

**We give them
wings, our
Herons will fly**



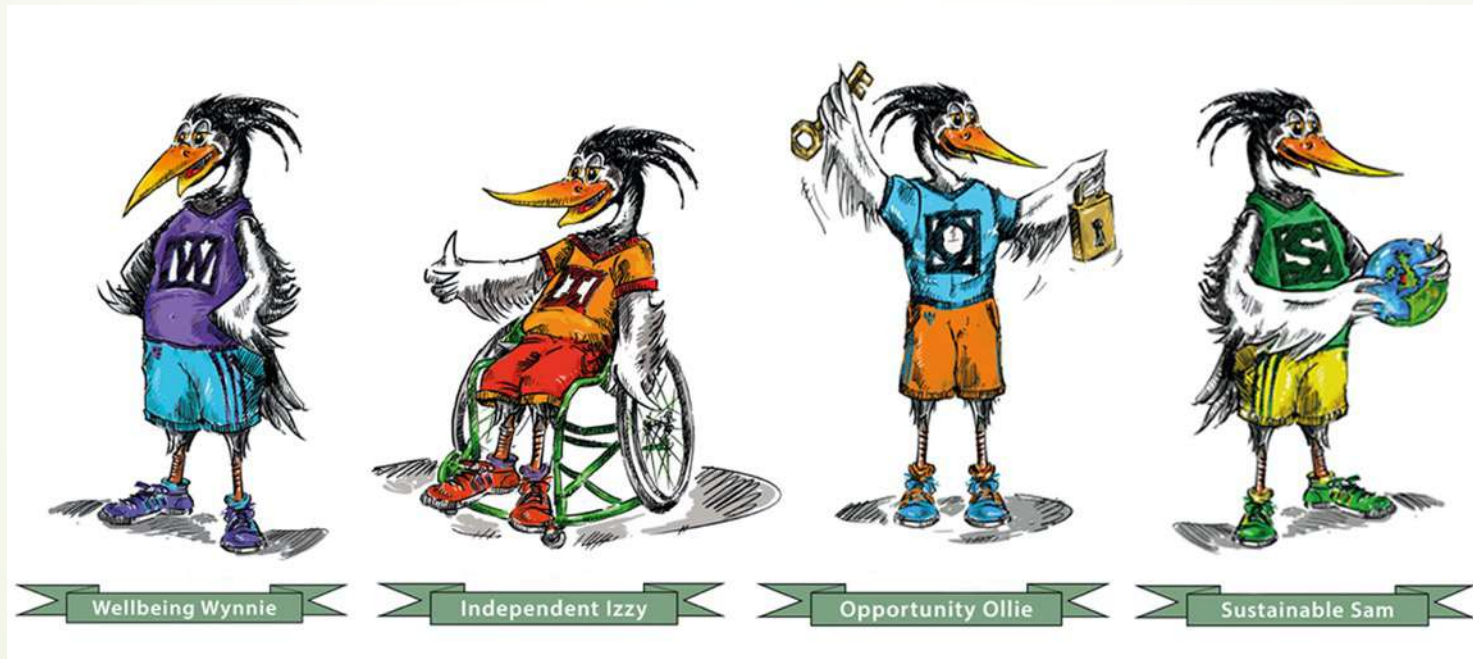
Our sole purpose at Heronsbridge is to prepare pupils
for their next chapter in life, whenever and wherever that may be.

SIP Targets
2a/2b/3a/3b

Curriculum Reform at Heronsbridge Special School

Creating the vision

- A vision for the curriculum sets out what a school's curriculum is seeking to achieve and its priorities. It should make sense of the purpose-led curriculum as a whole, and how it supports learners to develop towards the four purposes.





Setting the Scene.....

- ▶ June 2015 WG accepted every recommendation from Successful Futures
- ▶ October 2015, National Headteacher Conference – A Curriculum for Wales, A Curriculum for Life.
- ▶ January 2016, Curriculum Pioneer Blue Sky Event. (OECD – SLO)

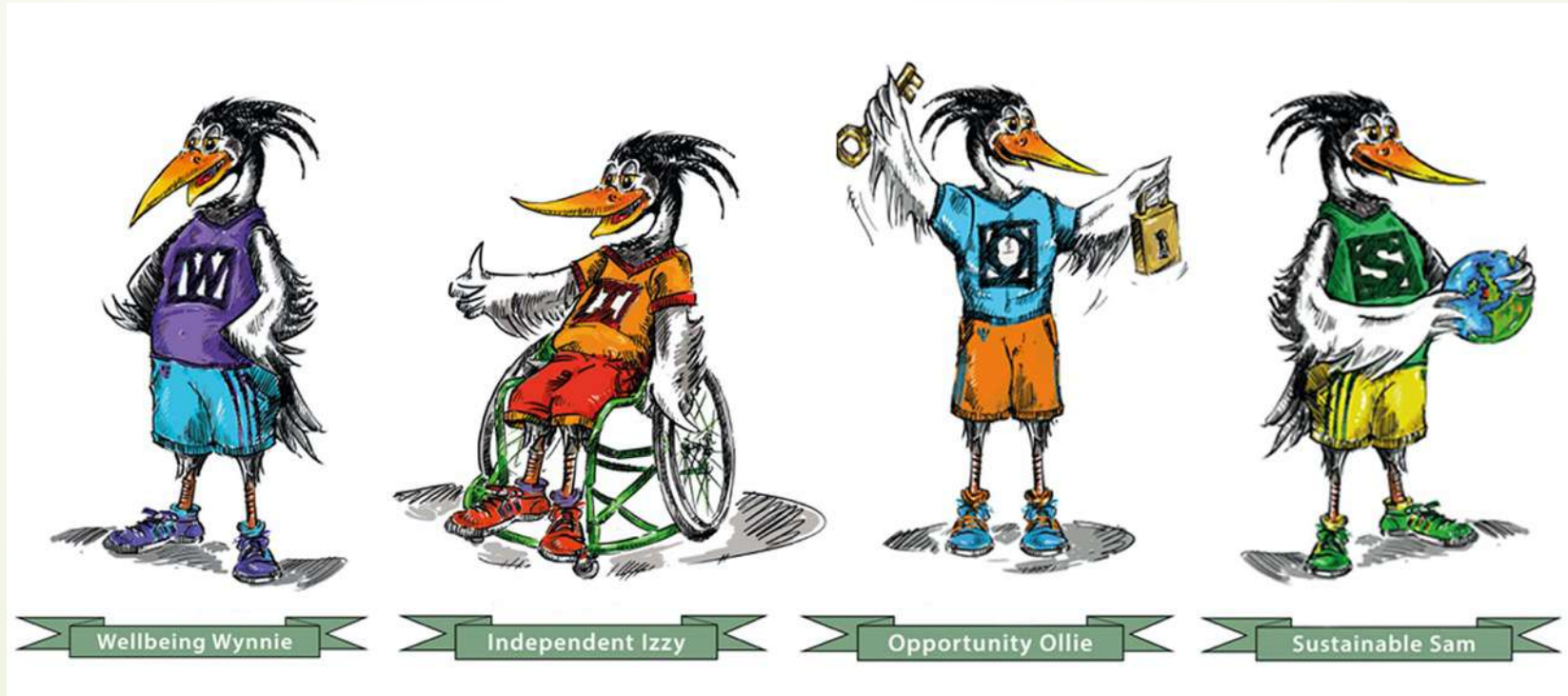
Memorable Statements:

- ▶ ‘...a SLO is able to change & adapt routinely to new environments & circumstances, as its members learn their way to realise their vision...’
- ▶ ‘...accept that we will take risks & make mistakes along the way...’
- ▶ ‘Together We Can!’
- ▶ ‘...don’t lose sight of the prize...’
- ▶ ‘...how do we make the curriculum irresistible?...’
- ▶ ‘...the journey is as important as the destination – focus on progression...’

What is 'Curriculum?'

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply **what** we teach, but **how** we teach and crucially, **why** we teach it.

(Curriculum for Wales, 2022)



What should we do? Shared expectations at school level through to 2022

Phase	Length of time	Key work
Engagement	1-2 terms	Schools will need to develop an understanding of the conceptual model of the curriculum: this will involve engaging and sense-making with materials and literature, and developing or updating their vision with local stakeholders. Schools will reflect on current practice and learning from responding to COVID-19.

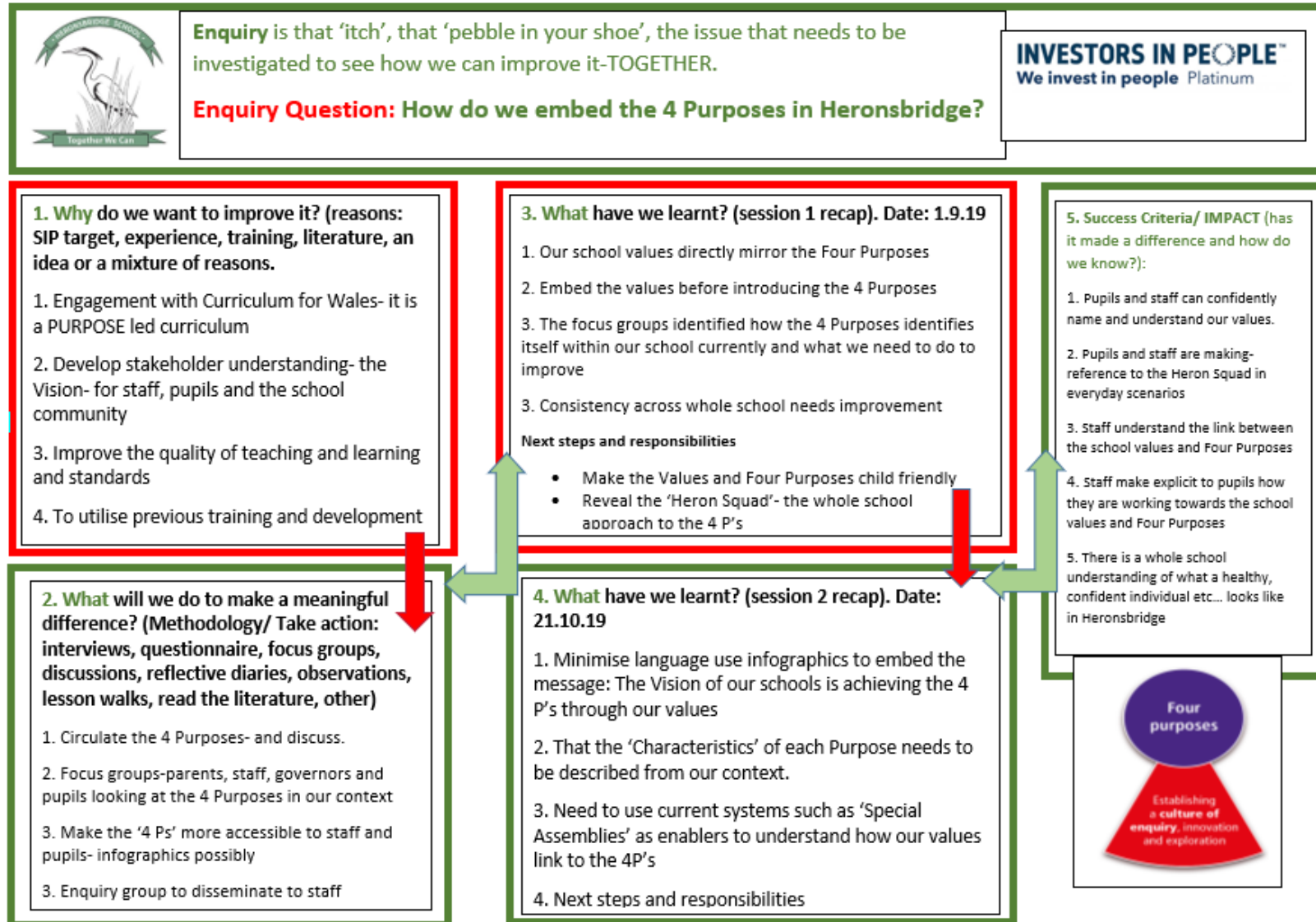
Engagement:

At Heronsbridge we have -

- Made the four purposes meaningful to our pupils (Heron Squad), through an enquiry approach
- Formed inter-departmental AoLE groups- (teacher agency)
- Developed a greater understanding of the what matters statements and descriptions of learning in each AoLE
- Actively engaged with the curriculum and assessment framework through teacher collaborative working (3 days)
- Referenced what matters statements and descriptions of learning in planning whole school themes
- Considered how pedagogy can support the realisation of a curriculum and which approaches best serve our learners



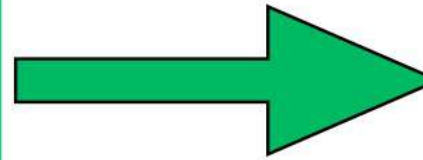
Creating the vision



Four Purposes of the New Curriculum for Wales

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.



What this will look like in Heronsbridge

Healthy, Confident Individuals

- I know the difference between right and wrong/ good and bad
- I know how to behave with different people
- I will always try my best
- I can work on my own
- I will try again and never give up
- I will be a good friend to others
- I will always try to do things on my own
- I will always look after myself as well as I can
- I will get help from others when I need it
- I know about how to live a healthy lifestyle (diet & exercise)
- I will try to keep myself safe



Curriculum Design

- in developing the vision for their curriculum, schools and practitioners should consider what the four purposes mean for their learners and how their curriculum will support their learners to realise them. <https://hwb.gov.wales/go/eyiwvf> (link to curriculum vision playlist)



Ambitious, Capable Learners

- I want to do well
- I can celebrate my own and others achievements
- I will always try my best
- I will never give up
- I will always be ready to learn
- I will work on my own whenever I can
- I can ask questions to get information
- I can talk about my learning
- I can take responsibility for my learning
- I can find out about things and say what I think



Independence

Ethical, Informed Citizens

- I can share my thoughts and opinions
- I can talk about my interests and listen to others
- I know my rights
- I will always be kind to others
- I will always respect others beliefs
- I will always display my best behaviour
- I am aware of my own and others emotions
- I am aware of things important to me - people, places, etc.
- I will do my best to look after our planet
- I will use what I know to make decisions
- I will always Reuse, Reduce, Recycle
- I will try my best to look after the world around me.



Sustainability



The Four Purposes at Heronsbridge

Healthy, Confident Individuals

- I know the difference between right and wrong/good and bad
- I know how to behave with different people
- I will always try my best
- I can work on my own
- I will try again and never give up
- I will be a good friend to others
- I will always try to do things on my own
- I will always look after myself as well as I can
- I will get help from others when I need it
- I know about how to live a healthy lifestyle (diet & exercise)
- I will try to keep myself safe



Health and Well-being

Enterprising, Creative Contributors

- I can use my ideas to make and do
- I can think for myself
- I can solve problems
- I can work with others as part of a team or group
- I will try new things and experiences
- I can talk about my ideas and feelings
- I can help my friends



Opportunity





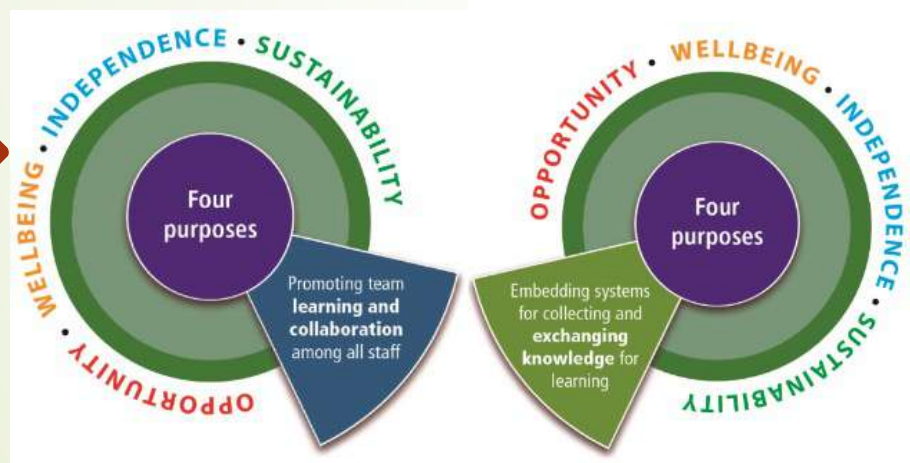
What should we do? Shared expectations at school level through to 2022

Phase	Length of time	Key work
Engagement	~2 terms	Schools will need to develop an understanding of the conceptual model of the curriculum; this will involve engaging and sense-making with materials and literature, and developing or updating their vision with local stakeholders. Schools will reflect on current practice and learning from responding to COVID-19.

Engagement: SLO model Professional Learning/ Teacher Agency

At Heronsbridge we have -

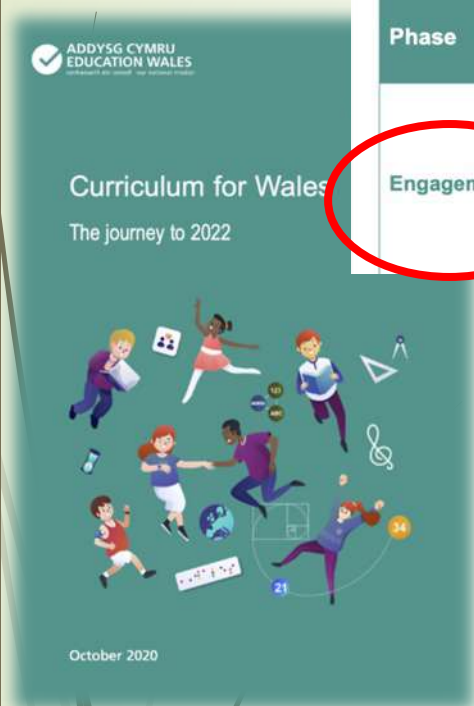
- Formed inter-departmental AoLE groups- (teacher agency)
- Developed a greater understanding of the what matters statements and descriptions of learning in each AoLE
- Actively engaged with the curriculum and assessment framework through teacher collaborative working (3 days)
- Referenced what matters statements and descriptions of learning in planning whole school themes
- Considered how pedagogy can support the realisation of a curriculum and which approaches best serve our learners



Engagement: SLO model Professional Learning/ Teacher Agency- **IMPACT**

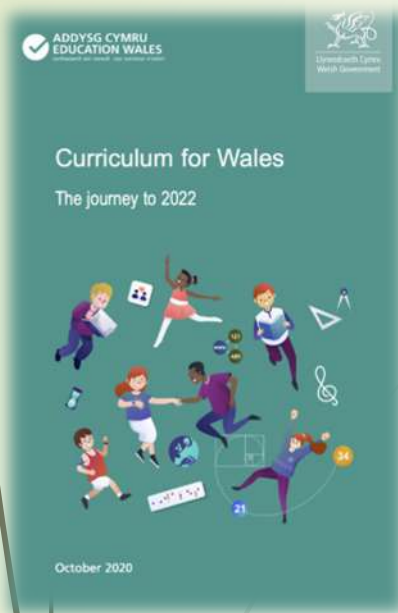
What should we do? Shared expectations at school level through to 2022

Phase	Length of time	Key work
Engagement	~2 terms	Schools will need to develop an understanding of the conceptual model of the curriculum: this will involve engaging and sense-making with materials and literature, and developing or updating their vision with local stakeholders. Schools will reflect on current practice and learning from responding to COVID-19.



Q1. How useful was it to have 3 allocated days to look at Curriculum for Wales and to develop your AoLE?

- “The opportunity to work alongside our colleagues from different departments enabled us to discuss possible difficulties in the delivery of the new curriculum. We were able to discuss terminology and what that meant. We were able to break down the steps and identify training needs for our staff.”
- “The days proved to be productive and allowed for a clear vision to be developed. It was also useful to have time dedicated solely to the Curriculum for Wales to involve support staff in the development of the new curriculum and how it will look for our pupils. It allowed for all staff to look closely at the curriculum and not only familiarise themselves further, but to develop understanding of the curriculum in context of our learners and our trials.”



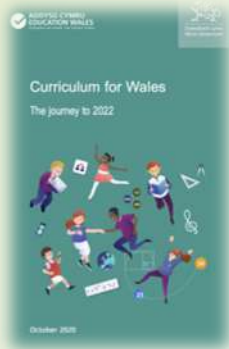
What should we do? Shared expectations at school level through to 2022

Phase	Length of time	Key work
Design, planning and trialling	3 terms	Schools should start developing high-level curriculum and assessment design, informed by the guidance, and progress priorities to support curriculum realisation set out in their school development plan. Schools may begin trialling aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach.

Design, planning and trialling

At Heronsbridge we conducted 5 trials from Spring 2019-Summer 2021, each with a different focus.

Date	Title	Focus
Spring 2019	Big Top	Experiences & Big Wow
Spring 2020	Explorers	Link to What Matters
Autumn 2020	Fun, Food & Fitness	Gathering evidence of learning
Spring 2021	All Creatures Great and Small	Delivering blended learning
Summer 2021	Gardener's World	Assessing Progress



What should we do? Shared expectations at school level through to 2022

Phase	Length of time	Key work
Evaluating and preparing for first teaching	2-3 terms	Schools should evaluate initial designs and trial further approaches. Schools will begin to finalise medium-term planning for primary and Year 7, and longer-term for Years 8-11.

Evaluating and preparing for first teaching

From Autumn Term 2021 we developed:

- Key principles of progression within whole school planning
- How we record progress and gather assessment information - format/ frequency/ quantity

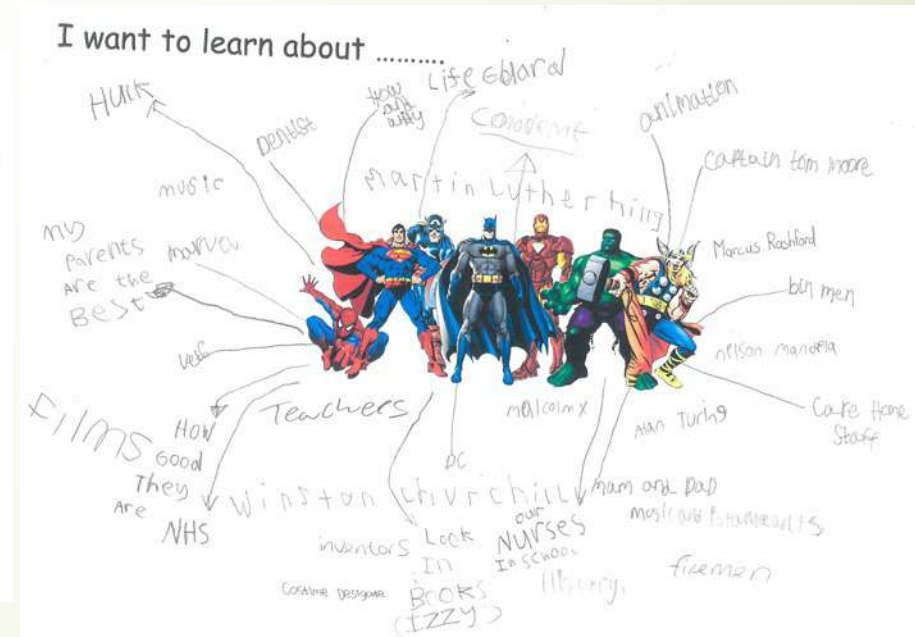
1. **Kaleidoscope**
2. **When Dinosaurs Walked the Earth**



Consistent and Cohesive Building On Partnership Working

- Parent Curriculum Steering Workshops were held to answer questions and inform our curriculum design. Parents gave us their views: "Why are all the superheroes male?!" (with a chuckle).
- Pupil Curriculum Steering Workshops were held. The pupils used Brilliant Blue to highlight the themes they really liked and then shared what they would like to learn about. Pupils told us what they wanted: "I want to learn about costume design".

Autumn	Spring	Summer
Fun, Food, Fitness 	Around The World In 80 Days 	Superheroes
Let Me Entertain You 	A Long Time Ago 	A World Of Discovery
Marvellous Me 	Calon 	Animal Kingdom
Tell Me A Story 	Explorers 	Build It Up




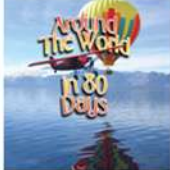












Consistent and Cohesive Building On Partnership Working

- ▶ Staff collaboration – Teachers took part in AoLE meetings within school to develop that AoLE for our pupils to support the realisation of the vision – the four purposes. All staff took part in Enquiry groups to shape our curriculum. “How about.....”
- ▶ Greater consistency to whole school planning to ensure no learning is lost during transition and to support workload. Work between departments – progression within topics considered and planned for as a whole school.
- ▶ Governors Steering Workshop “I love that the curriculum is pupil centred and you have asked them what they think”
- ▶ Governors continuously involved in AoLE meetings, participate in Learning Walks and lesson dips to see the work in action. Their focus’ has been on Progression and Assessment and Health and Well-Being. – “pupils have a positive sense of having achieved during the day, week and at the end of the topic”.
- ▶ Work with outside stakeholders – Central South Consortium. Teachers took part in AOLE specific network meetings. Design programmes and Progression and Assessment Network conversations. Heronsbridge are part of the SSPAN who are looking to develop Progression within special schools.

Curriculum Design

Breadth and Depth, Awe and Wonder

Autumn	Spring	Summer
Fun, Food, Fitness 	Around The World In 80 Days 	Superheroes 
Let Me Entertain You 	A Long Time Ago 	A World Of Discovery 
Marvellous Me 	Calon 	Animal Kingdom 
Tell Me A Story 	Explorers 	Build It Up 

- Cross Curricular Frameworks- LNF & DCF
- Cross Curricular Themes- RSE, RVE, CWRE, HR, D, LNI

Curriculum Design

Deepening Understanding

	Autumn	Spring	Summer
Year 1 Sept 22	Fun, Food, Fitness Health and Well-Being	Around the world in 80 days Humanities	Superheroes Health and Well-Being
Year 2 Sept 23	Let me Entertain you Expressive Arts	A long time ago Humanities/ Maths & Numeracy	A World Of Discovery Science and Tech
Year 3 Sept 24	Marvellous Me Health and Well-Being	Calon Languages, Literacy, Communication	Animal Kingdom Science and Tech
Year 4 Sept 25	Tell me a story Languages, Literacy, Communication	Explorers Expressive Arts	Build it up Maths & Numeracy

Curriculum Design

Making Connections

	Autumn	Spring	Summer
Year 1 Sept 22	Fun, Food, Fitness LLC: SWM4 MN: SWM4 ST: SWM5 EA: SWM2 H: SWM5 HW: SWM1	Around the world in 80 days LLC: SWM1 MN: SWM1 ST: SWM3 EA: SWM2 H: SWM3 HW: SWM4	Superheroes LLC: SWM2 MN: SWM2+3 ST: SWM3 EA: SWM2 H: SWM3 HW: SWM2
Year 2 Sept 23	Let me Entertain you LLC: SWM3 MN: SWM1 ST: SWM6&2 EA: SWM3 H: SWM2 HW: SWM2	A long time ago LLC: SWM4 MN: SWM4 ST: SWM1&4 EA: SWM1 H: SWM1 HW: SWM3	A World of Discovery LLC: SWM1 MN: SWM2&3 ST: SWM5 EA: SWM3 H: SWM3 HW: SWM5
Year 3 Sept 24	Marvellous Me LLC: SWM3 MN: SWM1 ST: SWM4 EA: SWM3 H: SWM4 HW: SWM5	Calon LLC: SWM3 MN: SWM2&4 ST: SWM3 EA: S WM1 H: SWM4 HW: SWM4	Animal Kingdom LLC: SWM1 MN: SWM2&3 ST: SWM3 EA: SWM1 H: SWM5 HW: SWM3
Year 4 Sept 25	Tell me a story LLC: SWM4 MN: S WM1 ST: SWM2 EA: SWM3 H: SWM2 HW: SWM4	Explorers LLC: SWM4 MN: SWM4 ST: SWM1 EA: SWM2 H: SWM1 HW: SWM1	Build it up LLC: SWM2 MN: SWM3 ST: SWM6&2 EA: SWM2 H: SWM3 HW: SWM3

Curriculum Design Progression

	Autumn	Spring	Summer
Year 1 Sept 22	<p>Fun, Food, Fitness P. Food stories/fitness/healthy eating S. Healthy lifestyle/Fitness & Sport L. Healthy minds/Vocational Pathway</p>	<p>Around the world in 80 days P. Transport/countries/weather S. Culture/Language L. Belief systems/Economic Factors</p>	<p>Superheroes P. Marvel/Supertato S. Local Heroes/Current Affairs L. People who have shaped history</p>
Year 2 Sept 23	<p>Let me Entertain you P. Song /film/dance S. Poetry/ballet/theatre L. Radio station/Rock festival</p>	<p>A long time ago P. Dinosaurs/Volcanoes S. Period of time L. Different period of time</p>	<p>A World of Discovery P. Colours /light & dark S. Gravity/push /pull/ L. Inventions / Inventors</p>
Year 3 Sept 24	<p>Marvellous Me P. Senses/family /things I like S. Qualities/personality/conflict L. Strengths/CV/College/Career</p>	<p>Calon P. Culture/sensory S. Language/geography/identity L. Traditions</p>	<p>Animal Kingdom P. Minibeasts S. Life cycles and food chains L. Rare animals/conservation</p>
Year 4 Sept 25	<p>Tell me a story P. Children's tales/books S. Pupil voice /Historical L. Individual's stories from Botawa</p>	<p>Explorers P. Under the sea S. Space L. Pupil voice - Explorer</p>	<p>Build it up P. Noah's Ark/3 Little pigs S. Materials and architecture L. Jobs/Locality</p>

Whole School Planning Progression Model (Example)



AOLE : Language, Literacy and Communication
 SWM: 2. Understanding languages is key to understanding the world around us.



Progression Steps: Enabling Steps to PS2

Experience: (All related to theme)

- Sensory stories
- Big wow
- Story massage
- Tuff trays
- Listening games
- Sensology
- Attention Autism
- Curiosity programme
- Hydro
- Charade type games—guess the superpower
- Dramarama
- DIR Floortime
- Good morning sessions
- Stories, songs and rhymes
- Fiction / non fiction
- Superhero/ superpower sports day
- Language rich environment
- Superhero QR trail
- Dress up and role play
- Mark making

Skill:

- Pecs
- Signs related to theme
- Welsh language vocabulary and structure
- Early visual and auditory skills
- Sharing stories and books
- Pre-reading/pre-writing
- Understanding visual timetable
- Colourful Semantics
- Questioning
- Sending email/mobile phones/ 999 emergency
- Poetry writing
- Finish the rhyme
- Book creator
- Write a fact sheet about a superhero/ your superpower
- Character studies
- Hot seating e.g. characters
- Creative Writing—related to the story, e.g. How would it feel to be a superhero?
- Wanted poster—superhero needed to find villain
- Write a newspaper report about a superhero event/ present a news TV
- Map making— Match superpower to superhero/ where

Knowledge:

- Researching authors —computer/ library
- Create a fact file e.g. of a character
- Create Top Trumps cards
- Write a character study
- Write a story from the point of view of a specific character
- Recognising and discriminating sounds
- Welsh vocabulary related to the topic
- Skills for Early Reading
- RWI
- Popat/Sensory Popat
- Vocabulary
- How to use phone to call for help
- Comparison of different superpowers
- Using the internet
- Research factual information about our real life superheroes eg individual people, emergency services



Relationships, Sexuality, Education


Discrimination, Diversity, Relationships & Citizenship, Personal Safety, Appearance & Changing bodies, Gender Identity & roles

- Talk to the children about special qualities they have. Explain that these are real superpowers and praise children when you see them being kind, helpful and polite to each other
- Provide a range of costumes for children to dress up in. Encourage the children to think of ways to take turns and share their favourite costumes. Does it matter what clothes we choose to wear or how we wear them?
- Set up a superhero den in your outdoor area, which you can leave out and allow children to return to. Observe how they develop storylines within their games and solve conflicts when they arise
- Discuss how superheroes help each other and work as a team. Who else helps us? Who can we talk to? Where can we go if we are lost or hurt?
- Talk to the children about how villains might be feeling when you share stories. Could they be sad or lonely?
- Observe bodily and appearance changes in superhero's e.g. Hulk, Ironman, Superman and examine how the human body changes e.g. baby, child, adult or discuss puberty
- Discuss the pants rules (NSPCC Pantasurus and the Power of Pants) Superhero's wear pants outside their clothes after all
- Examine family structures and diversity and adoption
- Look at inspirational people, e.g. firemen for younger pupils
- Look at inspirational LGBTQ+ role models, Miley Cyrus, Caitlyn Jenner, Gareth Thomas, Jess Fishlock, RuPaul
- Use Loki (Thor's brother) to discuss gender fluidity and identity



How do we know curriculum change is working for us?

- ▶ Book Looks
- ▶ Learning Walks
- ▶ Peer Coaching (IRIS) and Lesson Observations
- ▶ Performance Management
- ▶ Marking Policy
- ▶ Assessment Policy
- ▶ Curriculum Policy
- ▶ InStep, LNF and RFL (Also: Digital Skills, Motional, Skills Awards, Reading, ALL)
- ▶ Annual reports to parents
- ▶ IDPs and Learning Journeys
- ▶ Enquiry Groups
- ▶ Whole School Planning
- ▶ Reflective Diaries



Pupil Fed, Purpose Led, Values Based and Enquiry Informed.

Estyn October 2023:

- ▶ 'The curriculum meets the needs of the pupils extremely well and prepares them very effectively for the next stage in their lives. There is a strong understanding of the purpose of the curriculum across the school.'