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Quality of Education

Handbook

2023-2024

**INTENT:**

**Ethos**

**Be Brave, Be Kind, Be Safe**

The Milestone School curriculum is innovative, specialised and designed to equip all pupils with the skills they need to meet their full potential. Pupils are empowered to **Be Brave** in their approach to taking on new challenges, take risks in their learning and develop resilience and perseverance. Pupil voice is empowered through a strong emphasis on developing individual communication strategies and we work together as a team to provide a happy, safe and stimulating environment for all. We recognise all pupils are unique and empower them to achieve success in the wider world. Pupils are encouraged to develop independence, whilst promoting well-being for all and building confidence for their future.

Foundation Department: 'Developing my skills to help me learn'

Middle Department: 'Practising my skills to support me to learn'

Senior Department: 'Using my skills to learn and prepare for my future'

**IMPLEMENTATION:**

**Teaching Approaches**

All pupils at The Milestone School have significant additional needs. All approaches to teaching support pupils in their individual learning, social and emotional journeys.

Teachers work with their Head of Department (HoD), and relevant staff member with a Subject Teaching and Learning Responsibility (TLR), to agree their chosen teaching approach for the year. This determines the characteristics of teaching in their class along with what the timetable looks like. This decision is fluid and can be re-evaluated at any point, through discussion with a HoD/TLR.

Teaching approaches are outlined below, along with key characteristics of that approach.

Early Years

* Access to a rich learning environment where opportunities and conditions allow pupils to flourish in all aspects of their development
* Ethos that values children’s efforts, interests and purposes
* A balance of child initiated and adult initiated learning
* EHCP outcomes carefully planned
* Predominantly small group teaching
* Shorter bursts of teaching/learning interspersed with sensory regulation, movement breaks and play
* The use of visual and practical delivery
* Planned repetition
* Explicit teaching of vocabulary
* Opportunities to develop independence and routines

PMLD:

See PMLD Curriculum Document – [Click Here for Link](https://sandmat.sharepoint.com/:w:/s/Milestone/EVCxamM4yZ5PubhyCOzSPewBpA8LTdIsj4DoI781d5c2mw?e=VpxnRP)

Complex Needs:

* EHCP led
* Total communication (objects of reference, pictures, symbols, Makaton)
* Visual structures to organise the environment and tasks
* Aided language modelling (communication boards and books)
* Intensive interaction
* Attention Autism
* TEACCH approach
* Focus on regulation strategies to support readiness for learning
* A clutter-free environment to minimise distraction
* Repetitive and highly structured timetable
* Access to sensory activities (multisensory stories and activities, TACPAC, rebound therapy)
* Opportunities to develop independence

Semi-Formal:

* Predominantly small group teaching
* Shorter bursts of teaching/learning interspersed with sensory opportunities and movement breaks
* The use of visual and practical delivery
* Teacher-led learning
* Planned repetition when working towards outcomes
* Explicit teaching of vocabulary
* Streaming for Reading (Read, Write, Inc)
* Opportunities to work alongside peers and staff from other classes.
* EHCP outcomes carefully planned in line with pathways

Formal:

* Regular emotional check-ins throughout the day and opportunities to develop self-regulation strategies
* Thrive approach
* Use of a motivational positive reward system
* The combination of whole class and small group teaching
* Opportunities to develop independence
* Regular opportunities to access the community (link to the curriculum)
* A variety of opportunities for learning (written work, captured conversations, practical work)
* Teacher-led learning
* EHCP outcomes carefully planned in line with pathways
* Streaming for Reading (Read, Write, Inc)

**Curriculum**

**Points of Contact**

* Head of Curriculum (including KS4 qualifications) – Tom Lovell
* Communication TLR – Ruby Jenkins
* Maths and English TLR – Charlotte Rix-Wade
* Physical Development TLR – Matt Gilmore (temporary)
* PSHE TLR – Jess Samuel
* Enriching Subjects TLRs:

Foundation Department – Sally Lonsdale

Middle Department – Mark Herbert

Senior Department – Yvonne Goodier

* OPAL TLR – Sam Proctor

Personal Development

Personal Development encompasses all we do at The Milestone School. We highly value the integral skills taught through our curriculum and our values give our children the aspiration and commitment to become respectful citizens. We aim to educate the whole child so they can thrive in a changing world and be ready for the future.

Personal Development underpins our curriculum. Through our school values, PSHE, RE lessons and assemblies, children learn how to be respectful, responsible citizens who understand British Values and diversity within their community as well as developing personal, positive traits. We aim for them to conduct themselves respectfully, reflecting on their own behaviour and learning how to co-operate with others in different environments and scenarios.

We ensure our children feel safe in school and provide them with the teaching and tools to help them understand their own emotions and who to go to if they need help to manage their feelings and actions.

One of our main aims is getting the pupils ready for the future and to leave The Milestone School as independent as possible. Independence is nurtured from our Foundation Department upwards, ensuring children gain important life skills to look after their wellbeing, physical and mental health, safety (including online safety) and nutrition.

Children’s moral, social and cultural development is taught in a variety of ways through our curriculum. To enhance this further we provide a wide variety of visitors, theme assemblies/days and visits to places of interest with the aim to widen children’s cultural capital.

We aim to build resilience, confidence and self-esteem so that they can reach their full potential. Pupils are taught/encouraged to keep themselves mentally and physically healthy.

RSE is taught across the school at an appropriate level of understanding and age for the individual pupil.

Early Years/Birth to 5

Identified pupils following the Birth to 5 guidance will work on a broad and balanced curriculum, encompassing the 7 prime and specific areas of learning. Emphasis is placed on the prime areas of learning as these are fundamental to pupils' access to the wider curriculum. Outcomes are taken from the Birth to 5 document and EHCP outcomes are planned in line with this.

The pupils follow a topic and interest focused approach, using this as a vehicle for the learning experiences they engage in. There will be a balance of both child and adult initiated learning throughout the school day.

Levels 1-6:

At levels 1-6, pupils work on a curriculum based around their individualised EHCP outcomes. These outcomes are taken from the Milestone School Progression Pathways (MSPPs) and are broken down into smaller learning intentions as appropriate.

The pupils follow a topic-based approach, using this as a vehicle for the learning experiences that they engage in.

Communication

All pupils will have a recognised way of communicating: refusal, obtain, social and information exchange.

Cognition and Learning

At levels 1-6, pupils will work on the Cognition and Learning pathway where pre-reading, pre-writing and pre-maths skills have been identified. Through this, pupils will be exposed to engagement in play behaviour, will be given the opportunity to respond to a variety of stimulation and will begin to develop conceptual and reasoning skills.

Physical Development

Focus and aims of the physical development pathway and teaching are:

* 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.

PSHE

At levels 1-6, PSHE is fundamental to all other learning, enabling pupils to access the curriculum and support them to be ready to learn.

PSHE is based on outcomes taken from the Milestone School Progression Pathway, which links directly to individual EHCP outcomes. PSHE is a taught fluidly within this level and can be seen in daily activities.

This area of the pathway promotes independence through self-care skills including hygiene, toileting and eating/drinking skills. A focus point of this area is ‘engagement and making relationships’ in which pupils are provided with opportunities and experiences to be in the company of others and different environments.

Emotions and behaviour are a substantial area of this pathway. This is the beginning of the pupil’s journey to managing and recognising their emotions and behaviour. The two strands of this pathway (self-care and independence and engagement and relationships) run alongside each other. Therefore, there is not a rolling programme for the separate terms and the pupils are taught in line with their EHCP outcomes.

Levels 7+:

Maths:

Maths lessons are based on outcomes taken from the Milestone School Progression Pathway (MSPP), which links directly to individual EHCP outcomes. Specific work is not designated for a particular year group, since ability varies from group to group and year to year. Each year the work is adapted to suit the needs of the pupils. However, in an academic year, it is the aim to cover all subject areas. Please see the table below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Focus Strand** | Number and Place Value | Calculation  (AS) | Number and Place Value | Calculation (MD) | Number and Place Value | Calculation (FDP/RP/ALG) |
| **Additional Strand** | Geometry | | Statistics | | Measure | |
|  | | | | | | |
| **Recap Focus** | Calculation (MD) | Measure | Calculation (FDP/RP/ALG) | Geometry | Calculation  (AS) | Statistics |

Through the recap focus, topics will be reinforced and revisited regularly, based on the needs of the pupils. Teachers need to plan and teach to ensure previous skills from each of the strands are recapped. This ensures learning is progressive, building on skills already secured and working towards relevant targets. It is vital teachers recognise the language and communication levels of the children they are working with as mathematical concepts cannot be taught discreetly until pupils have an underpinning core vocabulary. Pupils working at Level 6 or below will be exposed to concepts through varying approaches, working towards Cognition and Learning outcomes.

For pupils in KS4 working towards AQA Mathematics Entry Level, the syllabus is taught over two years. When the pupils are in year 10, they work through all 8 components of the assessment at the correct level for them. When pupils move into year 11, they repeat the 8 components with a focus on recapping knowledge and skills, correcting misconceptions, generalising skills and completing exam practise.

Maths resources and documents you may need can be found here - [Maths](https://sandmat.sharepoint.com/:f:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Subject%20Documents/Maths?csf=1&web=1&e=H7BNfi)

English:

Through levels 7-11, pupils access the English pathway encompassing reading, writing and speaking and listening.

The school’s chosen reading scheme is Read, Write, Inc. (RWI) which is followed prescriptively throughout the whole school. Alongside RWI, pupils may need to access additional interventions. If a teacher identifies a pupil requires further support, at any stage in the reading scheme, the pupil may be given the Dancing Bears intervention for a half-term at a time, alongside the RWI scheme.

English lessons are based on outcomes taken from the Milestone School Progression Pathway (MSPP) which links directly to individual EHCP outcomes. Specific work is not designated for a particular year group, since ability varies from group to group and year to year. Pupils leaning should be based on a personalised learning experience, working towards outcomes at the appropriate level for them. A rolling programme is followed to ensure a range of coverage across genres, linked to the topics taught each term.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Foundation** | | | | | | | |
|  | **Year 1** | **Year 2** | | | | **Year 3** | |
| **Autumn 1** | **What A Wonderful World**  **Levels 1-6:** POETRY  **Levels 7+:** POETRY | **Magic Carpet Ride**  **Levels 1-6:** POETRY  **Levels 7+:** POETRY | | | | **Marvellous Me**  **Levels 1-6:** NON-FICTION  **Levels 7+:** NON-FICTION – commands and requests | |
| **Autumn 2** | **On the Move**  **Levels 1-6:** POETRY  **Levels 7+:** POETRY | **Whizz Pop Bang**  **Levels 1-6:** POETRY  **Levels 7+:** POETRY | | | | **Big Boom!**  **Levels 1-6:** POETRY  **Levels 7+:** POETRY | |
| **Spring 1** | **Let’s Go To China**  **Levels 1-6:** NON-FICTION  **Levels 7+:** NON-FICTION – recounts (letters/postcards) | **Houses and Homes**  **Levels 1-6:** FICTION  **Levels 7+:** FICTION – traditional tales | | | | **Beautiful Britain**  **Levels 1-6:** FICTION  **Levels 7+:** FICTION | |
| **Spring 2** | **Terrific Toys**  **Levels 1-6:** NON-FICTION  **Levels 7+:** NON-FICTION – instructions | **People Who Help Us**  **Levels 1-6:** NON-FICTION  **Levels 7+:** NON-FICTION – reports | | | | **London Bridge Is Falling Down**  **Levels 1-6:** NON-FICTION  **Levels 7+:** NON-FICTION - newspapers | |
| **Summer 1** | **Beside the Seaside**  **Levels 1-6:** FICTION  **Levels 7+:** FICTION | **Sensational Safari**  **Levels 1-6:** NON-FICTION  **Levels 7+:** NON-FICTION – recounts (diaries/journal) | | | | **Wonderful Weather**  **Levels 1-6:** POETRY  **Levels 7+:** POETRY | |
| **Summer 2** | **Kings and Queens**  **Levels 1-6:** FICTION  **Levels 7+:** FICTION | **Travel and Transport**  **Levels 1-6:** FICTION  **Levels 7+:** FICTION | | | | **Explore the Earth**  **Levels 1-6:** FICTION  **Levels 7+:** FICTION | |
| **Middle** | | | | | | | |
|  | **Year 1** | **Year 2** | | | | **Year 3** | |
| **Autumn 1** | **L7+: Out of this Universe – Local Study (Docks)**  NON-FICTION – persuasive text | **L7+: What’s the Matter? – Rainforests**  POETRY | | | **L1-6:**  **Roaming the Rainforest**  NON-FICTION | **L7+: May the force be with you – Extreme Earth**  NON-FICTION – non-chronological reports (leaflet/brochure) | |
| **Autumn 2** | **L7+: Out of this Universe – Stone Age to Iron Age**  FICTION | **L7+: What’s the Matter? - Ancient Egypt**  NON-FICTION – instructions | | | **L7+: May the force be with you - Crime and Punishment**  FICTION | |
| **Spring 1** | **L7+: Marvellous Materials – Land Use**  NON-FICTION – non-chronological reports (leaflet/brochure) | **L7+: Safe and Sound - Somewhere to Settle**  FICTION | | | **L1-6:**  **Safe and Sound**  POETRY | **L7+: Rock On – The UK**  POETRY | |
| **Spring 2** | **L7+: Marvellous Materials – Romans**  FICTION – myths and legends | **L7+: Safe and Sound - Anglo Saxons and Scots**  FICTION – myths and legends/traditional tales | | | **L7+: Rock On – WWII**  NON-FICTION – recounts (newspaper/diary) | |
| **Summer 1** | **L7+: Our Bodies – All Around the World**  POETRY | **L7+: Green Fingers – Water**  POETRY | | | **L1-6:**  **Brilliant Britain**  FICTION | **L7+: A Bug’s Life - Raging Rivers**  POETRY - | |
| **Summer 2** | **L7+: Our Bodies – The Railways**  POETRY | **L7+: Green Fingers – What’s it like in Whitby?**  NON-FICTION – persuasive text | | | **L7+: A Bug’s Life - The Viking & Anglo-Saxons**  FICTION – adventure stories | |
| **Senior** | | | | | | | |
|  | **Year 1** | | | **Year 2** | | | |
| **Autumn 1** | **Levels 7+: Exploring My World – Marvellous Maps**  POETRY | | **Levels 1-6:**  **Exploring My World**  NON-FICTION | **Levels 7+: Me, Myself and I - Magnificent Mountains**  POETRY | | | **Levels 1-6:**  **Me, Myself and I**  POETRY |
| **Autumn 2** | **Levels 7+: Exploring My World – Exploring Eastern Europe**  FICTION – stories from other cultures | | **Levels 7+: Me, Myself and I - Ancient Sumer**  FICTION | | |
| **Spring 1** | **Levels 7+: Journey to the Past – Ancient Greeks**  FICTION – myths and legends | | **Levels 1-6:**  **Journey to the Past**  FICTION | **Levels 7+: Amazing Americas - Amazing Americas**  NON-FICTION – persuasive text | | | **Levels 1-6:**  **Amazing Americas**  FICTION |
| **Spring 2** | **Levels 7+: Journey to the Past – Ancient Benin**  NON-FICTION – recount (newspaper/diary) | | **Levels 7+: Amazing Americas – Mayans**  FICTION – myths and legends | | |
| **Summer 1** | **Levels 7+: Nurturing Nature – Enough for Everyone**  NON-FICTION – discussion/debate | | **Levels 1-6:**  **Nurturing Nature**  POETRY | **Levels 7+: Our Changing World - Our Changing World**  POETRY | | | **Levels 1-6:**  **Our Changing World**  NON-FICTION |
| **Summer 2** | **Levels 7+: Nurturing Nature – WWII**  POETRY | | **Levels 7+: Our Changing World - Leisure and Entertainment**  NON-FICTION – non-chronological report | | |

English resources and documents you may need can be found here - [English](https://sandmat.sharepoint.com/:f:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Subject%20Documents/English?csf=1&web=1&e=GnSlhp)

Information for teaching Phase 1 Phonics and/or RWI can be found here –

[Teaching Phase 1 Phonics - What you need to know.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Subject%20Documents/English/Phase%201/Teaching%20Phase%201%20Phonics%20-%20What%20you%20need%20to%20know.docx?d=w70f5f833129c46d39af76de9b6e9e74c&csf=1&web=1&e=SqqfUH)

[Teaching RWI Set 1 - What you need to know.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Subject%20Documents/English/Read,%20Write,%20Inc/Teaching%20RWI%20Set%201%20-%20What%20you%20need%20to%20know.docx?d=w1ac8ed01de194a5d8cfa3a6458aa0ab3&csf=1&web=1&e=qvzIJG)

[Teaching RWI - What you need to know.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Subject%20Documents/English/Read,%20Write,%20Inc/Teaching%20RWI%20-%20What%20you%20need%20to%20know.docx?d=w7ecec8d23d674eeabac4f36a4b9e716a&csf=1&web=1&e=xLcnwS)

Physical Development:

Physical Development lessons are based on outcomes taken from the Milestone School Progression Pathway (MSPP), which links directly to individual EHCP outcomes. Since pupils are of mixed abilities across the school, each pupil works on their own pathway outcomes – ensuring their physical development is tailored to meet their individual physical needs. Throughout the academic year, classes use a ‘Yearly PD Overview’ document to ensure coverage of all areas of the PD Pathway are covered. Please see the 2023-2024 overview below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Levels 1-6** | **Foundation** | **Middle** | **Senior** |
| **Autumn 1** | Individual Learning using Levels 1-6 | Fundamental Movement Skills | Fundamental Movement Skills | Fundamental Movement Skills |
| Net & Wall | Invasion Games | Net & Wall |
| **Autumn 2** | Individual Learning using Levels 1-6 | Fundamental Movement Skills | Fundamental  Ball Skills | Fundamental Movement Skills |
| Gym and Dance | Dance & Gymnastics | Invasion Games |
| **Spring 1** | Individual Learning using Levels 1-6 | Fundamental Movement Skills | Fundamental Movement Skills | Fundamental Movement Skills |
| Strike & Field | Ball Skills | Gymnastics & Dance |
| **Spring 2** | Individual Learning using Levels 1-6 | Fundamental Movement Skills | Fundamental Movement Skills | Fundamental Ball Skills |
| Invasion Games | Net & Wall | Invasion Games |
| **Summer 1** | Individual Learning using Levels 1-6 | Fundamental Movement Skills | Fundamental Movement Skills | Fundamental Movement Skills |
| Athletics | Strike & Field | Athletics |
| **Summer 2** | Individual Learning using Levels 1-6 | Fundamental Movement Skills | Fundamental Movement Skills | Fundamental Ball Skills |
| Strike & Field | Athletics | Strike & Field |

Pupils work on the Fundamentals before moving onto the ‘sport specific’ skills – ensuring each pupil is physically ready to take part in a variety of sports. There are 4 key strands of focus with which the ‘sports’ are to be taught; these are:

* Acquiring and Developing Skills
* Selecting and Applying Skills, Tactics and Compositional Ideas
* Evaluating and Improving Performance
* Knowledge and Understanding of Fitness and Health

Teachers use the Yearly Overview document to plan their lesson focus and use the outcomes within the 4 strands (listed above) to assess their pupil’s progress.

An important aspect of the pupil’s physical development is their participation in a variety of external and internal sporting events. These experiences are evidenced and link directly to the yearly overview document.

**PSHE**

In Levels 1-6, PSHE underpins all the other curriculum areas. Therefore, it is essential this is seen as a priority to support pupils to be ready to learn.

We provide pupils with the knowledge and skills needed to maintain their health and wellbeing, including both mental and physical health. We equip pupils with the tools they require as they encounter changes and challenges in themselves, their relationships, in their communities and in the wider world. We support pupils to become resilient, responsible and respectful members of their communities.

The rolling programme ensures all areas of the pathway are covered within a year. This is built on in consecutive years to ensure learners progress as they mature. Pupils may be working on the same strand but at different levels.

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| Term 1  Self-Awareness | 1. Things we are good at  2. People who are special to us  3. Playing and working together  4. Kind and unkind behaviours  5. Getting on with others | 1. Personal strengths  2. Skills for learning  3. Prejudice and discrimination  4. Managing pressure |
| Term 2  The World I Live in | 1. Respecting differences between people  2. Jobs people do  3. Rules and laws  4. Taking care of the environment  5. Belonging to a community | 1. Diversity/rights and responsibilities  2. Managing online information  3. Taking care of the environment  4. Preparing for adulthood  5. Managing finances |
| Term 3  Managing Feelings | 1. Identifying and expressing feelings  2. Managing strong feelings | 1. Self-esteem and unkind comments  2. Strong feelings  3. Romantic feelings and sexual attraction |
| Term 4  Self-Care, Support and Safety | 1. Taking care of ourselves  2. Trust  3. Keeping safe  4. Keeping safe online | 1. Feeing unwell  2. Feeling frightened/worried  3. Accidents and risk  4. Keeping safe online  5. Emergency situations  6. Public and private  7. Gambling |
| Term 5  Healthy Lifestyles | 1. Healthy eating  2. Taking care of physical health  3. Keeping well | 1. Elements of healthy lifestyles  2. Mental wellbeing  3. Physical activity  4. Healthy eating  5. Body image  6. Medicinal drugs  7. Drugs, alcohol and tobacco |
| Term 6  Changing and Growing | 1. Baby to adult  2. Changes at puberty  3. Dealing with touch  4. Different types of relationships  5. Public and private | 1. Puberty  2. Friendship  3. Healthy and unhealthy relationship behaviours  4. Intimate relationships, consent and contraception  5. Long-term relationships/parenthood |

Enriching Subjects

Enriching subjects include:

* History
* Geography
* Science
* Art
* DT
* Cooking
* Music
* RE
* Computing

Pupils working within the EYFS will access a range of carefully planned activities through child and adult initiated learning in the areas of Understanding the World and Expressive Arts and Design.

Pupils working on Milestone Progression Pathways Levels 1-6 are working significantly below Age Related Expectations and will therefore not formally access lessons through The Milestone Enriching Subject offer. We recognise many subjects offer immersive and exciting experiences and pupils working at these levels access a variety of engaging activities and experiences related to enriching subjects across the curriculum, however outcomes will be taken from individual pupils’ EHCP documents.

When pupils reach Level 7 on the Milestone Progression Pathways, they will begin accessing enriching subjects taught discretely through a sequential rolling programme which spans each department within the school. Instruction will begin broadly in line with Year 1 on the National Curriculum with consideration given to bridging the gap between EYFS and Year 1 skills, knowledge and expectations.

Departmental rolling programmes can be found here:

Foundation Department Rolling Programme: [Foundation Department Rolling Programme.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Foundation%20Department/Curriculum%20grids/Foundation%20Department%20Rolling%20Programme.docx?d=w6e73972b65934d428173a3ec03d4315f&csf=1&web=1&e=jsPCzX)

Middle Department Rolling Programme: [Middle Department New Rolling Programme (1).docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Middle%20Department/Middle%20Department%20New%20Rolling%20Programme%20(1).docx?d=w5709734763d346e29ba64eea0e9f778b&csf=1&web=1&e=8gJLFb)

Senior Department Rolling Programme: [KS3 2 year rolling programme.docx](https://sandmat.sharepoint.com/:w:/s/Milestone/EffgCK5fzKJOm0_qOee_nm8BbytghfBkcErDh5DTjYk0BA?e=q9YKkH)

KS4 Qualifications

When pupils enter Y10 they begin to follow a qualifications curriculum. The below table sets out the qualifications route they will follow depending on the level they are assessed to be at the end of Y9. Pupils will follow the skills progression pathway in PE/PD and PSHE and receive RWI input at their appropriate level.

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| --- | --- | --- |
| **Group** | **Progress (these levels are a guide only)** | **Qualifications** |
| A | Working below Pathway level 6 at the start of Y10 | **ASDAN Life Skills** – Core and enriching subjects alongside vocational options  **Arts Award** - Discover |
| B | Working between pathway level 7 and 10 at the start of Y10 | **Arts Award** – Explore  **D of E** - Bronze  **ASDAN Life Skills** – Core subjects and vocational options  **AQA ELC**: Entry 1 (optional)   * Maths   **Explore BTEC prevocational:** Entry 1  **BTEC Level 1 Hospitality and Tourism:** Introductory award (optional) |
| C | Working between pathway level 10 and 15 at the start of Y10 | **Arts Award** – Bronze  **D of E** - Bronze  **AQA** **ELC:** Entry 1/2   * Maths   **Pearson Functional Skills:** E1/2   * ­English   **Explore BTEC prevocational:** Entry 2  **BTEC Level 1 Hospitality and Tourism:** Introductory certificate |
| D | Working between pathway level 15 and 18 at the start of Y10 | **Arts Award** – Bronze  **D of E** – Bronze  **AQA** **ELC:** Entry 3   * Maths   **Pearson Functional Skills:** E3   * English   **Explore BTEC vocational studies:** Entry 3  **BTEC Level 1 Hospitality and Tourism:** Introductory diploma |
| E | Working above level 18 at the start of Y10 | **Arts Award** – Bronze  **D of E** – Silver  **GCSE:**   * **English** * **Maths** * **Science**   **BTEC Level 1 Hospitality and Tourism:** Introductory diploma |

Engagement Model

Identified pupils across the school will be assessed (alongside the schools Assessment tool SOLAR) using the Engagement Model. These individuals will have an Engagement Profile which is an observation based tool, focusing on how and what a young person engages with. The model recognises engagement is multi-dimensional and breaks it down into 5 areas for teachers to assess:

* Exploration – How a pupil can build on their initial reaction to a new stimulus or activity.
* Realisation – How a pupil reacts with a new stimulus or activity, discovers a new aspect or familiar stimulus or activity.
* Anticipation – How a pupil predicts, expects or associates a stimulus or activity with an event.
* Persistence – How a pupil sustains their attention in a stimulus or activity for long enough that they actively try to find out more.
* Initiation - How much and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome.

If you are unsure if a pupil has been identified as working on the Engagement Model, you can check SOLAR or with Sadie Trotman.

**Schemes of Learning and Resources**

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| Enriching |
| **Hamilton Trust** – contact Curriculum TLR for log in if no individual log in  **Equals** – accessible on 365: Teaching & Learning, Curriculum, Equals Schemes of Work  **Charanga** – contact Curriculum TLR for log in  **Twinkl** – individual school staff log in  **Purple Mash** – individual school staff log in  **ActiveBYTE** – Curriculum TLRs to provide relevant links  Gloucestershire agreed [RE syllabus](https://sandmat.sharepoint.com/:b:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Senior%20Department/Enriching%20Subjects/RE/gloucestershire-agreed-syllabus-2017-2022.pdf?csf=1&web=1&e=aB0dOL) |

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| Maths |
| **Power Maths** – contact Maths TLR for log in if no individual log in  **White Rose** – contact Maths TLR for log in if no individual log in  **Resources in maths cupboard (located next to the TLR office)** |

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| English |
| **Hamilton Trust** – contact English TLR for log in if no individual log in  **Oxford Owl** – contact English TLR for log in if no individual log in  **Twinkl Phonics** – contact English TLR for log in if no individual log in |

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| PSHE |
| **The PSHE Association** – whole school log in  **Jigsaw** (website with useful resources) – subscription and log in for teachers  **NSPCC** – free  **GHLL** – free  **Resources in staff room (located at front of school)** |

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| PE/PD |
| **Complete PE** - contact PD TLR for log in |

**Timetable Expectations**

Early Years

There will be a minimum of three planned adult led activities each day.

A typical day is divided into three blocks to cover the Communication and Language, Mathematics and Literacy areas of learning and development. There is some flexibility in this to account for additional activities that are dependent on specific availability (i.e. swimming, soft-play, music interaction, outdoor learning, Thrive sessions).

A rolling programme ensures all strands of these areas of learning and development have a focus. For example, Communication and Language: Week 1 Listening and Attention; Week 2 Understanding; Week 3 Speaking. Mathematics: Week 1 Number; Week 2 Shape, Space and Measure. Literacy: Week 1 Reading, Week 2 Writing.

The following must be included:

* Opportunities to rehearse communication and language skills throughout all sessions
* Minimum of 3 Literacy sessions per week encompassing both reading and writing activities. Opportunities to develop early writing skills are provided through Expressive Arts and Design, as well as Literacy.
* Minimum of 3 Mathematics sessions per week
* Daily fluid opportunities for PSHE, Physical Development, Understanding the World and Expressive Arts and Design
* 1 session ‘Festival and/or Celebration’ per week

PMLD

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| Core | Enriching |
| Opportunities per week to work towards each learning intention/outcome from EHCPs. To include:   * Daily Communication and Interaction opportunities * Daily Cognition and Learning opportunities * Minimum of 3 story sessions per week * 1 hydrotherapy session (minimum) * Daily opportunities for Physical Development (could include physio) * Daily fluid opportunities for PSHE | Science/Geography/History – one in focus per long term (all 3 covered over the year – identified by curriculum leads)    1 session for Creative Art and Design (art/music)    1 session for Understanding the World (history/geography/science)    1 session ‘Festival and/or Celebration’ per week |

Complex Needs

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| --- | --- |
| Core | Enriching |
| Opportunities per week to work towards each learning intention/outcome from EHCPs. To include:   * Daily Communication and Interaction opportunities * Daily Cognition and Learning opportunities * Minimum of 3 story sessions per week * 1 hydrotherapy session (minimum) * Daily opportunities for Physical Development (could include physio) * Daily fluid opportunities for PSHE * Daily fluid opportunities for access to Thrive | Science/Geography/History – one in focus per long term (all 3 covered over the year – identified by curriculum leads)    1 session for Creative Art and Design (art/music)    1 session for Understanding the World (history/geography/science)  1 session ‘Festival and/or Celebration’ per week |

Semi-Formal/Formal:

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| Core | | Enriching | |
| PSHE (Readiness to learn) - embedded daily (9.15-9.45, as well as 10 minutes after lunch)    PSHE – 1 discreet lesson per week    Thrive – 1 discreet lesson per week    PE – 1 lesson per week  Maths – 4 sessions per week | Reading – 3 sessions per week (Mon, Wed, Fri 9.45-10.45) – these may be streamed or in own classes    English – 2 sessions per week, incorporating read, writing and speaking and listening    Daily story sessions (could include class reading/trip to libraries) | Science – 1 session per week    History/Geography – 1 session per week, alternate terms    Art – 1 session per week (foundation/middle – weekly; seniors – alternate with DT)    Computing – 1 session per week    Cooking – 1 session per week (mixture of theory and practical) | As identified on curriculum grid:  Foundation – RE/Music/Careers/DT, 1 session per week, half termly  Middle - RE/Music/Careers/DT – 1 session, per week, half termly  Senior – Careers/Music/RE – 1 session per week, half termly    NB. With less formal classes, RE to be focused only on festivals/celebrations |

Formal – KS4

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| Core | | Enriching | |
| PSHE (Readiness to learn) - embedded daily (9.15-9.45, as well as 10 minutes after lunch)  PSHE/RE - 2 lessons per week on a rotation.    PE – 1 lesson per week    Thrive – 1 discreet session per week. | English – 4 lessons per week, to include 3 RWI sessions for those working up to Grey. Other sessions will cover functional skills content.    Maths – 4 lessons per week covering either the AQA entry level or ASDAN units | BTEC – 3 lessons per week, 2 vocational and 1 Hospitality.    Art – 1 lesson per week on Arts Award.    Computing is covered through specific BTEC units.    Science will be covered partly through BTEC units and through a science week in Term 6.    History/Geography - covered through a topic week in Term 6. | Careers – this isn’t taught discreetly at KS4, curriculum is covered using the following:   * WEX * Employer encounters * Mock interviews * Trips * BTECs * Transition meeting * College experiences |

**Planning**

All teachers must produce medium term planning for all subjects, to be completed by end of week 2 for Autumn, Spring and Summer terms. This is extended by an extra week for new staff and ECTs in the Autumn term. This should be uploaded onto 365. Planning templates/examples can be found here, should you wish to use them - [Planning Templates](https://sandmat.sharepoint.com/:f:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Planning%20Templates?csf=1&web=1&e=aIntWs)

Medium term planning will:

* Be organised sequentially and include date/week
* Include learning outcomes/intentions – taken from relevant pathways/EHCPs/qualification specifications, specific to individual pupils
* Include an outline of the learning
* Be annotated as appropriate

Teachers are also required to complete an implementation overview along with home learning ideas. The template for the implementation overview can be found here - [Implementation Overview Template.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Planning%20Templates/Implementation%20Overview%20Template.docx?d=w2b1096cdee584cb09ccd0c11b427c4e3&csf=1&web=1&e=ydpoBe)

In addition, teachers must produce daily/weekly planning that:

* Outlines outcomes/intentions for individual pupils
* Includes information about the learning, including differentiation
* Identifies key vocabulary
* Outlines resources and staffing

If planning is to be delivered by someone other than the class teacher, more detail should be provided.

Planning for Read, Write Inc will be completed using the RWI planning templates and will include key components as stated in these documents. This is to ensure validity within the scheme. Planning templates can be found here - [Planning Proformas](https://sandmat.sharepoint.com/:f:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Subject%20Documents/English/Read,%20Write,%20Inc/RWI%20Planning%20Proformas%20and%20Evidence%20Sheets/Planning%20Proformas?csf=1&web=1&e=FwXict).

Early Years/Birth to 5

There will be a minimum of three planned adult led activities each day.  The planning document for each activity will identify:

* The areas of the curriculum covered
* Outcomes that the children are working towards in those sessions (from birth to five matters)
* Key vocabulary being taught
* Overview of the learning

Where appropriate, this planning may be used for a series of sessions (i.e., taught across a six-week block) to meet the identified outcomes.

In addition, teachers are required to plan for all child-initiated times. This will identify

* The current learning outcomes (from birth to five matters) for each child in the area of focus
* What adults will provide (the environment and resources)
* What adults will do (interaction and engagement).

These documents should be displayed in the classroom for all adults to refer to as often as necessary, and to identify the focus at that time.

Teachers are also required to complete an implementation overview along with home learning ideas. The template for the implementation overview can be found here - [Implementation Overview Template.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Planning%20Templates/Implementation%20Overview%20Template.docx?d=w2b1096cdee584cb09ccd0c11b427c4e3&csf=1&web=1&e=ydpoBe)

**Evidencing and Assessment**

**Expectations**

Early Years/Birth to 5

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| Quantity | Over a 3 week cycle, all 7 prime/specific areas following the 4 part mark – observation, teaching, outcome and next steps. |
| What It Looks Like… | Evidence is collected in the form of photographic and written evidence/observations in a learning journey.  Evidence clearly states which learning outcome/intention it meets.  Characteristics of effective learning are tracked.  Evidence includes next steps which are then clearly actioned. |

PMLD

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| Quantity | Each EHCP outcome should be evidenced on SOLAR/EfL every 3 weeks. |
| What It Looks Like… | Annotations completed should include:   * Date and time (this does not have to be specific but general e.g. after lunch, in the morning) * Direct link to the learning intention * Reference to other media e.g. photos, videos etc. * Reference to the areas of the engagement model observed (as appropriate) * Contextual information: * Location and environment * Support provided * Activity – session, stimulus, familiarity etc. * People – who were they with and their familiarity to them (adults/staff, children/peer etc.) * Mood/feelings of the pupil * Extenuating factors * Ideas for next steps/adaptations   An example of this can be found here - [PMLD Example Observation.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Evidence/PMLD%20Example%20Observation.docx?d=wc5a73a0e01bf42caa9c986613bcd72d1&csf=1&web=1&e=FbXz6b) |

Complex Needs

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|  | Core | Enriching |
| Quantity | Each EHCP outcome should be evidenced on SOLAR every 3 weeks.   Structured learning (learning spaces) should be evidenced each session. | There should be one piece of evidence for Expressive Art and Design (Art/Music) per week – written or electronically.    There should be one piece of evidence for Understanding the World (History/Geography/Science) per week – written or electronically. |
| What It Looks Like… | 1. **For structured learning** (e.g. learning spaces) evidence using the below example should be for each session:[Complex Needs Example Evidence Sheet.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Evidence/Complex%20Needs%20Example%20Evidence%20Sheet.docx?d=wade424739396454cb3451bd7b761b523&csf=1&web=1&e=tmpETp)  This will include:   * Date * Supporting adult * Outcome * Link to strand and level of pathway * Achievement of outcomes (E/D/S) * Support provided (using annotation codes) * What methods were used to support learning and engagement: * child’s readiness to learn * contextual information linked to the level of support * reference to the engagement model (as appropriate) * Next steps – identified every 2nd or 3rd piece of learning.   2. Following the evidencing guideline for complex needs, **SOLAR** to be updated in relevant pathway area. Evidence should consistent of date, photo (if captured), comment (including support provided, child’s readiness to learn, contextual information linked to the level of support, reference to the engagement model if appropriate). | Lessons should be evidenced however appropriate (photograph or work) and annotated using the schools evidence criteria.  At least 3 pieces of work per half term should be ‘deep marked’. |

Semi-Formal/Formal

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|  | Core | Enriching |
| Quantity | Once secure on an outcome, a piece of work must be uploaded onto the secure star on SOLAR.    English -  RWI/Reading Groups – evidenced everyday using provided evidence sheets, alongside work in books – proformas can be found here - [Evidence Sheets](https://sandmat.sharepoint.com/:f:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Subject%20Documents/English/Read,%20Write,%20Inc/RWI%20Planning%20Proformas%20and%20Evidence%20Sheets/Evidence%20Sheets?csf=1&web=1&e=KNYbPp).  English Sessions – out of 2 taught sessions, 1 must be evidenced as a minimum    Maths – out of 4 taught sessions, 3 must be evidenced as a minimum    PE –  1 whole class PE session taught each week. This must be evidenced every week.    PSHE –   * 1 whole class PSHE session per week * 1 PSHE/ Readiness for learning opportunity captured/evidenced via one of the following: * Evidence tick sheet * Readiness for learning class journal * Display board | One piece of evidence per week per Enriching Subject taught. |
| What It Looks Like… | English -  RWI/Reading Groups – Use provided evidence sheets for every session.  English Sessions - Every piece of work should include date, outcome, achievement of outcome (E/D/S), support (using codes) and next step. One piece of work per week should be ‘deep marked’ using the below grid.    Maths – Every piece of work should include date, outcome, achievement of outcome (E/D/S), support (using codes) and next step. One piece of work per week should be ‘deep marked’ using the below grid.    PE  The Milestone evidence sheets should be used to record evidence for PE lessons. These can contain a photo and/or a teacher statement. The evidence sheet must be dated, annotated accordingly and show pupil progress. The sheet can either be kept in folders or uploaded onto SOLAR.    PSHE  1 lesson per week – Evidence sheets with a piece of work, teacher comment or photo against the relative outcomes. Every piece of work should be deep marked.    PSHE daily readiness for learning evidence should include:   * Individualised/Group outcomes * Photograph or comments by staff * Achievement of outcomes (E/D/S)     An example of ‘deep marking’ for semi-formal/formal can be found here - [Semi-Formal and Formal Deep Marking Example.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Evidence/Semi-Formal%20and%20Formal%20Deep%20Marking%20Example.docx?d=w38da797b1cba43e19e109b8a7336189f&csf=1&web=1&e=kN65Vu)  Examples of evidence sheets can be found here - [Evidence](https://sandmat.sharepoint.com/:f:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Evidence?csf=1&web=1&e=fTleOF) | Each Enriching Subject in focus each half term should be timetabled and taught discreetly.  Every piece of work should include date, outcome, achievement of outcome (E/D/S), support (using codes) and next step. At least 3 pieces of work per half term should be ‘deep marked’.  An example of ‘deep marking’ for semi-formal/formal can be found here - [Semi-Formal and Formal Deep Marking Example.docx](https://sandmat.sharepoint.com/:w:/r/sites/Milestone/Teaching%20%20Learning/Curriculum/Curriculum%2023-24/Quality%20of%20Education%20Handbook/Evidence/Semi-Formal%20and%20Formal%20Deep%20Marking%20Example.docx?d=w38da797b1cba43e19e109b8a7336189f&csf=1&web=1&e=kN65Vu) |

**Reporting on progress**

We report progress to parents three times a year, once during the annual review of the EHCP, and twice at parents’ evening. During these meetings we will discuss general progress towards their targets (see below) and progress made towards their EHCP outcomes. Parents will also get the chance to look at pupil work and discuss all areas of the curriculum and wider curriculum.

Department heads will also meet with teachers to discuss pupil progress and establish which pupils are either on target, below or exceeding targets. The outcome of these meetings will be to support those not making the required amount of progress or to extend those exceeding.

At the end of the year progress will also be shared with parents via the annual school reports.

**Target setting – TL and Val have met and will be rolling this out ASAP**

**Displays**

Displays MUST include:

* Title
* Which class it refers to
* Learning outcomes (I can/We can)

1. Make sure that spelling and grammar are correct – visitors will see these boards!
2. Think about the audience and the pupils who have created the display – make sure the display is appropriate.
3. Ensure consistent use of “I can / We can” statements to make clear what the pupils learned as a result of the activity.
4. Keep things simple and eye-catching. Don’t over-complicate or put too much information on.
5. Ensure that displays reflect a breadth of curriculum coverage over the year, e.g. Maths, Art, Literacy, Humanities.
6. Ensure written information is at a height that is accessible to the pupils.
7. Ensure labels aren’t too complex and that vocabulary is appropriate.
8. Use Writing with Symbols / Widgit consistently.
9. If putting displays up on a window, consider what it looks like from the other side and make it double-sided wherever possible.
10. Where possible, signs, notices etc on rooms should be laminated and not put into plastic wallets.
11. Check displays on a regular basis and make sure they are kept tidy.

**IMPACT:**

**Monitoring**

The Milestone School curriculum is monitored throughout the year by SLT and staff with subject TLRs. The Lead for Quality of Education and staff with a subject TLR send staff monitoring schedules and timetables to inform them of when they will be monitored throughout the academic year.

SLT follow the Teacher 360 monitoring cycle below:

**Chart

Description automatically generated**

Staff with TLRs monitor their subject area throughout the year by:

* overseeing the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
* ensuring the planned curriculum is effectively and consistently implemented across the school
* making sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on their learning
* visiting lessons, doing learning walks, scrutinising books, and talking with pupils to assess how well their subject area is being implemented and how well it is delivered across the school
* managing internal and external moderation, and completing external moderation exercises