



# St Mary's School & College Curriculum

# Curriculum Statement

St Mary's School is committed to providing a curriculum, which is challenging, exciting, age appropriate, inclusive and develops all of our pupils for the next stage in their lives. It is vital that the interests and passions of pupils and individual teachers are allowed to be expressed to ensure that topics are inspiring and motivating. It is essential; therefore, that whilst we have of a curriculum plan which ensures coverage and progression, it also plans for flexibility. We value our teacher's creativity and therefore we provide a framework, which allows for autonomy and individual flair. As an all age school St Mary's recognises the value specialist subject teachers can bring to the curriculum.

The curriculum at St Mary's plans for the development of British values in a meaningful way. (see policy)

St Mary's staff understand the importance of explicitly demonstrating to our pupils the links in their learning and providing opportunities to generalise their learning as well as fostering independence at every opportunity.

The school follows the guidance of the 2014 National Curriculum whilst providing an individualised approach to learning. In Key Stages 4 and 5 pupils begin to follow their individualised learning pathway towards accredited routes.

At St Mary's we are well supported by the therapy and care departments and aim to work in an integrated way ensuring the curriculum is delivered across the waking day. Both departments provide opportunities to develop and embed learning outlined in our curriculum. In particular access for learning is supported by joint planning lessons with speech and language therapists, occupational therapists and physiotherapists who will often co-deliver rather than support within lessons. This allows a more integrated approach and a reduction in the need for pupils to be withdrawn from lessons; it ensures pupils are consistently given opportunities to embed therapeutic approaches to learning.

# Overview

St Mary's follows the National Curriculum but is carefully adapted to suit the needs of the pupils on a year by year basis. The curriculum is made as functional as possible with integrated planning and delivery from therapy staff. St Mary's is a Centre for Excellence, awarded by PFEG (Personal Finance Education Group associated with Young Enterprise) as well as having been awarded Arts Mark by the Arts Council.

Pupil progress is through the Riverbank p step descriptors, ranging from P1 (PMLD) to P18 (GCSE equivalent) for the following subjects: maths, English, science, ICT, PE with PSHE coverage tracked via SMSC Grid.

Below is a summary of the different age-appropriate structures used between the Key Stages as well as the subjects on offer:

Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
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## Overview information

<p>Integrated therapeutic curriculum</p> <p>Joint led by teacher, SaLT &amp; OT</p> <p>High staffing ratios</p> <p>Learnt- play</p> <p>Preparation for more independence at Key Stage 3</p> <p>1 'messy play' classroom, 1 ASD/TEACHH classroom, 4 breakout rooms</p> <p>Weekly community trips</p> <p>Following National Curriculum</p> <p>Ready for Learning daily</p>	<p>2 streamed classes</p> <p>1 more integrated therapeutic approach across 2 classrooms, 1 more suited to 'mainstream' style learners</p> <p>Following National Curriculum</p> <p>Ready for Learning daily</p>	<p>2 streamed classes</p> <p>Begin maths and English accreditation pathways</p> <p>Complete WJEC Science course</p> <p>Continuation of Key Stage 2 &amp; 3 National Curriculum for non-core subjects where appropriate</p> <p>Work experience Terms 5 &amp; 6</p> <p>Ready for Learning daily</p>	<p>3 streamed classes</p> <p>Continuation of maths and English accreditation pathways</p> <p>BTEC options</p> <p>1 day per week vocational work experience linked with BTEC qualification</p> <p>Transition support for post-19 provision</p> <p>Ready for Learning daily</p>
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## Subjects studied

\*Accredited

\*\*Option Accreditation – pupils choose 1 BTEC out of the selection following tasters in each

<p>Learning based on a topic</p> <p>Art &amp; Design</p> <p>Computing</p> <p>DT</p> <p>English</p> <p>Food Technology</p> <p>History</p> <p>Independent Living*</p> <p>Maths</p> <p>Music</p> <p>PE inc. swimming</p> <p>PSHE</p> <p>RE</p> <p>Science</p> <p>Signing</p>	<p>Art &amp; Design</p> <p>Computing</p> <p>English*</p> <p>Forest School</p> <p>Food Technology</p> <p>Independent Living*</p> <p>Maths</p> <p>Music</p> <p>PE inc. swimming</p> <p>PSHE</p> <p>RE</p> <p>Science</p> <p>Signing</p> <p>Thematic Curriculum</p>	<p>Art &amp; Design*</p> <p>Computing</p> <p>English*</p> <p>Food Technology</p> <p>Humanities</p> <p>Independent Living*</p> <p>Maths*</p> <p>Music*</p> <p>PE inc. swimming</p> <p>PSHE</p> <p>RE</p> <p>Science*</p> <p>SRE</p> <p>Signing</p>	<p>BTEC Performing Arts**</p> <p>BTEC Food Technology*</p> <p>BTEC Horticulture**</p> <p>BTEC ITQ**</p> <p>BTEC Land-base Studies**</p> <p>BTEC Sport**</p> <p>BTEC Vocation*</p> <p>City &amp; Guilds Hairdressing*</p> <p>Computing</p> <p>English*</p> <p>Independent Living *</p> <p>Maths*</p> <p>PE inc. swimming</p> <p>PSHE</p> <p>Signing</p>
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# Maths and English Accreditation Pathways For Key Stages 4 and 5

At Key Stage 4 pupils begin work towards accreditation in maths, Science and English. Within Science pupils work towards differentiated entry level accreditation following WJEC's 'Science Today' syllabus. Within maths and English pupils follow the below pathway, beginning at an appropriate level at the start of Key Stage 4 and progress through until the end of Key Stage 5.

## Entry Level 1

### OCR Life and Living Skills

Encounter Exploring the application of basic literacy and numerical concepts graded against a 10 step Achievement Continuum.

Assessed by combined maths and English unit coursework only.



## Entry Level 2

### OCR Life and Living Skills

Apply Building on exploration of skills towards application.

Assessed by combined maths and English unit coursework only.



## Entry Level 3

### OCR Life and Living Skills

Consolidate Development and extension of skills.

Assessed by combined maths and English unit coursework only.



## Level 1

### OCR Functional Skills

Improved levels of accuracy and judgement and evaluation in core areas.

Assessed by examinations, combining skills across the course, testing information processing, problem solving and creative thinking; resulting in separate English and maths accreditation.



## Level 2

### OCR Functional Skills

Context is unfamiliar and the problem and solution needs to be identified by the pupil, methods may require several steps and processes.

Assessed by examinations, combining skills across the course, testing information processing, problem solving and creative thinking; resulting in separate English and maths accreditation.

# Subject Statements

## Art & Design

### Why Art is important to the pupils at St Mary's

Art lessons provide students with opportunities to develop their creativity, imagination, critical thinking and ability to make choices. These are skills necessary for problem-solving, academic development and independence. It is a way for pupils who find it difficult to express themselves to communicate in a visual form.

### Aims and content of the Art curriculum

The aim of the curriculum is for pupils to explore a range of techniques, record and review their work on a weekly basis.

KS3 and KS4 pupils are completing three AQA Units at Entry Level covering Art history, Textiles, Mixed media and three-dimensional skills.

### Assessing progress

Pupils are tracked in their progress using AQA Summary sheets to record when Outcomes have been achieved. They complete a weekly Progress Target record sheet, which is discussed with the pupil and Art work books which show progression of learning.

### Accreditation

Pupils will achieve three AQA Entry Level Units in Art.

### How care and therapy support learning

Care staff support pupils in the lessons with completion of the task, organisation of equipment and prompting to complete work set. They also support pupils with answering questions and how to behave appropriately in the lesson.

Therapy staff support pupils with their motor skills and ways of completing particular tasks through a variety of equipment use. They support pupils with their understanding the task, communication skills when discussing work, keywords and writing when recording what pupils have achieved.

# Computing

## Why Computing is important to the pupils at St Mary's

A digital literacy ensures pupils are empowered and enfranchised, helping them to become more independent, creative and social both inside and outside of school.

## Aims and content of the Computing curriculum

The computing curriculum broadly follows the National Curriculum for computing and includes computer science, information technology and digital literacy. The aims are to ensure that all pupils can understand and apply principles of computer science; evaluate and apply information technology; and are responsible, confident and creative users of information and communications technology. The curriculum includes learning about programming and algorithms; creating and exploring using audio, graphics and animation; and learning how to be safe online both inside and outside of school.

## Assessing progress

At KS3/4 students are not formally assessed but are closely monitored and given individual targets to work on to foster independence and creativity. Pupil and student progress and achievements are assessed through the Riverbank model of PSteps to help identify progress against individualised targets. Progress is reviewed termly and used to compile annual reviews.

## Accreditation

At KS5 students are formally assessed. BTEC ITQ students complete a portfolio of units of coursework to accrue credits that can be used for accreditation awarded by the examining body of Edexcel at Entry level 3, Level 1 and Level 2 Award and or Certificate. College students that haven't chosen IT as an option will complete accreditation through the OCR Life and Living Skills, at Entry Level 1-3.

## How care and therapy support learning

Care staff support pupils in the lessons with completion of the tasks set, spelling and grammar, organisation of equipment and prompting to complete work. They also support pupils with answering questions and how to behave appropriately in the lesson. Where appropriate, Occupational Therapists and Speech and Language Therapists are consulted to help students develop and consolidate language skills, exploit resources and develop problem solving skills. Working closely with Education the Therapy team help to make the curriculum more accessible by for example, encouraging the use and understanding of keywords; listening and following instructions; problem-solving; and accurately recording and reporting through the use of screenshots and write-ups.

# Design Technology (DT)

## Why Design Technology is important to the pupils at St Mary's

Design and Technology is an important subject to develop children's creativity and imagination. This subject allows pupils to develop their designing and making skills and solve problems relevant to the contexts. Through evaluation of past and present designs they will develop a critical understanding of designs and its possible impact on daily life and the wider world.

## Aims and content of the Design Technology curriculum

This 'Automata Animals' unit gives children opportunities to develop their understanding of mechanical systems. Children learn about controlling movement with a cam mechanism as part of an automata animal. They will develop their designing skills through using information sources to research ideas about animals which are then incorporated into the design criteria and designs. They will make a simple cam mechanism to formulate an understanding of how different shaped cams can be used to produce different movements. Children will extend their making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut wood and card accurately. Through these activities they will gain an understanding of the working characteristics of the materials and components and how they can be combined to create more useful properties.

## Assessing progress

A Formative assessment process is used focusing on each pupils individual need. Peer assessment is used to improve designs and evaluate final products.

## How care and therapy support learning

Where appropriate OT and SALT are consulted during joint planning sessions to develop and consolidate Language skills and develop pupils fine motor skills, use of tools and problem solving skills.

# English

## Why English is important to the pupils at St Mary's

English, as a spoken, signed and written language, pervades everything we do both at school, home and within the wider community. At St Mary's we enable our pupils to become confident users of our language through our English teaching and learning. With daily, dedicated subject lessons and an ethos of embedding literacy skills throughout the curriculum; all students have boundless opportunities to practice those skills in a variety of settings.

As reading is a core life skill we have daily 'DEAR' (drop everything and read) sessions for 15 minutes Monday to Thursday with an extended session on Fridays where reading buddies (pupils) work with weaker readers to support and build friendships and role-models through reading. Reading books also go home every weekend to continue the learning in the home.

## Aims and content of the curriculum

Our aim is to encourage our pupils to become effective and independent communicators, for now and the future beyond school and college. With KS2 and 3 following a creative, integrated curriculum, KS4 and 5 continue to build upon the functional skills necessary for life whilst also providing opportunities to enjoy high quality texts at all levels.

## Assessing progress

All teaching staff use the Riverbank P-step descriptors to assess pupil progress, gathering evidence from, and sharing next steps towards progress with, education and therapy colleagues. Our experienced teaching staff undertake continuous formative assessment, highlighting the important next steps and future targets for inclusion in subject planning.

## Accreditation

We enable the students in Key Stages 4 and 5 to acquire a range of levelled awards through the study of units from OCR Live and Living skills at Entry level, with progression to Functional Skills where appropriate for each individual. Students are also entered into English Speaking Board examinations.

## How Care and Therapy support learning

Subject teachers hold weekly planning sessions with Speech and Language Therapists, Occupational Therapists and Physiotherapists in which barriers to learning are discussed and strategies suggested to help each student continue to make progress. These sessions provide an opportunity for each discipline to work together and share their expertise for the benefit of the students. Similarly, regular feedback to and from care provide opportunities for students to continue to practice the skills they have been developing in formal lessons.

# Food Technology

## Why Food technology is important to the pupils at St Mary's

Food Technology is important to the students/pupils at St Mary's, it helps them to develop independence in the kitchen as well as learn basic hygiene and kitchen safety rules. Pupils are taught how to identify and effectively reduce hazards in the kitchen as well as gaining an understanding of the eat well plate and the importance of eating a balanced and varied diet

## Aims and content of the Food Technology curriculum

The aim of the Food Technology curriculum is to prepare students and pupils to be able to cook a variety of simple dishes independently and to then be able to replicate those meals once they have left St Mary's. Within Food Technology aspects of literacy and numeracy are reinforced in a practical/everyday setting enabling the pupils to emulate those skills outside of the classroom and demonstrate transferable skills.

## Assessing progress

At KS3 students are not formally assessed but are closely monitored and given individual targets to work on to foster independence and with the support of Occupational Therapists pupils work towards individual therapy goals within the lesson. At KS5 students are either assessed against the BTEC Home Cooking Criteria or against the OCR Life and Living Entry Level criteria.

## Accreditation

In KS5 students work towards either the Level 1 or Level 2 Jamie Oliver BTEC in Home Cooking Skills.

## How care and therapy support learning

Food Technology is supported by therapy through an integrated planning approach with the recipe ideas being discussed across both Education and the Occupational Therapy department to ensure that they are both suitable and relevant to the pupils at St Mary's.

## Forest School

### Why Forest School is important to the pupils at St Mary's

Forest School allows pupils to problem solve in an outdoor environment and take supported and appropriate risks to the environment and themselves. Every activity is based on a practical task which allows pupils to use a variety of abilities including maths, English, Art, Food technology, Design and Technology and Science. Forest school will help pupils build their confidence, communication and well-being.

### Aims and content of the Forest School Curriculum

The aim of forest school curriculum is to ensure pupils develop their self-belief, confidence, communication, physical and emotional health. Pupils will be able to link their Forest school skills with everyday life situations and problems that arise in school. Forest school is differentiated according to need and ability.

### Assessing progress

Pupils complete a baseline test to measure their skills and knowledge on forest school. Progress is linked and tracked using the P step system including Numeracy, English and Science.

### How care and therapy support learning

Therapy staff contribute to the delivery of a session as well as co – delivery of a session. Forest school has links to fine motor skills, physical health, well-being and exploring using all senses.

## Humanities

### Why Humanities is important to the pupils at St Mary's

Humanities is delivered through Geography and History projects at Key Stage 4, it develops the pupils awareness of the world around them and develops a wide range of skills and understanding to further help prepare for independent life.

### Assessing progress

Pupils are assessed at the beginning and end of a topic by completing a baseline test. Progress is then captured by work booklets, feedback from staff, lesson plans reviewed, evaluations completed and pupil feedback.

### How care and therapy support learning

Therapy contribute by joining the classes on trips and outdoor activities to support life skills whilst out in the community.

# Independent Living

## Why Independent Living is important to the pupils at St Mary's

Independent living prepares pupils with the skills and understanding to be as independent as possible not only throughout their time at St Mary's but also into adulthood.

## Aims and content of the Independent curriculum

The aim is to raise independence aspirations for all pupils, providing them with the skills to travel independently around the community, prepare meals, manage budgets and complete domestic chores effectively.

## Assessing progress

Pupils are benchmarked against Entry Level syllabi and then follow appropriate units with set assessment criteria.

## Accreditation

All pupils, from Key Stage 2 to Key Stage 5 follow OCR Life and Living units which contribute to an overall qualification integrated with maths and English. The topic units chosen for this subject are as follows: keeping safe in the community, managing money, healthy living, shopping, keeping your home clean, understanding routines, recycling, laundry, managing my leisure time. Beyond Entry Level 3 identified accreditation or pathways will be chosen based on the individual needs of the pupil.

## How care and therapy support learning

All independent living lessons are joint planned and led by a teacher, speech and language therapist, occupational therapist and residential support worker or house manager. Lessons are delivered within the community or on the living area where these skills are most applicable.

# Maths

## Why maths is important to the pupils at St Mary's

We use maths in every aspect of our lives –in practical everyday activities at home and beyond. St Mary's is focused on ensuring our pupils leave our provision as independent as possible and as such maths is embedded in all areas of the curriculum as well as being delivered 5 lessons a week.

## Aims and content of the maths curriculum

The aim of the maths curriculum is to ensure pupils have the best usable understanding of all areas and that they can apply their knowledge to practical situations beyond the classroom. Key Stages 2 and 3 follow the National Curriculum but is differentiated according to need. At Key Stages 4 and 5 the focus is developing and extending that knowledge and understanding further with all coursework based on practical independence and living skills.

## Assessing progress

Pupils are assessed against the Riverbank p step descriptors and are tracked three times a year to monitor progress. For Key Stage 4 and 5 pupils following accreditation pathways these criteria are also used to track progress.

## Accreditation

Pupils work towards gaining Entry Level accreditation for OCR Life and Living Skills through coursework submission, and then progress to OCR Functional Skills at Levels 1 and 2 which are examination based. Beyond this there is provision for pupils to undertake GCSE Maths.

## How care and therapy support learning

Maths is embedded within care by applying formal classroom learning into life skills in terms of meal planning, shopping for and preparing meals, time management and domestic tasks. Pupils also learn money management with their pocket money.

Therapy staff contribute to planning and delivery of maths through 'Ready for Learning' sessions at the start of each day as well as co-delivering lessons. These sessions will often have a 'life skills' focus and a high level of practical engagement.

# Music

## Why Music is important to the pupils at St Mary's

Music is a unique form of communication that all pupils, regardless of needs, can access. Through positive interactions with music, pupils' develop competence as learners and increase their self-esteem. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding. Music lessons are practically based and help pupils develop a sense of group identity and togetherness, strengthening listening skills and making their own judgements about what they hear. Pupils' creativity is developed through using what they learn to compose for themselves.

## Aims and content of the music curriculum

At St. Mary's we aim to foster a lifelong joy of music through activities linked to listening, performing, composing and evaluating work. Lesson topics range from the history of music, music from around the world, notation, music technology and performance art with opportunities to participate in regular productions. Links with other subjects are made where appropriate, for example, a literacy text or cultural project.

## Assessing progress

P Steps and National Curriculum levels are used to currently track progress in Music. The BTEC course follows its own assessment criteria.

## Accreditation

Key Stage 3 work towards Explore Arts Award, Key Stage 4 Bronze Arts Award and there is a BTEC Performing Arts course for Key Stage 5.

## How care and therapy support learning

Music itself is a therapy to all our pupils. Therapists join lessons to support with signing, speech and language. Occupation Therapy advise on any necessary adaptations to musical instruments.

# Physical Education including swimming (PE)

## Why PE and Swimming are important to the pupils at St Mary's

Physical Education allows St Mary's pupils and students to progress and learn practically to enable them to develop their prowess in sports, understand why sport and exercise can help them to lead healthy lifestyles, become a leader and develop vital teamwork and sportsmanship skills, which they can continue into other aspects of their lives, enjoy sport and exercise and importantly have fun, understand personal survival and life-saving skills which can be applied to both water and land based recoveries.

## Aims and content of the PE and Swimming curriculum

- Develop sports skills and techniques
- Gain knowledge of tactics and strategies to outwit opponents
- Apply skills and techniques to game situations
- Develop teamwork skills to be an active member of a team
- Gain knowledge of rules and the roles of officials
- Gain knowledge of and confidence in leadership skills
- Develop self evaluation skills to celebrate strengths and recognise areas to improve
- Gain knowledge of the importance of lifelong exercise participation
- Develop an understanding of health, fitness and well being

## Assessing progress

Pupil's and student's progress and achievements are assessed through lesson evaluations to identify progress against individualised targets. Progress is reviewed termly and used to compile annual reviews. Physical Education in School is assessed through the Riverbank model.

In College Physical Education assessments are made against the OCR Entry Level Certificate in PE. Swimming assessments are made through ASA and RLSS Award criteria. BTEC Sport and Active Leisure is assessed against the unit assessment criteria as per the Edexcel specification.

## Accreditation

Physical Education in College is accredited through the OCR Entry Level Certificate in PE. Lifesaving and Personal Survival achievements are accredited through ASA and RLSS. SwimFit achievements are acknowledged through a certificate from ASA. BTEC Sport and Active Leisure is accredited through Edexcel at Entry level 3, Level 1 Award and level 1 Certificate.

## How care and therapy support learning

Speech and Language Therapists support the PE department in the creation of symbol resources to identify key words and terminology. Occupational Therapists are consulted to identify specialist equipment required for specific learners and to obtain advice about daily living skills such as dressing or organisational skills which form part of the PE lesson. The PE department work closely with the Physiotherapy department to support our learners to complete personalised exercises within lessons to improve areas of specific physiotherapy needs.

## Community links

At St Mary's we have created strong community links with several sports organisations and clubs. We have a strong working partnership with Sussex Cricket Club, allowing pupils and students the chance to develop their cricket skills both at school level and Disability County level. Sussex Football Association work with St Mary's to support us to provide Football Mash Up after school clubs. We have made a link with

Buzz Active to provide opportunities for Canoeing sessions. The School is part of the Hastings and Rother School Sports Partnership and attend competitions and events with local primary and secondary schools.

## Personal, Social and Health Education (PSHE)

### Why PSHE is important to the pupils at St Mary's

PSHE is integral to all pupils development and understanding of themselves, keeping healthy, relationships and the community and world around them. For pupils at St Mary's PSHE is delivered through weekly lessons within the timetable but is also a culture ingrained in the ethos of the waking day. Pupils are supported continually and through a range of support networks to engage with their own personal development, health and social well-being.

### Aims and content of the PSHE curriculum

The aim of the PSHE curriculum is to ensure pupils have a strong understanding of key topics such as keeping themselves safe online, in the home, at school and in the community. Pupils follow a rolling programme which is differentiated to ensure the development and awareness of one's self and friendship well-being is managed carefully.

### How care and therapy support learning

PSHE topics are consistently and proactively promoted across the living areas and within therapy through the day to day delivery and focus on well-being and embedding British values. The well-being team and nurses also proactively engage pupils in learning with targeted work on key topics as well as the school's Child and Family Support Worker also delivering key support.

## Ready for Learning

### Why Ready for Learning is important to the pupils at St Mary's

Our students at St Marys have statemented needs that identify their difficulties in accessing the curriculum, Therapy input thus needs to be targeted to facilitate our students to fully access all aspects of the curriculum.

### Aims and content of the Reading for Learning curriculum

RfL is intended to prepare our students, to get them mentally and physically ready to get the most from the curriculum. The aims are that the RfL activity relates to the curriculum topic and has been planned with in conjunction with the education staff.

### Assessing progress

As the aims of the process are about preparing the individual for the day ahead and curriculum, progress would be measured in how that individual achieves their education goals.

### How care and therapy support learning.

Through removing the barriers to learning for that individual and developing a curriculum that relates directly to the needs of our students. So they learn what they need to in order to operate in the wider world to their maximum potential.

## Religious Education (RE)

### Why Religious Education is important to the pupils at St Mary's

RE has a vital role to play in helping the students at St Mary's develop an understanding and acceptance of other cultures and beliefs. With so many negative reports in the news it is particularly important to teach our students the facts, rather than leave them with many dangerous misconceptions about the different religions in today's society.

### Aims and content of the curriculum

Our aim is to provide students from KS2 – KS4 with a thorough overview of the six main world religions, comparing and contrasting aspects of each, such as place of worship, Gods and Prophets and religious symbols. With a clear idea of the differences, and similarities, between religions we hope that the students will develop a greater sense of respect and tolerance for those with different beliefs.

### Assessing progress

St Mary's are in the process of adopting level descriptors taken from Riverbank P steps to help in our assessment of progress in RE.

### How Care and Therapy support learning

Therapy staff are often timetabled for some students in order to support with reading or handwriting, enabling the students to focus on the key learning around the subject.

## Sex & Relationship Education (SRE)

### Why SRE is important to the pupils at St Mary's

SRE is important to all young people to help understand relationships, develop a sense of identify and self, as well as understanding changes in their bodies and attitudes. Currently SRE is delivered as a stand-alone subject to KS4 with the expectation for all pupils to have this included in September 2018.

### Aims and content of the SRE curriculum

The aim of SRE is to provide a safe environment for pupils to regularly have the opportunity to ask questions, learn and understand changes to themselves and develop skills to maintain healthy relationships with a number of different people.

### How care and therapy support learning

The SRE curriculum is developed alongside the PSHE curriculum but also with joint planning and delivery from therapy and the well-being team. Pupils are reassured it does not necessarily have to be their tutor or class teacher that they can go to for support as it is critical pupils feel comfortable have conversations of this type. This would then also be supported on the living area as well.

# Science

## Why science is important to the pupils at St Mary's

Science is an important subject for our pupils to learn because it arouses their curiosity and knowledge about themselves and the world around them. Whether they are taught about nature, the human body, space or household chemicals it all relates back to whatever happens in their everyday lives. Science lessons contain experiential and practical activities and improve thinking skills, life skills and independence in learning.

## Aims and content of the science curriculum

Science is a spiral curriculum and offers differentiated opportunities for pupils to:

- build on their scientific knowledge and understanding of working scientifically, biology, chemistry and physics from Key Stage 2, 3 or 4 and make connections between these different areas of science;
- carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- communicate what they did and its significance;

## Assessing progress

Pupils are assessed against the Riverbank P Step descriptors and are tracked three times a year to monitor progress. Pupils receive weekly written and verbal targets and progress against these is recorded on their work and given verbally. Assessment in lessons consists of 1:1 discussion, questioning, observation of pupil work, photographs of pupil activity, pupil worksheets, peer evaluation activities, pupil self-evaluation stickers on work. Key Stage 4 pupils follow accreditation pathways and have to meet the WJEC assessment criteria for Entry Level 2 and 3 which are also used to track progress.

## Accreditation

Pupils work towards successfully gaining Entry Level 2 and 3 accreditation for WJEC Science Today through coursework submission. 5 units of coursework are moderated both internally and externally. Pupils progress on to BTECs in Horticulture and Land and Animal Management in Key Stage 5.

## How care and therapy support learning

Teachers and therapists plan lessons and work together to provide lessons that are accessible to all pupils in the classroom. The aim of this collaborative practice is to:

- Develop understanding and expression of basic language concepts, e.g., attributes/shapes/size/etc.
- Develop understanding and expression of specific relevant vocabulary, e.g., the names of apparatus/materials/chemicals, etc.
- Develop sequencing skills.
- Develop the ability to listen to and follow instructions.
- Develop problem solving skills.
- Develop the ability to make decisions and predictions.
- Develop their knowledge of cause and effect.
- Develop the ability to observe, record and report accurately.

# Signing

## Why Sign Language is important to the pupils at St Mary's

At St Mary's all pupils have speech, language and communication needs, therefore sign language is used in all environments as a key part of our Total Communication approach.

To **help understanding of words**. Most of our pupils have much stronger visual processing skills, thus signing words supports their understanding of spoken language.

To **develop vocabulary and concepts**. Difficulties with auditory processing impacts on pupils' ability to learn and store language. If the sign is consistently used with the spoken word, this will help the pupils to store that word. Therefore we always speak at the same time as signing.

To **communicate with staff and peers**. For those pupils with speech difficulties, signing can support communication with others without having to rely solely on speech.

To **support word retrieval** (if they have word finding difficulties) or to support them to slow down their rate of speech so that they can organise their language more effectively.

Each class has a minimum of one 30 minute sign language lesson weekly delivered by a Sign Language Tutor/Practitioner as well as in-class support at least once a week.

## Aims and content of the Sign Language curriculum

We have developed our own Sign Language Programme to meet the needs of our pupils. Each stage of around 50 words/signs reflects a combination of the most frequently used first words in typical language development, useful words for the St Mary's environment as well as words required to access the curriculum.

## Assessing progress

Pupils are tested on their ability to both demonstrate and interpret the signs within each stage. Each stage can be broken into three sections and the completion date of each section is recorded.

## Accreditation

St Mary's has internal accreditation for its Sign Language Programme. Pupils receive a certificate upon completion of a test for each Sign Language stage.

## How care and therapy support learning

All staff, including those from care and therapy, are required to attend a weekly sign language lesson so that they are learning and using the same signs as pupils. This allows for consistency of signs throughout St. Mary's among staff and pupils and also ensures that staff are modelling, reinforcing and embedding signs for the pupils.

# Thematic Curriculum

## Why Thematic Curriculum is important to the pupils at St Mary's

The Thematic Curriculum is an important subject for KS2 and KS3 pupils at St Marys. The Thematic Curriculum allows pupils to explore, question and research local and worldwide Historical and geographical topics using an integrated approach within a theme. It lets the learning of History and Geography to be less fragmented.

## Aims and content of the Thematic Curriculum

The thematic Curriculum is based on 3 term theme with double lessons each week. Pupils are then given the opportunity to explore this theme through integrated learning using science, maths, English, Art, Food technology and drama. The Thematic Curriculum allows pupils to be more actively involved and develop learning skills, as each theme is connected to and reinforced by another subject. The Thematic Curriculum is differentiated by need and ability of pupils.

## Assessing progress

Pupils are assessed at the beginning and end of a topic by completing a baseline test. Progress is then captured by work booklets, feedback from staff, lesson plans reviewed, evaluations completed and pupil feedback.

## How care and therapy support learning

Therapy contribute by joining the classes on trips and outdoor activities to support life skills whilst out in the community.

# Vocational Learning

## Why Vocational is important to the pupils at St Mary's

Access to the Vocational Centre and supporting course enables pupils to experience the world of work in a supported and structured format.

## Aims and content of the Vocational curriculum

KS5 pupils spend one day week in the 'Aspire Vocational Centre', working in a particular area to practice independence, communication and work based skills. Pupils are running the businesses, in liaison with a Vocational team, including Therapists and gaining qualifications as they work. KS4 pupils can access the businesses for work experience, PSHE, and be supported by KS5 pupils. KS2 and 3 pupils can access the businesses within their lessons to practice social, money and independence skills. KS5 pupils practise their skills on St Marys staff and booked public groups to interact with the local community. This will enable the pupils to be more independent, prepared for adult life and have greater access to the real world of work. We aim to enable pupils to gain more confidence to work outside of St Marys with less support. The Vocational centre creates and encourages 'Communication' throughout and enhances the sense of 'Community' within St Marys. The pupils access a BTEC Level 1 Work-skills course and an AQA Employability course depending on their level, which links to the work they are doing in a practical basis in the Vocational Centre.

## Assessing progress

Pupils are tracked in their progress using AQA Summary sheets to record when Outcomes have been achieved for Employability and through Assessment Criteria evidence for BTEC Level 1 Work-skills. AQA pupils complete a weekly Progress Target record sheet, which is discussed with the pupil and work books which show progression of learning through recording of what has been achieved and photographic evidence. BTEC pupils have one to one feedback sessions where Target and progression are discussed and recorded.

## Accreditation

Pupils will achieve three AQA Entry Level Units in Employability and one Unit of a BTEC Level 1 Work-skills course.

## How care and therapy support learning

Therapists support pupils with their motor and communication skills within all aspects of the Vocational Centre. They work with pupils on a weekly basis maintaining the Aspire Bank and supporting pupils to update individuals credit records to transfer into the money to enable pupils to understand the value of money. They also support pupils to use the tills and buy stock needed. A specialist Speech and Language Therapist works on support with keywords and pupils use these across their practical and theory based work. Signing support is given to pupils on a weekly basis in the Vocational Centre to enhance their learning.

Care staff support pupils in the Vocational Centre with daily tasks within each area and when communicating with customers. They reinforce appropriate ways to behave, dress and respond to situations.

# Long Term Plans

(\*Accredited)

## Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Rainforest & The Great Kapok Tree		Escape from Pompeii		Railways	
English	Stories with familiar settings Plays, poems based on observations & the senses		Traditional stories Oral & performance poetry from different cultures		Adventure stories Poetry that plays with language	
Maths	Number (+ - x ÷) Place value	Number (+ - x ÷) Fractions Time	Number (+ - x ÷) Measuring	Number (+ - x ÷) Shape	Number (+ - x ÷) Money	Number (+ - x ÷) Position & direction
Science	Humans & animals		Use of materials		Forces & magnets	
Art & Design	Painting & 3D		Painting & collage		Painting & drawing	
Computing	Algorithms	Beebots	Graphics, audio & animation	Create multimedia presentation	Chat rooms	Cyberbullying
Design Technology	Automata animals				Edible garden	
Food Technology	Peeling & cutting	Cakes & pastry				
History	Maya civilisation		Romans		Railways	
Geography	Rainforests		Extreme world		Land use	
Independent Living*	Planning a party 'Rumble in the jungle'	Independent travel	The community	Independent travel	My money	Independent travel
Music	Weather & seasons, textures, harmony & Baroque music		Musical structures	Chinese music	Journey into space, programme music & dynamics	
PE	Basketball, fitness	Tag rugby, dance	Boccia, gymnastics, rebound therapy	OAA problem solving, traversing	Stoolball, kwik cricket	Athletics, tennis
PSHE	New beginnings	Say No!	Live long, live strong	Daring to be different	Growing up	People around us
Religious Education	Places around us, important practices & ceremonies: Christianity		Places around us, important practices & ceremonies: Islam		Holy books & their stories	What is important to you? What do you value? What do others value?

## Key Stage 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Stories with a familiar setting		Writing sentences and short paragraphs	Speaking & Listening	Descriptive writing	Drama
Maths	Number (+ - x ÷) Place value	Number (+ - x ÷) Measuring	Number (+ - x ÷) Fractions Time	Number (+ - x ÷) Shape	Number (+ - x ÷) Money	Number (+ - x ÷) Position & direction
Science	Evolution & inheritance	States of matter	Earth & space	Properties & changes of everyday materials	All living things	Magnets
Art	Patterned weaving		Mod-Roc masks		Textile collage	
Computing	Algorithms	Beebots	Graphics, audio & animation	Create multimedia presentation	Chat rooms	Cyberbullying
Food Technology (Higher ability)	Pasta	Desserts	Dough	Main meals	Breakfast	Salads
Food Technology (lower ability)	Vegetables & fruit	Harvest	Jacket potatoes	Toast	Boiling	Sandwiches
Forest School	Exploring the woods (including animals)		Fire starting		Tools & safety	
Independent Living*	Safety: Independent travel & emergency services	MacMillan coffee morning	Safest & cleanest living area	The community	My money	Change & transition
Music*	Haunted house – sound sources & graphic scores		Rhythm & note values	Egyptian music	Scales	Vocal textures
PE	Football, fitness	Basketball, dance	New age kurling, gymnastics, rebound therapy	Traversing, OAA problem solving	Stoolball, OAA map reading	Athletics, tennis
PSHE (Lower ability)	It's our world	Say no!	Live long, live strong	Daring to be different	Growing up	People around us
PSHE (Middle ability)	People around us	It's our world	Say no!	Live long, live strong	Daring to be different	Growing up
PSHE (Higher ability)	Growing up	People around us	It's our world	Say no!	Dear diary	Daring to be different
RE	Christianity	Celebrations	Islam	Buddhism	Sikhism	Religious beliefs & places of worship
Thematic Curriculum	Rainforests		Egyptians		Transport & gateways to the world	

## Key Stage 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English: Entry Level*	Stories with a familiar setting		Developing reading skills, understanding short texts and different reading methods	Developing writing skills, providing written information in different styles and formats, writing in paragraphs	Developing communication, managing social relationships and contributing to group discussions  ESB exams	Interacting in a group situation, providing personal information  ESB exams
English: Level 1 *			The Media		My Greatest Hits, ESB exams	
Maths: Entry Level*	Number (+ - x ÷)	Number (+ - x ÷) Measure	Number (+ - x ÷) Time	Number (+ - x ÷) Money	Number (+ - x ÷) Data	Number (+ - x ÷) Project
Maths: Level 1*	Number (+ - x ÷) Inc. negative numbers	Data	Fractions, decimals & %, ratio & simple formulae	Measure	Exam preparation	
Maths: Level 2*	Positive & negative numbers	Fractions, decimals & %,	Ratio, simple formulae & equations	2D & 3D, area, perimeter & volume	Data	Exam preparation
Science*	Variation & adaptation		Chemical products		Science & the plant world	
Art*	Card & paper craft		William Morris' patterns		Making a cloth bag with assistance	
Computing	Algorithms	Beebots	Graphics, audio & animation	Create multimedia presentation	Chat rooms	Cyberbullying
Food Technology (Higher ability)	Pasta	Desserts	Dough	Main meals	Breakfast	Salads
Food Technology (Lower ability)	Breakfast	Lunch	Main meals	Desserts	Baking	Salads
Geography	We are British	Shopping the World	Natural hazards	Coastlines	Leisure & tourism	Explorers
History	The British Monarchy	The Battle of Hastings	Famous people	Medieval England	The Tudors	The Victorians
Independent Living*	Safety: Independent travel & cycling proficiency	Sports relief	Safest & cleanest living area	Junior masterchef	My money	Change & transition
Music*	Songs from the stage		Chords & bass lines	Motif	Caribbean music	Music for special occasions
PE	Football, fitness	Basketball, dance	New age kurling, gymnastics, rebound therapy	Traversing, OAA problem solving	Stoolball, OAA map reading	Athletics, tennis, canoeing
PSHE	It's our world	Say no!	Live long, live strong	Daring to be different	Growing up	People around us

(Lower ability)						
PSHE (Middle ability)	People around us	It's our world	Say no!	Live long, live strong	Daring to be different	Growing up
PSHE (Higher ability)	Growing up	People around us	It's our world	Say no!	Dear diary	Daring to be different
RE	Islam	Buddhism	Sikhism	Hinduism	Christianity	Judaism
SRE	Relationships	My body & puberty	Feelings & attitudes	Human reproduction	Keeping safe & looking after myself	Managing relationship

## Key Stage 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English: Entry Level*	Stories with a familiar setting		Developing reading skills, understanding short texts and different reading methods	Developing writing skills, providing written information in different styles and formats, writing in paragraphs	Developing communication, managing social relationships and contributing to group discussions  ESB exams	Interacting in a group situation, providing personal information  ESB exams
English: Level 1 *			The Media		My Greatest Hits, ESB exams	
Maths: Entry Level*	Number (+ - x ÷)	Number (+ - x ÷) Measure	Number (+ - x ÷) Time	Number (+ - x ÷) Money	Number (+ - x ÷) Data	Number (+ - x ÷) Project
Maths: Level 1*	Number (+ - x ÷) Inc. negative numbers	Data	Fractions, decimals & %, ratio & simple formulae	Measure	Exam preparation	
Maths: Level 2*	Positive & negative numbers	Fractions, decimals & %,	Ratio, simple formulae & equations	2D & 3D, area, perimeter & volume	Data	Exam preparation
BTEC Food Technology* (Group 1)	Breakfasts	Baking	Simple soups	Meals with mince	Meals with chicken	Salads
BTEC Food Technology* (Groups 2 & 3)	Simple desserts	Stir Fries	Roasting	Marinating/grilling	Planning & cooking a 2 course meal	
BTEC Horticulture*	Maintaining plants, preparing soil & establishing plants	Maintaining plants, planting bulbs & hardwood cuttings	Maintaining plants, propagating plants from seed	Maintaining plants, potting on seeds & softwood cuttings	Maintaining plants, planting & establishing plants, pest & diseases	Maintaining plants, planting & establishing plants, semi ripe cuttings
BTEC ITq: Entry Level 3*	Using the Internet		Presentation software		Using email	IT user fundamentals
BTEC ITq: Level 1 & 2*	Using the Internet		Improving productivity using IT		Website software	Coursework finalisation
BTEC Land based studies*	H&S, health at work, assist with care & movement of animals, rights & responsibilities, restrain & feeding	H&S, checking health of animals, feedstuff and movement of animals & poultry, preparing pens, restrain & handling	Health at work, risk assessments, care & feedstuffs for animals & poultry, movement, care & restrain of animals, safe work	Health at work, safe work environment, hazards, applying pour to pigs, tagging animals, care & feedstuffs for animals & poultry, movement, care & restrain of animals, safe work environment, feeding & grooming animals, checking health of a small animal		

	small animals	small animals	environment, feeding & grooming animals, checking health of a small animal			
BTEC Performing Arts*	Introduction to Performing Arts		Taking part in a performance		Starting to develop performance skills	
BTEC Sport & Active Leisure*	Assisting at a sport or active leisure event, assisting a leader to plan and deliver an activity, working in sport and active leisure, working in a team					
BTEC Workskills* Level 1	Producing a product		Working in a team	Learning from work placements	Solving work-related problems	Self-management skills
BTEC Workskills* Entry Level 3	Producing a product		Conduct at work	Skills and qualities for employability	Solving work-related problems	Self-management for work
AQA Unit Award Scheme - Vocation	Problem solving		Team working	Relationships, behaviour and practices in the work place	Personal action planning	Self-management employability skills
Computing*	Record & edit information, using ICT to find information	Interacting purposefully with ICT	Obtaining information from an ICT-based source	Using creative software, using ICT to change a creative composition		Completion of coursework
Independent Living*	Dinner party	Safety: Independent travel & road safety	Safest & cleanest living area	The community	My money	Change & transition
Hair & Beauty: Entry Level*	H&S	Shampoo a model's hair	Massage a model's head	Blow dry a model's head	Dress long hair	Completion of coursework
Hair & Beauty: Level 1*	Introduction to the hair & beauty sector	Presenting a professional image in a salon	Sampoo & conditioning	Working in a real working environemnt	Final assessments	
PE	Swimming	Fitness	Swimming	Target sports	Swimming	Athletics
PSHE (Lower ability)	It's our world	Say no!	Live long, live strong	Daring to be different	Growing up	People around us
PSHE (Middle ability)	People around us	It's our world	Say no!	Live long, live strong	Daring to be different	Growing up
PSHE (Higher ability)	Growing up	People around us	It's our world	Say no!	Dear diary	Daring to be different