and had our film RESPECT premiere at Pinewood Studios.

In September 2010 we were awarded Specialist Status in the Performing Arts in recognition of the high standard we have reached. This involves an increased commitment to share our skills with other schools and the wider community.

The creative arts are divided into four areas; Art, Dance, Drama (including sensory drama) and Music. Pupils are able to access the creative arts throughout their time in school and opportunities to celebrate their achievements are embraced, for example, dance festivals, art exhibitions, Shakespeare festivals, choir, and music festivals, school shows, carnival and film making competitions.

Oaks Sixth Form students are able to specialise in the performing arts with study modules such as technical theatre and choreography. Work experience is also offered in the studio setting and supporting younger pupils with dance events.

At QEII we aim to continuously improve the proportion of children who achieve to their maximum potential in all aspects of communication, language and literacy. Our distinctive path includes a vision of English being so much more than reading, writing and speaking and listening and we employ a broad range of strategies and approaches to support development of language and communication skills. This includes the adoption of phonics across the school, using the Read Write Inc Phonics Scheme and our own developmental programme. Augmentative and Alternative Communication (AAC), latest technologies and the expressive and creative arts in addition to more traditional whole class based approaches.

QEII has a well stocked library resource area and pupils and students are encouraged to develop their independent reading skills throughout all areas of the curriculum. The attractive reading area surrounds the 'Magic Carpet' that provides an opportunity to engage in some of the most advanced technology for literacy and learning.

Many of the pupils follow the Individualised Reading Scheme, a developmental programme that encourages freedom of choice in reading matter. In turn this motivates students to engage with reading throughout their school experience.

At QEII we are constantly striving for the students to gain maximum independence and autonomy in all aspects of their development. The quality of teaching English is reflected through our consistently improving results in all subjects. Outstanding performances in the Performing Arts demonstrate the creative and imaginative approaches to teaching and the consistent good practice of our staff.

Lesson observations and regular communication and exchange of ideas between staff leads to both improved provision for English and a consistent approach by all. In all classes, teachers strive to engage and motivate their pupils in order to maximize their achievement, using the communication approach that best matches each child. Creative use of ICT supports this process and pupils have access to iPads to support their learning. In addition to teacher led initiatives for teaching English we have the support of speech and language therapists who work with teachers to produce individual plans to development communication. We also invite educators from outside to promote the learning of English for both staff and pupils and we embrace considered new thinking on the subject.

At QEII we are intent on removing barriers to literacy and communication and offering opportunities to raise standards and enjoy all aspects of English throughout the curriculum for all.





## Maths

The school's developmental curriculum introduces pupils to a wide range of mathematical skills in the areas of using and applying maths, number and algebra, shape, space and measure and handling data. Individual measurable targets are set for each pupil, each term, in three of these areas, following the P Scales in order to ensure that pupils make good progress and acquire new skills. Pupils are given the opportunity to explore mathematical concepts in a practical and meaningful way both in the classroom through such methods as Maths Makes Sense and Numicom. This is to ensure that they are able to transfer the skills that they learn to different environments and scenarios. It is important to ensure that pupils are able to generalise their mathematical knowledge as it will be necessary to apply their acquired skills to the many different situations that arise in adult life.

## Science

Science is taught to all class groups and aims to cover the various programmes of study for each Key Stage. Detailed schemes of work and subject modules are differentiated to take into account the strengths and requirements of individual students.

The investigative and explorative activities are of a functional and practical level, often of a sensory nature. Pupils are encouraged to develop a natural curiosity, awareness and care for their surrounding environment. They are taught how to problem solve and complete simple experiments commenting on their findings. The continuous assessments begin with cause and effect activities and encourage pupils to self evaluate and report their achievements, using a range of technology such as iPads and interactive whiteboards.

The school is continually developing its extensive resource bank which includes materials for investigations alongside numerous science DVDs and internet and interactive resources.

## Computing

We believe that Information and Communication Technology has the potential to enhance the quality of teaching and learning across the curriculum. We have interactive whiteboards in all our classrooms, creating exciting opportunities for teaching and learning. The network offers suitable Internet access and learning platforms such as Espresso are used widely throughout the school. Each class has at least one iPad with plans to increase this as an on-going project. We also have a bank of iPads which can be accessed by classes during the day.

## PSHCE

The Personal, Social, Health, Citizenship and Emotional programme at school is an entitlement for all pupils and is seen as an integral part of the learning process beginning in early childhood and continuing into adult life. It is delivered as part of a whole school approach which aims for links to be established between health, citizenship, sport, safety, behaviour and other cross-curricular themes. This policy runs alongside the school's Sex Education Policy.

We aim to provide a variety of opportunities which relate to pupil's lives outside of school, for example, topics which are the focus of current media interest, events which have formed part of the personal experience of pupils, school visits and visitors to school.

The relationships between staff and pupils and those amongst staff themselves are very important. Standards, attitudes and patterns of behaviour can convey powerful messages and their significance is often underestimated. Lessons which promote courtesy, concern, respect and acceptance of responsibility for self and others will be more effective if these qualities are valued consistently in every aspect of school life. Health messages will have more significant impact if they are supported by opportunities to exercise skills learnt in the classroom through for example, appropriate systems of reward and sanctions.

Those who are happy with their image are able to take increasing control of their lives including decisions relating to healthy lifestyles.

Through the delivery of this policy the school aims to:

- 👑 develop knowledge and understanding about growth and development and the human life cycle
- 👑 foster self esteem, awareness of self and others and a sense of moral responsibility
- 👑 develop the skills of communication and decision making to overcome vulnerability
- 👑 encourage exploration of values and attitudes implicit in the development of mature responsible adults
- 👑 develop the skills required for an independent healthy lifestyle
- 👑 identify hazards and their associated risks and find strategies to control them

# Sex Education

## Aims and Objectives of School Sex Education Policy

Sex education in this school will comply with the requirements of the Education Reform Act 1994 and the school curriculum aims to:

- 👑 Raise students' self esteem and confidence, especially in their relationships with others
- 👑 Help students to understand their sexual feelings and behaviour so that they can lead fulfilling and enjoyable lives
- 👑 Develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations
- 👑 Promote acceptable and appropriate behaviour in public and private situations giving practise of strategies which reduce the risk of exploitation, misunderstanding and abuse
- 👑 Provide knowledge and confidence needed to be an active member of society.

## Moral and Values Framework

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- 👑 Respect for self
- 👑 Respect for others
- 👑 Responsibility for own actions
- 👑 Responsibility to family, friends, school and wider community

## Content Headings for School Sex Education Programme

- 👑 Who am I?
- 👑 Relationships
- 👑 Keeping myself safe

A copy of the school's more detailed policy document is available on the school website.



## Physical Education

We believe that physical education, experienced in a safe and supportive environment, is important in its contribution to a pupil's physical and emotional development and health. Our pupils have the opportunity to access different areas of physical activity which are run by both internal and external staff. Swimming and horse riding take place off site. We are well resourced with a variety of apparatus and small games equipment for both indoor and outdoor use. We have a full size trampoline and run a rebound therapy session for each class. Rebound is also offered as an after school activity. Students in the Sixth Form are offered sports options which include: swimming, gym, badminton, running, table tennis and sensory exercise.

## Art and Design

Our school provides a balanced and continuous programme of art for all pupils to enjoy. This programme builds upon previous experience students and extends capabilities further. Some older students are given the opportunity to explore in more detail through access to an outreach arrangement at local secondary schools and colleges. We have an art room in our new studio which all our students have access to as well as classroom based activities. Pupils are encouraged to produce work with minimal help as this not only gives a sense of ownership and achievement but also provides a useful area of assessment. Art and design is supported by a full time art technician.

## Music

Music can be found across all aspects of the curriculum and school life. It is used as a means of connecting with students and in a range of holistic and therapeutic situations. It is used cross curricular and compliments all subjects.

Students have the opportunity to use and experience a range of instruments and singing is an important part of school life. The national curriculum for music is adapted to suit the needs of our students.

The school has a student and staff choir which has performed in a number of locations in the locality, a fledgling samba band and a music therapy after school club.



## History and Geography

Our History curriculum provides pupils with opportunities to study a wide range of historical facts and artefacts. Pupils start with their own immediate history and are later given opportunities to develop their understanding and awareness of historical periods, events, people and issues within local, British, European and World contexts.

Our Geography curriculum aims to provide pupils with opportunities to draw on a widening range of geographical skills and to use them with increasing selectivity, accuracy and independence. Our teaching of geography will enable pupils to develop a growing awareness of their environment locally, nationally and globally.

## Modern Foreign Language

All pupils and students at QEII have the opportunity to experience a variety of cultures and languages. MFL at QEII is taught through multi-sensory presentation and practice. Pupils and students are immersed in the habits, culture and traditions of different cultures and teaching is pitched to the needs and abilities of all through careful differentiation. For example, pupils and students in KS3 have learnt about Spanish through participating in a reconstruction of a Tomatina Festival alongside learning formal vocabulary and grammar; younger pupils participate by celebrating in themed events where they try food from a variety of countries and listen to stories of different cultures.

## Religious Education

Our pupils are taught Religious Education according to the West Sussex Agreed Syllabus. Pupils learn about key aspects of Christian belief and also have an introduction to other cultures through the study of the major world faiths. Parents have the right to withdraw their children from Religious Education and Collective Worship if they wish.



## Collective Worship

This is held either in a 'whole school' format or classroom based. Collective Worship is non-denominational but of wholly Christian morality. The aim is to create an atmosphere for pupils:

- 👑 To reflect meaningfully on life
- 👑 To introduce worship in a meaningful and honest way
- 👑 To bring pupils to the threshold of worship or
- 👑 To let them worship if desired

Parents can withdraw their children from Collective Worship without giving a stated reason and the Headteacher will make alternative arrangements if viable.

'Whole School' assemblies are held once a week. The aim is to foster a sense of belonging, affirming and celebrating the ideals and values of the school. Assemblies will include Collective Worship and can include items from the following: R.E. celebrations, ceremonies, communities/lifestyles, beliefs/values. They can also illustrate sources of authority e.g. the Bible, searches for meaning e.g. goodness, sharing, expressions of meaning e.g. candles, road signs, logos.

## Assessment

Individual achievement and staff expectation at school is high and is apparent both through the quality of displays around the school and in each individual's profile of achievement. Teachers regularly set targets for the individual based on both the school's developmental curriculum and the National Curriculum including the P-Scales (Pre-National Curriculum Levels). Targets are regularly assessed and teachers keep detailed records of each individual's progress.

Assessment at QEII is based on the following principles:

- 👑 The learner is at the heart of assessment
- 👑 Assessment needs to provide a view of the whole learner
- 👑 Assessment is integral to teaching and learning
- 👑 Assessment includes reliable judgements about how learners are progressing
- 👑 Assessment must influence teaching and learning
- 👑 Assessment must be cross-curricular
- 👑 If we know what the learner knows we can help them use their skills in different situations

Whilst all pupils follow the appropriate Programme of Study from the National Curriculum, they are disapplied from Statutory Assessment at the end of each National Curriculum Key Stage. Pupils are assessed termly, using the early years foundation stage profile or the P-Scales, (developmentally based performance descriptors, which outline early learning and attainment before level 1 of the National Curriculum in eight levels from P1 to P8) and the National Curriculum. Key Stage 4 and Sixth Form pupils are entered for nationally accredited vocational courses.

All progress data is rigorously reviewed to ensure that all pupils are enabled to reach their full potential and that individual targets are appropriately challenging for individuals. Statutory targets are set for pupils at the end of each Key Stage.

Each year all pupils are formally reviewed through the annual review of statement procedure.