

Kings Meadow School

Curriculum Policy



Kings Meadow School

Believe and Achieve

Connect – Reflect – Grow

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Kings Meadow Introduction and Curriculum Offer

Our curriculum is intended to be designed around the needs of our students. Broadly speaking, it encompasses everything we do at Kings Meadow, meaning it goes far beyond a mere timetable. It's what is taught explicitly in the classroom to the interactions and language we use to communicate and share in experiences. By means of collaboration, reflection and a dedication to understanding, we intend to create a culture that enables our students to flourish both at Kings Meadow and beyond. Intention is therefore very important to us, all experiences that occur within our school are by design.

Through our flexible, tailored curriculum, we aim for students to leave Kings Meadow school with the ability and confidence to build relationships, communicate and learn with independence. We believe that children who attend our school must be equipped with the following:

- an understanding of the world and their place within it
- the ability to live and thrive independently
- the capacity to engage in learning

To achieve this, we must discover and address their gaps, not only with regards to EHCP outcomes, but in core concepts, knowledge and skills in reading, writing, maths and PSHE along with other areas of the national curriculum.

The ability to communicate effectively and interact with others is a cornerstone of our curriculum intent. Many children and young people with social, emotional and mental health (SEMH) needs have needs associated with Communication and Interaction. These needs include problems understanding language (making sense of what people say), using language (words, sentences, telling stories and giving explanations), and knowing how to take part in conversations in the right kind of way (social communication). We intend to develop language, build vocabulary and encourage reflection. We view behaviour as communication, inhabiting a position that engenders curiosity and empathy. By acting in such a way, with a shared language, we seek to encourage our pupils to do the same.

Our curriculum represents a journey in which students are nurtured to develop self-awareness and a better understanding of their internal landscape. Consistency and a belief that all our interactions and contact help achieve our aims is fundamental to our approach. Careful planning and forethought into what we teach and how we teach it is therefore critical. Our curriculum embodies the key elements of an inclusive approach to effectively educating young people with SEMH/SEN. In doing so, we are committed to developing young people who can effectively build connections, communicate, reflect, are independent and resilient.

Coping Curriculum

Some of the children who attend Kings Meadow School have experienced (or are experiencing) traumatic events in their childhoods that have led to them having severe social, emotional and mental health difficulties. Combining with possible trauma could be a co-morbidity of biological and environmental factors that inhibit their ability to access education in a typical way. These children are likely to have struggled to engage in education prior to attending Kings Meadow and are usually working at levels well below that of their mainstream peers. Many have not been in school on full timetables for a significant period of time before joining the school. Most feel shame and fear in relation to education, and struggle to trust in the process of learning.

The primary intent for this group of children is about building connections and trust for pupils whose most influential barrier to learning is feeling safe in a school environment and who find it hard to build a sense of belonging.

It is implemented by the following:

- Bespoke transition package that meets individual needs and attachment styles.
- Building positive connections and trusting relationships with the pupil and their families together through regular contact at home and in school.
- Individual timetables and curriculum offer with a focus on building relationships.
- Targeted use of external providers for additional support.
- Targeted input from multi-disciplinary therapeutic team, both internal and external.

Impact is measured by:

- Able to meet termly targets for attendance and show engagement with the learning bespoke offer.
- Evidence of achieving and sustaining positive relationships with at least two key adults, including co-regulation and reflection.
- Increased self-esteem.
- Able to travel to and from school safely.
- Able to be safe in the classroom.
- High-risk behaviours reduce to medium or low according to individual risk assessments.
- Increased resilience to access the classroom more frequently and engage in a positive way.
- We also use the same assessment tools which are a feature of the main school offer, including EHCP tracking and Boxall Profiles.

Children may temporarily move to this curriculum model if their circumstances change and they can not engage successfully with the main school offer. In these situations, the bespoke offer is reviewed regularly with parents/carers involvement to ensure a transition back to the main school offer is made at the right time for the child in order for them to be successful.

Further information on the Kings Meadow offer can be found in Appendix 1.

Intent

The intent for the curriculum Kings Meadow is for the children to acquire the skills to:

- Learn how to connect with others, allowing for collaboration and growth
- See themselves as active participants in their own learning, engaging in thought and expression
- Be independent in their ability to look after themselves
- To communicate effectively with those around them
- Be resilient to change and challenge, knowing they can learn by making mistakes.

Our thematic curriculum is driven by our vision to provide all pupils with a personalised, positive and meaningful learning experience through a sequential approach that prepares them for life beyond Kings Meadow.

For the children of Kings Meadow to Connect – Reflect – Grow.

Implementation

Children at Kings Meadow are grouped broadly by age, however, there are caveats to this which means that we may place a pupil in a class that may not fit their chronological age. This may happen when their emotional development and capacity to manage and engage in a classroom environment is not in line with their peers. The decision to do so is based on a range of factors including behavioural presentation, developmental capacity and common threads contained with EHCP's. SLT, class teams and parents/carers will meet and discuss individual rational. Individual needs being met is the goal.

Enabling Environments

At Kings Meadow, we endeavour to create a learning environment is set up to develop appropriate skills, foster a love for learning and give opportunities for children to investigate, explore and make sense of the world around them. Through our Enabling Environments Checklist, careful planning of classroom set up is considered throughout the year to meet the needs of the individuals within each class. Some classes may offer a room reflective of continuous provision, where others may require a supportive, structured approach to meet the needs of their class. Regardless of the classroom structure our expectations remain consistent – our class environments need to offer opportunities for learned skills and knowledge to be further developed and used through well-defined and highly engaging learning spaces that provide invitations to learn.

Pedagogical Drivers for Learning

Staff at Kings Meadow recognise the importance of delivering the curriculum in such a way that is engaging as well as challenging without being threatening to the needs of the individuals. They do this through ensuring each day has a clear routine and structure that the children are familiar with. Each day is predictable and where there needs to be change it is clearly signposted to the children.

Staff have a clear set of pedagogical drivers to ensure the curriculum is delivered as intended.

Driver	Rationale
Play 	<ul style="list-style-type: none"> - Through play a child develops their cognitive, social, emotional and physical capacities. - 12 features of Play (Bruce)
Structure 	<ul style="list-style-type: none"> - Routine and predictability - Increased independence with learning - Clear expectations - Increased sense of felt safety -
Dual Coding 	<ul style="list-style-type: none"> - Secondary area of need at KMS - words and visuals together - more efficient use of working memory

		<ul style="list-style-type: none"> - combines phonological loop with visual-spatial sketchpad in working memory - Communicate and print
Regular Recall		<ul style="list-style-type: none"> - low stakes/no stakes testing - material must be taught before recall - pupils <i>trying</i> to recall is the key - needs to be regular and 'interleaved' - variety of method and material is best - involve everyone (no 'opt out')
Live Feedback		<ul style="list-style-type: none"> - helps avoid 'encoding failure' - our marking policy - live feedback is teaching (not assessing) - avoids 'evidence obsessed culture'

The Curriculum

The curriculum at King Meadow has 2 lenses.

1. EHCP Long term outcomes
2. National Curriculum

Which lens is highlighted at any particular time for each child changes according to the needs of the individual and events in their life at that time. We aim to meet children where they are at, not where we expect them to be. Whilst at the same time maintaining high expectations and endeavouring to stretch them as far as we can. At Kings Meadow we recognise that for some children, at difficult times, purely meeting the needs of the EHCP is enough challenge. For others, they are able to stretch themselves further and learn the National Curriculum alongside their EHCP targets.

Delivery of the National Curriculum has been carefully designed to ensure coverage of the required subject areas at an appropriate level through our key pedagogical drivers. As we often have children join us late in their primary school career, it is designed to be delivered over a 3 year rolling cycle and within this there are 3 layers to ensure cyclical, but not repetitive learning.

Some subjects are taught through standalone frameworks. This supports staff with progression and coverage for these subjects. The subjects which are taught through standalone frameworks are:

- Maths: White Rose
- Phonics and Early Reading: Essential Letters and Sounds
- PHSE: PHSE Association
- Computing: To Be Confirmed
- Music: Sing Up

The remaining curriculum areas are taught through our carefully designed thematic curriculum which uses key texts as the driver for learning. The themes are whole school themes taught over the Autumn, Spring

and Summer terms. This allows time for learning to go deeper and be taught alongside the needs of the EHCP.

Reading is of primary importance within the Kings Meadow curriculum offer. Key skills in phonics are learned through the Essential Letter and Sounds phonics programme. It then progresses onto comprehension and analysis of text using our carefully chosen key texts linked to the thematic curriculum.

Kings Meadow Whole School Thematic Curriculum Map			
	Autumn Term	Spring Term	Summer Term
Year A 2023 – 2024	Commotion in the Ocean	Visiting the Victorians	Rumble in the Jungle
Year B 2024 – 2025	The Stone Age	Chocolate Cake and Golden Tickets	Walk the Plank
Year C 2025 - 2026	Explorers	Our Living World	Heroes

The themes are then further broken down into Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to ensure stretch, challenge and curriculum coverage at an appropriate age. Teachers will use this long-term planning to inform their medium term and short term planning, triangulated with the needs of the individual and the ongoing assessment to ensure the learning is at the correct level for each child. This planning can be found in Appendix 2.

Impact

Impact is measured by:

- Full-time attendance which is within the classroom environment for most time.
- Sustained positive relationships with the adult class team and building positive relationships with peers.
- Increased stamina and resilience for learning.
- Frequently meet EHCP short step targets
- Evidence of progress against the National Curriculum for reading, writing and maths.

Progress against the National Curriculum is monitored through assessment data, which is analysed by SLT and subject leads and discussed with teachers in pupil progress meetings 3 times each academic year. Progress towards meeting short steps targets and therefore EHCP long term outcomes is reviewed six times per academic year as part of the Individual Learning Plan cycle which then informs the Annual Review process.

For our children who may be looked after (LAC), progress is also discussed in termly PEP meetings and CIC Reviews. Information is therefore shared and discussed with stakeholders.

Subject leaders monitor the impact of their subject through half-termly monitoring weeks including:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Lesson observations
- Pupil interviews

Subject leaders will meet with SLT termly to discuss progress and attainment in their subjects. Appropriate actions are taken in response to this monitoring. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Interim Executive Board and Creating Tomorrow Trust monitor coverage of the curriculum and compliance with other statutory requirements through:

- School visits
- Meetings with SLT, subject leaders and teachers
- Meetings with the school council
- Scrutiny of progress data

Assessment

We know that assessment data is accurate at Kings Meadow as we use both summative and formative assessment processes.

Our summative assessment cycle begins with a baseline in October to ensure that any new children have had a chance to settle into life at Kings Meadow and that long standing children have had a chance to get used to any changes in the new school year such as a change of class or adults. We then have 2 further summative assessment points in March and June. We use standardised assessment tools for this process to ensure National expectations are used to measure progress for our children. Following on from the formal testing, which is delivered in a way sensitive to the school ethos SLT meet with teachers to discuss barriers to progress for each child and plan the next stage to overcome these and ensure progress is rapid.

Reading: Salford Sentence reading and comprehension tests

Writing: Through internal and external moderation

Maths: White Rose Assessments

SEMH Needs: Boxall Profile

At Kings Meadow formative assessment is ongoing. It is used on a daily basis to inform our teaching and next steps. We capture this evidence in a number of ways including written work, questioning and observations. These are then recording on Evidence for Learning which helps to identify gaps in knowledge which could be a barrier to progress.

Reporting to parents

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. While we communicate with parents frequently, often daily, there are four formal opportunities for parents to receive feedback on the progress their child is making each academic year.

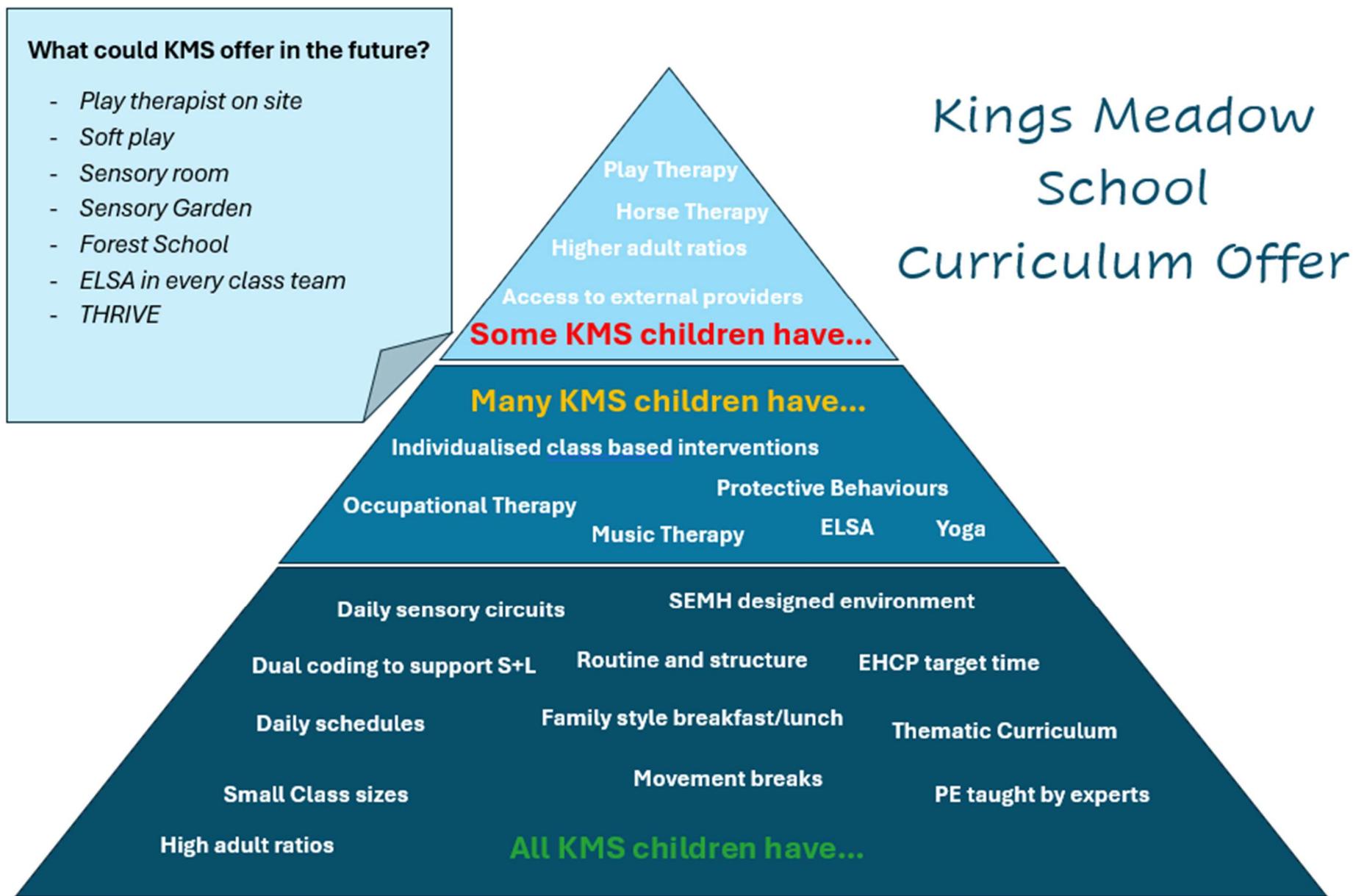
There are two parents' and carers' evening each year, an annual review for each child and an End of Year Report to parents. Nothing discussed at these meetings will come as a surprise to our parents as any concerns around progress will have been addressed in a timely manner, however it gives an opportunity to talk in more detail and share some fantastic examples of how the children learn and develop over the course of the year.

Inclusion

Teachers set high expectations for all children. They will use appropriate assessment to set ambitious targets and plan challenging work for all children, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEN
- Children with English as an additional language (EAL)

Teachers plan lessons so that children with SEN and/or disabilities can study the full breadth of the curriculum and ensure that there are no barriers to every pupil achieving. Teachers also take account of the needs of children whose first language is not English. Lessons are planned so that teaching opportunities help children to develop their English, and to support children to take part in all subjects.



Appendix 2

Year A Long-Term Plan 2023 – 2024	Commotion In the Ocean			Visiting the Victorians			Rumble in the Jungle		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2	KS1	LKS2	UKS2
PHSE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
	Animals Including Humans Seasonal changes	Animals Including Humans	Animals Including Humans	Everyday materials	Light	Materials and their properties Light	Plants Living Things and their habitats	Plants	Living Things and their habitats
History	Grace Darling			The Victorians			Charles Darwin		
Geography	Location: Continents and Oceans			Human and Physical			Location: World’s Rainforests		
RE	Festivals			Christianity			Islam		
Art and Design	Drawing			Painting			Sculpture		
Design and Technology	Explore and use mechanisms	Use mechanical systems					Build structures	Strengthen structures	Computing to program
Music	Singing	Play and perform	Play and improvise	Play Instruments	Improvise to compose	Planned composition	Listen to appreciate	Listen to recall	History of music
Computing	E-safety			Coding			Digital Literacy		
	Digital Literacy			Digital Literacy			Coding		
Physical Education	Movement	Gymnastics		Dance			Team Games		

Year B Long-Term Plan 2024 – 2025	The Stone Age			Chocolate Cake and Golden Tickets			Walk the Plank		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2	KS1	LKS2	UKS2
PHSE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
		Rocks States of Matter	Evolution and Inheritance	Everyday Materials	Electricity	Materials and their properties Electricity		Forces and Magnets	Forces
History	Stone Age to Iron Age		Tribal Kingdoms	Industrial Revolution			Invasion and The Vikings		
Geography				Human and Physical Cocoa Farming			Direction and Mapping Place Knowledge		
RE	Festivals			Hinduism			Judaism		

Art and Design	Collage			Digital media / animation			Textiles		
Design and Technology	Build structures	Strengthen structures			Electrical Systems	Computing to program	Explore and use mechanisms	Use mechanical systems	
Music	Singing	Play and perform	Play and improvise	Play Instruments	Improvise to compose	Planned composition	Listen to appreciate	Listen to recall	History of music
Computing	E-safety			Coding			Digital Literacy		
	Digital Literacy			Digital Literacy			Coding		
Physical Education	Movement	Gymnastics		Dance			Team Games		

Year C Long-Term Plan 2025 – 2026	Explorers			Our Living World			Heroes		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2	KS1	LKS2	UKS2
PHSE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
	Everyday Materials		Materials and their properties Earth and Space	Plants Living things and their habitats	Plants	Living Things and their habitats		Sound Electricity	Electricity
History	Ernest Shackleton			Local History Study			The Romans		
Geography	Antarctica			Skills and Fieldwork Local Study					
RE	Festivals			Sikhism			Buddhism		
Art and Design	Drawing			Painting			Textiles		
Design Technology		Electrical Systems					Build structures	Strengthen structures	
Music	Singing	Play and perform	Play and improvise	Play Instruments	Improvise to compose	Planned composition	Listen to appreciate	Listen to recall	History of music
Computing	E-safety			Coding			Digital Literacy		
	Digital Literacy			Digital Literacy			Coding		
Physical Education	Movement	Gymnastics		Dance			Team Games		

Key Texts

Themed Text Types	<p>Commotion in the Ocean</p> <p>Books related to New Class Name, Commotion in the Ocean, Puzzle Ocean, The Snail and the Whale, What's more Scary than a Shark?, The Storm Whale, The Storm Keeper's Island, The Lighthouse Keeper's Lunch, Grace Darling, Tiddler, The Snail and the Whale, Fish Don't Sneeze, Rainbow Fish</p>	<p>Visiting the Victorians</p> <p>The Bluest of Blues, Oliver Twist, Another Twist in the Tale, Rose Campion and the Stolen Secret,</p>	<p>Rumble in the Jungle</p> <p>The Explorer, Up in the Canopy, Rumble in the Jungle, We're Roaming the Rainforest, Monkey Puzzle, On the Origin of Species- Charles Darwin, Explorers and the Rainforest Rangers, Jungle Scrumble</p>
Themed Text Types	<p>The Stone Age</p> <p>Books related to New Class Name, Stone Age Boy, The First Drawing, Stig, How to Wash a Woolly Mammoth, Cave Baby, Stone Age Tales, The Street Beneath my Feet,</p>	<p>Chocolate Cake & Tickets</p> <p>Charlie and the Chocolate Factory, The Chocolate Cake, Daisy and the trouble with Chocolate, Story of Chocolate, How does Chocolate Taste on Everest?</p>	<p>Walk the Plank</p> <p>The Pirates next door, Captain Firebeard's School for Pirates, The Pirates of Scurvy Sands, When I was a Pirate, Sky Pirates, Pirate Ship, Famous Pirates</p>
Themed Text Types	<p>Explorers</p> <p>Books related to New Class Name, Antarctica, Women who Led the Way, Lost and Found, The Way Back Home, How to Catch a Star, Ice Trap! Shackleton's Incredible Expedition, The Polar Bear Explorer's Club, The Golden Wonder Flower, We're Going on a Bear Hun, Here we are! A Bear Grylls Adventure: The Blizzard Challenge</p>	<p>The Living World</p> <p>How to Help a Hedgehog and Protect a Polar Bear, The Enormous Turnip, Home is Where the Hive is, Jack and the Beanstalk, Jim and the Beanstalk, The Bog Baby, Voices in the Park, Titch, The Girl who Talked to Trees, Stuck, Bug Hotel, David Attenborough, Birds of a Feather, Mucky Minibeasts, I am the Seed that Grew the Tree, Percy the Park Keeper, Superworm</p>	<p>Heroes</p> <p>What the Romans did for us, Roman Chariot, A Superhero like you, Superkid, Supertato, How to Train a Dragon, Broccoli Boy, Traction Man, Fairy Tales,</p>

Enabling Environments: Key elements

Warm and welcoming

Clear routine and structure

Variety of learning spaces

Low sensory

Safe