**The Curriculum at Green Lane**

Green Lane provides a broad, balanced curriculum that meets the needs of its pupils. The statutory National Curriculum is only part of this school curriculum.

**INTENT**

In partnership with our pupils and their parents, it is intended to provide a stimulating environment where

* the education and development of our pupils is supported in a pleasant, happy, safe and caring environment, where belief in the importance of positive, interpersonal relationships is firmly embedded;
* enjoyment, interest, motivation and ‘achievement for all’ are fostered through success;
* the curriculum has a wide degree of overlap with the best mainstream curricula, in that it covers, through modification where appropriate, an appropriate range of experiences, the same skills, concepts and moral values;
* each pupil’s present educational and personal needs are met as fully as possible whilst preparing them for life-long learning;
* pupil’s prepare to become socially included, active participants and responsible contributors to society, achieving as much independence as possible.

**IMPLEMENTATION**

At Key Stage 1 (KS1) there are 10 subjects (English, Mathematics, Science, Computing, History, Geography, Art and Design, Design and Technology, Music and PE); at KS2 there are 11 subjects taught (KS1+ Spanish) and 12 subjects at KS3 (KS2 + Citizenship.)

RE is taught at all key stages and KS3 & 4 pupils receive Sex Education. All pupils in the main body of the school receive discrete PSHE lessons whilst pupils in our discrete ASD provision classes follow the SCERTS programme.

Our school curriculum includes:-

* Nurture support for pupils where needed.
* Individual Speech & Language programmes carried out by trained Speech & Language therapy assistants.
* Additional targeted interventions in the areas of phonics and Maths for those pupils receiving the Pupil Premium.
* Physiotherapy, Occupational Therapy and sensory programmes for pupils where needed.
* Forest School

The wider curriculum at Green Lane also includes music tuition, educational visits, library visits, residential visits, Sensory Centre visits, food technology, Inclusive Sports, art exhibitions and enrichment weeks.

**EYFS**

Pupils in the Foundation Stage follow a curriculum that is based on the Early Years Curriculum and are currently assessed using the Foundation Stage and Bsquared assessment tool.

Pupils work on topics or themes on a 3 year cycle. They access learning in small groups, individually and through continuous provision activities. Emphasis is placed on recording progress through adult directed and child initiated activities.

Pupils have daily English and Maths activities. Synthetic phonics is taught via both POPAT and Letters and Sounds approaches. They have daily access to outdoor provision.

**Key Stage 1**

Pupils in Key Stage 1 work on topics or themes over a 2 year cycle. They access role play, imaginative/small world play, construction play, sand/water play and physical play relative to their overall development with links to curriculum areas where appropriate.

Pupils have a daily English and Maths lesson and synthetic phonics is taught via POPAT and Letters & Sounds approaches. Pupils are assessed in English, Maths and PSHE using Bsquared and/or performance indicators when appropriate. They are assessed in Science and Computing using performance indicators based on P-levels/NC levels.

**Key Stage 2**

Pupils in Key Stage 2 work on topics or themes over a 2 year cycle. Pupils begin learning Spanish in class 3 and presently access swimming lessons at Year 3.

Pupils have a daily English and Maths lesson and synthetic phonics is taught via POPAT, Letters & Sounds and Jolly Phonics approaches.

Pupils are assessed in English, Maths and PSHE using Bsquared/or performance indicators when appropriate. They are presently assessed in Science and Computing using performance indicators based on P-levels/NC levels. End of key stage assessments are made through teacher assessments.

**Key Stage 3**

Pupils in Key Stage 3 follow an adapted National Curriculum for all the core and foundation subjects. They are taught discrete lessons in these areas including Maths, English, Science, Computing, PSHE (including Sex Education and Relationships), Careers Education, History, Geography, RE, Spanish, PE, Design Technology and Food Technology. Pupils are grouped by ability and use lots of activities and interactive resources to get the most out of the sessions. Pupils are assessed in English, Maths, Science, PSHE and Computing using performance indicators based on P-levels and points. End of key stage assessments are made through teacher assessments.

**Key Stage 4**

It is our intention at Key Stage 4 to seek as many opportunities for accreditation for the work and attainment of our learners as possible. Key Stage 4 learners are organised into ability groups for all areas of the curriculum ensuring that we have pathways of qualifications and accreditations at levels appropriate to each group. We currently offer the following pathways to accreditation.

* English - Entry Level 1/2/3
* Maths – Entry Level 1/2/3
* Maths – Level 1
* ASDAN – Preparing for Adulthood Maths
* ICT Functional Skills - Entry Level 1/2/3
* Short course Science
* Short course PE
* Short course Food Technology
* ASDAN Personal progress – Entry Level 1
* ASDAN life skills – Bronze, Silver and Gold Award
* ASDAN Personal and Social Development - Entry Level 1/2/3
* Cope – Level 1
* AQA Art Awards

Progress is tracked through pupil’s accreditation levels as well as through performance indicators based on P-levels and points levels in the areas of English, Maths, Science, PSHE and Computing.

**IMPACT**

Through our data systems we judge that the vast majority of our pupils make good to outstanding progress across all areas of the curriculum. Pupils are set challenging personal progress targets and we have set a target of 95% of pupils meeting or exceeding their personal targets.