

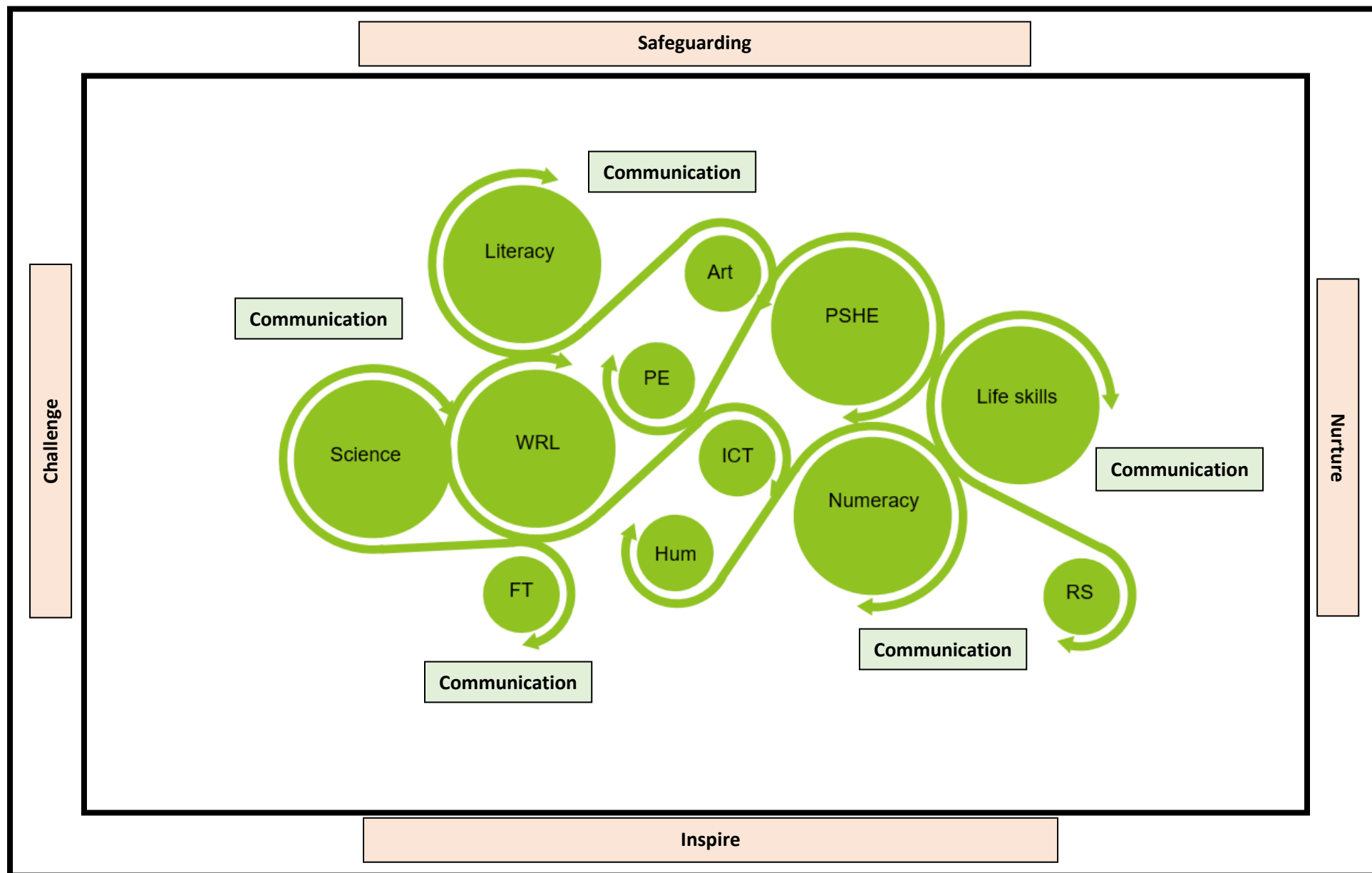
The “Big Picture” of the Curriculum at Marjory Kinnon School

Communication is at the heart of our work

CURRICULUM INTENT	To provide opportunities for children to develop as independent, confident, happy, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.				
CURRICULUM OBJECTIVES	TO DEVELOP THE INDIVIDUAL: Personal understanding, mutual understanding, spiritual understanding, cultural understanding, personal health and wellbeing.		TO DEVELOP A POSITIVE CONTRIBUTOR TO SOCIETY Economic contribution, environmental contribution, citizenship, employability.		
CORE SKILLS	FUNCTIONAL LITERACY via Power of Reading and Read Write Inc Managing Self & Ones Emotions Information gathering and research Skills	FUNCTIONAL NUMERACY via Maths Mastery Working with Others Thinking	Independence Creativity	SOCIAL COMMUNICATION Resilience Managing Life Skills Decision Making	
CURRICULUM AREAS	PATHWAY 1 Thematic approach linked to Power of Reading. High structure with visual support.	PATHWAY 2 Formal subject based.	PATHWAY 3 Develops social communication.		
LEARNING EXPERIENCES	Personalised Structures for Learning Reading Talking Vocational experiences	Sensory Rich Writing	Active & Hands-on Drama and role play	Challenging & Engaging Media Rich Modelling	Supportive Positive Learning Experiences
CURRICULUM ASSESSMENT	Shared Learning Intentions Individual Targets	Shared Learning Outcomes Accreditation	Small Step Learning Autism Progress	PAPs Peer & Self-Assessment	

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Marjory Kinnon School Curriculum Overview



Intent	<p>Our whole school curriculum is based on our school Vision that <i>“Every pupil will learn the skills and develop the confidence needed to become a valued, integrated and independent member of their community”</i>.</p> <p>We focus on skills and confidence that include communication, social communication and life skills in order to promote independence and integration into the community. We also aim to develop skills that lead to employability and inclusion in the workplace.</p> <p>We also aim to individualise and personalise the curriculum for those pupils with the most complex sensory needs.</p> <p>We asked our KS4 pupils what they liked to learn and built the curriculum offer on pupil voice.</p>
Implementation	<p>We aim to be ambitious and creative with our curriculum and have created three main pathways to meet the needs of the different cohorts in the school:</p> <ul style="list-style-type: none"> ▪ Pathway 1 - SLD and lower functioning ASC - a thematic approach based around the Power of Reading texts with social communication opportunities and independent life skills weaved in. ▪ Pathway 2 - High-functioning ASC - a formal pathway based on the discrete National Curriculum subjects with highly adapted schemes of work. Power of Reading, Read Write Inc (phonics) and Maths Mastery approaches and schemes are used across the school and allow for rigorous sequencing in these core subjects. ▪ Pathway 3- non-verbal pupils with high sensory needs and challenging behaviours - a SCERTS approach with built in sensory experiences to support regulation. A highly adapted and bespoke pathway focused on developing communication, independence, life skills and emotional regulation. <p>We use a small step assessment system to identify the correct pathway for a pupil.</p> <p>We have a flightpath that we also use to identify the correct accreditation pathway in KS4.</p> <p>Teachers adapt the style of delivery to include rotations, structures and TEACCH approaches.</p> <p>The Thrive approach underpins the implementation allowing for warm and nurturing classrooms that help children feel confident and secure to take risks and challenge themselves to make the best progress possible.</p>
Impact	<p>The structures, routines and delivery of the curriculum create settled behaviours for learning which allow pupils to make maximum progress. The thematic approach links learning to the context of the Power of Reading text which supports pupils to make links across the curriculum and revisit key concepts and skills within different subjects. ASC pupils struggle to make links and understand context so this thematic approach supports their learning whilst promoting reading by using rich texts to inspire.</p> <p>Pathway 2 is taught in discreet subjects and is aimed at stretching the most able. It leads to Entry Level, functional skills and BTEC accreditation opportunities. Pupils enjoy learning and are engaged and willing to take risks. Bespoke work experience and careers guidance underpins KS4 curriculum and prepares pupils well for their next steps into Post 16 provision.</p>