

## Curriculum Policy

At Milton School, every day we strive to:

### Learn Believe Achieve Together

As within all areas of Milton, our Curriculum is guided by our vision, mission and values. The actions we undertake to do this are:

As a school we are determined to:	To achieve this, we:
Ensure every pupil meets the objectives set out in their Education Health Care Plans	<ul style="list-style-type: none"> <li>• Actively engage with pupils EHCP's</li> <li>• Support pupils to be able to communicate their outcomes where appropriate</li> <li>• Deliver quality first teaching</li> <li>• Remove barriers to learning</li> <li>• Offer carefully planned interventions</li> <li>• Check our pedagogical choices against the available evidence</li> </ul>
Provide a broad, balanced, and challenging curriculum, which prepares pupils for their next steps	<ul style="list-style-type: none"> <li>• Carefully sequence knowledge and skills so we are all clear what our pupils know and when they should know it</li> <li>• Ensure logical connections between terms, years and key stages</li> <li>• Plan regular opportunities for retrieval practice</li> <li>• Use agreed whole-school approaches with subject specific pedagogy</li> </ul>
Model and nurture positive relationships and strong partnerships	<ul style="list-style-type: none"> <li>• Purposefully plan activities throughout the curriculum that support the development of social communication, social skills and social interaction</li> <li>• Explicitly teach strategies that support self-regulation</li> <li>• Embed opportunities for pupils to develop natural emotional resilience</li> </ul>
Teach every pupil to read/engage with books and to keep them reading/engaging	<ul style="list-style-type: none"> <li>• Utilise systematic synthetic phonics approach for the teaching of reading, where appropriate</li> <li>• Embed the whole school reading strategy, 'every child a reader', including                             <ul style="list-style-type: none"> <li>○ Strategies to support fluency</li> <li>○ Strategies to support comprehension</li> <li>○ Access to a wide range of texts</li> <li>○ Time for group and individual reading</li> <li>○ Reading interventions</li> <li>○ Vocabulary rich curriculum</li> </ul> </li> </ul>
Prepare our pupils for life in modern Britain	<ul style="list-style-type: none"> <li>• Provide activities to support pupils in becoming active and responsible citizens</li> <li>• Provide guidance and experience in working life</li> <li>• Engage in discussions relating to relevant British values</li> </ul>

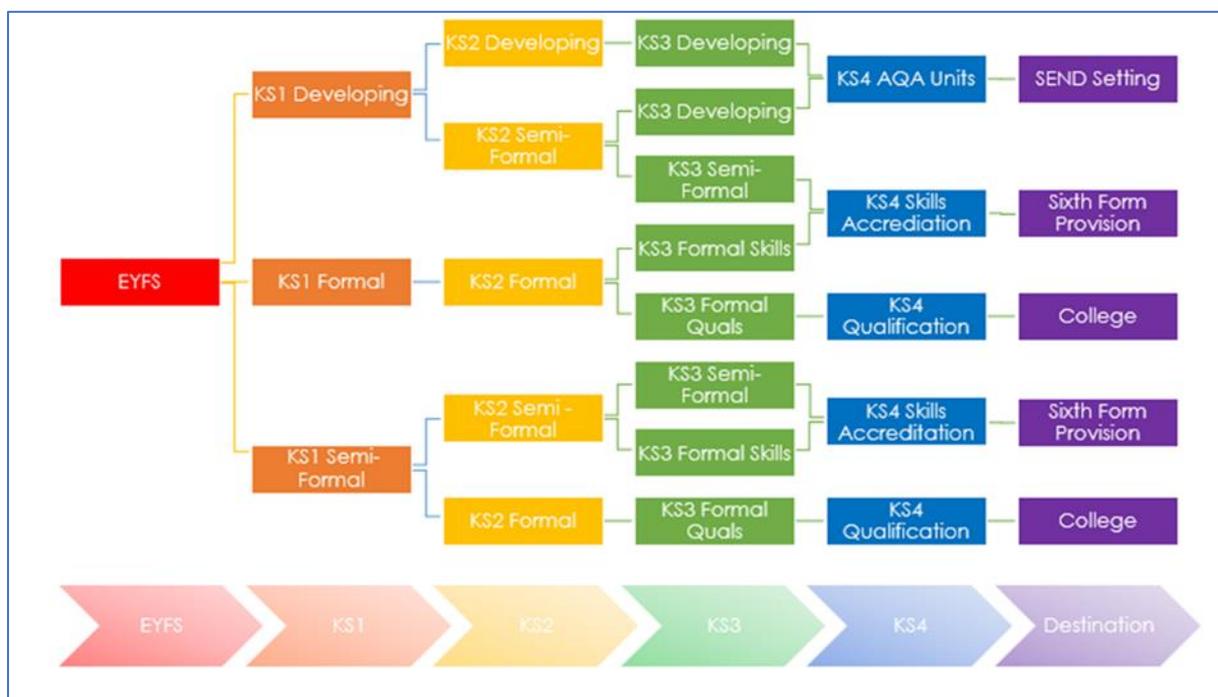
### Curriculum Intent

The principle behind the design of Milton School's Curriculum is to provide pupils with personalised routes of learning which provide challenge and will support pupils to acquire the knowledge and skills required to become independent citizens. The curriculum offers a broad and balanced but flexible approach.

The 3 pathways enable pupils to access learning at an appropriate level, providing challenge based on their starting points. Pupils can move between pathways, offering flexibility to meet their individual learning needs.

This curriculum is based on programmes of study from a variety of sources, enabling the offer to be bespoke and pupil led.

The curriculum is designed to enable pupils to meet their highest potential and to become independent young adults ready to access the next stage of their education.



### Curriculum Areas

EYFS follow a curriculum based on a combination of Development Matters and Birth to Five. The structure of the curriculum follows the 7 areas of learning: communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world, and expressive arts and design.

The characteristics of effective teaching and learning underpins the delivery of the curriculum. The flexible approach to teaching and learning enables pupils to access learning opportunities that are appropriate to the starting points and developmental needs.

## Curriculum Subjects

The curriculum for primary and secondary pupils follows the national curriculum subject areas. Each curriculum subject provides differentiated learning outcomes to support the needs of all pupils taking into account their starting points.

EYFS	National Curriculum	Milton
Communication, Language & Literacy	English	Reading Writing Speaking & Listening
Mathematics	Maths	Space, shape, measure Using and applying Number
Personal, social and emotional development	PSHE & RSE	PSHE Careers Learning for Life
Understanding the world	Science	Science
	Computing	Computing
	Design Technology	Design Technology Enterprise
	History	Integrated studies
	Geography	
RE	RE	
Physical development	PE	PE
Expressive arts and design	Music	Music
	Art	Art

## Curriculum Coverage

The curriculum has been arranged over a three-year cycle to ensure a full breadth of coverage.

Each phase has its own theme that relates to a whole school wider topic.

This cross school approach enables opportunities for across phase working.

Long Term Planning Cycle



	Autumn Year 1	Spring Year 1	Summer Year 1
<b>EYFS/KS1</b> Main subject links	<b>All about me</b> PSE KUW: science	<b>Transport</b> KUW: technology, history	<b>Holidays</b> KUW: Geography EAD: music
<b>Primary</b> Main subject links	<b>The world around me</b> KUW: Geography, history, science	<b>Things that move</b> KUW: technology, history	<b>Amazing adventures</b> KUW: geography, history
<b>Secondary</b> Main subject links	<b>Culture and community</b> PSE KUW: History	<b>Mighty machinery</b> KUW: technology, science	<b>Space and time travel</b> KUW: geography, history, science, technology
	Autumn Year 2	Spring Year 2	Summer Year 2
<b>EYFS/KS1</b> Main subject links	<b>Our bodies</b> PSE PD	<b>People who help us</b> PSE KUW: Geography	<b>Animals and their habitats</b> KUW: Science
<b>Primary</b> Main subject links	<b>Keep moving</b> PSE PD	<b>People and places</b> PSE KUW: Geography	<b>Minibeasts</b> KUW: Science
<b>Secondary</b>	<b>Health and hygiene</b> PSE PD	<b>999 Emergency</b> PSE KUW: Science	<b>Our wonderful world</b> KUW: Science, geography
	Autumn Year 3	Spring Year 3	Summer Year 3
<b>EYFS/KS1</b>	<b>Homes</b> KUW: History, technology	<b>Colour and Pattern</b> EAD: Art, music	<b>Fantastic Foods</b> Technology
<b>Primary</b>	<b>House and homes</b> KUW: History, technology	<b>Clothes and Fashion</b> EAD: Art, music	<b>Chop, slice, mash</b> KUW: Technology
<b>Secondary</b>	<b>Design, structure and architecture</b> KUW: History, technology	<b>What you wear</b> EAD: Art, music Technology	<b>Café society</b> EAD: Art, music Technology



## Topic cycles: EYFS, Primary & Secondary

The topic cycle shows each topic theme covered over the schools' 3 year plan. The topics have been carefully formulated to ensure continuity and progression from Primary to Secondary. Each theme is linked to specific 'National Curriculum' subjects to demonstrate coverage. This focus does not however exclude other curriculum areas.

## Departmental Approaches to the curriculum

### Early Years

The Early Years curriculum follows the Development Matter guidance. All seven areas of learning shape the curriculum with a clear focus on the prime areas of: Communication and Language, Personal and Social and Physical Development. The specific areas of the curriculum are also given appropriate coverage. The curriculum is applied through the agreed topic cycle and the EYFS Curriculum Plan. This process provides a clear structure for learning. The EYFS Curriculum Plan's programme of study is formulated from Development Matters and Birth to Five guidance. This supports each pupil's learning journey.

### Primary & Secondary

The curriculum plans are applied through the agreed topic cycle. The thematic plans provide direction, context, and programmes of study that are applied to support in the planning of age-appropriate learning journeys.

For pupils following the formal curriculum route in secondary the focus of the curriculum is matched to the relevant accreditation/qualification syllabus.

## Curriculum Delivery Expectations

The Milton agreed expectations for effective Teaching and Learning are applied to provide clear expectations of classroom practice.

Milton School expectations for effective Teaching and Learning	
<p><b>Teaching and Learning</b></p> <p>All lessons should have appropriate pace and challenge and be pitched appropriately to ensure stretch and challenge for all pupils. A child centred approach should be adopted and linked to EHCP outcomes. Activities should promote pupil independence Regular opportunities for consolidation and recall of learning Regular praise to celebrate success Provide scaffolds/adaptive teaching methods to support learning and progress. Lessons should be chunked breaking learning down in to smaller steps.</p> <p><b>Resources</b></p> <p>Resources are age and developmentally appropriate and used effectively to aid learning. Resources/working walls to be in line with the school display policy and display boards to be regularly updated, maintained and in line with the current topic. Physical arrangement of the classroom – clearly defined areas for learning to support pupil engagement and progress. Clear direction for support staff throughout the lesson.</p> <p><b>Assessment for Learning</b></p> <p>Use effective questioning techniques and check responses/understanding from all pupils. Progress towards EHCP outcomes should be always be up to date using the school recording system. Ensure ample opportunities for AFL and provide pupils with constructive feedback and 'Next steps'. AFL should link clearly to and effectively assess progress towards learning outcomes and provide opportunities for extended learning.</p> <p><b>Differentiation and Challenge</b></p> <p>Targeted individualised support in line with pupil EHCP targets Pupil engagement – use pupil interests to stimulate pupil engagement and progress</p>	<p>All learning opportunities to be maximised by ensuring pupils are emotionally regulated and ready for learning.</p> <p><b>Behaviour for Learning</b></p> <p>Regular use of praise and rewards All staff should model positive behaviour and language at all times. High expectations should be set for all pupils All staff to adopt a consistent approach in line with the school behaviour policy. Class teams to be familiar with, understand and consistently follow individual pupil behaviour plans.</p>

## Impact

### Qualifications/ accreditation

Milton ensures that pupils have access to a range of appropriate accreditation and qualification opportunities.

### Secondary

AQA unit awards: Key Skills coverage in KS3 and KS4. Each pupils completes a range of units that are appropriate to their individual level

AQA Functional Skills: Entry level, level 1, level 2

Pearsons: Functional English (Entry level, level 2, level 2) Science, Functional ICT. Each pupil who is working within the formal curriculum will have opportunities to access appropriate examinations to gain formal qualifications.

### Work related learning opportunities

Opportunities to access work related learning and work experience placements will be informed by their cognitive understanding and physical abilities. Mini-enterprise opportunities are also provided within the school to enable opportunities for those who are unable to access out of school experiences.

### Gatsby Benchmarks

The Gatsby Benchmarks underpin the careers provision at Milton and are applied in practice across the school.