



# Curriculum Framework

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(Policy to be reviewed triennially).

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## **RIVERSIDE CURRICULUM FRAMEWORK**

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## **INTRODUCTION**

This framework is intended to give an overview of the curriculum provided for students attending Riverside. Our revised curriculum framework follows a Riverside Progress 8–based model, with 8+/8 measured subjects/curriculum areas, supported by enrichment subjects/experiences, across our four teams.

The wide-ranging complexity of need at the school, (from Programme-Steps 1-16), requires a sensitive but robust and carefully thought-through curriculum that effectively delivers programmes to both support academic achievement and holistic personal growth.

The Main School is organised into 4 teams, corresponding to students’ levels of need:

***Team 1 MLD: Progress 8+, Formal Curriculum, P8-P15 (4 classes)***

***Team 2 SLD: Progress 8, Semi-Formal Curriculum, P5-P8 (5 classes)***

***Team 3 SLD: Progress 8, Pre-formal Curriculum , P3–P5 (4 classes)***

***Team 4 PMLD: Progress 8 Sensory, Pre-formal Curriculum, P1i–P3 (3 classes)***

Each team is led by a Team Leader who manages the curriculum, monitors the quality of teaching and learning in their team, and ensures that there are regular opportunities in the team for sharing good practice. In addition to whole school weekly assemblies, each team has their own weekly assembly.

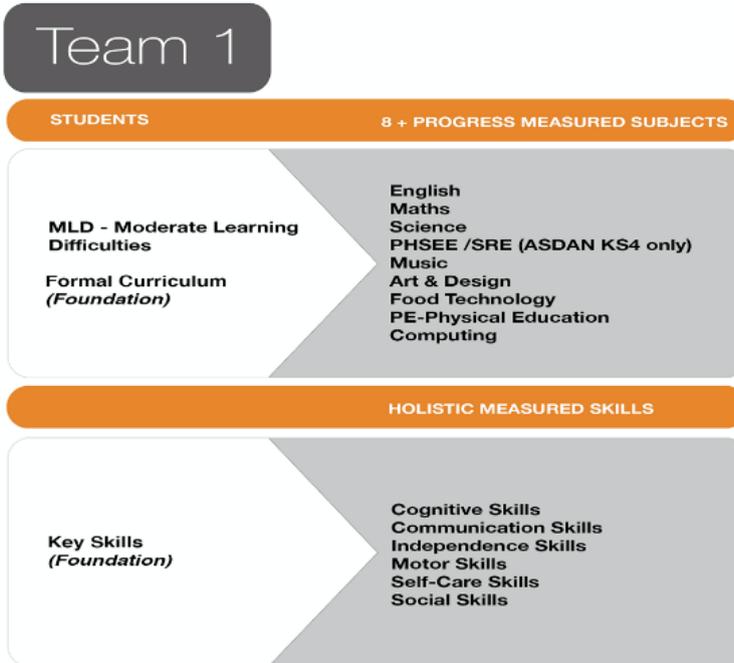
A balance is made between group and individual learning within a broad, balanced and relevant curriculum that aims to:

- *provide opportunities for all students to learn and achieve*
- *promote students’ spiritual, moral, social, cultural and physical development*
- *prepare all students for the opportunities, responsibilities and experiences of life*

*‘Learning to Live Life to the Full’* – the school’s motto underpins all aspects of the curriculum, and develops a lifelong learning approach for all students.

The curriculum is delivered through termly schemes of work set at all levels across the four teams. Schemes of work follow a universal mapping framework, so that there is a consistency of termly topic themes and content and repetition of content is not repeated unless it is a planned repetition, (although the development of skills may need to be repeatedly re-addressed). Schemes of work show planned differentiation.

# TEAM MEASURED CURRICULUM TABLES



## Team 3

STUDENTS

8 PROGRESS MEASURED SUBJECTS

**SLD - Severe Learning Difficulties**  
Semi-Formal Curriculum  
(Entry)

English  
Communication\*  
Independence\*  
Physical Development\*  
Music  
Art & Design  
Food Technology  
PE-Physical Education

HOLISTIC MEASURED SKILLS

**Key Skills**  
(Pre-Entry & Entry)

Cognitive Skills  
Communication Skills  
Independence Skills  
Motor Skills  
Self-Care Skills  
Social Skills

## Team 4

STUDENTS

MEASURED CURRICULUM

**PMLD - Profound & Multiple Learning Difficulties**  
Pre-Formal Curriculum  
(Pre-Entry)

Cognitive\*  
Communication\*  
Independence\*  
Physical Development\*  
Sensory Music  
Sensory Art & Design  
Sensory Food Technology  
Sensory PE-Physical Education

HOLISTIC MEASURED SKILLS

**Key Skills**  
(Pre-Entry & Entry)

Cognitive Skills  
Communication Skills  
Independence Skills  
Motor Skills  
Self-Care Skills  
Social Skills

## **PROGRESS 8, PROGRESS 8+, SENSORY PROGRESS 8, (lessons taught weekly in all classes)**

### **English**

English, (which includes speaking, listening, augmented and assisted communication, reading and writing), lies at the centre of our curriculum structure and is fundamental to participation and achievement in all curriculum areas. Learning to communicate is crucial to our students' development, the relationships they form and their links to the wider community.

The English curriculum is delivered through a total communication framework including both verbal and non-verbal systems of communication, for example, speech, intensive interaction, touch-cues, objects of reference, photographs, gestures, Makaton/BSL signs and symbols. Teachers and SALTs work together to implement individual targets and programmes for students. The range of teaching and learning extends from the earliest to the highest p-steps, and requires significantly different teaching approaches and methodologies to meet such a broad spectrum of need.

Reading is an important skill for students in Teams 1 and 2 who have the cognitive capacity; whether this is recognising symbols for daily activities and choices, identifying social sight vocabulary out in the community or reading for information and for pleasure. At Riverside we use a variety of teaching strategies to suit individual needs such as reading schemes, phonics, whole word recognition, symbols etc. Our students are given access to a wide range of fiction and non-fiction including stories, poems, drama and newspapers to extend their understanding of the world around them.

KS4 Team 1 students undertake the NCFE Functional English course at Entry Levels 1-3 and Level 1.

### **Maths**

Emphasis is placed upon students understanding basic numeracy and its practical application such as the use of money, time and problem-solving. For students with more complex needs maths is about developing an awareness of their environment through the development of early cognitive skills.

The development of these skills allows many students to access the more 'formal' maths curriculum where a wide range of teaching styles and resources, (including maths games, calculators and online resources), are used.

As with English, the range of teaching and learning extends from the earliest to the highest p-steps, requires a range of teaching approaches and methodologies to meet such a broad spectrum of need. Maths is also taught as a cross-curricular subject linked to other areas of the curriculum. For example using and applying maths in real situations such as use of money in shopping; or café sessions where matching, sorting, sequencing, counting and money skills are required.

KS4 Team 1 students undertake the NCFE Functional Mathematics course: Entry Levels 1-3, Level 1.

### **Science (KS3 only)**

Science can be broadly described as the exploration and investigation of the world around us. Our aim is to provide the context for focussed exploration leading to a generalised understanding of the world in which our students live.

We provide the opportunity for all students to have an experience of science at different levels, through activities ranging from sensory stimulation to the observation and recording of changes in the natural world. Science is delivered through a modular approach with most lessons taken in the specially-equipped Science/D&T Workshop. Students take part in simple scientific experiments and are encouraged to observe and make predictions. Science is linked closely to D&T, for example, finding out about heating and cooling in cookery; recycling, planting and growing. In the school's orchard students can grow spices, herbs and vegetables for use in Food Technology lessons.

## **Personal, Social, Health and Economic Education (PSHEE) & Citizenship**

### **Sex and Relationship Education (SRE)**

PSHEE & Citizenship helps all students develop as individuals in a wider society. Students learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. In particular, PSHEE & Citizenship offers our students opportunities to: make choices and decisions; develop personal autonomy by having a degree of control over their own lives; make a difference or make changes by their individual or collective actions; find out that there are different viewpoints which lead to a respect for the opinion of others.

Self-help and independence skills, ranging from eating and drinking through to independent travel training, are taught through individual programmes. Much of the content of this subject area is taught through a range of lessons with an emphasis on choice/decision making. The school's MDT has a direct input in this curriculum area with advice from the paediatric dietician and SaALTs on eating and drinking, and the OT on toilet training policy and practice.

We also develop PSHEE & Citizenship through activities and whole-school events. Individual and group achievements are recognised and celebrated at weekly assemblies. As there is a large overlap between the programme of study for religious education and the aims of PSHEE and Citizenship, they sometimes coincide. Multi-cultural assemblies and the celebration of festivals in RE enable students to move from a personal to a wider perspective. Educational visits and integration programmes enable students to move from contact with others in class and school to community involvement. We offer residential visits, where there is a particular focus on developing students' self-esteem and giving them opportunities to develop their independence and social skills.

Some elements of the citizenship curriculum are taught in discrete lessons, and there are strong links to the School Council allowing students a collective voice on matters of interest to them. The Council links with the Woodside Student Councils.

A sustainable school is one that is guided by the principle of care for oneself, care for each other and care for the environment. Through its sustainable programme, Riverside is able to look outwards to engage with its local community and have a global perspective. This wider, more inclusive vision is reflected in the strong emphasis placed on student voice and the importance of involving students in decision-making. Sex and relationship education (SRE) lessons are provided at Riverside, usually in single gender groups. *(Parents have a statutory right to withdraw their child from SRE lessons).*

Team 1 students in KS4 undertake the ASDAN Personal & Social Development course at Entry Levels 1-3, and Level 1.

### **Art & Design**

Students explore the language and meaning of art and design through engaging in a comprehensive curriculum spanning a spectrum of ability levels. The curriculum includes elements of line, tone, colour, pattern and texture and students have the opportunity to learn a variety of techniques ranging from portrait painting, reduction printing and ceramics through to sensory based therapeutic activities at PMLD level where students experience light, textures and colour.

All art and design practice in the school follows the principle that the creative act is the ultimate goal and this is valued and honoured however this may manifest itself e.g. a mark made by a PMLD student is as significant an achievement as finished work at Level 1. Art and design is an opportunity for personal growth and achievement and also for play and expression. Students are encouraged to explore and express their identity and inner life through the subject.

Art and design is linked to community settings. Students' work is displayed at Tottenham Leisure Centre and at the yearly Hoffman Foundation Exhibition. Students engage in workshops at central London galleries and art practice in the school is influenced by the work of a variety of artists.

Team 1 students in KS4 undertake the OCR Art course at Entry Levels 1-3, and Level 1.

## **Music**

Music is taught both as a discrete subject and across the curriculum. It is an effective and successful means of engaging many students at all levels and provides access to many areas of the curriculum with high levels of enjoyment. It is closely linked to the development of communication, for example, the call and response music form which permeates many musical activities mirrors early communicative skills.

All students have weekly class lessons from a specialist music teacher, using a wide range of instruments. Lessons are geared to the particular learning levels of the class and the development of skills range from playing instruments individually and collectively to simpler call and response activities.

The social skills of turn-taking and sharing can be generalised naturally in music lessons. Hand function key skills can be generalised by holding beaters, reaching, touching, manipulating different surfaces e.g. drum skins, cymbals, chimes.

Individual instrument tuition in guitar and piano is offered for students who can access such provision. Students with an interest in singing can join the school choir which performs at various key events during the year in particular during the Christmas period.

The school holds an annual *'Creative Arts Week'* during which a variety of artists are invited into school to provide a comprehensive programme of performances and workshops.

Weekly music therapy is provided for many individuals and small groups of students, to address their emotional and communication needs. This provision continues to be funded by the local Tottenham Grammar School Foundation charity.

KS4 Team 1 students undertake the NCFE Music Technology course at Level 1.

## **Physical Education, (PE)**

Our PE curriculum is intended to provide for students' increasing self-confidence in their ability to manage themselves and their bodies with a variety of movement activities. A balance of individual, team, cooperative and competitive activities provide for the preferences, strengths and needs of each student. Good sportsmanship is an integral part of all lessons.

Activities taught at Riverside include football, hockey, cricket, basketball, rounders, tennis, badminton, volleyball, athletics, dance, gymnastics, fitness, soft play, sailing, climbing, cycling, and swimming using the Tottenham Green public pool. Trampoline/rebound therapy is also offered to students on an individual/small group basis. This has been invaluable in helping Team 4 students to weight-bear and eventually to learn to walk.

We have links with *'Haringey Tennis Development'*, *'Step into Dance'*, *'Cycle Training UK'*, *'The London Community Cricket Association'*, *'Haringey Sports Development'* and *'Tottenham Hotspur Football in the Community'*, all of whom support coaching, extra-curricular activities and visits.

Inter-school competitions are organised against other special schools in basketball, football, cricket, athletics, Boccia and New Age Kurling using Riverside's hall and Woodside's gym and pitches. Riverside holds a sports day annually with all students taking part in athletic competitions.

A variety of supervised sports activities are made available for students during breaks and lunchtimes. This includes daily access to bicycles and tricycles for cycling round Riverside's playground circuit. All students participating in the cycling are provided with a helmet.

Team 1 students in KS4 undertake the Gateway Qualifications Skills for Sport and Active Leisure course at Entry Levels 1-3, and Level 1.

### **Food Technology**

This subject is taught through weekly lessons led by a specialist teacher in the Food Technology Room. Lessons last for an hour or an hour and half, depending on the learning capacity of the class.

The food curriculum is designed to enable each student to achieve their own potential through the knowledge and skills acquired through practicing hygiene and safety in the kitchen and the study of nutrition for healthy living, teaching them to become competent and independent in a range of cooking processes like identifying, selecting and using utensils and equipment in the preparation of ingredients and demonstration of various cooking skills.

We use recipes from around the world to create tasty and aesthetically appealing dishes which enable all students to carry out at least two forms of sensory exploration.

Food technology also incorporates literacy and numeracy skills through practicing, weighing and measuring of ingredients, calculating cost of products, reading and following instructions in recipes and reading labels on products for those who are able to.

In KS3, progress is measured by how much confidence and independence each student has demonstrated in the skill(s) which is the focus of any particular lesson. Some of our students are still fully supported by an adult in every class activity.

Team 1 students in KS4 undertake the NCFE Certificate in Food & Cookery course at Level 1.

### **Computing (Team 1 & upper Team 2 tier only)**

Computing appears as a discrete subject but also a cross curricular taught skills-set supporting schemes of work in all areas of study. It aims to support learning across the curriculum and to equip our students for life in a growing technological age.

All students have access to a variety of desktop computers in their classrooms to support student learning in all areas of the curriculum. A specialist computing teacher leads on the development of computing throughout the school. The school has interactive whiteboards, (IWBs), in all classrooms and other specialist areas. There is a specialist Computing Hub equipped with a wide range of computing hardware to which all classes have timetabled weekly lessons.

An NCFE Functional ICT course is followed by KS4 Team 1 students leading to a qualification in this subject at an appropriate level ie Level 1, Entry Levels 1, 2 and 3.

*(In Team 4 the development of augmentative communication and of fundamental skills such as visual tracking, attention and sensory motor coordination, are particular priorities for PMLD students. Many of the students with visual impairment have individual or small group sessions in the darkroom. Most classes have sessions in the soft-play room where the technology allows them to develop their early cognitive skills e.g. the bubble tubes, the multisensory activity wall).*

### **KS4 ACCREDITED COURSES**

<b>Awarding Body</b>	<b>Course</b>	<b>Level</b>
NCFE	Certificate in Food and Cookery	Level 1
NCFE	Music Technology	Level 1
NCFE	Functional Mathematics	Level 1
NCFE	Functional Mathematics	Entry Level 3
NCFE	Functional Mathematics	Entry Level 2
NCFE	Functional Mathematics	Entry Level 1
NCFE	Functional English	Level 1
NCFE	Functional English	Entry Level 3
NCFE	Functional English	Entry Level 2
NCFE	Functional English	Entry Level 1
NCFE	Functional ICT	Level 1
NCFE	Functional ICT	Entry Level 3
NCFE	Functional ICT	Entry Level 2
NCFE	Functional ICT	Entry Level 1
OCR	Art	Level 1
OCR	Art	Entry Level 3
OCR	Art	Entry Level 2
OCR	Art	Entry Level 1
Gateway Qualifications	Skills for Sport and Active Leisure	Level 1
Gateway Qualifications	Skills for Sport and Active Leisure	Entry Level 3
Gateway Qualifications	Skills for Sport and Active Leisure	Entry Level 2
Gateway Qualifications	Skills for Sport and Active Leisure	Entry Level 1
ASDAN	Personal and Social Development	Level 1
ASDAN	Personal and Social Development	Entry Level 3
ASDAN	Personal and Social Development	Entry Level 2
ASDAN	Personal and Social Development	Entry Level 1
ASDAN	Personal Progress	Entry Level 1

#### **Certificate in Food and Cookery**

Students in KS4 can undertake a level 1 qualification Certificate in Food and Cookery. This qualification is designed for students with an interest in the subject. It provides experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships.

#### **Technical Award in Music Technology**

This qualification is aimed at KS4 students with an interest in music production and recording; it is designed as a level 1 qualification and uses the student's ability in music across a range of creative and technical areas.

### **Functional Mathematics Level 1**

The NCFE Functional Skills qualification in Mathematics at Level 1 (old GCSE D – G standard) is a relatively high maths qualification for candidates wishing to develop practical, transferable skills in mathematics in order to work confidently, effectively and independently in life. It is suitable for a wide range of individuals and is fundamental to the successful completion of various wider qualifications and frameworks, such as Foundation Learning, the Diploma and Apprenticeships.

### **Functional Mathematics**

Entry Level 1 / Entry Level 2 / Entry Level 3

The NCFE Entry level (1 – 3) Functional Skills qualification in mathematics is an ideal qualification for candidates wishing to develop practical, transferable skills in mathematics in order to work confidently, effectively and independently in life. It is suitable for a wide range of individuals and is fundamental to the successful completion of various wider qualifications and frameworks.

### **ASDAN Personal Progress**

Students in Teams 3 and 2 take the ‘Personal Progress’ course which has a focus on preparation for adult life. Topics include: Daily routine activities, Dealing with problems, Rights and Responsibilities and Independent Living Skills. Learning in this programme can be through the delivery of the various other subjects areas, (Progress 8+ and Enrichment).

### **ASDAN Personal and Social Development**

Team 1 students follow the ‘Personal and Social Development’ programme. This is taught through discrete lessons and is for students with higher levels of independence. Headline topics are: Becoming confident individuals who are physically, emotionally and socially healthy; Being responsible citizens who make positive contributions to society and embrace change; managing risk together with wellbeing.

### **Art & Design**

Students are entered into OCR Art & Design at levels ranging from Entry Level 1, through to Level 1, reflecting the wide range of ability and talent of our students.

## **ENRICHMENT (UNMEASURED) SUBJECTS**

### **Drama**

Elements of drama appear in a variety of class settings, ranging from role-play which could have a communication or self-expression focus, to cameo dramatic presentations prepared for assemblies. The school employs a professional actor for a day a week to lead a rolling programme of drama workshops and mini-performances throughout the year.

Riverside maintains close links with the Chicken Shed Theatre Company who put on very successful performing arts productions for school audiences. Many students also attend Haringey Shed, an inclusive performing arts group which is an offshoot of Chicken Shed. The group operates from Northumberland Park School in the evenings.

### **Design and Technology**

Design and technology lessons are delivered through lessons taken in the specially-equipped Science/D&T Workshop. The Workshop includes machine tools for students' use when appropriate. D&T teaching and learning is not only concerned with making products but with planning, developing and communicating ideas plus evaluating uses. Students are able to develop skills in investigating, designing, making and appraising products. Mini-enterprise projects linked to work-related learning are a practical way to develop D&T skills.

We recognise that for many of our students planning, communicating and evaluating are difficult concepts. For students with very complex needs the development of design and technology is concerned with the students gaining experience of a wide variety of materials through tactile activities, designed to stimulate an ever-growing awareness of their surroundings.

### **Geography**

Geography is delivered as a discrete modular subject as part of a two-year rolling programme with History in KS3. Modules are taken from the appropriate key stage programmes of study although the content has been modified to make it accessible for our students.

Cross-curricular work in geography is concerned with helping students to make sense of the environment and developing an understanding of their place within it, starting from finding their way around school and recognising familiar people and landmarks with a gradual shift away from the immediate locality to the wider environment. Other areas such as shopping, recording/discussing the weather are also practised.

Educational visits for the term in question are linked to the geography module. This area of the curriculum is also closely linked to residential school journeys where students gain knowledge and skills about the wider environment.

### **History**

History is mainly delivered as a discrete modular subject as part of a two-year rolling programme with Geography in KS3. As with geography, modules are taken from the appropriate key stage programme of study although the content has been modified to make it accessible for our students.

For many students their understanding of the past may begin with their own lives and recognition of past, present and future events of meaning to them. Old photographs, artefacts and day trip visits to museums and other places of historical interest are organised to help students understand the past. For students with complex needs cross-curricular work in history is accessed daily through the morning circle i.e. relating days of the week to specific activities; understanding the terms '*yesterday, today, tomorrow*'.

### **Religious Education, (RE)**

Religious Education at Riverside is a vehicle for promoting sensitivity to the needs and feelings of others and a respect for people of other cultures and beliefs. In the teaching of RE students learn about different customs, forms of worship, and the stories and beliefs underpinning the religion. Students are taught about the six main religions – Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism (and also Humanism), through weekly assemblies with follow-up lessons which provide the opportunity to share the different religions and cultural traditions of the school.

### **Careers Education and Guidance**

In KS3 careers education is taught through a variety of enterprise projects where students are given the opportunity to experience vocational and work simulation skills. Awareness of the world of work is raised through educational visits to a range of public facilities and places of work. Students also get the opportunity to develop their leisure skills through a variety of sports both in school and within the community. Independent travel skills are taught to selected students in both key stages. In KS4 year 11 students undertake appropriate off-site work experience is arranged for all students in year 11, (see 'Work Experience' below). A further element of the school's work in this area includes preparation for post-16 education.

### **Modern Foreign Language (MFL) Spanish**

Spanish is taught as the school's modern foreign language at KS3 but only to those students for which this is a meaningful experience as part of the enrichment curriculum. Students are encouraged to speak the language, learn key words, greetings and aspects of Spanish culture.

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## **SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) DEVELOPMENT**

The SMSC curriculum is delivered through weekly First and Second Assemblies covering the whole school population, at which RE and other SMSC themes are delivered. In addition SMSC development is also supported through the full range of extra-curricular provision, (see '*Sustainable Egg*' *Enrichment Provision* activities).

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## **ENRICHMENT PROVISION**

*Art Therapy*

*Cycle Training*

*Duke of Edinburgh Award*

*Hydrotherapy*

*Lunchtime Clubs*

*Music Therapy*

*Residential School Journeys*

*Team Spirit After-School and Holiday Clubs*

*Touring School Band*

*Travel Training*

*Woodside School Link Activities*

*Work experience*



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