RUSSET HOUSE SCHOOL

CURRICULUM POLICY

Context

Most pupils at Russet House School come from across the Borough of Enfield and reflect the diversity of race, culture, background and economic situations within it. Pupils and staff learn and grow together, in a culture of interest and mutual respect.

All pupils have a diagnosis of autism and their own learning profile, outlined in their Education Health and Care Plan (EHCP). Therefore, our bespoke curriculum offers a broad, balanced and rich learning experience, while being flexible enough for each pupil's unique learning journey to be placed at its core.

The curriculum has been designed to have a strong emphasis on learning for life, embedded within subject learning. It incorporates the rationale of the DfE Preparing for Adulthood agenda (2017) the Autism Education Trust's (AET) recommendations for high quality autism education, the views of school staff and of parents. During early adoption parents were consulted (2018) and 95% of parents were in favour of their child receiving a life-skills based curriculum and 100% thought personal care and personal safety should be taught in school. The development of the curriculum included a whole-school research project based on the Lesson Study framework. This informed the decision that the teaching of life-skills has greatest impact when embedded within subject learning.

Curriculum Vision

Russet House School is a centre of excellence for the education of autistic learners. We prepare pupils for the adults they will become through a specialised, research informed, strengths-based curriculum that focuses on functional life skills and knowledge.

Each curriculum subject has an Intent Statement outlining further how
each subject celebrates the strengths and differences of all pupils by ensuring the curriculum delivery is based on good autism practice and pedagogy.

Our overarching vision is promoted through every subject and year group and permeates every lesson (see website for Intent Statements)

Curriculum Aims

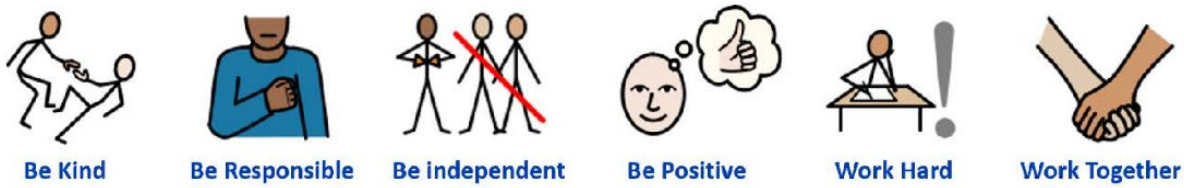
At Russet House School, we have designed a bespoke curriculum to meet the needs of autistic pupils. The aims of the curriculum are:

- To provide a broad and balanced education for all pupils that is coherently planned and progressively sequenced in order to build knowledge and skills for future learning.
- To promote engagement and a love of learning for all pupils
- To promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- To combine subject teaching with life-skills learning through a topic-based approach
- To enable pupils to develop knowledge, understand concepts and acquire skills, and be able to apply these in relevant situations
- To provide opportunities for pupils to repeat and generalise knowledge and skills, as needed to support the retention and application of new learning
- To promote the real-life application of knowledge and skills to prepare pupils for increased independence, moving towards adulthood
- To ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- To ensure teaching is individualised to take into account each pupil's priorities (identified in their EHCP Outcomes)

- To promote each pupil's spiritual, moral, social and cultural development incorporating British and school values
- To equip pupils with life skills that they need to be healthy, happy and succeed in life

School Values

These curriculum aims are underpinned by our values:



Our school values effective teamwork, so our curriculum provides plenty of opportunities for working hard together.
Our school values the importance of pupils and staff well-being, so our curriculum promotes kindness, responsibility and positivity.
Our school values motivated learners, so our curriculum offers opportunities to learn independently through special interests, fun and engaging work tasks.

Legislation and guidance
This policy reflects the requirements of the National Curriculum programmes of study (except Modern Foreign Languages – see statement), which all maintained schools in England must teach; as well as acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework. The School follows the Enfield agreed Religious Education syllabus (2024) .

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing bodies set out in the Department for Education's Maintained schools governance guide.

Roles and Responsibilities
<u>The Governing Body</u>
The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
The Governing Body will also ensure that:
- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements, adapted to meet their needs
- Provision is made for pupils with different abilities and needs
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum, including considerations of good autism practice.

<u>Headteacher</u>
The Headteacher is responsible for ensuring that this policy is adhered to, and that:
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on School improvement priorities relating to the Curriculum to enable them to make informed decisions

Deputy Headteacher (Leading Quality of Education)

The Deputy Headteacher is responsible for:

- Ensuring the curriculum is well sequenced and reflects current thinking in relation to good pedagogy and good autism practice.
- Regularly evaluating the curriculum in terms of quality, relevance and implementation and leading on any updates as required
- Ensuring all class teachers receive the training and support they need to plan, resource and deliver the curriculum in a way that is individualised to meet the needs of each pupil
- Monitoring and evaluating curriculum implementation and assessment information to ensure maximum impact on pupil learning
- Organising and leading professional development opportunities, ensuring staff are up to date with new teaching strategies, resources, and subject knowledge
- Leading on all assessment processes to ensure that they inform on pupil progress and meet statutory assessment procedures for EYFS, KS1 and KS2
- Training and mentoring for Subject Leaders

Subject Leaders

A Subject Leader is responsible for:

- Ensuring the subject is taught effectively and aligns with the school's overall vision, values and aims
- Ensuring that the subject is well sequenced and builds progressively across year groups, and that pupils' skills and knowledge develop over time
- Providing guidance and support to other teachers (who are teaching the subject) to ensure consistency, quality, and effectiveness in delivering the subject
- Critically reviewing the implementation of their subject, identifying strengths and areas of improvement.
- Providing constructive feedback to teachers

Organisation and Delivery

Intent

Our curriculum is rooted in a commitment that all children are entitled to an education that will enable them to reach their potential in adulthood. Learning for life is an integral part of the school's vision supporting young people to live as independently as possible with active roles in their wider communities. Therefore, our curriculum gives equal weight to the knowledge and skills our pupils need to equip them for independence along with those more relevant to subject specific understanding. Often these overlap and are taught in an integrated way; such as the maths knowledge needed to tell the time and understand money, or the English and computing skills required to access the internet.

Our curriculum provides a framework within which pupil's learning will be personalised to promote progress according to their strengths and needs across the subject and life-skills areas. It would be unrealistic for us to set age-related standards for our pupils; instead, teachers use formative assessments and their professional judgements to identify the pupil's next steps as they gain knowledge and skills though our Knowledge and Skills Pathways (see the Assessment Policy).

Implementation

As a community special school pupils follow the Early Years Foundation Stage (EYFS) Curriculum or National Curriculum (NC) and the Enfield Religious Education syllabus.

Our curriculum delivers high quality subject specific learning through a cross-curricular approach. We cover all subjects at every age and ability level in order that pupils can discover and develop their own specific interests and talents and when relevant, to allow them to access opportunities with peers from other schools.

Subjects are taught through over-arching topics to enable a rich interconnected learning experience. Our pupils generally take longer to acquire new knowledge and skills and therefore a topic approach enables long-term learning through regular opportunities for repetition and generalisation across contexts. We understand progress to be lateral as pupil's understanding moves from beginning to succeeding to generalised. Pupils revisit the same topic twice during their time at the school to enable consolidation and

extension relevant to their age and stage of development. Subject Progression Maps show how each subject is sequenced across the different year groups (see appendix A) to build on knowledge and skills over time, ensuring pupils have plenty of opportunities to know more, remember more and do more.

Life skills learning is organised into eight areas. Social communication is at the heart of our curriculum and is intrinsic to all learning opportunities. All pupils also receive on-going teaching with relation to behaviour and regulating their own emotions and energy levels, within a positive behaviour support (PBS) Framework. School staff work alongside a multi-agency team to ensure all pupils make progress in these areas at the core of our curriculum. Other life skills have been organised into six areas and pupils work on aspects of each one every half term on an annual basis:

1. Practical Living
2. Learning to Learn
3. Community Inclusion
4. Personal Safety (including Online Safety)
5. Personal Health and Self-Care (including Health Education)
6. Social Interaction and Relationships (including Relationships Education)

Curriculum Diagram
Learning for life embedded in subject teaching through an individualised and interwoven approach:

Class teachers are expected to document their topic based learning in half-termly Schemes of Works and daily planning documents for their class, using a format developed by the teaching staff. The Schemes of Work, include core vocabulary, personalised learning aims, provision/learning activity ideas and recommended knowledge and skills pathway statements. Due to the well-documented differences in the way autistic people learn (sometimes known as a 'spikey profile') and the wide range of abilities in the school, it is essential for us to understand each unique child and individualise their learning. Therefore, the Schemes of Work give an overview of the breadth and focus of the topic while maintaining the flexibility needed for learning aims and tasks to be individualised, unrestricted by the pupils age or year group.

Our curriculum is implemented in accordance with our Teaching and Learning Policy, to take into account the different ways autistic people process information and sensory stimuli. Highly skilled staff utilise evidence informed strategies (including from TEACCH, Pyramid Education, AET, Attention Autism, Intensive Interaction) to enable pupils to engage with learning and maximise their potential. The delivery of each subject is based on a strong understanding of how autistic pupils learn best and combines a range of

methods to engage pupils. Delivery takes into consideration practical and visual teaching strategies, use of technology, classroom
environment, differentiated instruction, extra-curricular opportunities and assessment.

All parts of the day are capitalised on as learning opportunities, from safely walking through the car park to requesting a meal at lunchtime. Progress is supported by a range of learning experiences in additional learning spaces around the school (including the sensory room, food tech room) and through educational visits into the local community.

Parents are encouraged to be partners in their child's learning and therefore we use a number of different mechanisms to provide specific information about what their child is learning at school, shared through class newsletters, home-school books and Class DoJo (photos and videos). In addition, all our parents have accounts set up to support curriculum learning at home, for example; parents can access Collins Hub to receive e-books matched to their child's reading level.

Impact

See the Assessment Policy: Pupil progress is measured daily using the school's formative assessment systems and recorded summatively on Evidence for Learning against the Russet House School Knowledge and Skills Pathways, supported by the Autism Education Trust (AET) Progression Framework and SCERTS. Assessment information is used to ensure accurate adaptation of the curriculum for every pupil and to plan pupils' next steps of learning.

Whole school information is analysed and acted upon through school improvement processes and adjustments are made to the curriculum as and when needed.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through regular school visits, meetings with key stakeholders (such as Headteacher, Deputy Headteacher, Subject Leaders) and school reports.

SLT and Subject Leaders monitor the curriculum and how each subject is taught throughout the school through Good Practice Reviews, planning scrutinies, learning walks, case studies/pupil observations, formative and summative assessment monitoring, and checking the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the Deputy Headteacher (responsible for the Quality of Education). At every review, the policy will be shared with the full Governing Body.

Signed: V S Mainwaring

Chair of Governors: Sian Mainwaring

Agreed at Governing Body meeting 10.02.22

Amended and agreed at Governing Body: 13.02.2025

Appendix A

Russet House School: Maths Progression Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (N/R)	Topic	Shape	Number	Shape	Number	Measure	Number
	Curriculum Content/ Intent	Introduce common 2D and 3D shapes	See RHS Knowledge and Skills Pathway for maths number.	Explore common 2D and 3D shapes	See RHS Knowledge and Skills Pathway for maths number.	Explore difference in size, weight, length etc	See RHS Knowledge and Skills Pathway for maths number.
Year 1	Topic	Temperature & Capacity (Measurement)	Time (measurement)	Length and weight (measurement)	Shapes (geometry)	Money	Position & Direction (geometry)
	Curriculum Content/ Intent	Explore differences in temperature (hot/cold) and capacity (full/empty)	Introduce the concept of time through key vocab: start, finish, fast, slow	Explore differences in size (big/small) length (long/short) and weight (light/heavy) including ourselves.	Introduce and explore common 2D and 3D shapes	Exchange a coin for an item through role-play scenarios.	Explore placing objects in different positions (in/out, on/off, under/out) Move objects or self forwards/backwards, up/down
	Number	See RHS Knowledge and Skills Pathway for maths number.					
Year 2	Topic	Length and weight (measurement)	Position & Direction (geometry)	Money	Shapes	Temperature & Capacity (Measurement)	Time (measurement)
	Curriculum Content/ Intent	Sort and group objects by differences in size (big/small) length (long/short) and weight (light/heavy)	Respond to instruction to: - Place objects in different positions (in/out, on/off) - Move objects or self forwards/backwards, up/down	Exchange a) 1p coins up to 10p. b) a specific coin (to match the cost of an item) through role-play scenarios.	With common 2D and 3D shapes – explore, sort, match, and name.	Sort and group objects by differences in temperature (hot/cold) and capacity (full/empty)	Understand that time is structured through with starts, finishes, schedules and sequencing daily events.
	Number	See RHS Knowledge and Skills Pathway for maths number.					
Year 3	Topic	Temperature & Capacity (Measurement)	Money	Length and weight (measurement)	Time (measurement)	Position & Direction (geometry)	Shape- pattern
	Curriculum Content/ Intent	Sort, group and label objects by differences in temperature and capacity with a	Recognise coins through sorting, grouping, matching and labelling coins/notes to exchange for items.	Sort, group, label and objects (and people) by differences in size, length and weight.	Understand that time is structured daily into morning, afternoon, day night (am/pm)	Respond to instruction to: - Place objects in different positions (in/out, on/off, under, top bottom)	With common 2D and 3D shapes – copy and create simple patterns and sequences.

		range of vocabulary.			and different activities take place at these times.	- Move objects or self forwards/backwards, up/down, under/over, sideways.	
	Number	See RHS Knowledge and Skills Pathway for maths number.					
Year 4	Topic	Temperature & Capacity (Measurement)	Time (measurement)	Length and weight (measurement)	Shape- pattern	Money	Position & Direction (geometry)
	Curriculum Content/ Intent	Show an understanding of key vocabulary by responding to instructions relating to temperature and capacity.	Understand that time is structured daily, monthly, and annually through the use of schedules and calendars.	Introduce that weight can be measured using scales and length/height with rulers, showing an understanding of key vocabulary *(topic link)*	With 2D and 3D shapes – copy, create, and extend simple patterns and sequences.	Recognise coins through sorting, grouping, matching and labelling coins/notes to exchange for items.	Respond to instruction to: - Place objects in different positions (in/out, on/off, under, top bottom next to). - Move objects or self forwards/backwards, up/down, under/over, sideways, around.
	Number	See RHS Knowledge and Skills Pathway for maths number.					
Year 5	Topic	Length and weight (measurement)	Position & Direction (geometry)	Money	Shape - properties	Temperature & Capacity (Measurement)	Time (measurement)
	Curriculum Content/ Intent	Show an understanding of key vocabulary by responding to instructions relating to length and weight.	Respond to instruction to: - Place objects in different positions (in/out, on/off, under, top, bottom next to, Infront, behind). - Move objects or self forwards/backwards, up/down, under/over, sideways, around, left, right	Through role play and real-life settings exchange coin/s to make amounts. Using knowledge of multiples make a given amount e.g. make 10p from 2p coins	With 2D shapes – explore, sort, match, name, create and identify key properties (sides and corners)	Introduce that temperature is measured using a thermometer and capacity is measured using jugs etc.	Introduce that time is measured using clocks and calendars. Explore different ways to measure time.
	Number	See RHS Knowledge and Skills Pathway for maths number.					

Year 6	Topic	Shape - properties	Money	Length and weight (measurement)	Time (measurement)	Position & Direction (geometry)	Temperature & Capacity (Measurement)
	Curriculum Content/ Intent	With 2D and 3D shapes – explore, sort, match, name, create and identify key properties (sides, corners (2D) and edges, surfaces, and vertices (3D). Introduce symmetry	Through real-life settings exchange coin/s to pay for chosen items. Understand if something is affordable. Make a given amounts using same or different coin combinations. Read and record amounts using £ and p notation.	Measure weight (grammes/kilograms) and length (CMs/meters) and record findings. Use comparative language to describe difference in weight and length.	Measure (seconds Minutes, hours, days) and record time using clocks, calendars, and timers. Estimate how long something will last/take.	Continue to reinforce core vocabulary (year 5) following and giving instructions. Linked to time. Clockwise, anticlockwise, whole turn, half turn, quarter and three-quarter turns	Measure temperature (degrees celsius) and capacity (Millilitres/Liters) and record findings. Use comparative language to describe difference in temperature and capacity.
	Number	See RHS Knowledge and Skills Pathway for maths number.					