



Marchbank Curriculum Pathway

Curriculum Intent

Core Values

Our curriculum is underpinned by our core values of: Respect, Enjoyment, Achievement, Citizenship and Hard work.

Coverage (breadth and ambition)

The Marchbank curriculum is a cross-curricular approach to teaching and learning linked to National Curriculum objectives. The children have the opportunity to fully immerse themselves into all aspects of the curriculum in an engaging, motivating way, which is purposeful to the learners.

The main purpose of the curriculum is to contextualise learning for our pupils ensuring a breadth of challenging experiences across each area of the curriculum. By doing this our pupils are effectively challenged by an education which excites them.

Structure

This curriculum is based around a four stage pedagogy called the four cornerstones, they are; Engage, Develop, Innovate and Express.

Pupils are class based and are supported by staff who are able to broaden their learning and deepen their understanding through each topic. All learning will be story based which gives our pupils a focus.

All staff are required to reflect on the learning and achievements of pupils throughout each activity, staff will make appropriate adaptations and address any misconceptions to ensure stretch and challenge.

Theme days are planned throughout the year to develop SMSC, key skills and knowledge are identified and developed throughout these days.

Subject	Lessons per week
English	4
Maths	4
Science	2
Computing	1
PSHE	1
Topic (Art/History/Geography)	4
PE	2
Forest School	2
RWI/Reading Interventions	5 (15 minute sessions)
Morning Routine (linked to EHCP objectives)	5 (15 minute sessions)
Assembly	1 (30 minute session)
DEAR (Drop Everything and Read)	4 (15 minute sessions)

Cultural Capital

The formal immersive curriculum links to:

- Community – by offering pupils the opportunity to experience their local area through community visits
- Respect – by providing personalised opportunities to engage with others in their environment
- Diversity – by experiencing a variety of culturally diverse activities
- Moral purpose – by ensuring activities are appropriately adapted and differentiated to ensure pupils can be as independent as possible
- British Values – staff will celebrate pupils tolerance and respect of others' likes and dislikes and continually seek to extend pupils experiences of different cultures and tastes
- SMSC – Staff will not make assumptions about the likes and interests of learners but will approach activities with curiosity regarding the responses of pupils and acknowledge how these change over time
- Culture – Pupils will be supported to participate in events and activities beyond their realm of experience including diverse religious celebrations e.g Passover, Divali, Eid

Physical and Mental Health

The formal immersive curriculum promotes:

- Wellbeing – by considering the physical environment to support pupils sensory and/or physical needs.
- Maintaining dignity – All staff to consistently maintain a high level of dignity when meeting the intimate care and emotional needs of pupils
- Positive environments – Celebrate small steps of progress at every given opportunity, use of class based rewards systems to promote intrinsic motivators.
- Positive relationships – Continually seek to facilitate positive interactions between pupils and with staff, through clear classroom expectations.
- E-Safety – Correspond appropriately with parents and at all times consider how evidence of pupil achievements in electronically captured and securely stored
- Keeping safe – Ensure risk assessments reflect on the physical, medical and emotional needs of all pupils and staff demonstrate an in-depth understanding of these at all times.

Preparing for Adulthood

The formal immersive curriculum develops:

- Promoting independence – all activities aim to develop skills that will allow pupils to be as independent as possible in terms of making their emotional and physical needs known. Allowing pupils to experience a range of enrichment opportunities through the year.
- Aspiration – all activities aspire to allow pupils to achieve their full potential
- CEIAG – opportunities to visit a range of work places will be sought
- Enterprise – activities are well adapted to allow pupils demonstrate creativity
- Life skills – the curriculum ensures that all pupils develop skills for life that will maximise independence, knowledge and skills.
- Work Skills – pupils will have the opportunity to meet and engage with people from range of employment backgrounds e.g. police, fire officers

Metacognition

The formal immersive curriculum will develop:

- Resilience – Our curriculum is thematic meaning pupils will experience learning in a range of contexts, it will be continually adapted and reshaped to support understanding and development.

Enrichment	2
Daily Reflection	5 (15 minute sessions)
Golden Time	1

Sequencing

This curriculum works using a holistic approach, each topic lasts for one half term this allows pupils to really explore each subject area and enabled staff to consolidate learning throughout.

Knowledge

This curriculum is subject based, however all subjects will be taught using a cross curricular approach, the topics ensure an even spread of curriculum coverage.

Staff plan collaboratively to ensure that the sessions stretch and challenge each pupil.

All sessions are differentiated to meet the individual needs of the pupils linking to individual interests (different strategies used) and learning styles.

Middle leaders offer guidance and verbal support to staff. Data is analysed and interventions are put in place where needed. Middle leaders support staff through the use of subject assessment grids linked to the National Curriculum, verbal support and coaching.

Skills

This curriculum allows pupils to access their learning through a multi-sensory approach, with a variety of teaching methods. Our pupils also have the opportunity to experience enrichment clubs such as: cookery, forest, art and crafts, messy sensory, games/puzzles, computers or swimming.

Consolidation of learning and skills will be central to the curriculum. Multisensory approaches will give the children the opportunity to contextualise their learning and skills to ensure links to their EHCP targets.

- Creativity – pupils will be encouraged to explore their own learning and to “find out” rather than being told.
- Innovation – staff will respond to the efforts of pupils who respond and engage in new ways
- Reciprocity – pupils will be provided with opportunities to engage with others during their work and to have time to learn alongside their peers.

Developing Reading, Writing, Mathematics and Communication

The formal immersive curriculum will develop:

- Reading – Pupils will be supported to begin to learn to read. They will do this through RWI (Read Write Inc.), once pupils know their letter sounds they will begin to blend words to read until they will eventually be ready to tackle story books.
- Writing – Pupils will be encouraged to initially mark make, once confident with this we will develop their writing skills further to form letters, words and sentences and begin to look at specifics of spelling, punctuation and grammar.
- Communication- Pupils will continuously be supported to respond to others around them and to communicate openly about their thoughts and ideas – this will be done using a multimodal form of communication.
- Mathematics – Pupils will be continuously supported to demonstrate their cognitive abilities and will be supported to develop this through the use of White Rose Maths.

Curriculum Implementation

Teaching and Learning

Teachers plan and deliver a range of differentiated, motivating lessons which are engaging to support pupils to progress in their learning and development. The curriculum offers pupils opportunities to consolidate their learning and to deepen their subject knowledge through each topic.

Assessment

Assessment is continuous and ongoing, staff ensure they carry out, differentiated questioning, opportunities to revisit learning, peer assessment and coaching.

Subject Assessment overview grids will be used to assess pupil progress over time.

Alongside ongoing daily assessment, pupils will also have the opportunity to complete KS1 and 2 SATS and also phonics screening.

Progress will be reported to parents via FROG, Parents evenings and the end of year reports.

Curriculum Impact

Next stage of education, employment or training

Marchbank pupils will be well prepared to transition to a KS3 secondary curriculum. The knowledge and skills gained over time in Marchbank will prepare pupils well for their next steps.

Outcomes

Marchbank pupils may complete, SATS and Phonics screening assessments.

Progress outcomes will be measured regularly using assessment grids.

Pupils not making good progress will be set interventions to improve rates of progress.

Pupil Work

Pupils work will be recorded through the use of FROG and Folders or in pupils work books.

Pupils access read write inc every day, this is in set differentiated groups. Progress is identified through evidence (photos, videos, written evidence) and termly summative assessments.

Pupils are continually supported to use their communication skills to enable them to communicate with their peers and adults.