

# Primary Department

Our intent is to provide a Primary Curriculum which focuses on holistic learning and strives to provide an innovative, exciting and aspirational framework which promotes inquiry, learning and achievement.

We recognise that young children are active learners who learn through exploring, playing, observing and experimenting through their senses. The children have opportunities to interpret their environment, learning to make choices for themselves. This impacts on them by supporting their growth in confidence, understanding their value and respect for others.

At Castle we highly value the importance of play and prioritise communication and literacy as the corner stone of our curriculum.



# Primary Curriculum



**INTENT-** TO PROVIDE AN EXCITING COMMUNICATIVE RICH ENVIRONMENT WHERE CHILDREN ARE READY TO LEARN AND BE SUCCESSFUL IN LIFE.



**INQUIRY-** TO PROMOTE A DESIRE FOR LIFE LONG LEARNING AND USE THEIR KNOWLEDGE SKILLS AND UNDERSTANDING IN A WIDE RANGE OF CONTEXTS OUTSIDE OF THE SCHOOL ENVIRONMENT.



**IMPLEMENT –** THROUGH LURING CHILDREN INTO THE FUN AND MAGIC OF LEARNING THROUGH PLAY.



**INNOVATION –** CONSTANTLY STRIVING FOR NEW AND EXCITING INNOVATIONS AND STRATEGIES TO BRING REINVIGORATE THE CURRICULUM.



**IMPACT-** HAPPY SUCCESSFUL LEARNERS

# Early Years and Key Stage 1



There are currently three classes with pupils aged from 2 – 6. Butterflies, Ladybirds and Dragonflies.

We strive to ensure each child has opportunities to interact in **positive relationships with in a creative communicative environment**.

In the early stages of Primary, we lay the foundations for learning. Some students are following a sensory 'Explore' Curriculum using the Routes for Learning 'route map' . Other students are following the Early Years Foundation Stage areas of learning focusing on the Prime areas of cognition, communication, social and physical skills.

Pupils are provided with a range of teaching approaches and specialist interventions, to practice their small steps.



# Early Years and Key Stage 1

---

Within all three classes, emphasis is placed on the inside and outside learning environments, ensuring that sessions reflect the children's interests and learning needs. The day is clearly and sensitively structured in order to establish routines that the children can begin to learn and to anticipate. The rich communicative learning environment and established routines have a noticeable impact on pupil's communication, understanding and emotional wellbeing.

Children's termly Personal Learning Programmes (PLP) targets underpin all of their learning and are delivered through a truly bespoke approach to meet the pupils' individual needs. Therapy programmes and specialist strategies and interventions are incorporated in to play based learning activities and daily routines. The pupil's developments are recorded through Evidence for Learning and summative reports sent home twice yearly. These are rigorously monitored through Progress meetings with Senior leaders.



# Complex Needs

Bee Class has been developed to ensure that each student has the opportunity to work through their core targets in a safe and supportive learning environment; where learners feel secure and where they are not overloaded by too much stimuli at any one time. These pupils follow the 'Explore Curriculum'. There is a strong focus on Vision as developing pupil's vision will impact on the rest of their learning.





## Key Stage 2

The Key Stage 2 curriculum is based upon a highly differentiated and bespoke Curriculum with a wealth of enrichment learning opportunities to support pupil's individual achievement. Pupils have specific timetables developed to meet their needs and incorporate their PLPs, as outlined in their EHCPs. Learning is delivered through a thematic approach which integrates the core areas of the curriculum. Math's and English are taught through stories. Story time is a valued part of the daily routine

The classes are grouped according to age or specialist approaches to meet pupil's specific learning needs.

# Key Stage 2

---

- 1) Hedgehog and Squirrel classes are building on early learning skills and developing independence. They enjoy making progress both academically and personally.
- 2) Owl class focuses on pupil's interactive and communicative skills and developmentally exploring their environment. Their rich curriculum is underpinned by diverse strategies and interventions to develop their learning skills.
- 3) Fox Class has a clearly defined physical and visual environment to support their understanding of what is expected, attention skills, communication skills and concentration span.
- 4} Deer Class benefits from a more formalised learning environment.

When pupils are in Year 6, there is a focus on pupils working alongside Secondary staff to be "Secondary ready." This is further supported by a robust transition and familiarization programme in the Summer term culminating in the Key Stage transfer in the last 2 weeks.





## Enhanced opportunities

Our learning is for life and much of it takes place outside of the 4 walls of the school. This is vital to ensure that the pupils learning is generalized and maintained in a variety of opportunities.

Indeed, sometimes it can be difficult to find children in the classroom, as their curriculum includes: Horse-riding, swimming, Forest School, Community outings and residential. These activities form part of our wide and varied provision and bring learning alive.





# Communication and Reading

Communication is at the core of our curriculum. Our pupils use Augmentative communication aids, MAKATON, PECs, gesture, eye pointing, verbal and behaviour to communicate their thoughts, feelings and desires.

When pupils enter the school they are assessed by SALT and class teams to identify the most appropriate communication method, in consultation with parents. Communication is embedded in every aspect of the school day.

Reading opportunities are everywhere, whether it is the child's photo on their peg or the displays supported by writing for symbols. Our approaches to learning to read is multi faceted. At the very early stages of learning, pupils start with Intensive Interaction and Attention Autism (the famous Bucket).

As the pupils move into more formalised approaches they access rhyme time and story time phonic teaching, whole word approach, Colourful Semantics and letters and sounds. These diverse approaches help us unlock the magic of reading .



# Partnership with parents

---

From when families first arrive at Castle, we strive to make them feel welcome and part of our community. It is a huge step of trust for parents to give us their child and we appreciate that this is not always easy. We greatly value the wealth of information that parents, and families provide.

The class team ensures that each family has daily communication via Evidence for Learning or a paper communication book. These celebrate the pupils daily progress and are further supported by regular phone calls, parents' evenings, open days, special school lunches, EHCP meetings and families joining us for exciting activities.

If you can think about new ways to further our relationships with parents, please let us know.

**The Primary staff team are continuously embracing innovative teaching approaches and seeking to improve the exciting adventure of learning.**

