

Each curriculum is connected by and underpinned with our Core Values, our school aims and British Values. Subject Leaders created M Frameworks designed to meet the needs of all pupils, ensuring achievement for all. Each curricular design covers skills, "sticky" knowledge and understanding across a range of areas of learning, and they are run together, to facilitate a 'learning flow' between the four.

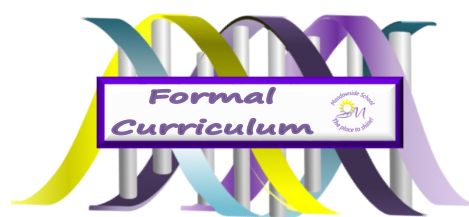
The Hidden Curriculum, promoting the personal and social development of pupils and their accumulation of cultural capital, through life skills, SMSC development, enrichment activities, social communication, problem solving and discrete subjects.

The Preformal Curriculum- for learners not engaged in subject specific learning. The focus is upon enabling them to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills.

The Semi Formal Curriculum- for learners who need teaching to be based around their interests. The focus is on enabling them to enjoy learning, make progress and achieve. Pupils will become active citizens, able to make a positive contribution to the community.

The Formal Curriculum- a broad curriculum that includes National Curriculum subjects, planned by Subject Leaders to ensure breadth, balance and preparation for adulthood. Pupils personalise their curriculum at KS4, choosing Options each year with other 14-19 aged pupils, creating bespoke progression pathways personalised for each individual.

Meadowside School Curriculum



Curriculum vision and mission

At Meadowside School our curriculum intent is to ensure that the learning journey our pupils take through their education is learner-centred, informed by their EHCP, their and their family's aspirations, in preparation towards their adulthood. The Formal Curriculum is interleaved with opportunities to over-learn in a holistic and personalised approach, with 'sticky knowledge' enabling pupils to know more, remember more and to do more.

1. What are we trying to achieve?

Our curriculum aims– to enable pupils to become:

Successful learners who enjoy learning, make progress and achieve

Confident individuals who are able to live safe, healthy & fulfilling lives

Responsible citizens who make a positive contribution to the community

Components

Lessons

Environment

Communication

Personalised Learning

Learning outside the classroom

Behaviour

Routines

Approaches to learning

A range of approaches, teaching styles, collaborative learning. Assessment fit for purpose and integral to teaching & learning

Supports independence, social emotional skills and positive behaviour. Specialist Subject Leaders, Specialist teaching rooms

Total Communication approach, including Makaton, PECS, AAC, Widgit symbols for visual supports

PLIMs, Learning Journals (Purple Progress Files using Evidence for Learning) ACE files (Achievement, certificates & Enrichment) , Regular reflection

Contextualised trips, exploring the local community, work experience, college links. The 14-19 Options offer widens the curriculum for all, building on prior learning

Positive Behaviour supported via Personal Support Plans (PSPs). Safer Management Plans (SMPs), Sensory Diets (Brainworks) Eduspot recording and tracking

Opportunities for SMSC (Social, Moral, Spiritual and Cultural) emotional and physical development

Differentiation & Individualisation

Bespoke M Frameworks, SILSAF & MAPP assessment schemas

Language to support independence

SMSC, Core Values and British Values

Building Cultural Capital and Inspiring Brighter Futures

Behaviour for Learning

Sensory Integration

Whole school approaches

Overarching themes that have significance for individuals and society, and provide relevant learning contexts: Three year rolling programme of themes

Statutory Expectations

Understanding and application of:

Maths, English, Science

PE, PSHE, Swimming

Music, Art & DT

Life Skills, Computing, MFL

Careers, IOL, Citizenship

History, Geography, RE

Hidden Curriculum

Promoting the personal and social development of pupils and their accumulation of cultural capital, through life skills, SMSC development, enrichment activities, social communication, problem solving and discrete subjects

Evaluating Impact

Involves the whole community e.g. parents, teachers, governors

Chooses assessment fit for purpose– M Levels in EFL

Uses a continuous learning cycle

Embraces peer & self-assessment, positive & constructive feedback and engages moderation

Uses a variety of techniques to collect and analyse information

Uses a wide range of measures both quantitative and qualitative

Uses data to inform progress and areas for development

Accountability measures

Attainment & Improved Standards

Behaviour and attendance

Healthy & Positive Lifestyle Choices

Further improvement in education, employment and/or training

Best Hoped For Outcomes

Curriculum vision and mission

At Meadowside School our curriculum intent is to ensure that the learning journey our pupils take through their education is learner-centred, informed by their EHCP, their and their family's aspirations, in preparation towards their adulthood.

The semi-formal curriculum is for those who need teaching to be based around their uniqueness; creating positive relationships; and enabling environments.

Curriculum Aims

Successful learners who enjoy learning, make progress and achieve

Assertive individuals who are able to live safe, healthy & happy lives

Active citizens who make a positive contribution to the community

Areas of need

Communication & Interaction

Cognition & Learning

Social, Emotional & Mental Health

Sensory and/or Physical

Focus for Learning

Knowledge and Understanding

Skills

Attitudes and Attributes

All learners have a right to...

Good quality education

Identity

Information

Safety

Friendships

Health & Well-Being

Components

Lessons

Learning beyond the Classroom

Communication

Personalised Learning

Behaviour

Environment

Routines

Approaches to learning

Class based provision with consistent staff team, room and routines

Sensory Integration, Attention Autism, Intensive Interaction and TEACCH strategies,

Total Communication approach, including Makaton, PECS, AAC, Widgit symbols, Objects of Reference

PLIMs, Learning Journals (Purple Progress Files using Evidence for Learning) ACE files (Achievement, certificates & Enrichment)

Positive Behaviour supported via Personal Support Plans (PSPs). Safer Management Plans (SMPs), Sensory Diets (Brainworks)

Preparation for Adulthood outcomes, fostering independence, social, emotional skills and functional communication

Opportunities for SMSC (Social, Moral, Spiritual and Cultural) emotional and physical development

Differentiation & Individualisation

Engagement profile

Quality First Teaching

SMSC, Core Values and British Values

Behaviour for Learning

Building Cultural Capital and Inspiring Brighter Futures

Ethically underpinned curriculum

Whole school approaches

Overarching themes that have significance for individuals and society, and provide relevant learning contexts: Five year rolling programme of themes

Curriculum areas

My Communication

My Thinking & Problem Solving

Myself & My Body

My Independence

My Creativity

The World About Me

Hidden Curriculum

Promoting the personal and social development of pupils and their accumulation of cultural capital, through life skills, SMSC development, enrichment activities, social communication, problem solving and discrete subjects

Assessment fit for purpose

Looks at each learner individually and captures holistic progress

Is an integral part of teaching and learning

Draws on wide evidence of learning

Promotes broad and engaging curriculum

Assessment schemas linked to MAPP, SILSAF and M Frameworks

Gives helpful feedback to the learner and stakeholders

Helps identify learners' achievements and their next steps

Embraces peer and self assessment

Bespoke assessment frameworks written by Subject Leaders

Uses data to inform progress and areas for development

Accountability measures

Attainment & Improved Standards

Behaviour and attendance

Healthy & Positive Lifestyle Choices

Positive well-being

Best Hoped For Outcomes

Curriculum vision and mission

At Meadowside School our curriculum *intent* is to ensure that the learning journey our pupils take through their education is learner-centred, informed by their EHCP, their and their family's aspirations, in preparation towards their adulthood. The preformal curriculum is a Creative Curriculum which endorses building connections, problem solving and coherence. We are committed to ensuring that our learners fully immerse themselves in learning, work within a flexible framework which is responsive to their needs.

Curriculum Aims

Supporting learners to develop independence and communication strategies so they have a Voice

Individuals who are able to live safe, healthy and happy lives, maintaining physical strength and movement range

Citizens who are valued and active members of the community

Areas of need

Communication & Interaction

Cognition & Developing Control

Social, Emotional & Mental Health

Sensory and Physical

Focus for Learning

Eliciting Responses

Developing Skills

Developing interests and motivators

All learners have a right to...

Good quality education

Identity

Information

Safety

Friendships

Health & Well-Being

Components

Lessons Learning beyond the Classroom Communication Personalised Learning Behaviour Environment Routines

Approaches to learning

Class based provision with consistent staff team, room and routines

A focus on mobility, postural management, active exploration of the environment and personal care

Sensory cues, Objects of Reference, Intensive Interaction, Total Communication approach, including Makaton, PECS, AAC, Widgit symbols

Quest, PLIMs, Learning Journals (Purple Progress Files using Evidence for Learning) ACE files (Achievement, certificates & Enrichment)

Medical care plans, training and skilled staff in providing a range of medical interventions

Foster control, independence, social, emotional skills and functional communication

Opportunities for SMSC (Social, Moral, Spiritual and Cultural) emotional and physical development

Differentiation & Individualisation

Engagement profile

Quality First Teaching

SMSC, Core Values and British Values

Inspiring Brighter Futures

Building Cultural Capital

Sensory Integration

Whole school approaches

Overarching themes that have significance for individuals and society, and provide relevant learning contexts: Five year rolling programme of themes

Curriculum areas

My Communication

My Thinking

My Body

Me & My Community

My Care & Independence

Hidden Curriculum

Promoting the personal and social development of pupils and their accumulation of cultural capital, through life skills, SMSC development, enrichment activities, social communication,

Assessment fit for purpose

Looks at each learner individually and captures holistic progress

Is an integral part of teaching and learning

Draws on wide evidence of learning

Promotes broad and engaging curriculum

Maximises progress

Gives helpful feedback to the learner and stakeholders

Helps identify learners' long term aspirations

Based on a developmental perspective

Linked to QUEST milestones and developmental continuum

Uses data to inform progress and areas for development

Accountability measures

Attainment & Improved Standards

Behaviour and attendance

Healthy & Positive Lifestyle Choices

Positive well-being

Best Hoped For Outcomes

1. What are we trying to achieve?

2. How do we organise learning?

3. How well are we achieving our aims?