

# Mary Rose Academy: Our Curriculum

## B. Curriculum Implementation and Organisation

The curriculum enables pupils to achieve the highest possible outcomes through a creative, flexible approach, which integrates subjects and builds on children's imagination. Individualised and personalised learning is generated through key experiences and aims to develop key life skills that children need in later life. Learning is differentiated to match the ability of all the children, taking into account the needs of all pupils including the least and most able. Pupils' self-assessment and peer assessment is embedded within the curriculum. Regular multi-agency team meetings take place to provide additional support for pupils if they are having difficulty accessing learning and the curriculum and this is evident by the records kept on a lesson by lesson basis.

The curriculum is project based, linked to the specific needs of our pupils and the National Curriculum and brings together:

- Key skills (a progression of skills) that are fundamental and ensure pupils gain the basic knowledge skills and understanding needed to make progress e.g. English and maths
- The Education Health and Care Plans (long and medium term outcomes) that ensure learning is personalised for every pupil in line with their special needs and the Trust values and themes/contexts to ensure breadth and balance.

### Communication and Language - a total communication environment

We develop an enhanced provision for communication and interaction as part of a total communication environment so that pupils are encouraged to develop effective communication skills in readiness for later life and are supported.

- All staff are trained to provide a total communication environment that supports pupils to understand and respond appropriately. For those with more complex learning difficulties this may include the use of Makaton (see below), gesture and facial expression, PECS, visual symbols to complement the spoken and written word and communications aids
- Class group and individual discussions encouraging pupils to communicate their needs, thoughts, ideas and feelings
- Having a wide variety of contexts in which they can communicate and respond
- The use of drama and role play to explore imagined situations
- Participating in school assemblies and productions
- All adults listening and communicating appropriately with pupils and each other
- Working in partnership with parents and other agencies, e.g. Speech and Language Therapists, in order to support and assess the pupil's progress, write new objectives and deliver programmes of work.

Many pupils attending our schools have identified needs with communication and interaction. We will build upon our local knowledge and relationship with speech and

language therapy services and our own in-depth specialist knowledge to ensure every child can develop a communication system that is highly personalised. We are outward-facing and draw extensively on best practice, research and innovation.

Our children and young people with social, emotional and mental health needs and/or autism have access to a wide range of facilities to enable them to be able to access sensory resources that support our aim to achieve a low arousal environment and to meet their identified learning needs. In addition to designated sensory integration space where we have specialist sensory integration equipment we make spaces available within classrooms for individual quiet times and meeting sensory needs because our school is geared towards pupil needs and aims to provide environments that reduces anxiety levels in all areas.

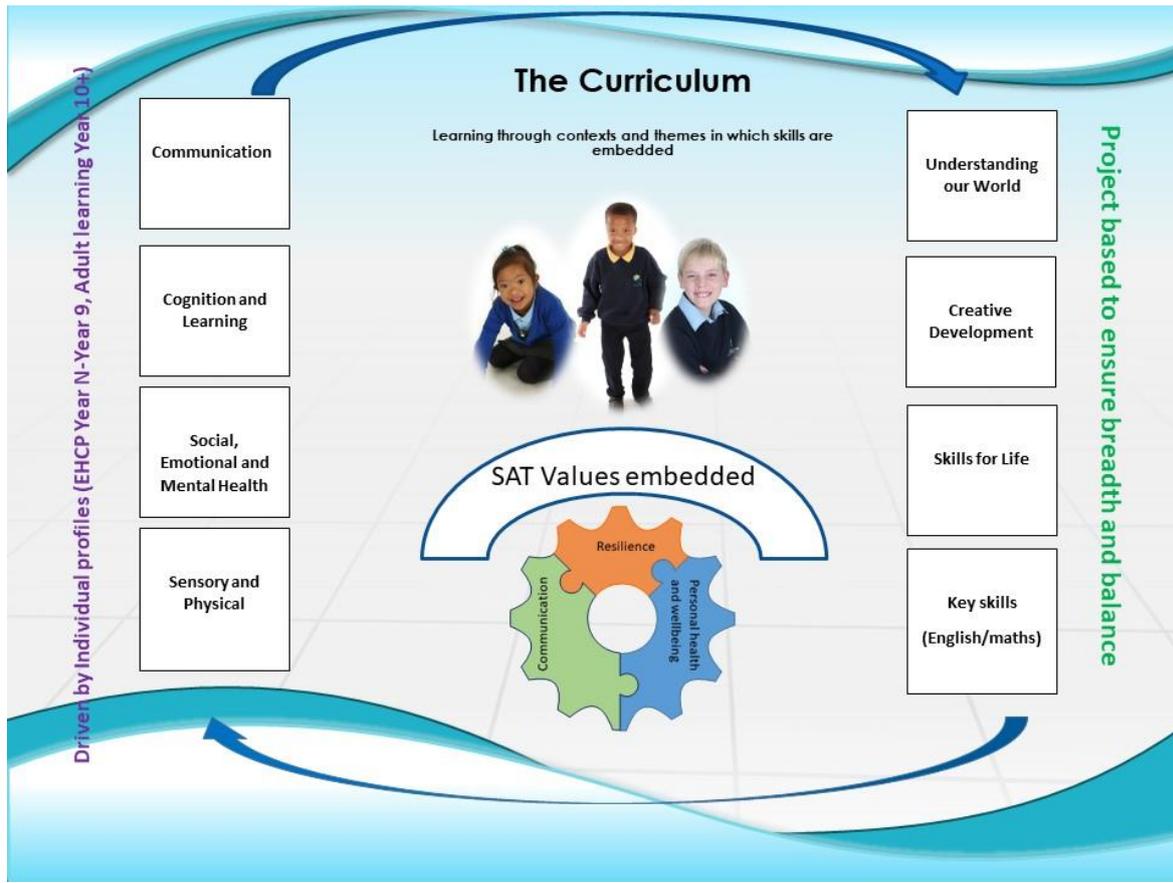
There are specific resources available for our pupils and their associated needs throughout the schools. An eclectic approach is adopted, in line with the Trust agreed approach, combining the best of all methodologies to form a strong cohesive learning system, which focuses on positive achievement and progression to ensure that all pupils reach their maximum potential, and are prepared for their next placement.

Classrooms are highly structured to ensure the best possible learning environment for pupils for example many of our classes where there are pupils with autism have a structure based predominantly but not exclusively, upon the principles of TEACCH (Treatment and Education of Autistic and related Communication-Handicapped Children) methodology. The Trust is renowned for its total communication environment and as such priority is given to developing pupils' communication skills based upon recommendations from the SALT, together with developing personal and independence skills.

In addition, individualised learning programmes are designed for each pupil and may include the following:

- Positive Behaviour Support
- Intensive Interaction
- Attention autism
- Repetition and reinforcement
- Sensory Integration
- Sensory Circuits
- Involvement of the trans disciplinary team to include therapists
- The development of independent daily living skills.

## The Curriculum Model



## A Project Based Approach

This approach is a framework that delivers both the school curriculum aims and the subjects of the national curriculum. Each project lasts a term.

The project does not use a national curriculum subject as its starting point. The starting point is based on the school curriculum's aims and a deep knowledge and understanding of the pupils' needs.

### Each project:

- Draws on all areas of the school and national curriculum but with a bias each term towards either Creative Development, Understanding Our World or Skills for Life
- Has key skills (including English and maths) integrated within it as well as opportunities for these to be taught discretely as appropriate
- Is integral to the delivery of the curriculum
- Replicates life in the 'real world' with a practical and creative approach. This gives context and relevance to the curriculum
- Draws on expertise from the community, including other trust schools, specialists, outside visitors and out-of-school visits wherever possible and relevant

Example of a rolling programme of Phase Themes

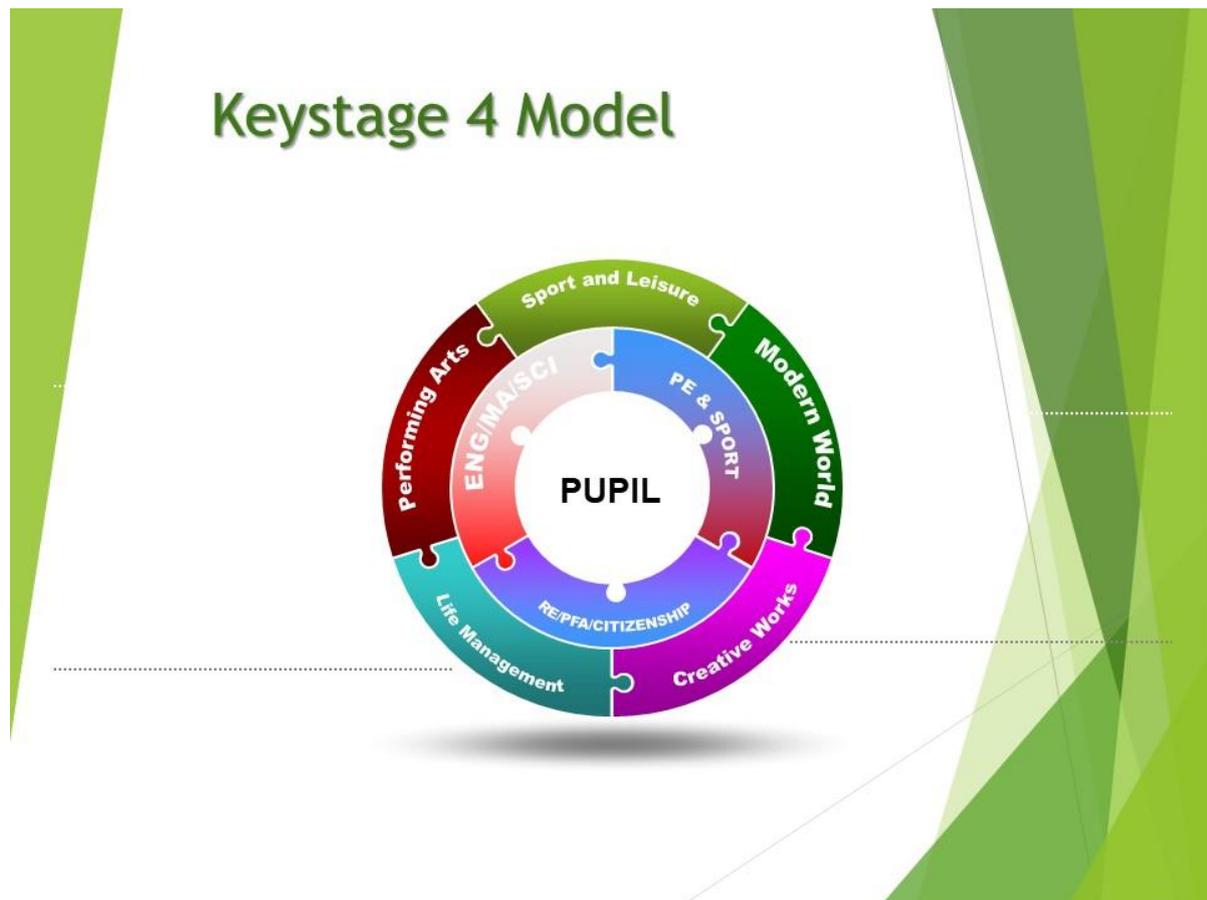
**Year A**

**Topic Overview**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Upper Primary</b>	<b>Wizards in Training</b> (creative)	<b>Buds &amp; Bugs</b> (Skills for Life)	<b>Wild &amp; Wonderful</b> (Knowledge & Understanding of the world)
<b>Lower Secondary</b>	<b>Silent Movies</b> (Creative)	<b>Tomorrows World</b> (Knowledge & Understanding of the world)	<b>I'm a Survivor</b> (Skills for Life)
<b>Upper Secondary</b>	<b>Through the Key Hole</b> (Skills for Life)	<b>Iron Man</b> (Creative)	<b>CSI, Street Detectives</b> (Knowledge & Understanding of the world)

The planning system is personalised to enable teacher to plan and differentiate for each individual pupil. It also enables tracking of pupil progress. See separate documents.

## Key Stage 4



All pupils continue to study English and maths daily linked to the cognition and learning and communication sections of their EHCPs.

All pupils continue to have PE and swimming lessons.

All pupils follow a Life skills course (Life Management) which includes Food Studies, Travel Training, Money Management, Home Management and any specific skills identified through the EHCP process. This is accredited.

All pupils follow a weekly Preparation for Adulthood Course which includes sex and relationships education, drugs awareness, preparation for life Post 16. Key Stage 4 Options includes a range of opportunities under the broad headings of:

- Modern World
- Sport and Leisure
- Creative Works

**6<sup>th</sup> Form: see separate document in the curriculum section of our website**

## **What else makes our curriculum so creative and innovative?**

As well as broadening their understanding of the wider world providing an opportunity to apply their learning, the valuable opportunities described below, help our pupils to develop self confidence and self esteem, become increasingly independent. They support their communication and interaction and provide opportunities to develop positive relationships with their peers and adults. Pupils are trusted to interact appropriately when out in the community which helps them to understand the importance of being responsible citizens, respecting others and keeping themselves safe.

### **Outdoor Education**

All our schools have a strong focus on outdoor education which includes outdoor adventurous activity, watersports, orienteering, visits to local areas of interest, getting to know the local area and community.

### **Forest School**

Our school has 2 trained Forest School leaders. Forest School is an integral part of the curriculum. All pupils have Forest School at some point on their timetable during the year and many pupils have Forest School weekly throughout the year.

### **Beach School**

Our school has a beach school trained leader who supports staff to make use of our local beaches to enhance the curriculum.

### **Other Activities**

Every year we have a number of regular events, below is a list of examples.

### **School Performances**

**Christmas Concerts** – concerts take place within the last two weeks of the Autumn Term and are performances to celebrate Christmas. Parents and carers are invited. All staff are involved in the performances.

**Summer Performance** – Whole school performances take place within the last three weeks of the Summer Term. Parents, carers and members of the community are invited to attend an afternoon in which we put on a show which follows the theme of activities week. All staff are involved in the performance.

**Rock Challenge** – This takes place in February each year. It is part of the curriculum for KS4/5 pupils at Mary Rose under the umbrella of Performing Arts. It is a great opportunity for pupils to perform in a high profile event along with pupils from mainstream schools at the Guildhall.

**Harvest Festival** – This is a whole school event held in October. Parents and carers are invited to attend. We support Portsmouth Food Bank and the New Horizon School in Ghana.

## **Celebrating Achievement**

**Celebration Prom** – An evening for all leavers (Year 11 and 14) and secondary pupils making the transition between secondary and 6<sup>th</sup> Form which is held in July. Parents/carers and all staff and governors are invited to attend the evening which includes a meal and a presentation of Records of Achievement as well as a disco.

**Primary Leavers and Achievers** – This is an event for all primary pupils and their families which is held in the last week of the Summer Term. Awards are presented to all pupils making the transition to secondary and to the achiever in each class. The arrangements vary a little from school to school.

**Special assemblies** – Friday assemblies are used to recognise and celebrate a wide range of achievements, both individual and group. This includes the presentation of Bronze, Silver and Gold Award Certificates, Sporting medals and trophies, Attendance Certificates, Special Awards eg Rock Challenge.

## **School Open Events**

**Parents Evening** – These take place twice per year. The evening is for parents to come and discuss their child's progress. We encourage our pupils to attend so that they can show their parents their work and take them round the school. Post 19 providers and careers advisers attend the autumn meeting which we call an Opportunities Evening.

**Parent and carer workshops** – These take place throughout the year. All parents and carers are invited to attend. Workshops are generally 1-2 hours and focus on topics such as positive behaviour management, developing independence, reading skills and Makaton, etc.

**Parent Coffee Mornings** – These take place half termly and are informal giving parents and carers a chance to meet with each other and school staff/Family Liaison Workers.

## **Sporting Events**

**Sports Day** – This is a whole school event including all pupils and staff. This is a high profile event, encouraging team spirit and the development of social skills as well as high quality physical activity and performance. Pupils represent one of four teams and compete in a circuit of activities appropriate to their abilities in the morning and a range of differentiated races in the afternoon. Parents and carers are invited to attend.

**Hampshire Parallel Games** – Held on a Friday in the second week of June in Aldershot. A small team of students represent Portsmouth and take part in Boccia, New Age Kurling and Football.

**Special Olympics** – Held at the local Mountbatten Centre. We enter a team that competes against other schools and Athletics Clubs.

**Sports Festivals** – Held throughout the year, we participate in a wide range of activities within Portsmouth and Hampshire including Boccia, PMLD sensory, NAK, Basketball, Football, Multi ball skills, Sportability and Athletics. These are targeted at specific age and ability groups according to the rules of each festival.

### **Whole School Days/weeks**

**MFL Days** – These are held on two consecutive days each term. Pupils take part in a carousel of activities to develop their skills in languages. This can include offsite trips and visits and usually follows a theme.

**Stunning start/ fantastic finish** – Held in the first and last week of each term. These days are to introduce pupils to the theme for the term and include a carousel of activities and often a themed lunch or to celebrate what they have achieved.

**Activities Week** – Held in July this week is used for class reward visits and to prepare for the Summer Show. All pupils are involved and take part in a range of activities to rehearse, prepare props and costumes and research the show theme.

**Arts Week** – This is used to design and create artwork for display around the school based upon a topical theme. All students and staff are involved.

**Sports Themed Days** – These are whole school days and may link directly to the school curriculum themes or to special events.

**Team Days** – When our school teams have the opportunity to engage in activities through which they gain points for their teams

**Sponsored walk** – Held each year in the autumn term. Parents and carers are invited to join us for laps of the school in fancy dress, usually following a theme. Money raised goes towards school funds.

### **Community Activities & Fundraising Events**

**Parent Associations** – This are small groups made up of parents, carers and staff. Meetings are held to discuss social events, fundraising and community events. All staff and parents/carers are invited to become part of the group.

**Charity Days** – We support several national charities and hold regular events to raise money both for external charities and our own school. Charities supported include Red Nose Day, Comic Relief and Sport Relief. Events include sponsored walks, craft sales, cake sales and raffles. We also support the New Horizon School in Ghana and the Portsmouth Food Bank.

**Kids Out!** – This charity organisation arranges for a trip out to a local theme park or tourist attraction for primary classes. Pupils are transported by taxi or minibus. The trip is paid for by the charity. This trip takes place during the school day.

**Kids Out! On the water** – As above but is a trip to Langstone Harbour where pupils are taken out on sailing boats for a sailing experience.

**South Coast Bikers Run** – This is a fundraising event which takes place twice a year. Up to 200 bikers drive in convoy from Wickham to the school to deliver Christmas presents in December and Easter eggs in April. These take place on Saturday afternoons and a refreshments reception is held in the school hall afterwards. All staff, governors, pupils and their families are invited to attend. These events raise a considerable amount of money for the school as well as providing a spectacle of entertainment with many bikers dressing up as Easter bunnies or elves to deliver their presents!

### **Extra-Curricular Activities**

**Breakfast Club** – Takes place on an individual basis at Mary Rose.

**After School Clubs** – These take place 3 times every week. Activities may include sports, swimming, art, music, cooking and ICT. Clubs are run by school staff along with parents/carers and volunteers.

### **Residential Visits**

These include skiing in Italy, visits to the Isle of Wight PGL centre, UKSA (sailing/watersports) on the Isle of Wight, Calvert Trust in North Devon, NCS residentials,

***Because of our belief that our pupils can participate, and benefit enormously, from all kinds of activities, we enlarge and build on these events as opportunities present themselves.***

Other opportunities:

- Sporting Events including Participation in Level 1 (intra) and level 2 (inter) school sports activities
- Leadership schemes e.g. Sports leaders and Playground Leaders
- Educational visits including visits to a wide range of places of worship
- Work Experience
- Enterprise schemes
- Pupil voice (The School Council called SHOUT)
- Strong links with our local places of worship
- Performances to a wide range of audiences
- Strong links with a range of business partners

- Strong links with voluntary organisations and community partners e.g. Enableability, Integr8dance group, various local musical groups

### ***Approach to English***

Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for pupils to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Pupils at Mary Rose have a highly differentiated curriculum which is personalised to ensure that individual needs are met. The statements below cover the whole range of abilities found at Mary Rose:

- Learn how to read and write with understanding and confidence, developing a range of independent strategies to take responsibility for their own learning as appropriate;
- Are encouraged to develop a love of reading and to read for enjoyment in whatever format is appropriate for the child;
- Develop their ever-growing vocabulary, through an interest in words and their meanings;
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding;
- Learn to 'write' in a variety of styles and be able to apply characteristic features of texts to their own writing;
- Develop a vocabulary that will enhance communication in whichever form is appropriate;
- Learn how to apply grammatical terminology in their own writing, at an appropriate level;
- Have the opportunity to 'write' for pleasure; to explore and develop their own ideas; and
- Develop strategies to communicate effectively.

Most importantly, pupils have the opportunity to develop their creativity and imagination.

### ***Approaches to Reading***

### ***Resources***

- Letters and Sounds phases 1- 3
- High Frequency word list
- Familiar sight words
- Topic related words

For the small number of pupils for whom this is appropriate we use Letters & Sounds and High Frequency Word lists to deliver discrete and integrated phonics lessons depending on the needs of the pupils, enabling pupils to decode efficiently. Where phonics has not proved effective in teaching a pupil to read because of the individual learning needs, alternative strategies are used including sight words. Reading strategies are modelled daily by teachers and teaching assistants and pupils have the opportunity to develop these and discuss texts in detail.

Pupils have the opportunity to read and share books 1:1 with an adult regularly. A range of reading schemes are used across the Key Stages. Pupils are encouraged to choose their own books to 'read'.

We recognise the value of reading aloud to pupils to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them. Pupils have the opportunity to participate in lots of exciting and rewarding activities linked to reading and books.

### ***Approaches to Writing***

Our aim will be to develop pupil's ability to produce well-structured sentences at an appropriate level. For our pupils working at the very lowest levels cognitively this looks very different from more traditional methods of writing. The process we follow is:

- Mark marking concentrating on fine and gross motor skills
- Writing with symbols and pictures
- Produce simple words to convey meaning
- Recognise how a sentence is formed
- Produce a simple sentence to convey meaning
- Produce a paragraph to convey meaning
- Add in extra information for effect
- Write for different audiences and purposes.

We recognise the importance of Computing/Technology in enabling pupils to write effectively and to enhance their IT skills.

### ***Approach to mathematics***

Pupils are offered a broad and balanced curriculum of which mathematics is a key component. The school broadly follows the National Curriculum (2014)

## Breadth of Study

Includes learning in the following areas for those for whom it is appropriate:

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions (including decimals and percentages)
- Measures
- Statistics

These areas are taught as appropriate to the needs and abilities of pupils where they are able to access these concepts.

Pupils are given lots of opportunities to apply their maths skills in real life contexts. Pupils are given regular opportunities to develop their number skills and their ability to tell the time and use money focusing on skills for life.

## **Cross Curricular Opportunities**

Pupils have opportunities to consolidate and apply their mathematics learning in other areas of the curriculum. In particular, pupils are encouraged to use their maths skills in DT, food technology, Forest School, PE and science.

## ***Parental Involvement in the curriculum***

Parents and carers will be increasingly encouraged to be actively involved in the development of their children's English skills including:

- sharing books with their child regularly at home
- reading and talking about stories to their children at home
- encouraging natural conversations
- attending coffee mornings/family workshops, hosted by the school, to learn about new communication methods available to their children

***The Personal, Social and Health Education Curriculum*** is delivered as a rolling/spiral programme, revisiting important elements as appropriate according to pupil need, knowledge and understanding and experiences. When appropriate pupils are specifically grouped according to need e.g. for SRE, Online Safety, issues linked to radicalisation etc..

It will encompass:

- Drug education
- Financial education
- Sex and relationship education (SRE)
- Importance of physical activity and diet for a healthy lifestyle (Health & Wellbeing)

The Trust uses an adapted version of the curriculum framework developed by the PSHE Association, having been part of the original pilot programme in Portsmouth in 2012/13 and now a member of the group working on new updates for 2019-20.

The Programme of Study covers key stages 2 to 4 and aims to develop essential skills and attributes based around three core learning themes: health and wellbeing, relationships and living in the wider world. It also includes a framework for ensuring the development of pupils' spiritual, moral, social and cultural needs (SMSC) and to prepare them for the opportunities, responsibilities and experiences of life. The curriculum is closely linked to individual EHC Plans and completely personalised using the trust planning structure.

The programme is delivered through a range of opportunities in:

- the taught Personal, Social and Health Education (PSHE) lessons and Preparation for Adulthood (PFA) lessons, Life Management
- learning opportunities identified in other curriculum subjects
- whole school and extended timetable activities, e.g. Team Days, National Citizen Service
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community including supported work experience, community projects

These opportunities are led by the PSHE lead under the guidance of the relevant Head of Learning and planned, coordinated, assessed, monitored and evaluated using the Trust system through Earwig Academic which links all learning directly to pupil EHC Plans. Pupils are involved in this process, influencing provision as well as having a say in how learning develops.

### ***Sex & Relationship Education***

Sex & Relationship Education (SRE) relates to the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The three main elements of SRE are:

- attitudes and values
- personal and social skills
- knowledge and understanding

Effective SRE makes a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also

enables young people to make responsible and informed decisions about their health and wellbeing. This is delivered using an annual spiral curriculum model.

### ***Drug Awareness Education***

The drug awareness education programme includes:

- sharing the schools view on drugs and their use.
- ensuring consistency regarding the school's response to drug abuse within school and promote good practice in this area keeping within safeguarding boundaries.
- promoting healthy living and wellbeing.
- sharing knowledge and information on drugs including both legal and illegal substances including substances, effects and risks.
- helping students develop the skills required to manage peer pressure, develop decision making skills and make informed choices.
- sharing knowledge on the social / economic impact of drug use.
- sharing information on the legal issues relating to drug use.
- ensuring drug education is delivered within government and good practice guidelines.
- presenting drug education within a coherent, progressive and holistic programme of PSHE aimed at promoting pupils' knowledge, understanding, skills and attitudes.

This is taught using an annual spiral curriculum model.

### **Careers Education**

Pupils learn the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood.

### **Careers Programme**

At each stage of the learning journey, pupils are supported and encouraged to consider their future beyond school.

We have a provider access policy and employ an independent careers adviser and adhere to the Gatsby Benchmarks in line with DfE expectations by providing:

- A stable Careers Programme
- Learning from Career and Labour Market Information
- Addressing the Needs of Each Pupil
- Linking Curriculum Learning to Careers
- Encounters with Employers and Employees
- Experiences of Workplaces
- Encounters with Further Education
- Personal Guidance

**Work and employment (and further education) includes:**

Developing the skills and knowledge for work or college including access to local colleges. The main topic areas are planning for work through careers education, information advice and support, taking part in work activity and enterprise in and for the community.

Work activity starts in familiar settings such as the enterprise scheme, progressing to work placements. Where appropriate students take part in a longer term external work placement

