

Why does Sally never go to the cinema?



Our Context

- Special Needs School
- All-Age (2-19)
- 235 learners
- Wide attainment Range: P1 to N/C Level 4!



Our “twin pillars” of cultural education provision

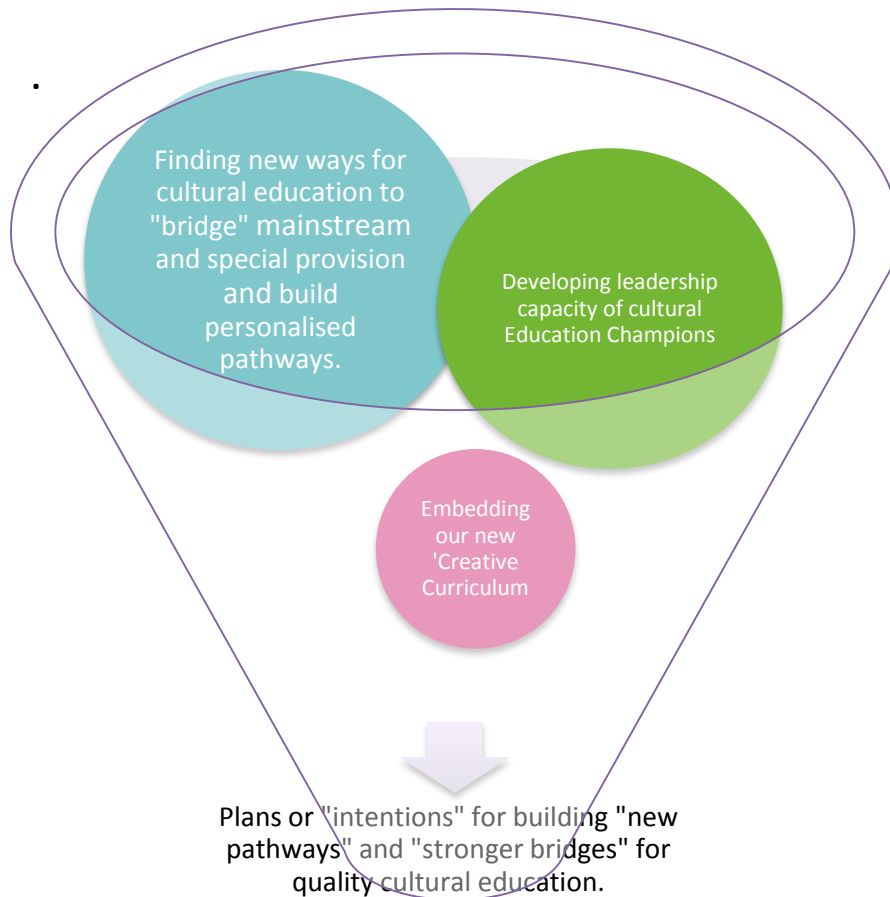


**Cultural
Development**



**Cultural
Entitlement**

DfE Funding for Cultural Education Resources



The Resources



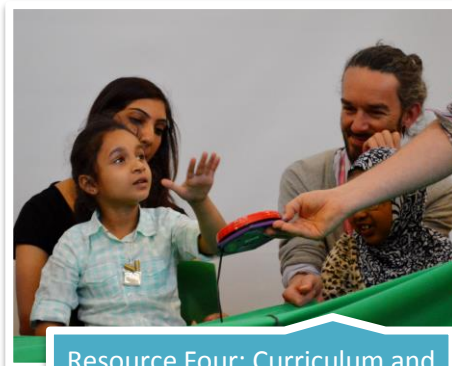
Resource One: Film Club Toolkit



Resource Two: Case Studies of innovative strategic partnerships



Resource Three: Learning Walks for Arts and Heritage Sector Professionals



Resource Four: Curriculum and Assessment Frameworks to support creative development



Resource Five: Professional Learning Resources

Resource One: Film Club Toolkit



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Published by [Listening Books](#)



Resource Two: Case Studies of Partnership Working

- Central School of Speech and Drama.
- SHAPE Arts
- David Brook, puppeteer.
- <https://www.youtube.com/watch?v=TxIp1x64iKw>



Life Skills Through Drama - Student Ambassador Project

Resource Three: Learning Walk Case Study

The screenshot shows a website interface with a navigation bar at the top containing 'SBP', 'Case Studies', 'Forum', 'School Directory', 'Map', 'Camden Experts', 'Events', 'Register', and 'Log in'. Below the navigation is a large image of a classroom with children at desks. To the right is a circular graphic with the word 'MOSAICS' and a 'CASE STUDY' label. Below this is a quote: "Seeing the displays and hearing about what has taken place was inspiring". At the bottom right are icons for views (45), likes (1), and a download icon. The main content area has a breadcrumb 'HOME / CASE STUDIES' and a title 'Camden Cultural Commissioning Model: Learning walks in schools'. Underneath is a 'Key Points' section with three bullet points. To the right of the main content is a dark blue sidebar with metadata: 'Published 2 December 2014', 'Author Victoria Patrick', 'School', and 'Whom to Contact' with contact information for Vitaly Voytenko.

SBP Case Studies Forum School Directory Map Camden Experts Events Register Log in

HOME / CASE STUDIES

Camden Cultural Commissioning Model: Learning walks in schools

Key Points

- Schools share expertise in creative and cultural provision
- Insight gained into how schools incorporate cultural learning within the school environment
- Cultural Partners better understand how they can collaborate with schools and add value

Published 2 December 2014
Author Victoria Patrick
School
Whom to Contact
To discuss this case study, please contact
Vitaly Voytenko via email
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Resource Four: Curriculum and Assessment Frameworks



Article 29: All children and young people have the right to an education which helps them to develop their talents and abilities.



- Creative technologies
- Selecting the right creative equipment
- Create processes
- Using my hands and feet creatively
- Imitation in creativity
- Creative techniques



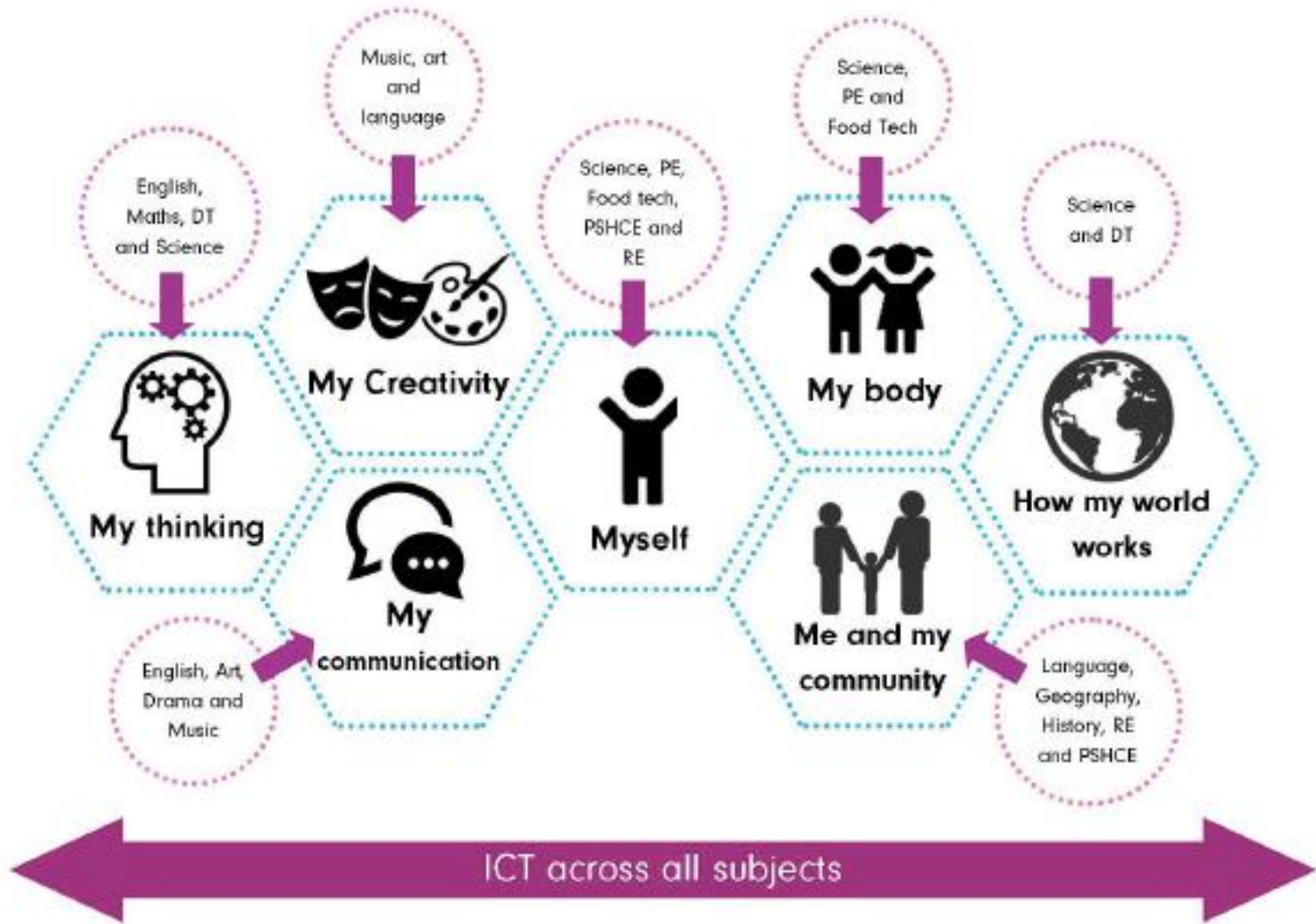
Learners to encounter the diversity of human creativity through different times, places and cultures, relating to the themes or the heritage of members of the school community



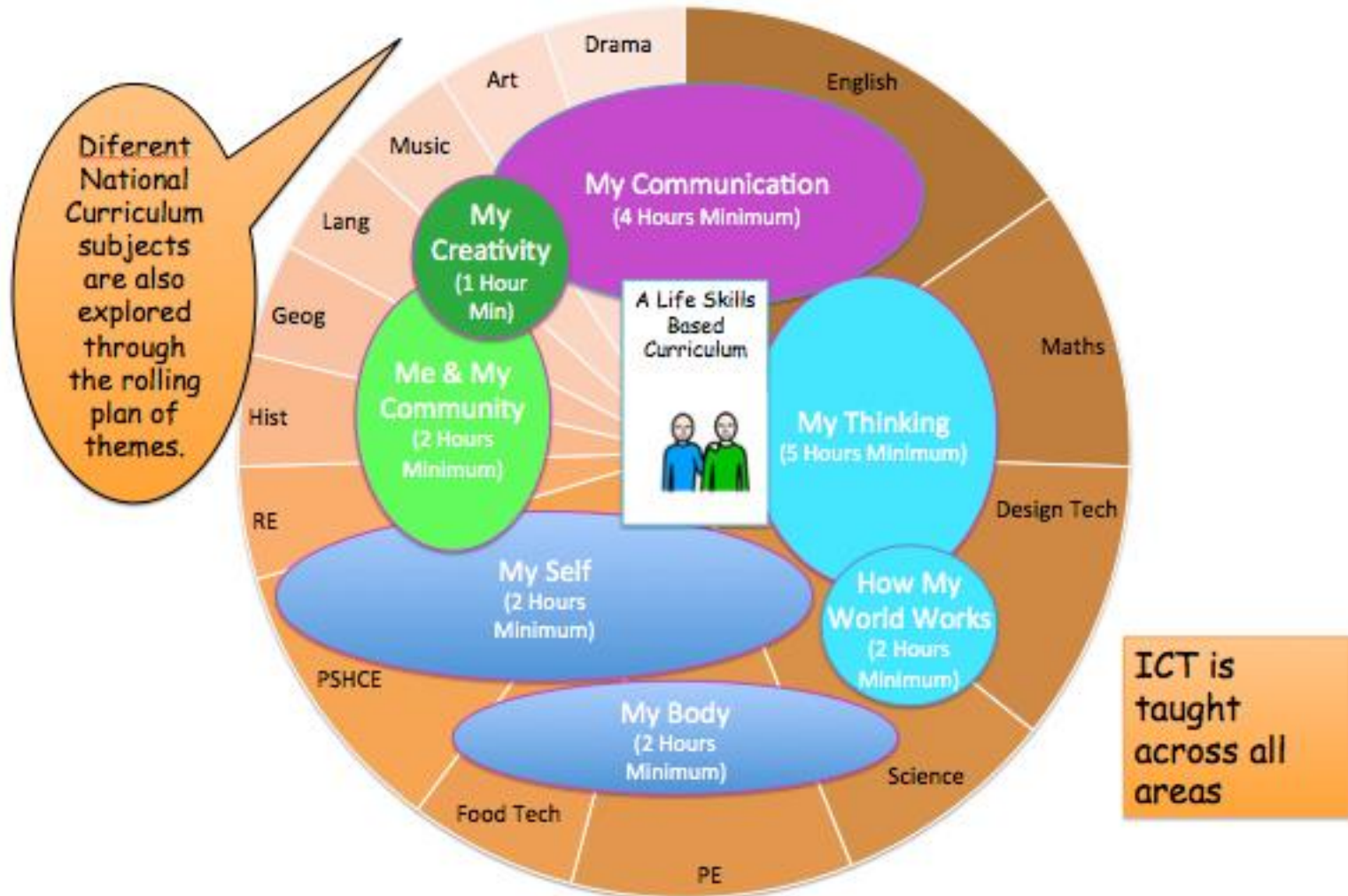
- Through my senses**
- Patterns and sequences
 - Materials
 - Sounds
 - Cause and effect

- Interacting and working with others**
- Self evaluation
 - Team worker
 - Responding
 - Sharing
 - Listening
 - Good audience member
 - Emotional responses

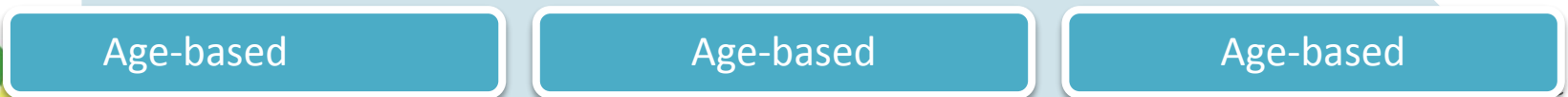
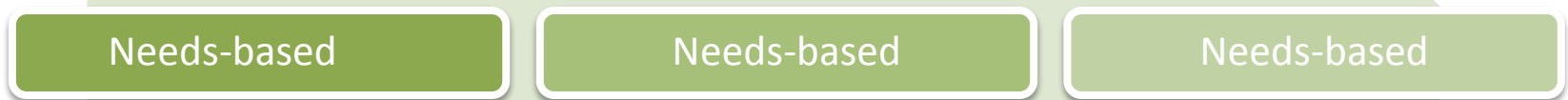
- Likes and dislikes**
- Making choices
 - Preferences
 - Learner voice



Links between our semi-formal curriculum (SLD) curriculum areas and the UK National Curriculum



Swiss Cottage, PMLD, SLD/MLD, Mainstream



Year 2-9

Informal Curriculum

(Profound and Multiple Learning Disabilities)

Semi-Formal Curriculum

(Severe Learning Difficulties)

Formal Curriculum

(Moderate Learning Difficulties)

Year 9-13

Post-14 Informal Curriculum for some in Upper School.

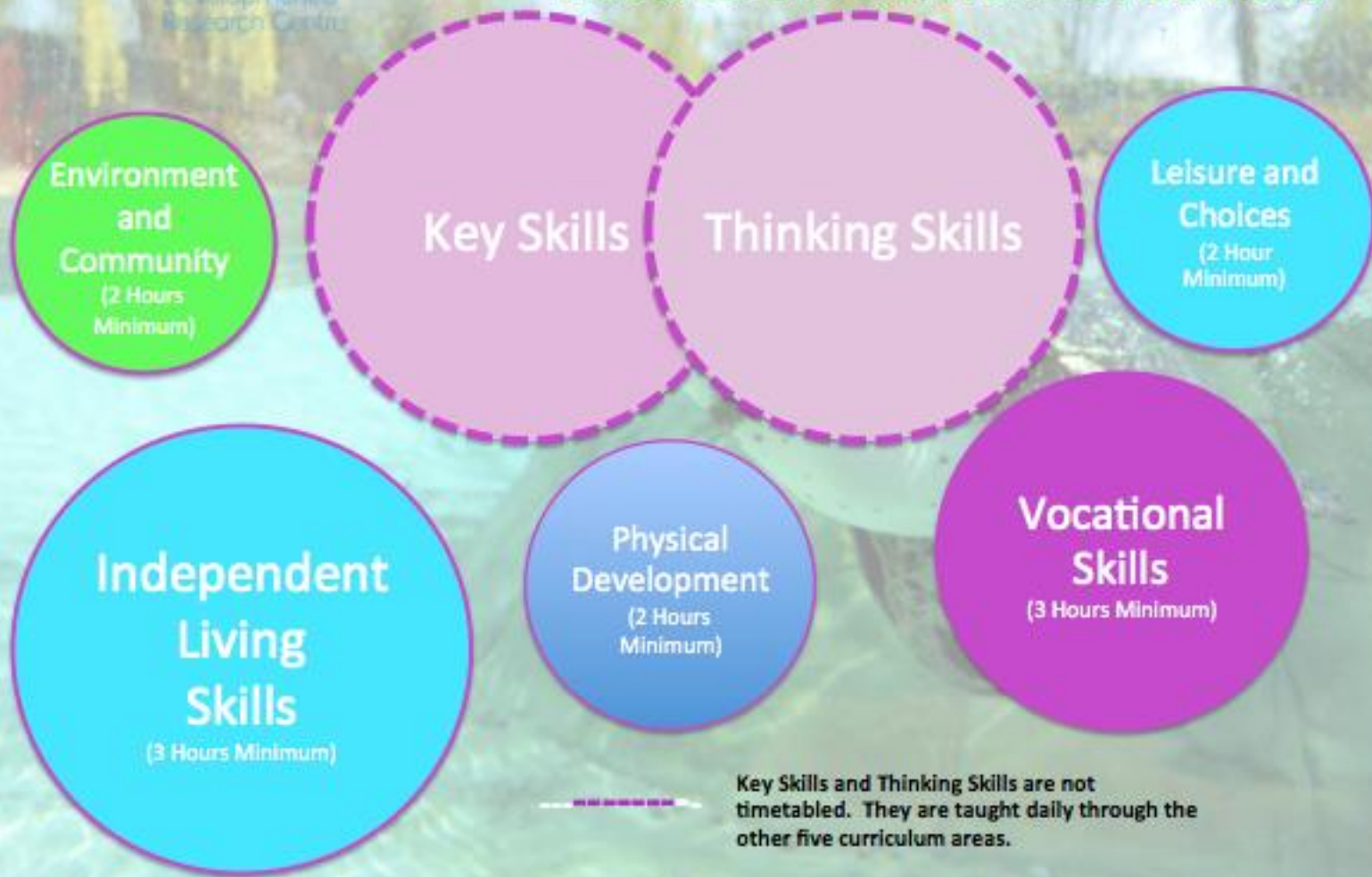
Post-14 Curriculum for most Upper School Learners

Post-14 Formal Curriculum for some In Upper School

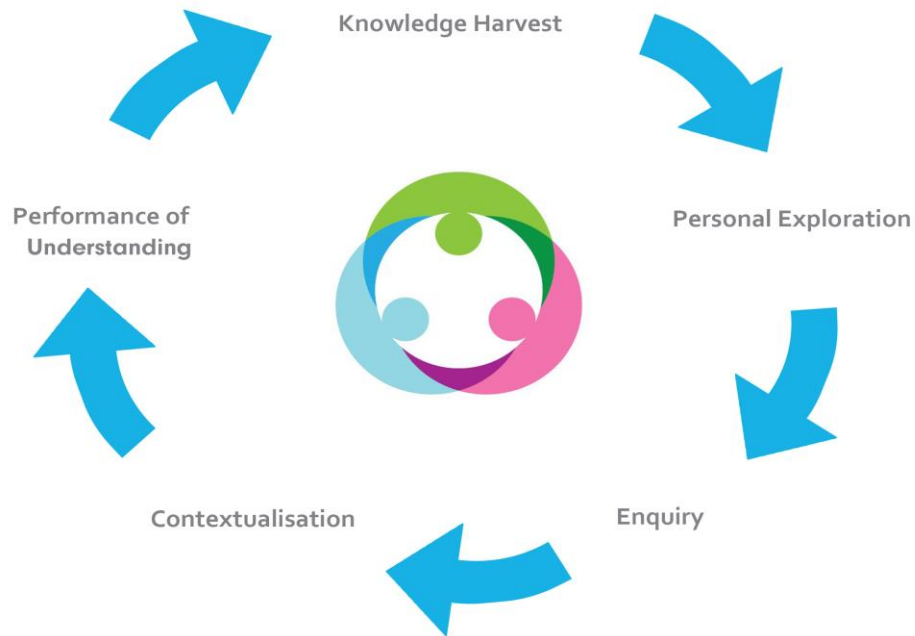


The Post-14 Curriculum

Encounter and Discover into Adulthood



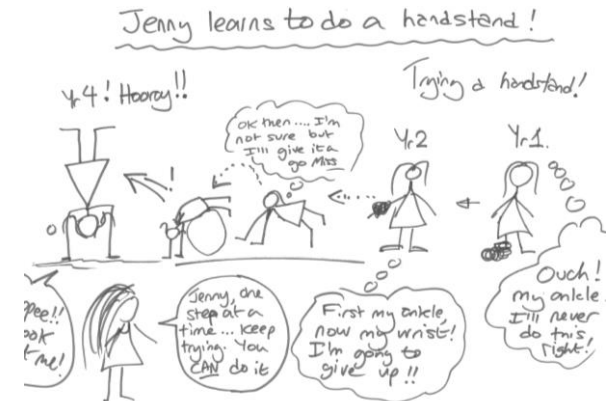
Our Learning Cycle



Tracking on SIMS Assessment Manager

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
1	Surname Forename	Reg Group	Community & Environment 2014-15	Independence 1 2014-15	Independence 2 2014-15	Independence 3 2014-15	Independence 4 2014-15	Independence 5 2014-15	Independence 6 2014-15	Independence 7 2014-15	Independence 8 2014-15	Independence 9 2014-15	Independence 10 2014-15	Percentage Progress Promp	Fluency 1 2014-15	Fluency 2 2014-15	Fluency 3 2014-15	Fluency 4 2014-15	Fluency 5 2014-15	Fluency 6 2014-15	Fluency 7 2014-15	Fluency 8 2014-15	Fluency 9 2014-15	Fluency 10 2014-15	Percentage Progress Fluem	Maintenance 1	Maintenance 2	Maintenance 3
2	RH	RP	I can travel to Morrisons with a partner safely using public transport	b	2	3	4	5							b	2	3									b	2	3
3	AO	RP	I can be safe and pay attention at all times when crossing the road		b	3	4	5	6							b	4										b	3
4	RS	RP	I can choose items when shopping that I have enough money for.		b	3	4	5	6							b	3	4	5								b	3
7	Marksheet Name : Community & Environment MAPP : U12																											
8	Group Name : U12																											
9	Export Date : 04/03/2015																											
10	Template																											
11	Notes:																											

Resource Five: Professional Learning Resources



Main Themes:

1. Creative Expression
2. New encounters
3. Overcoming Barriers
4. Morality Tales



Over 500 initial teacher trainees have been asked to share a memorable learning experience from their own childhood

To what extent do our resources support our three initial intentions and have an impact as a teaching school?

