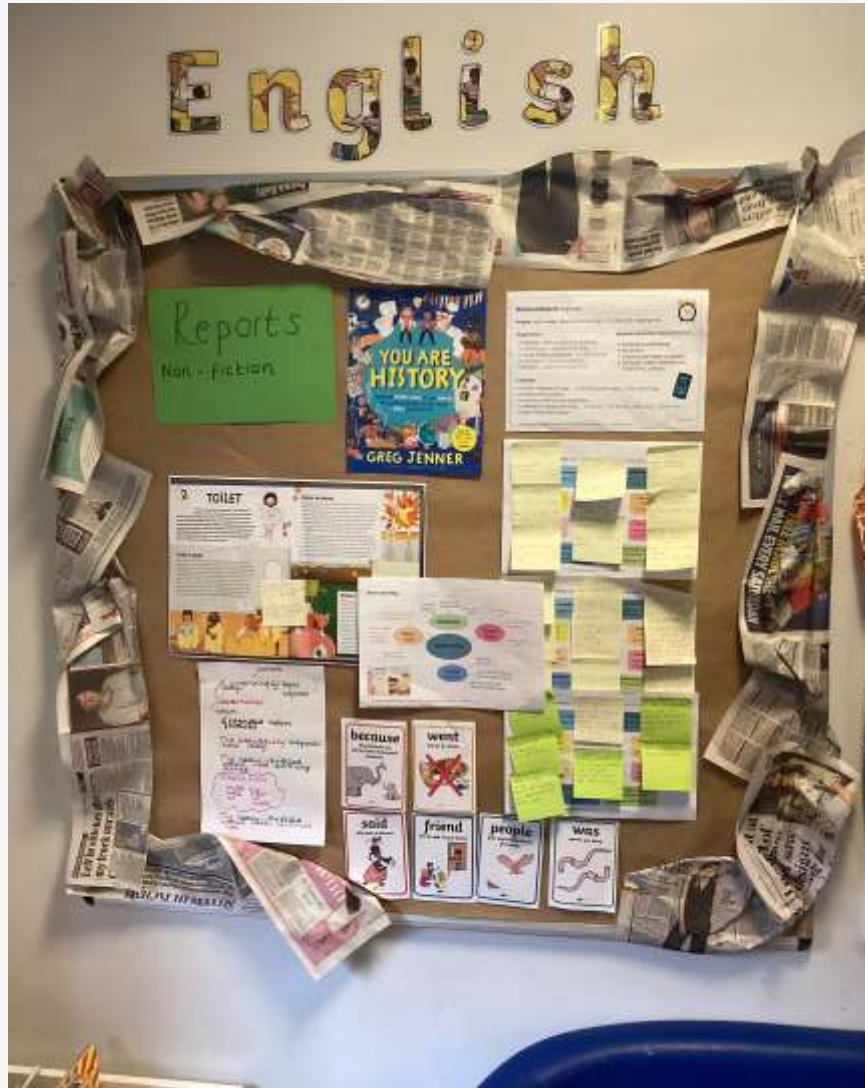


English



Believe • Belong • Become



Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values:

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

At Longford Park the curriculum is designed to recognise children's existing knowledge. Within English, teachers will ensure pupil's previous LPS levels are scrutinised and children's LPS levels are correctly identified.

From their starting point, pupil's progress will be evident over time through at least three lesson delivered and recorded per week.

Through planning, pupils are given the opportunity to consistently relate back to previous learning related to their current theme.

Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

The way English is delivered evidences pupil's interests and their book will reflect any barriers to learning have been addressed.

English lessons will be planned, through the use of quality text, to offer opportunities for pupils to develop their social skills, their ability to communicate and work cooperatively with their peers.

Cross-curricular links to the wider curriculum are made where possible.

By engaging and motivating pupils in this way, it will inspire pupils to make connections to the wider world and the relevance Literacy skills hold.



Implementation

English books reflect the ability range within the class-pupils may be working on different National Curriculum objectives. Inclusion and pupil voice are paramount to lessons here.

Lessons will begin with pupils being made aware of previous learning and new learning to take place. These learning objectives will be reflected upon at the end of each lesson. This is recorded in each pupil's toolkit.

Ongoing assessment will help teachers to make decisions about next steps for pupils. KS2 pupils will complete formative assessments in reading comprehension, writing, spelling and the SALFORD reading age assessment.

Questions, which encourage the children to relate to and interrogate text, will be encouraged at all times.

Each term, teachers will pass on their whole-class set of books for scrutiny by the English subject lead.

Practical resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.

Pupils will be encouraged to work independently.

Pupils who are ready to learn will be focused, engaged and enthusiastic!

Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.

Where appropriate photographs will be accompanied by a written explanation. These photographs should, unless working in a specific group, only be photographs of the named pupil.



Impact

Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books.

All learning will be purposeful.

Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.

Lessons will incorporate life skills that pupils need to use in their wider experiences.

A clear plan will be set in advance by the teacher but this will be adapted to consider the needs and views of the pupils.

Pupils who are ready to learn will be focused, engaged and enthusiastic!

Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.



Long Term Plan

This focuses on a strategic overview of the year. Providing a forward vision focusing on broad progression of skills from EYFS to Year 6.

EYFS	Something Else x2 Pete the Cat Loves his New Shoes x2 Mouse House x3			Owl Babies x3 Peace at Last x3 Christmas stories x1			Clem and the Crab x3 Tidy - Emily Gravett x3 Chinese New Year x1			How to Grow a Dinosaur x3 Oliver's Vegetables x3			Jack and the Beanstalk x3 Red Riding Hood x3			What the Ladybird Heard x2 Non-fiction - Milly Cow gives milk x2 Little Red Hen x2		
	Outcome: Ordering the story Finding the problem Drawing the character and labelling Make a poster			Outcome: Ordering the story Finding and changing part of the story Writing a list. Greeting cards Speech bubbles			Outcome: Character description. Poster Non-fiction fact writing Posters Postcards			Outcome: Instructions. Diary - life cycle. Labelling Tickets for Mother's Day. Mother's Day cards Menu - Mother's Day afternoon tea			Outcome: Ordering the story Finding and changing part of the story Writing a part of the story			Outcome: Writing a factual sentence - information leaflet Tickets for Father's Day. Menu - Father's Day afternoon tea		
Non-fiction Units				Fiction units						Poetry units								
Y1	Information texts	Letters	Commands	Traditional tales	Repeating patterns	Stories on a theme	Poems on a theme	Classic poems	Rhyming and patterns									
Y2	Instructions	Recounts	Information texts	Fantasy stories	Familiar settings	Stories by the same author	Poems by the same poet	Humorous poems	Poems on a theme									
Y3	Persuasive	Myths & Legends	Shape poems	Reports	Stories on a theme	Modern fiction	Instructions	Performance poetry	Poetic language									
Y4	Recounts	Biographies	Reports	Fantasy	Traditional Tales	Familiar settings	Narrative poetry	List poems	Poems on a theme									
Y5	Instructions	Persuasive	Letters	Modern fiction	Short stories	Classic fiction	Poetic language	Classic poems	Poems by the same poet									
Y6	Reports	Discussions	Recounts	Stories that raise issues	Historical fiction	Significant authors	Narrative poetry	Performance poetry	Poetry for transition									

Click here to view our long term plan for this academic year

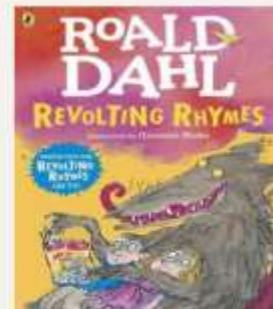


Cultural Capital

Cultural capital, broadly, is about the values, knowledge, skills, and ideas that are valued in a given culture, society, or social group.



**STORIES
FROM OTHER
CULTURES**



POETRY



**WILLIAM
SHAKESPEARE**



Use of Technology

During English lessons technology can be utilized in several ways.

***Accessibility** - It can be used a tool to make English more accessible to all of our learners. The use of Big Cat Collins online reading scheme.*

***Exploration** - It can be used to immerse children in a particular concept.*

***Research** - Children can use technology to help them discover information for themselves.*



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Pupil voice is celebrated when making decisions about the curriculum topics and choice of books.</p> <p>Reading and research is encouraged to learn about significant figures in society who contributed to democracy, education and freedom, such as Nelson Mandela, Malala Yusuf or Greta Thunberg.</p>	<p>To behave appropriately, allowing all participants the opportunity to work effectively.</p> <p>Take turns and share equipment.</p> <p>Review each other's work respectfully.</p> <p>Work collaboratively on projects/problems, help and advise others.</p>	<p>Working Independently.</p> <p>Expressing personal opinions during debatable issues</p>	<p>Through discussion and debating students learn about different traditions and background.</p> <p>Listening to others and exploring different points of view in literature.</p>	<p>Learn about different faiths and cultures around the world.</p> <p>For example:</p> <p>Looking at patterns / shapes within Islam / Hindu religions.</p>



Pupil Voice

Our teachers choose books that we are interested in.
We can write in History.

We write in different styles.

Spelling words is difficult. I have learnt to use a dictionary to check.

We used our Book Day voucher to buy a book.
We visited WHSmith.

I am getting better at reading.
Non-Fiction texts are my favourite.

I'm good at English. I listen to the stories and I can answer questions about what I've read.

