



Knightsfield School

Curriculum Statement

Date policy last reviewed: June 2023

Signed by:

Headteacher

Date: 22.6.23

The curriculum consists of those activities planned by the school to promote the intellectual, personal, social and physical development of its pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

Teaching is directed towards the requirements of the National Curriculum and conforms to the principle that all pupils should receive a broad and balanced curriculum, with engaging approaches that address the special educational needs of Hearing Impairment and other SEND needs. Our emphasis is on the individual needs of each pupil. Learning activities are differentiated to ensure that our deaf pupils can access the full range of subjects. Many resources are available during lessons, such as use of the Library, visualisers, touch-screen monitors, computers with a full range of up to date software, iPads and the Internet. In addition, theatre trips, fieldwork and visits to museums, art galleries and places of historical, scientific and technological interest are a key part of the curriculum for all pupils.

From their first year at Knightsfield School, pupils have many opportunities to develop their self-esteem, resilience and independence in order to transition through the key stages and beyond.

Organisation of the Curriculum

Key Stage 2

For the fifth consecutive academic year we have a robust Upper Key Stage Two cohort that now consists of both Year 5 and 6 pupils. Incorporating Key Stages within one school enables us to provide an exceptional range of opportunities, whilst each part is small enough for pupils to be known, valued and nurtured as an individual.

Pupils in our primary provision follow the Key Stage Two curriculum in accordance with National Curriculum Guidelines and preparation for Key Stage Two SATS forms part of our delivery to the pupils through engaging and interesting lessons. However, it is possible that not all pupils will undertake these tests depending on prior attainment and individual learning needs and they will be regularly monitored and assessed for this suitability by our expert Key Stage Two teaching staff.

Key Stage Two pupils are mainly taught by their class teacher for maths, English, science, design and technology, art, history, geography, ICT and PSHCE and are able to learn in dedicated and specialist facilities, including science, technology and ICT rooms. This makes the transition to all areas of the school a positive and seamless experience and pupils in Key Stage Two are thoughtfully prepared and supported for this journey. Teachers in the provision are primary trained, supporting the social and emotional development that Key Stage Two pupils require whilst encouraging independence and confidence to aid academic progress, resilience and character. Key Stage Two pupils also have the benefit of expert specialist teachers from our secondary provision to teach music, PE and German allowing them to not only know those teachers and the curriculum content very well before joining the secondary provision but also for our teachers to know the pupils very well too before their Key Stage Three journey begins.

Our primary pupils are also offered sporting opportunities with other primary schools in the area and our expert PE staff are able to use the adjoining secondary school pool facilities allowing our Key Stage Two pupils to experience the opportunity for regular swimming lessons and a weekly school lunchtime swimming club should they wish to attend

Reading boosts self-confidence and offers pupils the skills they need to succeed and the primary provision at Knightsfield actively promotes communication and reading skills in Key Stage Two. Reading comprehensions and the deeper understanding of reading are discussed and taught at length through lessons and targeted intervention work. Daily reading expectations are implemented both within teacher led guided reading sessions and independent reading which is promoted, both at school and at home, to encourage a love of reading for pleasure as well as for academia.

Key Stage Two pupils have the opportunity to enjoy trips to local theatres and places of interest that link with our curriculum learning and they are further offered the opportunity to join residential trips with Lower Key Stage Three students enabling them to develop friendships and experiences whilst witnessing role modelling and leadership skills amongst the older students of Knightsfield School.

The Key Stage Two programme of study is included in our whole school curriculum maps enabling both pupils and parents to follow the journey knowing pupils benefit from the same ethos, values and high standards throughout their time at Knightsfield School whilst being fully prepared for the transition into Key Stage Three.

Key Stage 3

Knightsfield pupils follow the National Curriculum for a broad and balanced array of subjects to build the foundations for option choices in Key Stage 4. We feel that it is important that Key Stage 3 is not shortened in order to extend the time given for GCSE subjects. Without completing 3 years at Key Stage 3, pupils do not have the maturity not the essential skills to successfully transition to GCSE level.

Integration with mainstream pupils is an important part of life at Knightsfield. As well as sharing a canteen with students from our co-sited mainstream school, Monk's Walk, pupils in Key Stage 3 attend art lessons with their mainstream peers. These lessons are fully supported by our teaching assistants and provide a valuable experience for our pupils.

In addition to the National Curriculum, all pupils take part in daily 'Achieve, Believe, Communicate' (ABC) sessions for 30 minutes. These may be taught in mixed year groups to facilitate integration and social inclusion. Sessions are designed to support pupils in their Broad Areas of Need (BANs) including Cognition and Learning, Social Emotional and Mental Health, Communication and Language, Physical and Sensory needs, Deaf Awareness, and Independence. There are also assemblies that take place daily. Pupils either attend a lower/upper school assembly, work together on topics to present in student led assemblies or work on reviewing individual progress towards their learning targets. We have also introduced a whole school reading

initiative that enables pupils to read to all members of staff – not just the teaching staff but also the teaching assistants, administration and support staff. Staff are assigned one or two pupils whose reading they will monitor on a fortnightly basis.

ICT skills are taught throughout the curriculum of other subjects with particular skills threaded through the curriculum maps. This enables students to add context to their understanding of ICT skills and how these can be transferred to different subjects. More specific and explicit skills are delivered to each year group during enrichment once a week in a dedicated computer suite.

All lessons are 50 minutes long and have the following allocations over the week:

KS3 Subject	50 minute lessons per week
English	4
Mathematics	4
Science*	4
Humanities	3
Design and Technology or Art (see below)	2
PSHCE	2
German*	1
Music	1
Drama	1
PE	2
Art (Monk's Walk)	1

Key Stage 4

At Key Stage 4, pupils take the compulsory subjects; English, Mathematics, Science, PSHCE, RE and PE at the appropriate level for their needs. They then opt to take subjects at GCSE level or equivalent or at a lower level such as Entry Levels. Some of these subjects would require pupils to join lessons at Monks Walk School to enable mainstream integration. Typical Key Stage 4 options include: GCSEs in Art, PE, Computing, History, Geography and German. BTEC Music, Entry Level Food Studies. Appropriate courses in Health & Social Care and Sports Studies are also offered.

KS4 Compulsory Subject	Number of 50 minute lessons per week
English	4
Mathematics	4
Science	4
PSHCE	1/2
RE	2
PE	2

Post-16

At post-16, The Welwyn Garden City 16 to 19 Consortium offers a large range of 'A' level and vocational courses, which are available to students from Knightsfield School who meet the entry criteria. We are able to support students following these courses by providing transmitters, tutorials, note-takers and lip-speakers, as well as tutorials at Knightsfield with subject specialists to consolidate their learning.

Other post-16 courses are available within the Knightsfield School/Oaklands College Partnership. Students attend courses at Oaklands College, supported by staff from Knightsfield School. Days at Knightsfield also include a full careers programme, including preparation for adulthood. They also have tutorials, speech and language therapy and literacy, study and careers support and PSHCE sessions at Knightsfield School

Specialisation of the Curriculum

Speech and Language Therapists (SaLTs) work with individual pupils and small groups to optimise the pupils' language development in collaboration with Teachers of the Deaf.

Specialist Teaching Assistants work closely with pupils and teachers to support pupils' individual needs and foster independence. Ongoing training is provided to understand the needs of our pupils.

Additional funding (Pupil Premium and Catch-up Funding) is used to support selected groups to develop their literacy and numeracy skills through targeted interventions.

Opportunities are made, as part of the day-to-day curriculum, for pupils to undertake a variety of educational trips during school time. Examples include a visit to a place of historical or religious significance, a visit to a museum and taking part in creative workshops. Where possible pupils are taken out after school to visit theatres or to join activities with other children and young people, often from the deaf community.

British Values form an intrinsic part of lesson content, PSHCE sessions and whole-school assemblies alongside the promotion of a multi-cultural outlook, including Black Lives Matter and other ethnic celebrations.

Lunchtime clubs instill a love for learning as well as an opportunity to acquire new skills and allow for purposeful relaxation.

Through the Education Health Care Plan process, pupils are provided with targets on their Broad Areas of Need (BANs) to focus on their holistic development. These targets are arrived at through pupil and parent discussions during EHCP panel meetings. Progress towards targets is tracked fortnightly pupils and monitored by staff. This serves as a cohesive approach to monitoring individual progress across the curriculum as skills are often transferable across subjects.

Activity days, theatre week, music day and the end of year activities week aim to promote pupils' self-esteem, develop social skills and encourage cooperative working through a range of team building, life skills and practical activities.

Work experience opportunities encourage pupils to explore the world of work and develop confidence in the work environment. It is supported by curricular content in PSHCE and gives pupils the opportunity to make informed choices about their future, as well as equipping them for life at college or at work.

Curriculum Development and Monitoring

Knightsfield curriculum maps are published on the school website for each subject. Pupils and parents can see the programme of study from year 6 through to year 11. The sequencing of these maps also takes into account any cross-curricular links with other subjects that have been established. To develop schema and to really embed and enhance understanding, topics that overlap between subjects are taught at the same time (where possible). This allows teachers and support staff to prompt students and recognize the links with other subjects.

Observations, scrutiny of classwork and learning walks take place throughout the year in addition to the appraisal system. This is to ensure that high-quality teaching and learning is consistent across the school. Teachers and Teaching Assistants at Knightsfield School are monitored and feedback is provided in line with our policies. Lessons delivered at Monks Walk School may also be observed to evaluate provision for our pupils.

Regular pupil feedback and evaluation allow staff to reflect on what is working successfully and what can be altered to better meet pupil needs. Activity weeks as well as end of topic evaluations allow pupils to explain their opinions and have a say in the delivery and focus of learning.

Shared lesson observations and team teaching allows staff to keep their skills up-to-date and to explore cross-curricular links. This climate of development is encouraged and pupils benefit from the collaborative learning and challenging tasks. Collaboration

with Monk's Walk School staff allows staff of Knightsfield to integrate with teachers of the same subject where they might not normally have the opportunity to do so in a small school.

Trustee visits are welcomed and take place regularly. Trustees visit lessons, assemblies, activity days as well as attend calendared evening events. This helps to foster good relationships and allows trustees to challenge the school regarding outcomes and practices based on what they have seen in person.

