

Meadowfield School Curriculum Intent, Implementation and Impact

2019 - 2020

Meadowfield school is a provision for pupils age from 3 years to 19 years with profound, severe and complex needs.

Curriculum Intent

Our overarching curriculum intent is for pupils to leave Meadowfield as:

- Young people who are confident communicators able to express themselves:
 - verbally, through signing, PECs or an AAC
 - In written form; hand writing or using technology
 - Able to read
- Young people who are financially capable and able to apply the four rules of maths to daily living
- Young people who can stay safe online and in the community and know where to turn for help
- Young people who know, are part of and can contribute to their community through upholding the Fundamental British Values.
- Young people who can express their creativity and manage their time with a positive range of activities
- Young people who are able to maintain their health through making positive choices
- Young people who are resilient and able to self-regulate and manage change

Research demonstrates that pupils learn best when learning is connected, practical, cross curricular and linked to reality. At each stage of our curriculum our intent is to equip our pupils with skills for their next stage of education and ultimately for life.

In Lower School: Nursery through to Year 6; the curriculum is child centred and tailored to provide our pupils with meaningful experiences through a thematic and sequential approach in a safe and positive environment.

It allows pupils to develop academically and socially through irresistible learning opportunities, which build on prior skills and knowledge. It encompasses the development of communication, interpersonal and problem solving skills whilst building resilience, independence and enhancing well-being. Pupils in Lower school will continue their Meadowfield journey into their next phase of learning with a sense of pride and a zest for lifelong learning.

In Secondary: Year 7 to Year 11; the curriculum is broad, balanced and relevant; it allows pupils time to explore, deepen understanding and embed skills for life. There is an emphasis on connectivity between subjects so the pupils develop their understanding holistically and make the connection between what they are learning in class and the wider world.

The Sixth Form prepares the pupils for adulthood and life beyond school. There is a clear focus on developing the knowledge, skills and understanding so that pupils can live a purposeful, meaningful and fulfilled life and are able to contribute to and be an active member of their community.

Nurture: The school has embraced the Six Principles of Nurture as a fundamental cornerstone for learning. We recognise the link between well-being and behaviour as a communication of low well-being. It is our intent that the well-being of every pupil is addressed daily to ensure that they are ready to learn.

Forest School, Challenger Troop and Duke of Edinburgh Award: Meadowfield School has a trained Forest School Leader. We have worked with our colleagues in Challenger Troop to access and develop a local Forest School area. Forest School sessions run three days per week enabling a wide range of pupils to benefit from Forest School.

Challenger Troop is primarily a Year 10 option but where there are pupil well-being concerns some Year 9 pupils also join. Challenger Troop is a military ethos youth engagement programme which builds self-esteem and promotes resilience, communication and team work. Pupil attend once a week for the academic year and achieve a B'TEC Level 1 in Team work, Personal Skills and Citizenship.

In Sixth Form students can opt to participate in The duke of Edinburgh Award. The school offers Bronze, Silver and Gold awards which students having achieved all levels.

Curriculum Implementation 2019 -2020

Meadowfield School pupils joins the school with their own individual learning needs, our curriculum implementation ensures that each pupil is able to access a curriculum pathway that enables them to make the best progress.

The school has taken account of recommendations of the Rochford Review in developing parallel but interconnecting curriculum pathways across the school. Pupils can move between each curriculum model as they develop and move through the school.

- The IMPACTS curriculum for pupils with PMLD/MSI focuses on communication, cognition, technology, motor skills (fine and gross), personal, social and emotional wellbeing and engagement. Pupils have individual targets in each area embedded into which are their EHCP and therapy targets. These target are worked to across the day through all learning activities, transitions and personal hygiene routines.
- The Extended IMPACTS curriculum focuses on developing core skills, communication, reading and writing skills, mathematic concepts, science discovery and exploration skills, technology skills, creative arts, PE and personal, social, emotional and well-being. EHCP targets and therapy targets are embedded into daily learning activities. Learning will be more formalised but pupils will be working towards well differentiated outcomes whatever the learning activity.
- Subject led learning: pupils ready for subject led learning will follow planning driven by the National Curriculum and accreditation specifications. Each pupil in the school has an EHCP target planner which ensures that EHCP targets are addressed and embedded into teacher planning.

The emphasis is always to provide an accessible curriculum that enables pupils of all ages to develop behaviours for learning and skills for independence. There have been an increasing number of pupils with a primary need of ASD joining the school over the last four years. Research has shown the importance of addressing the sensory needs of pupils, particularly those with ASD, in order that they can focus on learning. Sensory integration strategies and activities are now embedded into the learning day, this is enabling pupils to regulate their behaviours and access their learning.

Curriculum Implementation in Lower School

The curriculum models in the Lower School are primarily IMPACTS and Extended IMPACTS but if appropriate to the pupils there may be a more subject based approach in some classes. Pupils in Honey Bees and the Reception classes follow the Early Years Foundation Stage areas of learning. The approach

to learning in Lower School is through three overarching topics which span the academic year, The World Around Me, The Imaginary World and the Natural World, beneath each overarching theme are a range of subtopics which enables the teacher to select topics appropriate to the class and the pupils to have input into the learning pathway. Aspects of humanities will be covered through other areas of learning such as non-fiction texts, if appropriate to the class the teacher can develop a more subject led approach. RE is delivered through termly theme days. The delivery of languages takes a holistic approach to discovering the language, culture and heritage of a country speaking the school 'language of the year' through theme days.

Early Years Foundation Stage

Pupils in the Nursery and Reception Year follow the EYFS areas of learning. The timetable is structured around planned play and teacher directed sessions, the division of time is approximately 70/30. The timetable addresses the Prime and Specific areas of learning through developing the characteristics of effective learning.

Characteristics of effective Learning	PRIME	SPECIFIC
<ul style="list-style-type: none"> • playing and exploring • active learning • creating and thinking critically 	<ul style="list-style-type: none"> • Communication & Language 20% • Personal, Social, Emotional development 8% • Physical development 8% 	<ul style="list-style-type: none"> • Literacy 20% • Mathematics 20% • Understanding the World 12% • Expressive arts and Design 12%
Friday afternoon is enrichment with a focus on developing interpersonal skills and communication through peer interactions in a range of creative activities		

Key Stage 1 Curriculum Implementation

At Meadowfield School in Key Stage 1 the core areas of learning are:

<ul style="list-style-type: none"> • Communication • Reading and Writing • Maths • Science exploration & discovery • Creative Arts including art, DT and music • Technology 	<ul style="list-style-type: none"> • PE • RE • Personal, social, emotional and well-being
<p>Nurture focused activities, including breakfast take place at the start of every day. Technology, PSED and sensory processing activities are embedded throughout the day to support the development of behaviours for learning. RE is delivered as termly theme days enabling a more immersive approach to learning. Pupils in the IMPACTS class follow the IMPACTS curriculum. Friday afternoon is enrichment with a focus on developing interpersonal skills and communication through peer interactions in a range of creative activities</p>	

A variety of phonic schemes are implemented to support progress in reading. These included **Letters and Sounds**, **Sounds Write** and **See and Learn**

The curriculum areas are weighted as follows

Area of learning	% of timetable
Communication reading & writing	20%
Mathematics	20%
Science exploration and discovery	12%
Creative arts - music, art and DT	12%
Physical development	8%
Technology	12%
Personal, social, emotion well-being	12%
RE	4%

Key Stage 2 Curriculum Implementation

At Meadowfield School in Key Stage 2 the core areas of learning are:

<ul style="list-style-type: none"> • Communication • Reading and Writing • Maths • Science - exploration & discovery • Creative arts including music, art and DT • Technology 	<ul style="list-style-type: none"> • PE • RE • Personal, social, emotional well-being
<p>Nurture focused activities, including breakfast take place at the start of every day. PSED and sensory processing activities are embedded throughout the day to support the development of behaviours for learning.</p> <p>RE and Languages are delivered as termly theme days enabling a more immersive approach to learning.</p> <p>Experience of aspects of humanities will be through topic links such as non-fiction texts or enrichment visits.</p> <p>Some classes may take a more subject led approach if it is right for the pupils in the class.</p> <p>Pupils will input into lines of enquiry and learning linked to topics.</p> <p>Pupils in IMPACTS classes follow the IMPACTS curriculum</p> <p>Friday afternoon is enrichment with a focus on developing interpersonal skills and communication through peer interactions in a range of creative activities</p>	

The curriculum areas are weighted as follows

Subject area	% of timetable
Communication, reading and writing	20%
Maths	20%
Science exploration & discovery	12%
Creative arts – art, music, DT	16%
PSHE	8%

Technology	8%
PE	8% All pupils access PE enrichment for 1 term in the academic year. Pupils in Year 6 access swimming lessons at the local community pool.
RE	4%
Languages	4%

Curriculum Implementation in Secondary

The majority of pupils in the secondary department follow a subject led learning approach. There are three classes which follow the Extended IMPACTS model and one IMPACTS model class. Pupils following the subject led learning approach have a Form Base. The Form bases are grouped vertically from Year 7 to Year 11, this actively promotes broad friendship groups, empathy and mentoring; the Form Tutor delivers RE some aspects of PSHE.

Pupils move from Form Bases into Learning Communities which are ability grouped. Teaching and Learning in the Learning Communities is delivered through faculties to ensure there is connectivity between linked subjects.

Classes following the IMPACTS or Extended IMPACT model will focus continued development of the core Extended IMPACTS and IMPACTS curriculum areas

Key Stage 3 Implementation

<ul style="list-style-type: none"> • STEM • Humanities • Creativity • Life Skills • PE 	<ul style="list-style-type: none"> • Science and Maths • English, Computing and Languages theme days • Art, DT, Music and Drama, Media Studies • PSHE & RSE, Cooking, Financial capability
<p>Languages are delivered as termly theme days enabling a more immersive approach to learning. In addition to the structure timetable there are 60 minutes daily at the start of the day as dedicated time for Breakfast and focused English and maths interventions Friday afternoon is an enrichment afternoon with a range of sports and creative activities</p>	

The curriculum areas are weighted as follows:

Subject area	% of timetable
STEM	16%
Humanities	16%
Creativity	16%
Life Skills	8%
PE	8%
RE & PSHE	8%
Enrichment	8%
Nurture & Interventions	20%

Key Stage 4 Curriculum Implementation

The statutory requirements at Key Stage 4 are:

<ul style="list-style-type: none"> • STEM • Humanities 	<ul style="list-style-type: none"> • Science and Maths • English, Computing and Languages theme days
<ul style="list-style-type: none"> • Creativity • Life Skills • PE 	<ul style="list-style-type: none"> • Art, DT, Music and Drama, Media Studies • PSHE & RSE, Cooking, Financial capability
<p>Option choices leading to accreditation at KS 4 are: Art or Media Studies or Music & Drama. Challenger Troop is an option in Year 10 leading to a B'Tec level 1 Languages are delivered as termly theme days enabling a more immersive approach to learning. In addition to the structure timetable there are 60 minutes daily at the start of the day as dedicated time for Breakfast and focused English and maths interventions Friday afternoon is an enrichment afternoon with a range of sports and creative activities</p>	
<p>All pupils in Key Stage 4 work towards accreditation at an appropriate level, this ranges from Entry Pathways. to evidenced based Entry Level to test based Entry level.</p>	

The curriculum areas are weighted as follows:

Subject area	% of timetable
STEM	16%
Humanities	16%
Life Skills	16%
Creativity	8%
PE	8%
RE & PSHE	8%
Enrichment	8%
Nurture & Interventions	20%

Accreditation options

	WJEC Entry Pathways	Entry Level Certificate	GSCE/ B'Tec
English	✓	✓	
Maths	✓	✓	
Science		✓	
Computing	✓	✓	
Art		✓	✓
DT	✓		
PE	✓		
Creative & Performing Arts	✓		
Challenger Troop			✓

Curriculum Implementation in the Sixth Form

The curriculum in the Sixth Form is delivered in Learning Zones. there is one IMPACTS class following the IMPACTS curriculum but with more adult focused learning activities.

The content of the curriculum in Sixth Form moves to developing independence and preparation for adulthood through the Learning Zones. Functional Skills English and maths are taught in context within the Learning Zones not as separate lessons. Students spend a full day in each Learning Zone to enable an immersive experience without time constraints especially when accessing the community. Each term there is a Functional Skills focus day to assess progress in English and Maths and set new targets for the coming term. A high priority is placed on addressing mental health needs and on online safety.

The Sixth Form Curriculum

<ul style="list-style-type: none"> World of Work and Careers 	<ul style="list-style-type: none"> Work experience work skills, supported internships, transitions, future planning,
<ul style="list-style-type: none"> Independence Skills 	<ul style="list-style-type: none"> Shopping, cooking, travel training, using community facilities
<ul style="list-style-type: none"> Community 	<ul style="list-style-type: none"> Creating links with the local community, using community facilities, links to other schools,
<ul style="list-style-type: none"> Business and Enterprise 	<ul style="list-style-type: none"> Young Enterprise, Community Café, Individual business opportunities which are student led
<ul style="list-style-type: none"> Health and Well Being 	<ul style="list-style-type: none"> PSHE, Leisure Activities, RSE and Well Being Initiatives
Functional Skills English and Maths delivered in context through the Learning Zones	
All pupils in Sixth Form work towards accreditation at an appropriate level, this ranges from ASDAN Entry level continuum to Functional Skills Level 1	

The Learning Zones are equally weighted

Subject area	% of timetable
World of Work and Careers	20%
Independence	20%
Business & Enterprise	20%
Community	20%
Health & Well-being	20%

IMPACT

At Meadowfield School there are a range of measures used to evaluate the impact of the curriculum. These include:

- Progress measures using formative and summative assessment
- Curriculum leader work scrutiny
- SMT work scrutiny
- Monitoring of pupil well-being using Leuven Scale
- Monitoring the impact of nurture interventions through Boxall profiles
- Reviewing Sleuth behaviour data
- Monitoring of EHCP targets
- Reviewing pupil Well-Being plans (previously known as behaviour plans) to assess the impact of strategies and interventions.
- Reviewing attendance data
- Pupil surveys
- Parent surveys
- Parental feedback at EHCP reviews - Section A form
- Observation of pupil engagement during drop-ins, lessons observations and learning walks
- Assessing the impact of transitions through pupil well-being at the start of the new academic year or following a change in class.
- Destination data and follow up calls to students, parents and carers to ensure transition to college, apprenticeship or employment has been successful.
- Feedback from other agencies such as social services, Early Help, College, Employers.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.