

GEORGETOWN PRIMARY
QUEENSBERRY LEARNING CENTRE
CURRICULUM



Queensberry Learning Centre Curriculum

The intention of this document is to give you more information about how your child's curriculum is planned in the Queensberry Learning Centre (QLC) in line with the aims of the refreshed whole Georgetown Primary School rationale.



Our Aims statement: We aim to

provide the best quality of education for life, with the needs of our pupils at the centre of all we do.

ensure Georgetown Primary is a place where all are active, challenged and engaged in their learning.

equip pupils with the skills to become successful, confident and responsible contributors to the world they live in.

encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere.

work in partnership with parents and the wider community to provide quality experiences and outcomes for children.

Values Statement:

We aim to instil the following values across the education we provide;

CARING



EQUALITY



HONESTY



LEARNING



RESPECT



RESPONSIBILITY



There are *web links* within this document which will enable you to access further information. Click on these links (control and click if using a laptop) to read this information.

Queensberry Learning Centre Curriculum

The QLC is part of Georgetown school community with pupils spending time in their mainstream class for relevant and appropriate activities (during non-covid times). However, due to the severe and complex needs of the children, they access much of their educational provision in the learning centre as it provides the most appropriate learning environment to meet the very individual needs of the pupils and where specialised teaching approaches can be best delivered.

We have a child centred approach to curriculum design and fully understand that the children's needs change with time as they grow and learn, therefore our curriculum is underpinned by what each child needs to have in place to learn. These needs may be emotional, sensory, or physical and include the communication, social and learning skills required to access their learning.

The children's needs do not fit into neat bundles which can be taught in discreet units - our curriculum reflects this, with many elements being intertwined throughout their time in school, sometimes being addressed discretely and sometimes being combined with other elements.



*We have a solution
focused approach to
remove barriers to
learning whilst continuing
to work towards the end
goals.*

**...is individual
and
personalised.**

**...focusses on learning
for life, and the
ever-changing world
around us including
new technology and
ways of
communicating.**

*We support and
nurture pupils as
they learn how
to become
'learners'.*

**...is based on
enablement
and
independence.**

**...is built upon
support from
families,
professionals,
and local
communities.**

**We provide a
curriculum
which....**

**...creates a learning
environment which is
relevant, stimulating,
challenging,
motivating, rewarding
and fun!**

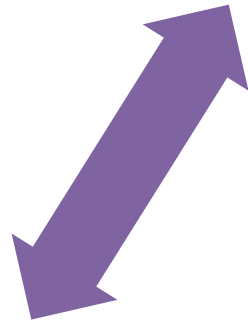
**...develops pupils'
curiosity about
themselves,
others and the
environment.**

**...supports and
develops well-
being both
physically and
emotionally.**

In the QLC we use both [Foundation Milestones \(link\)](#) and Curriculum for [Excellence \(link\)](#) to create the most appropriate curriculum for each pupil, depending on their individual needs. The overall purpose of our curriculum design is to develop the knowledge, skills, attributes and capabilities of the four capacities: **SUCCESSFUL LEARNERS, CONFIDENT INDIVIDUAL, RESPONSIBLE CITIZENS, and EFFECTIVE CONTRIBUTORS.**

Social skills and personal care are high priority so there are planned times during each day for toilet routines, eating and drinking and physical development which enables carefully planned routines to be practiced and developed.

Educational visits also enable pupils to practice their learning within real life settings.



[Foundation Milestones curriculum \(link\)](#)

This curriculum is skills based and focuses on developing the essential skills of communication, functional movement, self and emotions, and making connections (learning) through a wide variety of appropriate curriculum activities and experiences.

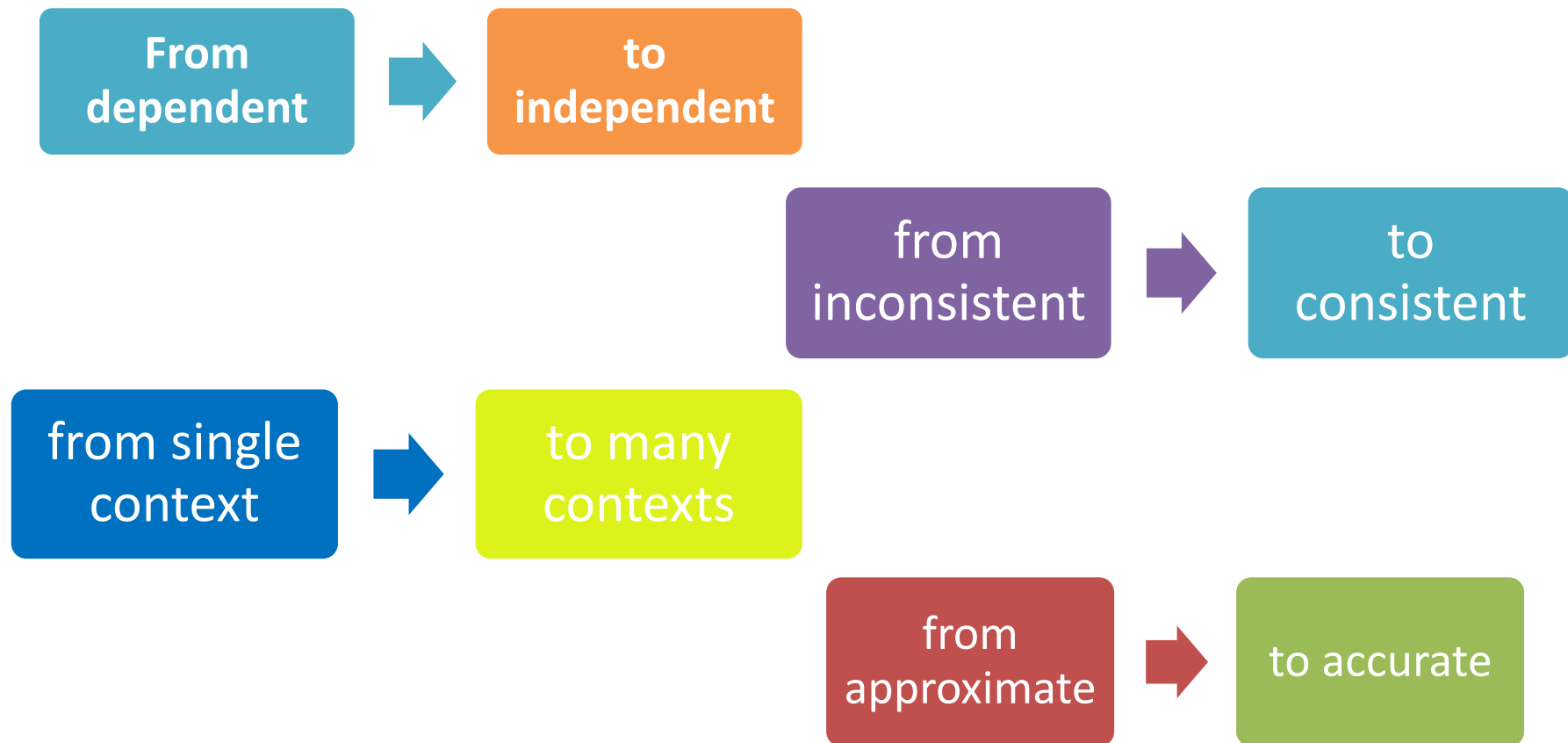


[Curriculum for Excellence \(link\)](#)

This is the more formal general curriculum used throughout mainstream school. In QLC pupils access this curriculum, as appropriate, for topic based, cross-curricular and some discreet subject specific activities and experiences.

Planning and assessment of learning

Applying learning in different contexts is an important part of all pupils' journeys to developing as much independence as they can achieve. Enabling pupils to do as much as they can, as independently as they can, is also central to our teaching and learning ethos. We encourage learning that is independent, accurate, consistent, and which can be generalised to new or different contexts.



Multi-agency partners

The QLC delivers excellent partnership working with our NHS therapists – occupational therapists, speech and language therapists and physiotherapists, as well as the educational specialist visual impairment team. We use a holistic approach and work closely with our partner agencies and families to create a curriculum which meets all pupils individual learning needs.

Individual Learning Plan

Each child has a detailed and personalised learning plan. This sets out very small step targets which your child will work on through a wide variety of curriculum activities and experiences throughout the school day. Depending on your child's individual learning needs, their small step targets may be based on the **Foundation Milestones skills** and/or **Curriculum for Excellence** subject areas (see **planning and assessment of learning** section above). Your child's progress within the targets is observed and recorded over time and then tracked and monitored using a pupil tracking and evidence of learning software called **B squared** which is still a relatively new system to us. Learning is monitored and updated regularly by the teachers, so your child's learning plan is a dynamic working document, meaning that your child's teaching and learning experiences are relevant to their current individual needs.

We use **Engagement levels** ([Link](#)) to track a pupils' understanding of a task or skill within individual targets and we assess using the four criteria:

encounter

shows interest

participates actively

demonstrates understanding

When a pupil has demonstrated understanding of a skill or task, and can perform the skill within different contexts, a new target will be set.

Support levels ([link](#)) are also used to assess development as they enable us to track progress as support is reduced. The types of support pupils may need are **physical, gestural, visual, verbal, and technological** or they may require **no support**. The observing and recording of progress on a day-to-day basis is carried out by teachers **and** learning assistants. Photographs are also taken to evidence learning, which is shared with parents via the **Class Dojo** app – either on the class story or through pupils' individual portfolios.



Communication

We use a [total communication approach](#) (link) in the learning centre and work very closely with speech and language therapy to achieve this.

[PODD](#) (link) (pragmatic organisation dynamic display) and other similar [AAC](#) (link) (augmentative and alternative communication) systems such as [GoTalk](#), [Tobii Dynavox indi](#) and [Proloquo2go](#) are very successfully used in the learning centre. We use [aided language stimulation](#) (link) in QLC emphasising [core vocabulary](#) to encourage and enable communication.

Our total communication approach utilises [Signalong](#) (link) signing and [objects and songs of reference](#) (link) which signify different activities throughout the day. [Visual symbols](#) (link) are used for class and personal timetables and are used throughout the learning centre and form part of the [TEACCH](#) (link) approach, which is based on structured routines and promoting independence.



During non-Covid, times a huge part of QLC pupil's school experience is being part of their mainstream class and whole school community, which is at the centre of the Georgetown School inclusive ethos. Once restrictions lift QLC pupils will be back participating in both social and learning experiences with their mainstream friends.

We hope that you find this information useful and that it gives you a better understanding of your child's curriculum experience in the QLC.

The curriculum activities you see your child participating in on Class Dojo are planned in detail to ensure that they are working to develop appropriate and specific skills and understanding.

If you would like to discuss your child's individual curriculum further we would be happy to organise an online Teams meeting. Going forward we hope that face to face meetings will once again be permitted and that we can resume parent teacher consultations.

We have put together a series of short videos and shared on Class Dojo, which will show you in a bit more detail how we work.

QLC Team

