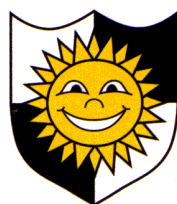


# CAMPSIE VIEW SCHOOL

## CURRICULUM FRAMEWORK

(Policy 2)



This policy came about through our own familiarisation with CfE. The work in this area is well documented in minutes of the CfE Working Party, Teachers' Meetings and In-service days.

All staff were consulted when updating and the final draft version was collated by the Policy Working Party.

Adopted: September 2016

**To be read in conjunction with the School Autism Policy (Policy 41)**

The curriculum at Campsie View is delivered throughout the whole school day during every activity in which the child or young person is involved. For example learning continues during break and leisure times. [see appendix iii].

Teaching Block Planners are based on a thematic approach. Theme trackers are kept to ensure continuity and progression. Themes are used throughout the school to provide a meaningful context for learning & teaching and to ensure that the curriculum is viewed in the wider sense to incorporate the contexts for learning and include the values, purposes and principles of curriculum for excellence. "Theme Banks" are available and organised in stages covering Nursery, Primary, S1-S3 and Senior Phase. Themes covered by, and experiences offered to, individual children are tracked in IEPs to ensure a breadth of learning. It is worth noting that all individual short-term targets need not be related to the themes.

The teaching block planners are evaluated using the purposes and principles of CfE with scope to include other relevant information [see appendix iv].

Most of the learning in Campsie View is interdisciplinary in order to meet the complex needs of the children and young people. Opportunities for mixed stage learning, which is interest based, is effectively provided by Campsie View's Wonderful Wednesday initiative [first piloted 2008-2009].

In keeping with education legislation, the recent National Improvement Framework, the philosophy of CfE and the GIRFEC [Getting it Right for Every Child] model of practice, parents are equal partners, along with other professionals e.g. Speech and Language Therapists (SLT), Educational Psychologists etc. in their child's education and are actively encouraged to be involved in the work of the school. This is done in many ways:-

- the open door policy
- an IEP evening
- Parents' Evenings
- the School Review process
- IEP's
- Co-ordinated Support Plans [CSPs]
- Parent Workshops
- the Parent Council
- PTA
- Coffee mornings
- Working Parties
- Pupil's Health & Eco Committee
- Case Discussions
- Fundraisers.

Pupils are supported to be as actively involved in their learning as possible. Teachers share learning intentions and personalise strategies, according to individual need, to enable pupils to evaluate their learning.

Equity within Campsie View is ensured through delivering a curriculum that is bespoke to a child's needs and where necessary, is unbalanced to create a more suitable learning environment.

"Children with complex additional support needs should develop literacy and numeracy skills to achieve the targets set within their individual learning plans where appropriate." (*Scottish Government, National Improvement Framework, 2016*).

In delivering the curriculum at Campsie View full consideration is taken of the 6 entitlements listed in BtC3 [pp 14-19] and best practice as embodied in national advice specified in the Curriculum for Excellence Experience and Outcomes.

Other documents to be considered are:

- Curriculum for Excellence documentation [see appendix i]
- Education [Additional Support for Learning] [Scotland] Act [2004] and as amended [2009]
- Pre-Birth to Three
- Equals Materials;
- 5-14 Elaborated Curriculum
- National Qualifications - SQA NATIONAL 1
- ASDAN.
- CALEDONIAN AWARD

#### FRAMEWORK

The most important aspect of curriculum delivery in a school for pupils with additional support needs arising from complex multiple factors is the Individualised Educational Programme [IEP]. Every pupil at Campsie View has an IEP [see appendix ii], which is written by the teacher in collaboration with parents, support staff and other relevant professionals. The IEP is informed by a range of assessments and knowledge held by all those closely involved with the young person.

The IEP in Campsie View covers all the curricular areas

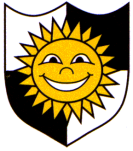
- Health & Wellbeing
- Literacy & English
- Numeracy & Mathematics
- Religious & Moral Education
- Science
- Expressive Arts
- Social Studies
- Technologies.

The IEP includes a section pertaining to the purposes of education which reflects progress that children and young people have made in the 4 capacities and includes background information about the child and young person e.g. Medical information [see appendix ii]. Where the child or young person has a

diagnosis of ASD then specific information relating to this will be highlighted in the IEP. The outcomes are personalised to take account of prior learning and pupil interest. The IEP is a working document based on dynamic assessment and is evaluated on an ongoing basis. The final evaluation is completed under the headings of the principles of curriculum design: Challenge & Enjoyment; Breadth; Progression: Depth; Personalisation & Choice; Coherence and Relevance.

Some aspects of the IEP require to be delivered and/or practised in the community and to enable this, the teachers plan appropriate outings for the class or sometimes for individual pupils.

The curriculum framework at Campsie View is continually being monitored and evaluated. As new documentation becomes available steps will be taken to ensure that the curriculum framework remains relevant and up to date. As other schools in this sector develop their Curriculum Framework opportunities will be made to benchmark with them to give us a national perspective.



# Curriculum for Excellence

## Curriculum Framework - Campsie View

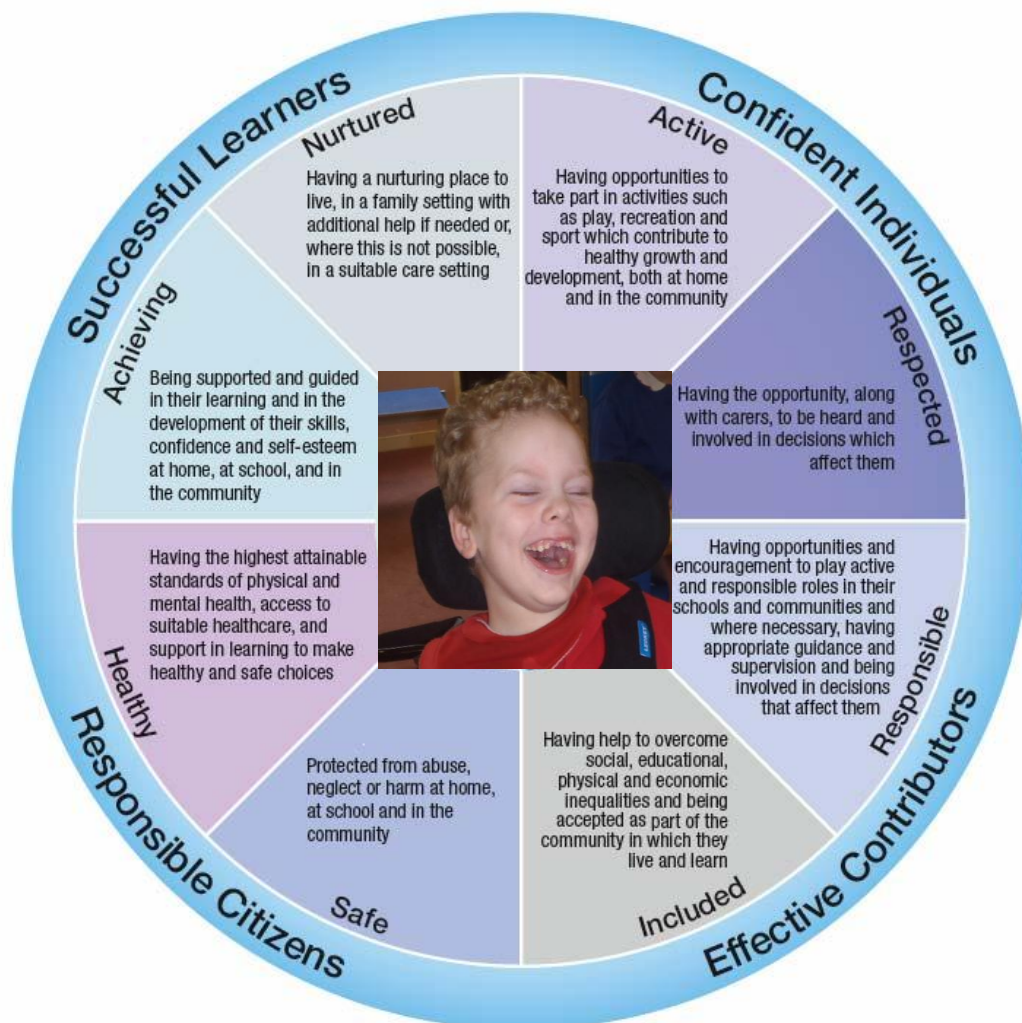
### RATIONALE

A curriculum is “the totality of all that is planned for children and young people throughout their education”. (Building the Curriculum 3 [BtC3])

In the Curriculum for Excellence [CfE] there are four desired outcomes for our children and young people- that they develop into

- Confident Individuals
- Successful Learners
- Effective contributors
- Responsible Citizens.

To reach these outcomes it is recognised that children need to be safe, healthy, achieving, nurtured, active, included and respected and responsible. This is clearly seen in the wellbeing wheel below.



## Curriculum Framework – CfE Documents: [Appendix i](#)

The Journey to Excellence, 2006

Building the Curriculum 1 - The Contribution of Curriculum Areas , 2006

Building the Curriculum 2 – Active Learning in the Early Years, 2007

Building the Curriculum 3 – A framework for learning & teaching, 2008

Building the Curriculum 4 – Skills for learning, skills for life and skills for work, 2009

Building the Curriculum 5 - A framework for assessment, 2010

**Continue to review curriculum framework through planning and School Improvement Plan (SiP).**

**Appendix ii  
Information**

**Individualised Educational Programme - Personal**

Establishment	Campsie View School		Initial plan date
Child/young person			June 2010
Date of birth		CSP	Yes / No
Address			

	1	2
Parent(s)/Carers Name		
Relationship	Mother	Father
Home telephone		
Work telephone		
Mobile telephone		

**General information**

\*This box is not for more controversial pieces of information e.g. behaviour, it is for information about the child & their family e.g.

----- is a very happy girl who enjoys coming to school.

----- lives at home with her mum, dad, her older brother ---- and her younger sister ----- . She adores her family and enjoys lots of fun activities at home.

She needs to be given time to cope with transition when moving around the school and when starting a new activity.

**Medical information (summary, and person(s) providing this information)**

e.g. a diagnosis of ASN, tube fed, uses a Heathfield chair with a lapstrap etc.

IEP/CSP manager	Anna Lewis
IEP key teacher	

Members of staff responsible for plan	Other professionals
---------------------------------------	---------------------

----- -----	Teacher Support Staff	e.g. Mairi Hall	School Nurse SLT Physiotherapist Social Worker Respite Providers
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2a

## Appendix ii Individualised Educational Programme - Profile

Establishment	<b>Campsie View School</b>	Session	<b>2016-2017</b>
Child/young person		Stage	
Compiler(s)		Date	June 2016

Key strengths (successful learner, confident individual, responsible citizen, effective contributor)

### Updated each year to reflect progression.

e.g.

#### **Successful Learner**

----- has successfully learned the routine of the school day and uses the pictorial timetable to help her understand what is happening next. She benefits from an augmentative communication system to aid her understanding. Currently using Boardmaker and Makaton.

#### **Confident Individual**

----- is confident about making her way to our classroom each morning. She will approach new activities in her own time. She has gained confidence in coping with new members of staff.

#### **Responsible Citizen**

----- has been supported to participate in a variety of Eco schools activities. With gentle persuasion she will help to tidy toys away at the end of an activity. She thoroughly enjoys helping to wipe the table or sweep the floor.

#### **Effective Contributor**

----- contributes to our class and to the school as a whole. She is happy to go to assembly each week where she enjoys the singing. .... contributes to the running of the class by handing out drinks and plates to her classmates.



Development needs

e.g.

- 1 To develop interactional skills
- 2 To develop functional communication and understanding
- 3 To develop listening and attending skills
- 4 To develop play skills
- 5 To develop self help skills
- 6 \_\_\_\_\_ has no understanding of danger and must be kept safe at all times.

**Appendix ii Individualised Educational Programme - Long term objectives/targets**

Establishment	<b>Campsie View School</b>	Plan period	<b>2016-17</b>
Child/young person		Stage	<b>P7</b>
Lift information <b>selectively</b> from report and adjust tenses.			

Objectives/targets

Area	Support code	I	E	M	C
<b>Health and Wellbeing:</b> <b>Mental, Emotional &amp; Social Wellbeing</b>					
<b>I am aware of and able to express my feelings and am developing the ability to talk about them.</b>	HWB 0-01a				
1. I will use my communication book to describe how I am feeling.	RP				
2. I will explore a variety of emotions through class stories and will match characters to a symbol/options in my communication book to describing how they are feeling.	RP				

I know that friendship, caring sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.	HWB 0-05a				
3. I will wait patiently for my turn during table top activities and turn-taking games - recognising that it's one of my friends' turn.	RP				
4. I will help to make cards for people who help us, friends that are ill and for friends' birthdays. I will help to deliver the cards throughout the school.	CP				
5. I will remember to gently gain the attention of an adult when I am finished an activity and ready to start something new. E.g. handing my snack things to an adult ready for leisure time.	RP				

#### Evaluation of IEP Session 2015-2016

Name of Pupil \_\_\_\_\_ DOB \_\_\_\_\_ Class \_\_\_\_\_

<b>Challenge &amp; Enjoyment</b>	
<b>Breadth</b>	
<b>Progression</b>	
<b>Depth</b>	
<b>Personalisation &amp; Choice</b>	
<b>Coherence</b>	
<b>Relevance</b>	

<b>Additional Comments</b>	
----------------------------	--

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Curriculum Framework: Appendix iii

### Campsie View Curricular Outcomes / Timetable Links

#### Morning Routine

##### **Literacy & English**

I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

**LIT 0-01a/LIT 0-11a/LIT 0-20a**

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

**LIT 0-02a/ENG 0-03a**

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

**LIT 0-04a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

**LIT 0-09a /LIT 0-26a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

**LIT 0-10a**

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

**LIT 0-14a**

## **Numeracy & Mathematics**

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

**MNU 0-01a**

I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.

**MNU 0-02a**

I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.

**MNU 0-10a**

## **Health & Wellbeing**

I am aware of and able to express my feelings and am developing the ability to talk about them.

**HWB 0-01a**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

**HWB 0-03a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

**HWB 0-05a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

**HWB 0-07a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

**HWB 0-09a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

**HWB 0-10a**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

**HWB 0-14a**

I know and can demonstrate how to travel safely.

**HWB 0-18a**

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.

**HWB 0-23a**

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

**HWB 0-44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

**HWB 0-44b**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

**HWB 0-45a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

**HWB 0-45b**

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

**HWB 1-19a**

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

**SOC 0-07a**

While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.

**SOC 0-12a**

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.

**SOC 0-17a**

## **Snack & Lunch Routine**

### **Literacy & English**

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

**LIT 0-02a/ENG 0-03a**

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

**LIT 0-04a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

**LIT 0-09a /LIT 0-26a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

**LIT 0-10a**

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

**LIT 0-14a**

### **Health & Wellbeing**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

### **HWB 0-02a**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

### **HWB 0-14a**

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

### **HWB 0-19a**

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.

### **HWB 0-23a**

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.

### **HWB 0-25a**

I enjoy eating a diversity of foods in a range of social situations.

### **HWB 0-29a**

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.

### **HWB 0-30a**

I know that people need different kinds of food to keep them healthy.

### **HWB 0-32a**

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.

### **HWB 0-33a**

I explore and discover where foods come from as I choose, prepare and taste different foods.

### **HWB 0-35a**

I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.

### **HWB 0-38a**

## **Religious and Moral Education**

As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and co-operating with others.

### **RME 0-05a**

## **Play and Leisure**

### **Literacy & English**

I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

**LIT 0-01a/LIT 0-11a/LIT 0-20a**

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

**LIT 0-02a/ENG 0-03a**

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

**LIT 0-04a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

**LIT 0-26a**

### **Numeracy & Mathematics**

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

**MNU 0-01a**



I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.

**MNU 0-10a**

I enjoy investigating objects and shapes and can sort, describe and be creative with them.

**MTH 0-16a**

## **Health & Wellbeing**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

**HWB 0-03a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

**HWB 0-05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

**HWB 0-06a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

**HWB 0-08a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

**HWB 0-09a**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

**HWB 0-14a**

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

**HWB 0-19a**

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.

**HWB 0-21a**

I am developing my movement skills through practice and energetic play.

**HWB 0-22a**

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.

**HWB 0-23a**

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.

**HWB 0-25a**

I know that being active is a healthy way to be.

**HWB 0-27a**

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

**HWB 0-44a**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

**HWB 0-45a**

## **Social Studies**

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

**SOC 0-07a**

I am aware that different types of evidence can help me to find out about the world around me.

**SOC 0-15a**

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.

**SOC 0-17a**

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.

**SOC 0-18a**

## **Science**

I can identify my senses and use them to explore the world around me.

**SCN 0-12a**

## **Technology**

I enjoy playing with and exploring technologies to discover what they can do and how they can help us.

**TCH 0-01a**

I enjoy exploring and using technologies to communicate with others within and beyond my place of learning.

**TCH 0-04a**

Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems.

**TCH 0-11a**

## Appendix iv Campsie View School - Teaching Block Planner

Class- \_\_\_\_\_

Night and Day

Date – \_\_\_\_\_

Rationale Children and young people are entitled to be given planned curricular experiences which will help them to become *Successful Learners* :

*Confident Individuals :Responsible Citizens & Effective Contributors.*

They also require a curriculum, “*the totality of all that is planned for children and young people throughout their education*” [p. 11, Building the Curriculum 3, 2008] which reflects the 7 key principles of ACfE *Challenge & Enjoyment; Breadth; Progression; Depth ;Personalisation & Choice; Coherence; Relevance*. This also takes account of the four contexts for learning *ethos & life of the school as a community; curriculum areas & subjects; interdisciplinary learning; opportunities for personal achievement*.

This will enable them to work towards achieving the targets contained in their Individualised Educational Programmes.

Overarching Experiences offered by this teaching block include

- i Developing a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts
- ii Developing curiosity and understanding of the environment and my place in the living, material and physical world
- iii Learning about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief

Major Curricular Focus

i Numeracy	Literacy & English
Health & Wellbeing	Social Studies
ii Science	Expressive Arts
iii Religious & Moral Education	Technologies

### Links

International Education	French language lessons (taught by Vicky MacAuley) Learning about Diwali – food, music and art
Enterprise	Making Christmas cards and gifts to send home and to other classes
ICT	
Citizenship	Giving Christmas cards and greetings to friends around the school
Ethos & life of the school as a community	Attending Christmas parties and assemblies
Outdoor Learning	



Teachers – xxxxxxxxx

### Appendix iv

#### Teaching Block Planner Evaluation

Class \_\_\_\_\_

Date: \_\_\_\_\_

Please indicate and evidence how the planned activities in the theme met the following principles of curriculum design.

Standard evaluations should be around the following length.

Theme Title	Machines
<b>Challenge &amp; Enjoyment</b> <i>[Please comment specifically on pupil responses to learning experiences].</i>	<p>All students enjoyed the challenge of increasing their awareness of how many machines impact on their daily life form. In the classroom, in the wider school and in the local environment e.g. CM initially found the noise of Queen Street very challenging and was supported to overcome this. All particularly enjoyed using switches to operate machines in the kitchen e.g. hand mixer, food processor, kettle and toaster.</p> <p>In Music and Movement the students have been challenged to think about what makes people happy, sad or frightened and how we can identify these emotions in ourselves and how to recognise these feelings in others.</p> <p>All enjoyed The Gruffalo and it was ideal to be able to repeat it a number of times.</p> <p>Number time was great fun as it was an opportunity for all to achieve targets in a fun environment. ‘Snap’ with MM and CM</p> <p>All enjoyed the Burns’ celebrations.</p>

<b>Breadth</b>	Within Machines we have covered cause and effect, simple time concepts (stop, go) developed fine motor skills. Outings have provided new experiences e.g. visiting a wind turbine, travelling by rail (one parent commented on this specifically). Burns' Celebrations included poetry, Scots language and (lots of) music.
<b>Progression</b> <i>(can be linear or lateral e.g. applying skills)</i>	Continued to build on listening for words that rhyme. Progression in practice with snap cards. The progression in language skills with HC, MM, CM, RF has been quite amazing.
<b>Depth</b>	It has been ideal to repeat the story a number of times as this allowed for targets to be addressed in depth. e.g. filling in familiar phrases and words
<b>Personalisation &amp; Choice</b>	On the train outing CM had the opportunity to choose a magazine and showed her delight by reading it on the train home. JS is often given a choice of two activities. The number sessions were successful due to the personalisation of activities to meet individual targets.
<b>Coherence</b>	Machines theme was linked to all curricular areas e.g. art, outings, sensory work and H.E. Emotions were also addressed in a cross curricular fashion e.g. drama, music and art
<b>Relevance</b>	The topic of machines is relevant to their everyday lives. The emotions theme was included as a response to a parental request and will be continued in the next theme planner. Outings were designed to be specifically relevant to meet the outcomes of both our machine topic and those of the individual pupils.
<b>Additional Comments</b> Consider how activities might have enabled pupils to become <ul style="list-style-type: none"> <li>• <b>Successful Learners</b></li> <li>• <b>Confident Individuals</b></li> <li>• <b>Responsible Citizens</b></li> <li>• <b>Effective Contributors</b></li> </ul>	The Pupil of the Week certificates continue to both address and reward our children's achievements with regard to the four capacity areas. Successful Learners – FK was able to join in with relay races having observed these a number of times. Confident Individuals – HC was initially hesitant and with support was able to spend a prolonged time on the trampoline. Responsible Citizens – LW said "Burny! Don't Touch!" when mummy was ironing. Effective Contributors – MM and CM for reminding the teacher of the actions for the story "The Wee Green Van".
<b>Other</b>	On Achievement day, the pupils were delighted to receive their certificates and were keen to look at each others' on return to class.