

The Dominie is dedicated to providing a broad and balanced education for children who have a specific learning difficulty. We aim to provide for the educational needs of all our children and promote a positive educational experience that builds self-esteem and confidence. The school aims to provide a firm foundation for children in the basic skills of numeracy and literacy whilst recognising that all learners are unique, have different strengths and weaknesses, learn in different ways and excel in areas both academic and non-academic.

- We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development.
- We believe that intelligence is multi-faceted, that children learn in different ways and that the curriculum must support this. We aim to incorporate multi-sensory teaching techniques.
- We aim to meet the specific needs of all the children.

The children will be encouraged to:

- learn and develop their skills to the best of their ability
- develop a positive attitude towards learning so that they enjoy school
- develop an understanding that learning is a life-long process
- have an enquiring mind, to ask questions, to investigate and to think
- develop an ability to work independently
- develop high standards and to strive for personal achievement
- measure themselves against their own personal best
- gain confidence and self esteem
- develop interests and skills in creative areas, physical areas and other non-academic subjects
- have knowledge and understanding of the world in which they live
- respect and care for each other and the surrounding environment
- understand that actions have consequences for others
- appreciate their own and others' beliefs and cultures
- develop personal aspirations and to celebrate and recognise their successes

The Curriculum

We enable each pupil at The Dominie to have access to the whole curriculum. Personalised learning throughout each curriculum area is key. Lessons are planned, where appropriate, to be multi-sensory, widening and enriching learning. Cross curricular links are incorporated wherever possible to link learning giving opportunities to apply skills and understanding, to reinforce learning and expand knowledge.

Teaching groups are regularly reviewed and ability, social and individual learning needs are used to decide on the best arrangements for pupils' learning.

English and Mathematics

The curriculum for English and Numeracy is based on the National Curriculum (2014) developed to address the special learning needs of pupils and their starting points at The Dominie. The scheme of work is devised to form steps of progress whereby each pupil enters at an appropriate level and lessons are planned according to next steps identified through assessment; enabling children to progress. Priority is given to mastering building blocks. We teach using a step by step approach with plenty of over learning. Our priority is therefore to develop each child's core skills (reading, writing and number awareness) before we tap into the full breadth of the curriculum. This is evident in our long term and medium term planning.

Spelling

Spelling is taught as a dedicated lesson every day. Children are taught in ability groups according to their spelling age. We initially focus on phonics. Alpha to Omega is used as a reference base for teaching.

Reading

Reading is taught as a dedicated lesson every day. Children are taught in ability groups. The focus in these lessons is to develop the mechanics of reading and children are extended through comprehension questions. We use a guided reading scheme as well as group reading books. During these lessons the mechanics of reading are worked on through 1:1 reading. Each night we require pupils to do reading homework. Home reading books are set based on each child's reading ability. We ask that parents are fully involved in this process.

Other areas of the curriculum:

Topic incorporates the teaching of history and geography, technology and RE. The topic scheme of work, shown in a series of webs, is based on a two year cycle which takes into account the National Curriculum programmes of study. Topic work is intended to offer opportunities for cross curricular links, and suggestions for this are shown on the webs and plans. Lessons should provide a creative curriculum using multi-sensory teaching and learning wherever appropriate.

Science is taught as a discreet subject, some areas of technology are incorporated into science lessons. The scheme of work, shown in a series of webs, is based on a two year cycle which takes into account the National Curriculum programs of study. The webs show suggestions for cross curricular links. Lessons should be planned with a view to developing skills of science as well as knowledge incorporating practical experience.

Art, Drama, Music, Philosophy and Physical Education are all taught by specialist teachers and a specialist delivers the Relationship and Sex Education program.

Touch typing is taught as a dedicated lesson using 'English Type'. ICT is embedded into the curriculum where appropriate.

PHSE is taught in form groups. The SEAL scheme of work is used as a basis for planning; with additional teaching materials incorporated. There is an annual cycle of topics with children revisiting areas as they mature and widen their knowledge of the world. E-safety is incorporated into the PHSE cycle of topics.

The Dominie also uses remedial lessons to target specific needs for pupils.

Children may also have access to a programme of Speech and Language Therapy, Physiotherapy / Occupational Therapy if required.

Educational visits, the local environment and local facilities are all used to enhance and support the curriculum. Enrichment to the curriculum includes after school clubs, visits, residential visits, school Open Day, Christmas play, charity event, sports day, swimming gala together with visiting authors.

Planning

Medium term plans must be produced for all lessons with a week by week, and where appropriate day by day break down of objectives and activities. A common format is used and stored on the school computer system. Plans should show details of the group to be taught and any special requirements relevant to any pupil in the group e.g. writing slopes, glasses, pen grips. Lesson plans should show learning objectives, teaching and learning activities with these being multi-sensory wherever appropriate.

Lessons should clearly show differentiation for either groups of children or individuals according to need to provide personalised learning for progress. Assessment information should inform planning. IEP targets should also be taken into account for planning and differentiation, they may also be shown on plans to aid planning for teaching and learning.

Plans should show if any additional adults are in a lesson, and their role.

All plans should be stored in the 'Planning File' on the school computer system. Plans for the first two weeks of school should be completed before the start of each term, plans for the first half term should be completed and on the school computer system by the end of the second week of school (regardless of whether these are full or part weeks). Plans for the second half term should be on the system by the first teaching day after the half term holiday.

IEPs (Individual Education Targets) are written for every child for English writing, spelling, mathematics and reading. In addition pupils may have a SALT, physiotherapy and handwriting target where a program in one or all of these areas is being provided. All targets should be SMART (small, measurable, achievable, reviewed, timed). Pupils also set their own targets during target teas; one personal and one for learning. All targets are reviewed termly.

GEP (Group Education Targets) targets are built for English and Mathematics. These are based on IEP targets and aid teachers with planning for differentiation. A teaching group is split into sub-groups and appropriate targets set for each sub-group to help meet their IEP target.

All lessons should be evaluated on a daily basis with changes made to future planning to address any areas of strengths or weakness for a group or an individual. Evaluations and changes should be noted on plans ~~in folders~~.

Homework

The purpose of homework is:

- to practise and reinforce essential skills: reading, maths, spelling
- to consolidate and reinforce skills and strategies taught in a different setting
- to encourage independence and organisation
- to encourage parents as partners in the learning process

The focus of homework at The Dominie is on the core skills of Literacy and Numeracy. Reading is an essential skill and parents are expected to read with their child every night using our home reader exercise.

Homework is differentiated and set according to the child's needs and abilities. Homework should be manageable and should not cause discord at home. Parents are, however, expected to assist and aid when necessary and are responsible for signing the homework diary each night. It is also useful if they annotate the child's work to inform us whether the work was undertaken independently or with assistance. Parents will be invited in to discuss a particular way of presenting tasks if thought required by the subject staff. This is especially important with number skills in Mathematics.

Routine and structure is important for The children at the Dominie, therefore, they should be encouraged to do homework at a regular time and in a quiet environment with no distractions. Reading should be a shared experience between child and parent. It should be done in a comfortable environment to encourage positive feeling towards this activity. Reading can be listening to the child, reading to the child, use of paired reading strategies, sharing the reading and/or discussing the book.

Holiday homework

In order for our children to make as much progress as possible and so as not to forget their skills, it is necessary for them to be given homework to complete during the Easter and summer holidays. This homework takes the form of every day reading and tasks such as writing a holiday diary. Maths and English differentiated work booklets are also given and consist of the previous terms work in order to help with the reinforcement process. Guidance will also be given in the form of the appropriate age Bond Assessment papers in English, Maths, Verbal and non-Verbal Reasoning as and when appropriate.

Structure of weekly homework at The Dominie:

<p>Year 3 – approx 30 mins per night</p>	<p>Monday: Reading Spelling English</p>
<p>Year 4 – approx 30 mins per night</p>	
<p>Year 5 – approx 45 mins per night</p>	<p>Tuesday: Reading Spelling English</p>
<p>Year 6 – approx 45 mins per night</p>	
<p>On Fridays Years 5 and 6 will also be given some Topic work to complete which will usually be research based.</p>	<p>Wednesday: Reading Spelling Mathematics</p>
	<p>Thursday: Reading Spelling Mathematics</p>
	<p>Friday: Reading Topic work (Years 5 and 6)</p>

Other relevant policies:

This policy should be read other policies of The Dominie.
This policy can be made available to parents and potential parents on request.