

Frank Barnes School for Deaf Children

Deaf Studies Policy



Frank Barnes
School for Deaf Children

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1. Policy introduction

The children at Frank Barnes School are entitled to a broad and balanced curriculum which is relevant to their experiences. We are committed to delivering a high quality primary education that includes the National Curriculum and Early Years Foundation Stage Curriculum.

Our curriculum model is reviewed and amended annually. This is to ensure that our curriculum meets the children's needs, remains in line with statutory requirements and that we are continuing to provide coherence, progression and continuity.

2. Deaf Studies Strategy

We follow the framework developed by the National Deaf Studies Working Group (NDSWG) for our teaching of Deaf Studies. The framework covers the requirements for the National Deaf Studies Curriculum (completed by the NDSWG) and sets out the learning objectives for Reception to Year 6 pupils.

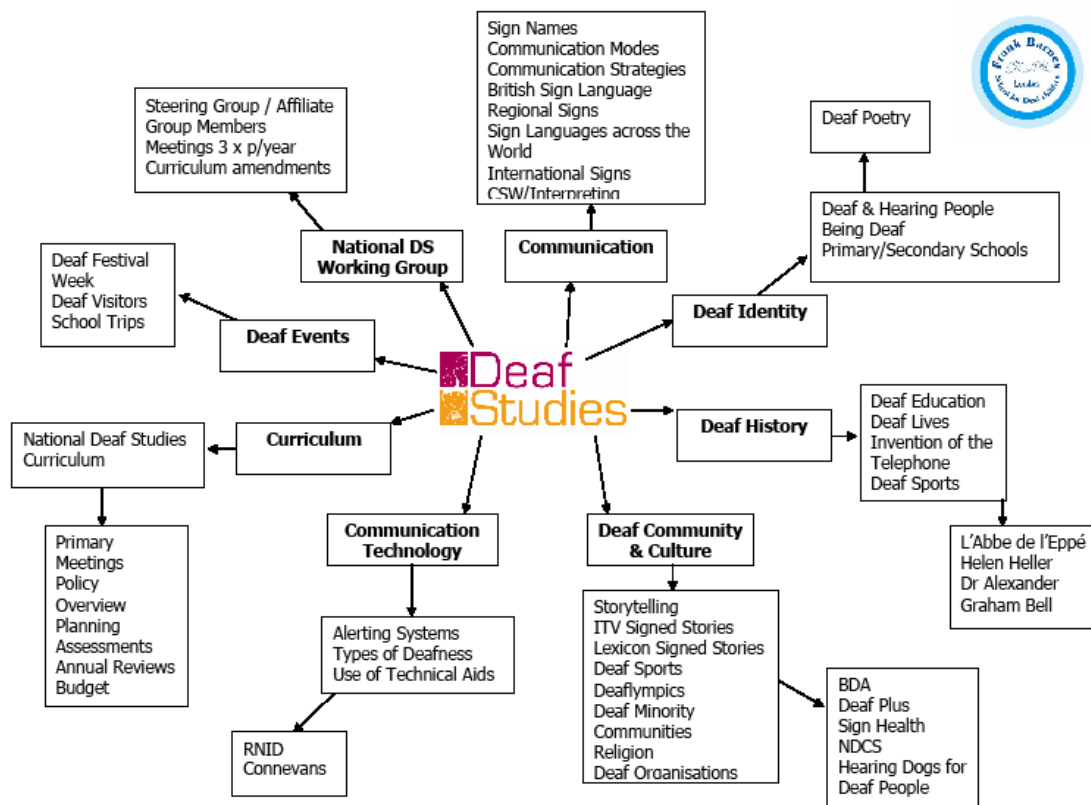
3. Overview of the National Deaf Studies Curriculum

The following table outlines the teaching content of the National Deaf Studies Curriculum.

Year	Identity	Communication	Communication Technology	Deaf Community and Culture	History
Foundation Stage	Recognising people	Signing and talking	An environment good for communication	BSL Storytelling & Festivals	Older & Younger Deaf people and equipment
Reception	Deaf/Hearing people	Sign names Appropriate seating arrangements	Different alerting systems	BSL Storytelling	Events & Staff in the past at school
1	What we can/can't hear Spoken English and BSL	Basic communication modes Good background scene for communication	Accessing fax machines and subtitling on TV	Who belongs to the Deaf community in school?	Signing variations

2	Being Deaf Different educational settings Communication in families	Communication Strategies	Technical Aids	BSL and English Storytelling	Founders and history of schools Changes in hearing aids
3	Hearing and Deaf families	Regional signs Role of CSW	Use of Technical aids	Deaf and Minority communities	Deaf people over the years
4	Personal identity	International signing systems	Using telecommunications and abbreviations	Deaf Sports Different educational provisions in UK	Invention of the telephone and telecommunications
5	Attitudes towards Deaf people by society	Strategies for communication with hearing people	Causes of Deafness Different hearing aids	Deaf organisations Employment	Education then and now Deaf lives then and now
6	Political roles of Deaf Organisations Difference between Primary/ Secondary schools	Regional Signs Using CSW/interpreter	Interpreting	Art perspectives Deaf Community	Deaf Sports then and now Famous Deaf people then and now Employment for Deaf people then and now

4. Curriculum Map



5. Differentiation

All pupils in their year groups follow the same topics: The topics can be differentiated in the following ways;

- Levels of visual support materials
- Speed of presentation
- Different expectations for class discussions
- Amount of support for individual work
- Level of written work
- Variation in attainment targets

The higher ability classes will be expected to undertake independent and group research and prepare and deliver presentations.

6. Spiritual, Social, Moral and Cultural Aspects

When planning Deaf Studies lessons, we aim to cover the children's spiritual, social, moral and cultural development in the following ways;

Spiritual: To encourage pupils to respect their peers, each others' race, creed and religion when we are discussing topics such as Ethnic Minorities.

Moral: To encourage empathy and understanding of others through topics like Helen Keller.

Social: To promote Deaf Events, Deaf Clubs and Deaf Sports clubs suitable for children. Encourage pupils to attend by liaising with parents and explaining to them what to do.

Cultural: Children to appreciate our cultural differences between Deaf and hearing communities, preferences in communication modes and Deaf awareness. Understand how we can educate others via learning.

7. Homework

Deaf Instructor will give homework to each class; depending on age and ability of the pupils and in collaboration with the class teacher's homework schedule.

8. School Trips & Visitors

In Deaf Studies lessons, pupils will learn about various notable Deaf and hearing people, Deaf organisations and organisations that help Deaf people: Pupils will visit various places and meet a range of people in relation to the topic they are learning in Deaf Studies. The Deaf Instructor will invite Deaf people to Frank Barnes to talk to the pupils about various topics such as Technical Aids, Deaf History and Deaf Sports. Examples of visits and visitors include;

- British Deaf Association
- Significant
- Sign Health
- Royal Association for Deaf People
- National Deaf Children's Society
- British Deaf History Society
- Hearing Dogs for Deaf People
- Interpreters/CSWs

In addition to this, the Deaf Instructor will organise three annual events throughout the year in relation to Deaf Studies;

- BSL Recognition Day (18th March)
- Deaf Festival Week (Full week in July)
- BSL Celebration Day (October, UKCoD/BDA's Learn to Sign Week)

9. Liaison with Parents

The Deaf Instructor will attend each pupil's Annual Review and feedback on the children's progress in Deaf Studies lessons to parents/carers. Parents or carers can contact the Deaf Instructor at any time during the year and make an appointment to discuss any queries regarding Deaf Studies.

10. Deaf Studies Assessments

Pupils' assessment takes place annually prior to the Annual Review or EHCP meeting and the Deaf Instructor compiles a report. Once pupils are assessed, the data is then added to in the schools' pupil performance database. There are three different assessment methods, which the Deaf Instructor will use to suit each child's level of learning and ability.

Examples of the three model Assessment forms are in the National Deaf Studies Curriculum.

11. Deaf Studies Attainment Targets & Level Descriptors

The Deaf Instructor assesses each pupil through setting clear aims, targets, and by tracking pupil's progress. To do this, we have attainment targets; which sets out the knowledge, skills and devise understanding that pupils of different abilities are expected to have by the end of each key stage.

Each level descriptor describes the range and type of performance that pupils working at that level should characteristically demonstrate. The level descriptors provide the basics for making judgements about pupils' performance at the end of Key Stage 1 and 2.

When assessing pupils' levels, the Deaf Instructor refers to the range of levels within which the majority of pupils are expected to work, and the expected attainment, which pupils should have at the end of each key stage. The National Deaf Studies Curriculum has seven level descriptors that are broken down in accordance with the curriculum and each level is in parallel with the expected levels in the National Curriculum. Pupils' learning in Deaf Studies can then be assessed and the Deaf Instructor can track their progress and plan appropriately for future Deaf Studies lessons.

Range of levels within which the majority of pupils are expected to work.		Expected attainment levels for the majority of pupils at the end of a Key Stage.	
Key Stage 1	1-3	at age 7	2
Key Stage 2	2-5	at age 11	4

12. Resources

We have an established resource base for Deaf Studies;

- Toys/Games
- Worksheets
- Posters
- Sign Graphics
- Handouts
- Flashcards
- Props
- Deaf Studies Library – in the staff room, accessible to pupils, parents, staff, professionals and the wider community.

13. Acknowledgment of the National Deaf Studies Working Group

The Deaf Instructor works in collaboration with the NDSWG, is part of the working group and supports the NDSWG in updating and implementing changes to the National Deaf Studies Working Group.

www.nationaldeafstudiescurriculum.com

14. Document Control

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Learn, grow and flourish

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