

# Greenside Curriculum

## Senior Department (Key Stages 3 and 4)



### Organisation of teaching classes

The Senior Department is co-located with Barnwell Middle School. This enables exceptional opportunities for inclusive learning. We share a range of specialist facilities which are located at the mainstream school including: science laboratories, drama and art studios and gymnasium. Many Greenside students eat their lunch with their friends from our partner school at The Barnwell Bistro.



There are 5 class bases in the senior department. The department is currently streamed across the classes. This enabled us to teach to a pre differentiated ability group. Teaching & learning observations & learning walks have shown this to be a positive approach; higher attaining students are able to be challenged in areas such as reading and numeracy, creating natural peer learning & self-assessment opportunities. Whilst other students benefitted from learning activities tailored to their specific needs. And creating learning environments for lateral progression.

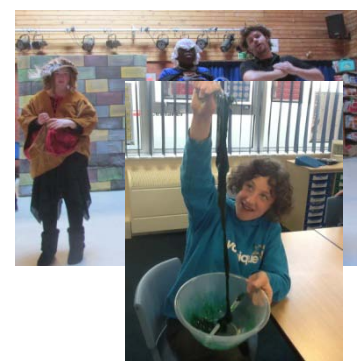
### Teaching in Key Stage 3&4

Teaching materials maybe selected from earlier or later key stages to enable individual students to progress and demonstrate achievement. Care is taken to ensure that learning materials are presented in contexts and appropriate to student's age and level of understanding. There is a Seniors curriculum map to track breadth and balance of curriculum opportunities and content offered. Teachers select and indicate on Excel Spreadsheet the areas of learning covered each term. The Seniors have access to a wide variety of sources for lesson and topic planning. These include Greenside SoW based around the New National Curriculum 2014, Greenside PMLD Curriculum, Greenside Creative Curriculum, Equals & Equals Themes, HCC RE SoW, and Cambridge Science Curriculum. The department has a Set Literature text for each year, to develop the idea of shared experiences. We aim to create forums for sharing learning throughout the school year – productions, photo book sharing, art galleries, singing to others etc.



### Oak Class – (Mostly learning at P8 and beyond)

- staffing student ratio 3:9
- Independence, self esteem and confidence building & understanding emotions and how to express them
- Self assessment & peer learning
- Opportunities to read for pleasure & functionality
- Extension numeracy sessions including times table as well as maths



in the community

- PSD, Humanities, RE and Citizenship topics that incorporate learning how to use leisure time.
- Inclusion opportunities at Barnwell Middle School (Co-location Mainstream School). All of this class have lunch in Barnwell Bistro and are learning to make safe friends.
- Student leading student learning
- Increased inclusion opportunities at Barnwell Middle School



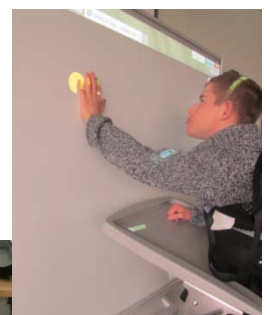
### Beech & Yew Class - (Mostly learning between P6-7)

- Staffing student ratio 4:8
- Students with higher levels of challenging & complex behaviour
- Learning through play, drama (particularly role-play) and the creative arts.
- Opportunities to plan, do & review
- Using functional skills in the community eg shopping for food tech, making & baking in food tech room
- Some dependency in personal hygiene
- Structured learning environment – visual time tables & PECS
- Behaviour plans & Individual Risk assessments (with Steps intervention strategies in practise)
- Individualised time table for specific students within the classes



### Maple Class – (Mostly learning between P3ii-P5)

- Staffing student ratio 5/6:7
- Complex learning needs requiring staffing to scaffold learning for students (many would remain unengaged without adult intervention)
- High level of physical difficulty – several students require hoisting for movement, standing and walking
- Facilitating learning with a different pedagogy to the rest of the department. Their skills learning requires more frequent repetition and more time to move from dependent to Independent learners, improve fluency of skill – from approximate to accurate, from inconsistent to consistent maintenance of learning and a generalisation of skills from a single context to many contexts.
- Maple Class has a dark/ quiet room
- Differentiated school day – eg Snack times require 1:1 and considerably more time than in other classes to enable appropriate levels of independence, skill maintenance, generalisation across support adults. Communication is enabled through strategies such as Intensive Interaction (Dave Hewitt)
- Interaction with their world is facilitated through approaches such as Sensology (A Flo Longhorn Approach to learning) - It covers the five basic senses (see, hear, touch, smell, taste) but also the movement-related sensory systems: the vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements), creative arts are used as a medium to stimulate an interest in a



knowledge and understanding of the world.

## Elm Class – (P1i –P3ii)

- Staff Student Ratio 5:7
- The learners have profound and multiple learning difficulties and complex needs such as Visual Impairment, tactile defensive, medical needs such as epilepsy and require gastro-tube feeding.
- All students are currently wheelchair users and have a variety of complex physical needs
- Most students have standing frames or require the use of an Acheeva Learning Station
- Adults enable students to **encounter** their daily environment, develop in **awareness** of the world around them, begin to give **attention & response** to stimuli both positive and negative, **engagement** with more consistent responses , **participation** in sharing, taking turns and the **anticipation** of familiar sequences of events and **involvement** actively strive to reach out, join in or comment in some way on an activities (Greenside's PMLD Curriculum document)
- Elm class has a dark area, sensory/ visual equipment, Magic Carpet resource
- A highly sensory stimulated environment and learning day
- Intensive Interaction,
- Use of Music & Movement experiences such as Tac Pac. A structured, safe framework for the 'receiving partner' to make contact with their own bodies, their environment and other people, and develop a relationship with these. The 'giving partner' ensures that each tactile experience is well organised and sensitively offered, and adjusted to suit the receiving partner's responses.
- Use of cues of reference to familiar activities & people when appropriate for the level of learner
- Close relationship with Greenside's Nursing team
- High ratio of dinner staff



## Monitoring Progress

- Observations & focused Learning walks
- Department meetings with progress foci
- Audit of incident books
- Audit of IEP data
- EfL app – use of Then & now evidence – photographic & written
- Parents Evenings & EfL presentation(Nov & May)
- Teacher Assessment of modules taught
- Pupil Progress meetings with SMT
- Use of PIVATS data to inform teaching level



## Celebration Achievement



- Golden Book & Golden Certificates
- Stickers from Classes
- Star of week within classes
- Photos home,
- Communication in home/ school books, email, phone calls
- Peer assessment & recognition

### Co-Location Activities Include

- Barnwell Bistro – 12 students attend at lunchtime
- Reading Club – Green & Silver Primary Classes & Oak & Beech Seniors Class
- Arts Club – Tuesday Lunchtimes
- Community Events (Children in Need, Sponsored Walk etc)
- Football Club – alternate Friday Lunchtimes
- Mentoring Groups (link with Oak Class)
- Ambassadors & Greenside Student Voice

