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Maple View School Curriculum Policy

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Related Policies and Guidance Documents	Curriculum policy Marking and feedback policy Assessment policy Literacy and Numeracy Policy SENAD's Disability and Accessibility policy Positive Behaviour Support policy
Related Regulations	
Annexes and Supplementary Info	
Policy Owner	Theresa Mills
Policy Owner Signature	

Maple View School – Curriculum Policy

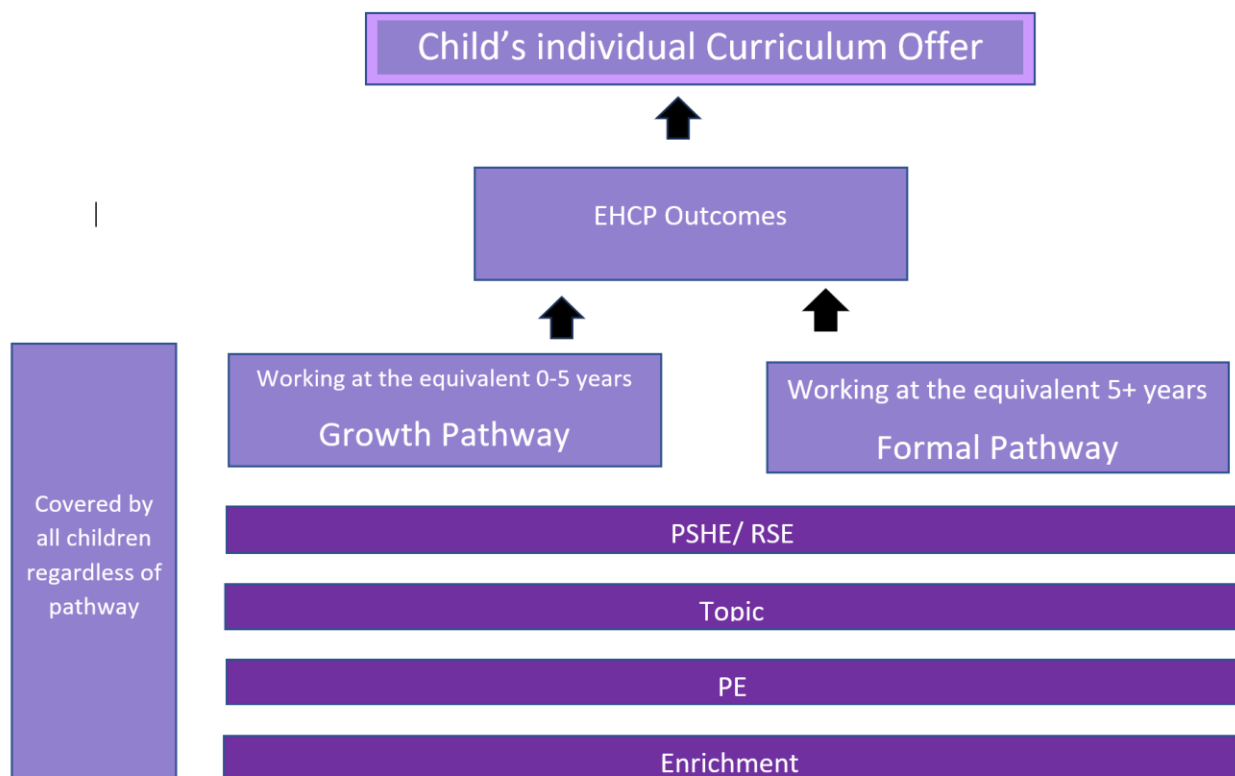
At Maple View School children follow an individualised curriculum pathway, with learning intentions developed from their EHCP Outcomes and in preparation for life after Maple View, whatever the destination. The curriculum facilitates the school's key aims for our children to:

- Be happy, safe, and active members of the school and wider community
- Develop their social, communication and academic skills to their full potential
- To work towards the self-management of their behaviour or co-regulation
- Develop self-care and independent living skills



Children will follow a broad curriculum offer, planned according to ability, with EHCP outcomes and preparation for life post Maple View at the core of their pathway.

To ensure that the curriculum achieves these goals, all teachers, support staff and therapists, work together to support the children's development. There are two learning pathways that the children at Maple View may follow.



The Growth Pathway

This is designed for children working pre-EYFS and covers:

- Communication and language (phonics may also be covered if appropriate)
- Cognition
- Physical/sensory exploration
- Personal/social/emotional
- Understanding the world
- Creative expression

The Growth pathway allows a flexible and holistic approach to assessment, moving away from the neuro-typical expectations that children make linear progress. A child's learning journey will follow their own unique path, highlighting any missing steps which may prevent them from moving forward.

The Formal Pathway

The formal pathway is designed for children working from age 5 +. It is not reflective of their chronological age but developmental age.

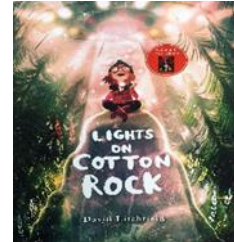
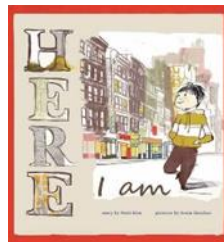
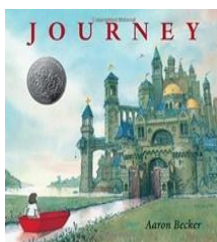
Children will cover daily:

- Reading/phonics
- Writing
- Numeracy

Daily formal reading activities are timetabled, throughout the day there are further opportunities to read; reading for pleasure is actively promoted. The Twinkl phonics programme is used for early readers and the Rapid Reader scheme for developing readers. Reading ages are gathered three times a year to review progress. Writing is planned using the Maple View Writing Framework and in accordance with their individual Learning Intentions.

Daily numeracy activities are timetabled throughout the school day with a focus on functional and practical numeracy for the children. Numeracy is planned using the Maple View Numeracy Framework. Where possible, opportunities are planned for the children to apply their numeracy skills within off-site activities.

A **half-termly text** unifies the learning all of children regardless of their pathway. The text is accessible to all children, they are mostly pictorial, or with limited written text. It is the focus of whole-school **topic lessons**; planning encompasses, music, art, DT, literacy, science, and the humanities. This unifies the children in common themes, regardless of ability. It provides a vehicle to broaden the content of the curriculum offer and to address any cultural deficits. The text also supports a love of reading.



The PSHE Curriculum is at the heart of the curriculum, and intertwined into daily activities, with a focus on social development and equipping our children with the skills and resilience required to safely and effectively participate within a range of communities. Our school values, kindness, bravery, and independence are explored throughout PSHE lessons. The PSHE and RSE Curriculum Policy are developed in line with national guidance, considering the developmental level as well as a child's chronological age.

There is a strong focus on creativity and well-being, with music at the start of the day and a sensory diet throughout the day. The children have access to a range of **enrichment activities** including, but not exclusively, horticulture, small animal care, cooking, Forest School, PE, swimming, dance, cycling and community-based activities, supporting the whole school aims. All off-site activities are pre-planned with clear objectives and risk assessed in line with SENAD Health and Safety procedures.

Therapies within the curriculum

We have on-site a full time Speech and Language Therapist and a Therapy Assistant. We also have OT commissioned into school once a week. Throughout the school day, individual and group therapy sessions take place within the classroom, within therapy rooms, outdoors or in the community, with communication and sensory regulation at the heart of the programs.

The development of communication skills is a key focus within school. The children have a wide range of communication modes. A range of Augmentative and alternative communication (AAC) are used to supplement or replace speech (see separate policy).



Assessment:

Children's progress in both pathways is measured using **MAPP** (Mapping and Assessing Personal Progress). MAPP assessment is ipsative, the assessment compares an individual's current performance with their own previous performance and therefore is not necessarily referenced to an external set of criteria. MAPP assessment does not make comparisons of outcomes between learners or across groups of learners.

Progress is measured in four key areas and rated on a scale from 1 to 10 from an initial baseline:

- Independence: from dependent to independent
- Fluency: from approximate to accurate
- Maintenance: from inconsistent to consistent

- Generalisation: from single context to many contexts

Teacher assessments are formally reviewed in a termly **RAP** (Review of Assessment and Planning) meeting, judgements are supported by evidence collated throughout the term on Evidence for Learning (E4L) and in children's workbooks.

The Assessment of Lateral Progress: Descriptors and Rating Scale

<i>from</i> dependent		INDEPENDENCE						<i>to</i> independent	
Learners complete tasks independently									
The task is carefully scaffolded and the learner is fully prompted throughout.		Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).			The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to <i>initiate</i> the relevant skill(s).			The learner initiates the appropriate action and completes the task independently without prompts or other external cues.	
1	2	3	4	5	6	7	8	9	10

<i>from approximate</i>		FLUENCY						<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

<i>from inconsistent</i>		MAINTENANCE				<i>to consistent</i>			
Learners maintain competency over time through repetition. They remember how to do a task after a break									
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.		The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.		Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.		The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.			
1	2	3	4	5	6	7	8	9	10

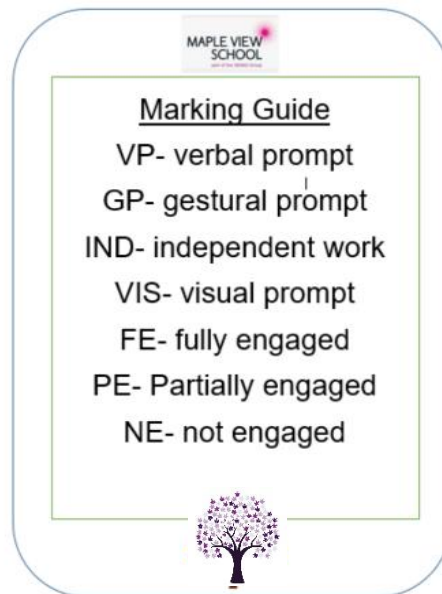
<i>from single context</i>		GENERALISATION						<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			The learner applies the skill to meet the demands of a new situation.	
1	2	3	4	5	6	7	8	9	10

These lateral measures enable children to embed and generalise skills and knowledge, rather than working through linear steps. Lateral might be thought of as a ladder whose rungs are the skills, and which has a fixed starting point and fixed endpoint. Progress is measured in terms of the number of rungs climbed. Lateral progression, by contrast, is concerned with the refinement and strengthening of skills over time and not simply with enumerating the number of skills gained.

Marking and Moderation:

The teachers provide mid-term planning for each half term and is reviewed in line with the personalised curriculum offer. These are scrutinised to ensure balanced coverage of the curriculum offer for each individual child. They ensure that teachers' planning reflects the children's EHCP outcomes and Learning Intentions and supports progress against the frameworks within the pathway.

Our marking guidance is based on a child's level of participation and support needed to complete their learning tasks. Teachers and TAs also provide verbal feedback, and written feedback where it is appropriate, for the child or class team to help progress the child.



Organisation:

The school day is from 9:00- 3.00 Monday – Friday.

Class sizes are between 3 and 4 students in each of the 5 classes. The children are grouped according to their age, ability, communication style, social dynamics, and sensory needs. Due to the children's needs and support levels, breaks and lunchtimes are also considered learning opportunities.