



MacIntyre  
Providing support...your way



## CURRICULUM POLICY

*“Celebrating Individuality, Promoting Innovation and Being Inspirational”*

*Achieving Beyond Expectations*

**Compiled by: Joanna Lewis**  
**Reviewed & Updated: February 2017**  
**Review date: September 2017**

*“By definition, exceptional students require an extraordinary response from educators – something different from the ordinary, even if the ordinary is good.....” (Kauffman, 2002,259)*

## **Rationale**

MacIntyre School is committed to providing a curriculum that recognises the unique needs of each of our children and young people. Our curriculum is broad and balanced and develops the practical skills that our students will need to develop and use in their future lives. Our curriculum is, first and foremost, about the uniqueness and development of the whole child. Invariably, through a variety of circumstances, our students have not had previous positive experiences of education – some may have refused to attend school, or if they have attended, have not fully engaged in any or many meaningful learning experiences. Our role as teachers and educators within this school is to establish positive learning experiences and to then build on our learners' strengths, interests and experiences. Our aim is to develop confident, inquisitive learners. The skill of learning is as important as acquiring ever increasing knowledge and understanding.

All students are given equality of opportunity in learning.

Through the provision of an exciting and engaging semi-formal curriculum model our students will be able to achieve beyond expectations.

MacIntyre School's curriculum embeds important lifelong learning skills are embedded in the teaching of all subjects, using a wide range of practical, innovative and creative learning opportunities that specifically support the needs of students with autism and other complex learning disabilities. The curriculum seeks to engage learners in communication and problem solving in a variety of contexts so that they can:

- begin to understand that learning skills are transferable;
- communicate effectively about their learning;
- begin to understand how to apply the skills they have learned in different contexts throughout their lives.

In addition, we also aim to develop and deliver the following approach....

- All the elements of learning (i.e. knowledge, concepts, skills and attitudes) will be experienced by each student;
- All the areas of the learning experience (aesthetic, creative, human and social, spiritual, religious, linguistic and literacy, mathematical, moral, physical, scientific and technological) are included in each child's curriculum.
- Significant differentiation between the pre and post 16 curriculum content and within Key stages two, three and four.

To fulfil these aims, specific objectives for each curriculum area are to:

- develop student skills, knowledge and awareness in accordance with their own specific and individual needs;
- make use of personalised programmes where cross-curricular skills, themes and dimensions make links between the areas of learning and experience.

## **School Aims**

Our curriculum enables all our students to:

- Engage in a balanced, broad range of stimulating learning experiences
- Become successful learners who enjoy learning, who make progress and achieve beyond expectations
- Become confident learners who are able to live safe, healthy and fulfilling lives
- Become responsible citizens who make a positive contribution to society

Further to this we focus on the following:

- The acquisition and improvement of effective communication skills
- Enabling our students to be as independent as possible in all that they do
- The development and enjoyment of social interaction
- The development of self-awareness and skills of self-regulation and promotion of positive behaviour
- The building and development of students' self esteem through promoting positive attitudes towards independence and life skills both academically and socially
- The provision of opportunities for students to experience and take their place within society
- The provision of opportunities for our students to make real choices and decisions over as many aspects of their lives as possible.
- The provision of opportunities for students to maintain and improve their health and fitness levels and to take part in regular physical exercise.

Our strong multi-disciplinary team of specialist teaching and residential staff, speech and language therapists, music therapists, physiotherapists, behaviour support specialists, occupational therapists and medical professionals bring together all the strands of support available for each student – they are the “Team around the Child”.. In this way, promote and implement the concept of we promote and implement the ‘waking day’ curriculum which includes opportunities for learning and development throughout the school and residential settings.

## **Principles of teaching and learning**

Each student at Macintyre will have his/her own individualised programme which:

- is differentiated by learning objective to allow individuals to work on their own programmes within the context of the work planned for the whole group;
- is responsive to the needs and talents, ambitions and interests of each student (within the constraints imposed by staffing resources and the timetable structure);
- is enhanced through a range of approaches including TEACCH, Intensive Interaction, Attention Autism, PEC'S, multi-sensory methodologies, accompanying therapies and developmental strategies;

- is complimented by planned opportunities to learn within the residential settings.

This structure is based on the belief that pupils with autism, and especially those with severe learning difficulties, need specifically planned activities to aid their education which:

- develop knowledge and understanding;
- enable the maximum academic and social progress, particularly in the areas of communication and independence ;
- take into account and develop their particular strengths, interests and maturity;
- are both finely graded developmentally and appropriately age related.

Through a wide range of learning experiences and activities, students come to recognise patterns, establish relationships and make generalisations. By means of a child centred approach, students therefore acquire relevant academic, communication, social and independence skills.

Using information based on observation, Education, Health and Care plan outcomes, Annual Reviews, professional judgements, baseline and continuing assessments, our curriculum content focuses upon communication, PSHE, the acquisition of skills related to independence lifelong learning, physical activity and the regulation of their sensory and therapy needs. It is structured and delivered with reference to the National Curriculum, EQUALS 14-19 Moving On curriculum, Equals Semi –formal schemes of work and, for Post 16 learners, the approach of Project Based Learning accredited by relevant “Towards Independence” ASDAN modules. ....

### **Organisation**

Students are grouped in Key Stage classes with peers of a similar range of ability. The move towards teaching in Key Stage groups has allowed the fine tuning of the curriculum and enabled teachers to use their skills effectively to maximise excellence in terms of progression for young people.

MacIntyre School is committed to providing all students the opportunity to access to a broad, balanced and relevant curriculum. The EQUALS “Moving on and Semi-Formal curriculum programmes we are following contain the following specific curriculum areas which are supported by Functional Skills and individual literacy and numeracy programme. Each subject contains clear learning outcomes for students across the full range of ability:

#### Key stages 3& 4

- English
- Mathematics
- PHSE and Citizenship
- Science
- Art
- PE
- Humanities (the world around us)

- Performing Arts and music

#### Key stage 5

- Literacy
- Numeracy
- Leisure and recreation
- PSHE and Citizenship
- Daily living skills
- Work related skills and Work Experience
- Art
- Performing Arts and Music
- Careers guidance and post school planning (My Way) – (Sixth Form)

In addition, post 16 students are supported in finding and preparing for their next placement through a specific and focused transition programme that is person centred in its approach.

#### **Externally accredited courses**

The school offers external accreditation of students work through the ASDAN programme at Preparatory and Entry Level. All ASDAN courses are designed to:

- encourage student-centred learning
- challenge students to achieve
- enable students to learn through experience
- encourage a wide range of skill development
- reward success

From September 2017 the school will follow accreditations at each Key Stage through the following ASDAN programmes of study:

Key Stage 3: New Horizons

Key Stage 4: Transition Challenge

Post 16: Towards Independence

#### **3 Year Rotation of Schemes and Themes.**

These schemes are developed internally using ideas from our experiences and the EQUALS Key Stage 3 and 14-19 “Moving On” schemes and if possible appropriate reference to the National Curriculum. From the Autumn of 2017 the school intends to introduce the Equals Semi-formal Curriculum model covering the areas of Communication, Play and leisure, Independence and Thinking and Problem Solving. The Semi-formal curriculum model is developmental in nature and has been designed to meet the needs of those students for whom an adapted academic model is felt to be limiting. Subject pedagogy and practice relevant to successful delivery of the new

schemes to our students will be reviewed and developed at curriculum workshops involving all teaching staff throughout the academic year.

Currently ,the core areas of Communication, PSHE and PE have a graded, sequential curriculum. This is prescriptive and is used to set targets. Ideas and activities to support the meeting of these targets will be provided and effort is encouraged to ensure our students receive a diverse, stimulating and balanced experiential curriculum. Currently 'P' level (or old National Curriculum levels where appropriate) assessments are used to monitor and inform academic progress and achievement. Assessment process will change in September 2017 in line with recommendations of the Rochford Review. See policy on Assessment and Recording.

### **Specialist Subject Leader: PE**

Our Head of PE is responsible for:

- Writing a short term plan for each class group. This will be based on the scheme of work for the topic with suitable curriculum objectives and outcomes
- Writing all lesson plans
- Keeping observation notes about pupil progress in curricular learning outcomes targets in trackers records.
- Keeping a record of pupil's /student's work in folders, workbooks or using photographs, videos etc.
- Annotating samples of student work to provide evidence of their progress.
- Assessment of curriculum progress for each student in the group.
- Completing formal written reports summarising curriculum taught and progress made during the year.
- Accreditation of learning using external agencies.

### **Monitoring the Curriculum**

Monitoring, evaluating and reflecting on the curriculum, including teaching and learning is on a continual cycle to ensure that MacIntyre School continues to develop and meet the needs of our students.

Monitoring of teaching and learning and the application of the curriculum to this process is undertaken by:

Regular, formal lesson observations and informal 'drop-in' observations with written and verbal feedback where necessary led by the school Principal and Deputy Principal - Education;  
Regular scrutiny of the curriculum cycle by the Education Leadership Team and Curriculum focused teacher meetings where planning and the issues surrounding it are considered by the teaching team. Individual support for teachers is provided by the Curriculum co-ordinator.

### **Homework**

MacIntyre School recognises that learning takes place outside the classroom and endeavours to create as many learning opportunities as possible through a commitment to planning and implementing a waking hours curriculum. Students are encouraged to continue their learning experience in the residential houses or at home where care staff and parents can support the learning process further. Tasks will primarily focus on the development of communication and independence and daily living skills, and the consolidation of learning in formal lessons.

### **Equal access and outcome**

Macintyre School supports opportunity/access for each individual in all subjects and learning experiences.

### **Health and safety**

The health and safety of all students is of paramount importance. It is the responsibility of all staff involved in a subject or an activity to ensure that all health and safety legislation pertaining to learning environments and experiences is applied. All schemes of work include risk assessments where appropriate.

### **Information and Communication Technology**

Computing supports all curriculum areas throughout the school and is taught directly to students within all lessons. Students are encouraged to develop a range of ICT skills across different subject areas, and teachers integrate ICT skills into their Schemes of Work and daily plans. The school is well equipped with computers and all teachers have the use of interactive whiteboards. The school is currently implementing the use of iPads as communications aids as well as for social time use i.e. games for leisure pursuits that encourage sharing/turn taking.

### **Health and Sex Education**

Throughout the school good attitudes to health and hygiene are encouraged at all times. Students are helped to understand, care for and respect themselves and others.

Sex and Relationships education (SRE) is addressed in a manner that is appropriate to the individual needs of the students, and is supported by a range of relevant and appropriate communication resources. SRE is taught each year as part of the PHSE cycle. All teaching is in accordance to the SRE policy.

## **EXTRA CURRICULAR ACTIVITIES**

### **Enrichment**

We offer an exciting range of enrichment activities as part of the extended curriculum. All students are encouraged to take part in these activities. Activities include Youth Club, Film Club, horticulture, cookery, music, movement, sensory activities, and Daily Living Skills (visits to shops, road safety, meal preparation, health and hygiene) dance and sports including trampolining and football.

The Extended Curriculum Co-ordinator plans, develops and supports the implementation of the After School Club programme and further opportunities for activities throughout longer periods of time such as weekends and holidays.

An increasing number of students are joining clubs and classes in the community, for example attending youth clubs and dance classes.

### **Educational Visits and Residential Experiences**

MacIntyre School encourages and plans regular curricular and extra-curricular activities, which strongly enrich and encourage our pupils' personal development and gives them opportunities to enhance and extend their learning in real life settings. Each educational visit supports the

curriculum, and the use of vehicles that are attached to each class ensures that regular access to external venues is encouraged to develop learning.

Each class has the opportunity to go 'off-site' to support the application of life skills, PSHE & Citizenship, communication, functional literacy and numeracy and humanities curriculum. The off site visits make use of the local facilities that re-enforces the skills needed for lifelong learning. Each residential house makes extensive use of the transport available during the evenings, at weekends and holidays to enable the pupils and students to utilise opportunities for learning and inclusion within the local community.

During the academic year, where appropriate, students have the opportunity to take part in a residential experience. It is an important element of our curriculum and it is an opportunity to develop relationships, social awareness and life skills.

Annual Residential Learning Experiences and weekly educational visits to support our curriculum, have a high priority and are an important and valued part of our curriculum. It is our policy that no one should be unable to take part in a school journey because of cost.

## **Education Policies**

Macintyre School has developed a comprehensive range of policies and guidelines, which underpin our approach and our curriculum. The range of policies available includes the following:

- School Development Plan
- Teaching and Learning Policy
- Communication Policy
- Curriculum Documentation – Curriculum Maps, Schemes of Work
- Timetables
- National Curriculum Documentation
- Sex and Relationships Education Policy
- Assessment, Recording and Reporting Policy
- Feedback and Marking Policy

## **Celebrating Achievement**

Celebrating achievement is an important theme running throughout the school. The Annual Achievement Afternoon and Sports Day is a high profile event in the school year.

On a weekly basis, student achievements are celebrated as part of a Whole School Assembly. Certificates are received for particular achievements in a subject area or for personal development. Half termly students who have made significant progress in an area of learning receive a Principal's Special Achievement Certificate at the Staff and Student Success Celebration Assembly

## **Curriculum Delivery**

### **Curriculum Maps (Long Term Plan)**

Curriculum maps present in a concise format the topics that will be covered for that subject in each academic year.

Curriculum Maps should –

- Only be one side of paper.

- Indicate on the left hand side the year of the cycle.

The blank forms can be found on *Teachers common>New Curriculum Dox>*

The completed forms to be filed in *Teachers common> New Curriculum Dox>*

### **Scheme of Work (Medium Term Plan)**

The scheme of work:

- contains short term objectives to be met
- shows the development of cross-curricular links
- features the use of information technology
- lists key vocabulary for the topic
- provides a comprehensive list of activities differentiated for the needs of the pupils or students for the particular ability level within the class group
- makes reference to any ASDAN Units relevant to the topic
- suggests resources both within school, the Macintyre network and local community
- makes reference to health and safety considerations
- lists learning outcomes for each P Level, NC level pertinent to our pupils and students
- lists direct links to B-squared assessment materials
- describes opportunities for learning to take place in the residential department.

The Medium term plans are important documents which help teachers plan and organise their teaching. These are archived at the end of the year by the subject leader kept with teaching resources to help teachers in subsequent years.

The blank forms are found in *Teachers common>Curriculum*

### **Daily plans ( detailing activities and student targets)**

The teacher who takes a class for a subject writes a plan of work plan based on the scheme of work.

This plan is based on the scheme of work and is a summary of what the teacher will attempt to cover in the Days sessions with a particular group.

Depending on the subject the six sessions could be six weeks or 2 sessions for three weeks etc.

Dates of sessions to be included as taught.

A degree of flexibility exists should unforeseen circumstances arise.

A copy of the weekly plan needs to remain in teachers teaching files.

The blank forms are found in *teachers common>Curriculum*

Lesson plans are regularly scrutinised and analysed every half term and relevant feedback given to teachers to inform future planning needs.

The Curriculum co-ordinator, alongside Principal and Deputy Principal of Education to review as follows (half termly basis):-

- Curriculum aims being met
- Balance and pace of learning
- Is the policy working in practice?
- Is individuality working in practice and are targets being met?
- Cultural backgrounds and ethnic origins and religions respected and acknowledged?



MacIntyre

Providing support...your way

- Spiritual, moral, social and cultural development of pupils being enabled?
- Learning sequential, being built on, practiced and applied

**Updated February 2017**