

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR MANGEMENT OF TIME



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Llywodraeth Cymru
Welsh Government



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Monitoring the Policy

This policy will be reviewed biennially unless changes of circumstances or legislation requires it to be amended earlier.

Signed:
(Headteacher)

Date:

Signed:.....
(Chair of Governors)

Date:

The Management of time in Portfield Special School

This document sets out the way in which Portfield School allocates and uses teaching time.

The National Assembly for Wales (NAW) Circular 43/90 recommends the minimum amount of teaching time weekly in key stages which does not include the time allocated to registration, daily collective worship and break and lunch periods. The recommended teaching time per week is set out below:

FP = 21 hours excluding registration, collective worship, lunch and breaks.

KS2 = 23.5 hours excluding registration, collective worship, lunch and breaks.

KS3, KS4 & KS5 = 25 hours excluding registration, collective worship, lunch and breaks.

The planned use of teaching time.

This is illustrated below:

Lower School FP KS2

Time	Activity	Teaching hours
9.05	Registration	
9.10 - 10.45	Lessons	1.35
10.45 - 11.00	Break	
11.00 - 12.05	Lesson	1.05
12.05 - 12.15	Collective worship	
12.15 - 12.45	PSD/ Lunch skills /	0.30
12.45 - 1.30	Lunch/ Playtime	
1.30 - 3.05	Lessons	1.35
3.05 - 3.15	Singing	
		4.45 x 5 = 23.45 hrs (23.30hrs required)

Key stage 3,4, 5

Time	Activity	Teaching hours
8.55 - 9.00	Registration	
9.00 - 11.00	Lessons	2
11.00 - 11.15	Break	
11.15 - 1.15	Lessons	2
1.15 - 1.30	PSD/ Lunch skills	0.15mins
1.30 - 2.15	Lunch skills /Playtime	
2.15 - 3.00	Lessons	0.45mins
3.00 - 3.15	Collective worship/Singing	
		5x 5 = 25hrs (required)

Lunchtime starts for some pupils at 1pm where staff are teaching skills until 1.30pm.

The illustrated deployment of teaching time may vary for particular groups of pupils whose needs may require adapted teaching time arrangements. An example may be pupil's who are working on Personal and social skills who may work on these during lunchtime in meaningful settings and take their lunchbreak at a later time, or pupils who require specific physiotherapy sessions.

Curriculum balance.

This is achieved by:

- The need to give proper emphasis to the core subjects including PSD and key skills whilst also ensuring breadth and balance through the provision made for the non core foundation subjects and religious education.
- The changing needs of pupils as they move through the key stages
- The schools aims and priorities for raising standards
- Planning and teaching in topics in FP, KS2 and KS3
- Teaching subjects in blocks of time during designated times of the year.

Subjects may be taught in blocks for example History, Geography and DT.

The Curriculum Cymreig will include culture and language teaching in a cross curricular fashion.

Secondary (11 - 16)

Secondary schools must by law teach the basic and the National Curriculum to their pupils. The 5 years of Secondary phase are divided into two key stages. Key stage 3 covers the three years from 11 to 14, and KS4 the 2 years from 14 to 16.

The basic curriculum consists of PE, RE, Sex and Relationships Education (SRE), personal and social education, Careers education and guidance (13 - 16 year olds) and for 14 to 16 year olds work related education.

KS3

- Core subjects - English, Mathematics and Science
- Non core subjects - Welsh 2nd language, MFL, DT, IT, History, Geography, Art, Music and PE.

KS4

The learning core consists of:

English	Welsh or Welsh 2 nd language
Mathematics	Science PE

This gives greater flexibility to provide optional subjects to meet the needs, interests and aspirations of pupils.

Curriculum Cymreig covers the culture and language elements but enables Welsh and French to be taught in a cross curriculum fashion. The key skills are developed through each area of study.

Subjects and Units may be taught in blocks throughout all key stages.

16 plus - Sixth form

The learning includes work experience placements and taster units in Pembrokeshire college and transition activities to day centres. The curriculum followed is that devised specifically for pupils with Special Educational needs by Equals - " Moving On" . The key skills are developed through each area of study as well as during dedicated literacy, numeracy and ICT sessions. Accreditation such as ASDAN Personal Progress and Towards Independence and OCR Accreditations are offered to all learners. Students are offered work focused placements suitable to their needs/interest

Yr 12 to 14 -> students are offered an outdoor pursuit residential trip in the summer term on alternative years dependent on suitability.

Agreed Priorities for the use of teaching time

In each key stage due consideration is given to the following;

- Breadth in the curriculum to meet statutory requirements and school aims
- Balance within and between different subjects and aspects of the curriculum
- Coherence within and between the subjects and aspects of the curriculum
- Continuity between year groups and key stages
- Progression in all the subjects and aspects of the curriculum
- Therapy support, physiotherapy, aromatherapy or other therapies.