

Moorcroft School Curriculum Policy

Effective Date: January 2023

Next Review Date: January 2026

Scope

The policy applies to the staff of Moorcroft School, together with the Local advisory board 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 differing 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.

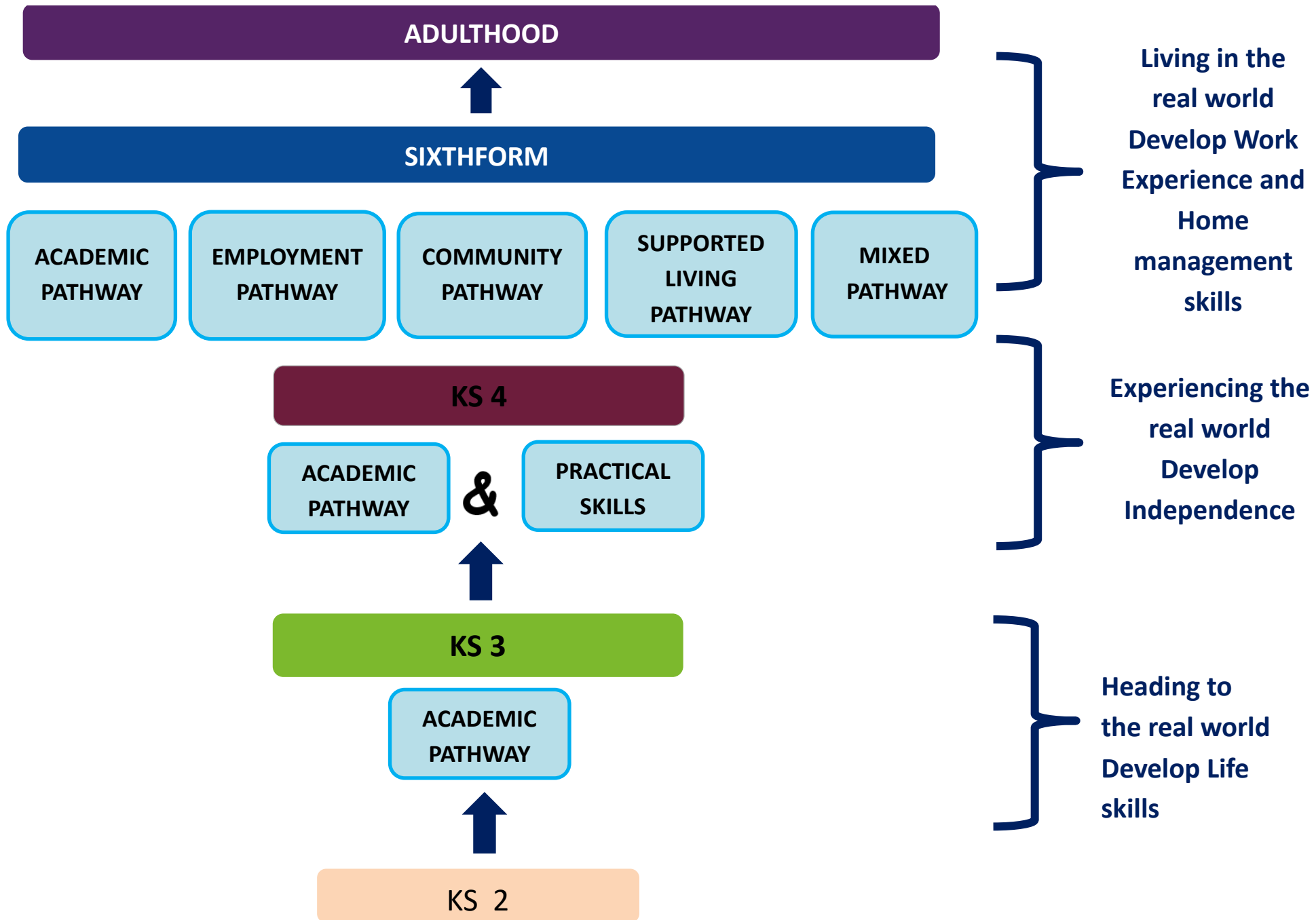
Aims of the curriculum

We endeavour to provide an enriching curriculum which is varied, interesting, age appropriate and challenging. We aim to develop pupils to be successful learners, confident citizens, responsible and independent adults. Our curriculum aims to prepare students for real life, adulthood and what this might mean for each one of them. More detailed aims of the curriculum will be found in the school **curriculum handbooks**.

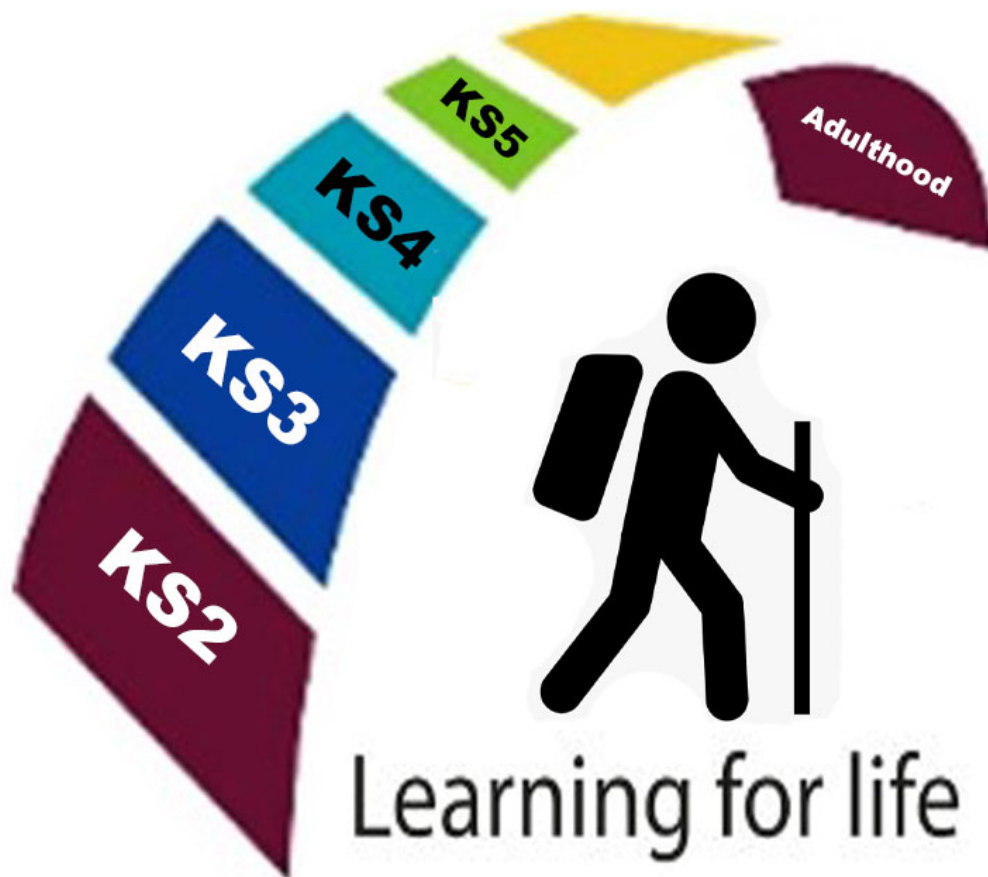
What is the curriculum?

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 teaching opportunities and therapeutic interventions such as readiness to learn as well as personal care times, clubs etc. Therapy programs and educational visits are also included as part of the curriculum. Therapies are fully integrated into the curriculum and teachers work together with therapists to ensure that pupils are ready and able to learn at all times with the correct support strategies.

CURRICULUM PATHWAYS



Ethos



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

The benefit of being a member of the multi-Academy is a smooth transition from primary to secondary provision. However, we also welcome students from other schools. We are therefore in a good position to know what pupils have been learning in their primary schools and how this contributes to their learning journey. All our students are provided with an extensive transition programme prior to joining Moorcroft School. The programme consists of taster days, joint activity days as well as multi-professional staff meetings. Our key stage 3 lead is responsible for the transition programme. Our Curriculum is designed in a way that acknowledges the need of new pupils to get to know their new school and their new local area/community. Therefore, for the Autumn term of each year pupils are given opportunities to students to complete lessons on topics such as: 'My Classroom', 'My local area', 'Making new friends'. For more information, please see our 4 year Curriculum Cycle programme.

In Key Stage 3 we prepare our students to “Head to the Real World” and develop their life skills

Key stage 4 students are “Experiencing the Real World” and they further develop their independence

In Sixth Form students are “Living in the Real World”; they develop their life skills, home management and work experience skills, while they follow an enhanced community programme.

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 distinction between our Key Stages are demonstrated in the:

- Ethos of each key stage
- Planned Learning Aims strands & life goals
- Subjects / courses and timetabling
- Where learning takes place
- Priority areas per subject
- Accreditation
- Pedagogy

Although each key stage has distinctive areas of emphasis; personalisation lies at heart of everything we do. Therefore, we blend of curriculum and pedagogy to match the needs of each individual student. Please see below the different learning pathways that are available for our students.

Pathways

All pupils at Moorcroft School have differing learning needs and so we have developed our curriculum to reflect these into Curriculum pathways. Moorcroft School students follow one of three learning pathways;

Sensory Curriculum

The Sensory Curriculum Pathway is designed primarily for our sensory our most profound learners. These learners are gaining emerging and evolving skills through a learning environment full of real objects and sensory real-life learning opportunities. Our sensory pupils access a skills-based curriculum with a communication focus on core vocabulary (more/finished/yes/no/me) within a total communication approach. Supporting their Social, Emotional and Mental Health is our priority and it is achieved through creating multiple opportunities for building meaningful relationships.

Semi-formal

In the Semi-Formal Pathway, our students access structured learning through a variety of learning opportunities which include short whole class input, small group sessions and 1:1 times and interventions. Structured learning sessions cover our subject specific areas which are reflected through indoor and outdoor provision.

Formal

The Formal Curriculum Pathway is for our most able pupils, but crucially it still retains many of the features of the Semi-Formal Curriculum such as a focus on life skills, communication, becoming independent and using the local community. It also recognizes that pupils still need to get ready to learn but has a greater onus on pupils doing this more independently. Students choose academic as well as work experience areas where they can work in small groups or independently to expand their knowledge and skills.

Moorcroft School ensures that there is fluidity between all the different Curriculum pathways, allowing for a personalised approach, that enables pupils to benefit from approaches from other pathways and to move between

pathways as appropriate to their development.

Key stage Focus

The emphasis reflects what we primarily assess in each key stage but does not restrict our curriculum content. Due to the key stage focus, 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 the education of our young people from 11 to 19 and beyond. Knowing the emphasis of each keystage allows staff to know what they can build on and what skills they can generalise in out of school settings.

Key stage 3 Curriculum (Heading to the Real World)

Moorcroft's KS3 Curriculum equips our students with well-rehearsed core skills that are necessary to successfully complete various processes and everyday functional preparing for their years in KS4. These skills will be then generalised in less familiar and new out-of-school contexts in the Sixth Form.

Heading to the real world

- In Moorcroft school we are a family of professionals working together to build strong **life skills** foundations for our young students in Key Stage 3
- and get them ready to start being **active members of the community**.
- **Life Skills** is at the centre of everything we do.

We also offer our students a balanced timetable with a focus on academic progress, social and emotional development and transition from Keystage 2. Please see below the key stage 3 timetabling guidance below:

- **Academic Skills in:** Numeracy, Literacy, Science
- **RSE-** Body parts, recognition of feelings etc. please see RSE policy for more details
- **Art-** Develop creativity and imagination, build on observation skills, gain confidence, promote feelings of self worth Organize Art Exhibitions
- **ICT-** Use ICT for learning and leisure (search for favourite song, search for images of favourable book or TV characters etc.
- **PSHEC-** Social skills such as turn taking, sharing, making choices, voting, people who help us in and out of school, space awareness (my space, your space). Home and school environment School, Class, Bus, Swimming Pool, – know the differences. Relationships- Greeting people, making new friends. Safety Rules
- **Life skills** - Eating habits- use of cutlery, sitting at table. Dressing/un-dressing, brushing teeth and use of hygiene bags. Getting to know new routines build up my secondary school timetable
- **Talent pathways** – Try out new hobbies

KS4 Curriculum (Experiencing the Real World)

As our students move on to key stage 4 their learning becomes more functional e.g. they develop their skills in enterprise projects, sorting and donating items and raising money for charity etc

Experiencing the real world

- Along with our parents/carers and the school's multidisciplinary team we are focusing on preparing our young adults for their different life transitions as they are getting ready to become adults.
 - **Independence** is at the centre of everything we do.
- **Work training** – Gardening, Enterprise, Animal care
 - **Volunteering**- Organizing volunteer events. Collect money for Children in Need or choose another organisation that money would go towards whilst planning a charity event.
 - **Community programme**- Develop independence through community visits to different shops, libraries, coffee shops, etc
 - **Digital Literacy**- ICT for research and leisure

Sixth Form Curriculum (Living in the Real World)

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. The curriculum is delivered mostly in the local community.

Living in the real world

- At Moorcroft School we are a family of professionals working together to build a strong transition for our young adults from Sixth Form to the wider community/College and or Supported living.
- **Work Training and Home management** is at the centre of everything we do.
- Sixth formers are solely responsible at running our school fayres, online shop, school café and tuck shop

Students in Sixth Form are productive **members of their local community**. They produce goods and belong to different social groups (West Thames college link course group, DASH, engagement with other Eden Academy or local schools). They make informed choices of non-core courses they want to follow such as bespoke hobby courses, enterprise courses and work training / work experience opportunities. Please see below the Sixth form timetabling guidance below:

Lessons

Cooking	Current affairs	Health and Fitness
Community	Work Training/work experience	Enterprise
Hobbies	Technology	Home management
Projects	PSHEC	

Our Sixth formers also join a link course at West Thames College in preparation to support their preparation for leaving school. Students continue to develop their Mathematical, Literacy and Social and Emotional Skills through a variety of practical activities such as preparing food, joining a recycling programme, shopping, planning a journey, organising a group game etc. We embrace our students' self-engagement skills and therefore we help them to further develop their hobbies. Please see the hobbies ideas bank below:

Hobbies

- We want all our students to be able to pursue their ambitions and expand their interests. We support them in making informed choices about hobbies they want to explore and nurture. A few ideas...

Hair and Beauty	Art	Gaming
Drama	Photography	Science
Music	Lego	Baking
Sculpting – using clay	Cake decorating	Languages
Sport	Gardening	Scrapbooking

Talent Pathways

Our Curriculum respects our students' individuality and promotes the development of our students' talents and interests throughout their journey at Moorcroft. Please see below the different Talent Pathways that students can develop;



Sensory Learning

We offer a curriculum provision for our **sensory learners** with profound and multiple learning disabilities. Our sensory learners, through a multisensory approach, are learning how to make a broader variety of choices and communicate their needs both in familiar and unfamiliar settings. Our Curriculum allows our learner to maximise their independence through their development of their academic, health and fitness as well as physical skills. Our sensory learners are developing their understanding of the world around them using real-life objects and a breath of experiences available, building relationships with staff, peers, school visitors and members of the public. They also make active contributions to the social dynamic of their group /community. Please see our PMLD vision statement below for key stage 3,4 &5 respectively:

Exploring, Experiencing and Experimenting in the World Around Us–

The vision of our PMLD departments is built upon observations of our students interactions with the world. Our sensory learners explore, experience and experiment with the world in such unique ways. We are as professionals to enhance and engage them further with the world and its discoveries.

At Moorcroft school we focus on developing our sensory learners expressive and receptive language, we promote vocalising as well as other communication methods. The use of switches, auditory communication books, choosing boards is also paramount for the development of those students' communication skills. Our classroom routines are strict to allow the students to understand and respond and recognise familiar people and places.

Communication and interaction & Relationships Building- We focus on building up the vocabulary and/vocalisations for turn taking, making choices from objects / pictures / symbols, non-verbal communication or asking for help. We also support our students to communicate their personal needs or discomfort as well as say 'no' and show anticipation. At Moorcroft our students have familiar routines which helps them to recognise key words, objects of reference and responding to familiar timetabled activities.

Health and Fitness -Use of all Gross motor skills & Fine motor skills in conjunction with the physio therapist

Skills for Learning and life -Use of all senses, developing vision, self-engagement, drawing attention to Independence skills

Relationships- Recognizing familiar adults and peers, tolerating working with different people, making contributions in a group, peer interaction-

Problem Solving - Practical skills of Literacy, cause and effect, object permanence, problem solving: finding, opening, revealing, etc. This also includes knowing the function of familiar objects and manipulating objects, e.g., shaking, tapping Recognizing familiar objects. Preferences for different properties of objects

Exploration- Know the purpose of familiar objects and manipulation skills, e.g. shaking, tapping Recognizing familiar objects.

Destination and Curriculum Pathways

From Year 9 Annual Reviews 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 ☐	Yes ☐	Yes ☒	Yes ☒	Yes ☐
No ☐	No ☐	No ☐	No ☒	No ☐



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.

Date ratified by: 23/2/22

Signed by: *A Sanders*

Andrew Sanders (Regional Director)

Appendix:

Accreditation

At our school, we provide an expansive and accredited curriculum to ensure that our students receive the best education possible. In Key Stage 4, our students will complete AQAs in Literacy, Numeracy and Science (Entry Level and Pre-Entry Level). In our Sixth Form, we also support our students to complete AQAs at both Entry and Pre-Entry Level, as well as ASDAN Modules focusing on building up their CV and their Workability Skills. Finally, our Year 14 Students complete EQUALS Accreditation on English and Maths. Our curriculum is tailored to the individual needs of our students and provides a strong foundation for their adulthood and independence. See an AQA example below:

AQA EVIDENCE SHEET

Name:

Unit code: 113654

Unit Title: Introduction to gardening



██████ was very happy to put on her gloves and get involved with the gardening activities. With verbal support ██████ prepared a plot of land at West Thames College. ██████ used a variety of tools with support to prepare the area. ██████ used her hands to pull out the weeds and then used a trowel to dig a hole ready for the seeds. ██████ was able to use the hose in a sensible manner although needed verbal support to water the entire area rather than a specific spot.

