



The Venturers curriculum Baginton Fields School

This pathway has been designed for students who have severe learning difficulties often combined with ASC. In KS 3 students follow a three-year rolling cycle while students in KS 4 follow a two-year rolling cycle. In KS5 students progress to following a three-year ASDAN programme of study.

Our Intent

- Students will develop functional communication skills and apply these in all areas of their learning.
- Students will develop social communication skills that support them to work alongside and with their peers.
- Students will develop the basic skills of language & literacy, numeracy and problem solving.
- Students will develop their understanding of the world around them and the part they play within the school and the wider community.
- Students will develop their creativity through access to the arts.
- Students will develop their independence as learners and their personal independence skills.
- Students will develop the life skills that will support them in adulthood.
- Students will develop their self-esteem and confidence.
- Students will be inspired to engage in learning.
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Implementation

Students access a broad and balanced curriculum.

TIMETABLE 2022					
L3 Term 3	Monday	Tuesday	Wednesday	Thursday	Friday
9-9.30	Welcome - Register - Walk a Mile				
P1 9.30-10.25	Communication, Language & Literacy	Communication, Language & Literacy	Mathematics	PHSECC	Communication, Language & Literacy - <i>IT rm</i>
10.25-10.45	BREAK				
P2 10.45-11.55	Music	PWB Swimming	Science Venturers	Mathematics	Science Venturers
11.55-1.00	LUNCH				
1.00-1.10	PM Registration / Reading				
P3 1.10-2.05	Physical Well-Being PE Hall	RSHE	1.10 - 2.30 Base Enrichment	Physical Well-Being - Farm	RE
P4 2.05-3.00	Food Technology - Flat	Art - Art rm	2.35 - 3.00 Whole School Assembly	Consolidation EHCP targets	Physical Well-Being JM
3.00-3.20	Relaxation - Reflection - Class Dojo - Getting ready				Assembly
3.20pm	Mini-buses depart				

Enrichment opportunities are provided throughout the year that support SMSC, cultural capital and character education i.e. MacMillan Coffee Mornings, Children in Need, M&M Theatrical productions, World Book day. Students may also experience sessions in music, cooking, art, sewing, health & beauty, visits, residential, etc.

Students on this pathway follow subject specific plans adapted from the national curriculum so they are accessible. Learners study discrete literacy and numeracy lessons with the intention that all develop basic, functional skills in these areas. Students access Phase 1 phonics, some will move on to Phase 2 if and when appropriate, a love of reading will be engendered through class stories and a range of literacy activities. Mathematics lessons encourage students to develop their problem-solving skills and are related to real life problems.

Promoting student communication, student independence and student voice underpins all lesson activities as these are the essential skills needed in adulthood. Students are supported to participate through use of symbols, Makaton, photographs as well as placing an emphasis on developing expressive & receptive language skills.

Teaching is informed by the long-term and medium-term planning this ensures learning follows the logical sequence for the knowledge and skills to be acquired in all areas.

To contextualise learning and to allow students to make connections between discrete areas of study, students explore different topics of interest each term, this supports the development of transferable skills. Lesson delivery adopts a multi-sensory approach to cater for all learning styles. This is further enhanced by adaptive teaching.

Students access a spiral curriculum in which they revisit concepts/skills during the 3/2 year rolling cycle to consolidate learning but each time they are provided additional increased challenge. This method helps students know more, learn more, remember more, achieve more.

Learning takes place in the classroom, various specialised rooms in school, outdoor spaces and in the local community.

For the majority of their learning throughout the year students remain with the same adults for consistency, enabling them to build positive and trusting relationships. Staff are sensitive to, and adept at, recognising and responding to individualised means of communication whilst developing strategies to successfully manage behaviours and the sensory demands of the students. Students are supported to self-regulate and manage their emotions through Thrive approaches.

The in-depth understanding and knowledge class staff have of their students' prior learning ensures that target setting, assessment and identification of realistic yet challenging next steps are well-matched for each individual and show progression.

Assessment lies at the heart of the processes of promoting student learning. It provides a framework for setting educational objectives and monitoring and communicating progress as well as improving individual and group outcomes.

Assessment is incorporated systematically into teaching strategies to diagnose misconceptions/problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Assessment is a daily part of the life of the school. Informal assessments, through the monitoring of student's work and understanding of concepts and their skills are used by teachers to inform their teaching. More formal methods of assessment provide feedback on student progress and ensure a rigorous approach to curriculum delivery.

In KS5 students learning and progress is documented and used as evidence towards their ASDAN qualification: Examples of the units of study are:

- Getting on with people
- Following instructions
- Looking after your own home.
- Preparing drinks and snacks
- Having your say
- What money is used for

Class staff will work with a range of external professionals to support student growth and progress

- Speech and language
- Occupational therapy
- Children's Community Learning Disability Team
- Children's Disability team
- Education Psychology
- Sensory support services

Impact

Baginton Fields' ambition is that all students leave school having achieved their potential in all areas of learning and personal development, including Cultural Capital and Character Education. They will have enjoyed and experienced a broad, rich and engaging curriculum.

School knows that each student is unique and so the outcomes for every student will be individual. We celebrate all small steps in learning in recognition of student achievement.

Students will leave school:

- prepared for their next steps and will be supported in their transition
- with a recognised ASDAN qualification (Diploma in Personal Progress Entry Level 1)
- having made progress towards/achieving the intended outcomes in their EHCP
- with the necessary skills, knowledge and understanding that enable them to be as independent as they can be in adulthood
- with the skills and strategies to communicate to the best of their ability
- as confident and resilient supported young adults
- With an understanding of appropriate social behaviour when in the community.