



The Investigators curriculum Baginton Fields School

This pathway has been designed for students who have severe/moderate learning difficulties. 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/Functional skills programme of study.

Our Intent

- Students will develop social communication skills that support them to work alongside and with their peers.
- Students will develop their communication, language and literacy skills becoming independent readers who enjoy social interaction with others.
- Students will develop their numeracy and problem-solving skills, able to demonstrate these in a range of academic and real-life situations.
- 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 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.
- Students will develop a lifelong love of learning.

Implementation

Students access a broad and balanced curriculum.

TIMETABLE 2022					
L5 T2	Monday	Tuesday	Wednesday	Thursday	Friday
9-9.30	Welcome - Register - Walk a Mile - Reading				
P1 9.30-10.25	English	<u>English</u>	Music in Club Room <small>Helga in Open Orchestra</small>	English	Swim
10.25-10.45	BREAK				
P2 10.45-11.55	Maths	<u>Maths</u>	RSE in Club Room <small>Helga in Open Orchestra</small>	Maths	Science
11.55-1.00	LUNCH				
1.00-1.10	PM Registration - Newsround				
P3 1.10-2.05	RE	Science	1.10 - 2.30 Base Enrichment	Food Tech	PE with L4
P4 2.05-3.00	Art	Computing & ICT	2.35 - 3.00 Whole School Assembly	Food Tech	PHSECC
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, trips, residential, etc.

Students on this pathway follow an adapted National Curriculum, all subjects are modified to support students access the content and become motivated learners.

Students are taught to be independent readers, they access PPSEN (a synthetic systematic phonics programme for students with SEN). Their love of literacy is developed through access to a range of texts and genres.

They develop their communication, expressive & receptive language skills through discussion & debate with peers and adults. In turn they will use ideas from discussion to shape compositions using correct letter formation and grammar.

Through mathematics students are taught to develop their problem-solving skills which are related to real life where possible i.e. expecting the correct change when shopping.

Promoting student communication, student independence and student voice underpins all lesson activities as these are the essential skills needed in adulthood.

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.

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 qualifications of a Diploma in Personal Social Development and Employability from Entry level 1 to 3. Some students will complete qualifications in Functional Skills mathematics, English and ICT.

Examples of the units of study are:

Personal Social Development;

- Healthy Living
- Individual Rights & Responsibilities
- Making the Most of Leisure Time
- Managing social Relationships
- Parenting Awareness
- Personal safety in the Home & community

Employability

- Exploring job opportunities
- Learning through work experience
- Enterprise skills
- Communicating with others at work
- Customer service
- Exploring business & enterprise
- Health & Safety in the workplace

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. 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.

During their time at Baginton Fields school students will have experienced a broad, rich and engaging curriculum that leaves them inspired to continue learning into adulthood. They will have developed their knowledge and understanding of Cultural Capital enabling them to be active citizens.

Students will leave school:

- prepared for their next steps and will be supported in their transition
- with a recognised ASDAN qualification and
- suitable Functional Skills qualification in mathematics, English and ICT
- 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 young adults
- with the skills that support purposeful employment.