

Shorefields School Curriculum

The curriculum is designed to meet the individualised needs of all our pupils at Shorefields. Each pupil has a set of 'Key Objectives' specific to them and their learning needs. These objectives are under cross-curricular headings, so objectives can be practiced and focused on across other areas of the curriculum.

Cross-curricular headings: Communication, Numeracy, ICT skills, Problem Solving skills, Study Skills, Personal, Health & Social skills & Physical skills if appropriate. For students in the College Phase, Vocational, Leisure & Community skills may also be included. For children in N1, N2 & Reception, the EYFS (Early Years Foundation Stage) areas are used.

The KS 1, 2 & 3 timetables are arranged by NC Subjects and each pupil will also have objectives linked to the areas of the NC and their key objectives.

Lower School (Reception, KS1 & 2)

Reception – In our reception class a topic based curriculum is delivered based around the EYFS framework. Children are provided with opportunities for play and exploration. EYFS areas of learning are: Personal, Social & Emotional Development, Communication & Language, Physical, Literacy, Mathematics, Understanding of the World and Expressive Arts.

KS1 & 2 – In our lower school classes the curriculum is organised in termly topics linked to a termly theme from a 5 year rolling programme for English, Mathematics, Science, PHSE, RE, Music, Art / D&T, PE & Geography with a yearly topic of History. Languages at KS2 are offered as an annual topic, if appropriate for the learner.

Middle School (K2, 3 & 4)

In our middle school classes the curriculum is also organised in termly topics linked to a termly theme from a 5 year rolling programme for English, Mathematics, Science, PHSE & Citizenship, RE, Music, Art, D&T & PE. Geography and History are taught on alternate terms. Modern Foreign Language is a yearly topic.

College Phase (KS 4-5)

In our college phase the curriculum reflects the change in emphasis in preparing your young people for life beyond school. We want them to be confident, independent and responsible individuals who feel equipped to make informed choices about their futures. We consolidate students' prior study and aim to broaden and develop previous skills.

The timetable includes Functional Skills sessions where students continue to develop their literacy, numeracy and ICT skills with an emphasis placed on utilising these skills in very practical 'real life' situations. Vocational opportunities in our café, wood and fine craft workshop, horticulture as well as experiences in the local community in retail, factory and animal welfare. Also included are Independent Living skills with access to a flat, use of their local community including using public transport and access to leisure activities. Post 19 provision visits and College link courses also help students explore choices.

To compliment these activities there are lessons in Citizenship, PSHE, Science and Humanities to widen the students' interests and understanding as they prepare for life beyond Shorefields. Students requiring a more sensory approach benefit from accessing a curriculum tailored to individual needs.

All students continue to benefit from access to a wide range of creative opportunities, including performing arts.

Students' achievement is accredited through the ASDAN Personal Progress Entry Level qualification and Personal and Social Development Entry 1 & 2

Our approach to assessment

Pupils attending the school are all working substantially below age related expectations against national benchmarks.

Progress is measured in our school with a range of assessment tools so that a pupil's holistic development is tracked, and different layers of data help to tell the whole story of a pupil's development.

Achievement is viewed in its widest sense and all progress is recognised and valued, not just data arising from formal curriculum assessments; qualitative not just quantitative data is relevant here as this reflects what is really important to pupils' lives.

We celebrate the individuality of learning and progress in all areas.

TEACHER ASSESSMENT SUMMER 2015

EYFS – 3 PUPILS ALL EMERGING

KS1

ENGLISH	MATHEMATICS	SCIENCE
4 PUPILS - W	4 PUPILS - W	4 PUPILS - W

KS2

ENGLISH	MATHEMATICS	SCIENCE
10 PUPILS – W 1 PUPIL – L1	11 PUPILS - W	10 PUPILS – W 1 PUPIL – L1

PROVISIONAL - AWAITING CONFIRMED RESULTS

PERSONAL PROGRESS ENTRY 1 QUALIFICATION SUMMER 2015

10 students in our College Phase had their work submitted and passed.

5 students completed 5 units and 21 credits each and received the Personal Progress Certificate qualification.

3 students completed 6 units and 17 credits each and received the Personal Progress Certificate qualification.

2 students completed 5 units and 13 credits and received the Personal Progress Award qualification.

Units covered:

Developing communication skills

Developing independent living skills: looking after own home

Developing independent living skills: being healthy

Developing independent living skills: preparing drinks and snacks

Developing skills for the workplace: growing and caring for plants

Developing skills for the workplace: following instructions

Developing skills for the workplace: health and safety

Developing community participation skills: getting out and about

Engaging in new creative activities

Engaging with the world around you: people

Engaging with the world around you: events

Engaging with the world around you: objects

Engaging with the world around you: technology

Engaging with the world around you: therapies