

Marjory Kinnon School

Teaching & Learning & Curriculum Policy

October 2025



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1. Rationale

At Marjory Kinnon School we believe that learning should be a stimulating, exciting and enjoyable experience for all pupils. We know that individuals learn in different ways and we therefore aim to provide a varied learning environment with multi-sensory learning opportunities that allow pupils to develop their skills and abilities, and overcome their barriers to learning.

2. Effective Learning

We recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We take into account different styles of learning for our pupils who have complex learning difficulties and Autistic Spectrum Condition (ASC). We offer opportunities for pupils to develop skills to enable them to become independent in their learning, and to learn in small planned steps, with opportunities to reinforce and practice their skills. We focus on motivating and engaging pupils and building on their skills, knowledge and understanding and ensure that pupils are actively engaged during all parts of the lesson and are not sitting passively for long periods. Meaningful questions are used to promote learning and stimulate thinking where appropriate. Communication aids and symbols are used to engage those pupils that require this support.

2.1 Planning & Delivery

We adapt the National Curriculum to create school schemes of work (SoW) which are used to plan lessons. The SoW set out what needs to be taught in each phase of the school.

Generally:

- Lessons are planned in small steps with clear learning objectives based on small measurable steps and assessment of pupils' levels and progress.
- Teachers adapt their lessons to meet the needs of all the pupils in their class.
- All tasks set are appropriate and adapted to each pupil's level of ability.
- There are high expectations of all pupils, and we actively reward achievements and quality work.
- Adults give pupils regular feedback on their progress.
- High quality resources are used.
- All classrooms to have displayed the class timetable so that pupils know what their learning journey for the day will be. (Including any changes).

Specifically:

Classes following a 'semi-formal' curriculum and timetable are expected to have a clear structure and extensive adaptation to meet the complex needs of pupils in their class. This can include:

- A thematic approach where it is accessible to the pupils.
- Rotations of activities that include 1:1 teaching, sensory explorations, social communication.
- More emotional regulation breaks.
- More frequent movement breaks.
- More opportunities to develop social communication.

Classes following a 'formal' curriculum have more of a focus on subject specific content and skills. This will include:

- A short start to the lesson with a shared learning objective/intention and revisits prior learning.
- A short period of teacher input of new learning (no more than 10-minutes).
- An activity that develops reading and/or writing skills.
- An activity that develops subject specific skills.
- An outcome that demonstrates progress.

The structures and sequences chosen for the lesson will match the needs of the pupils i.e. visuals and rotations if the children need them. (For example, individual schedules will be used).

2.2 Target Setting & Assessment

- Learning Plans identify pupils' next steps for learning, setting progress targets in English, Mathematics and Social Communication. We share these targets with parents at parent evenings.
- The pupil's progress is reported and discussed with parents at the review meeting on an annual basis.
- All teachers assess, moderate and mark pupils' work using school policies, pupil assessment profiles (PAPS) and an assessment system for SEND pupils. This information is used to inform summative termly assessments of progress. Progress is also shown in the outcomes from the students in their work books and in pupil progress books.

2.3 Support for Learning

- Teaching Assistants are deployed to effectively support and help remove barriers to learning and undertake individual and group interventions.
- Teachers and Teaching Assistants use effective feedback and offer pupils focused information about their learning and how to improve.
- Teachers and Teaching Assistants foster good working relationships with all pupils and treat the pupils fairly and with respect.
- Pupils are given equal opportunities to take part in class activities unless there are risk factors that cannot be reduced and mitigate against the child's involvement.
- Teachers and Teaching Assistants follow the school policy with regard to behaviour and classroom management which is written to promote positive behaviours for learning and ensure health and safety of pupils.
- Augmented Communication (Makaton, Cued Articulation, Communication in Print and Intensive Interaction) are used to support the development of communication skills.

2.4 Effective Learning Environment

- Principles of SPELL are used to organise the classroom and develop independence.
- Classrooms are learning environments that reflect the age and level of stimulus appropriate to the class. In 'formal' curriculum classes we believe that a stimulating environment sets the climate for learning, and a stimulating classroom promotes independent use of resources and high-quality work by the pupils. The classroom environment is organised to ensure a calm working atmosphere, low arousal environment and to promote positive behaviour for learning. They are highly structured with visual supports as required.
- We change displays regularly to ensure that the classroom and corridors reflect the topics studied by the pupils and showcases quality outcomes in all subjects.

3. Curriculum Intent 2025-26

Marjory Kinnon School aims to ensure that children are well prepared for life through the delivery of a broad and balanced curriculum that meets their needs.

Marjory Kinnon School has at its heart a highly inclusive environment where children enjoy their education.

Pupils at all levels are supported to achieve and make progress through appropriate structures and personalised approaches.

All pupils are challenged and encouraged to expand their skills and knowledge through varied curriculum opportunities.

3.1 Curriculum Provision & Implementation

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the National Curriculum and demonstrate progress. It is recognised that many of our pupils have significant barriers to learning that mean it is difficult to access much of the national curriculum. Through ADAPTATION and INNOVATION we can ensure that the curriculum is fit for purpose so that all pupils have access to high quality learning that is both meaningful and challenging, that prepares them for life.

Our curriculum is knowledge-rich and skills based. It reflects the diverse nature of the groups and their requirements. It ensures continuity and progression in all areas. Through the curriculum we aim to nurture, challenge and inspire our students.

For all our pupils, lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. For all, the curriculum is heavily adapted both in structure, timings and expectations.

We operate a system of 'track back' where the Age Related Expectations (ARE) are tracked back to the appropriate ARE for the children based on their assessment and targets. From that point the lessons are broken up into small step learning that helps the children make progress.

Our curriculum is continually being monitored, reviewed and adapted to need.

3.2 Phases

Early Years Classes (Year Reception)

The first half term is an assessment term where the pupils' baseline levels are determined, and Speech & Language Therapy (SaLT) and Occupational Therapy (OT) screening takes place. The learning is structured to facilitate this assessment process. Ongoing class-based observations inform teacher's weekly and daily planning of activities.

The Early Years curriculum is delivered in a range of ways to best support individual pupil progress. Activities are planned and structured to enable the children to demonstrate understanding of and develop taught skills and are taken from the Early Years Framework. The Prime areas (CL - Communication and Language, PSED - Personal Social and Emotional Development and PD - Physical Development) within Literacy and Maths are delivered within a structured morning session. The afternoon session takes the form of a 'free-flow' style approach focusing on the remaining Specific areas (EAD - Expressive Arts and Design and UW - Understanding the World).

The children have access to the outside area throughout the day where activities reflect choices within the inside environment, this is to support the different learning styles and preferred learning environments of individual children.

Throughout the day the children's skill development and characteristics of effective learning are observed and significant or new moments of learning are recorded. This is evidenced through written observations, photographs, video or samples of the children's work. Parents are also encouraged to be involved in this process by recording key learning moments that happen at home. This evidence is collated together in the children's learning journals to build a holistic view of the child and the progress that they are making.

Some children have individual TEACHH trays to support their learning. These are planned tasks that they are taught to complete independently. These tasks cover a range of skills and will often be linked to the children's targets and areas for development.

Every effort is made to ensure that the classrooms represent a multi-sensory environment with soft-play areas, quiet rooms where pupils can explore sounds, light, colours and movement, and an outdoor play area. These sessions also support the development of social communication, emotional and physical skills.

Physical skills are developed through weekly PE lessons in our hall with our PE specialists.

In addition, scheduled educational visits to the local community provide opportunities for pupils to apply and develop their skills.

Key Stage 1 & Key Stage 2

Our curriculum principles at KS1 & KS2 follow the principles of the national curriculum and offers a broad and balanced, knowledge-rich curriculum with a focus on developing basic literacy and numeracy skills. The students have a core curriculum covering English, Maths and Science. We enhance this provision with specific schemes:

- Read Write Inc (Phonics).
- Maths Mastery.
- Power of Reading.

KS3

Our curriculum principles at Key Stage 3 follows the principles of the national curriculum and offers a broad and balanced, knowledge-rich curriculum. The students have a core curriculum covering English, Maths and Science.

We enhance this with specific schemes such as:

- Maths Mastery.
- Power of Reading.

The curriculum is split into 'semi formal' and 'formal' curriculum. 'Semi-formal' curriculum includes Life Skills, Food Technology and Horticulture and has communication and SaLT and OT sessions built into the timetable. A thematic approach may be used.

'Formal' is a more subject-based curriculum with a life and work skills offer.

KS4

We have two pathways in KS4. Both pathways lead to accreditation.

Accreditation Pathway 1

For those pupils working towards Entry Level 1, the curriculum is delivered through subjects. These students work towards the Entry Level 1 personal progress suite of accreditation from the awarding body AQA. There is a greater emphasis on Life Skills.

Accreditation Pathway 2

This pathway is based on the National Curriculum with content that covers the requirements for both Entry Level 1, 2, 3. Pupils will either study Entry Level qualifications or - for those who are working at Entry Level 3 and have the emotional resilience – they will be offered the chance to study for functional skills in English and Maths.

The school also offers Business and Technology Education Council (BTEC) qualifications as an alternative to GCSEs in the following subjects:

- Applied Science, Art and Design, Land based studies, Work and Life Skills and PE.

3.3 Subject Areas

Literacy & English

Intent: We aim to promote high standards of language and literacy for all pupils, developing lifelong functional skills and a love of reading. Teachers aim to equip pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Implementation: Pupils are exposed to engaging and creative schemes of work, which reflect the National Curriculum and are adapted to meet their needs.

The school uses the Read Write Inc approach to teach phonics and reading and to support the development of literacy skills across the curriculum. Phonics can be taught in discrete lessons, and the skills are applied and developed in other lessons across the curriculum. In KS3 Spelling and Grammar can be taught in discrete sessions for pupils who have learned all their phonic / RWi work.

Reading is at the heart of what we do and we encourage and develop a love of reading. It is taught in discrete lessons but also it is taught through shared, guided and individual approaches.

Mathematics

Intent: When teaching mathematics at Marjory Kinnon School, we intend to provide a curriculum which caters for the needs of all individuals. We use a 'mastery approach' which means that instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations and contexts. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving. We aim to give the pupils the tools they need to function in society.

Implementation: Mathematics at KS1-4 is taught through Maths Mastery, a structured approach that helps develop mathematical thinking and understanding. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding and solve problems.

Maths at Key Stage 4 aims to continue to develop on the Maths Mastery foundations pupils have built through their time at the school allowing them to gain core skills that they can apply outside in the world. Pupils do Entry Level maths or Functional Skills.

Science

Intent: We aim to challenge our students to develop scientific knowledge through exploration and observation, along with developing an understanding of nature, processes and methods of science, through delivery of the National Curriculum. The curriculum is adapted to not only meet our student's complex needs but also to challenge and inspire our students, to develop the fundamental scientific skills, to equip them for the next steps and beyond.

Implementation: Science is taught in knowledge-rich topics based on the National Curriculum that has similar themes with an increasing complexity through each year. This allows content to be revisited for pupils who require extra support on certain concepts. Working scientifically is at the heart of the curriculum showing clear skills development from one key stage to the next.

At KS4 we offer both Entry Level and Applied Science BTEC taught by Secondary Science specialists in a Science laboratory.

Humanities

Intent: We aim to promote the understanding and stimulate interest of the world and of the people who lived here in the past. Our hope is the children will learn to value the contributions made by others to multicultural Britain and the wider world.

History teaching focuses on teaching children to investigate events and people from the past and in doing so develop the skills of enquiry, interpretation and problem solving.

Geography teaching focuses on teaching children about their own local environments to learning about places in the United Kingdom and wider world, and how places relate to each other. We ensure through planning that children develop and use geographical skills.

Implementation: There is dedicated time on the timetable for Humanities and teachers sometimes use the Power of Reading texts to provide the hook for lessons.

Religious Education (RE) is taught as a discreet lesson in the timetable. In Primary this scheme is by PlanBee. In Secondary the scheme is based around the 'Widening Horizons' scheme from Hounslow and has been specifically adapted for our students.

Computing

Intent: We aim to give pupils an understanding of computer usage and how they function. We aim to develop their understanding on how to interact with a computer and develop a greater understanding for the more able of how to program a computer to produce simple applications. This builds the foundations of computer literacy that are needed for later on in the curriculum. Computing at Key Stage 4 aims to build on what pupils have learnt up until this point and how to use computer and technology in work and life skills.

Implementation: Computing is taught in discrete lessons for the most able and in the 'semi-formal' pathway skills are integrated in a cross curricular way and computer skills for life are a focus.

Creative Subjects

We aim to provide a creative subjects curriculum, which will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of music, art, craft and design.

Art

Intent: We aim to provide a curriculum that allows for creativeness, self-expression and confidence giving our students opportunities to develop intellectually, emotionally, physically and socially.

As student's progress, the school aims to enable students with the skills to be able to think critically, develop a more rigorous understanding of art and design and an appreciation of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Music

Intent: We aim to inspire and develop a life-long enjoyment of music, be that as a player, creator or listener. The teaching of music, through performance, composition and appraisal, draws on ideas from therapeutic approaches to develop personal skills that all pupils can use to succeed not only in music, but in life outside the classroom and indeed the school.

Implementation of creative arts: Creative subjects are taught in dedicated timetable slots in specialised teaching rooms. There are specialist Music and Art teachers in Primary and Secondary.

There are Schemes of Work for Music and Art KS1-4 based on the National Curriculum and adapted for the pupils' abilities. Both subjects allow for study of major genres and artists/composers in the creative world. Art BTEC is an offering in KS4.

Skills, which are sometimes explicitly taught, are essential components of the subject specific skills needed to be a successful musician or artist. They can include, but are not limited to, team work, turn taking, motor skills, creativity, self-evaluation, cultural awareness, confidence, belonging, independence, self-awareness, discipline, social awareness and sense of achievement. The practical, technical and theoretical aspects of music and art

making are taught alongside these skills to develop well-rounded musicians and artists who can take their abilities and appreciation of the creative arts into later life.

Physical Exercise (PE)

Intent: “Learn to move, move to learn”. During PE we aim to develop physical competence, alongside social and emotional health in order to lead a fulfilling life. We want children to develop confidence and independence to successfully move in a range of different ways. This will give them the opportunity to explore, learn independently and engage in physical activity throughout life.

Implementation: We deliver a broad and balanced Physical Education curriculum which develops physical skills, providing opportunities for social interaction, cooperation, competition and challenge. PE looks at major sports based on skills each half-term and explores some of the stars of the different sports. Complete PE is the scheme used for planning and assessment.

Play

Play is an integral part of the curriculum. The school promotes play in all subject areas to facilitate social communication and learning. Outdoor play is considered a time to develop social skills and communication. More details are set out in the Play Policy.

Food Technology

Intent: We aim to offer children and young people a chance to learn, practice and refine practical skills needed to become independent adults living a healthy life. We allow them to experience a wide range of skills, materials and techniques to prepare and cook a variety of food.

Implementation: In Primary, the pupils are taught Food Technology through life skills and PHSE, if the children are looking at health they might explore healthy snacks. In these cases, the pupils are taken to a specific Food Technology Room.

In Secondary the pupils follow a bespoke cooking for life curriculum and are taught in a specific Food Technology Room by the class teacher.

PSHE, Citizenship, Life Skills & Work-Related Learning

Intent: We aim to provide students with the attitudes, skills, knowledge, understanding and values required for successful participation in the school, the wider community and the world of work. These subjects will provide students with the skill to navigate adolescent and adult life through teamwork and expression. Students will work collaboratively and independently practically and in written format to become global citizens capable of making informed decisions with sound knowledge.

Implementation: Our Healthy Schools Framework integrates PSHE, Spiritual, Moral, Social, and Cultural (SMSC) and Sex and relationships education (SRE) into a single framework. The framework is delivered in discrete lessons, in readiness to learn, as well as being promoted throughout all activities.

The PSHE schemes of work are delivered by class teachers in discrete PSHE lessons and includes a Sex and Relationships programme which is carefully planned to take into account the age, levels of maturity and physical development of the pupils and aims to deliver the latest guidance. PSHE is delivered through the 3D PSHE programme which is based around 3 core themes 'Health & Wellbeing', 'Relationships' and 'Living in the wider world'. This in turn is divided into units that progressively explore the issues and skills.

Citizenship is delivered in PSHCE (Personal, Social, Health and Citizenship Education) as well as being promoted throughout all activities. Pupils are encouraged to engage with the school council, the Secondary Eco Committee (which have class representatives and aim to provide a vehicle for expressing pupil's views), voting for the termly Jack Petchey Award, other committees and external agency projects. Cultural activities are delivered through assemblies and focus weeks.

Work related learning is delivered in discrete lessons and for higher needs groups is loosely based around a pre-Entry Level 1 curriculum. The curriculum allows students to explore preferences and options in a structured sensory way. For less structured groups we provide EL1+ curriculum in Key Stage 3 and then a formalised curriculum delivered by the school.

Life skills is again delivered in discrete lessons and for the higher needs groups has a greater emphasis on the timetable. For less structured groups we deliver accreditation units at E2 and E3.

Engagement & Enhancement

Extension opportunities are organised according to the pupils' age and ability. Examples of these are KS2 pupils having swimming sessions in the local community pool, KS3 pupils combining Business Enterprise and 'Just Giving Initiatives' to raise funds for their chosen charity and After School Clubs. For Key Stage 3 and 4 the Eco club and Horticulture interventions provide extensions for those pupils interested. Extension opportunities are also provided by educational visits to support the curriculum.

We also run a popular morning 'wide awake' club for those students early to school which uses PE and teamwork activities to prepare the students for the day.

A number of after school clubs run throughout the week for both KS2, 3 and 4.

Readiness to Learn (SCERTS) and Speech and Language

The timetable includes readiness to learn SCERTs time that helps pupils settle after transitions and prepare to focus for learning. Snack times in Primary are used to promote social skills and social communication, and lunchtime clubs operate in the Secondary Department to support pupils' development of social skills. Classes also have timetabled Speech and Language sessions to ensure programmes are being delivered and communication developed.

Key Stage 4 staff are responsible for delivering the accredited curriculum as set out in the course specifications, meeting all deadlines published by the examination boards.

3.4 ASC 'Semi-Formal' Classes

ASC high dependency groups have flexibility to personalise and adapt our curriculum to meet the pupil's needs. This includes a more multisensory approach and the use SCERTs principles to aid understanding and learning. TEACCH structures are used to provide routines and structures and communication is supported using visual symbols and Makaton. There is a strong focus on developing social interaction, communication and life skills. Regular outings into the local community help our pupils to learn appropriate social skills and practise coping strategies.

Wherever possible ASC pupils are encouraged to sit a range of accreditation.

3.5 Curriculum Enrichment

The curriculum is also enriched in the following ways:

- Whole school or department events.
- Visits from speakers, artists and performers to share their expertise and interests with the children.
- Taking pupils outside the immediate environment on educational visits to further enhance their learning in school including residential trips and Duke of Edinburgh.
- Whole school events e.g. Primary Department Christmas Event, Secondary Department Performance, class assemblies, special leavers' celebration in the summer, Christmas activities organised by the school council (e.g. disco, quiz).
- A range of After School Clubs in the Primary and Secondary Department.
- Annual fundraising events take place for charity.

4. Further Guidance

This policy is supported by the following guidance which is available on the school intranet:

- Assessment, recording and reporting of pupil's progress and achievement.
- Display.
- EYFS.
- Handwriting.
- Marking and pupil feedback.
- SMSC.
- The school's Online Safety Policy.
- The school's Safeguarding & Child Protection Policy.
- The school's Play Policy.

5. Policy Review

Agreed by Teaching & Learning Committee: October 2025

This Policy will be reviewed annually (or sooner if legislation changes) to assess its implementation and effectiveness.

6. Acronyms

ARE	Age Related Expectations	PSHCE	Personal Social Health & Citizens Education
ASC	Autism Spectrum Condition	RS	Religious Studies
ASDAN	Award Scheme Development & Accreditation Network	RWi	Read Write Inc
CL	Communication & Language	SCERTS	Social Communication, Emotional Regulation & Transactional Support
EAD	Expressive Arts & Design	SaLT	Speech & Language Therapist
EL	Entry Level	SEAL	Social & emotional aspects of learning
EYFS	Early Years Foundation Stage	SMSC	Spiritual, moral, social & cultural development
GCSE	General Certificate of Secondary Education	SoW	Schemes of Work
KS	Key Stage	SPELL	Structure, Positive approaches & expectations, Empathy, Low arousal, Links
OT	Occupational Therapist	SRE	Sex & relationships education
PE	Physical Education	T&L	Teaching and learning.
PECS	Picture Exchange Communication System	TEACHH	Treatment & Education of Autistic & related Communication-handicapped Children
PD	Physical Development	UK	United Kingdom
PSED	Personal Social & Emotional Development	UW	Understanding the World
PSHE	Personal, Social & Health Education	WJEC	Welsh Joint Education Committee