



## **Statutory? N**

### **Scope**

The policy applies to the staff of Moorcroft School, together with the governors of the school and the trustees of Eden Academy. The policy should be read in conjunction with the curriculum handbooks for the various key stages and for the differencing needs of the pupils within the school.

### **Rationale**

At Moorcroft we aim to provide a curriculum which is broad, balanced and appropriate to the needs of each pupil within the school. The curriculum must be flexible enough to meet the needs each individual pupil whilst being responsive to new initiatives and the ever changing population of the school.

### **Aims of the curriculum**

We endeavour to provide an enriching curriculum which is varied, interesting and challenging. We aim to develop pupils to be successful learners, confident citizens and responsible citizens. More detailed aims of the curriculum will be found in the school curriculum handbooks.

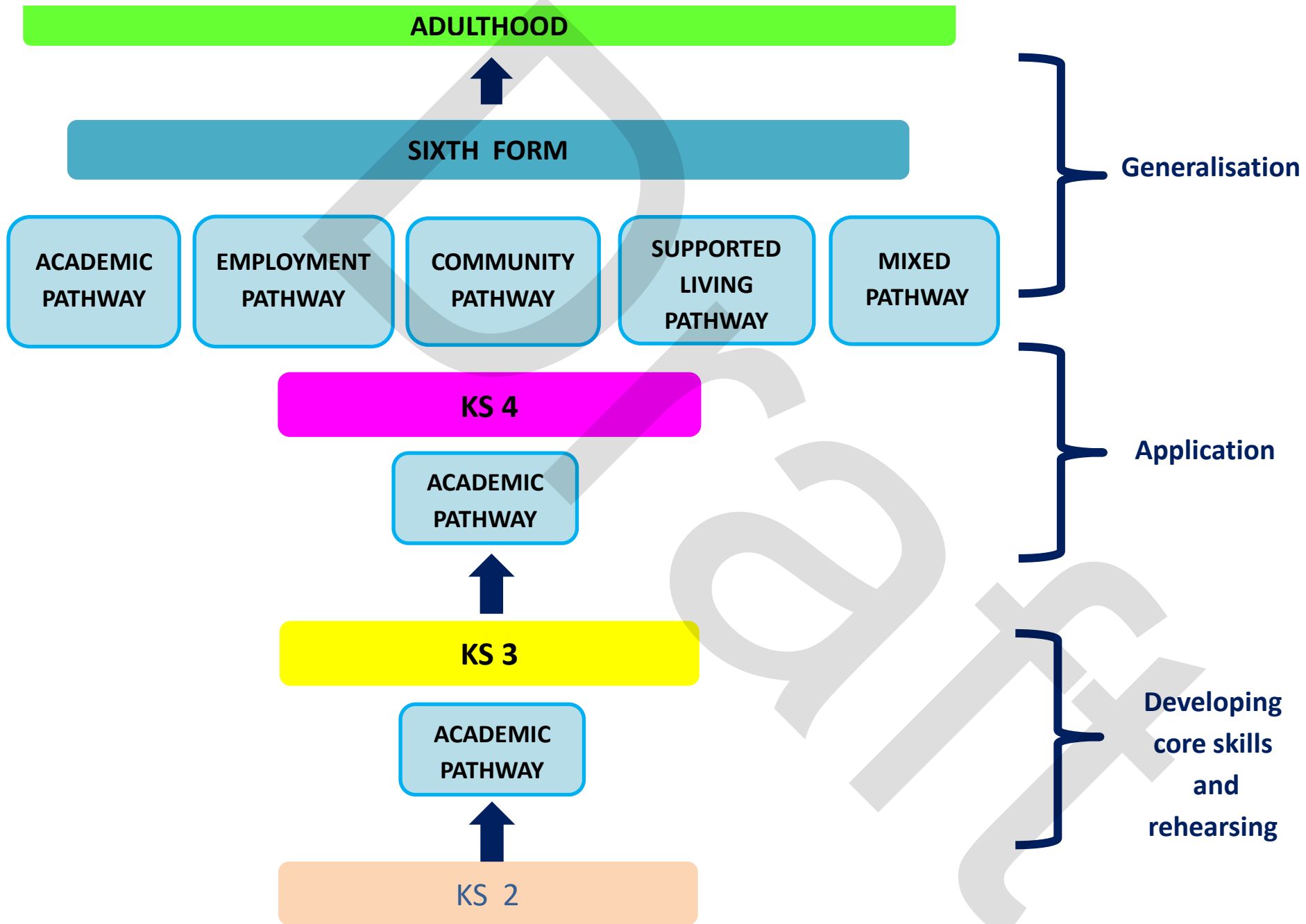
### **What is the curriculum?**

At Moorcroft we believe that all activities, from when pupils arrive in school, to when they leave, is a teaching opportunity and hence part of the curriculum. The curriculum then includes the traditional sessions, together with the hidden teaching opportunities such as toileting times, clubs etc. Therapy programs and class outings are also included as part of the curriculum. Therapies are fully embedded into the curriculum and teachers work together with therapists to ensure that pupils are ready and able to learn at all times.

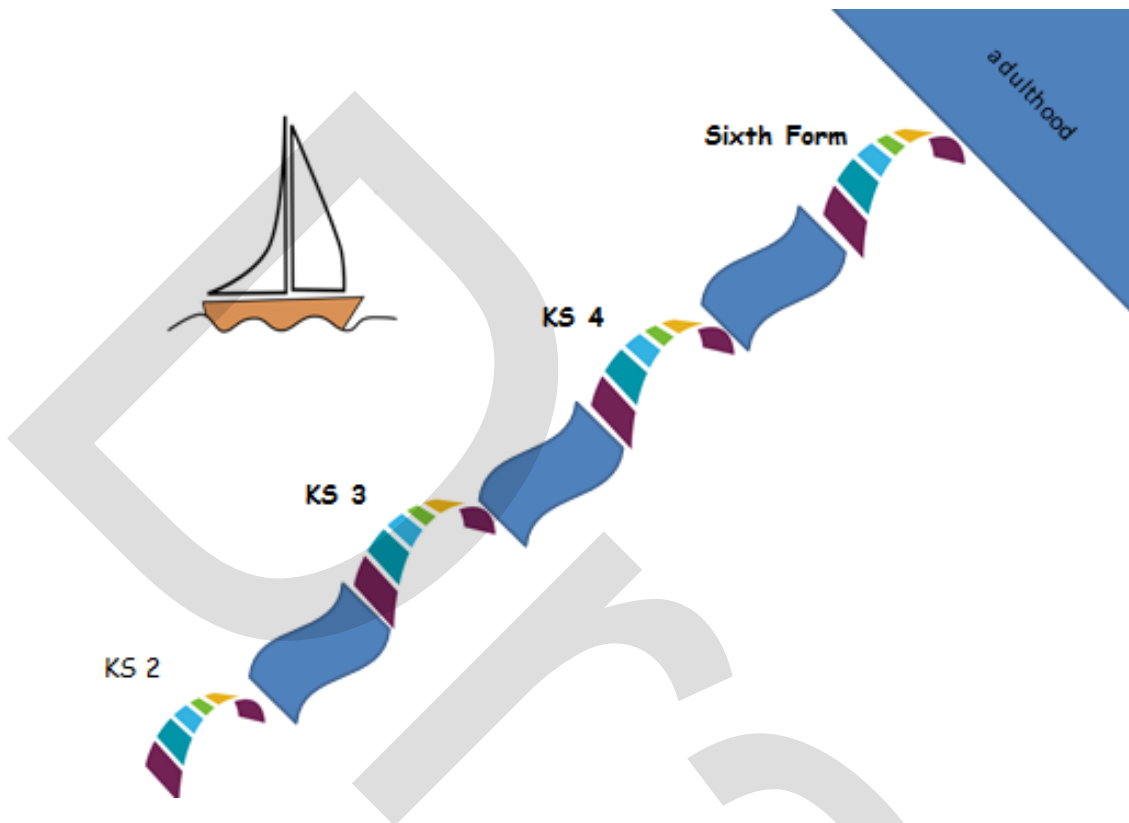
### **Pathways**

All pupils at Moorcroft follow a curriculum pathway to ensure that they continue to progress throughout their time at school and so that they are fully prepared for the future. Pupils also follow Pedagogical pathways to ensure that teaching is fully adapted to meet their particular needs.

# CURRICULUM PATHWAYS



## Ethos



At Moorcroft we look holistically at education of our young people. We ensure that there is a gradual and carefully planned progression between key stages, reflecting journey towards adulthood.

The benefit of being a member of the Multi-Academy is a smooth transition from primary to secondary provision. All students joining us from KS2 in Grangewood School or from KS4 in Sunshine House have extensive transition programme put in place prior to joining Moorcroft School. The programme consists of taster days, joint activity days as well as multiprofessional staff meetings. We have also a Year 6 class on site to facilitate their smooth transition into secondary school settings.

In KS3 our students rehearse their core skills as well as they continue to develop new skills.

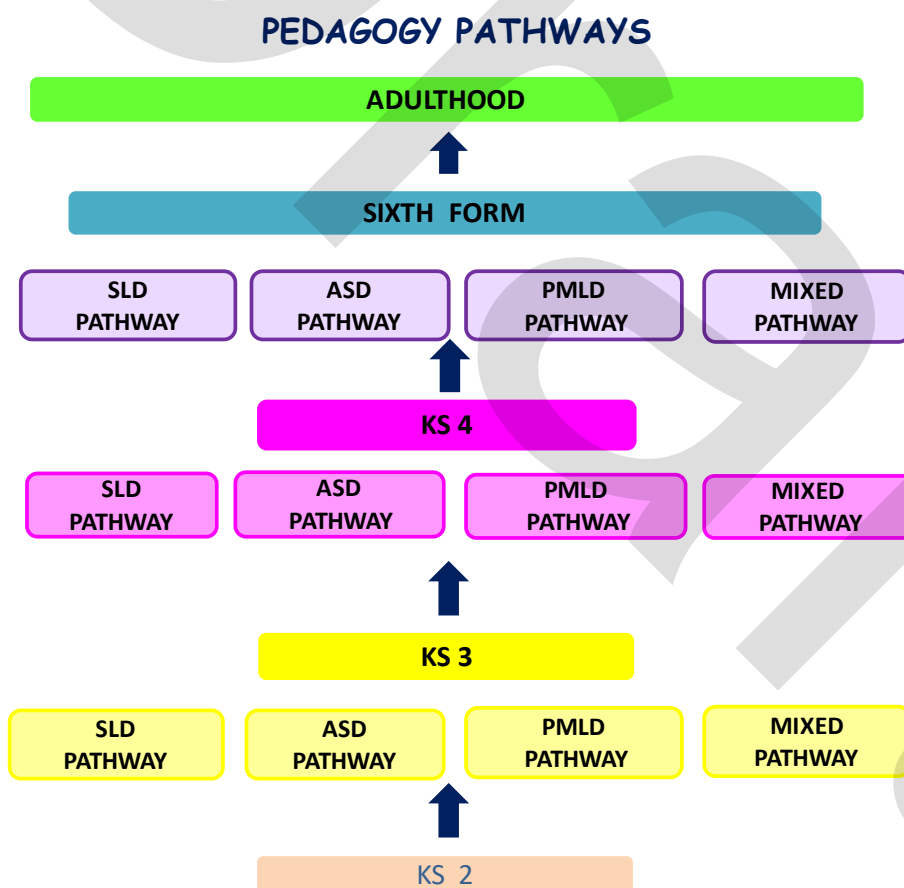
In KS4 students apply their skills functionally in a process. **In Sixth Form students generalise their skills in familiar and unfamiliar contexts, especially in the community.**

The overarching aim of each key stage is to prepare a student for the next step of their life, either a transition into the next department or into post-19 services.

The progression and distinctions between our Key Stages are demonstrated in:

- Ethos of each key stage
- Planned Learning Outcome strands (long-term goals)
- Subjects / courses and timetabling
- Where learning takes place
- Priority areas per subject
- Accreditation
- Some aspects of pedagogy

Although each key stage has distinctive areas of emphasis personalisation lies at heart of everything we do. Therefore, we use a blend of curriculum and pedagogy recommendations matching the needs of each individual student.



## KS Emphasis

The emphasis reflects what we primarily assess in each key stage and it does not restrict our curriculum content. Thanks to Key stage emphasis we ensure that students master skills that are crucial to be successful in the next key stage. We ensure that there are no gaps in skills which will be essential at later stages of education / adult life.

It is paramount that all staff share responsibility for education of our young people from 11 to 19 and beyond. Knowing the emphasis of each key stage allows Sixth Form staff to know what they can build on and what skills they can generalise in out of school settings.

### KS 3

#### Conceptualisation and Rehearsal

##### Focus:

- Core skills
- Skills of independent learning
- Foundation subjects
- Behaviour for learning
- Following routine and timetable
- Managing transitions from one activity to another
- Managing own sensory processing
- Establishing own strengths

Adult's role -  
Demonstrator

##### Where?

- **Primarily:**  
classroom
- **Additionally:**  
cross-school,  
community

KS3 equips our students with well-rehearsed core skills that are necessary to successfully complete various processes and everyday functional tasks in KS4. These skills will be then generalised in less familiar and new out-of-school contexts in Sixth Form.

# KS 4

## Application

Adult's role -  
Enabler

### Focus:

- Core skills used functionally
- The process not the product is a priority
- Steps of the process, sequence
- Organisational skills
- Developing awareness of own strengths and weaknesses
- W/RI

### Where?

- **Primarily:**  
classroom and cross-school
- **Additionally:**  
community

In KS4 all the core skills learnt so far are applied functionally in real-life processes, e.g. preparing for a picnic, sorting and donating items to a charity shop, etc. Curriculum is designed in a form of thematic projects that link different areas of curriculum in a day. E.g. if Monday's half-termly theme is gardening, there may be some links to this theme in English, Maths and Community Programme on that day. All the activities in KS4 are highly purposeful.

# SIXTH FORM

## Generalisation

### Focus:

- Independence
- Self-management
- Self-reliance
- Widely informed choices
- Generalisation of skills in all contexts
- Making contributions
- Understands world of work
- Product – quality matters

Adult's role -  
Empowerer

### Where?

- **Primarily:**  
**community and cross-school**
- **Additionally:**  
**classroom**

In Sixth Form students generalise their functional skills in different settings. They have regular opportunities to work in different places and to build relationships with different people. Sixth Form curriculum is delivered mostly in the community.

Students in Sixth Form are productive **members of their local community**. They produce goods and they belong to different social groups. They also make informed choices of non-core courses they want to follow. The selection involves bespoke hobby courses, enterprise courses and work training / work experience opportunities.



## 4. Key Stage thresholds



At Moorcroft, we recognize that our students need to develop certain skills in order to flourish in the next key stage. Therefore, we ensure that our students meet Key Stage Thresholds, which broadly outline skills necessary for the next step of education / adult life. Key Stage thresholds are broad statements and they are mostly not restricted to certain cognitive ability levels. They provide a general direction for teaching.

We work on all the skills specified in KS3, KS4 and Sixth Form throughout student's time at Moorcroft. However, key stage thresholds show expectations of **securing** and **mastering** certain skills before moving on to the next step of their education / adult life.

### **If a student struggles to meet a threshold...**

We recognize, however, that occasionally a student may not meet a threshold, e.g. due to a prolonged illness or significant changes in personal circumstances. The next teacher in a new key stage is then able to make an informed professional decision to either:

continue working on this threshold acknowledging that a subsequent key stage threshold may be postponed (e.g. a student with severely challenging behaviour may not be able to move on to working in with unfamiliar people if they have not learnt to manage their anxiety. Securing skill of self-regulation may be more important for the future of this student than, e.g. working with a wide range of people in new and very busy environments.

**or**

start working on new threshold that may be more essential for being independent and fulfilled in the adulthood than the threshold that has not been previously met.

We also recognize that some students may meet certain thresholds mid-key stage or even before joining key stage (gifted and talented). These students will be working on the breadth of knowledge within their key stage. Some students may also have opportunity to start working on Sixth Form thresholds earlier if this supports their talents and work towards most meaningful accreditation.

## KS 3 THRESHOLDS

<b>Speaking</b>	I can use my methods of communication consistently within familiar context
<b>Listening</b>	I can follow an instruction
<b>Reading</b>	I can derive meaning from written information and read as per my ability within an isolated exercise
<b>Writing</b>	I can write or secure information for further retrieval and practical use
<b>U&amp;A</b>	I apply my knowledge of Maths concepts as per my abilities more than one context
<b>Number</b>	I show working knowledge of number concepts as per my abilities in more than one context
<b>SSM</b>	I show working knowledge of SSM concepts as per my abilities in more than one context
<b>Health and Fitness</b>	I expand my core physical abilities through active practice I accept some healthy choices
<b>Digital Literacy</b>	I can use ICT for leisure, communication and access when pre-prepared by an adult (e.g. the correct app open) I can press and/ or swipe
<b>SLL- learning skills</b>	I can attend to an activity for its duration I can anticipate and manage a change of activity
<b>SLL – self-management</b>	I can manage my behaviour / sensory needs when strategies are in place
<b>SLL – independence</b>	I can express my needs and wishes appropriately I will show awareness of danger by stopping / not touching when warned

It is essential for all the staff to share responsibility for education of our young people from 11 to 19 and beyond. Therefore, it is paramount to be familiar with the next steps of the student in Key Stage 4 and then Sixth Form.

## KS 4 THRESHOLDS

<b>Communication</b>	I can use my methods of communication consistently in practical situations in less familiar contexts
<b>Literacy</b>	I can derive meaning from written information in a practical familiar situation
	I can (write* or ) secure information for a purpose
<b>Numeracy</b>	I apply my knowledge of Maths concepts as per my abilities to solve practical problems within a practical context as well as in a process (in contrast to an isolated exercise)
<b>Health and Fitness</b>	I actively participate in the whole process of physical activity, including preparation for it. I make some healthy choices.
<b>Digital Literacy</b>	I can use technology that requires more than one action I can actively use technology in a practical situation
<b>Process and organisation</b>	I can follow steps of a process applying my skills functionally
<b>SLL- Relationships with others</b>	I can cooperate and share with peers in a pair and a group I enjoy company of some peers and interact with them for pleasure
<b>SLL – Managing Change</b>	I can work in different places around the school and in the community I tolerate change of routine
<b>SLL – Independence</b>	I can do things around myself not only to satisfy needs but also that are a necessity and a social convention


## SIXTH FORM THRESHOLDS






<b>Communication</b>	I can consistently initiate communication with familiar and unfamiliar people in familiar and new situations
<b>Literacy</b>	I can derive meaning from written information encountered in new situations and contexts
	I can write or secure information for purposeful interpretation by others
<b>Thinking Skills</b>	I solve problems practically in less familiar and unfamiliar contexts
<b>Health and Fitness</b>	I make informed choices about variety of physical activities and participate actively I initiate some healthy choices unprompted
<b>Digital Literacy</b>	I can use access technology in the community I choose the right technology for the task and use the right functions
<b>Leisure</b>	I can manage my free time sensibly and I find a healthy balance between staying active and resting
<b>Employability / Making contributions</b>	I make active contributions by interacting with a group following group rules I offer services or produce a product in a place of work (experience)
<b>Self-reliance</b>	I can independently, effectively and safely complete daily tasks
<b>Managing change</b>	I can know how to use public bus and tube I tolerate working with different people in and out of school settings
<b>Relationships with others</b>	I behave appropriately towards others I can maintain friendship and stay in touch I know how to stay safe when meeting people and interacting
<b>Personal growth</b>	I know my talents and I can make choices from abstract options, e.g. places in the community, course that I want to attend

## Destination and Curriculum Pathways

From Year 9 Annual Review we actively focus on establishing **aspirations** for the future for a young person and their family. From Year 12 onwards these plans become more and more concrete and students decide what **destination** they would like to reach.

Students and their families make choices of destination from the following options:

  
day options

 college	 community groups	 accessing community	 work	 day centre
Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>



living



home



residential



supported living



respite

Yes

No

Yes

No

Yes

No

Yes

No

Choice of destination determines what **Curriculum Pathway** students are going to follow.

## Reviewing and Evaluating the curriculum

The curriculum is reviewed and evaluated regularly to consider breadth and balance and to improve the quality of teaching. We do this by reporting regularly to governors, making it a focus of teachers meeting and staff training and half termly reviews of the curriculum planning folders.

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*Date ratified by Local Governing Body:*

*Signature of the chair:*

*Chair of Eden Academy Board:*