



Curriculum Policy

MEADOWFIELD



Curriculum Policy 2022-23

1. INTRODUCTION

The curriculum at Meadowfield School meets the statutory requirements of the EYFS and National Curriculum. Our intention is to ensure a curriculum offer that is broad and balanced with a focus on fostering independence, creativity and an enjoyment of learning by ensuring learning is relevant to pupils' interests. The Curriculum offer in each pathway ensures that subjects are designed and delivered in a sequential way that effectively allows pupils to build on existing knowledge and skills that equip them at every stage with long term memory essential for the next stage of learning in preparation for adulthood. The curriculum provides challenge, supports differing needs and learning styles and is accessible to pupils who use a range of communication strategies and those for whom English is an additional language. The cultural diversity of the local, national and global community is celebrated throughout the curriculum.

Pupils at Key Stage 4 access a range of nationally recognised qualifications as appropriate.

The Sixth Form curriculum focuses on students' aspirations and interests to ensure they are prepared for adulthood through the development of skills for independent or supported living, college, apprenticeship and employment.

Across all pathways of learning the curriculum:

- Promotes the spiritual, moral, cultural, social, wellbeing and physical development of pupils.
- Promotes the Fundamental British Values
- Prepares pupils for the opportunities, responsibilities and experiences of Life in Modern Britain.

2. KEY AIMS

The key curriculum aims of Meadowfield School are:

- To ensure that our Curriculum at Meadowfield is driven by our vision to provide all pupils with a personalised, positive and meaningful learning experience through a sequential approach that prepares them for adulthood.
- To ensure that every key stage builds on the previous learning and development so that key knowledge is transferred to long term memory.
- To aim for the highest level of independence through developing pupils personal and social skills to equip them for the next phase in their lives until adulthood; and enable them to contribute to their community.
- To ensure all pupils are effective communicators through whatever communication media is appropriate to each individual.
- To ensure all pupils develop functional English and Maths skills which support their independence.
- To foster curiosity and a love of learning to enable pupils to become lifelong learners.
- To develop confidence and resilience to try new experiences and take safe risks.
- To support the development of all skills by providing a curriculum enriched by a wide range of experiences within and beyond the classroom.
- To keep pupils safe from radicalisation and extremism.

3. CURRICULUM FRAMEWORK

3.1 Pupils have access to a broad and balanced curriculum in each pathway of the school which includes; Early Years, Engage, Explore, Enquire and Sixth Form. Four parallel curriculum models allow pupils to follow one, which is best suited to the learning needs at any given time. 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 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.

3.2 The delivery of the curriculum is supported through small size classes, a high staff: pupil ratio, specialist staff expertise and differentiated or individual programs. There is a range of class group organisation across each department which supports the learning needs of all pupils.

3.3 The curriculum overall, but particularly the Personal, Social, and Health Education and Citizenship curriculum

is designed to support pupils to grow into young people who are prepared for an adult life in Modern Britain and can make a positive contribution to their community. Great emphasis is placed on the development of social and inter-personal skills.

3.4 The timetable provides a framework for the fair allocation of space and resources and is essential for efficient curricular planning. Pupils have an entitlement to broad and balanced curriculum through which they develop qualities of independence, perseverance, resilience and self-regulation. There is a wide range of curriculum enrichment to enable pupils to become more self-confident with a positive attitude towards themselves and others, which ensures that pupils leave Meadowfield 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.

4. CURRICULUM PLANNING & DELIVERY

The school curriculum implements all learning experiences. EHCP targets are embedded into daily learning, pupils, parents and staff monitor progress through the EHCP diaries. Therapy plans are delivered within and across the day and learning is further enhanced through access to nurture, sensory circuits and sensory processing activities as needed. Pupil premium funding is used to ensure all pupils have full access to all curriculum enrichment.

Curriculum planning is delivered through the scheme of work structure as follows:

4.1 Long term plans – written by Curriculum leads set out the coverage of the National Curriculum across each Key stage to ensure curriculum breadth, balance, entitlement, continuity and progression.

4.2 Medium term plans – written by teachers set out the termly coverage and content for each class or subject to also ensure coverage, continuity and progression across phases. These plans:

- Indicate an inclusive range of general learning objectives;
- Indicate the relationship of general learning objectives to national curriculum programmes of study.
- Indicate National Curriculum related breadth and focus of study.
- Identify cross-curricular possibilities;
- Set out possible learning activities and associated differentiation opportunities;
- Show resource requirements and implications;
- Identify health & safety considerations.
- Identify SMSC and FBV links

4.3 Short term planning & Assessment sheets written by teachers detail the learning intentions for individual lessons or sessions on a daily or weekly basis and specify differentiation, access and engagement for individual pupils or groups. These plans set out:

- Specific learning intentions and success criteria for individuals or groups.
- Records pupil achievement and progress within the lesson.
- Records additional learning outcomes
- Ensures evaluation of learning to inform future planning.

5. CURRICULUM ORGANISATION & CONTENT

The Statutory requirements of the National Curriculum 2014 are implemented across all pathways. Individual pupil therapy needs are integrated into their learning across the day. Learning is further enhanced through the enrichment activities which supports wider learning for all pupils. All pupils have equality of access to all aspects of the curriculum.

5.1 The Early Years curriculum is in line with the guidance and content of Development Matters;

- The Prime areas
 - Personal, Social, Emotional development
 - Physical development
 - Communication and Language
- The Specific areas
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Art and design

It follows a thematic approach to learning, which is split between child initiated play and teacher directed play. It is assessed through regular observations made over time that demonstrate progress and development against the prime and specific areas, and characteristics of effective learning. Focus is placed on developing communication, independence, executive function and self-regulation.

5.2 The Engage Pathway curriculum has been developed for our learners with profound and complex needs, which is accessed from Early years to sixth form through a thematic approach. Learning opportunities addresses development in; Communication, Personal Social and emotional development, Cognition, Technology, Motor skills and Engagement. Focus is placed on building therapy targets into the day to day delivery of the curriculum. This curriculum provides an outstanding platform to progress towards Functional skill accreditation in KS4 and ASDAN accreditation in sixth form.

5.3 The Explore Pathway has been developed for our KS1 – KS4 pupils following a thematic approach to the curriculum via three overarching themes; The World Around Me, The Imaginary World and The Natural World. Each theme consists of a range of topics which enables the teacher to select topics appropriate to the pupil interests and class needs. The majority of the classes follow this curriculum model where learning is mostly pre-national curriculum yet meaningful, relevant and provides a hands on experience. The development of communication, behaviours for learning and sensory processing are key foci in this phase. The subjects areas include; Communication, Literacy, Maths, PSHE, Knowledge and Understanding the world (Science, Computing, Where are we and Who are we) Creativity and performance (Music and Art) and PE.

In Key Stage 4 pupils work towards a range of accreditation which may include WJEC Entry pathways,

5.4 The Enquire pathway has been developed for our KS2-KS4 pupils who are able to access the National curriculum through a more abstract delivery with the support of manipulatives as required. Pupils from Year 3-6 and Year 7-11 are members of a Tutor Group vertically grouped to promote opportunities for peer mentoring and developing wider friendship groups. Pupils transition to subject specific rooms for non-core subjects. Learning is project based leading to an end of project outcome, this could be a performance or event shared and celebrated with parents and carers.

In Key Stage 4 pupils work towards a range of accreditation which may include WJEC Entry pathways, Entry Level, BTEC in English, Maths, Science, Computing, PE, Art, Media and Music and GCSE as appropriate. From year 9 all pupils have access to independent career advice and guidance provided through our collaborative work with other Kent Special schools.

5.5 The Sixth Form curriculum pathways focus on Independence, Business, World of Work and Community where English, Maths and ICT functional skills are embedded within each pathway. This curriculum is designed to support young people through their transition into adulthood and access a range of accredited courses. The wider curriculum in the Sixth Form includes work experience, independent travel training, use of community facilities and practical life skills. Students are supported and prepared for their transition into adulthood which may be supported living, independent living, higher education or employment. Learning groups are organised to meet the needs of the learners.

6. CURRICULUM ASSESSMENT, EVALUATION, AND MONITORING

Rigorous assessment procedures underpin the curriculum across all phases of the school.

Curriculum leaders work together in teams to ensure all Curriculum subjects are monitored for coverage and delivery, and developed regularly so that they are up to date, creative and aspirational. These include teams for core subjects, English, Maths and Science, EYFS, Engage, Creativity and Performance (Art and Design, Design and Technology, Music and Media studies), SMSC (PSHCE, Life skills and Relationship and Sex Education) PE, Tech (Media studies and Computing) and Humanities (Who are we/Where are we?) and leads for the EYFS and Engage pathways. Leaders work together to ensure that subject coverage builds on each phase of learning and prepares learners for adulthood.

6.1 Teachers detailed knowledge of individual pupil levels is the starting point for all planning and assessment.

- Target setting for each pupil is aspirational, challenging and realistic.
- Targets are set for end of year and Key Stage.
- Annual targets are set in September for the coming academic year to ensure pupils achieve or exceed end of Key stage expectations.
- Baseline data for new pupils to the school will be in place within 4 weeks of the pupil starting, and 6 weeks for Early years.

- At key transition points where there is a planned programme for transition baseline data will be gathered prior to the pupil joining the school.
- Targets inform daily and weekly planning differentiation.
- Teachers assessment of daily and weekly planning informs future planning.
- Assessment updates for core subjects take place three times per year and foundation subjects regularly across the year.
- Teachers monitor pupil progress towards targets and ensure interventions are implemented for pupils at risk of not achieving targets or those that show gaps in their learning.
- The impact of interventions are monitored by the class teacher, Curriculum lead and Deputy Principal.

6.2 Whole school and group analysis of data is carried out by the Deputy Principal with responsibility for Outcomes for Pupils.

- A full and detailed Progress and Impact report is submitted to the Governing Body and shared with teachers and Curriculum leads at regular intervals throughout the year. Curriculum leads will ensure that progress meetings with teachers or pathways occur as a result to identify strategies and interventions to close gaps. Any pathway or whole school area for development identified is addressed through Curriculum lead action plans or as an objective within the school improvement plan.
- The Rolling Data tracker monitors the progress of pupils toward their targets and end of Key Stage outcomes and is shared with Governors three times a year.
- Pupils causing concern are identified, teachers informed and this drives the agenda at the pupil progress meetings.
- The progress of pupils entitled to Pupil Premium funding and a range of other vulnerable groups is tracked along with an evaluation of the impact of interventions.

6.3 External accreditation validates the curriculum at Key Stage 4 and Sixth Form. All pupils access accreditation at appropriate levels ranging from Entry pathways, Entry level and GCSE as appropriate.

External moderation validates the curriculum for Early Years. Reviews by external consultants validate the schools Curriculum offer throughout all pathways.

6.4 Curriculum monitoring is carried out by Senior Leaders, Curriculum Leaders and by the Governing Body. This is done through Learning Walks, internal and external moderation of work, class work scrutiny, planning documentation, lesson reflections on IRIS Connect and other aspects of school life.

6.5. Senior Leaders carry out observational monitoring of all teachers through the use of IRIS Connect. The main focus areas of such observations are on quality assurance and pupil progress as set out in the school's Teaching & Learning Policy. Whole school development identified in the School Improvement plan may also be linked to observations. Lesson observations are evaluated with reference to the DfE Teacher standards and Ofsted's current 'School Inspection Handbook' with outcomes reported to the Governing body.

6.6. The Deputy Principal, Curriculum Leads, Assistant Principals and department teachers work collaboratively to ensure that the curriculum is sequenced to ensure new knowledge and skills build on previous lessons and learning so that pupils work towards clearly defined end of key stage points from the Early years through to Sixth form in preparation for adulthood.

7. EQUALITY AND DIVERSITY


Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community. Care is taken within all schemes to ensure that all pupils and students have access to their content. Also, balanced viewpoints are planned into schemes to ensure that a fair and equal amount of information is given to key issues such as religion, race, culture, gender and disability

8. COMPLAINTS

Any complaints concerning the curriculum should be made through the school's procedures. The Complaints Policy is available on the school's website or can be obtained from the school office.

9. OTHER RELATED DOCUMENTATION

Meadowfield Curriculum Overview
Special Education Needs Policy
Assessment, Recording and Reporting Policy
Teaching & Learning Policy
Governor Monitoring Policy

 School Policy Approved by Leadership Team	
Policy Adopted	Date: September 2022
Policy Approved	Date: September 2022
Next Review	Date: Academic Year 2023/34