



# Curriculum Policy

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## **Contents**

1. Curriculum Overview.....	3
2. Intention .....	3
3. Curriculum Pathways grid .....	4
4. Implementation .....	6
5. Pupil passports and assessment.....	7
6. Impact .....	8
7. Monitoring and Evaluation.....	8
8. Deep Dives.....	8

## The Milestone School Curriculum Policy

The school offers a child-centred 'skills progression' pathway which is bespoke and written specifically for our pupils, detailing what we want them to achieve during their time here, and what will be beneficial to them moving forward. The curriculum is the vessel whereby we can teach the pupils the skills they need to be as successful as they are able to be. We teach to the individual, not to the curriculum.

The school also uses a Total Communication approach and considers communication to be central to all learning.

The Milestone School places a high emphasis on functional skills, independence skills and preparing pupils for the world of work. We therefore consider literacy, numeracy and Preparing for Adulthood as key areas for learning.

We also use the following as appropriate: multi-sensory approach; thematic approach; Active Learning approach and Structured Teaching approach.

### Intention

*'Developing, practicing and using skills to help me learn and achieve, and progress to the next stage of my life and learning'.*

The curriculum at The Milestone School takes account of the differing abilities and experiences of our pupils and will provide an education appropriate to individual needs as specified in their EHCP. The intention is to give pupils the opportunity to develop and learn within a supportive atmosphere and foster positive attitudes to learning that lead to success and achievement, in accordance with our mission statement; Removing Obstacles and Enabling access to Learning.

The curriculum at Milestone School will promote the spiritual, intellectual, personal, social and physical development of all our pupils. It is completely bespoke and consists of skills, written by our subject leaders, that we want our pupils to achieve and are relevant to their lives.

The skills progression pathways cover four of the areas of the Education, Health and Care Plan; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory and individual subjects are covered within these areas (see overview).

The pathway is designed for our learners to progress along, but it is recognized that some will not complete the whole pathway. Therefore, we have split it into three sections, all with a slightly different aim for our learners:

	Levels 13 - 18	<u>Communication and Interaction</u>	<u>English Reading</u>	<u>English Writing</u>	<u>Maths</u>	<u>Learning Behaviours</u>	<u>PSHE</u>	<u>Physical Development</u>
<p><b>The aim for the pupils is to develop skills of resilience for lifelong learning, supported by adaptive strategies.</b></p>	Levels 7 - 12	<p><u>Communication and Interaction</u> Our pupils will have established meaningful relationships and developed a functioning, conventional and consistent means of communicating.</p> <p>Pupils will fine tune their 'learning to talk' skills and will use the skill of 'talk' as a vehicle for learning.</p>	<p><u>English Reading</u> To develop a love of looking at reading material for pleasure.</p> <p>Pupils will develop an appreciation for engaging in storytelling and listening to stories being told.</p>	<p><u>English Writing</u> Pupils will be able to make marks for meaning.</p> <p>All pupils will develop functional recording skills, including visible and permanent ways of capturing learning.</p>	<p><u>Maths</u> All pupils will begin to acquire skills for everyday living, with adaptive strategies offered.</p> <p>Pupils will be supported to 'use and apply' their mathematical knowledge in real life contexts.</p>	<p><u>Learning Behaviours</u> All pupils will be given strategies to develop their resilience within their learning.</p> <p>To understand and cooperate with rules and boundaries set, with supportive strategies.</p>	<p><u>PSHE</u> Each pupil develops a profile of personal interests that can be used throughout life.</p> <p>Pupils develop independence in self-care and safety, with specific support systems in place.</p> <p>With support, pupils begin to access the local community.</p>	<p><u>Physical Development</u> To further develop physical skills that aid independent living.</p> <p>Each pupil will be supported in recognising that being active is part of a healthy lifestyle.</p> <p>To experience and be supported to engage in a variety of physical activities.</p>
<p><b>The aim for our pupils is to develop the greatest level of self-help, independence and interaction with others, within the widest community that they can access.</b></p>	Levels 1-6	<p><u>Communication and Interaction</u> All pupils will have a recognised way of communicating: refusal, obtain, social and information exchange.</p>	<p><u>Cognition and Learning</u> All pupils engage in play behaviour. All pupils will respond to stimulation. Pupils will develop conceptual and reasoning skills.</p>			<p><u>Social, Emotional and Mental Health (to include Self-Help and Independence)</u> Each pupil has strategies that support them to tolerate or enjoy the company of others. Each pupil has strategies that support them to adapt to new environments.</p>		<p><u>Sensory and Physical</u> To intentionally move within their world. To maintain posture and health as appropriate to them. To develop physical skills that aid independent living. To increase engagement with a range of sensory experiences.</p>

Whilst the pathway is split into three sections, this doesn't prevent pupils moving through the sections if they are able to do so. There is no limit on progress and we recognize that with the correct environment and support, pupils will achieve more than one section.

Development of positive attitudes to learning will lead to success and achievement. Education is promoted as a life-long process whereby developing the key skills for all our pupils will enable pupils to continue to access learning opportunities.

- The school's curriculum meets all statutory requirements.
- Is broad, balanced and relevant
- Will develop all students' full potential
- Is matched to individual students' needs
- Has intrinsic value
- Builds on students' existing knowledge, skills and understanding
- Encourages life-long learning
- Reflects the multicultural nature of society
- Encourages confidence, high self-esteem, independence and mutual respect
- Develops a respect for the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life

#### **Vision Statements:**

*Foundation Department:*

***'Developing my skills to help me learn'***

*Middle Department:*

***'Practicing my skills to support me to learn'***

*Senior Department:*

***'Using my skills to learn and prepare for my future'***

## **Implementation**

We want all of our pupils to leave school as independent as they can possibly be in fulfilling paid jobs, supported employment opportunities or assisted living.

To achieve this our curriculum is broad and balanced and aims to create an educational experience that prepares pupils for adulthood.

Our pupils represent a very wide range of abilities and in response the curriculum pathways are written in a way to enable them to achieve their full potential.

### **The pathway sections:**

**Section 1 (Informal)** – this section is intended for our learners with more profound learning difficulties, working between level 1 and 6, with the aim being to develop the greatest level of self-help, independence and interaction with others, within the widest community they can access. Pupils will follow more informal, non-subject based learning, focusing on their EHCP (Education, Health, Care Plan) outcomes and taken from their Core Subject Pathways. These outcomes underpin the foundations of communication, maths, English, PSHE and PD (physical development). When moving into KS4 pupils will complete ASDAN units in maths, English and independence.

Examples of practice for this section include:

- Continuous provision
- TEACCH – Structure, predictability, routine
- Visual information
- PECS
- Speech and Language
- Numicon
- Attention Autism
- Sensory stories
- Engagement profiling

Work evidence is likely to be photographic and will be uploaded to our assessment tool, SOLAR against the relevant pathway statements using a four-star system, Emerging, Developing, Secure and Generalising.

**Section 2 (semi-formal)** – this section is intended for our learners working between levels 7 and 12, with the aim being to develop skills for resilience for lifelong learning, supported by adaptive strategies. Pupils will follow a semi formal approach, begin to follow a more subject based curriculum and use schemes of work such as Read, Write Inc and Power maths. When moving into KS4 pupils will study entry level 1 or 2 in maths and English and complete BTECs in vocational studies.

Examples of practice for this section include:

- Individualised classroom learning
- Small group activities
- Speech and Language
- Numicon
- Adult supported tasks
- Community based learning

Work evidence will be a mixture of book work photographic. A selection of which is uploaded to our assessment tool, SOLAR against the relevant pathway statements using a four-star system, Emerging, Developing, Secure and Generalising.

**Section 3 (Formal)** – this section is intended for our learners working between levels 13 and 18, with the aim being to break down the national curriculum into smaller, more manageable steps to allow progression to be seen and assessed, and for pupils to enter into appropriate employment. Pupils will follow a formal, academic, subject-based approach, and continue to follow schemes of work such as RWI and Power Maths. When moving into KS4 pupils will study entry level 2 or 3 in maths and English and complete BTECs in vocational studies and Hospitality and Tourism. They will also get the chance to take part in the Duke of Edinburgh Awards scheme.

Examples of practice for this section include:

- Individualised classroom learning
- Small group activities
- Independent learning
- Pupil led tasks

Work evidence will be mostly book work and a selection of it is uploaded to our assessment tool, SOLAR against the relevant pathway statements using a four star system, Emerging, Developing, Secure and Generalising.

### **Pupil passports and assessment**

Each class teacher will baseline their pupils and then create a pupil passport for each one at the start of the academic year. The passports contain achievement statements taken from the skills progression pathway that they intend the pupils to work on over a set period of time. Most of our level 12 to 18 pupils will work on statements over a six-week period and then be set new ones. Our level 7 to 11 pupils will work on statements over a 12-to-18-week period before being set new ones, and our level 1 to 6 pupils will work on statements over an academic year, broken down into achievable learning intentions.

Teachers will assess the pupils against these statements on an ongoing basis, and at the end of the stated period of time, all pupils will be expected to be at least secure. Any pupil not secure will be deemed to have not made expected progress.

## **Impact**

- A consistent approach to teaching and behaviour
- Leadership inspires staff and children to achieve.
- Teaching styles are resources varied and matched to pupil need.
- Differentiation to offer personalised learning
- Building on learning beyond the school, including home and local community
- Promote communication and self-management across all learning environments
- The very highest teaching and learning expectations and standards
- We maximise student outcomes for all
- Ongoing, fit for purpose, fully integrated assessment
- Involve children in their own assessment for learning.
- Fair and equal offer for all of our student

## **Monitoring and evaluation**

This is carried out by our subject leads, or curriculum co-ordinators and our senior management team. We utilise the Deep Dive approach to monitoring, whereby a triangulation between planning, evidence and assessment is established through deep questioning of teachers by subject leads and curriculum co-ordinators.

Senior managers will then use the same process to carry out Deep Dives on the subject leads and curriculum co-ordinators. Heads of department also carry out fortnightly 1.1-line management meetings with all teachers, where pupil progress is discussed and analysed.

## **Deep Dives**

Deep dives are a methodology used to gain a deeper understanding of our school curriculum. Through close inspection of each subject area we can make a better judgement about the overall quality of the education delivered by our teachers. These deep dives take place during each monitoring period, and are carried out by subject leads and SLT.