

Libra School

Curriculum Policy

Date	Review Date	Coordinator	Headteacher
12.11.16	10.11.17	Kirsty Crosby	Joan Wilkes

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Children) (England) Regulations 2000
- Education Act 2003
- The National Curriculum in England Framework Document (DfE) 2014
- Recommendations of the Rockford Review Dec 2015
- Prevent Duty Departmental Advice V6

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets.

We believe we give all our children full access to National Curriculum and we enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

We provide for all children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life

We see the development of English, Mathematics, Science and Computing. as central to our curriculum work, balanced with the humanities and expressive arts. Also, the experiences of the children will be enriched by a range of planned extra-curricular activities.

We strive to provide a curriculum that all children will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters.
- To provide a curriculum that provides children with the essential knowledge they need to be educated citizens;
- To provide an environment that is fun, stimulating and challenging to all children.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice in order to improve this policy.

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Every child has the right to enjoy access to a curriculum which offers essential learning over a wide area but is diverse enough to cope with an individual's difficulties. How do we do this?

- By written policies incorporated into the Statement of Purpose (SOP).
- Access to a broad curriculum, based on the national curriculum, which can be differentiated to take account of each student's particular needs.
- An individual educational plan (IEP) which includes short medium and long term targets, is responsive to any requirements identified in the Statement of Special Educational Needs, and includes risk assessment of individual students.
- Appropriate schemes of work which take into account the age and abilities of each student and their aspirations, including planned routes of achievement.
- Individual lesson planning.
- Curriculum enhancement through activities and extra curricular activities as well as the provision of therapeutic interventions such as play, music and drama therapy.
- A robust programme which supports a student's spiritual moral and social development.
- A programme which supports preparation for work and careers guidance through work experience and life skills.
- Teachers work in several cross curricular areas. Where knowledge or expertise is not available to deliver a specific part of the curriculum then this is always arranged by bringing in expertise or arranging for the subject to be accessed directly by an outside provider.
- Provision of appropriate activities and qualification routes for post 16 students which also support any student who has moved to a college course.

Role of School Staff

School staff will:

- To comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop children' spoken language, reading, writing and vocabulary in all subjects;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of children;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role Of Children

Children will:

- be aware of and comply with all policies
- learn to take pride in their work;
- produce work of a high standard;

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- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Parents/Carers

Parents and Carers will be encouraged to:

- be aware of and comply with this policy;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be informed via termly newsletters of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
 - parent-teacher consultations
 - Parent Open Days
 - fundraising and social events
- be encouraged to work in school as volunteers if appropriate;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays out of term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

National Curriculum Subjects 2014

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

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	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

Note: At key stage 2 the subject title for languages is 'foreign language'; at key stage 3 it is 'modern foreign language'. All schools are also required to teach religious education at all key stages and secondary schools must provide sex and relationship education. At Libra both of these are taught within the areas covered by PHSE.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

Timetable

Class timetables provide details of time allocations to each subject.

Curriculum planning and organisation

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Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their children
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

Monitoring

Standards will be monitored by:

- looking at children work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Monitoring will be undertaken by subject teachers and members of the senior management team.

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our children.

We work hard to offer equality of opportunity and diversity to all groups of children within school such as children:

- from both sexes including transgender children;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

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We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school. We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for children who have low levels of prior attainment or come from disadvantaged backgrounds. Also, we have a duty to cater for children whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose. We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Education Needs

We want children with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to children achieving and with appropriate targets relating to the subject.

The majority of children who are placed at Libra have a Statement of Educational Needs (soon to become Education, Health and Care Plans) which have involved an Educational Psychologist assessment. Often however both these documents have not identified the specific learning difficulties of the child and it is these difficulties which are usually inhibiting academic progression which in turn is resulting in poor social and emotional behaviours.

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The 1:1 Support and Intervention Programme at the Libra School focuses on the specific learning difficulties for each child which are identified at the start of the placement through a combination of:

- Educational Psychologist Assessment to test for specific learning difficulties. This may be achieved over a number of meetings if the child is not engaging
- Teacher Assessment
- Discussion with the child. It is important for the child to understand their own specific learning difficulties and the impact these have on their learning and that they can develop strategies to help them overcome these difficulties.

By focusing on these specific learning difficulties we are supporting the child to develop strategies to improve in these areas of difficulty. Improvement in their areas of specific learning difficulty will have positive outcomes for their learning progression and their confidence and self-esteem.

1:1 Support and Intervention Timetable:

Every child at Libra has 1:1 Support and Intervention sessions on their timetable. The frequency of these sessions depends upon:

- The specific learning difficulties of the child
- The child's engagement with the sessions
- The types of intervention being used (some require daily input)

The most common learning difficulties that we work with at the Libra School are:

- Visual Perception Difficulties encompassing Figure Ground, Form Constancy, Visual Discrimination, Position in Space, Visual Spatial Perception, Visual Closure, Visual Memory, Visual Sequential Memory, Visual Motor Integration
- Fine Motor Control skills
- Working Memory skills
- Reading Difficulties
- Writing Difficulties

Visual Perception difficulties are often grouped together as Dyslexic difficulties and are commonly also linked with the other learning difficulties identified above.

Visual Perception Difficulties

Visual Perception is the ability to interpret, analyse and give meaning to what is seen. This is of the utmost importance when establishing the building blocks for learning. A child is constantly learning through visual opportunities which present themselves in everyday life at home, at school, in social interaction and in play. Up to 80% of what they learn is through visual opportunities. Most children will successfully be able to develop the ability to recognise, recall and make sense of what they see, but a breakdown in this process will hinder the child's ability to learn. If visual perception is incorrect or altered in any way, a child will present with reading, spelling, handwriting, maths and comprehension problems that will affect their learning across the whole curriculum.

Figure Ground Perception

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This is the ability to screen out irrelevant visual material in order to concentrate on the important stimuli, i.e. to perceive and locate a form or object within a busy field without getting confused by the background or surrounding images. This ability is important when we're presented with a lot of visual information at one time.

Children with this weakness will have difficulty picking out and focusing attention on a specific object, or detail of an object from surrounding objects, for example, identifying a particular word in a paragraph. They may seem inattentive and unable to keep their place when reading and in number work. They will be easily distracted. Difficulties may be experienced in drawing a straight line between boundaries, in finding their place in a workbook, in finding today's date on the board and finding objects such as a screwdriver in a toolbox or toys in a toy box.

Form Constancy

The ability to accurately recognise and interpret that a form or object remains the same despite changes in its presentation such as size, direction, orientation, colour, texture or context.

The ability to recognise forms and objects as the same in various environments (recognise shape, size and characteristics of objects) develops through touch, movement and vision. A child learns that even when objects appear to change size and shape due to changes in its position / orientation that they are still the same. For example a book can be large, small on its side, turned upside down, in hardback, different colours and shapes but it remains a book.

Children with this difficulty may learn to recognise a number, letter or word when they see it in a particular script or context, but may be quite unable to recognise the same symbol when it's presented in a different way, for example, letters or numbers appearing in a different type face, a word that is printed in capital letters, or a number that is represented in an unfamiliar context. A word they know in one form, colour, size, type of writing or in conjunction with certain other words may appear new to them when presented in another form, colour, size or context. This makes learning to read or to work with symbols very difficult indeed.

Visual Discrimination

This is the ability to identify differences and similarities between shapes, symbols, objects and patterns by their individual characteristics and distinctive features.

This is the foundation of matching and sorting skills. A child will firstly learn to discriminate between real objects, then they will start to discriminate on a more abstract level between symbols such as shapes. Finally the child will begin to discriminate between much more abstract symbols such as letters and numbers. Visual Discrimination difficulties result in general letter / number confusion when reading and writing making these activities quite a challenge.

Position in Space Perception

This is the ability to perceive an object's position in space in relation to oneself or the perception of the direction in which an object is turned.

This ability is important to understanding directional language concepts such as in, out, up, down, in front of, behind, left and right. Children who reverse letters, especially b's, d's, p's and q's, experience difficulty with Position in Space perception. The child's confusion relates to what position the parts of the letter occupy in relation to one another or the position the symbol occupies in the overall space of the paper. For example with b and d confusion (is the circle to the left or to the right of the straight line?). With b and p confusion (is the straight line above or below the blue line on the paper?).

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Visual Spatial Perception

This is the ability to perceive the position of two or more objects in relation to oneself and in relation to each other.

The way a child perceives space and their position or orientation within that space can affect their gross motor skills. These difficulties can also be linked to trouble with sequential tasks – they may find it difficult to put letters in the proper sequence while reading or spelling. For example they may read the word 'string' as 'stiring' or spell it 'srting'. They may also have difficulty with the sequencing process involved in solving problems.

Visual Closure

This is the ability to identify or recognise a form or object from an incomplete presentation (this is when the entire object is not visible). This involves visualising and mentally 'filling' in the visual information that is missing.

This skills helps us to quickly process information in our environment because our visual system does not have to analyse every detail to recognise what we are seeing.

When we are reading visual closure perception helps us to recognise sight words. It is a foundation skill for fluency and speed in reading and spelling. Efficient reading relies on this skill because with each fixation of the eye only part of the letters of a word or phrase is actually perceived. As a child becomes more competent in reading, eye fixations become fewer and they must 'fill in' more material and encompass a wider area of print. Difficulties with visual closure will significantly hinder fluency and speed of reading.

Visual Memory

This is the ability to remember what is seen (characteristics of a given object or form) for immediate recall. A child must be capable of making a vivid image of the stimulus in their mind once the image has been removed.

The ability to remember and recall images of objects, shapes, symbols and movements plays a key role in learning. This skill helps children to adequately process information through their short term memory from where it is filtered out into the long term memory.

A child with Visual Memory problems may have difficulty reading and spelling sight words. They must be able to look at a word, form a visual image of that word and be able to recall the image of that word.

They can often whisper to themselves as they read to help compensate through their auditory learning pathway. Science and multi stepped maths can be particularly overwhelming for these children because of the need to remember both detail and spatial organisation in flow charts, diagrams and graphs.

Visual Sequential Memory

This is the ability to remember and recall a sequence of visual images such as letters, shapes, numbers, symbols and objects in the correct order.

A child with a sequential difficulty might hit the baseball then run to third rather than first base or have difficulty with board games that require moving in a particular sequence.

In order to read a child has to perceive the letters in sequence and also remember what word is represented by the sequence of letters. The child who does not read well is frequently the one who cannot visualise events in sequence. They may word call but Visual Sequential Memory problems will hinder their comprehension.

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They will take longer to copy work from the board or book because they must frequently review the text. They will confuse spelling words that have similar sequences for example left and felt. In Maths children may write problems out of order or scramble parts of the problem with parts of another problem.

Visual Motor Integration

This is the ability to translate visual perception into motor functioning, that is to accurately analyse and interpret visually presented information and plan an appropriate motor action such as writing, playing sport, using tools and utensils.

When a child has a visual perception problem, the brain, which has incorrectly recorded or processed the visual information, will probably misinform the muscles during activities that require eye hand coordination. The child with a difficulty in this area has problems coordinating appropriate motor responses required for both fine motor activities such as copying a form and gross motor activities such as kicking a ball.

Visual motor integration is an important variable to a child's handwriting skills and is a significant predictor of handwriting performance.

Working Memory

Working memory is broadly defined as the ability to actively hold and manipulate information in your mind for a brief period of time (the mind's workspace). While working memory was once believed to be a fixed trait, recent research shows it can be improved through practice.

There are several different types of memory: "Working memory" processes information over a span of about 15 seconds, "short-term memory" retains information for up to about 60 seconds and "long-term memory" stores information indefinitely.

Working Memory is located in the Pre-Frontal Cortex of the brain. The Pre-frontal Cortex sits at the front of the brain, like a conductor, who sits at the front of his orchestra. The Pre-frontal Cortex directs a huge range of cognitive activities, from helping us read, do maths, understand complex subjects, to helping us control our behaviour and adapt to new situations.

Working Memory is like a post-it note, a space for our brain to write down (or remember) and work with information. The bigger the post-it note, the more information we can remember and process. With a high Working Memory, a child can juggle the demands of the classroom, cope with the pressure of test taking and grasp increasingly difficult lessons. A child with a low Working Memory will find it hard to concentrate, to learn and retain new knowledge and will be struggling to make academic and social progression.

Fine Motor Control

Fine motor control generally refers to control over the small movements of the hands and fingers, as well as the small muscles of the face and mouth (tongue) and feet. However, the focus is usually on developing the skills of the small muscles in the hands.

In the preschool years, being able to colour with crayons, cut with scissors, paint with a paintbrush and play with small objects such as lego, beads and puzzles, are integral to a child's development.

Self care activities such as tying shoelaces and using a knife and fork to eat food, all require a degree of fine motor control. Children who struggle with any of these activities often feel frustrated and their self-esteem suffers when they can't keep up with their peers.

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Once formal schooling starts, good control of the hand muscles will enable the child to learn handwriting with a minimum of effort. Many bright children falter in the early years because their great difficulty with pencil control holds them back from showing what they are really capable of.

We know that children who struggle in the early years of school often end up with a negative attitude to learning which shows in a lack in progression and poor behaviours.

When a child has to concentrate on just trying to hold a pencil they find it difficult to also concentrate on the work asked of them. When a child can write freely and easily, it is easier for them to concentrate on writing a great story, or on answering the exam questions.

It is possible to classify fine motor activities into two groups:

- Those that USE Fine Motor skills. In other words, you need fine motor skills in order to DO them.
- Those that DEVELOP Fine Motor skills. That means they work on the underlying Essential Bases that make fine motor skills possible.

Coloring in, pencil-and-paper work, building model airplanes, some construction toys, craft work, and threading beads are activities that use fine motor skills but they do not develop them.

If a child's fine-motor skills are good:

- They are able to do these fine motor skills activities.
- They actually enjoy them as you get a great end product.
- They are able to complete them if they are not too complicated for the amount of time they are given.

However, if the child's fine-motor skills are poor:

- They may get tired easily and give up;
- Their clumsy fingers may keep missing and they give up
- The parent/teacher may get frustrated at their messy work, and they give up.

And because they give up, their fingers don't get the practice they need.

1:1 Support and Interventions

Visual Perceptual Skills Builder Series

The Visual Perceptual Skills Builder Series consists of over 2300 worksheets to support children between the ages of 4 and 18 years. Instruction Sheets and Answer Sheets are included. The worksheets have been divided into 3 Levels from easy to more challenging. Each Level covers the following Visual Perceptual Skills:

- Form Constancy
- Figure Ground
- Position in Space
- Spatial Relationships

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- Visual Discrimination
- Visual Closure
- Visual Analysis and Synthesis
- Visual Memory
- Visual Sequential Memory
- Visual Motor Integration

Application: Work booklets are made up specifically to meet each child's needs. A child with visual perception difficulties have between 3 and 5 visual perception exercises per week for approximately 10 minutes in each session.

Visual Perceptual Sight Words Builder

Sight words are basic words that children should be able to read quickly, as they appear frequently in beginner written text. The Visual Perceptual Sight Words Builder worksheets provide exposure to sight words in different formats, while stimulating key visual perceptual skills that are foundational for reading and writing success.

The Visual Perceptual Sight Words Builder Series covers 220 sight words that have been divided into 5 sections. That said once a child is ready and able to learn what words look like and recall them on sight, there is no reason to distinguish between the sections or grades.

- CD 1 worksheets cover the following words:
 - a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you
- CD 2 worksheets cover the following words:
 - all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes
- CD 3 worksheets cover the following words:
 - after, again, an, any, as, ask, by, could, every, fly, from, give, giving, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when
- CD 4 worksheets cover the following words:
 - always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your
- CD 5 worksheets cover the following words:
 - about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm
- Application: Work booklets are made up specifically to meet each child's needs. A child with visual perception difficulties have between 3 and 5 visual perception exercises per week for approximately 10 minutes in each session.

Visual Perception Online Game Exercises

Visual processing skills like tracking, eye teaming, and visual perception are developmental skills that all children need in addition to seeing clearly. If these skills don't develop normally, children can struggle with demanding visual tasks like reading. Each year as print gets smaller, school

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performance drops, and as visual fatigue sets in, children become easily frustrated and distracted. All too often, these children appear to have a learning disability or attention problems when the real culprit is poor visual processing skills. Glasses can't help, but eye exercises can. These can be done online and are often used as an exercise by the NHS Literacy clinic. A good example of these can be found at: <http://www.eyecanlearn.com/>

We are always looking for games online to keep the children interested and having fun.

Application: Children are taken through the games daily if they have significant difficulties but at least 3 times per week with 1:1 support.

Phonological Awareness Training (PAT)

Phonological awareness, or the ability to detect or manipulate the sounds in words independent of meaning, has been identified as a key early literacy skill and precursor to reading.

Phonological awareness training involves various activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or to identify, detect, or produce rhyme or alliteration.

This intervention is a series of workbooks that children do with 1:1 support. Phonological Awareness Training is specifically recommended for children with poor working memories who have struggled to cope with the traditional methods of phonics teaching in mainstream schools.

Phonological awareness training has been found to have positive effects on communication / language competencies for children with learning disabilities.

The PAT programme teaches children to read, spell and write phonically regular single syllable words by making analogies. There are no lists of words to remember, no spellings to learn. PAT is based on research identifying the importance of phonological awareness in learning to read.

Application: Children are taken through the PAT workbooks daily with 1:1 support.

Write Start

Write From The Start is a programme designed to develop the fine motor and perceptual skills necessary for effective handwriting.

Write from the Start offers a radically different and effective approach to handwriting. Structured activities develop the muscles of the hand - so that children gain the necessary control. The programme contains 2 levels of workbook through which children work.

The ability to produce fluent, legible handwriting with ease is something that affects attainment in most areas of the curriculum, yet many children continue to struggle with this vital skill.

Based on holistic principles, this programme offers a different approach, developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organize letter and words.

Over 400 carefully graded exercises and activities develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination, orientation and laterality.

Application: Children are taken through the workbooks daily but certainly 3 times a week with 1:1 support.

Technology used to aid writing

Kidspiration Software

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Using visual thinking methodologies, Kidspiration software provides a cross-curricular visual workspace for learners. Children combine pictures, text, numbers and spoken words to develop vocabulary, word recognition, reading for comprehension, writing and critical thinking skills.

Kidspiration works the way children think and learn and the way teachers teach. As children make visual connections, they build fundamental skills in reading, writing, math, science and social studies. Kidspiration offers activities in all curriculum areas, so students use visual learning naturally and confidently. Kidspiration helps students:

- Develop strong thinking skills - with Kidspiration, children use graphic organizers to express thoughts and explore ideas and relationships. They create graphic organizers including webs, concept maps and Venn diagrams to clarify thoughts, organize information, apply new knowledge and build critical thinking skills. 3,000+ symbols in Kidspiration's Symbol Library provide visual support for concepts taught in language, arts, social studies and science. Children can also import symbols from other sources. Symbol Search helps students search and find just the right symbols to express their thoughts and ideas.
- Strengthen reading and writing skills - with Kidspiration, children create, organize and explain ideas and information visually. They develop stories and descriptions using engaging visual tools and explore new ideas with thought webs and maps. Using Kidspiration, children combine pictures, text and audio to develop comprehension, organize ideas and create stories.
- Build conceptual understanding in math - Kidspiration extends the proven principles of visual learning to mathematics with visual math tools. Combining the hands-on learning power of manipulatives with all the added benefits of computer interactivity, Kidspiration's math tools help learners grasp essential and sometimes challenging math concepts.

Clicker Software

Clicker 6 is fast becoming the word processor of choice for primary schools. Children can open Clicker and just start writing; the built-in support tools and child-friendly interface really encourage writing independence. If additional help is needed, teachers can provide grids of words, phrases and / or pictures related to that particular lesson or learning objective.

As children move through the school, Clicker can be easily adapted to provide support appropriate to their age and ability level. Clicker gives children the tools they need to independently translate their thoughts and knowledge into coherent writing.

As children complete a sentence, Clicker's clear voice reads it aloud, encouraging them to review what they have written and correct any errors themselves. The speed and frequency of the speech feedback can be changed depending on each learner's requirements.

Clicker's intelligent word predictor suggests words that fit the context of the pupil's writing, encouraging them to use more adventurous vocabulary. Children are able to create flowing pieces of text with accurate spelling and grammatically correct sentences.

Adding a creative dimension to writing activities helps children to actively engage with the task at hand. Children can use the built-in web cam to personalise their documents with their own photos, or create their own pictures with the Clicker painting tools. This also provides early or struggling writers with an alternative way to demonstrate their learning.

Reading Pens

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The Reading Pen gives a child the independence to read on their own. Scan over a typed word & instantly hear it aloud with built-in speaker (headphones also included). The portable pen is especially designed for children with reading difficulties such as Dyslexia and allows them to read age specific text within a class when on their own this would not be achievable.

The Reading Pen features the Concise Oxford English Dictionary, containing over 240,000 words and definitions, hundreds of new words and phrases. The Pen has a British digital voice which can turn any text into speech.

The Reading Pen scans a word or line of text, displays the scanned words in LARGE characters on the LCD screen, pronounces the scanned word(s) & reads the definition out loud.

At the end of the session you can review the words the child had difficulty with as the pen stores the last 80 scanned words.

Dragon Software

Dragon software is ideal for learners at upper Keystage 3. It provides:

- Assistance with writing by eliminating the frustration of typing
- Spelling support through Dragon's integrated dictionary which takes care of all the spelling allowing the child to focus on their thoughts and not worry about the process of typing.
- Correction help, when a child does need to make a correction, Dragon learns, making it more accurate the more that they use it.
- Simplify proofing and dictation playback, Dragon can read back the child's transcribed text to ensure that the material on the document is truly what they intended to say.

Learn Pads

The school has a good number of Learn Pads which provide a platform for interactive learning resources across the curriculum. The photograph capability allows children to easily document their work without having to always write.

Rapid Reading Intervention

The Rapid Reading and Rapid Plus Series is an intensive reading intervention programme specifically designed to meet the needs of dyslexic learners. It involves comprehensive assessment, benchmark books, running records and feedback. With these tools we are able to tackle each child's areas of weakness and to build on their areas of strength.

The Rapid Reading Scheme helps struggling readers, getting and keeping their interest is a big part of the battle. There is a good collection of finely levelled fiction and non-fiction books around topics and themes that children love.

The British Dyslexia Association uses Rapid Reading as part of its '*Dyslexia and Multilingualism: Identification and Intervention*' project, which is funded by the Big Lottery.

Rapid has also been included in the DFES publication 'What works for children with literacy difficulties'.

Application: Children are assessed and placed within the programme. 1:1 reading with an adult is timetabled approximately 3 times per week with supporting question and answer resources and worksheets to support comprehension. Children are assessed at the end of a stage using the assessment books.

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Bug Club Reading Programme

Bug Club's online reading world helps children to improve their reading skills at school or home with exciting eBooks and fun rewards. It also enables the teacher to monitor every child's progress, providing valuable evidence of their reading. The online reading world of Bug Club has been designed to engage and motivate children so that they get the most out of reading each book and want to read more. Children will enjoy visiting their own personalised Bug Club homepage where they can read eBooks that have been selected for them containing fun, interactive quizzes. A motivating reward system means children can gain Bug Points for completing these quizzes, exchanging points for electronic rewards such as stickers and animations for their homepage.

Bug Club online is an engaging and accessible way for parents and carers to become involved and encourage reading practice at home. Bug Club online contains a dedicated 'Parents help' button that gives information about the Book Band Level their child is reading at so that they can clearly see how they are progressing. By giving parents and carers greater clarity around their children's reading progress and skills, they can better support them at home.

Created to get children putting down their games consoles and reading for enjoyment, Bug Club combines rigorous pedagogy with fantastic design, kid-cred characters and cutting edge technology, resulting in a fresh and modern reading programme that children really love.

Application: Children are timetabled to access Bug Club two or three times a week with 1:1 support depending upon if they are also using the Rapid Reading Intervention.

Project X Reading Intervention

This is an innovative literacy programme that is rapidly becoming one of the most popular resources in primary schools across the UK.

Drawing on research evidence, classroom practice, and a real understanding of what makes modern children tick, it has everything needed to make literacy both fun and effective.

- An amazing new character adventure that really engages children.
- Supports phonic skills, comprehension and language enrichment for struggling readers
- Developed with leading experts in phonics, comprehension and reading intervention

Application: Children use the Project X intervention two to 3 times a week as a minimum with 1:1 support.

Working Memory Interventions

Jungle Memory

Jungle Memory is an online working memory programme scientifically proven to boost learning outcomes for students with learning difficulties, including Dyslexia and Autistic Spectrum Disorder.

Jungle Memory is based on cutting-edge science to train Working Memory. Working Memory is one of the most important learning skills. It is the brain's engine of learning. Jungle Memory trains children to use their Working Memory. Working Memory allows us to make mental scribbles of

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multiple pieces of information or processes we need to remember and think about. We use this skill in all subjects, from Reading, Writing, and Maths, to Grammar, History, and Science. Working Memory is the foundation for learning, and by training it children can make dramatic improvements in learning.

Jungle Memory trains Working Memory by taking baby steps. As children get more successful and benefit more from the training, the games will get more difficult to challenge their brain to keep working harder. Jungle Memory constantly adjusts to their needs and abilities so it will never be too hard or too easy, but just right for their success.

This is an ideal programme for older children in upper Keystage 3.

Computer Games

Computer games designed to exercise and improve working memory are gaining in popularity and we use these forms of game to help children improve their working memory across all Key Stages:

<http://www.memory-improvement-tips.com/free-memory-games.html>

<http://www.happy-neuron.com/brain-games/memory>

<http://www.games.co.uk/games/memory/>

Application: Children use the Jungle Memory or other online games daily, ideally 5 times per week.

Working Memory Board Games

Sustained practice with memory games helps to strengthen children's memory functions.

Board games are very good for helping children to exercise their working memories while at the same time allowing them to have fun. Libra has a very good range of board games suitable across all Key Stages which we use in the 1:1 support sessions as well as across the curriculum.

Fine Motor Control Interventions

Children with fine motor control difficulties are timetabled within the 1:1 support sessions to work through a workbook of practical exercises with 1:1 adult support which are designed to:

- Hand Strengthening Exercises
- Hand Dexterity Exercises
- Isolating The Tripod Fingers
- Finger Dexterity Exercises
- Wrist Exercises
- Thumb Exercises

These exercises are in addition to the Write Start programme which also works on fine motor control.

Application: Children are taken through the exercises daily if they have significant difficulties but at least 3 times per week with 1:1 support.

Role of the Headteacher within the 1:1 Support and Intervention Programme

The Headteacher will:

- implement this programme differentiated to the needs of each child;
- ensure that all school staff are aware of the policy;

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Role of the Coordinator within the 1:1 Support and Intervention Programme

The coordinator will:

- lead the development of this programme and all linked policies throughout the school;
- work closely with the Headteacher;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- review and monitor;

Role of School Staff within the 1:1 Support and Intervention Programme

School staff will:

- positively implement this programme for each child;
- be aware of all other linked policies;
- keep themselves up to date on developments in interventions for children with specific learning difficulties.

Role of Children within the 1:1 Support and Intervention Programme

Children:

- need to be aware of their specific learning difficulties;
- need to take responsibility for working with the 1:1 support staff to help them improve in these areas.

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at intervals in each school year as prescribed by the senior management team
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

We will raise awareness of our policies via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents and those with parental responsibility
- school events
- meetings with school staff

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- communications with home reports such annual report to parents
- information displays within the school

Training

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning
 - planning
 - assessment
 - key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Subject Policies

Policies are in place for all subject areas and will be monitored for the next two years to ensure that the changes are working effectively and are meeting the needs of our children

Literacy

English is the first language of all students at the Libra School and hence their primary mode of communication. Most, if not all of our students have had a very fractured and incomplete education prior to entry to Libra. Many also display either learning difficulties that would adversely affect their ability to progress through the National curriculum attainment targets wherever they were educated or would result in a resentful and antagonistic attitude towards education in general, born out of negative past experiences. Therefore in planning delivery of the Literacy programmes of study our primary aims must be to:-

- Promote a sense of inclusion and feelings of security within the Libra society in general and the school in particular
- Meet the needs of the individual pupil as laid down in the Statement of SEN and as identified by the school's own assessment process
- Take whatever steps are necessary to allow access to a broad and balanced curriculum, including the National Curriculum

At the Libra School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations

Literacy underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. All subjects and all teachers have a crucial role to play in supporting students' literacy development. Competent literacy skills also enable children to read, understand and access examination materials, so that children are able to achieve their

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educational potential across the curriculum. Literacy opens up personal pathways to success and is central to personal expression and active participation in the society, economy and culture. Poor levels of literacy impact negatively on what children can do and have a negative impact on children's self esteem.

The primary aim of all teaching at the Libra School is to foster the well-being and security of the individual and to facilitate social inclusion. We teach Literacy in order to enhance the life, not only of the students, but also of those who they must integrate with in the future such as peers, colleagues and employers. Our purpose is to enable our students to access society, to contribute positively to it and to benefit from the opportunities presented within it.

Aims and Objectives

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To foster the enjoyment of writing, and a recognition of its value;
- To encourage accurate and meaningful writing, be it narrative or non-fiction;
- To improve the planning, drafting and editing of their written work.

Teaching and Learning

We use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our children as recommended by the National Literacy Framework. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through regular lessons in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity. Phonics and spelling are taught as part of a programme to ensure that all children are able to write and read fluently

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

English Curriculum Planning

The role of English in the broad education and socialisation of our students must reach beyond the specific objectives laid down in the national strategy. The priorities are to:-

- Develop communication skills in order to enable our students to express their needs, wishes and options clearly and appropriately, and to respond appropriately to requests, instructions and ideas issued and expressed by others

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- To promote the basic literacy that is desirable to access other areas of the curriculum and to function independently in society or to develop coping strategies for those students with learning difficulties
- To promote reading as a source of information, interest and pleasure
- Facilitate access to stories from the English Literary Heritage and those from other cultures and information texts that support learning

In order to meet these priorities we must endeavour to: -

- Plan Schemes of Work that enable our students to achieve objectives laid down in the Key Stages of the National Curriculum.
- Engage in remedial programmes to develop literacy when required.
- Support students in gaining nationally accredited qualifications
- Support teachers of other subjects, parents and care staff in promoting literacy across the whole 24hour curriculum in order for our children to gain the maximum benefit from their education and to enhance their lives.

Raising Standards Of Literacy

The framework for literacy and learning identifies three main areas for development:

- Learning through talk
- Reading and Learning from text
- Learning through writing

Learning through Talk

The main areas can be sub-categorised as:

- Learning through talk/Speaking and Listening:
- Using talk to clarify and present ideas
- Active listening to understand
- Talking and thinking together

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in Speaking and Listening so that they are able to:

- Clarify and present their ideas and explain and develop their thinking
- Develop their ability to listen actively and respond sensitively and appropriately
- Adapt their speech to suit a wide range of circumstances, including paired and group discussion and speaking to a larger audience
- Use varied and specialised vocabulary, including subject specific vocabulary
- Speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- Recall the main points of a presentation, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed
- Identify and report the main points emerging from discussion
- Provide an explanation or commentary which links words with actions or images
- Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
- Use standard English to explain, explore or justify ideas
- Identify the underlying themes, implications and issues raised by a talk, reading or programme
- Discuss and evaluate conflicting evidence to arrive at a considered personal viewpoint.

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The role of the teacher is to raise children's awareness of the strategies and skills involved when developing their Speaking and Listening skills.

Reading and Learning from text:

The main areas can be sub-categorised as:

- Developing research and study skills
- Reading for meaning
- Understanding how texts work

We want our students to enjoy reading, to be able to use their reading to help them to learn and to develop increasing confidence and competence in reading.

Reading

Language and Literacy are central to our ability to understand, interpret, and communicate about the world and with each other. Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life, and is central to developing understanding in a wide range of areas of the curriculum. As print occurs all around us, it is important to think of reading in a wider context than only books to promote functional literacy skills.

Aims

Reading is a multi-sensory approach to getting at meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different types of texts including fiction, non-fiction, real world texts such as labels, captions and lists, and print in today's environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum.

Our aims for children are that they :

- Become fluent and confident readers.
- Read and respond to a wide range of different types of literature.
- Love literature, the multitude of genres and a wide range of authors
- Be confident in their own reading and to share with others their love of books
- Have a wide range of opportunities for reading, linking this to everyday life situations
- Understand the layout and how to use different types of books.
- Understand the sound and spelling system, and use this to decode words with increasing accuracy.
- Have an interest in words and their meaning.
- Develop and extend vocabulary through shared and guided reading.
- Become independent readers through an appropriate focus on word, sentence and text-level knowledge
- Be able to read aloud with confidence, expression and clarity.
- Understand and respond to literature drawn from the English literary heritage and from other cultures.
- Develop powers of imagination, inventiveness and critical awareness.
- To help children enjoy reading and recognise its value.
- Develop reading skills in tandem with those of writing, so that they may function in society as literate adults.

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We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest
- Pleasure and sensitivity
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection

Statutory Requirements (for Literacy)

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Framework Document (2014).

In the Foundation Stage

Children should be given opportunities to be immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities.

In Key Stage One

Children should begin to read independently and with enthusiasm.

Reading strategies

Children should be taught to read with fluency, accuracy, understanding and enjoyment:

Word recognition and graphic knowledge

They should be taught phonemic awareness and phonic knowledge to decode and encode words, including to:

- a) hear, identify, segment and blend phonemes in words in the order in which they occur
- b) sound and name the letters of the alphabet
- c) identify syllables in words
- d) recognise that the same sounds may have different spellings and that the same spellings may relate to different sounds
- e) read on sight high-frequency words and other familiar words
- f) recognise words with common spelling patterns
- g) recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals
- h) link sound and letter patterns, exploring rhyme, alliteration and other sound patterns

Understanding text

They should be taught to use grammatical understanding and their knowledge of the content and context of texts to:

- a) understand how word order affects meaning
- b) decipher new words, and confirm or check meaning
- c) work out the sense of a sentence by rereading or reading ahead
- d) focus on meaning derived from the text as a whole
- e) use their knowledge of book conventions, structure, sequence and presentational devices
- f) draw on their background knowledge and understanding of the content.

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Reading for information

2. Children should be taught to:

- a) use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters, to find information
- b) understand that texts about the same topic may contain different information or present similar information in different ways
- c) use reference materials for different purposes.

Literature

3. To develop their understanding of fiction, poetry and drama, children should be taught to:

- a) identify and describe characters, events and settings in fiction
- b) use their knowledge of sequence and story language when they are retelling stories and predicting events
- c) express preferences, giving reasons
- d) learn, recite and act out stories and poems
- e) identify patterns of rhythm, rhyme and sounds in poems and their effects
- f) respond imaginatively in different ways to what they read [for example, using the characters from a story in drama, writing poems based on ones they read, showing their understanding through art or music].

Language structure and variation

4. To read texts with greater accuracy and understanding, children should be taught about the characteristics of different types of text [for example, beginnings and endings in stories, use of captions].

Breadth of study

5. During the key stage, children should be taught the knowledge, skills and understanding through the following ranges of literature and non-fiction and non-literary texts.

Literature

6. The range should include:

- a) stories and poems with familiar settings and those based on imaginary or fantasy worlds
- b) stories, plays and poems by significant children's authors
- c) retellings of traditional folk and fairy stories
- d) stories and poems from a range of cultures
- e) stories, plays and poems with patterned and predictable language
- f) stories and poems that are challenging in terms of length or vocabulary
- g) texts where the use of language benefits from being read aloud and reread.
- h) Non-fiction and non-literary texts

7. The range should include:

print and ICT-based information texts, including those with continuous text and relevant illustrations dictionaries, encyclopaedias and other reference materials.

In Key Stage Two

Children should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

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Knowledge, skills and understanding

Reading strategies

1. To read with fluency, accuracy and understanding, children should be taught to use:
 - a. phonemic awareness and phonic knowledge
 - b. word recognition and graphic knowledge
 - c. knowledge of grammatical structures
 - d. contextual understanding.

Understanding texts

2. Children should be taught to:
 - a) use inference and deduction
 - b) look for meaning beyond the literal
 - c) make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing]
 - d) use their knowledge of other texts they have read.

Reading for information

3. Children should be taught to:
 - a) scan texts to find information
 - b) skim for gist and overall impression
 - c) obtain specific information through detailed reading
 - d) draw on different features of texts, including print, sound and image, to obtain meaning
 - e) use organisational features and systems to find texts and information
 - f) distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
 - g) consider an argument critically.

Literature

4. To develop understanding and appreciation of literary texts, children should be taught to:
 - a) recognise the choice, use and effect of figurative language, vocabulary and patterns of language
 - b) identify different ways of constructing sentences and their effects
 - c) identify how character and setting are created, and how plot, narrative structure and themes are developed
 - d) recognise the differences between author, narrator and character
 - e) evaluate ideas and themes that broaden perspectives and extend thinking
 - f) consider poetic forms and their effects
 - g) express preferences and support their views by reference to texts
 - h) respond imaginatively, drawing on the whole text and other reading
 - i) read stories, poems and plays aloud.

Non-fiction and non-literary texts

5. To develop understanding and appreciation of non-fiction and non-literary texts, children should be taught to:
 - a) identify the use and effect of specialist vocabulary
 - b) identify words associated with reason, persuasion, argument, explanation, instruction and description
 - c) recognise phrases and sentences that convey a formal, impersonal tone

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- d) identify links between ideas and sentences in non-chronological writing
- e) understand the structural and organisational features of different types of text [for example, paragraphing, subheadings, links in hypertext]
- f) evaluate different formats, layouts and presentational devices [for example, tables, bullet points, icons]
- g) engage with challenging and demanding subject matter.

Language structure and variation

- 6. To read texts with greater accuracy and understanding, children should be taught to identify and comment on features of English at word, sentence and text level, using appropriate terminology [for example, how adjectives and adverbs contribute to overall effect, the use of varying sentence length and structure, connections between chapters or sections].

Breadth of study

- 7. During the key stage, children should be taught the knowledge, skills and understanding through the following ranges of literature and non-fiction and non-literary texts.

Literature

- 8. The range should include:
 - a. a range of modern fiction by significant children's authors
 - b. long-established children's fiction
 - c. a range of good-quality modern poetry
 - d. classic poetry
 - e. texts drawn from a variety of cultures and traditions
 - f. myths, legends and traditional stories
 - g. playscripts.

Non-fiction and non-literary texts

- 9. The range should include:
 - a) diaries, autobiographies, biographies, letters
 - b) print and ICT-based reference and information materials [for example, textbooks, reports, encyclopaedias, handbooks, dictionaries, thesauruses, glossaries, CD-ROMs, internet]
 - c) newspapers, magazines, articles, leaflets, brochures, advertisements.

Assessment of Reading

Through our teaching of reading, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels and adapt Individual Education Plans to meet these needs.

Children will keep a log of their own reading experiences and will be encouraged to reflect on their own progress as readers. Teachers will keep evidence of children's competencies in reading, their attitudes to reading and their experience of reading a range of different types of text.

Children are assessed annually by an Education Psychologist to record reading age and to test for any learning difficulties that might impede reading progress. Recommendations arising from this assessment inform the Individual Education Plan.

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Level 1

Children recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and nonfiction by identifying aspects they like.

Level 2

Children' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and nonfiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3

Children read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and nonfiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

Level 4

In responding to a range of texts, children show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

Level 5

Children show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

Level 6

In reading and discussing a range of texts, children identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They summarise a range of information from different sources.

Level 7

Children show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They select and synthesise a range of information from a variety of sources.

Level 8

Children' response is shown in their appreciation of, and comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts.

Exceptional performance

Children confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

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Reading Teaching Strategies

The emotional and behavioural needs of our children combined with their significant literacy needs necessitate the need for the teaching and learning of reading to run across the entire curriculum in addition to specific literacy lessons. We aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- Discriminate between the separate sounds in words;
- Learn the letters and letter combinations most commonly used to spell sounds;
- Read words by sounding out and blending their separate parts;
- Study written representations of a sound and how it looks
- Building phonic skills
- Recognise on sight vocabulary identified as 'Tricky words'
- Reading with other children
- Reading with an adult
- Shared Reading
- Guided Reading
- Reading aloud
- Independent reading
- Children read books chosen by themselves or by their teacher
- Children give opinions about their reading, writing a book review
- Questioning, investigations, debates
- Developing vocabulary
- Understanding of sentence structure and punctuation
- Comprehension, inference and implication
- Ability to skim
- Understand persuasive writing
- Instructions
- Story/character/plot/setting
- Idea of an audience
- Reading and interpreting dictionaries, index, glossary, contents
- Developing critical skills
- Participating in play reading
- Performance of poetry, song etc

Opportunities for Reading

Shared Reading:

A small group of children share a text with a teacher, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Guided Reading:

Guided Reading takes place one to one, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. Texts are selected from the school's guided reading schemes or using 'real' books.

Independent Reading Time:

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Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. Children are encouraged to respond to the text in their reading diary.

Story Time:

Texts appropriate to topic work or objectives covered in the Literacy are read aloud by the teacher. We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Library Skills:

Children access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information.

Home/School Reading:

All children will be encouraged to borrow books from class collections or the library, and read these at home and in school during independent reading time.

Parental / Carer Involvement:

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school planner/reading diary, to show how their child read or understanding.

Resources

The basis of our reading scheme is the Rapid Reading Programme and Bug Club Reading Programme which is a collection of resources to support children who find reading difficult. Rapid Reading and BugClub are KS2 and 3 (1st/2nd Level) reading programmes designed to help SEN and struggling learners catch up in reading. The resources provide:

- Finely – levelled fiction and non – fiction readers
- Motivating speech recognition software for reading practice
- Assessment texts to monitor children' reading progress
- Worksheets to consolidate word-level work
- Lesson plans for Guided Reading sessions
- Assessment, Guidance and teaching support
- Extensive resources are available at Key Stages 3 and 4 to provide extensive support and variation for all standards of reader.
- The Libra school also uses a range of computer software to facilitate the learning of reading such as Lexia, Clicker 6 and Planet Sherston.

The Ofsted report ('Removing Barriers to Literacy' - 21 January 2011) focuses on the teaching of reading in primary schools and aims to illustrate effective approaches that might help others to improve their practice in literacy. One of the approaches highlighted by inspectors centres on teachers in the most effective schools regularly using analytical and diagnostic assessment tools, such as running records, to identify children' strengths and weaknesses. In these cases "children benefited because the staff frequently checked for strengths and errors in reading". In line with

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Ofsted's recommendations, our reading programmes provide comprehensive assessment, benchmark books and running records.

The Reading Programmes are supplemented with a range of good quality books to encourage further reading development. The school reading scheme through which children can earn merits to exchange for vouchers gives children the opportunity to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure. However, children will also have access to a range of other books, with varying levels of difficulty, which they will be encouraged to read for pleasure and information. All children have unlimited access to the library allowing them to change their books on a regular basis.

- The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively.
- The interests of both girls and boys will be taken into consideration when reading activities and materials are selected.
- We will ensure that the books and literature available to children represent as wide a range of cultures as possible.
- Particular emphasis will be placed on building a strong sense of home/school partnership. The support and encouragement of parents / carers will be sought and valued.
- Parents / carers will be helped to see that they have a vital role to play in the young person's reading development and they will be shown ways in which they can foster a love of reading in their children.
- Children will take home books to share and enjoy with their parents / carers. A home/school reading diary will accompany their books with parents / carers being encouraged to comment on their child's progress and response to the book.

The Role of the Headteacher and Co-Ordinator

The Role of the Co-Ordinator and Head Teacher involves:

- Auditing and organising reading resources within the school
- Ensuring that National Curriculum and NLS objectives for reading are planned for
- Supporting other members of staff
- Reviewing assessment data
- Keeping up to date with current good practice and passing on information to colleagues

The Role of the Teacher

The role of the teacher is:

- To ensure that the teaching of reading is incorporated into medium and short term planning.
- To ensure that the teaching of reading is delivered in the ways outlined in this policy
- To ensure cross curricular coverage of reading objectives.
- To inform the School Manager of any resourcing issues.

Equal Opportunities

We will ensure all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and hearing difficulties will be identified through teacher and Educational Psychologist assessment and supported to achieve progress.

The Role of Parents / Carers

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Parents when involved (day children only) and Home Managers are informed about the reading programme in place in a one to one meeting with the School Manager and encouraged to read the books sent home with their child and to feedback to the school in the child's reading diary.

Links with other areas of the curriculum

The skills that children develop in reading are linked to, and applied in, every subject of our curriculum. The children's skills in reading will enable them to communicate and express themselves in all areas of their work in school. Children will be encouraged to read and interpret a range of text types across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further. The teaching of reading develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and texts from other cultures. The organisation of lessons if appropriate will allow children to work together and provide them with a chance to discuss their ideas and results.

ICT Provision

When planning reading related activities a consideration will be made to the ICT provision in school, developing resources and a shared common area for staff to share good practice. The extensive use of ICT will involve children in reading a range of text types for a range of purposes. The use of the Internet will provide another source of information across all curriculum areas. The use of ICT, graded texts and taped materials are available for all children who experience difficulty in reading activities. The use of ICT will be incorporated into the teaching of reading for specific reading skills and activities, accommodating all ability levels

Learning through writing:

The main areas can be sub-categorised as:

- Using writing as a tool for thought
- Structuring and organising writing
- Developing clear and appropriate expression

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- Write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and effective style, organizing and structuring sentences grammatically and whole texts coherently
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- Apply word-processing conventions and understand the principles of authoring multi-media text.

Cross Curricular Links

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics

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involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views. It also covers areas relating to Extremism, Radicalisation and Prevent Duty, including DfE's 'How Social Media is used to encourage travel to Syria and Iraq'

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts and other media brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

English and ICT

The use of information and communication technology will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Groups can work at a computer and input text via standard or overlay keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what children have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). Using digital cameras, software such as publishing packages and other equipment children can make their own newspapers, magazines and films which can have text attached to them.

Literacy and inclusion

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of those children with special educational needs.

Raising Pupil Awareness

Children are involved in establishing and understanding their literacy targets through shared assessment and regular Tutor Meetings using a guided "My Targets Are" document which takes the short term targets from the IEP and identifies with the pupil how these can be achieved in a practical way.

Role of the Head Teacher and Co-Ordinator:

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- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- To have an impact on raising standards of attainment for Literacy across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary and Secondary Framework for Literacy across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.

Class Teachers:

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary and Secondary Framework for Literacy across the whole school that meets the needs of our children
- Make effective use of Assessment for learning within Literacy.
- To ensure work is differentiated to enable all children to reach their full potential.

Numeracy

"Mathematics can provide children with powerful ways of exploring, investigating and understanding the world" (QCA)

We believe mathematics is 'a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.' (The National Curriculum in England Framework Document (DfE) 2014).

Aims

- To ensure that all children become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

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- To ensure that all children reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- To ensure that all children can solve problems by applying their mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.(The National Curriculum in England Framework Document (DfE) 2014)
- To develop an enthusiasm for and fascination with mathematics.
- To increase the confidence of each pupil in mathematics to enable them to apply the knowledge and skills with assurance.
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

The potential to apply the skills of making comparisons, identifying differences, investigating relationships and establishing connections reflects the importance of Numeracy across the curriculum. Numeracy is vital in everyday life as it encourages logical reasoning and the ability to think in abstract ways. At the earliest stages of development, where thinking centres around concrete situations and events, children strive to make sense of experiences and sensations that involve changes in pattern, quantity, space and time. Such experiences help them approach problem situations flexibly, to move from random to trial and improvement responses, and on to anticipate and predict. Increasingly, children will plan and reflect and come to recognise and evaluate alternative solutions. In this way, numeracy skills and understanding build on the earliest perceptual and cognitive learning.

Numeracy is a proficiency, which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables. (National Framework for teaching Mathematics, 1999)

In particular, numeracy skills offer children opportunities to:

- Build on their awareness of events and actions to recognise changes in pattern, quantity and space in their immediate environment and in the wider world
- Use their developing awareness to anticipate and predict changes
- Use their awareness and developing understanding of pattern, space, shape, and number, to develop problem solving skills that contribute to making choices, taking decisions and gaining control over their immediate environment
- Extend mathematical skills, experiences and understanding which allows them to visualise, compare and estimate. For some students this will be achieved in abstract as well as concrete contexts
- Begin to think about the strategies they use and explain them to others
- Develop a powerful set of thinking tools to help them increase their knowledge and understanding of the world, and, during the years they attend the Libra School to learn effectively in different subjects across the curriculum.

The Libra School is committed to raising the standards of numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the

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skills necessary to cope confidently with the demands of further education, employment and adult life. Learning, teaching and assessment of numeracy should be appropriate to children's needs. Numeracy includes:

- The ability to make sense of more than just number.
- Developing mental strategies as well as pencil and paper methods.
- A confidence and competence in using and applying mathematics, recognizing that skills are transferable across different subject areas and in a variety of contexts.
- The ability to use the correct mathematical language.

The National Curriculum order for mathematics describes what must be taught in each key stage. The Libra School follows the National Numeracy Strategy Framework, which provides detailed guidance for the implementation of the National Curriculum for mathematics differentiating the curriculum to allow our students with special educational needs to progress.

The Role of the Head Teacher is:

- To develop numeracy throughout the school
- To play a leading role in the design and production of a whole school policy for numeracy
- To ensure subject specific teaching staff perform an audit of the numeracy requirements/provision in all areas of study
- To help identify training needs of staff in relation to numeracy and ensure that these training needs are met
- To liaise with all subject departments to ensure that numeracy is developed in a coherent and consistent manner throughout the school
- To establish procedures to monitor and evaluate the numeracy provision for all children in the school
- To establish procedures to monitor and review the implementation of the school's numeracy policy.
- To ensure all staff are aware of their responsibility that the acquisition of basic skills is a whole school issue, and not subject based.
- To ensure continuity and progression from year group to year group
- To ensure all members of staff teaching mathematics have guidelines and a scheme of work to show how aims are to be achieved and how the variety of all aspects of mathematics is to be taught
- To identify in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget
- To advise and support teaching staff in the implementation and assessment of mathematics throughout the school
- To assist with requisition and maintenance of resources required for the teaching of mathematics. Again this will be within the confines of the school budget.

The Link between Numeracy and Literacy

The role of language is important in numeracy:

- Language is an important tool for learning mathematics. Explaining to oneself, or someone else 'putting it into words', can be a powerful means of working through and clarifying ideas
- Students should use language as a tool for reflecting on their mathematical experiences and hence for their own mathematical learning

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- Students also need to develop the skills of recording their mathematics. The first forms of recording are likely to be in everyday language or in pictures or diagrams. Gradually these representations may be shortened, leading to the need to use symbols.
- Children should develop spatial language in much the same way as they learn to talk about various animals and objects - by hearing it used appropriately by others and being encouraged to use progressively more sophisticated language in describing their experiences.

The promotion of numeracy across the curriculum

All teachers are considered to have a part to play in achieving a high standard of numeracy in the school and should recognize that numeracy is best promoted through purposeful teaching and enjoyable learning opportunities.

Teachers in all areas must be alert to opportunities that they can use deliberately to reinforce and augment their children's numeracy and to consider any opportunities for cross-curricular involvement. The purpose here is to try to lessen any complications or obstacles put in the children's way, which might lead to confusion or misunderstanding and hence hinder progress.

Not all of school mathematics is aimed at developing numerate children. Some aspects of mathematics are peculiar to itself as a field of human inquiry and endeavour. Numeracy, on the other hand, although required in all areas of mathematics, encompasses for most people the ability to count and manipulate numbers.

Numeracy also differs from mathematics in another way: it requires people not just to study mathematics as a subject, but also to be able to use mathematics in all sorts of everyday situations.

Some situations occur regularly and require people to identify shapes, compute, measure, interpret data or recognize relationships. Other situations, however, may call for the use of several mathematical strands together or of procedures that require painstaking effort. Numerate people are ready for any problem-solving situation, even one so new to them that they have no model to call upon and so must devise their own.

Teachers of mathematics, however, do not have sole responsibility for their children's developing Numeracy: teachers in other learning areas share this responsibility with them. Each area has its own numeracy requirements, and children may not always have acquired from their study of mathematics the particular knowledge and skills needed to meet them. Teachers in other areas of study therefore have a responsibility to help their children attain the level of numeracy their areas demand. In this way all teachers contribute to their children's developing numeracy.

To help their children become more numerate, teachers should note the following,

- Number is central to numeracy in our society. It is commonly used in everyday life to calculate, count, order, measure, predict, describe, explain and justify. Children must continue to develop their competence with number throughout all their years of schooling
- It is important to give children the chance to learn by investigating, exploring and conjecturing. Teachers will always need to intervene when the occasion demands it - for instance, when their children, either individually or as a group, need to acquire particular knowledge or skills within an acceptable period of time

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- All children must have a quick recall of number facts. This quick recall should be based on understanding and this quick recall and understanding will enhance the application of number in all areas of study.
- All children need to be given classroom opportunities to practice real-life applications of mathematics

When deciding upon what strategies to use with their children, teachers will need to take into account:

- The aspect of numeracy they are helping their children learn (a spatial skill, for example, or an algorithm)
- The type of mental activity their children must engage in (ranging, for example, from learning number facts by rote or performing calculations, on the one hand, to analyzing new information and dealing with the challenges and problems it presents, on the other)
- The characteristics of their individual children (such as their prior understandings, their strengths and weaknesses, and their preferred style of learning)
- Their classroom environment - including the learning resources at their disposal
- The usefulness, for particular learning activities, of electronic aids such as calculators and computers
- The need to assess their children in order to monitor their progress and confirm their achievement

Finally, teachers will need to take into account and build upon their own teaching strengths and preferences.

When the foundation for numeracy is well laid in the mathematics classroom, teachers in other areas will be better placed to build upon it. They will be able to reinforce and add to what their children have learned by getting them to use their mathematical understanding in a variety of other contexts and situations, and as a result children become more numerate.

Numeracy Support

In addition to formal numeracy lessons some children are timetabled for additional numeracy support with either a teacher or teaching assistant. This can take the form of:

- Interactive IT numeracy activities
- Interactive IT Enterprise activities
- Practical fun activity sessions individually or in small groups to promote peer interaction and further develop numeracy skills
- Number board games to promote confidence and learning
- Supporting Software

Raising Pupil Awareness

Children are involved in establishing and understanding their literacy targets through shared assessment and regular Tutor Meetings using a guided "My Targets Are" document which takes the short term targets from the IEP and identifies with the pupil how these can be achieved in a practical way.

Cross Curricular Numeracy

There are opportunities for drawing mathematical experience out of a wide range of children's activities. Mathematics contributes to many subjects of the curriculum, often in practical ways.

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Activities such as recording the growth of a plant or an animal, measuring temperature and rainfall, or investigating the cog wheels in a bicycle can provide data or starting points for discussion in your mathematics lessons as well as opportunities to apply and use mathematics in real context.

English and Mathematical Literacy

The National Curriculum statement on language suggests three areas to include in all subject teaching:

- General accuracy in using language — spoken, written and read;
- Technical terms and concepts appropriate to the subject;
- Awareness of patterns of language.

In mathematics, general accuracy in using language can be promoted through: interpreting questions posed orally or in writing; clarifying the precise meaning of words or mathematical terms; discussing the essential ideas identified in the questions and interpreting them to identify the mathematical content. Awareness of patterns of language can be developed by asking children to explain, argue and present their conclusions to others, and by drawing their attention to the statements involved in mathematical reasoning and proof, such as if... then, because, therefore, implies... The technical terms and concepts used in mathematics will include the ideas of an inverse, of equivalence, equality, proportionality, congruence, similarity, linearity, and so on.

Science

Almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating, and recording in tables and graphs. Children will, for example, order numbers, including decimals, calculate means and percentages, use negative numbers when taking temperatures, decide whether it is more appropriate to use a line graph or bar chart, and plot, interpret and predict from graphs. They will explore rates of change in cooling curves and distance-time graphs, apply formulae and solve equations, for example, in problems on moments.

Art, design and technology

Measurements are often needed in art and in design and technology. Many patterns and constructions in our own and other cultures are based on spatial ideas and properties of shapes, including symmetry. Designs may need enlarging or reducing, introducing ideas of multiplication, scale and ratio. The preparation of food involves measurement, working out times and calculating cost, frequently extending into calculations involving ratio and proportion.

Computing

In computing lessons, children will collect and classify data, enter them into data-handling software, produce graphs and tables, and interpret and explain their results. Their work in control will include the measurement of distance and angle. Spreadsheet skills, used in modelling and simulations, rely on the numeric, algebraic and graphical skills involved in constructing formulae and generating sequences, functions and graphs.

The role of computing/ICT will be continually reviewed as research has shown that children, particularly the low achievers, respond well and gain confidence from the use of ICT.

The use of ICT, and in particular spreadsheets along with databases, is seen as an integral part of the work carried out in mathematics. The Mathematics and ICT departments will work closely

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together to develop these key skills of spreadsheets and databases, which then can be applied across the curriculum.

History and geography

Discussing evidence in history or geography may involve measurement, estimation and approximation skills, and making inferences. Children will make statistical enquiries, for example, in analysing population data to explore and compare lifestyles; they will also use a wide range of measurements and rates of change. The study of maps includes the use of coordinates and ideas of angle, direction, position, scale and ratio.

Physical education and music

Physical Education activities use measurement of height, distance and time, and data-logging devices to quantify, explore, and improve performance. Ideas of counting, time, symmetry, movement, position and direction are used extensively in music, dance, gymnastics, athletics and competitive games.

Religious education, PSHE and citizenship

Belief and likelihood in religious education, or risk assessment in PSHE, relate well to work in mathematics. The discussion of moral and social issues is likely to lead to the use of primary and secondary data and the interpretation of graphs, charts and tables, helping children to make reasoned and informed decisions and to recognise biased data and misleading representations. By applying mathematics to problems set in financial and other real-life contexts children will develop their financial capability and awareness of the applications of mathematics in the workplace.

Numeracy at Home

The parents'/ carers' role in their children's mathematical development is crucial. This role starts well before the child will commence school and continues throughout their education.

Parents can actively assist the development of their child mathematics through activities such as singing and chanting rhymes, reading stories and books containing mathematical ideas, playing games that have mathematical content, and modelling the use of mathematics in daily practical activities.

The role of parents / carers includes:

- talking to children about their mathematics
- building children's confidence and developing their interests in mathematics
- praising children when they notice some new development in their mathematics understanding and skills
- being patient in regard to their child's development and discussing concerns with the teacher
- sharing mathematics with their children, discussing strategies they use and talking with them about mathematics
- looking at children's attempts to record mathematics, responding to their ideas and then praising the progress towards standard mathematical representations
- Showing their children through their words, action, and attitudes that they believe that the children will become confident and competent users of mathematics.

Helping with Numeracy at home:

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Encourage your child to become involved in everyday problems and activities for example facts and figures for planning a meal or planning a shopping trip. Be a sounding board for the children's ideas and problems. Listen, question, and be willing to accept the children's own ideas. Play games with your children and let them help you score. Praise and encourage your child as they come to grips with various mathematical situations. Give them the confidence to better organise and control their world through using maths. Children who are good at mathematics are prepared to "have a go" so encourage your children to find ways of doing things and talk to them about what they did, and why. This will help them see mistakes for what they are important early steps in working out how to get it right!

Progression

Progression may be made by:

- Increasing the breadth of mathematical experience
- Moving from awareness of mathematical properties through using such information to anticipate and predict and then actively solve problems
- Developing the ability to form mental representations of increasingly complex and detailed mathematical information
- Communicating understanding to others with increasing clarity
- Using mathematical information to make choices and decisions in an increasing range of contexts

Computing

We believe that 'computing education equips children to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.' (The National Curriculum in England Framework Document (DfE) 2014).

Aims

- To ensure that all children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To ensure that all children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To ensure that all children evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To ensure that all children are responsible, competent, confident and creative users of information and communication technology.(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.

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- To share good practice within the school.

Computing is delivered across the curriculum by all teachers as a core provision. Within the curriculum there is opportunity for progression the following ways:

To explore options and make choices to communicate meaning children develop familiarity with simple ICT tools:

- To use ICT in a purposeful manner to achieve specific outcomes
- To develop ideas and solve problems
- To combine and refine information from various sources
- To combine the use of ICT tools within the overall structure of an ICT solution and to critically evaluate the fitness for purpose of work as it progresses.
- To demonstrate integration and efficiency the use of ICT tools and to use a greater range and complexity of information.
- To define, implement and refine ICT systems
- To appreciate the needs of users and the wider issues raised by ICT

ICT Support for Literacy and Numeracy

Information and communication technology is used to actively support literacy and numeracy progression and the provision is detailed in the Literacy and Numeracy Policies.

Specific Provision

All classrooms are equipped with computers and each child has access to a computer in his/her home. There is a specific computer suite in the Libra School to allow for supervised access to the Internet.

Science

“Science does not tell us everything that we want to know about life, or all that we need to know. But it does provide us with the most robust information about the way the universe works” (Colin Tudge: Science Writer)

“Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity” (Professor Susan Greenfield, Royal Institution)

We believe science education 'provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all children should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, children should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.' (The National Curriculum in England Framework Document (DfE) 2014).

Aims

- To ensure that all children develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- To ensure that all children develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

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- To ensure that all children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

Science stimulates and excites learner's curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas it can engage learners at many levels.

Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought, through which learners understand how major scientific ideas contribute to technological change and how this impacts on industry, business and medicine. It also demonstrates how this improves quality of life and recognises the cultural significance of science and traces its world wide development. (QCA)

The Libra School is committed to making science a living subject and alongside Literacy Numeracy and ICT pivotal to the progress of children to young adulthood. By using the facilities offered by the school estate it has been possible to offer a much more practically based curriculum using a differentiated national curriculum as a knowledge base.

We are able to offer sound experience of Environmental Science, the study of the physical, chemical and biological conditions of the environment and the effect of these on organisms. Environmental Science is an interdisciplinary science that relies heavily on the natural sciences as well as biology and ecology. Other contributors to the field include the social sciences and economics, as humans and their natural environment are interconnected in various ways. Similarly through Horticultural Science plants are studied "because they are the bedrock on which civilisation developed and continues to flourish" (The Royal Horticultural Society). Students are encouraged to understand the crucial roles played by plants for food, for providing the raw materials for clothing, construction, transport and medicines and their role in maintaining and enhancing the natural environment.

The aim is to enable each young person to assimilate scientific knowledge and to progress to the highest possible achievement level of which they are capable. The use of the outdoors as a classroom is basic to the provision. "The "outdoors" is utilised as an environment for learning, by providing a stimulating and challenging place to work" (Gill Lomax: former Environmental Science Instructor). Cross curricular co-operation is an integral facet of the science provision with links to other technological areas, PSHE and core subjects. "The student will gain satisfaction and personal achievement from growing plants from seeds, growing their own vegetables and fruits and taking them from the seed to the plate" (Stephen Pearce: former Horticultural Instructor). The teaching of horticulture encourages the growth of fruit and vegetables by the students and such home produce production in turn supports the school's enterprise activities

Art, Craft and Design

We believe 'art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they should be able to think critically and

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develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.' (The National Curriculum in England Framework Document (DfE) 2014) "Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world". (The National Curriculum)

Children use colour, form, texture, pattern, and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Students should realise that understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

The way in which Libra teaches Art and Design is encapsulated in the above. Children are challenged to consider their view of society and culture in relation to others. The department has an active involvement in educational visits and activity terms and so the children visit galleries and museums to support their in-school learning. The programme follows the Curriculum Programmes of Study for Key Stage 3 and formal syllabi for qualification achievement at Key Stage 4.

"Display of work is an important part of the creative process" (Marie-Claire Adams: Art and Design Teacher). Children are encouraged to share their work throughout the term. Although they are not taught together it is common for them to refer to each other's sketchbooks and final pieces as a resource. As part of the assessment and evaluation process each student displays their work in the classroom and school for members of staff, their parents and members of the public to see. This has been seen to have a positive effect on their confidence and encourages further engagement in the subject.

Cross curricular links are essential to create a sense of continuity for all children. Art works alongside Drama, where possible, so as to broaden the student's understanding of Art as a subject, this is particularly important in a world of contemporary art that often includes performance and installation as mediums. It also contributes to the implementation of key skills.

Aims

- To ensure that all children produce creative work, exploring their ideas and recording their experiences.
- To ensure that all children become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To ensure that all children evaluate and analyse creative works using the language of art, craft and design.
- To ensure that all children know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. (The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

Applied Design and Technology

We believe that 'design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant

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problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.' (The National Curriculum in England Framework Document (DfE) 2014).

Aims

- To ensure that all children develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To ensure that all children build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- To ensure that all children critique, evaluate and test their ideas and products and the work of others.
- To ensure that all children understand and apply the principles of nutrition and learn how to cook.(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- The Libra School has designed this course by taking some aspects of Design and Technology and combining them with aspects of scientific investigation and environmental issues. The course has been designed and modified to provide understanding of aspects of living independently combined with creative ideas applicable to everyday living. Support for taking responsibility for aspects of our lives is embedded in the incorporation of the use of renewable resources and alternative technologies as part of the environment.
- ADT allows children the opportunity to combine creativity, sensory and communication activities with practical learning opportunities.
- Social awareness forms part of the course.
- Problems which are applicable to students are focused on.
- Children are encouraged to take ownership of their work and their learning.
- They can carry out practical tasks in which they all can make a contribution to the development of individual or group projects.
- They are able to work within a flexible range of contexts and topics that can be adapted to suit individual interests and motivations.

In relation to the 24 Hour Curriculum and Personal Social and Health Education this course provides practical opportunities to comprehend the application of skills to everyday life. There is an interplay between these four aspects;

- Exploring and clarifying the task
- Generating, developing and communicating ideas or proposals
- Testing, evaluating and modifying
- Planning and making.

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For students working towards Independence it provides the basis of those skills needed for safely living alone.

- It also provides valuable opportunity for the learning of work skills.
- It may stimulate through experience an enthusiasm to extend learning.

Food Technology

The LIBRA School provides the context of cooking and nutrition to be taught within the Design Technology (D&T) Curriculum, enabling students to develop their relevant knowledge and skills, providing an understanding about food, the principles of nutrition and healthy eating.

This Food Technology curriculum is based on the Principles of The Libra School Curriculum as stated for KS1 (5-7years), KS2 (7-11) and also KS3 (11-14 years).

- Providing a positive challenge for all students reflects the need to be inclusive and allowing for individual differences;
- Fosters and enhances the self-concept of all learners, encouraging them to be self-directed in their learning;
- Provides learners with a broad and balanced general education;
- Will be responsive to change that is relevant to the needs of the individual learner, and also to the wellbeing of the community here at Libra.
- Providing for flexibility, taking into account the context in which The LIBRA School operates, and the resources available to them;
- Establishes a direction for learning and ensures that each learners school experience progresses in a systematic and coherent way;
- Encourages the use of good assessment practice.

Scope of the Curriculum

The National Curriculum is made up of:

- The National curriculum in England, design and technology programmes of study, which outlines the frame work of underpinning principles and required learning areas;
- A set of subject curriculum statements which define the learning principles and achievement aims and objectives which schools here in the UK are required to follow.

The Food Technology curriculum sets out progressions of skills and knowledge for students in primary and secondary schools. This curriculum statement applies to:

- All primary and secondary schools here in the UK.
- All students irrespective of gender, ethnicity, belief, ability, social or cultural background.
- Years 5-14; primary and secondary schooling.

Aims

Study in the learning area of Food Technology supports the growth and development of all students and aims to:

- Encourage students to develop their knowledge, skill, understanding and creativity in Food within the learning and home environment;
- Provide experiences using technological practice to solve every day problems and enhance the health and wellbeing of self and others;
- Give students the knowledge to and skills to make informed decisions as consumers, thereby maximising the resources available to the individual and families;
- Increase awareness of career opportunities in the area of Food.

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KEY STAGE 1

- Use the basic principle of a healthy and varied diet to prepare dishes
- Understand where food comes from.

KEY STAGE 2

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

KEY STAGE 3

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominately savoury dishes so that that they are able to feed themselves and others a healthy varied diet
- Become competent in a range of cooking techniques (for example, selecting, and preparing ingredients,; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting their own recipes)
- Understand the source, seasonality and characteristics of a board range of ingredients.

Teaching the Curriculum

Food and nutrition is taught at an appropriate level throughout each key stage. This is addressed through a variety of activities common to each key stage;

- **Focused practical tasks** which give students the opportunity to learn and practise particular skills and knowledge to add to their building repertoire
- **Product analysis activities** where familiar products and their applications are studied giving students the opportunity to explore existing products and add what they find out to their own repertoire of skills, knowledge and understanding
- **Designing and making assignments** that give students the opportunity to put their capability to work, developing ideas for food products and following through to realisable solutions.

Teaching methods and strategies

Effective teaching methods are adopted in the classroom, offering a rich variety of opportunities' for participatory learning and include debating issues, class discussions and role play, enabling the children to develop their understanding of healthy eating issues. The students also develop food handling skills and positive thinking strategies to assist them in their making informed decisions. These decisions are made at teachers planning meetings.

To support effective learning taking place, strategies are employed and carried out in the applied context of developing an overall capability, so our students will learn to:

- Learn by doing
- Make and carry out plans
- Work individually and in groups/teams
- Develop thinking skills (critical, evaluative. Reflective, analytical)
- Communicate and develop their ideas

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- Respond to appropriate teacher intervention
- Investigate and explore ideas in order to develop them
- Review how their work is developing
- Be able to take action as a result of their reflections
- Consider the user, human needs and values
- Prioritise and make decisions

As a result of strategies, developed over time, a LIBRA student will be able to demonstrate the following:

- Handle and use food with increasing knowledge and understanding about what they are doing
- Employ the necessary skills to carry out ideas through to successful outcomes
- Operate with a depth and breadth of understanding about the uses, value and applications of food in a variety of contexts
- Put these essential life skills to effective use as consumers and citizens

Drama

Drama is a social art form. It involves people working together in order to communicate with others. "Through interacting with each other in the exploration and presentation of dramatic ideas, the students develop an awareness of themselves and the world around them" (Tamsin Winter: Drama Instructor)

Their confidence as dramatic artists is enhanced as they realise that they have the ability to spot the dramatic potential of a situation or character and understand how drama is open to different interpretations. An education in drama prepares students to be critically aware members of society, and through exploring certain issues the drama work at Libra is concerned with personal, spiritual and moral development.

Drama is important for the students at Libra because it:-

- Promotes self expression
- Builds self confidence
- Enhances creativity
- Encourages co-operation

The three modes of activity that we follow in drama are creating, performing and responding. Drama can be seen to involve a whole host of activities, which may contribute to a student's development in these areas e.g. games, roles play, discussions, warm-up activities, theatre visits, community work and the school play.

The students create dramatic situations and evolve characters by exploring their situation and feelings from a range of stimuli. Opportunities for performance are made available within the lessons and performing to the audience in the school play.

Performance in school plays is genuinely a whole school event (staff included) that generates excitement and satisfaction for our students. The possibilities for differentiation around the production of a school play are considerable. All students are encouraged to take an active part in some way, often, as a performer, but costumes, make-up and stage design jobs are also popular

At Libra we use Drama in an holistic manner and as a subject in its' own right that enhances a number of Key Skill areas from the National curriculum (e.g. communication, working with others, reasoning, problem solving, creative thinking etc.) Planning a drama curriculum that provides all

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students with the chance of reaching their maximum potential demands a balance in opportunities to create, perform and respond.

Citizenship

We believe 'citizenship education helps to provide children with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster children' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip children with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare children to take their place in society as responsible citizens, manage their money well and make sound financial decisions.' (The National Curriculum in England Framework Document (DfE) 2014).

Citizenship and PHSE

"Citizenship gives children the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, and social development, making them more self confident and responsible both in and beyond the classroom. It encourages children to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops children' ability to reflect on issues and take part in discussion' (Citizenship at Key Stages 3&4 Initial Guidance for Schools. QCA 2000)

Across the curriculum and particularly through the 24 Hour Curriculum children placed at Libra are encouraged to develop as individuals in a wider society. In this way they learn to understand themselves physically, socially, emotionally and sexually and to understand their relationships with others. Given the characteristics of pupil admissions to the Libra School this can prove very challenging and often traumatic to individuals. At Libra we encourage children to:

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

Progression comes by:

- Moving from contact with others in class and school to community involvement
- Developing greater control and choice
- Adapting to change as children grow and develop, physically and emotionally
- Moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- Moving from an immediate time perspective to thinking about the future and reflecting on the past.

Over the curriculum, generally, children are encouraged to:

- Develop self confidence and responsibility and to make the most of their abilities
- Prepare to play an active role as citizens, to acquire knowledge and understanding in order to become informed citizens
- To develop a healthy lifestyle
- To develop good relationships and to respect the differences between people

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- To become informed about sex and relationship education

Aims:

- The Libra School aims for each of its' children to become responsible citizens of the world and net contributors to their communities, showing informed care and compassion for their fellow men
- To ensure that all children acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- To ensure that all children develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- To ensure that all children develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- To ensure that all children are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs. (The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To ensure our pupils are aware of Extremism, Radicalisation and Prevent Duty, this is communicated through PHSE lessons.

The Promotion of Personal Development including those values that relate to Britishness through the SkillsForce programme

SkillsForce	Primary Pathway / Heart Start Award / NICAS Award / Junior Princes Award
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AIMS OF COURSE; to enable children to develop the characteristics, values and behaviours that will support them in finding meaningful and supportive relationships with those around them and becoming active contributors to their community.

KEY THEMES AND VALUES

1. Discipline
2. Selflessness
3. Courage
4. Resilience
5. Dedication
6. Loyalty
7. Dependability
8. Respect

Geography

“What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other counties and cultures?” Jonathon Porritt, Forum for the Future

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Within the Libra School Geography is taught to all children regardless of their ability and across all Key Stages. It is a subject that can be put into everyday use and understanding. Citizenship runs parallel to the foundations of Geography and that is heavily promoted and integrated with the School's 24 Hour Curriculum and PHSE curriculum, for example what it means to be a citizen in the local community and of the United Kingdom.

It is very important that children understand that they are part of the wider world and that Geography will help prepare them for adult life and employment. Each pupil must recognise and understand the three main groups of study: Physical, Human and Environmental. The way we study these is dependent on the prior knowledge of each pupil, their year group and the modifications required to meet their needs. These three main groups help 'develop the pupil's knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem –solving skills both inside and outside the classroom'

Through Geography we are able to teach awareness on issues that are local, national and international. It is important that in Key Stage 3 and into Key Stage 4 the basic foundations are set and that the children are provoked into asking and answering questions about the natural and human world.

Through educational visits children are encouraged to further their knowledge by collecting and evaluating research relating to educational visits and to present any findings using ICT and secondary sources. This allows the pupil to link their findings and presentations with other subject areas whilst using an extended geographical vocabulary and skills.

As part of subject development we intend to take on more field trips and forge links with communities that are in both developed and developing countries.

We believe that 'geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' (The National Curriculum in England Framework Document (DfE) 2014).

Aims

- To ensure that all children develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To ensure that all children understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To ensure that all children are competent in the geographical skills needed to:

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- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. (The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

Religious Education

“Science without religion is lame, religion without science is blind” Albert Einstein 1879-1955

It has been said by some that the human spirit engaged in a search for truth could be a definition of education. If this is so, then spirituality and morality permeate the curriculum at all levels and through all subjects. We regard Religious Education as a core element of the curriculum. Not a subject delivered is unaffected by spiritual and moral issues and we believe that such issues should be addressed across the curriculum within subject areas.

Spirituality is a force that determines what we are, our self -understanding, our outlook on life, others and the world and consequently shapes our behaviour. It forms the basis for successful relationships and partnerships both in personal life and at work. A lack of moral values inhibits spiritual growth, and lapses in behaviour can be damaging to the offender’s self as well as to the victim. Spirituality can be seen as the source of the will to act morally.

As has been stated many times elsewhere children enter the Libra School with tarnished images of spirituality and morality. Our task is to help them discover the importance of values; the place of the individual in and interdependence with family and the world; the reality of the consequences of actions; learning from experience; self, meaning ideals, and destiny; and role models

Opportunity to promote spirituality and morality abound across the curriculum. Through science children can debate ethical issues e.g. moral questions arise through the study of genetics. Science raises ultimate questions about creation and divine activity, the status of humankind and human nature.

The arts and humanities explore the human spirit, including the dark side of nature. The arts can contribute to forming individual and collective values by providing heroes and heroines, villains and cautionary tales, as well as complex situations that challenge our moral judgement. Physical Education offers opportunities for children to develop positive attitudes to others, to learn about their strengths and weaknesses and to experience co-operation, teamwork and camaraderie. Developing self knowledge enables individuals to learn to deal with success and failure and to understand that winning is not everything. Sport and games are linked to the concept of right and wrong as expressed in rules and can enhance a sense of fair play.

PSHE is valuable in developing interpersonal skills, including managing feelings, understanding others and learning to take responsibility for one’s actions. A study of citizenship and an appreciation of economic and political awareness encourage children to view the institutions of the world and make judgements about values and moral issues.

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The delivery of religious education in this manner across the curriculum means that all staff connected with children must look at their own values, be prepared to act as role models and promote positive images.

History

We believe that 'history education will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.' (The National Curriculum in England Framework Document (DfE) 2014)

"History fires pupil's curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what the past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions..... They see the diversity of human experience, and understand more about themselves as individuals and members of society"

History provides an excellent vehicle to enrich the wider curriculum by giving children a real context for their learning. It is well placed to make a significant contribution to the current curriculum priorities of Inclusion, Literacy, ICT, Citizenship and the 24 Hour Curriculum as well as several other subject areas.

History enables children to:

- Refine their communication and information- processing skills in a range of contexts
- Develop and extend their investigative and problem solving skills including using number and ICT, inside and outside of the classroom
- Participate in a range of independent and collaborative learning experiences, which extend their personal, social and study skills
- Gain experiences that help them to make connections between themselves, their communities and the wider world
- Develop awareness and understanding of a range of peoples and cultures and a respect for many different attitudes, views and beliefs
- Recognise the need for a just and equitable society and their own role in making this possible
- Explore current issues within an historical context to make sense of the world around them and develop the skills and attitudes necessary for active involvement as citizens

Aims

- To ensure that all children know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To ensure that all children know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

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- To ensure that all children gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.
- To ensure that all children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To ensure that all children understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To ensure that all children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

Foreign Languages (and Modern Foreign Languages)

We believe that 'learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.' (The National Curriculum in England Framework Document (DfE) 2014).

Aims

- To ensure that all children understand and respond to spoken and written language from a variety of authentic sources.
- To ensure that all children speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- To ensure that all children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To ensure that all children discover and develop an appreciation of a range of writing in the language studied.(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

Music

We believe 'music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity

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and sense of achievement. As children progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' (The National Curriculum in England Framework Document (DfE) 2014).

Aims

- To ensure that all children perform listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers.
- To ensure that all children learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- To ensure that all children understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

Physical Education and Outdoor Activity

We believe that 'a high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (The National Curriculum in England Framework Document (DfE) 2014)

Physical Education (PE) and Outdoor Activities give all children opportunities to develop their physical skills and to apply those skills in different situations. Both personal and group achievements can be acknowledged.

Aims

- To ensure that all children develop competence to excel in a broad range of physical activities.
- To ensure that all children are physically active for sustained periods of time.
- To ensure that all children engage in competitive sports and activities.
- To ensure that all children lead healthy, active lives.
(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

The young person is offered opportunity to:

- Develop their skills of coordination, control, manipulation and movement
- Enhance appropriate areas of health and fitness and contribute towards their physical development
- Develop their personal; qualities of commitment, fairness and enthusiasm
- Develop their thinking, appreciation and evaluation skills
- Compete against themselves and others and take part in challenging activities
- Develop their ability to express themselves and be creative

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- Work individually and as part of a team
- Build their self confidence and self esteem

At Libra we try to make Physical Education and Outdoor Activities more accessible by:

- Using appropriate materials and resources
- Using a range of activities
- Making effective use of physiotherapy, occupational therapy, hydrotherapy and mobility programmes, designed to meet individual needs and promote access to a range of physical activities
- Ensuring that children have first hand and direct experiences in the different areas of activity of the National curriculum
- Ensuring consistent coactive support
- Making use of all appropriate available resources in the school ,the local community and other sporting organizations that can enhance the range of opportunities on offer to children

Physical Education and Outdoor Activities contribute to and support the wider curriculum. This includes:

- Spiritual , moral, ethical, social and cultural issues
- Citizenship
- Key Skills
- ICT
- Environmental education and Health and Safety Education

Health and Safety in PE and Outdoor Education

Health and Safety is the most important issue that affects the subject and the meeting of the needs of individual children. The Libra School complies with all relevant legislation and safety standards with regards to all aspects of the subject. Risk assessments carried out and reviewed on an ongoing basis mean that only appropriate activities are carried out and that the children always wear appropriate clothing and use the correct equipment.

Only staff qualified in a particular area may take children in a teaching capacity or accompany them on any activity. If the School is unable to provide such expertise then an external instructor is employed or children are sent to other centres or organizations where the activity can be taught safely and competently.

Outdoor Learning

We recognise the importance of outdoor learning/Forest School experience as we feel it makes a major contribution to children's development. We feel that children will be 'missing out on important learning opportunities if quality outdoor provision is not available to them.' (Margaret Edgington - 'The Great Outdoors')

This policy is detailed together with procedures in a separate policy document

PHSE

At Libra we believe that PSHE and Citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that it can play a central part in the life of our school and the content of the lessons will be reflected and reinforced by the behaviour of all in

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the school community. Religious education is incorporated within PSHE and Citizenship as is an understanding of Extremism, Radicalisation and Prevent Duty.

Aims

We aim that, through the PSHE curriculum, our children will:

- Develop self confidence and self responsibility
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Learn to respect the differences between people
- Prepare to play an active role as citizens

We believe that our work on PSHE and Citizenship contributes to our school being a healthy school and to achieving the 5 national outcomes for children as set out in the Children's Act 2004 'Every Child Matters':

This policy is detailed alongside procedures in a separate policy document

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. The Libra School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

Linked Policies

• Assessment	• Equalities
• Marking and Feedback	• Outdoor Education, Off Site Visits
• Special Educational Needs & Disability	• Staffing, Quality & Appropriateness of Teaching

Headteacher:	Joan Wilkes	Date:	12.11.16
School Manager:	Kirsty Crosby	Date:	12.11.16

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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Curriculum Policy	Yes stated			✓ merged with Education Policy

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	12.11.16	Joan Wilkes	12.11.16

Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				