Meadowfield School Curriculum Offer 2018

Meadowfield School meets the needs of pupils with profound, severe and complex needs. Each pupil joins the school with their own individual learning needs, our curriculum offer has been further developed over the last three years to ensure 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 excellent differentiation within Meadowfield School enables pupils working to different curriculum models within a class.

- The IMPACTS curriculum for pupils with PMLD/MSI focuses on communication, cognition, technology, motor skills (fine and gross) and personal, social and emotional wellbeing. 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. As with IMPACTS some pupils have individual targets in each area embedded into which are their EHCP and therapy targets. 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.

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 a 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 will take a holistic approach to discovering the language, culture and heritage of a country speaking the school 'language of the year' through theme days.

Secondary Department
The secondary department have classes using all three curriculum models. The approach to learning is through three overarching topic which span the academic year; Our World the International World, Diversity and Equality and Health and Well-being. There are a range of subtopic beneath each overarching theme from which teachers can select and plan the most appropriate learning pathways for their classes. Classes following the subject led approach delivered by specialist teachers benefit from the co-ordinated approach which a common theme enables. A range of accreditation options are available to ensure all pupils can access appropriate accreditation.

Sixth Form
In the Sixth Form there are classes using all three curriculum models. The content of the curriculum in Sixth Form moves to developing independence through Literacy and Numeracy, Life Skills including home cooking, technology skills, PSHE and SRE with a key focus on safety and personal safety, Living and Leisure skills, vocational including Duke of Edinburgh Award and Young Enterprise, work experience and employability. A high priority is placed on addressing mental health needs. The weekly well-being sessions give students a range of strategies to support their mental health needs as they move into adulthood. There is a wide range of accreditation options from ASDAN and WJEC Personal Progress to Functional Skills Entry Level 1 to Level 2. In Year 14, as appropriate, students are support to become independent learners in preparation to moving onto college with individual timetables developed with them to focus their learning to their interests and possible college courses.

Pupils have access to a broad and balanced curriculum in each phase of the school. A variety of teaching and learning styles are used to deliver the curriculum with a strong focus on the development of independence. The curriculum is enriched and learning enhanced through a range of out of school activities. Learning opportunities are planned in very finely graded steps, with frequent opportunities for revisiting and reinforcing of key skills. Each class or subject teacher is responsible for the delivery of the school curriculum differentiated to meet the needs of each individual within the class group and has a pastoral responsibility for all the pupils within their class.

Our curriculum overall, but particularly our personal, social, and health educational and Citizenship curriculum, is designed to support pupils to grow into young people who can make a positive contribution to their community. Great emphasis is placed on the development of social and inter-personal skills. The Fundamental British Values are embedded throughout the curriculum and within the values and ethos of Meadowfield School.

Our timetable provides a framework for the fair allocation of space and resources and is essential for efficient curricular planning. Through all curriculum models we aim to develop qualities of independence, perseverance, loyalty and honesty. We offer a range of additional curriculum enrichment which includes a range of well-being interventions, music lessons, sporting activities, Pets as Therapy, Challenger Troop, Forest School and Duke of Edinburgh Award to enable pupils to become more self-confident with a positive attitude towards themselves and others. In 2018/2018 five students completed their Duke of Edinburgh GOLD award expedition. It is our aim to help pupils achieve their best possible outcomes and therefore leave the School best equipped to succeed in the next stage of their lives, whether that be inclusion to a mainstream school, further education, supported living or entering into employment.

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 50/50.

The timetable addresses the Prime and Specific areas of learning through developing the characteristics of effective learning.

Characteristics of effective Learning	PRIME	SPECIFIC
• playing and exploring • active learning • creating and thinking critically	• Communication & Language 20% • Personal, Social, Emotional development 8% • Physical development 8%	• Literacy 20% • Mathematics 20% • Understanding the World 12% • Expressive arts and Design 12%

Pupil's progress is closely monitored against the Development Matters statements.

Key Stage 1 Curriculum Offer

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

• Communication • Reading and Writing • Maths • Science exploration & discovery • Creative Arts including art, DT and music • Technology	• PE • RE • Personal, social, emotional and well-being
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.	

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	12%

and DT	
Physical development	8%
Technology	12%
Personal, social, emotion well-being	12%
RE	4%

Key Stage 2 Curriculum offer

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

• Communication • Reading and Writing • Maths • Science - exploration & discovery • Creative arts including music, art and DT • Technology	• PE • Personal, social, emotional well-being
PSED and sensory processing activities are embedded throughout the day to support the development of behaviours for learning. RE and Languages are delivered as termly theme days enabling a more immersive approach to learning. Experience of aspects of humanities will be through topic links such as non-fiction texts or enrichment visits. Some classes may take a more subject led approach if it is right for the pupils in the class. Pupils will input into lines of enquiry and learning linked to topics.	

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%

Key Stage 3 curriculum offer

At Key stage 3 classes following subject led learning model will have separate lessons in the following but with an overarching linking theme. Classes following the IMPACTS or Extended IMPACT model will focus on the areas of learning listed above.

Key Stage 3 subject led learning model:

• English • Maths • Science • Art & Design • PSHE & Citizenship • Computing	• Design & technology • Media Studies • Music • PE • Sex Relationship Education (SRE)
RE and Languages are delivered as termly theme days enabling a more immersive approach to learning. SRE is included with the PSHE & Citizenship curriculum. In addition to the structure timetable there are 30 minutes daily at the start of the day as dedicated time for focused reading and 30 minutes after lunch for collective worship, well-being and other interventions	

English and maths interventions include Sounds Write, See & Learn, Dynamo Maths

The curriculum areas are weighted as follows:

Subject area	% of timetable
English	16%
Maths	16%
Computing	8%
Science	8%
Media Studies	8%
Art & DT	8%
PE	12%
Music & Drama	8%
Citizenship/ PSHE/life Skills	8%
RE	4%
Languages	4%

Key Stage 4 Curriculum offer

The statutory requirements at Key Stage 4 are:

• English • Maths • Science • Citizenship • Computing	• PE • Sex Relationship Education (SRE)
Option choices leading to accreditation at KS 4 are:	

Creative and Performing Art (CAPA)or Humanities or Media Studies or Challenger Troop Art or DT including cooking RE and Languages are delivered as termly theme days enabling a more immersive approach to learning. SRE is included with the PSHE & Citizenship curriculum. In addition to the structure timetable there are 30 minutes daily at the start of the day as dedicated time for focused reading and 30 minutes after lunch for collective worship, well-being and other interventions.
All pupils in Key Stage 4 work towards accreditation at an appropriate level, this range from GCSE to Entry Level to Entry Pathways.

The curriculum areas are weighted as follows:

Subject area	% of timetable
English	16%
Maths	16%
Science	12%
PSHE/Citizenship/SRE	8%
Computing	8%
PE	12%
Art or DT	12%
Creative & Performing Arts or Media Studies or Humanities	8%
RE	4%
Languages	4%

Accreditation options

	WJEC Entry Pathways	Entry Level Certificate	GSCE
English	✓	✓	
Maths	✓	✓	
Science		✓	
Computing	✓	✓	
Art		✓	✓
DT	✓		
PE	✓		
Creative & Performing Arts	✓		

Sixth Form Study Pathways

Subject area	% of timetable
Functional Skills English	16%
Functional Skills Maths	12%
Functional Skills ICT	8%
PSHE/Citizenship/SRE/Well-being	16%
PE	8%
Vocational options	16%
Life Skills & Independence	20%

including Home Cooking	
Tutorial - target review	4%
RE & Languages are delivered through themed days	

Accreditation options

	Functional Skills Entry Level	Functional Skills Level 1 & 2	ASDAN Laser	WJEC Pathways	Dof E Bronze Silver Gold	Sports Leaders	B Tec	Arts Award
Functional Skills English	✓	✓						
English				✓				
Functional Skills Maths	✓	✓						
Maths				✓				
Functional Skills ICT	✓	✓						
ICT				✓				
PSHE/Citizenship/SRE			✓	✓				
PE				✓	✓	✓		
Vocational Young Enterprise D of E			✓	✓	✓			
Life Skills & Independence including Home Cooking			✓	✓	✓		✓	
Employability Skills			✓		✓			
Humanities, Art Media Studies				✓				✓