

Mark College



Curriculum Procedure

September 2018

Mark College - Our Curriculum

This document is our local procedure and should be considered alongside the overarching curriculum policy.

Our curriculum

We are proud to offer high quality, bespoke curriculum packages that meet individual need. When a new student starts at Mark College, a brand new curriculum pathway will be moulded to them. We do not expect them to fit into what already exists. Highly specialised teachers, therapists and support staff work together closely to create a seamless, integrated approach.

As part of the process of forming these packages, we take care to look at the whole child and ensure that we consider any factors that could limit or prevent access to our ultimate lifelong goal - a happy and fulfilling adult life.

We endeavour to ensure that progress is made in all areas. For our students to prepare for their adult lives, they must develop the skills that could be obstacles to their success. For example, if our learners wish to access further education or employment, they will need to make academic progress AND develop the broader skills to successfully access that new environment.

Our curriculum model has three stages, represented by the steps our learners make on their lifelong learning journeys.



Transition Curriculum (Tier 1)

Students who join our school have often faced highly significant challenges prior to admission and may be experiencing a cycle of failure. We develop a tailored transition curriculum for each new student so that they can quickly feel our 'culture of success.' This process prioritises splitting down the transition into attainable stepping-stones with outcomes of reducing anxiety, raising confidence and developing strong, trusting relationships. The greatest of care is taken to track progress, with transition targets being regularly reviewed.

Developing Skills Curriculum (Tier 2)

As pupils settle at Mark College, they become familiar with the routines and are ready for a slight increase in the learning challenge. At this point the students may be able to join a group and follow a primary model of teaching (Falcons). This is a move towards greater structure in lessons and increased adult-led learning.

As pupils engage more readily within this learning culture, there is an introduction to achievable elements of the National Curriculum. Pupils are given opportunities for paired and group work, and are encouraged to access activities

within the wider community. They may be ready to move into the Kites where there will be an increase in subject specific teaching.

Accredited Learning Curriculum (Tier 3)

As pupils progress through our school, we want to ensure that all our learners, are offered the maximum opportunities for success, and for many this is via the national system of accreditation.

At Mark College, we offer GCSEs, AQA Unit Awards, Functional Skills, BTECs, Duke of Edinburgh Awards and Independence Awards via ASDAN. The learning journey that all of our pupils undertake ensures that, with careful support, they are all able to achieve accreditation. This, for many, will be the stepping-stone to an FE college course.

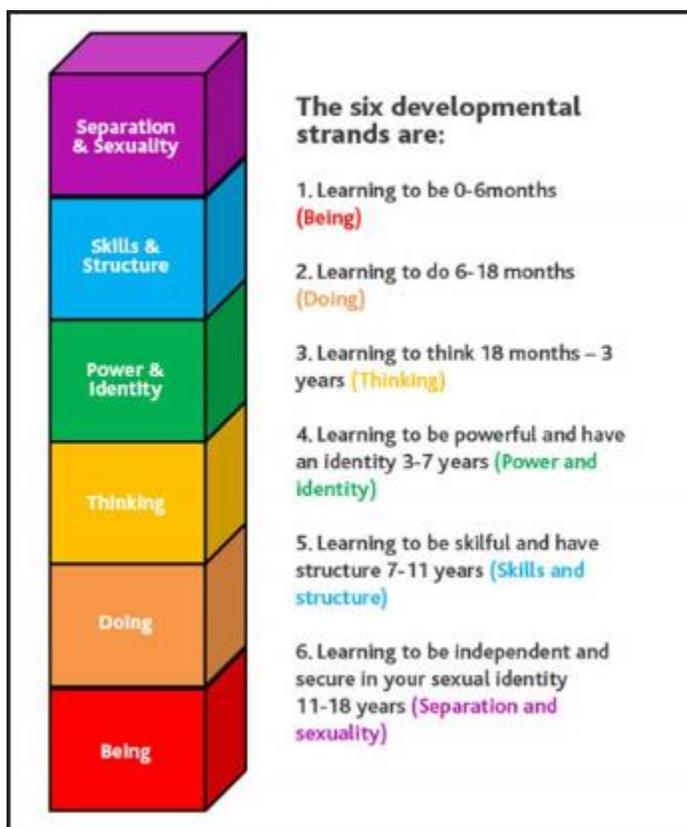
Whatever the award, or pathway, we celebrate all achievements within our school, and do not lose sight of the amazing journey of change that we have undertaken with each one of our unique young people.

As a school from September 2018, we will be using Thrive to measure the social emotional development of our students. This will allow us to celebrate those more intimate successes that can often be difficult to measure. The Thrive approach draws on the recent developments within neuroscience, attachment theory and child development to support how we can in a powerful way work with children to optimise their social and emotional development.

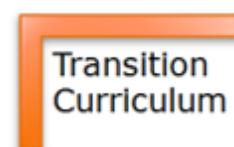
'Whole Child' Assessment

In all three of our curriculum stages, learning is underpinned by the Thrive assessment structure, which allows all staff to offer support and challenge at the appropriate level for each individual.

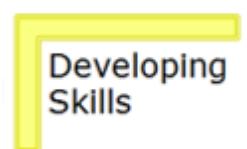
This Thrive Assessment and tracking tool is used to provide a holistic framework from which to work.



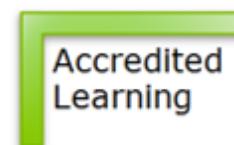
Being / Doing– Students who are at BEING are going to be working within the Tier 1 transition model:



Doing/ Thinking – Student who are at Doing /Thinking will be working within the Tier 2 skills based model.



Thinking through to Separation and Sexuality – Students whose assessments are at Being and higher will be working on the Tier 3 accredited curriculum



Assessment

Detailed and accurate assessment is central to ensuring that we meet the needs of our students. Alongside the assessment information that is received upon admission, we use a variety of tools to ensure our practice in this respect is fit for purpose.

Academic Assessment

As our students become ready to study on our “Towards Accreditation Curriculum,” their progress may be tracked in line with the relevant course requirements. For example, those studying towards a GCSE course are likely to be assessed against GCSE grade descriptors. Due to the wide range of accreditation on offer, the relevant teacher, and the Head of Education will make the decision around this tracking on an individual basis.

We place a significant focus on literacy and employ a specialist literacy intervention teacher, who monitors and tracks progress. In this regard, we have access to a range of assessment and intervention programmes that are used in a way that best meets individual need.

Planning, Monitoring and Review

Academic Curriculum

Teachers use national curriculum programmes of study to set age-appropriate schemes of work that are tailored for each individual.

The school is clear that although some of our students may have fallen behind in their learning before they reach us, and will therefore need a highly personalised version of the national curriculum, we must be in a position to provide a robust, challenging curriculum for them if and when they have re-engaged in education, and are able to access at an age-appropriate level and to ‘close the gap.’ We will never place a ceiling on the aspirations of our students.

Teachers create medium and short-term plans that ensure high quality learning experiences for their students. These are evaluated and quality assured via meetings with SLT.

Subjects we offer

The flexibility of our timetable enables us to offer the following subjects

- ✓ English
- ✓ Mathematics
- ✓ Science
- ✓ Geography
- ✓ Art
- ✓ Design and Technology
- ✓ Music
- ✓ PE/Games
- ✓ PSHE
- ✓ Functional Skills

- ✓ BTECs
- ✓ Cooking skills
- ✓ Outdoor Learning
- ✓ Animal Care

Reporting

Every student receives a detailed report twice per year, which summarises their achievements, reviews targets and sets goals for the following term.

Timetable

All of our students are different, and their individual needs may require bespoke packages to support their individual needs. We are careful not to force a rigid timetable structure around those that are not ready. If this is not in their best interests and so we are purposefully flexible. However, we are equally mindful of the needs of many individuals with a diagnosis on the autistic spectrum to have clear structures and routines. For this reason, we have a whole school timetable structure that all students can engage with at their own level.

Mark College offers outdoor learning both on and off site. In keeping with the ethos of the school, each session is carefully planned and tailored to meet the needs of the pupil. From horse riding to Forest School, the underlying theme is developing the 'whole child' and ensuring that all young people are given the environment, structure and support to ensure that they have maximum learning opportunities.

Our unique, individualised programme of learning enables all pupils to develop and progress at their own rate, whilst building their self esteem, creating a culture of success and ensuring that they aspire to all they can be. We provide the environment, structure, specialised staff, programme of study and enthusiasm to unlock the potential of each young person within our school.

Written: September 2018

Review due: September 2019