

CURRICULUM POLICY

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Other relevant policies:

Early Years Foundation Stage (EYFS) Policy
 Assessment Policy
 Equality and Diversity Policy
 PSHE Policy
 PE Policy
 Careers Policy
 SMSC and British Values Policy
 Relationships and Sex Education Policy
 Pupil Premium Policy
 Learning Skills Framework
 Reading Skills Framework
 Global Learning Framework

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1. School Context

Abbey School is an Independent Special School for young people aged 4 – 19 with complex autism, learning difficulties and behaviours that challenge. The majority of pupils are working significantly below the levels of their mainstream peers and require at least 1:1 support for learning to access the curriculum. Pupils have a wide range of needs ranging from those who benefit from a more sensory based curriculum to others who can access aspects of the National Curriculum. Pupils with autism do not learn in the same way as their peers. They may learn more quickly in some areas whilst finding some skills much more challenging. This is often referred to as a “spiky profile,” this means that we plan teaching and learning with consideration for the individual pupil profile, as well as the outcomes on their EHCP. During their time at the School, each pupil will follow a personalised pathway through the Abbey School curriculum, including individualised goals drawn from their EHCP. We use evidence-based practice to identify the unique strengths, needs and learning profile of each pupil to personalise our school curriculum to best meet the needs of our pupils. Our curriculum has the flexibility to address the individual and very specific needs of each of our pupils and is characterised by providing learning, which is personalised, specialised, intensive, goal-directed, outcomes focused and is guided by pupil performance.

2. Legislation

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- [Education Act 2002](#)
- [Children Act 2004](#)
- [The Equality Act 2010](#)
- [DfE \(2015\) 'Special educational needs and disability code of practice: 0 to 25 years'](#)
- [DfE \(2013\) 'The national curriculum in England'](#)
- [DfE \(2021\) 'Statutory framework for the early years foundation stage'](#)
- [DfE \(2022\) 'Working together to improve school attendance'](#)

3. Curriculum intent

At Abbey School we recognise that all pupils have the right to a broad, balanced, meaningful education which provides continuity and progression and takes individual differences into account. Abbey School is aspirational for all the young people that we support. Our vision is that all children with exceptional needs receive a meaningful and fulfilling education that enables them to make their own choices about the direction of their adult lives.

Through the curriculum, we seek to broaden the experiences, knowledge, skills, ability to communicate, confidence and independence of each pupil. Our curriculum places a strong emphasis on developing functional, socially significant, life-enhancing skills and knowledge, and on teaching appropriate behaviours. We focus on developing the key skills of communication, social interaction, cognition, independence, physical development and self-care; all of which are transferrable skills that will equip pupils for life beyond Abbey School.

The Abbey School values are the driving force which underpin our school curriculum and are at the very heart of all that we do. They are the core values of our school, upon which our curriculum is based.

- Special educational needs and/or disability should not be a barrier to a valued lifestyle
- Every pupil is a unique individual with potential
- All children and young people without exception are entitled to access the best education and support available
- Best practices in education are evidence-based

- Teaching and learning decisions should be evidence-driven
- Clear goals make data-based decisions more numerous and effective
- Education is for everyone and for the whole of a person's life
- Learning is enabling, empowering and extends the boundaries of autonomy
- If a pupil is not learning, it is the teaching that needs to change – the learner is always right
- The pupil voice should be heard and respected

The Abbey School curriculum, based firmly on these values, is designed to help pupils to become:

- Successful learners who enjoy learning, make outstanding progress and achieve their potential.
- Effective communicators who can express themselves, make choices and build positive relationships.
- Confident individuals who take an active part in activities within school and the wider community.
- Responsible citizens who lead safe, healthy, fulfilling lives and make a positive contribution to the school and the wider world.
- Lifelong learners who leave school equipped and empowered to make choices about the direction of their adult lives.

4. Quality of Life Measure

The Quality-of-Life model is at the heart of our curriculum - everything we do is about improving our pupils' Quality of Life. Teachers regularly assess pupils using the bespoke, Quality of Life measure which is made up of nine domains:

1. Social inclusion
2. Interpersonal relationships
3. Self determination
4. Rights
5. Material wellbeing
6. Personal development
7. Emotional wellbeing
8. Physical wellbeing
9. Pupil voice

5. Subjects Taught

As an independent school, Abbey School is required to provide pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The Abbey School curriculum includes each of these areas which we organise as our core and wider curriculum.

The Abbey School curriculum can be divided into the core areas of learning (Maths for Life, English for Life, PSHE, Learning Skills) and the wider curriculum (Science, Humanities, Creative & Expressive Arts, Technology, Physical Education), although there is much overlap between the two. The core areas of learning are what we consider to be the essential life skills needed to prepare children and young people for life beyond Abbey School. The wider curriculum ensures that pupils access their right to a rich, relevant, broad and balanced curriculum, personalised to meet each pupil's needs.

Pupils are supported to practise, generalise, apply and maintain the knowledge and skills across a wide range of subject areas, settings and contexts, both in school and the wider community.

Core Curriculum	Wider Curriculum
Maths for Life English for Life PSHE Physical Education Learning Skills	Science Humanities Expressive Arts Computing Design & Technology

6. Curriculum Pathways

Abbey School offers personalised learning for all pupils through an individually tailored learning pathway through the bespoke Abbey School curriculum which includes individualised goals drawn from a pupil's EHCP. At Abbey School we offer three distinct curriculum pathways to our pupils.

Engaging – A pre-formal, sensory based curriculum, with an emphasis on engagement and early development rather than subject specific study.

Exploring – A semi-formal curriculum for students who can access learning through slightly more formal subjects, although not yet at National Curriculum level.

Establishing – A formal subject specific curriculum (some of which is at National Curriculum level) and Entry Level Qualifications are achieved where appropriate from KS4. Pupils study National Curriculum programmes of study through carefully mapped curriculum projects within Cornerstones Maestro, an online curriculum platform.

The pathways are not necessarily sequential, neither are they linked to chronological age. The pupil follows the pathway that best meets their developmental needs rather than their age. Each curriculum pathway has elements which overlap and are embedded into each other to allow easy transition for pupils who may transition from one pathway to another.

7. Curriculum statements of intent

7.1 Learning Skills

For successful learning to take place in any context, learners require command of many skill areas including language, social interaction, self-help, academic and motor skills. Broadly speaking, these are the prerequisite skills which enable children to interpret what is happening around them and create the foundation on which subsequent learning is built. For typically developing children, these skills are assimilated as part of their early development before entering primary school and they do not need to have them formally taught in a structured way. However, for children with autism, these skills are not acquired naturally and pupils will often only learn these crucial skills if they are purposefully taught in order to fill in developmental gaps.

As part of the Abbey School curriculum, we recognise the importance of teaching children and young people the prerequisite skills required for learning if they are to engage with a meaningful curriculum and develop into lifelong learners. On entry to school, pupils' 'learning to learn' skills are assessed by our team of trans-disciplinary staff and a personalised programme of support is implemented to help pupils to acquire the essential skills required for successful learning. For further information please refer to our Learning Skills Framework.

8. English for Life

The development of English for Life skills are essential for all pupils; hence they are addressed through all three curriculum pathways.

The ability to both understand messages that are being conveyed and to be able to communicate needs, wants, likes, dislikes and broader opinions are key to being a part of any community, therefore language and communication skills are essential for all of our pupils. English for Life is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. All pupils within Abbey School participate in literacy lessons in which the joy of sharing books and making marks to communicate something are encouraged and developed.

8.1 Language and communication

Communication is at the heart of all we do at Abbey School and permeates the entire curriculum. We are determined that during their time at Abbey School, every pupil will develop a meaningful and effective form of communication, therefore we:

- Provide appropriately structured models of communication so that pupils experience the richness and variety of language.
- Encourage pupils' confidence and desire to initiate and participate appropriately in social interaction.
- Teach each pupil the skills to communicate in ways relevant to their individual needs.
- Teach pupils the skills required for functional reading and writing.

As many of our children find it very difficult to communicate via the spoken and written word, a variety of alternative augmentative communication systems such as signing, PECS or objects of reference are used to enable all children at Abbey School to become more effective communicators through their individualised learning programmes. Throughout the school day, pupils are given opportunities to communicate effectively – making requests, commenting, developing appropriate attention, taking part in turn taking and sharing activities etc. Key in the development of pupils' communication skills is the work of our Speech & Language therapists. Teachers and learning mentors work in close partnership with Speech & Language professionals and implement the child's S< programme on a daily basis. Receptive and expressive language skills are developed according to pupils' personalised targets and all staff are aware of the need for our pupils to have appropriate processing time.

For further information please refer to our Communication Policy and the Learning Skills Framework.

8.2 Reading

There are two core aims of the Abbey School reading curriculum – to develop:

- Enhanced quality of life through shared literature
- Increased independence as readers

At Abbey School, we believe that functional reading is a crucial life skill that improves pupils' life chances and is necessary for people to function fully in society, and as such we recognise functional reading as a priority for all pupils. Through the implementation of the Reading Skills Framework, we aim to ensure that all pupils develop functional reading skills by the time they leave school as well as developing an enjoyment of literature.

The teaching of reading consists of two elements: word reading (receptive and expressive) and comprehension. We believe that all pupils, including those that are non-verbal, can learn to read receptively, but that a pupil's primary method of communication will determine whether or not a pupil is taught to read expressively.

All pupils, regardless of their method of communication, are actively taught to develop their comprehension skills. Good comprehension draws from linguistic knowledge and on knowledge of the world. Wide reading of both fiction and non-fiction develops both types of knowledge, as well as encouraging a love of reading. At Abbey School we develop pupils' understanding of the meaning of written word by including activities focused on reading for meaning, including following written and visual instructions, responding to written and visual questions and by using appropriate questioning

techniques when reading or during read aloud sessions. Pupils experience a rich variety of fiction and non-fiction texts appropriate to their age and level of development as they move through Abbey School and enjoy actively participating in story-based lessons. Examples of texts include nursery rhymes, sensory stories and poems, traditional tales, stories by significant authors, classic fiction and letters, newspapers, magazines, plays, extended stories, myths and legends, biographies and autobiographies and digital texts.

In most schools, an emphasis is placed on phonics in the early teaching of reading as successful word reading is underpinned by the understanding that the letters on the page represent the sounds in spoken words. At Abbey School, pupils are taught to read and spell using an evidence-based, systematic synthetic linguistic phonics programme called Phonics for Pupils with Special Educational Needs (PPSEN). PPSSEN enables pupils with special educational needs to find reading and spelling success. Through the programme, pupils learn about the concepts that underpin how the written English language is constructed. They learn, practice and master the skills they need to work with sounds and letters and develop the knowledge they need to learn, build up and retain to be able to read and spell well. The programme has a linguistic focus, taking pupils from sound to symbol and from spoken word to print.

In addition to a phonic approach to reading, the Abbey School Reading Skills Framework also includes a sight-word reading component aimed at teaching pupils to memorise words as a whole by sight so that they can automatically recognise these words in print without having to use any strategies to decode. The sight word reading protocol at Abbey School emphasises the importance of teaching receptive reading (and prerequisite skills to access the receptive reading programme such as word to word matching) and focuses on teaching a receptive sight-reading repertoire that is individualised and functional for students. The Abbey School sight reading programme is designed to teach students with a range of developmental disabilities how to link early vocabulary with sight words and to read simple phrases and sentences. The programme teaches skills in small progressive steps, across a series of progression levels, and provides many opportunities for generalisation practice to consolidate learning. There is an emphasis on teaching words, phrases and sentences that are individualised and meaningful to the students own personal set of circumstances and everyday living routines.

For further information please refer to the Reading Skills Framework.

8.3 Writing

The teaching of early writing focuses on the development of fine motor skills, mark making, correct letter formation and the conveying of meaning through marks and symbols. At Abbey School we use the Handwriting Without Tears curriculum to teach these fundamental early writing skills; an evidence-based programme which draws from years of research on how children learn best, to provide developmentally appropriate, multisensory strategies for a hands-on approach to teaching handwriting.

Across the wider curriculum, activities such as tracing, overwriting, and copy writing are used to develop pupils' early writing skills. Once pupils have developed confidence in these early writing skills, they will begin to write simple captions for pictures and start to produce simple word banks. As pupils' confidence and skills in writing develop, they begin to write sentences and create their own writing using a range of media. They produce or participate in the production of books, learn to use simple punctuation and communicate ideas, experiences and feelings in writing. Pupils practice writing for a range of different real-life purposes, such as writing lists, messages, letters and greetings. Depending on the individual needs of the pupil, a range of scaffolds and supports are used, including shared and modelled writing, use of a scribe or using technology.

9. Maths for Life

The development of Maths for Life skills are essential for all pupils; hence they are addressed through all three curriculum pathways. At Abbey School, the aim of our Maths for Life curriculum is to enable pupils to develop functional numeracy skills which can be applied to everyday situations.

We aim for pupils to be able to:

- Count and use the number system to solve real life, everyday problems including those involving measurement

- Read the time, relate it to common events during the day and to develop an awareness of the passage of time
- Use the current British payment methods effectively

Numbers are so familiar that we can easily forget how often we use them in everyday life, (telling our age, identifying channels on the television, identifying our houses, catching a bus, telling the time, seeing how much something costs, and so on). Therefore, knowing and understanding numbers is an essential part of our society and forms an important part of the Abbey School Maths for Life curriculum. Although numbers and the number system are familiar to most, they can be very confusing for pupils with autism and learning difficulties. At Abbey School, Maths for Life starts with developing an understanding of numbers and the number system. This aspect of number comprises three parts: knowledge of number names (words or signs), numerals (symbols) and the physical number of objects these represent. Understanding numbers and the number system is then used as the basis for learning in other aspects of maths including calculations and subsequent work on time, money and some elements of shape, space and measure. As pupils progress through the Maths for Life curriculum, they will increase their knowledge of mathematical language, develop the ability to reason mathematically and increase their ability to use mathematics to carry out practical tasks and to tackle and solve real life problems.

10. Personal, Social, Health and Economic Education

Personal, Social, Health and Economic (PSHE) Education is all about teaching pupils the skills and knowledge they will need to safely and effectively engage with the world around them. We aim to maximise each pupil's potential for independence, taking into account their individual needs and abilities and to help them develop effective relationships, assume greater personal responsibility, cope with changes at puberty, make healthy life choices and manage personal safety as well as enabling pupils to make an active contribution to their community.

The PSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect each pupil's increasing independence and physical and social awareness as they move through the school, building on skills previously learned. Although the many aspects of PSHE are developed throughout each pupil's time at school, emphasis on particular teaching areas will shift depending on the age group and individual needs of the pupil. For instance, early intervention in teaching personal care skills is particularly important with refinement of these skills taking place as the pupil grows older.

We aim for our pupils to learn skills appropriate to their individual capabilities, which are necessary for the development of pupils' safety, independence and responsibility. We aim for pupils to:

- Achieve competence in personal care skills
- Learn functional skills for everyday living
- Learn the skills they need to take responsibility for their own health and safety by making informed choices about their own lifestyles
- Recognise their own rights, needs and responsibilities as well as developing an awareness of the rights, needs and responsibilities of others
- See themselves as part of many communities including family, the school and the local town and to play an active role within the communities to which they belong
- Recognise their personal strengths and view themselves positively
- Play an active part in the management of their finances and the decisions that affect them
- Recognise potential online risks and learn the skills they need to keep themselves safe online

The Abbey School PSHE curriculum is organised around four core strands:

- Relationships & Sex Education
- Online safety
- Living in the Wider World
- Wellbeing Curriculum

For further information please refer to our PSHE Policy.

11. Wellbeing

The Wellbeing strand of the PSHE curriculum is a vehicle for promoting pupils' physical, social and emotional wellbeing and health. Based on scientific literature about the six behaviours that psychologically healthy people tend to engage in, these six behaviours form the themes in our wellbeing curriculum, so that over time pupils get better at these behaviours:

- Connecting with others
- Giving to others
- Challenging oneself
- Exercising
- Embracing the moment
- Self-care

12. Relationships and Sex Education

Relationships and sex education forms part of the wider PSHE curriculum at Abbey School. We believe that it is everyone's right to have relevant knowledge of their sexuality, regardless of whether or not they have special educational needs. Disability does not rule out sexual feeling, sexual needs or in many cases sexual capabilities. But it can sometimes cause sexual difficulty and, where this applies, the young person should be prepared for this. Certainly, he or she should be prepared for general sexual development or this may come as a surprise to them as they get older. To deny young people sexual knowledge can make life very difficult for them. They may also be at a disadvantage compared with more knowledgeable young people. We have a duty to see that this knowledge is passed on in a suitable form. Only in this way will our pupils become capable of taking over responsibility for their own bodies and obtaining the sexual enjoyment which is their right. Any education in sex must include education in responsibility. Young people must understand the risks which arise from irresponsible behaviour. Knowing these risks, they will also know how to behave with other people and they themselves will become less vulnerable.

The Abbey School Relationships and Sex Education curriculum is based on a spiral curriculum model, where pupils revisit key concepts and teaching areas more than once but at a level appropriate for their age and stage of development. The curriculum is designed around the following 5 key areas:

- Knowing your own body
- Recognising exploitation
- Gender concepts and growing up
- How babies are made
- Contraception and sexual health

Themes 1 to 3 are taught at each key stage, with careful regard to the age and stage of development of the individual pupil. Themes 4 and 5 are not introduced to pupils until Key Stages 4 and 5.

For further information please refer to our Relationships and Sex Education Policy.

13. Spiritual, Moral, Social and Cultural Development and the promotion of fundamental British values

At Abbey School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop the following:

- Values and beliefs
- Spiritual awareness
- A sense of right and wrong

- A positive, caring attitude towards other people
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of their cultures

SMSC plays a significant part in learning and achievement at Abbey School and is lived through the school's ethos and values. We adopt a whole school approach to developing pupils' spiritual, moral, social and cultural development and we believe that all curriculum areas have a contribution to make to this area of pupils' development.

All schools are expected to uphold British Values and make the teaching of the values part of their Curriculum offer. At Abbey School we teach pupils about the 5 values that are encompassed under the British Values framework.

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Abbey School have adapted and broken down these values to make them accessible to all pupils at their own developmental level. The curriculum provides many opportunities for discussing and promoting British values through areas of learning such as PSHE, English for Life and Humanities, as well as through assemblies, school visits and the wider annual calendar of events.

A range of faith backgrounds are explored and respected through assemblies and other recognised annual events within the Global Learning Framework. The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.

All adults model and promote positive behaviour and values, treating all people as worthwhile individuals and showing respect for pupils and their families. Pupils learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Pupils understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward positive behaviour and provide opportunities to celebrate the work of pupils and their achievements.

All curriculum areas use illustrations and examples drawn from as wide a range of cultural contexts as possible.

For further information please refer to our Spiritual, Moral, Social and Cultural Development (including British Values) Policy and the Global Learning Framework.

14. Cultural Capital

At Abbey School we develop our pupils' cultural capital by taking advantage of Chester's rich cultural diversity, enabling the children to access a wide variety of experiences through community visits and access to the arts including music, drama, sport, and literature. We celebrate our similarities and differences through cultural and religious celebrations by inviting in visitors, holding festivals and celebratory assemblies. We believe the wider the cultural capital that is experienced the more opportunity to improve a child or young person's quality of life.

15. Science

At Abbey School we aim for our pupils to develop an understanding of scientific investigation and to acquire the practical skills and knowledge that relate science to everyday life. Pupils will:

- Investigate the natural world and the effects of forces and sources of energy
- Investigate the properties and uses of materials and how they react to different external influences
- Investigate life processes and increasing knowledge of animals and plants in the environment

Through the teaching of Science, we encourage our pupils to develop an awareness of, a curiosity in, and an active exploration of the world around them. Practical investigations enable our pupils to use their cognitive skills to discover and make sense of their findings. By using everyday situations and materials familiar to them, and gradually extending these learning experiences, we make the teaching of Science relevant and accessible to every pupil, helping them to find new ways of looking at the world. Examples of this might be to relate their understanding of Science to familiar domestic and environmental contexts, and to consider how to treat living things and the environment with care and sensitivity. Pupils are therefore taught to notice, respond to, label, categorise, generalise, sequence, record, predict, hypothesise and draw conclusions from their environment through supported participation, as well as to work safely.

The three components of our Science curriculum - Life Processes and Living Things, Materials and their Properties and Physical Processes - are all strands through which our pupils develop a better understanding of scientific enquiry skills. This process enables our pupils to approach problems and investigations in a logical and scientific way. Scientific enquiry skills do not form a discrete strand of Science but are incorporated into all of the learning our pupils do.

16. Humanities

At Abbey School we aim for our pupils to increase their knowledge and understanding of themselves and the world around them. Pupils will:

- Develop self-respect, respect for others and an objective awareness of different cultures and beliefs
- Develop an awareness of the past and the sequences of change over time
- Gain knowledge and understanding of people, their environment and how they affect each other

Through the teaching of Humanities, pupils will use and develop their cognitive skills in practical activities, thereby increasing their understanding and refining their interpretation of the world around them. Pupils will initially draw on their first hand and immediate experiences such as where they live, what they were like as babies and their relationships with familiar people. They then move on to use their skills and knowledge to investigate the wider world.

In order to build upon their experiences, field trips around the school site, around Chester and further afield are used to support classroom activities. Where appropriate, visitors are invited into the school to support the teaching of Humanities, to explain their own role, knowledge, beliefs or actions and answer pupil questions. At Abbey School, Humanities is about creating rich and exciting learning opportunities that will help pupils to increase their knowledge and understanding of the world in which they live. In doing so, we aim for pupils to be able to accept and value themselves and others as well as beginning to foster their own understanding of the world around them.

17. Computing

In an increasingly digital age, it is becoming more and more necessary to be aware of how technology is influencing our everyday lives and how we can use technology skills and understanding safely and to our benefit. At Abbey School we wish our children to regard the use of technology skills and understanding as a familiar and effective method of analysing and solving problems. We follow a bespoke computing curriculum, broadly based on the National Curriculum and pupils are given opportunities to experiment and develop their technology skills in many curriculum areas.

We define computing as any electronic means by which children can gain access to information, or present information to others. The curriculum framework for this area has been designed explicitly to set out the links between the physical skills for computing and the educational reasons for using it. We believe that computing can support our pupils' communication and learning in any subject.

Our computing curriculum is organised into four strands:

- **What is a computer?**
 - Everyday technology
 - Key Skills
 - What is the Internet?
- **Communication: data**
 - Counting
 - Sorting

- Pictograms and charts
- Databases
- **Communication: multimedia**
 - Digital Art
 - Sound & Music
 - Photographs
 - Films
 - eBooks
 - Posters & Presentations
 - Working with text
 - Animation
- **Programming and algorithms**
 - We Control Technology
 - Sequencing Instructions
 - Finding Patterns
 - Simple Programs: Bee-Bots, Scratch Jnr

Online safety is embedded across the strands of the computing curriculum and is also taught through specific PSHE lessons.

18. Design and Technology

The Abbey School design and technology curriculum is designed to encourage children to work through simple processes and projects, step by step, solving problems as they progress and evaluating the effectiveness and quality of the end result. Pupils are given opportunities to explore how familiar things work and to talk about, draw and model their ideas. As they progress, pupils begin to work on their own or in small teams, on a range of designing and making activities, including food technology projects. We encourage pupils to think about what products are used for and the needs of the people who use them. Pupils take part in activities to plan what has to be done and make choices and identify what works well and what could be improved on.

18.1 Developing and communicating ideas

Our pupils need many skills in order to visualise and plan a product. We aim to enable all of our pupils to be involved in generating a design, a process which involves a progression of skills from choice making, at the simplest level, through to drawing detailed plans where appropriate. The design process includes time for becoming familiar with materials, exploring how they can be shaped and how components can be combined to help pupils to develop their ideas.

18.2 Working with tools and materials

The practical aspects of design technology give pupils the opportunity to develop and practise many intellectual and reasoning skills, principally cause and effect, sequencing skills and a wide variety of finer motor skills. The making process could involve very basic skills (e.g. hitting a pre-sawn plank to separate it) through to comparatively complex ones (e.g. using tools independently, correctly and safely).

18.3 Knowledge and understanding of materials and components

When evaluating their designs, pupils are encouraged to make the link between their work in the classroom and designs in the wider world. Throughout the designing and making process, certain key Design Technology concepts will be discussed, albeit often at a very simple level, and pupils will be encouraged to look for those concepts in the successful designs which surround us. Our pupils will be encouraged to consider in their own work and that of others whether designs meet their purpose, are securely constructed, are of quality and are aesthetically pleasing. The use of appropriate vocabulary for naming and describing equipment, materials and components and an awareness of the health and safety issues involved in Design Technology will also be an important element when teaching knowledge and understanding of this area of the curriculum.

18.4 Evaluating processes and products

Having generated ideas for products and gone through the making process, pupils will need to consider how successful they have been, not only in terms of creating the product they envisaged, but in gathering feedback from other people on how well it meets the original aims that were set out.

19. Physical Education

Abbey School strives to be a healthy school and Physical Development, Physical Education, sport and leisure opportunities play an important role in this. Studies indicate that children and adults with autism are at risk of leading an inactive lifestyle and developing obesity, so physical development, sports and leisure are actively promoted by Abbey School, both in school and in the wider community.

As a practical subject, Physical Education enables all pupils to actively participate in enjoyable, exciting and challenging physical activities. Physical Education provides opportunities for the development of physical, personal, social and thinking skills. It encourages respect, excellence, friendship, courage, determination, inspiration and equality.

The teaching of Physical Education is designed to engage pupils in activity and encourage longer term participation in physical activities. To achieve this goal, the curriculum is designed to introduce pupils to as many different activities as possible. As a school we firmly believe that every pupil should have the opportunity to experience the joy of being active. The range of opportunities provided give each pupil the chance to thrive and achieve at Abbey School and remain healthy and active long after leaving the school.

The Abbey School PE curriculum contains the following six strands through which a wide range of skills and activities are taught and developed:

- Making relationships and connecting with others
- Decision making
- Creative skills
- Knowledge and understanding (Healthy Active Lifestyles)
- Health and well-being
- Personal challenge

Every PE activity which is offered to pupils is underpinned by the following important concepts:

- All exercise develops some aspect of our physical well-being, whether it be muscle tone, cardio-vascular function or flexibility. This can only be achieved by regular exercise over a prolonged period of time;
- All exercise has an effect on our body and we need to prepare before we engage in any form of physical activity. We need to be aware of changes which take place during exercise and learn how to monitor these. Warm-ups and cool-downs will always be a part of our lesson plan
- The safety aspects of PE should always be regarded as a high priority, thereby ensuring that following simple rules and instructions, being aware of potential dangers and using equipment appropriately are seen by the pupils to be important. This should promote a positive, energetic but controlled learning environment;
- PE is available to every child regardless of their physical ability. Working cooperatively with others and considering their individual needs is an important element of our P.E. curriculum. We also hope to foster positive attitudes towards working individually, in pairs and in larger groups; and
- Having learned a range of skills in a variety of different activities, pupils should be encouraged to evaluate their own progress and contribution.

For further information please refer to our Physical Education Policy.

20. Art and Design

The art and design curriculum can be divided into three areas. Through these three areas pupils will have a wide range of experiences and opportunities to develop their skills. Pupils will be encouraged to create their own pieces of work both to express their feelings and to record their observations. It is likely that many activities will involve more than one of these areas.

20.1 Colour/shape/pattern/texture/line/tone

Pupils will be introduced to and given opportunities to explore the creative potential of visual and tactile elements. This will include pattern and texture in natural and made forms; colour matching and how colour is mixed from primary colours; how images are made using line and tone and the use of shape, form and space in images and artefacts.

20.2 Media and techniques

Pupils will experiment with different tools and techniques including those used for drawing, painting, printmaking, photography, collage and sculpture. Flexible resourcing enables us to explore as wide a range of materials as possible. Pupils will be taught that it is possible to work creatively, to work cleanly and tidily at all times and to handle the tools and materials appropriately.

20.3 Artists and cultures

Pupils will be introduced to the work of artists past and present, from a variety of cultures. It might be appropriate for the pupils to use this work as a stimulus for their own pieces of art, applying learned skills. Work within school will be supported by visits to exhibitions, both locally and when on residential trips. Where appropriate, local artists will be invited in to school to work with the pupils.

21. Music

Music is a powerful, unique and accessible form of communication that can change the way our pupils feel, think and act. Musical appreciation and the development of musical skills are valued as significant contributors to the overall creative atmosphere of the school. Music offers pleasure and enjoyment; it enables pupils to work together; and it develops an understanding of our own and other cultures.

Pupils understanding and enjoyment of music is developed across three component parts:

21.1 Listening

Pupils will be encouraged to develop:

- A general enjoyment of music
- A sensitivity towards different musical moods
- Choice and musical preferences
- An ability to analyse what they can hear drawing from what they already know
- An understanding of music from different times, places and cultures

21.2 Composing

Pupils will also be encouraged to:

- Create musical patterns and organise sounds and musical ideas
- Compose in response to a variety of stimuli
- Compose for a variety of purposes
- Modify their work after personal reflection and other feedback

21.3 Performing

This will involve opportunities for pupils to learn and explore:

- Rhythm and percussion
- Playing simple tuned/untuned instrument
- The development of singing and simple song writing
- Improvisation
- Standard and non-standard notation
- How to rehearse and perform with others

Within each of the component parts above, pupils are provided with opportunities to develop their ability to:

- Use sounds and respond to music individually, in pairs and in groups
- Use technology to explore, record, play back and analyse sounds
- Recognise, rehearse and apply the musical elements:

- Pitch
- Timbre
- Tempo
- Duration
- Structure
- Texture
- Dynamics

22. Remote Learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

23. Curriculum organisation by Key Stage

23.1 EYFS/Key Stage 1

Children in the Early Years Foundation Stage (EYFS) and in Key Stage One follow a curriculum based on the EYFS Framework. While for typically developing children the EYFS curriculum is intended to run until the end of Reception and lead into a KSI curriculum, the learning needs experienced by children at Abbey School means they are likely to need additional time to develop and consolidate those fundamental early learning skills that underpin the curriculum and enable access to learning.

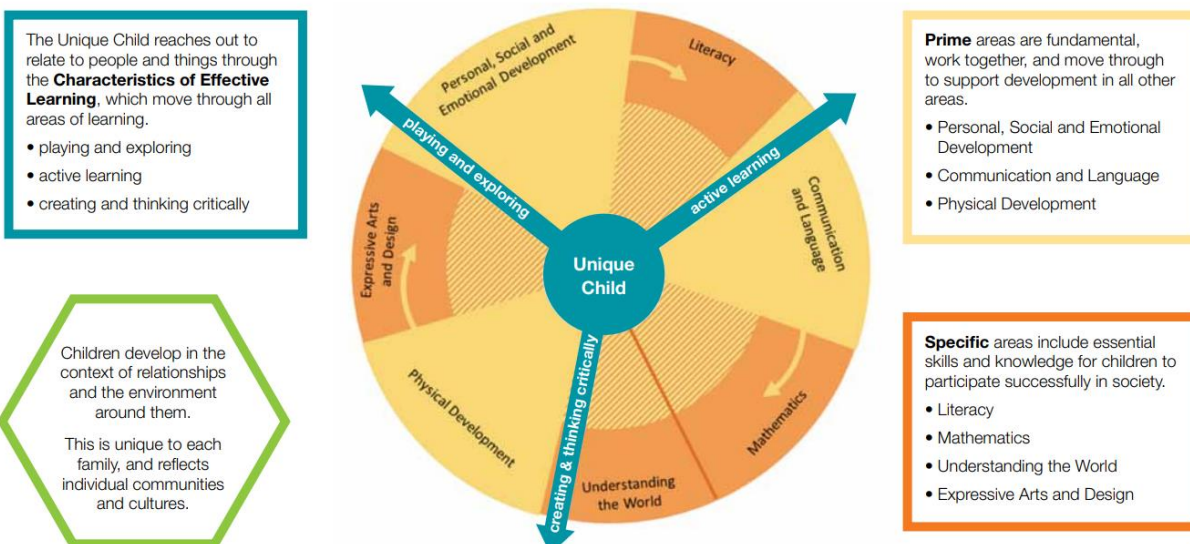
At this key stage, the statutory framework for EYFS is taught to our pupils by providing routine, structure and carefully planned, targeted play activities. Individual targets for children are set with the purpose of enhancing opportunities for learning and personal development and overcoming barriers to learning.

There are seven areas of learning in the EYFS framework: literacy, mathematics, understanding the world, expressive arts and design plus three 'prime' areas of learning which are:

- Communication and Language (listening and attention; understanding and speaking)
- Physical Development (moving and handling; health and self-care)
- Personal, Social and Emotional Development (self-confidence and self-awareness, managing feelings and behaviour; making relationships)

The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.



Our timetable allocates a lot of time to these three ‘prime areas’. All the learning that goes on in EYFS and Key Stage One is designed to promote these core skills and to provide opportunities for children to generalise them. The entire day is considered learning time, with circle time at the beginning and the end of the day; break and lunch times provide opportunities for pupils to develop in the three prime areas and to work on skills identified as IEP targets to reduce barriers to learning. The curriculum is organised thematically on a three-year rolling programme. Themes or topics are carefully chosen to support pupils to acquire and consolidate skills, knowledge and understanding in the four specific areas and three prime areas of learning.

EYFS, KEY STAGE 1 Rolling Programme of Themes			
	AUTUMN	SPRING	SUMMER
Cycle 1	People Who Help Us	Journeys	Me & My Body
Cycle 2	Weather & Seasons	Clothes	My Home & Family
Cycle 3	Plants & Animals	My Town	Food & Drink

See our EYFS policy for further information on how our early years curriculum is delivered.

23.2 Key Stage 2

The core curriculum at Key Stage Two consists of English for Life (speaking, listening, reading and writing); Mathematics for Life (using and applying number, shape, space and measure) and Personal, Social Health & Economic Education (PSHE), including Spiritual, Moral, Social and Cultural Development.

The curriculum is organised thematically on a four-year rolling programme of carefully chosen themes which are the vehicle for teaching the wider curriculum which consists of Physical Education, Science, Humanities, Technology and Creative and Expressive Arts. Computing is taught through discrete lessons and is also used to support and enhance learning across a range of curriculum areas. The development of communication skills continues to form an integral part of teaching across the curriculum, as does working on key learning skills to address barriers to learning identified as IEP targets.

Although the timetable is organised in discrete subject areas, pupils’ teaching and learning is highly personalised, with pupils working on individual targets to acquire skills, knowledge and understanding

at their own particular level of development. Many pupils will not yet be able to learn in a group context and will therefore be taught skills on a one-to-one basis. The prerequisites for learning in a group setting (joint attention; generalisation, etc.) are taught and practised across a variety of contexts, including during circle and break times.

KEY STAGE 2 Rolling Programme of Themes			
	AUTUMN	SPRING	SUMMER
Cycle 1	Festivals & Celebrations	Transport	My Body
Cycle 2	My City	Food & Drink	Materials
Cycle 3	Plants & Animals	Light & Dark	My School Community
Cycle 4	Weather & Climate	Caring for Animals	Buildings

As in EYFS and Key Stage one, the entire day continues to be considered as learning time, with circle times at the beginning and the end of the day and break and lunch times providing opportunities for pupils to develop core learning skills and to work on target skills.

23.3 Key Stage 3

The curriculum at Key Stage three builds on prior knowledge, understanding and skills acquired at Key Stage two, and continues to be broad, balanced, relevant and functional. As part of their PSHE education, pupils learn about relationships and sex. Learning continues to be completely personalised to meet the needs of each pupil, with continued emphasis on pupils acquiring the knowledge, skills and understanding needed to apply their learning across a range of contexts, and on enabling pupils to access learning in a group setting, where possible. Communication skills and computing continue to be threaded through the curriculum. Every opportunity will continue to be used to practise pupils' key skills to reduce barriers to learning (IEP targets) and address pupils' specific areas of difficulty. Science, Humanities, Technology and Creative and Expressive Arts continue to be taught in Key Stage 3 through carefully chosen themes designed to build on pupils' prior knowledge, increase their skills, knowledge and understanding of scientific, historical and geographic concepts and support pupils' transition into Key Stage 4.

KEY STAGE 3 Rolling Programme of Themes			
	AUTUMN	SPRING	SUMMER
Cycle 1	Caring For Plants	Travel & Transport	Farms & Farming
Cycle 2	Caring For Our World	Light & Dark	Changes
Cycle 3	Making Things	Healthy Eating	Finding Our Way Around

In Key Stage 3 pupils' physical development skills continue to be taught through Physical Education lessons and wider opportunities through links with local providers and venues. Learning is supported by classroom activities, the use of the outdoor area and extra-curricular opportunities. Pupils build upon learning from Key Stage 2 to develop a deeper understanding of how to use and apply skills in different contexts. Opportunities are provided for pupils to further improve basic skills such as running, jumping, throwing and catching and a broader range of activities are developed including cycling, panathlon and athletics. Pupils also have the opportunity to take part in outdoor adventurous activities (OAA) at a local venue.

23.4 Key Stage 4

At Key Stage four, pupils no longer follow the thematic approach to the curriculum that is adopted in the earlier Key Stages. A learner-centred, activity-based curriculum is introduced at Key Stage four to introduce pupils to the world of work through a programme of vocational 'taster' pathways and to prepare pupils for transition to Sixth Form. Learning continues to be highly personalised, but a greater emphasis is placed upon pupils' ability to learn successfully in a variety of contexts and with a less intensive ratio of support.

At Key Stage four, the core curriculum continues to consist of discrete English, Mathematics and PSHE lessons (including RSE), and builds on prior knowledge and understanding, but with an increased

emphasis on applying skills and knowledge acquired to enable pupils to solve practical problems and deal with real-life situations and issues within each of the vocational pathways (e.g. applying mathematical knowledge of money and time to support work in the retail pathway). Computing is embedded throughout the vocational pathways with a focus on the functional use of technology. Each vocational pathway includes practical, hands on simulated work-related learning opportunities on the school site in the following vocational areas.

KEY STAGE 4			
	AUTUMN	SPRING	SUMMER
Cycle 1	Catering	Office Skills	Horticulture
Cycle 2	Hospitality & Events	Retail	Environment & Conservation

Each vocational pathway includes several opportunities for pupils to visit related places of work in the community, for example making visits to garden centres, offices or shops to learn about the types of jobs available in those work places.

The foundation curriculum continues to support pupils to develop their science and humanities, technology and creative and expressive arts skills, enabling pupils to apply concepts and skills in a practical way through the vocational pathways. Science is taught discretely but opportunities are developed to link this area of the curriculum to the relevant vocational pathways, with an increased emphasis on applying skills and knowledge acquired to enable pupils to solve practical problems and deal with real-life situations and issues within the vocational pathways (e.g. applying scientific knowledge about what plants need to grow to support work in the horticulture pathway).

Each Work-Related Learning topic concludes with a 'mini-enterprise project', affording pupils an opportunity to meaningfully share what they have learnt, repeated opportunities to present their learning, to prepare for events and to engage with family members and the wider school / local community.

In Key Stage four, pupils access a wide range of community sport and leisure activities through a community leisure pathway, designed to encourage pupils to develop lifelong interests and healthy habits. Weekly activities such as gym and fitness classes, martial arts, cycling, climbing, abseiling, golf and water-based activities are available but activities will be adapted and adjusted to meet the interests and needs of individual pupils. A particular interest in an activity may result in that activity running for a longer period of time, possibly alongside other activities. Pupils also have the opportunity to work towards The Duke of Edinburgh Award of the Junior Award Scheme for Schools. Pupils also develop their repertoire of active and passive leisure skills in readiness for life as a young adult beyond Abbey School.

Throughout Key Stage four, pupils' achievements are externally recognised through nationally accredited awards and qualifications such as ASDAN's Transition Challenge programme, a framework of activities designed to develop and accredit learning within the programmes of study for the Key Stage four National Curriculum, along with activities to develop the essential skills required for adult living.

23.5 Sixth Form

The sixth form curriculum is based on the SEND Preparing for Adulthood outcomes. The Preparing for Adulthood curriculum is designed to meet the needs of individual learners through practical activities that will enable them to increase their independence and Quality of Life. The programme incorporates individual learning objectives that link to pupil's EHCP outcomes and the Preparing for Adulthood curriculum.

Although English for Life, Maths for Life and PSHE continue to be taught as discrete areas, the majority of learning in these areas will take place through the vocational pathways which make up the majority of the teaching time during the week. Discrete English, Maths and PSHE time is used to ensure pupils have acquired the skills, knowledge and understanding they need in order to pursue their vocational pathways successfully, and as an opportunity to acquire specific areas of knowledge or skill needed, and to practise and consolidate these to enable pupils to apply them.

All pupils continue to participate in a session of Physical Education of some sort through a carefully tailored community leisure pathway – according to their particular aptitude and interest – e.g. some pupils may benefit from working out at a local gym; others may enjoy swimming; some may like to cycle/run, etc. In addition to the obvious health benefit of this, it is important for pupils to develop an interest in a physical activity that will be maintained as they become adults. In addition to physical activity, community leisure activities will also be extended to pupils, such as arts and crafts, cinema trips, visits to a café or library, etc.

Pupils choose three out of a possible six vocational pathways which they pursue during their time in the sixth form (selecting one pathway choice per year). Throughout the year, pupils work through all three modules within their chosen vocational pathway (Preparing for the Workplace, Health & Safety, Me at Work). The aim is for the vocational pathways to be as applied as possible, and for every pupil to spend at least one day out of school a week engaged in vocational activity – wherever possible in a work setting (for example a local shop; garden centre, café, etc).

Throughout their time in Sixth Form, pupils will also work on developing important daily living skills that will prepare them for adulthood.

Pupils achieve accreditation at the end of Key Stage five through ASDAN's Towards Independence programme.

Sixth Form Employment Pathways – Pupils select one pathway per year. (Accreditation: Towards Independence/Personal Progress)		
AUTUMN	SPRING	SUMMER
CA Preparing for the workplace HA Preparing for the workplace LA Preparing for the workplace OA Preparing for the workplace RA Preparing for the workplace WA Preparing for the workplace	CA Health and Safety HA Health and Safety LA Health and Safety OA Health and Safety RA Health and Safety WA Health and Safety	CA Me at Work HA Me at Work LA Me at Work OA Me at Work RA Me at Work WA Me at Work
Catering Assistant (CA) Office Assistant (OA)	Horticulture Assistant (HA) Retail Assistant (RA)	Leisure Assistant (LA) Practical Workshop Assistant (WA)

Please refer to [Appendix I](#) for a whole school curriculum overview.

24. Planning

Teachers' planning ensures that pupils take part in activities which are meaningful and interesting to them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress.

24.1 Long-term planning

Our long-term curriculum overview defines the broad areas to be taught throughout Abbey School for each area of the curriculum. The school curriculum is based on a spiral curriculum model, meaning that pupils revisit the topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning.

Termly schemes of work are in place which act as a starting point for teachers to define the structure and content to be taught in different subject areas in deliverable units of work.

24.2 Medium-term planning

For each termly scheme of work, a more detailed medium-term plan is in place which sets out a clear sequence of work within a subject area. Medium term plans offer suggested teaching and learning activities and indicate what to teach over a period of weeks, most often a half term.

24.3 Short-term planning

Teachers work as members of trans-disciplinary teams alongside Behaviour Analysts, Occupational Therapists and Speech and Language Therapists to plan highly personalised sequences of lessons to

deliver the content of medium-term plans and incorporate pupils' individual targets. Short term plans are adapted by teachers based upon moment-to-moment data captured in assessments of pupils' learning throughout the course of a day.

25. Inclusion & Equal Opportunities

The ethos of Abbey School is that each child has an equal right to an outstanding education that is tailor-made for them. We carefully review, through our provision maps, learning activities that facilitate the child achieving their EHCP outcomes and other curricular learning objectives. Community visits/ experiences are available to all, whatever their starting point irrespective of pupils' individual self-regulation needs. This is addressed through robust and rigorous risk assessments that keep everyone safe.

Teachers plan lessons so that all pupils, regardless of SEN and/or disability access a broad and balanced curriculum wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Equality & Diversity Policy, and in our SEN policy and information report.

26. Roles and responsibilities

26.1 The Proprietor

The proprietor is accountable for all matters relating to the curriculum and delegates day-to-day responsibility for overseeing the curriculum to the Principal and Senior Leadership Team.

26.2 Principal

The Principal is responsible for strategic and operational matters in relation to the curriculum. The Principal and senior leadership team is responsible for ensuring that:

- This policy is adhered to.
- The required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate.
- Requests to withdraw children from curriculum subjects are managed where appropriate.
- Key aspects of the curriculum are reported to the Proprietor and Advisory Body.

26.3 The Advisory Body

The Advisory Body's role is to provide strategic support, challenge and accountability.

The Advisory Body is responsible for:

- Being familiar with the school's curriculum policy.
- Holding school leaders to account for improving pupil and staff performance.

26.4 All staff

All staff working with pupils are responsible for following the curriculum procedures outlined in this policy.

27. Monitoring, evaluation and review

This policy will be reviewed annually by the Senior Leadership Team.

At every review, the policy will be approved by the Principal, Senior Leadership Team and Advisory Body.

Appendix I: Whole school curriculum overview

What are we trying to do?	Curriculum Aims <i>All pupils will become</i>	Successful learners who enjoy learning, make progress and achieve their potential		Confident individuals who lead safe, healthy and fulfilling lives		Responsible citizens who make a positive contribution and make successful transition into adulthood				
	<i>All pupils will achieve</i>	Belonging & Connection		Autonomy & Control	Gifts & Talents	Speaking & Listening Skills & Sense of Self				
	Areas of Need	Communication & Interaction		Cognition & Learning	Social, Emotional & Mental Health		Physical & Sensory			
	Focus for Learning	Attitudes & Attributes resilience, perseverance, motivation, curiosity, determination		Skills communication, literacy, numeracy, learning skills, self-help & daily living, social skills		Knowledge & Understanding Safe and meaningful community presence & choice and ambition for adulthood				
How do we organise learning?	<i>Learning is enriched through</i>	Lessons		Assemblies & school events		Community-based learning		Educational visits		
	<i>Teaching is underpinned by</i>	Evidence-based approaches to teaching & learning		Positive Behaviour Support	Trans-disciplinary approach	Focused / universal interventions		Close partnership with families & carers		
	<i>All pupils receive a broad, balanced, meaningful & functional curriculum</i>	EYFS & KS1	Personal, Social & Emotional	Communication & Language	Physical Development	Learning Skills	Maths for Life	English for Life	Understanding the World	Creative Development
		KS2 & KS3	PSHE	English for Life	PE	Learning Skills	Maths for Life	Science	Humanities	Expressive Arts & DT
		KS4	PSHE	English for Life (applying skills & knowledge)	Sports, Leisure & Recreation Pathway	Learning Skills	Maths for Life (using & applying, problem-solving)	Work-related Learning + Vocational Pathway Experiences Catering – Office Skills – Horticulture – Hospitality & Events – Retail – Environment & Conservation		
		KS5	PSHE	English for Life linked to chosen vocational Pathways	Community Sports & Leisure Pathway	Learning Skills	Maths for Life linked to chosen vocational Pathways	Science	Humanities	Expressive Arts & DT
	<i>The curriculum is organised to provide differentiated access for all pupils</i>	The 3 Es of differentiation			(i) engaging		(ii) exploring		(iii) establishing	
<i>All pupils will apply core skills across the curriculum</i>	Communication		ICT	Learning skills / barriers to learning			SMSC inc. British values		RSE	
How well are we achieving our aims?	Evaluating Impact <i>Assessment will</i>	Be an integral part of teaching & learning, drawing on a wide range of assessment frameworks		Promote a broad, engaging & highly individualised curriculum	Provide clear feedback to learners & stakeholders	Help to identify achievements & next steps in learning		Links to national standards		
	Accountability Measures	Attainment & improved standards		Positive behaviour & attendance	Healthy & positive lifestyle choices	Greater independence		Positive destinations beyond Abbey School		

Appendix 2: Curriculum Time by Key Stage

EFYS KSI	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:30	Circle Time Focus 3 Prime areas	Circle Time Focus 3 Prime areas	Circle Time Focus 3 Prime areas	Circle Time Focus 3 Prime areas	Circle Time Focus 3 Prime areas
9:30 – 10:30	Topic (Literacy focus)	Topic (Literacy focus)	Topic (Literacy focus)	Topic (Literacy focus)	Topic (Literacy focus)
10.30 - 11.00	Morning snack & break Focus 3 Prime areas	Morning snack & break Focus 3 Prime areas	Morning snack & break Focus 3 Prime areas	Morning snack & break Focus 3 Prime areas	Morning snack & break Focus 3 Prime areas
11.00 - 12.00	Topic (Maths focus)	Topic (Maths focus)	Topic (Maths focus)	Topic (Maths focus)	Topic (Maths focus)
12.00 - 1.30	Lunch Focus 3 Prime areas	Lunch Focus 3 Prime areas	Lunch Focus 3 Prime areas	Lunch Focus 3 Prime areas	Lunch Focus 3 Prime areas
1:30 – 2:30	Toys and games (Focus: Physical Development)	Topic: Knowledge and Understanding of the World Focus	Toys and games (Focus: Communication)	Toys, games and play (Personal and Social Development Focus)	Topic: Creative Development Focus
2:30 – 3:00	Topic: Knowledge and Understanding of the World Focus	Topic: Knowledge and Understanding of the World Focus	Topic: Creative Development Focus	Topic: Knowledge and understanding of the World Focus	Topic: Creative Development Focus
3:00 – 3:15	Afternoon Circle Time Focus Communication	Afternoon Circle Time Focus Communication	Afternoon Circle Time Focus Communication	Afternoon Circle Time Focus Communication	Afternoon Circle Time Focus Communication

Specific areas	Hours
Literacy	5
Mathematics	5
Knowledge and Understanding of the World	2 ½
Creative Development	2
Prime Areas - Focus	
Physical Development	1
Communication	2 ¼
Personal and Social Devpt	1
Combined	12 ½
	31 ¼ hours

KS2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:30	Circle Time (including Key Skills)	Circle Time (including Key Skills)	Circle Time (including Key Skills)	Circle Time (including Key Skills)	Circle Time (including Key Skills)
9:30 – 10:30	English	English	English	English	English
10.30 - 11.00	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)
11.00 - 12.00	Maths	Maths	Maths	Maths	Maths
12.00 - 1.30	Lunch Key skills	Lunch Key skills	Lunch Key skills	Lunch Key skills	Lunch Key skills
1:30 - 2:30	P.E	Topic (Science & Humanities)	Topic (Art/ Design and Tech)	Computing	PE
2:30 – 3:00	PSHE (topic)			Music	PSHE (topic)
3:00 - 3:15	Afternoon Circle Time (including Key Skills)	Afternoon Circle Time (including Key skills)	Afternoon Circle Time (including key skills)	Afternoon Circle Time (including key skills)	Afternoon Circle Time (including key skills)

Subject area	Hours
English	5
Mathematics	5
PHSE (Topic)	1
Science & Humanities	1 ½
Art & D&T	1 ½
PE	2
Computing	¾
Music	¾
Key skills (IEP, ICT, PSHE)	13 ¾
	31 ¼ hours

KS3	Monday	Tuesday	Wednesday	Thursday	Friday
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9:00 – 9:30	Morning Registration (including Key Skills)	Morning Registration (including Key Skills)	Morning Registration (including Key Skills)	Morning Registration (including Key Skills)	Morning Registration (including Key Skills)
9:30 – 10:30	English	English	English	English	English
10.30 - 11.00	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)
11.00 - 12.00	Maths	Maths	Maths	Maths	Maths
12.00 - 1.30	Lunch Key skills	Lunch Key skills	Lunch Key skills	Lunch Key skills	Lunch Key skills
1:30 - 2:30	P.E	Science & Humanities	Art/ Design and Tech	Computing	PE
2:30 – 3:00	PSHE (Topic)			Music	PSHE (Topic)
3:00 - 3:15	Form Time (including Key Skills)	Form Time (including Key skills)	Form Time (including key skills)	Form Time (including key skills)	Form Time (including key skills)

Subject area	Hours
English	5
Mathematics	5
PHSE (inc. RSE & Careers)	1
Science & Humanities	1 ½
Art & D&T	1 ½
PE	2
Computing	¾
Music	¾
Key skills (IEP, ICT, PSHE)	13 ¾
	31 ¼ hours

KS4	Monday	Tuesday	Wednesday	Thursday	Friday
	Morning Registration	Morning Registration	Morning Registration	Morning Registration	Morning Registration

9:00 – 9:30	(including Key Skills)	(including Key Skills)	(including Key Skills)	(including Key Skills)	(including Key Skills)
9:30 – 10:30	English	English	English	English	English
10.30 - 11.00	Morning snack and break (including Key Skills)	Morning snack and break (including Key Skills)	Morning snack and break (including Key Skills)	Morning snack and break (including Key Skills)	Morning snack and break (including Key Skills)
11.00 - 12.00	Maths	Maths	Maths	Maths	Maths
12.00 - 1.30	Lunch Key skills	Lunch Key skills	Lunch Key skills	Lunch Key skills	Lunch Key skills
1:30 - 2:30	Vocational Pathway	Vocational Pathway	Science / Expressive Arts (alternate weekly)	Sport and Leisure	PSHE (including careers and SRE)
2:30 – 3:00					
3:00 – 3:15	Afternoon Registration (including Key Skills)	Afternoon Registration (including Key Skills)	Afternoon Registration (including Key Skills)	Afternoon Registration (including Key Skills)	Afternoon Registration (including Key Skills)

Subject area		Hours
English		5
Mathematics		5
PHSE		1 ½
Sport & Leisure		1 ½
Science / Expressive Arts		1 ½
Vocational Pathways	Catering Office Skills Horticulture Hospitality Retail Environment	3
Key skills (IEP, ICT, PSHE)		13 ¾
		31 ¼ hours

KS5	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:30	Morning Registration	Morning Registration		Morning Registration	Morning Registration

	(including Key Skills)	(including Key Skills)	WORK EXPERIENCE (OFF SITE)	(including Key Skills)	(including Key Skills)
9:30 – 10:30	Vocational Pathway	Maths		Vocational Pathway	English
10.30 - 11.00	Morning snack and break (Key Skills)	Morning snack and break (Key Skills)		Morning snack and break (Key Skills)	Morning snack and break (Key Skills)
11.00 - 12.00	Vocational Pathway	English		Vocational Pathway	Maths
12.00 - 1.30	Lunch (including Key Skills)	Lunch (including Key Skills)		Lunch (including Key Skills)	Lunch (including Key Skills)
1:30 – 3:00	Vocational Pathway	Physical Education		Vocational Pathway	PSHE (including careers and SRE)
3:00 – 3:15	Afternoon Registration (including Key Skills)	Afternoon Registration (including Key Skills)		Afternoon Registration (including Key Skills)	Afternoon Registration (including Key Skills)

Subject area		Hours
English		2
Mathematics		2
PHSE		1 ½
PE		1 ½
Vocational Pathways	School based	7
	Work Exp	6 ¼
Key skills (IEP, ICT, PSHE)		11
		31 ¼ hours