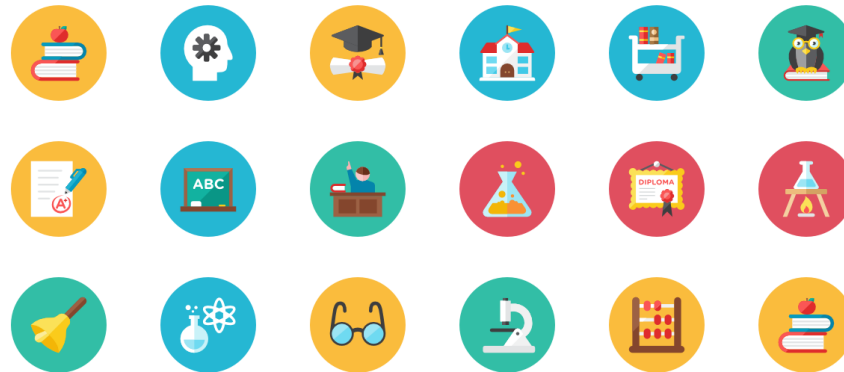


Whole School Curriculum Map

Appendix 2 of Curriculum, Teaching and Assessment Policy



Summary

The Alfreton Park Pupil-Centred Learning Model is introduced and explained in our Curriculum, Teaching and Assessment Policy. The two core components of our curriculum are 'Individual Learning Plans' and the 'Class Curriculum'. This document explains what the Class Curriculum is and how it works.

Contents

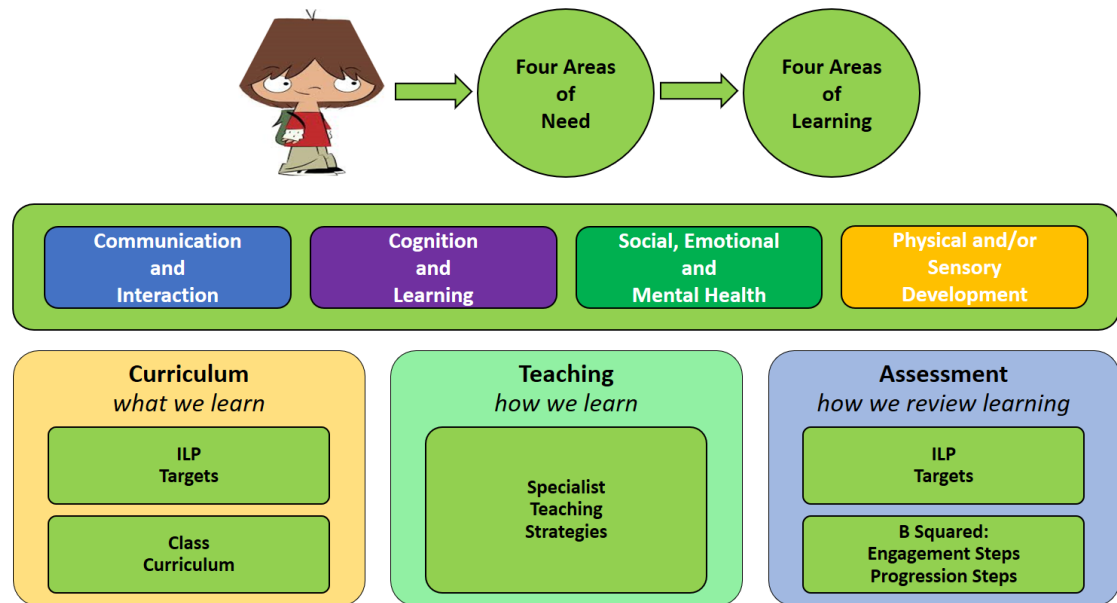
1) Introduction

- i. Principles
- ii. Class Curriculum
- iii. Weekly Timetable
- iv. Medium-Term Plans
- v. Long-Term Plans

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Alfreton Park Pupil-Centred Learning Model



1) Introduction

i. Principles

Our Curriculum, Teaching and Assessment Policy explains that we do not follow the National Curriculum at Alfreton Park, since we do not believe it can meet the needs of our pupils as well as our alternative approach. Our school's curriculum begins with the individual needs of our pupils rather than externally mandated standards, and asks – 'what will be most useful and meaningful for each young person to learn, so that they may achieve the growth and fulfilment that is most relevant and attainable for them?'. We invite teachers to use their professional judgement and knowledge of their pupils to plan creative and meaningful learning programmes to suit the needs of the unique children in their class.

This approach offers freedom and flexibility, but there is also a need for us to ensure that expectations are shared across the school, and that teachers are provided with support and guidance as they develop their own class curriculum. We believe there are a range of specific activities that our pupils should participate in regularly, but the specific content and pitch of these sessions should be determined by the needs of the pupils in the class. This document serves as a guide for teachers, by describing a range of lessons that are suitable for different cohorts of pupils within the school.

ii. Class Curriculum

There are three core components to the idea of a 'class curriculum' at Alfreton Park; weekly timetables, medium-term plans and long-term plans. Teachers plan creative lessons within a weekly timetable of suitable activities for pupils in their class, while their medium-term plans map out the intended progression over the course of each half-term, and long-term plans ensure pupils access varied curriculum coverage over several years at school.

Our 'Whole School Curriculum Map' provides an overview of the range of opportunities we aim to provide pupils of different age groups and across the ability spectrum, so that they may gain relevant new skills, knowledge and experiences. It details the sort of activities you might expect to see in different classrooms around our school, clarifying which lessons are compulsory for which groups, and offering inspiration for teachers regarding the optional sessions they might wish to include within their weekly timetable. It is up to teachers to decide which activities will best support their pupils to meet targets and make holistic progress, and there are very few directed expectations of lessons that must be delivered for certain pupils or class groups. This model is a significant departure from an approach that dictates the number of hours each week that specific subjects must be taught.

A key challenge for teachers to meet is that they must also find a way to incorporate space for all pupils to follow their own Individual Learning Plan (ILP) within the weekly timetable they design. Learning objectives and targets for each pupil are likely to be drawn from their ILPs or from the MAPP Milestones, but these skills may be taught in a variety of different contexts throughout the week. Alongside teaching essential skills, we aim to ensure that pupils develop a varied and interesting knowledge base over time, and that they are exposed to a range of powerful and memorable experience. This is principally achieved through the use of a three year 'Whole School Topic Cycle'.



iii. Weekly Timetable

The weekly timetable provides an overview of the curriculum being taught in each class. Teachers are expected to use the Whole School Curriculum Map and the guidance below to support them in compiling a suitable timetable of activities, based on the age and needs of the pupils in their class. This curriculum map also indicates which of the four areas of learning are likely to be addressed through each of the listed activities (although naturally, many activities will have a 'cross curricular' nature and address multiple areas of learning simultaneously).

There are three sections to the Whole School Curriculum Map:

- Section 1: Compulsory timetabled activities all class groups.
- Section 2: Compulsory timetabled activities for specified age ranges and levels of need.
- Section 3: Optional timetabled activities for specified age ranges and levels of need.

Using this resource as a guide, teachers design a timetable that:

- Must include an even balance of activities catering for all four areas of learning over the course of each week.
- Must include all activities listed in Section 1.
- Must include any activities listed in Section 2 that are applicable to the pupils in the class.
- May include any of the activities listed in Section 3.
- May include any other activities not listed anywhere provided these lessons clearly address at least one of our four areas of learning.
- Must provide ample opportunity for the class to explore a topic in detail every half term, in line with Whole School Topic Cycle guidance.
- Must provide ample opportunity for all pupils for receive the support set out in the provision map section of their Individual Learning Plans.

Weekly Timetable templates and examples are available for teachers to use if they wish.



iv. Medium-Term Plans

Another key component of the class curriculum is the Medium-Term Plan. This is the document that sets out the broad programme of progression planned for over the course of a term, detailing the weekly variation in lesson content and topics to be covered in class.

Medium-Term Plans;

- Should provide a week by week overview of what will be happening within each timetabled lesson.
- Should sequence learning in a thoughtful way, so that intended progression is clear.
- Should show how the half-termly topic is incorporated into the activities planned, either across multiple activities, or within a weekly topic lesson.
- May mirror some of the concepts in the Cornerstones model of pedagogy in the way learning is planned (Engage → Develop → Innovate → Express).
- Should enable cover staff to be able to follow a similar learning path in the unexpected absence of the class teacher.

Medium-Term Plan templates and examples are available for teachers to use if they wish.

v. Long-Term Plans

Finally, each class should follow a Long-Term Plan, setting out the broad topics, subjects and focus to be followed within different parts of the timetable each term. The purpose of the Long-Term Plan is to ensure varied and balanced coverage over the course of a whole year, so that pupils are exposed to a wide range of opportunities.

Long-Term Plans;

- Should include 6 half-termly topics to be covered in depth over the year. Five of these should be Cornerstones Imaginative Learning Projects.
- Should include one 'unique' half-termly topic that is not based on Cornerstones resources (e.g. chosen by class, or linked to events like Olympics).
- Should show the main focus covered within timetabled subjects each term (e.g. 'Arts': music / dance / painting / photography / sculpture / drama).
- Should include planned opportunities for learning outside the classroom and class trips.

Long-Term Plan templates and examples are available for teachers to use if they wish.





2) Whole School Topic Cycle

Our school buys into the Cornerstones Curriculum (www.cornerstoneseducation.co.uk) as a way of ensuring exciting and varied coverage of different topics, so that our pupils can develop a broad knowledge base through their time at school. Cornerstones is full of fun and memorable activities, and although it is targeted at mainstream primary schools, we think their selection of 'Imaginative Learning Projects' can easily be adapted to meet the needs of the pupils at our school.

Many of the learning objectives our pupils focus on week to week tend to be quite skills-based, since the nature of our school and the pupils we accommodate demands that we prioritise the development of functional independence. We use half termly topics as a tool to boost the knowledge content of our school curriculum. Our focus is always on our four areas of learning, but core skills can be taught while pupils are also exposed to a range of interesting subjects.

Cornerstones Imaginative Learning Projects are all fully cross-curricular. Each project has an open-ended question as its title, and there is space for classes to go wherever they want to with their investigation. Within the resources provided for each project there are dozens of different ideas for activities and lessons that teachers can opt to use and adapt as they see fit.

 Cornerstones Imaginative Learning Projects 		
Year 1	Year 2	Year 3
Why do you love me so much?	Are eggs alive?	Can we explore it?
How many colours in a rainbow?	Why do leaves go crispy?	How many pebbles on the beach?
What is a shadow?	Where does snow go?	Is it shiny?
Why can't I have chocolate for breakfast?	How does that building stay up?	How high can I jump?
Do dragons exist?	Can I have a dog?	Why is water wet?
Why don't snakes have legs?	Do cows drink milk?	Who lives in a rock pool?
Why do ladybirds have spots?	Are we there yet?	Will you read me a story?
Do you want to be friends?	What is a reflection?	Why do squirrels hide their nuts?
Can I switch it on?	Are carrots orange?	What happens when I fall asleep?
What's that sound?	What can you see in summer?	Why do zebras have stripes?



3) Whole School Curriculum Map

Lessons	Summary	Age Range			Level of Need			Area of Learning			
		Early Years	KS1 – KS4	Post-14	Profound and Multiple Learning Difficulties	Severe Learning Difficulties	Moderate Learning Difficulties	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory Development
Section 1: Compulsory timetabled activities all class groups.											
Circle Time / Registration	A whole class activity and key element of the daily routine. Usually takes place first thing in the morning, and offers a chance for pupils to greet each other and staff, find out about the day ahead, share news with and get ready for learning. Similar short activities might provide a valuable transition routine at other times throughout the day, e.g. 'Reflection Time' before/after lunch and before home time.	●	●	●	●	●	●	●	●	●	
Play / Leisure	We expect hard work from our pupils, but it is also important that they have time for leisure and relaxation throughout the day. Timetabled breaks for the whole class (and in some cases individual pupils) can improve concentration during more structured activities, and in many cases play itself is a creative skill that needs to be taught.	●	●	●	●	●	●	●		●	●
Lunch / Snack	We are most ready for learning when all of our most basic needs are already met. It is crucial that our pupils eat well and stay hydrated, and we therefore provide small healthy snacks as well as a lunchtime meal each day. These parts of the day a rich with learning opportunities, such as; independent eating and drinking, self-sufficiency with food handling and preparation, and communication skills such as making requests or expressing preferences. social.	●	●	●	●	●	●	●		●	●

Lessons	Summary	Age Range			Level of Need			Area of Learning			
		Early Years	KS1 – KS4	Post-14	Profound and Multiple Learning Difficulties	Severe Learning Difficulties	Moderate Learning Difficulties	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory Development
Enrichment	Enrichment sessions are generally offered to several class groups simultaneously, with pupils splitting into mixed groups to participate in an activity they choose for a number of weeks. Previously, enrichment activities have included things like boccia, choir, board games, Lego Therapy, etc.	●	●	●	●	●	●	●		●	●
Other Activities and Lessons	Teachers are free to put whatever additional activities they like on their timetable, as long as they are in some way designed to promote progress in at least one of our four areas of learning. The Alfreton Park Teaching Strategies Resource is a good place to look for more inspiration and ideas, but we welcome a wide range of creative activities suggested by teachers if they think their pupils will benefit.	●	●	●	●	●	●	●		●	●