



Upper School Curriculum Guide

A guide to the curriculum on
offer at Harlow Fields School
and College

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Introduction

This handbook has been created by the Head of Upper School, Craig Bailey-Whyte, with the support and consultation of the senior leadership team, Keily Tomlin (Head of Lower School) and teachers. The handbook is created for teachers and visitors of Harlow Fields School and College. Teachers should use this handbook to support their planning and assessment in Upper School and ensure appropriate coverage of all curriculum strands and topics. Visitors can use this handbook to understand how the curriculum offer for Upper School and how this is delivered at Harlow Fields School and College.

The pupils at Harlow Fields School and College have a range of needs and are working at diverse levels; this handbook is designed to explain how within one setting we provide an aspirational curriculum offer that is accessible to all. Due to the diverse needs at Harlow Fields School and College, the fundamental principle is that everything we do is pupil focused and the pupil is at the centre of all we do. The staff follow our motto of 'working together to succeed' by finding creative, innovative ways to remove any barriers, ensuring that all pupils make excellent progress.

How is Harlow Fields School and College organised?

The current classes within each department are as follows:

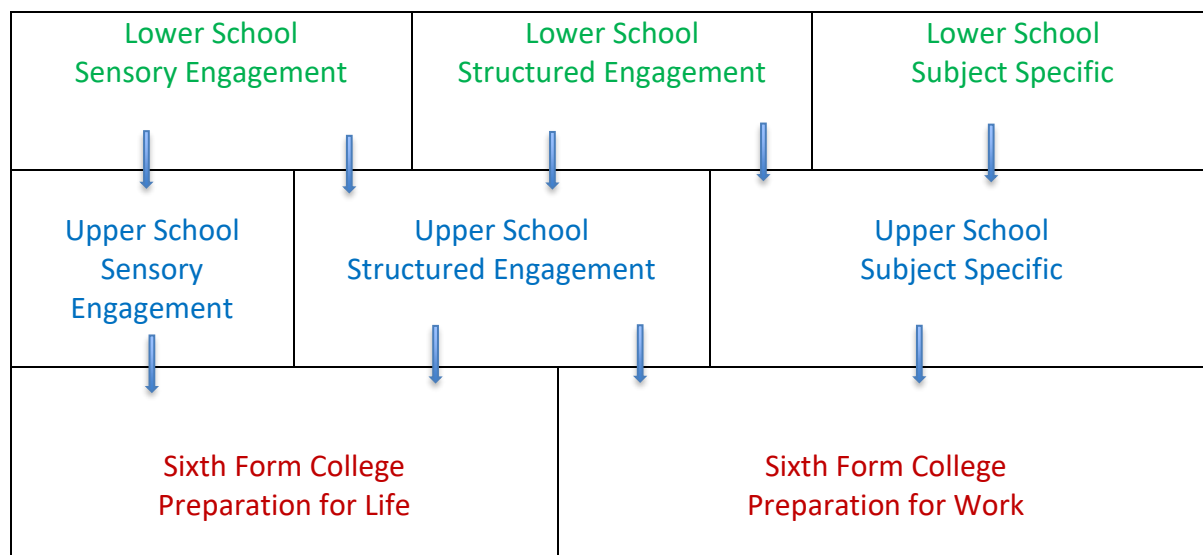
| <u>Lower School</u> <u>(KS1/KS2)</u> | <u>Upper School</u> <u>(KS3/KS4)</u> | <u>Sixth Form (KS5)</u> | <u>PMLD</u> |
|---|--|--|-----------------|
| Oak Rowan Hazel Willow Beech Maple Mulberry Sycamore | Lea Stort Avon Orwell Chelmer Thames Roding Colne | Kestrel Hawk Eagle <u>1:1 Provision</u> <u>(KS3-5)</u> Dahl | Blake Morris |

Upper School Pathways

There are nine classes (including Dahl) in Upper School and whilst all of the pupils are working at different levels, either, below or at National Curriculum levels, their learning needs are still varied. To ensure that teaching is pitched correctly, classes are divided into three pathways: Engagement Sensory (see separate handbook) Engagement Structured and Subject Specific. Depending on the needs of the pupil they will either following one of these pathways. Pathways are fluid as the needs of the pupil change, and end of year assessments are used to inform future groupings.

| <u>Engagement Sensory</u> | <u>Engagement Structured</u> | <u>Subject Specific</u> |
|---------------------------|------------------------------|-------------------------|
| Blake | Thames | Avon |
| Morris | Lea | Chelmer |
| | Colne | Orwell |
| | Roding | Stort |
| | Dahl? | |

Pathway Progression



Sensory Engagement

Refer to engagement sensory handbook.

Structured Engagement Pathway

Pupils in these classes are not yet ready for subject-specific study and are assessed using areas within their EHCP's, ASDAN qualifications and the use of Earwig. The pupils will also take part in the following areas of learning:

- ASDAN (Supporting or Exploring Aspirations)
- Communication
- Number
- Food Technology
- PE
- Music
- Art
- Sensory/Physical Skills
- Wellbeing

Subject Specific Pathway

Pupils on this pathway are all working below the National Curriculum level (formally P-Level 5-8) or at National Curriculum levels, but are able to access subject-specific study. They are assessed against the Pre-Key Stage Standards and/or National Curriculum Standards which are the statutory requirements. Whilst we acknowledge the Pre-Key Stage Standards, we also wanted to find a way to showcase the progress that our pupils make. Pupils are assessed against areas of their EHCP's, through ASDAN qualifications, B Squared and through working towards an accreditation.

These are also used to support teachers planning and assessment.

How do teachers deliver lessons and how do they know what to teach?

Due to the level of learners on the Sensory Engagement pathway, they require a style of learning that incorporates and relies on interventions and strategies such as attention autism, intensive interaction and communication aids. Each child on this pathway needs the curriculum to be taught in an innovative and creative way, often using sensory styles of teaching. Pupils on the Structured

Engagement pathway will complete an ASDAN qualification appropriate to their needs and level as well as take part in learning in areas such as music, PE, art, communication, number and physical/sensory to help meet their needs.

As the pupils on the Subject Specific pathway are accessing subject-specific study they have a curriculum topic which is used to hook and engage learning. Teachers then use the subject based handbooks to support their teaching. The primary subjects are:

- Mathematics
- English
- ASDAN
- Design and Technology/Gardening/Environment carousel.
- History
- Geography
- Art
- Music
- PE
- Computing
- Science
- RE
- Food Technology

On both pathways, the teachers at Harlow Fields School and College acknowledge through their planning that to help learners embed their learning they may need to repeat certain elements to ensure that learning is retained. We know through cognitive load theory that to ensure skills and knowledge are retained in the long-term working memory, teaching will need to be repeated and revisited.

Classes use the same subject topics in their pathways as a hook to excite and interest the learners, the approaches and curriculum areas are different. The classes are divided like this so that teachers can use their expertise and plan for the curriculum to be delivered in a way that suits their learners. The pupils in the Springs classes are working at a level that is not subject specific and their learning is led by the objectives set on their engagement profile.

End of year assessments are then used to help inform the future grouping and classes so that teachers can adapt their teaching approach to support their learners' needs and levels.

How is learning evidenced in Upper School?

In the Structured Engagement classes, their progress is tracked and evidenced by using targets from their EHCP's which are reviewed during their Annual Review, ASDAN moderation of workbooks and Earwig. In subject specific classes, learning is recorded in the following ways:

- Subject specific workbooks
- Earwig/
- B-squared
- ASDAN moderation of workbooks
- Accreditation work (OCR/AQA)

Skills Taught During Lunch Break

One of the best times to teach important skills like manners, motor skills or social interaction skills is during the lunch break. It is a daily routine that all pupils participate in, providing consistent opportunities for practice and improving skills. The lunch hall setting allows for social interactions and the development of important social skills. Teaching skills during lunch can promote independence and empower pupils to take ownership of their own needs and actions. Although the specific skills to teach may differ based on individual pupil need, there are foundational skills that are valuable for all pupils. Including:

- Asking for Help - Encouraging pupils to seek assistance when faced with challenges such as opening containers or cleaning up spills.
- Opening Containers - Assisting pupils in developing motor skills by teaching them how to independently open containers like lunch boxes, drink cartons or snack packages.
- Use of Utensils - Guiding pupils on using utensils, which will foster self-feeding abilities.
- Waiting in Lunch Line - Educating pupils on the etiquette and steps involved in going through the lunch line, such as patiently waiting their turn and adhering to instructions.
- Holding the Tray or Lunch Boxes - Helping pupils enhance their motor skills and coordination by instructing them on how to carry their trays and lunch boxes.
- Sitting Posture - Teaching pupils the importance of sitting in their seats properly for promoting good posture and space awareness at the table.
- Socialising with Friends - Engaging in conversations with friends at the lunch table, encouraging social interactions and conversation skills among pupils.
- Using Kind Hands - Emphasising boundaries and personal space by teaching pupils to place/use their hands appropriately.

Effective Strategies for Teaching Skills

- Demonstrate desired behaviours by showing pupils how to initiate conversations, ask for help or open containers.
- Visual-aids such as visual schedules, picture cards or visual sentence strips support pupils' understanding and execution of lunchtime skills. Breaking down steps visually provides guidance for pupils.
- Role playing scenarios encourages pupils to practice the targeted lunchtime skills in a safe and supportive environment. This allows pupils to gain confidence and familiarity with the desired behaviours.
- Repetition, practice and repeating are crucial when it comes to honing any skills. It's important to offer pupils chances to practice tasks such as opening containers or carrying trays, gradually allowing them more independence and introducing more complex challenges along the way.

Subject Topics Overview

Each subject has a dedicated handbook that outlines what needs to be taught and when on both the Structured Engagement and Subject Specific Pathways.

The Sensory Engagement pathway also has it's own handbook.

Upper School Map

| | Engagement | | Subject Specific |
|---------------------------------|---|--|--|
| Learning Characteristics | <ul style="list-style-type: none"> • Pre-intentional to emerging intentional communication • Reactive and responsive contextual awareness • Emerging social awareness • Sense of self by responses to sensations including hunger, pain, heat etc • Needs time/space to process stimuli • Early problem-solving skills • Learnt responses in familiar routines • Beginning to develop joint attention | | <ul style="list-style-type: none"> • Meeting most of the pre key stage standards • Developing levels of independence, social awareness and communication skills • Encouraged to self-evaluate and reflect • Maintaining, retaining, and generalising some skills • Developing confidence • Some understanding of basic abstract concepts • Applying some skills and knowledge • Communication skills • Self-evaluative • Emerging understanding of abstract concepts |
| | Sensory Engagement | Structured Engagement | |
| | <ul style="list-style-type: none"> • High levels of physical and/or medical needs • Sensory impairments • Multiple learning difficulties | <ul style="list-style-type: none"> • Persistent difficulties with social interaction and communication • Repetitive patterns of behaviours • Restricted interests and activities • Difficulties with sensory processing | |
| Approaches to Learning | <ul style="list-style-type: none"> • Multi-sensory learning experiences • Familiar routines and repetition • Turn-taking experiences • Visual/tactile/sensory cues (photos, music, smells, textures) • Experiential learning • Extended processing time • Intensive interaction • Active exploration • Personalised communications systems • Physical development and postural management • 1-1, independent paired, and group experiences | <ul style="list-style-type: none"> • Structured teaching systems • Familiar routines and repetition • Visual timetables and schedules • Self-regulation strategies • Structured exploration • Turn taking experiences • Personalised behaviour support • Clear physical structure within the environment • Personalised communication systems • Visual supports (photos, PECs) • Self-regulation strategies • 1-1, independent paired, and group working | <ul style="list-style-type: none"> • Builds prior knowledge. • Visual supports (symbols, written) • Now and Next strategies • Timed activities • Self-regulation strategies • Embedded - personalised communication systems including Makaton, PECS • 1:1, Independent, paired and group working • Supported purposeful peer interactions • Emerging problem solving skills • Emerging recognition of self and peer achievements • Repetition and consolidation of learning • Application and generalisation of skills |
| Assessment Methods | <ul style="list-style-type: none"> • 5 areas of EHCP • 5 areas of Engagement | <ul style="list-style-type: none"> • 5 areas of EHCP • 5 areas of Engagement • ASDAN Qualification • B Squared | <ul style="list-style-type: none"> • 5 areas of EHCP • ASDAN Qualification • B Squared • Accreditation-AQA English/Maths • Accreditation – OCR Art |

