

## Curriculum Policy

<p><b>Accountability:</b></p> <p><b>Trustee Committee:</b> Quality of Education Committee <b>SLT:</b> J Walker</p> <p>Revised Date: September 2025</p> <p>Ratified Date: 19<sup>th</sup> September 2025</p> <p>Review Date: September 2026</p>	<p>Ratified by: Quality of Education Committee</p> <p>Name: Su Bernard</p> <p>Signed: <i>Su Bernard</i></p> <p>Date: 19<sup>th</sup> September 2025</p> <p><b>Chair of Trustees:</b> Howard Reid</p>
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### Vision

Maplefields strives to provide meaningful opportunities for all students regardless of starting points through a broad, balanced and relevant curriculum which provides rich, concrete and fully encompassing experiences. By learning to develop their communication skills, building healthy relationships, promoting independence and developing a sense of self-worth students are able to make informed decisions about their futures and become successful, lifelong members of the community.

We strive to motivate pupils who have so far found school a challenge by providing a safe, calm, caring learning environment which is stimulating through the richness of the learning environment and the caring, nurturing approach and encouragement given to each pupil by staff.

### Our curriculum aims intend to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

### Aims specific to secondary schools include to:

- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## Roles and Responsibilities

### **The board of trustees**

The board of trustees will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The board of trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

## Head teacher

The Head teacher is responsible for ensuring that this policy is adhered to, and that:

- All 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 and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The board of trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The board of trustees are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

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

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

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

## Maplefields Curriculum Model

Curriculum Vision and Mission		Maplefields strives to provide meaningful opportunities for all students regardless of starting points through a broad, balanced and relevant curriculum which provides rich, concrete and fully encompassing experiences. By learning to develop their communication skills, building healthy relationships, promoting independence developing a sense of self-worth students are able to make informed decisions about their futures and become successful, lifelong members of the community.																			
We want to enable young people to develop (Our Curriculum Drivers)		Education, Health and Care Plans					Healthy Relationships					Independence					Self-Worth				
Whole school Approaches	Informing Futures Careers Curriculum	Skills Based Curriculum (Skills Builder)	Reading rich environment	SMSC and British values	Literacy and Numeracy Across the Curriculum	Preparation for Adulthood	Attachment and Trauma informed	E Safety and RSE	Active and Healthy Lifestyles												
Whole school learning approaches	Effective Chunking to scaffold working memory	Retrieval Practice	Systematic checking and review (assessment) and address misconceptions	Building schema	Skills based Curriculum approach	Learning More, Remembering More, Applying More															
						Literacy emphasis key and Transferable vocabulary	Extended learning opportunities	Repetition	Sequencing and progression	Cross curricular opportunities	Subject Specific Expertise	Structure, Routine and Pace									
How do we organise our learning?	Subject Specific Learning Topic based learning (Primary) Maths English PE Art Science Computing History Geography Food Technology PSHE including RSE RE Music DT Drama	Personalised Learning Green Class (KS1) Nurture KS3/KS4 Year 7 transition Off-site Provisions One to one provision with individualised timetables S and L therapist Occupational Therapist Music Therapist Learning Journey/Sensory Diet	Social Emotional and Mental Health IBLPs Zones of Regulation Counselling Psychologist Key times and Assemblies Reflection time schedules Mental Health First Aiders Breakfast/Lunch Team Teach De-escalation ACES Rewards Enrichment Emotional Literacy	Learning Environment Nurturing ethos Displays Structured breaks LIGHT sensory room Outdoor classroom Effective learning environments Sense of belonging Positive relationships	Concrete and all-encompassing experiences Residentials Local trips and visits Duke of Edinburgh Work Experience Forest School Horse riding Active Maths Swimming Outdoor Classroom	Informing Futures Employability/Life Skills Motor Vehicle Studies Food and Hospitality BTEC Music GCSE Drama Sports Leaders Art Functional Skills Preparation for Adulthood Maplefields job hub Person Centred Planning Career of the Month	Opportunities for Wellbeing and Healthy Lifestyles Wellbeing Mentors Maplefields Loan scheme Fitness and wellbeing tutor Art wellbeing tutor Wellbeing trips Keys to happiness Physical Literacy Links to the community Inclusive schools' network Healthy Recipes programme What is my sanctuary?														
How do we measure impact?	Assessment fit for purpose	Destinations	EHCP Outcomes	Gatsby benchmarks	Accreditation	Embracing stakeholders voice	Case Studies	Progress from starting points	Behaviour and exclusion data	Attendance											
What is the impact?	Effective communicators who are able to confidently access the same opportunities as their peers as they move in to adulthood.				To recognise and sustain healthy relationships in all aspects of life.				To have a wide range of life skills that enable you to make informed decisions which allow you to enter into adulthood confidently and successfully.				To have a positive view of one's self, have the confidence to experience new environments and have high aspirations for the future.								

## Whole school approaches

Whole school approaches				
Curriculum Drivers	Informing Futures	Skills Based Curriculum	Opportunities for Reading	SMSC and British Values
Literacy and Numeracy across the Curriculum	Preparation for Adulthood	Attachment and Trauma informed	E-Safety and RSE	Active and Healthy Lifestyles

## Curriculum Drivers

At Maplefields, we have identified that four areas underpin everything we do to support our students. Therefore, our curriculum drivers (CHRIS), are threaded through all elements of the curriculum.

### **Our aims are:**

To provide, in direct timetabled opportunities for pupils to learn social, behavioural and **communication** skills and self-awareness through structured teaching.

To help pupils develop a respect for themselves and others in order to be able to follow rules and become integrated and accepted members of the larger community who are able to form positive, meaningful and **healthy relationships**. To prepare pupils for the opportunities and responsibilities of adult life.

To promote effective and supportive relationships with parents, carers and all other professionals involved with the pupils in working towards our agreed aims and values. The school promotes the spiritual, moral, social and cultural development and those identified as British Values of all pupils together with equal opportunities to enable pupils to achieve the individual outcomes ensuring their safeguarding as our priority.

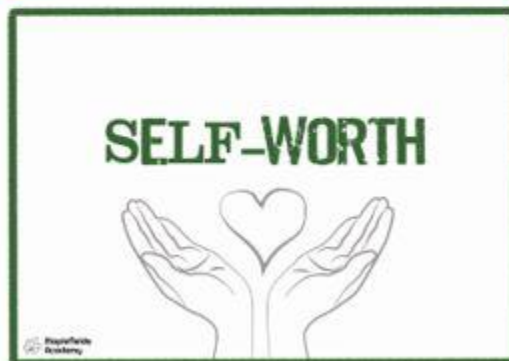
In addition, we will aim to offer mainstream experience or re-integration where a child demonstrates that he/she has acquired the requisite social and academic skills.

To provide opportunities for all pupils to follow a broad, balanced and relevant curriculum, which includes the National Curriculum, and to encourage each pupil to succeed and achieve their full potential with accreditation, whilst learning to establish **independence** through working routines, managing their own behaviour and learning to make appropriate choices and accepting responsibility.

To prioritise Basic knowledge and fluency, giving special emphasis to literacy. Our pupils generally arrive with poor literacy and we aim to improve their attainments and achievement in reading and writing using a variety of strategies, resources and learning styles. To build upon previous skills and experience to extend the knowledge of pupils, using practical activities and structured play where appropriate. To offer a progression, through small steps, for the development of knowledge and concepts.

To foster a sense of belonging and to provide the opportunity for all pupils to develop a sense of **self-worth**, confidence and control over their lives.

## Maplefields Key Curriculum Drivers



At Maplefields, our curriculum is broad and balanced and relevant considering our school’s unique characteristics and the needs of all of Maplefields’ students. Alongside the curriculum drivers and the development of EHC targets; our whole school approaches are:

- To offer a **skills-based curriculum** (assessed through Earwig assessment and Skills Builder) that provides opportunities to develop low order and high order thinking skills.
- Provide systematic **opportunities to foster a love of reading** for all at Maplefields. This includes a purpose-built Primary Library and Secondary reading room to compliment reading nooks and materials that are present across classrooms. Reading for life is an essential aspect of the whole school curriculum and this is showcased through timetabled opportunities for reading in key times throughout the school week.
- **SMSC and British values** is promoted throughout all aspects of school life including day to day lessons but also through circle time and assembly themes that promote concepts such as debate, rule of law and all social and emotional elements of learning that run alongside our core curriculum offer.
- **E-Safety and RSE** are built in to our core PSHE curriculum offer as well as there being identified discussion topics for circle time and Assemblies.
- **Attachment Aware and Trauma informed**
- **Literacy and Numeracy** is threaded throughout the curriculum. This is mapped annually and allows us to plug gaps in learning, continue to develop the use of language and build scheme through differing contexts.
- **Informing Futures** is our whole school careers strategy at Maplefields
- **Preparation for Adulthood**
- **Active and Healthy Lifestyles**

## Whole school learning approaches

Whole school learning approaches	Quality First Teaching												
	Learning More, Remembering More, Applying More												
	Effective Chunking to scaffold working memory	Retrieval Practice	Systematic checking and review (assessment) and address misconceptions	Building Schema	Skills Based Curriculum	Stage not age approach	Literacy emphasis Key and Transferable vocabulary	Extended learning opportunities	Repetition	Sequencing and progression	Cross curricular opportunities	Subject Specific Expertise	Structure, Routine and Pace

**Learning More, Remembering More, Applying More**, provides the ethos of all Quality First Teaching at Maplefields. The above overview of our whole school learning strategies promotes our ethos through all elements of teaching and learning; not just classroom-based learning. Maplefields embraces all learning styles using a variety of resources and **all-encompassing experiences** including Early Years Outcomes, National Curriculum Statuary Guidance, outdoor learning and our Skills Builder curriculum.

The school has recognised the use of clear, focused learning objectives and success criteria linked to the **low order and higher order thinking skills (Skills Builder)** as an effective tool in gaining intended learning outcomes. High expectations in **speech, language and communication** strengthen the students’ ability to learn at a deeper level, allowing them to articulate their learning and thinking. In lessons we provide opportunities for the **repetition of knowledge** to support the retention of knowledge and understanding. Lessons/activities are **chunked and scaffolded effectively** to ensure that knowledge can be transferred in to working memory without overload. **Retrieval practice and repetition of basic knowledge** is then implemented through chunked elements of lessons/activities to support with **conversion from working memory to long term memory**. The school marking policy promotes the **systematic checking** and review of learning as well as provide opportunities to **systematically check and address misconceptions**. Over time, the combination of cross curricular links and repetition of knowledge enables **schema to be formed** which strengthens the ability of the student to convert to long term memory but also to understand concepts such as context, time and evaluation. **Structure, routine and pace** is planned and adapted to enable all students to succeed at their own pace and at their own ability.

Clear strategic planning and quality first teaching allows the curriculum to be dynamic and adapt to the context of the school and student's needs. A **stage not age approach** combines the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every student. The curriculum has high expectations to combine **transferable skills**, demonstrate a breadth of vocabulary and develop strong cross curricular links strengthening the students' ability to learn at a deeper level.

Being **attachment aware and trauma informed** promotes a whole school **nurturing ethos**, embracing strong relationships and the meeting of individual needs allowing the students to flourish and have high, personalised and realistic expectations.

## Knowledge

Knowledge at Maplefields has been divided in to two key areas of focus; **substantive and disciplinary Knowledge**. **Substantive knowledge** is the established factual information that needs to be assimilated (also known as declarative knowledge). **Disciplinary knowledge** (also known as procedural knowledge) is the understanding and application of the methodology. This also relates to the ability of the student to be fluent in their understanding and memory recall of substantive knowledge and then showcase their ability of how to apply that knowledge fluently across various contexts. Students at Maplefields often arrive with gaps in learning or have difficulty developing their higher order thinking skills in relation to this knowledge so it is imperative that we provide opportunities to develop all elements (please see high quality first teaching model). At Maplefields all subjects (identified in table below) work to the stage not age approach across whole school. Sequential criteria have been designed and scaffolded in to stages across each subject's relevant **knowledge categories**, for example in Mathematics staged criteria has been broken down in to Number, Algebra, Geometry and Measures, Ratio, Statistics and Probability up to the end of KS3.

At Maplefields we explicitly identify the differences and connections between knowledge and skills; skills Builder being our whole school skills-based curriculum. Subject knowledge is then broken down in to the substantive knowledge that needs to be taught and embedded, moving from short term memory (working memory) to long term memory. Every subject has their own **knowledge progression document** that illustrates the sequential expectations of knowledge, both substantive and disciplinary, moving from stages 1 and 2 (KS1) all the way through to stages 7,8 and 9 (KS3). Knowledge is also then broken down in KS4 and 5, which is dependent on individual specifications.

## How do we organise our learning?

Learning at Maplefields is categorised in to 7 areas:

- **Subject specific learning** – subject specific expertise that is directly timetabled each week as part of the formal curriculum offer
- **Personalised learning** – designed to meet the individual needs of the student
- **Social, emotional and Mental Health** – Strategies that are implemented to support our social, emotional and mental health curriculum that underpins everything on offer at Maplefields
- **Learning environment** – Purpose built and specifically designed (and varied) environments that are conducive to learning and promote the nurturing ethos of the school.
- **Concrete and all- encompassing experiences** are threaded through all curriculum areas. They provide opportunities to develop their 'cultural capital' and to experience opportunities individuals may not be normally able to access.
- **Informing futures** – the Maplefields Careers Strategy links to all elements of the curriculum from subject specific learning to all-encompassing experiences.

- **Opportunities for Wellbeing and Healthy Lifestyles** – threaded throughout our curriculum to ensure that we support and develop ‘The Whole Child’ and to provide next steps and progression for an individual’s mental health and well-being.

The elements of each specific area of learning are broken down below:

	Subject Specific Learning	Personalised Learning	Social Emotional and Mental Health	Learning Environment	Concrete and all-encompassing experiences	Informing Futures	Opportunities for Wellbeing and Healthy Lifestyles
<b>How do we organise our learning?</b>	Topic based learning (primary) Maths English PE Art Science Computing History Geography Food Technology PSHE including RSE RE Music DT Drama MFL through celebrating cultures	Green Class (KS1) Nurture KS3/KS4 Year 7 transition Off-site Provisions One to one provision with individualised timetables Individual Learning Targets S and L therapist Occupational Therapist Music Therapist Learning Journey Sensory Diet	IBLP's Zones of Regulation Counselling Psychologist Key Time and Assemblies Reflection Time schedules Mental Health First Aiders Breakfast/lunch Team Teach De-escalation ACES Rewards Enrichment Emotional Literacy	Nurturing ethos Displays Structured breaks Light sensory room Outdoor classroom Effective learning environments Sense of belonging Positive relationships	Residentials Local trips and Visits Duke of Edinburgh Work Experience Forest School Horse riding Active Maths Swimming Outdoor Classroom	Employability/Life Skills Mechanics Construction Food and Hospitality BTEC Music GCSE Drama Sports Leaders Art Functional Skills Skills Builder Preparation for Adulthood Maplefields job hub Person Centred Planning	Wellbeing Mentors Maplefields Loan scheme Fitness and wellbeing tutor Art wellbeing tutor Wellbeing trips Keys to happiness Physical Literacy Links to the community Inclusive schools' network Healthy Recipes programme What is my sanctuary?

## How do we measure impact?

How do we measure impact?	Assessment fit for purpose	Destinations	EHCP Outcomes	Gatsby Benchmarks	Accreditation	Embracing stakeholders voice	Case Studies	Progress from starting points	Behaviour and exclusion data	Attendance
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Assessment at Maplefields takes on many forms including formative and summative assessment, which can include formats such as low stakes testing, open questioning, professional judgements, bi-termly formal assessment points and overviews taken and analysed by the Quality of Education lead. All of the elements above are used to measure the progress of the ‘Whole Child’ given their starting points.

- Assessments are adapted to meet the individual needs of the children but remain within the structure set out by the system parameters.
- EHCP targets are used throughout every day at Maplefields to support the development of each child. Long term, medium- and short-term targets are established for each child and short-term targets are adapted and updated at various intervals throughout the academic year.
- Every child will be baselined on the Earwig assessment system after a short period of induction (usually 4-6 weeks). Progress is then formally assessed every two terms. All evidence both pictorial and documented is evidenced through the Earwig system.
- Attendance data is monitored closely through the attendance officer and through regular SLT meetings. This is also the case for behaviour and exclusion data, whereby we look for trends and identify strategies to support effectively.

# Maplefields Academy

- Staff, Pupil and Parent/Carer Survey are carried out twice a year to identify and embrace stakeholder voice. This data is used throughout the year to inform staff training as well as teaching and learning elements that arise as emerging needs are identified.
- Accreditation is consistently reviewed and adapted to meet the needs of the cohort. GCSE qualifications are established in English language and literature, Mathematics, Science and Drama. Functional skills entry levels and level 1 and 2 are on offer for Maths, English and ICT. City and Guilds qualifications are on offer for Employability, Construction, Motor Vehicle Studies and Food and Hospitality. Further accreditation is also offered in Bronze Arts Award, Entry level Art and Science. Sports Leadership in Level 2 and 3 and BTEC Music in level 1 and 2 rounds out our curriculum accreditation offer. Maplefields also strives to identify where individuals may also be able to achieve in a particular area. We will offer additional qualifications wherever possible.
- Destination data is analysed over a 3-year period to identify trends and barriers for our pupils moving beyond Maplefields. We then work closely with other colleges and outside agencies to support our pupils with their next steps; which may include a place at Maplefields in the Post 16 provision.
- Gatsby benchmarking, Preparation for Adulthood outcomes and Skills Builder criteria are measured at identified points throughout the academic year to identify the successes and next step of our Careers strategy (informing Futures), next steps in learning and skills progression throughout Maplefields.
- SLT conduct and complete regular case studies to reflect on successful practice and to identify next steps for support our pupils at Maplefields. This is carried out throughout the year in SLT meetings.

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Below is the full list of qualifications that are on offer at Maplefields Academy as well as the teacher responsible:

<b>Subject</b>	<b>Level</b>	<b>Teacher responsible</b>	<b>Examining body</b>
English Functional Skills	ELC/L1/L2	Jenna Bagnall	City and Guilds
English Language GCSE	Grade 1-9	Jenna Bagnall	Edexcel
English Literature GCSE	Grade 1-9	Jenna Bagnall	Edexcel
Mathematics Functional Skills	ELC/L1/L2	Sofia Cuccia	City and Guilds
Mathematics GCSE	Grade 1-9	Sofia Cuccia	Edexcel
Science Entry level	EL 1/2/3	Katie Clayton	AQA
Physics GCSE	Grade 1-9	Katie Clayton	OCR
ICT Functional Skills	ELC/L1/L2	Jon Thorneycroft	City and Guilds
Food and Hospitality	ELC/L1	Des Wallington	City and Guilds
Motor Vehicle Studies	ELC/L1	Val Rogers	IMI
Film Studies GCSE	Grade 1-9	Jo Done	WJEC
Art ELC/GCSE	ELC/Grade 1-9	Jo Palmer	OCR
Sports Leaders	L2/L3	Josh Jones	Sports Leaders UK
Music BTEC	L1/L2	Howard Weyman	Pearson
Life Skills and Employability	ELC/Level 1	James Briggs	City and Guilds
Drama GCSE	Grade 1-9	Camilla Kerr	Edexcel
Duke of Edinburgh	Bronze Award	Helen Luxton	Duke of Edinburgh
Construction	ELC/L1	Paul Lamb	City and Guilds

Please refer to our assessment policy for more guidance

## What is the impact in relation to our Curriculum Drivers?

What is the impact?	Effective communicators who are able to confidently access the same opportunities as their peers as they move in to adulthood.	To recognise and sustain healthy relationships in all aspects of life.	To have a wide range of life skills that enable you to make informed decisions which allow you to enter into adulthood confidently and successfully.	To have a positive view of one's self, have the confidence to experience new environments and have high aspirations for the future.
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All elements mentioned above lead to our final reflective assessment practice relating to the development of the four curriculum drivers for each pupil based on their starting points. All assessment strategies and measurement tools; both formative and summative are taken in to account when identifying the progress made towards each driver. Skills Builder allows us to specifically identify the skills that have been developed and where next steps need to be made.

### Specific learning pathways

In addition to our core curriculum offer there are also 5 different pathway options to enable us to support individual needs effectively. At pre-admission meetings we use the age of the child and the needs that are presented through the EHC plan to identify which pathway is appropriate. These are as follows:

Green Class (KS1/LKS2) –

### Green Class

Our Vision	To provide a safe and nurturing learning environment that gives opportunities for learning through play and prepare the students for transition in to structured learning						
We aim to	Preparation for their personalised school journey	Age and need appropriate opportunities	Real world experiences	Develop literacy and numeracy skills from starting points			
How do we organise our learning?	EYFS schemas	Key Vocabulary	Structured Play	Bespoke outside area designed specifically for Green Class			
	Child led learning experiences alongside traditionally structured lessons for curriculum areas	Opportunities to role play	Focus on practical learning in lessons	Vertical grouping dependant on starting points			
How are we achieving our goals?	Formation of friendships/ relationships	Improved levels of Communication	Improved engagement and interaction	Readiness to learn and learning the ability to learn	EHCP outcomes	Skills builder	Learning Journey on to next steps (pathways)

Year 7 – Maplefields transition year. Bespoke curriculum combined elements from the Primary and Secondary model

## Year 7

<b>Our Vision</b>	To provide a safe, consistent and nurturing transition from the primary and secondary phase; fostering self-worth and independence and to ensure that progress from starting points is built upon.						
<b>We aim to</b>	Provide a suitable, safe and nurturing learning environment	To provide support with exposure to new environments, experiences and challenges.	Building positive relationships	Use our expertise to identify the correct pathways for Secondary			
<b>How do we organise our learning?</b>	Learning environment that is offered within the Primary phase of the school	Primary Model with a large proportion of subjects being taught in form base	Subject specific practical lessons with key staff in specialist areas	Consistency of structure through embedded routines.	Supported interactions with the older students.		
<b>How are we achieving our goals?</b>	Positive relationships	Smooth transition in to Year 8/9	Skills Builder	EHCP outcomes	Builds upon previous achievements in Primary and next steps to secondary	Progress from starting points (end of primary to secondary phase)	Enables young people to progress towards their aspirational outcomes

## Post 16

The POST 16 provision is to provide a further offer to allow our students to equip and prepare themselves for adult life so that they can lead full and productive lives as members of the community. We achieve this by providing a stimulating learning environment, where all students can access a range of exciting activities, designed to educate, stimulate and challenge. Our aim is to work in partnership with students, their families, and professionals, to prepare the leavers for life after Maplefields.

The provision promotes an ethos in which everyone is valued and respected and where students are motivated, supported and encouraged to strive for success. This is supported through our life skills package that encompasses the school's ethos and links to the curriculum drivers and Skills Builder framework and adoption of the Preparing for Adulthood programme. This prepares our students for adult life by taking part in independence and self-help skills programmes.

We will offer a stable careers programme that will offer career and employability support to our students which fully adheres to the Gatsby Benchmarks, and allows opportunities for work experience, traineeships and other work-related learning.

## Post 16

<b>Our Vision</b>	To equip and prepare all students for adult life so that they can lead full and productive lives as members of the community							
<b>We aim to</b>	Provide a suitable, safe and nurturing learning environment	To provide support with exposure to new environments, experiences and challenges.	Building positive relationships	Support development of SEMH needs to remove barriers for their next steps				
<b>How do we organise our learning?</b>	Enrichment opportunities both in school and out in the community	Person centred planning (meetings), CIAG meetings.	Widening range of Experience of work both internal and external	Modelling of life skills				
	Tailored curriculum model including accreditation road map	Purposeful learning environment to promote the ethos, roles and responsibilities of post 16	Key adults identified and assigned to support with particular skills and knowledge	Provide regular concrete experiences both in and out of school				
<b>How are we achieving our goals?</b>	P4A outcomes	Skills Builder	Accreditation	Life skills knowledge to make informed decisions	EHCP outcomes/ Annual reviews	Widened range of destinations	CIAG assessments	

## Curriculum Planning

To support the planning of units of work the following procedures and documents have been devised:

- The curriculum will be reviewed annually in both the primary and secondary phases by the subject/curriculum leaders.
- Units/topics are planned based upon individual needs to provide progression at each stage. Adaptations to long term plans are made by class teachers to meet the needs of their particular group. These adaptations are reviewed periodically by subject/curriculum leaders and the Quality of Education lead.
- Medium term plans identify learning objectives and success criteria based on progression of knowledge that are linked to the language used in Skills Builder and that are in tune with the ethos that has been inputted through our speech and language and communication experts. Appropriate activities to teach knowledge-based objectives and specific vocabulary to be used, as well as providing resources and guidance to enable colleagues to teach the unit effectively are the responsibility of the class teacher. Relevant homework is set as necessary although this is not compulsory (Please refer to homework policy).
- Assessments are collated, tracked and analysed through our whole school Assessment system (Earwig Assessment). Through this system we target set, give next steps and track progress over time including monitoring of vulnerable groups (please see assessment policy).
- Teachers will work from planning files which are monitored by SLT through deep dives and performance management.
- Subject/curriculum leaders monitor learning within their subject/curriculum area and are responsible for taking appropriate action in consultation with Senior Leadership Team. They will also seek pupils' views on a regular basis.
- Subject/curriculum leaders should write and review annually a Development Plan for their subject identifying action points. This will be informed by their monitoring activity and take account of new initiatives. This also then linked to the school development plan. Curriculum leaders should review policies annually and update or rewrite as necessary.

## Curriculum Structure

Primary:

The Primary curriculum at Maplefields is organised into units of work, some of which are discrete subjects and some which are integrated creative curriculum units covering History, Geography, Art and DT with additional Literacy activities. These are mapped over a two year cycle. Not all subjects are covered every term by all classes as there are additional activities impacting on the planned subject and topic timetable. E.g. horse riding and swimming. Green Class specifically follow an adaptation of the National Curriculum which links with the Early Years Foundation stage to meet all the children's needs within the class and ensure progress. There is also the infrastructure in place to capture evidence towards the engagement scale if a child is working below subject specific expectations. The main focus in Green Class is learning through play which enables the child to lead their learning, building responsibility and independence. Play within Green class also encourages communication and healthy relationships between the children and adults, meeting many of the PSHE and RHE (Relationships and Health Education) expectations and also meeting the individual needs of our pupil's bases on their Educational, Health and Care plan.

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The following elements from the structure of teaching and learning in **Green Class**:

Intervention tasks (based around literacy and numeracy) to promote independence  
Breakfast and lunch as a class group everyday  
Morning key times with a focus on: Class assembly x 2, Newsround session and Primary reward assembly – 15 mins each  
4 x Read, Write Inc/Literacy (dependent on ability) – 30 mins each (with free flow built in to build up to 45 min sessions)  
Maths x 4 - 30 mins each (with free flow built in to build up to 45 min sessions)  
Skills Builder session every day – 15 mins each  
Story time session each day – 15 mins each  
Science x 1 – 40 mins  
Topic (covering Geography/History/Art/DT) x 2 – 45 mins  
PE x 2 – 45 mins each  
RE x 1 – 45 mins  
Music x 1 – 45 mins  
Computing x 1 – 45 mins  
Forest School/ Swimming/ Horse riding (rotating carousel)  
PSHE x 1 – 45 mins  
Enrichment session x 1 – 40 mins  
Scheduled reflection times everyday at systematic points throughout the day  
Opportunities relating to Food technology and Performing Arts are weaved throughout the areas above

At the start of the academic year free flow can be built in to multiple subject lessons dependent on need in order to build up duration of a lesson with a minimum of 30 minutes, building to the full 45 minutes as the students become more familiar with expectations and routines.

**Blue Class** act as a transition group between Green Class and UKS2 (Red and Purple class). The following elements from the structure of teaching and learning in Blue Class:

Intervention tasks (based around literacy and numeracy) to promote independence  
Breakfast and lunch as a class group everyday  
Morning key times with a focus on: Class assembly x 2, Newsround session and Primary reward assembly – 15 mins each  
4 x Read, Write Inc/Literacy (dependent on ability) – 45 mins each  
Maths x 4 - 45 mins each (one session includes active maths)  
Skills Builder or group games session every day – 15 mins each  
Story time session each day – 15 mins each  
Science x 1 – 45 mins  
Topic (covering Geography/History/Art/DT) x 2 – 45 mins each  
PE x 2 – 45 mins each  
RE x 1 – 45 mins  
Music x 1 – 45 mins  
Computing x 1 – 45 mins  
Forest School/ Swimming/ Horse riding (rotating carousel)  
PSHE x 1 – 45 mins  
Enrichment session x 1 – 45 mins  
Scheduled reflection times every day at systematic points throughout the day  
Opportunities relating to Food technology and Performing Arts are weaved throughout the areas above

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**Red and Purple Class** specifically cater for UKS2 students in preparation for their transition in to Year 7. The following elements from the structure of teaching and learning in Red or Purple Class:

Intervention tasks (based around literacy and numeracy) to promote independence  
Morning key times with a focus on: Class assembly x 2, Newsround session and Primary reward assembly – 15 mins each  
Breakfast and lunch as a class group everyday  
4 x Read, Write Inc/Literacy – 45 mins each  
Maths x 4 - 45 mins each (one session includes active maths)  
Skills Builder or group games session every day – 15 mins each  
Story time session each day – 15 mins each  
Science x 1 – 45 mins  
Topic (covering Geography/History/Art/DT) x 2 – 45 mins each  
PE x 2 – 45 mins each  
RE x 1 – 45 mins  
Music x 1 – 45 mins  
Computing x 1 – 45 mins  
Forest School/ Swimming/ Horse riding (rotating carousel)  
PSHE x 1 – 45 mins  
Enrichment session x 1 – 45 mins  
Scheduled reflection times every day at systematic points throughout the day  
Opportunities relating to Food technology and Performing Arts are weaved throughout the areas above

Literacy and Numeracy are taught with adaptations but following the National Curriculum Programmes of Study. Aspects of literacy, numeracy and ICT are taught within all other subjects. The National Curriculum is modified in respect of a child's priority needs as identified on their Educational Healthcare Plan and subsequent Individual Learning and Behaviour Plan (IBLP). Work is differentiated for each student. Teachers are mindful of individual learning styles and work with students to maximise their potential across all subjects. Learning outside the classroom is promoted, both within the school grounds and involving visits to Forest School, museums and other educational sites.

Secondary: At KS3, students follow the full National Curriculum, modified as above. The following elements from the structure of teaching and learning in KS3:

Breakfast and lunch as a class group everyday  
Morning key times with a focus on: Class assembly, Class follow up discussion, Guided Reading session or 1:1 Reading session, Skills Builder session (based on skills builder criteria) and Secondary reward assembly – 15 mins each.  
English x 4 – 45 mins each  
Maths x 4 - 45 mins each (one session includes active maths)  
Science x 2 – 45 mins each  
Humanities x 2 – 45mins each  
PE x 2 – 45 mins each  
RE x 1 – 45 mins  
Music x 1 – 45 mins  
Computing x 1 – 45 mins  
PSHE x 1 – 45 mins  
Design Technology x 1 – 45 mins

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Drama x 1 – 45 mins  
Art x 1 – 45 mins  
Life Skills/employability x 1 – 45 mins  
Food and Hospitality x 2 – 45 mins each  
Enrichment session x 1 – 45 mins  
Scheduled reflection times every day at systematic points throughout the day

At KS4 students have the opportunity to attain functional skills qualifications in Maths, English and ICT alongside expectations for GCSE or Btec examinations that students may be entered for. Students make 2 out of 4 vocational options for the beginning of year 10/KS4. The following elements from the structure of teaching and learning in KS4:

Breakfast and lunch as a class group everyday  
Morning key times with a focus on: Class assembly, Class follow up discussion, Guided Reading session or 1:1 Reading session, Skills Builder session (based on skills builder criteria) and Secondary reward assembly – 15 mins each.  
English x 4 – 45 mins each  
Maths x 4 - 45 mins each  
Science x 2 – 45 mins each  
Employability x 1 – 45 mins  
PSHE x 1 – 45 mins  
PE x 2 – 45 mins each  
Ethics and Philosophy x 1 – 45 mins  
Computing x 1 – 45 mins  
Vocational option A x 4 – 45 mins each  
Vocational option B x 4 – 45 mins each  
Enrichment session x 1 – 45 mins  
Scheduled reflection times every day at systematic points throughout the day

In Post 16 KS5 students follow an individualised timetable approach that is formulated using the Preparation for Adulthood outcomes. Skills Builder is also then used to identify strengths and next steps in relation to the 8 Skills Builder criteria. The structure of the timetable is fluid to allow for extracurricular opportunities to meet the emerging needs. For example, travel training. The following are elements from the structure of teaching and learning in KS5:

Breakfast and lunch as a class group everyday  
Morning key times with a focus on: Class assembly, Class follow up discussion, Guided Reading session or 1:1 Reading session, Skills Builder session (based on skills builder criteria) and Secondary reward assembly – 15 mins each.  
English x 3 – 45 mins each  
Maths x 3 - 45 mins each  
Employability/Life Skills x 12 – 45 mins each broken down in to:  
Life Skills x 7  
Employability (Preparation for Adulthood) x 3  
Cooking (Life Skills) x 2 – 45 mins each  
Music enrichment x 1 – 45 mins  
Art x 2 – 45 mins each  
PE x 2 – 45 mins  
Duke of Edinburgh x 1 - 45 mins  
Enrichment session x 1 – 45 mins  
Scheduled reflection times every day at systematic points throughout the day

## The Arts

At Maplefields Academy we are committed to enhancing and enriching the learning of all our pupils through teaching them to appreciate the diversity and richness of the traditions in art, music, dance, drama and creative writing and storytelling.

We aim to create a learning environment which stimulates and inspires our young people to be creative, to develop their interests, skills and understanding and which supports their well-being and personal development. This then feeds in to the development of our four curriculum drivers.

We aim to ensure through a managed plan that all pupils are given the opportunities to appreciate the creative works of artists, musicians, designers, crafts people and dancers. Our KS4 option choices are geared around allowing pupils to opportunities to foster their interest in these areas.

At Maplefields Academy, we aim to provide the best possible education in the arts for the pupils at our school, by setting high goals and striving for excellence and quality in teaching and learning, enabling pupils to achieve success and life-long appreciation in their engagement with the Arts.

## Aims and Objectives

- To give pupils varied experiences from different cultures and traditions through the arts (including opportunities to perform at venues such as 'The Corby Cube')
- The opportunity for pupils to achieve higher attainment in other curriculum areas through the arts
- The opportunity to raise and develop their self-esteem through class activities, performance, exhibitions and individual work (this feeds in to our four curriculum drivers).
- To value the Arts and to acknowledge their important place within our school, offering a broad and balanced range.
- The exposure of pupils to the technical vocabulary for the Arts.
- To celebrate and share the success of pupils achievement in the Arts.
- To ensure that all pupils have an opportunity to progress their skills and creativity through the Arts.
- To encourage ambitious Arts projects, striving for continuous improvement and involving the wider community whenever possible.
- To provide an experience in the Arts at all Key Stages.
- To provide an exciting and varied programme of extra-curricular arts opportunities (including trips and visits to productions and shows).
- To encourage and develop pupils artistic talents and creativity.
- To actively seek opportunities to perform and display pupils work.
- To develop strong links with a wide range of professionals in the field of the Arts to enhance pupil learning.

# Maplefields Academy

## Planning and provision for the Arts

There are long term plans for each subject which are used to generate more detailed medium term plans with weekly objectives which show progression within the unit and building from the previous unit. In Primary classes, much of this teaching is done through creative curriculum units which exploit links between subjects, whereas in Secondary classes, these subjects are mostly taught discretely by subject specialists.

Teachers use a variety of strategies to teach the Arts from the use of ICT, visits, workshops in school by visiting practitioners, teacher exposition, discussion, and practical work, practice of basic skills, first-hand experience, investigation and open-ended activities.

We are committed to arranging visits, workshops and theatre groups every year for pupils in all Key Stages.

## Equal Opportunities

We ensure access to all the arts subjects is equal for all our pupils including those with additional and complex needs and our more able and gifted and talented pupils (TAG). This is reflected in planning. Please refer to our Equal Opportunities and Respect for All Policy.

## Facilities and Resources

We have a hall and creative Arts room available for dance, drama, school productions, visiting art practitioners, concerts etc. and a music room for individual practice. We also have a dedicated Drama studio with appropriate lighting and equipment.

We have a dedicated art room with its own kiln room and. The large Sports Hall can also be used for dance.

ICT is available in the Media/ICT suite and in other rooms through use of laptop trolleys. All teaching rooms have Interactive whiteboards.

We encourage and teach pupils to access programmes which can inspire and develop creativity across the curriculum.

Occasional Focus and Curriculum Days are planned to provide opportunities for pupils to engage in projects based within the arts. Partnerships are developed where possible eg Northampton University drama students working with Year 7 pupils or liaison with initiatives from the Corby Cube.

High quality pupil artwork is displayed throughout school, in galleries and used to make cards which are sold in some local outlets.

The school continues to work hard to develop creative arts and personalised learning as appropriate for individual pupils.

All of the Arts subjects adhere to the schools Health and Safety Policy.

## Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with form Captains (Our school council)
- Subject progress reports
- Subject development plans
- Trustee reports
- Trustee learning walks

Subject leaders/Curriculum leaders monitor the way their subject is taught throughout the school by:

- Subject and aspect deep dives
- Planning scrutiny
- Work scrutiny
- ‘A day in the life of a Maplefields student’
- Learning walks
- Key times monitoring
- Welcome to class book monitoring
- IBLP monitoring
- Peer to peer scrutiny and moderation

Subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed. This is in turn monitored by the Quality of Education lead who oversees the capitation budget.

This policy will be reviewed every year by the Head Teacher and Quality of Education lead. At every review, the policy will be shared with the full governing board.

## Assessment, Record Keeping and Analysis

We strive to build pupils’ aspirations demonstrating possibilities for their future lives through bespoke plans for each pupil, allowing them to experience their next learning environment and giving them the skills and confidence to achieve, measuring this through realistic qualifications and personalised destinations that meet the needs of the successful Maplefields Student.

We use rigorous triangulated monitoring throughout the year to gauge the impact of our curriculum design. Alongside senior leadership, middle leadership and core subject leadership, monitoring individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. Learning is measured through careful analysis of the application of skills across the curriculum. Class teachers and curriculum leaders conduct subject progress analysis performance and progress towards EHCP outcomes against individual and school targets which are reviewed regularly. This allows for any students that are falling behind to be identified and additional provision put in place in a timely manner.

## Stretching and challenging our most able (MAPLE's)

We use a range of strategies to identify our most able children:

- Identification of interests and abilities from previous school history.
- Staff workshops to create a dialogue and to look at identified pupils.
- Identification and nomination from colleagues by using their professional judgement (subject specific lists are identified annually and then assessed).
- Scrutiny of learner potential when compared with national indicators.

This process is on-going from admission and an up to date version will be kept in the curriculum leaders file. On the list will be their identified pupils for their particular subject.

### Quality of Education

It is the responsibility of all staff to plan, differentiate, prepare and assess learning. This will include:

- Use of AfL to identify previous knowledge and identify next steps to ensure all learners make progress.
- Identification of preferred individual learning styles for each pupil.
- Individual learning targets shared with the learner.
- Providing a learning environment to cater for individual, often complex needs, in which all learners are able to reach their potential.

### Enrichment Activities

- Day and residential visits.
- A topic based curriculum for Primary pupils enabling learners to thrive.
- Community links through fund raising for charity.
- School Council.
- Learning Outside of the Classroom.
- Extra-Curricular learning e.g. 1-1 tuition, sporting fixtures or lesson 6.

### Management Strategies

There is a nominated teacher (LA) who identifies a register of pupils. This register is updated throughout the year.

The subject leader of each subject coordinates the provision and practice within the school for these pupils in their subject. Other responsibilities include:

- SLT/Subject leaders to monitor the progress of pupils through discussion with teachers and pupils, observation, scrutiny of planning, scrutiny of pupils' books and monitoring the data.
- Monitoring of teachers planning to ensure that suitable task and activities are being undertaken across all curriculum areas by the high achievers.
- CPD
- Supporting staff in the identification of these pupils.
- Providing advice and support to staff on teaching and learning strategies.
- Liaising with parents and trustees on related issues.

## Monitoring and review

The Head teacher or Quality of Education lead will observe lessons and monitor meeting the needs of our most able.

The Quality of Education lead will also monitor the progress of the vulnerable group 'most able' using our assessment procedures and identifying how well this group performs compared with other vulnerable groups. This information will be shared with all Trustees, School Improvement Partner, SLT and the whole school staff.

The subject leader for each subject collects samples of work from the high achievers, in order to demonstrate the standards that they are achieving. This will be used in moderation both internally and externally. We use these examples to inform the process of identifying the gifted and talented.

## Extra-Curricular Activities / Enrichment

Opportunities to link with the wider community are encouraged. We have visitors to the school offering a wide range of activities and expertise. Visits from school to the wider community are carefully risk assessed and planned to enhance the curriculum.

## **RELATED POLICIES**

Assessment

Marking

Homework