

Mountjoy School

Curriculum Policy

January 2021



This is a Mountjoy School Policy

Reviewed by FGB January 2021

Date of next review: January 2022

Signed.....

Summary

The Curriculum at Mountjoy School supports the schools mission statement “making a difference, for tomorrow” by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. We want our pupils to be prepared for adult life so that they have options and aspirations in order to thrive in the world. This includes having an understanding of British values: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. [Mountjoy School is committed to Unicef UK’s Rights Respecting Schools project and 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 \(UNCRC Articles 23, 28 and 29\).](#)

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach. [Teaching and learning about rights and through rights in a way which pupils understand and experience is central to the ethos at Mountjoy.](#)

The timetable and Curriculum are reviewed annually to ensure compliance with legislation and guidance and to take into account best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils’ capacity to work independently and collaboratively.

Our pupils have complex needs. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in activities related to therapy (Speech and Language - SALT, Physiotherapy - PT, Occupational Therapist - OT) targets.

We know that our pupils with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to fit pupils so they make the best progress

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-

related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Aims:

- That pupils make outstanding progress against personal targets
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community for example: sports coaches, musicians, gardeners and so on and by visiting places of interest.
- That pupils develop communication skills including use of communication devices, symbols, signing and objects of reference
- That pupils develop skills for independence
- That pupils use of ICT is encouraged
- That pupils develop a greater awareness of their local community and make a positive contribution
- That pupils learn a range of skills for life beyond school

The Curriculum at Mountjoy School:

- Promotes spiritual, moral, cultural, mental, physical and emotional development.
- Prepares pupils at school for opportunities, responsibilities and experiences of later life.

My Aspirational Progress

Each pupil at Mountjoy School has an annual set of targets, these are called My Aspirational Progress (MAP). Pupils MAP targets form a unique part of their personalised curriculum.

RE and SRE

All pupils on the school roll have opportunities for collective worship and reflection. We teach RE (Religious Education) across all key stages, following the Dorset Agreed Syllabus.

All pupils will be taught Sex and Relationships Education (SRE). This may be taught to small groups or to individuals according to individual needs.

Mountjoy School publishes information about the school curriculum including termly overviews on their school website.

PSHE

Personal, Social, Health and Economic Education is taught across all key stages. Teachers are free to use a variety of sources for this teaching including Rainbow and Kaleidoscope materials, Equals Schemes of Work, and resources from

Off-site Learning

Mountjoy School recognises that children learn both inside and outside of the classroom. We believe that there is immense potential to be had from taking students off the school site. We maximise learning in the local environment and further afield.

All children at Mountjoy have the opportunity to learn in a variety of settings. Off-site learning includes (but is not exclusive): walks and shopping in the local area, Beach School, Forest School, WOEC (Weymouth Outdoor Educational Centre), Carymoor (Environmental Centre), Magdalen Farm and other local facilities.

Supplementary Learning

Learning goes beyond subject knowledge and the National Curriculum and at Mountjoy School we ensure that we harness learning in a wide variety of ways. We constantly research new ways to support children's development and employ new learning opportunities as appropriate.

Holistic/supplementary learning opportunities include (but this list is not exclusive) Rumble (mechanical horse), massage, yoga, meditation, Pets As Therapy.

Early Years Foundation Stage & Key Stage 1

Children working within the Foundation Stage and Key Stage 1 follow the Early Years Foundation Stage Curriculum. Programmes of study for Year 1 will be introduced for children where it is appropriate.

The curriculum will follow the seven areas of learning and development. High expectations are placed on all children within the stage as they work towards the Early Learning Goals. The seven areas of learning and development include the three prime areas which ignite curiosity and enthusiasm, these are:

Communication and Language, by providing a rich language environment including a total communication approach, we will enable children to gain confidence and self-expression, with an emphasis on speaking and listening.

Through the area of **physical development** children are given opportunities for active and interactive learning, developing control and coordination and learning about healthy life choices.

In **Personal, Social and Emotional Development**, children are encouraged to develop a positive sense of self, develop positive relationships and respect for others. They have regular opportunities to develop social skills and how to manage their own feelings and behaviours.

There are four specific areas in the EYFS curriculum (literacy, mathematics, understanding the world and expressive arts) which enable children to learn in specific contexts. Through **Literacy**, children are taught wherever possible to link sounds and letters, to learn to read and write and to enjoy and access a wide range of reading materials.

In **Mathematics**, children develop and improve their awareness of number and counting. They learn to use numbers and make basic calculations. They explore, experience and learn about shapes, space and measures.

Through **Understanding the World**, children are given opportunities through play to make sense of the world. They explore, find out and observe people, places, technology, their environment and their community.

And through the **Expressive Arts**, children learn to be imaginative and creative, to share their ideas and feelings and to explore and play with a range of media and materials.

The planning for the Early Years Foundation Stage enables a balance between adult led planned, purposeful play activities and child initiated opportunities. The Early Years/Key Stage 1 environment is designed to capture 3 characteristics of effective teaching and learning.

PLAYING AND EXPLORING, ACTIVE LEARNING AND CREATING AND THINKING CRITICALLY.

Key Stage 2 and 3 entitlement

Pupils in Key Stage 2 and 3 continue to learn within the National Curriculum subjects as appropriate, but often this will be at earlier programmes of study than the pupils of their chronological age.

At Key Stage 3 pupils start to study the subject - Citizenship.

Key Stage 4 entitlement

At Key Stage 4 all students continue to study a core curriculum, which includes Mathematics and English. They also start work on accredited qualifications - ASDAN

The following four areas are not compulsory at Key Stage 4, however pupils will study a course in each of the four areas.

- The Arts (Art and Design, Music, Dance, Drama, Media Art).
- Design and Technology.
- Modern Foreign Languages.
- Humanities (History, Geography).

Statutory Entitlement for pupils at Key Stage 4

- Must provide access to a minimum of one course in each of the four areas
- Must provide opportunities for pupils to take a course in all four if they wish to do so

Key Stage 5 (Post 16)

At Key Stage 5 we expect all students to continue to study a core curriculum, which includes Mathematics and English. Students in the sixth form will also continue to study Computing,

RE (Religious Education), PSHE (Personal, Social, Health and Economic Education) which will include Citizenship and SRE (Sex and Relationship Education).

Students in the sixth form will have many opportunities to study and experience OCR and ASDAN units of work in Humanities, Science, and The Arts and will have regular opportunities to develop Independent Living Skills and Employability Skills (wherever possible). All students in the sixth form will have an Individual Learner Record which shows the accredited courses the student is following and the desired outcome.

Structure of the National Curriculum

	Yrs 1 - 2 Key Stage 1	Yrs 3 - 6 Key Stage 2	Yrs 7 – 9 Key Stage 3	Yrs 10 - 11 Key Stage 4
Core Subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation Subjects				
Art and Design	✓	✓	✓	○
Citizenship	-	-	✓	✓
Computing	✓	✓	✓	✓
Design and Technology	✓	✓	✓	○
Languages <i>(KS2 Foreign Language/ KS3 Modern Foreign Language)</i>	-	✓	✓	○
Geography	✓	✓	✓	○
History	✓	✓	✓	○
Music	✓	✓	✓	○
PE <i>(Physical Education)</i>	✓	✓	✓	✓
RE <i>(Religious Education)</i>	✓	✓	✓	✓
SRE <i>(Sex & Relationships Education)</i>	-	-	✓	✓

O – Optional subject areas (see note above – Key Stage 4 entitlement)

MSI Curriculum – Multi-Sensory Impairment

A number of children who attend Mountjoy School are working significantly below the key stage attainment levels. For these pupils it may be appropriate to look at an alternative curriculum. The MSI Curriculum enables pupils to continue to learn through the national curriculum subjects, however the curriculum is designed and delivered in a practical, sensory and experiential way to enable the pupils to experience, learn and develop skills in-line with their ability. When pupils reach Phase 4, there is an expectation that they will transfer to a more formal approach to their learning as set out in the different subjects from the national curriculum.

MSI Curriculum Domain	National Curriculum Link
Social Relationships and Emotional Development	English PSHE (Personal, Social, Health Education) & Citizenship RE (Religious Education)
Communication	English MFL (Modern Foreign Languages)
Conceptual Development	Maths Science Art & Design ICT (Information Communication Technology) D&T (Design & Technology)
Sensory Responses	Art & Design D&T (Design & Technology) Music PE (Physical Education)
Understanding of Time and Place	Geography History
Orientation, Movement and Mobility	Geography PE (Physical Education)
Ownership of Learning	ICT (Information, Communication, Technology) PSHE (Personal, Social, Health Education) & Citizenship
Responses to routines and changes	Maths Science Music

Curriculum maps are available for all year groups and subjects.