

The Milestone School Curriculum



My life,



my learning,



my future

Unlocking potential and meeting the needs of all

A personalised, aspirational curriculum inspiring excellence, and preparing all pupils well for the next phase of education and life

INTENT:

The Milestone School curriculum is ambitious, nurturing and enhances pupils' lives and future opportunities.

We create a safe and supportive environment where learners can develop the confidence and skills to be **BRAVE, KIND, SAFE** and responsible citizens.

From Year 2, our curriculum offer secures all pupils access to the National Curriculum, adapted for pupils needs; our curriculum offer includes informed opportunity for all pupils to develop their Education, Health and Care Plan (EHCP) outcomes as well as developing their aspirations & interests, enabling all of our learners to:

- Enjoy learning and be lifelong learners
- Reach their full potential
- Live happy, healthy and secure lives
- Build positive relationships
- Contribute positively to society
- Be effective communicators

IMPLEMENTATION (Pathways – EYFS – PMLD – COMPLEX NEEDS - SEMI-FORMAL & FORMAL):

The Milestone School curriculum pathways are designed in an informed way to ensure all pupils access a curriculum that is relevant in meeting their bespoke learning needs. Regardless of the pathway followed (informed through assessment outcomes), the curriculum offered to pupils is broad, balanced & relevant, enabling each to build upon what they know/can do; building on prior learning and ensuring their skills and knowledge continue to develop as they move through the school.

Each pathway identifies a rationale for the curriculum offered (intent), securing all pupils can develop their academic ability, their social, emotional, physical and/or sensory needs where appropriate, as well as addressing their EHCP outcomes. Our curriculum offer is therefore equitable in its over-arching intent.

Reception – Year 1 pupils access the statutory Early Years Foundation Stage (EYFS) curriculum, focusing upon the outcomes identified within the Birth To 5 Matters Framework, to support the overall development & learning of our very youngest learners. Using the published ranges within the seven areas of learning, it secures our ongoing assessment of pupil progress being informed; all pupils build upon what they know/can do which additionally informs teacher planning (next steps in learning) – *Please see EYFS policy & curriculum overview*. As pupils move into Year 2, our summative assessment outcomes inform their next phase of learning via the identification of appropriate curriculum pathways for each pupil, securing meaning & relevance within future study/curriculum access.

All curriculum pathways provide a sequential framework for pupils to progress through. Pupils' access to curriculum pathways is informed via assessment outcomes, therefore securing appropriateness of the course of study offered (see curriculum content below). To secure full access to our curriculum offered, each curriculum pathway incorporates specific approaches depending on the needs of the pupils (see below) and is delivered through an engaging topic-based curriculum.

Curriculum Phases

<p>EYFS pathway (Reception – Year 1)</p> <p>Pupils follow the EYFS statutory curriculum. Outcomes are derived from the Birth to 5 Matters Framework and delivered through an interest led curriculum, designed to take account of sensory & individual therapy needs. We promote an early love of learning, enabling all pupils to develop and acquire a wider vocabulary to communicate effectively, securing opportunity to enhance their phonic knowledge and providing the foundations for future learning and access to the school's curriculum pathways.</p>	<p>PMLD (L1-3)</p> <p>Pupils with more complex needs who learn through experimenting & experiencing the world around them. Learners focus on their personalised EHCP outcomes, as well as therapeutic outcomes when relevant. These outcomes underpin the foundations of Communication, Maths, English, PSHE (Personal, Social and Health Education) & PD (Physical Development). Pupils access the NC which is used as a 'vehicle for learning' through topic themes.</p>	<p>Complex needs/ASD (L4-6)</p> <p>Pupils with complex AS needs who learn through accessing a structured, personalised and child-led curriculum. Teaching methods are reflective of the TEACCH approach, adapted to individual learner styles. Learners focus on their EHCP outcomes, where Communication and PSHE underpins all areas of learning; to include Maths, English and Physical Development. Pupils access the NC, which is used as a 'vehicle for learning' through topic themes.</p>	<p>Semi-Formal (L7-11)</p> <p>Pupils who have been assessed as learning through a semi-formal approach and begin to follow a NC subject-based curriculum, accessing schemes of work and programmes of study. Pupils access the NC through sequential rolling programmes and topic-based learning opportunities.</p>	<p>Formal (L12-16)</p> <p>Pupils who have been assessed as learning through a formal approach and utilise a more academic, subject-based curriculum. All pupils will follow schemes of work and programmes of study. Pupils access the NC through sequential rolling programmes and topic-based learning opportunities.</p>
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<ul style="list-style-type: none"> • Personal development • EYFS framework - 3 prime and 4 specific areas • Fluid opportunities for PSED and Communication, with focused sessions targeting Maths, Literacy, Physical Development, Understanding the World and Expressive Arts and Design • Topic and interest-based approach • EHCP outcomes • Phonics/pre-phonics • EYFS specific areas targets • Access to wider opportunities including outdoor learning and swimming • Focus on a 'love of reading' – supported by interests to promote intepote pupil engagement. • Engagement profiling • Bespoke, targeted impactful Interventions 	<ul style="list-style-type: none"> • Personal development • Engagement Model outcomes • Communication embedded across all areas • PSHE embedded across all areas • Cross curricular links to include a range of topics • EHCP outcomes • Process-based • Cross curricular • Physical and health needs are considered when planning and delivering curriculum • Regular opportunities to work towards outcomes • Careers • Access to a 'love of reading' • Access to physical therapies e.g. hydrotherapy, rebound therapy • Targeted impactful Interventions 	<ul style="list-style-type: none"> • Personal development • Engagement Model outcomes • Communication embedded across all areas • PSHE embedded across all areas • Individualised pathways for PSHE & SRE to support individual needs of pupils • Access to wider opportunities, to enable learning within the local community and life skills • EHCP outcomes • Careers • Promotion of 'a love of reading' • Targeted impactful Interventions 	<ul style="list-style-type: none"> • Personal development • Communication embedded across all areas • Explicit focus on core subjects – Maths, English, PE, PSHE • Streaming for reading (Read, Write Inc.) • Enriching subject focus – either through Birth to 5 or subject specific pathways • Use of cross-curricular opportunities to embed learning, e.g. in the community • Thrive approach • Careers • EHCP outcomes • Promotion of 'a love of reading' • Targeted impactful Interventions • NC subject specific schemes of work 	<ul style="list-style-type: none"> • Personal development • Communication embedded across all areas • Explicit focus on core subjects – Maths, English, PE, PSHE • Streaming for reading (Read, Write Inc.) • A subject specific focus for enriching subjects • Thrive approach • Regular opportunities to access the community to generalise skills and knowledge (link to the curriculum) • Careers • EHCP outcomes • Promotion of 'a love of reading' • Targeted impactful Interventions • NC subject specific schemes of work
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Curriculum Provision

<ul style="list-style-type: none"> • Total Communication • Continuous provision • A balance of child initiated and adult initiated learning • Predominantly small group teaching • Shorter bursts of teaching/ learning interspersed with sensory regulation, movement breaks and play • Sensory stories • Planned repetition • Explicit teaching of vocabulary • Visual information • Key Worker • Multi-Agency working • Intensive Interaction 	<ul style="list-style-type: none"> • Total Communication • Predominantly adult-led opportunities whereby learning can occur • High level of adult support. • Secure relationships between staff and pupils – Thrive • Planned repetition • Multi-sensory • Topic-based learning – as a vehicle for NC learning 	<ul style="list-style-type: none"> • Total Communication • Continuous provision • High ratios of staff to pupils • TEACCH – Structure, predictability, routine • Shorter bursts of teaching/learning interspersed with sensory regulation, movement breaks and play • Attention Autism • Sensory stories • Topic-based – as a vehicle for NC learning 	<ul style="list-style-type: none"> • Total Communication • Predominantly small group teaching • Shorter bursts of teaching/learning interspersed with sensory opportunities and movement breaks • Visual and practical delivery • Planned repetition when working towards outcomes • Explicit teaching of vocabulary. • Longer timeframe planned for teaching i.e. outcomes taught over a longer period to ensure understanding and generalisation • Opportunities to work alongside peers and staff from other classes • Individualised classroom learning • Small group activities. • Adult supported tasks • Community learning/life skills/careers 	<ul style="list-style-type: none"> • Total Communication • Regular emotional check-ins throughout the day and opportunities to develop self-regulation strategies • Teacher-led learning • Combination of whole class and small group teaching • Visual and practical delivery • A variety of opportunities for learning (written work, captured conversations, practical work) • Community learning/life skills/careers
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Total Communication: We are committed to our whole school Total Communication approach and environment, which supports our pupils' communication potential; by ensuring each individual has the tools and intervention they need to interact effectively, express themselves and engage with the world around them.

Therapeutic curriculum approach: The therapeutic curriculum approach is a tool to manage and support pupils with Regulation Support Plans and Thrive Action plans. Other pupils, in crisis, may access this approach. It is designed to support the reintegration of pupils and to support them to self-regulate and access their learning.

ASSESSMENT FRAMEWORK - please refer to our assessment, recording & reporting framework

Assessment – Birth to 5 Framework (7 areas of learning) informing future curriculum pathways EHCP outcomes Evidence for Learning	SOLAR assessment - L1-3 EHCP outcomes Engagement Model Evidence for Learning	SOLAR assessment - L4- 6 EHCP outcomes Birth to 5 Framework Evidence for Learning	SOLAR assessment - L 7-11 EHCP outcomes RWI Assessments Evidence for Learning	SOLAR assessment - L12-16 EHCP outcomes RWI Assessments Evidence for Learning
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ACCREDITATION FRAMEWORK – KEY STAGE 4 PUPILS

N/A	ASDAN life skills – core & enrichment subjects, Pre-phonics	ASDAN life skills – core & enrichment subjects, DofE bronze award (some pupils) Pre-phonics	ASDAN life skills – core subjects, AQA Entry 1 Maths BTEC pre-vocational Entry 1, Trinity Arts award, DofE bronze award Reading – Phonics (RWI) Pathways – PE, PSHE/RSHE, Science	Pearson functional skills English Entry 1,2 3 AQA Maths Entry 1,2, 3, AQA Maths L1, BTEC pre-vocational Entry 2 & 3, DofE bronze award, Trinity Arts award Pathways – PE, PSHE/RSHE, Science
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IMPACT:

Overall Endpoints:

- Empowering Learners: Our differentiated curriculum, delivered through a consistent and sequenced approach, empowers pupils of all abilities to achieve their full potential and prepare for successful futures beyond The Milestone School
- Inclusive and Supportive: Our curriculum celebrates diversity and provides a supportive learning environment where every pupil feels valued and challenged to reach their individual goals
- Lifelong Learning beyond the Classroom: Our curriculum fosters a love of learning through engaging and relevant experiences, both within the school and in the local community. This equips pupils with the skills and confidence to become lifelong learners, prepared to take their knowledge and abilities beyond the classroom
- College and Career Readiness: The differentiated curriculum in KS4 provides pupils with the academic skills and real-world experience they need to transition smoothly to college, vocational training or employment
- Individualised Success: By tailoring the curriculum to each pupil's unique needs and aspirations, KS4 empowers them to achieve their individual goals for life beyond The Milestone School

Measuring the Impact

At The Milestone School, we believe assessment informs and guides our personalised learning pathways. This helps us to measure the impact of the curriculum for our pupils.

Setting the Stage:

- Following a six- week period, all pupils who join the school will be assessed either using the Birth to 5 Framework (EYFS pupils) or the school's assessment framework (SOLAR) to identify their current ability levels, and using these outcomes as the start point for their educational journey. Through such means we can be secure that the appropriate curriculum pathways are identified, utilising bespoke curriculum approaches designed to meet their fundamental learning needs and styles (see curriculum phases, above ...)

Collaborative Target Setting:

- Teachers work with the Assessment Co-ordinator to establish clear targets, using a combination of factors:
 - Individual Needs: We consider historical data and specific knowledge of each pupil's learning style and special educational needs
 - Expected Progress: Targets are set for each pupil and further broken down through individualised discussions

Monitoring Pupil Progress:

- Our recording and monitoring tools, SOLAR and Evidence for Learning (EFL), use colour coding to provide a clear visual of each pupil's progress towards their targets
- Pupil progress meetings are held between teachers and Heads of Department to identify pupils who may need additional support or adjustment of strategies
- Destination data is compiled, reviewed and analysed

Continuous Learning Cycle:

- We utilise formative and summative assessments aligned with our school's assessment policy
- This ensures continuous monitoring of pupil progress and facilitates the identification of next steps in learning
- Learning sequences are carefully planned to build upon existing knowledge and ensure pupils master new skills effectively
- We continuously evaluate and adapt our curriculum to meet the ever-changing needs of our pupils and national developments
- Feedback is sought from all stakeholders e.g. Families, MAT leads, Trustees, Local Advisory Board etc.

Reporting and Communication:

- Annual progress reports are shared with families, outlining pupil achievements and development
- Assessment data related to a pupil's EHCP outcomes is recorded and reported
- Assessment records are maintained electronically using either EFL or SOLAR
- Data shared with the DfE, such as Engagement Model