



The Mountjoy School Approach to a Multi-Tiered Curriculum

Mountjoy is a Rights Respecting School (Gold Award), and we focus on creating a safe and inspiring place to learn, where children's rights are respected and their talents are nurtured.

We aim to prepare our children and young people for an adult life in which they have options and aspirations. We strive towards creating confident and happy young people who can thrive in the real world. As such, we offer a range of curriculums to meet the needs of all our pupils.

EYFS Development Matters	Informal Curriculum Multi-sensory	Semi-Formal Curriculum	Formal Curriculum	Pathway for Key Stage 4 and Post 16
<p>Our youngest pupils learn about Communication, Personal, Social and Emotional, Physical, Literacy, Maths, Understanding the World, Expressive Arts in a child-centred, free-flow classroom. In year 1 we focus on getting ready for the more formal classroom in Key Stage 1.</p>	<p>Our pupils learning at the earliest stages need a highly sensory and individual curriculum to interact with the world around them. We use observation to find motivators. This increases engagement and also enables them to access therapies needed for healthy living.</p>	<p>Our pupils with severe learning difficulties and/or autism spectrum condition, develop communication skills including literacy, problem-solving including numeracy, leisure, independence, creative arts and physical development, as well as learning about the world around them.</p>	<p>Our pupils with severe to moderate learning difficulties follow a formal curriculum. They study a broad range of core and foundation subjects to a greater depth. This is adapted National Curriculum and often based on topics to help them connect their learning together.</p>	<p>From Year 10 onwards all pupils begin ASDAN's Lifeskills Challenges based on the Preparation for Adulthood Outcomes, alongside taking Functional Skills Qualifications in English and Mathematics where appropriate, and learning about the world of work.</p>



Pupils with learning difficulties/disabilities do not necessarily follow a typical trajectory and may move between one curriculum and another in order to meet their needs.

All pupils work on their personal targets called My Aspirational Progress or MAPs, which are steps towards the outcomes outlined in their Education, Health and Care Plans. These are updated at least termly and ensure that the curriculum is individually tailored.

Across the ability range, pupils engage with Read, Write, Inc. phonics programme and daily reading and/or listening to a wide range of stories and texts.

The curriculum at Mountjoy is holistic – the schemes of work we follow are all interconnected, for example, developing literacy and numeracy or social skills happens at all times in school. Topic work often incorporates several different curriculum areas and opportunities to work off-site and with pupils from other classes. We focus on helping our pupils to remember through experiencing learning through a range a diverse activities.



The Mountjoy Curriculum

Due to the age-range and diverse abilities and learning preferences, we offer multiple curriculums to enable us to maximise learning opportunities and to maintain high aspirations for all.

In the Early Years Foundation Stage, which focuses strongly on communication and language, physical development and personal, social and emotional development, the learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Many of our children will remain in our nursery classroom until the end of year 1, as this is the most appropriate environment for their stage of learning.

From EYFS, children will be placed into a class which is best able to meet their needs. As they grow and develop, they will be following an informal, semi-formal or formal curriculum. This is discussed with parents at meetings and reviews and although many children will stay on this learning route, others may move between curriculums.

This continues into secondary, where we expect greater independence to develop and put an emphasis on preparation for adulthood. At the end of key stage 4, some of our students will move onto college and some stay at Mountjoy Post-16 provision.

In our Post 16 classes, we focus on consolidating readiness for work and/or independent living skills, ensuring that choice and control is embedded into all we do.

Whichever curriculum they follow, our principles of personalisation and breadth of curriculum, developing confidence, emotional wellbeing and independence, and working towards the next stage of life are the foundations on which all learning is built.

Early Years Foundation Stage

The prime areas our youngest pupils learn are:

Communication and language

Listening and attention: children listen in a range of situations. They listen to stories, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, possible through the use of an augmentative or alternative communication system, showing awareness of others.

Physical development

Moving and handling: children show control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.



Health and self-care: children learn about the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They learn to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently where possible.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities. They become confident to communicate in a familiar group, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They show awareness of others' needs and feelings, and form positive relationships with adults and other children.

The specific areas are:

Literacy

Reading: children begin to use phonic knowledge to decode regular words and read them aloud accurately using a multisensory approach and Read, Write, Inc.

Writing: children begin to use their phonic knowledge to write words in ways which match their spoken sounds using a multisensory approach and Read, Write, Inc.

Mathematics

Numbers: children learn to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment. They make observations of animals and plants.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely explore materials, tools and techniques, experimenting with colour, design, texture, form and function.



Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Informal Curriculum (Multi-Sensory Curriculum)

A small number of our pupils need to follow a bespoke curriculum, to take into account that they are in the very early stages of learning and also have additional needs often related to different physical abilities or medical conditions.

The purpose of the MSC is to provide a broad, balanced and appropriate curriculum for the needs of our most complex learners. It recognises how our pupils learn, supports and develops their strengths and abilities, and focuses on developing the learners understanding of the world around them and their ability to communicate and interact with it.

This curriculum reflects the principles of the Victoria School multi-sensory impairment curriculum. It is split into the following domains of learning:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and physical

These areas are covered under topic headings to ensure they are motivating and fun. For pupils who find it difficult to communicate or show others what they are interested in, we use engagement model observations to help us understand what is stimulating in order to make school as meaningful as possible.

The MSC is delivered in a classroom provision with a high staff ratio. Priority is given to this class group for the access of hydrotherapy and rebound therapy, and also inclusion opportunities across the school, so that pupils can spend time with peers of their own age-group.

Semi-Formal Curriculum

EQUALS SEMI-FORMAL (SLD/MLD) CURRICULUM

This unique curriculum has been written and edited by outstanding practitioners throughout the UK in the education of children, young people and adults with severe and complex learning difficulties.

My Communication 	My Thinking and Problem Solving 	My Play and Leisure 	My Independence
My Music 	My Dance 	My Art 	My Drama
The World About Me 	My Citizenship 	My Outdoor School 	My Physical Well-being

The general principles governing the schemes of work are that they

- are developmental in nature and open to personalisation - they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey
- are not related to the National Curriculum, though the common language of the P Scales is occasionally used for ease of understanding.



The semi-formal curriculum is for our pupils who are able to learn a range of subjects which link to their personal development. It forms a broad and balanced holistic curriculum that fully meets the needs of pupils struggling within a more formal curriculum model. Areas of learning: • My communication

- My thinking & problem solving
- My play & leisure
- My independence
- My music
- My dance
- My art
- My drama
- The world about me
- My citizenship
- My outdoor school
- My physical well-being

Formal Curriculum

The formal curriculum is adapted from the National Curriculum. It prepares pupils for the opportunities, responsibilities and experiences of later life and whilst it forms the basis of what many pupils at Mountjoy are taught, there is time and space in the school day to learn through the semi-formal curriculum and MAPs.

The National Curriculum covers a range of subjects, which are all studied at Mountjoy School with the exception of modern foreign language:

- English
- maths
- science
- history
- geography
- design and technology
- art and design
- music
- physical education
- personal, social, health, citizenship and economic education
- ICT



We do not study a modern foreign language as a standalone subject, although the concept of using different languages is covered in other subjects; instead we focus on communication skills, using alternative or augmentative means to communicate and/or Signalong to scaffold language development. All schemes of work are non-key stage specific, so that pupils work at levels appropriate to their developmental stage rather than their age.

Mountjoy Key Stage 4 and Post 16 Curriculum

Our young people in Key Stage 4 and Post 16 focus on developing knowledge and skills needed for transitioning to adulthood, based on the Preparation for Adulthood outcomes: Employment, Independent Living, Health and Community Inclusion.

These are delivered through ASDAN's Lifeskills Challenges for learners working from pre-Entry to Level 3. This programme enables Mountjoy to meet an individual student's needs by providing a personalised curriculum.

Challenges can take 10, 20 or 30 notional learning hours to complete and are internally moderated.

Our broader curriculum includes:

- Duke of Edinburgh Award, Food Hygiene, First Aid, Work Experience, Careers and Enterprise and Relationships and Sex Education

These personalised pathways help students move into the next stage of Education, work placements or supported living.

At Mountjoy we believe each student should be enabled to improve their English and Mathematics knowledge and skills to the best of their ability and study an appropriate qualification.

Functional Skills Qualifications provide reliable evidence of a student's achievements against demanding content that is relevant to the workplace. FSQ's assess students' underpinning knowledge as well as their ability to apply this in different contexts. FSQ's also provide a foundation for progression into employment or further education and develop skills for everyday life.

A key aim for Functional Skills **English** specifications is that they should enable the student to develop confidence and fluency in, and a positive attitude towards, English.

Students should be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills.

Entry Level qualifications (E1, E2, E3) demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and skills in familiar situations.

Achievement of these qualifications can provide the basis for further study at Levels 1 and 2.

Qualifications at Level 1 and Level 2 are qualification for work, study and life.

Achievement of these qualifications demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations.



Functional Skills **mathematics** specifications should enable students to gain confidence, fluency and a positive attitude towards maths, and to develop behaviours such as persistence and logical thinking as they apply mathematical tools and approaches.

The purpose of Functional Skills Mathematics for Entry Levels (E1, E2, E3) is to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and the ability to apply mathematical thinking to solve simple problems in familiar situations. Achievement of these qualifications can provide the skills for further study at Levels 1 and 2.

Functional Skills Mathematics at Level 1 and Level 2 is a qualification for work, study and life. Achievement of the qualification demonstrates a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real life situations.

Careers

Our enterprise and careers programme is woven throughout every year at an age or stage appropriate level. We supplement this with special events such as our Careers weeks with visiting speakers to highlight the world of work and to introduce our pupils to the people and jobs in the world around them. For our older pupils (14 – 19) there are visits to employers and work experience placements for some. We also ensure that every young person has experienced an interview and has had meaningful discussions about future opportunities, where possible.

Relationships and Sex Education (RSE)

A key part of our pupil's learning is around developing social communication and understanding the different relationships people have. We are keen to nurture respect of others and for our young people to build strong relationships including how to keep themselves safe on and offline.

Relationships Education is compulsory in the primary phase focusing on family and friendships. Sex Education is compulsory in the secondary phase. The content is developmentally appropriate and sensitive to the needs and backgrounds of all our pupils. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. Parents are encouraged to discuss any concerns around RSE with school.

Religious Education

Religious Education (RE) at Mountjoy is all about finding out what is important to us and other people around us. It is learning about who we are, where we come from and what we are going to do next. It gives us skills to accept and respect that everyone has different views about the world we live in. Our RE curriculum is in accordance with Article 14 of the Convention of the Rights of the Child and with The Dorset SACRE Agreed Syllabus for Religious Education and includes a daily act of worship and reflection.

Spiritual, moral, social and cultural development

Spiritual, moral, social and cultural development (SMSC) runs through the core of Mountjoy School.



Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways that we ensure pupils' SMSC development.

Pupils are encouraged to regard people of all faiths, races, cultures and differences with respect and tolerance. Running through all of our teaching is the notion that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

As part of our SMSC, we promote British values including, where possible:

- an understanding of how citizens can influence decision-making through the democratic process through Pupil Voice and School Council activities
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between authorities, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

Mountjoy has achieved a Gold Award from Unicef Rights Respecting Schools.



This means there is evidence that:

- Mountjoy has explicitly adopted a child rights approach based on the United Nations Convention on the Rights of the Child and has embedded it in school policy, practice and culture
- Children, young people and adults at Mountjoy have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school
- RRSAs have had a positive impact on children and young people's learning and wellbeing
- Pupils see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.

Mountjoy School Values - We are proud to be good learners

Passion – use time well and enjoy it; life is precious

Respect – treat others properly; we are all equal, we are stronger together

Optimism – be hopeful; imagine the best future and make it happen

Understanding – walk in someone else's footsteps; help each other

Determination – strive to overcome obstacles; we can make it work

For further information, please see our website: www.mountjoy.school