



Important Terms

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.

For each threshold concept a number of **Milestones**, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.

Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.

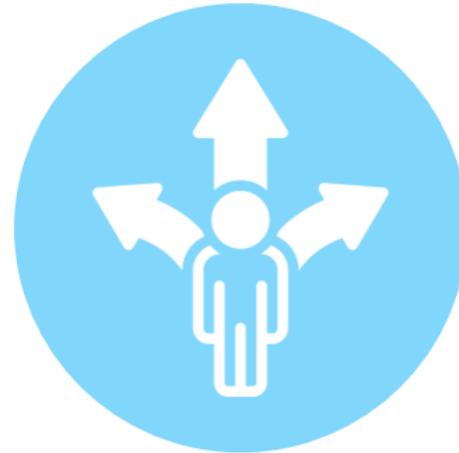
Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept.

Our Curriculum Drivers

Specialist
Pedagogies



Powerful
Knowledge



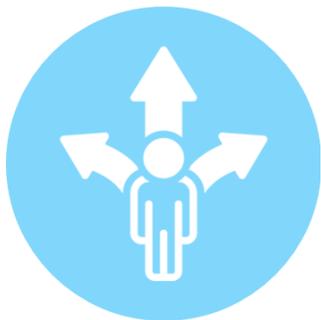
Flexible
Curriculum
Pathways

S.M.S.C.



Vocabulary





Flexible Curriculum Pathways

At Melland we have Flexible Curriculum Pathways. These pathways at their core are the Pre-formal, Semi-formal and Formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive.

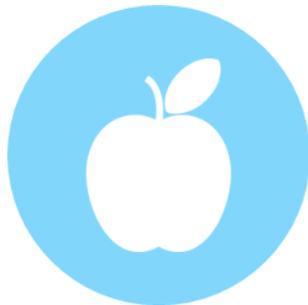
Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood.

Students can move between the pathways or experience elements of more than one.



Specialist Pedagogies

We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.



Powerful Knowledge

Powerful knowledge refers to the essential knowledge and cultural capital that students may not typically acquire from everyday life. It requires expert teaching and explicit content delivery to prepare students for adulthood and life beyond education. It introduces them to the best that has been thought and said and will help engender an appreciation of human creativity and achievement. Students acquire bespoke and targeted powerful knowledge based on their pathway or personalised curriculum.

Vocabulary

Vocabulary is important as it helps shape our thinking. The explicit teaching of vocabulary is essential for our students as they may not acquire vocabulary incidentally through indirect exposure. All our students benefit from developing their vocabulary. Our curriculum strikes an appropriate balance between functional vocabulary and enriching vocabulary. The development of vocabulary is not restricted to academic development but also enriches personal development.



S.M.S.C.

Students and their well-being are at the core of our school curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals and responsible citizens and ensures we do not lose sight of it. Our overarching ethos for SMSC encompasses personal development across the whole curriculum and supports us in providing opportunities for students to explore themselves and discover their identity. Additionally, it equips them with strong values for living in an increasingly diverse world.





Quality of Education

Intent, Implementation, Impact



Vision

Our vision is to provide our learners with developmentally appropriate experiences that will challenge and support them to understand and actively access the world around them.

We aim to provide our learners with skills and knowledge that is relevant to them, their life and their future.

The teaching of the Semi-Formal curriculum will nurture transferable skills and holistic development within the key areas of; Communication, Engagement, Developing Independence, Health and Wellbeing, Social Interaction and beyond.



Aims

The aims of the Semi-Formal curriculum are for:

- Students to develop as individuals ready to access the world around them.
- Students to retain and develop transferable skills that will help them throughout their lives and prepare for adulthood.
- Students to make connections and build upon powerful accessible knowledge concepts.
- Students to apply reasoning and self-regulatory processes to their everyday life.





The Semi-Formal Curriculum

The Semi-Formal Curriculum is an explorative learning experience which provides pupils with a broad, balanced, rich and meaningful curriculum.

The Semi-Formal pathway is a flexible curriculum approach for students with a range of complex learning profiles. Learning opportunities reflect the needs of the individual and aim to develop skills that are purposeful and beneficial to our pupils. Our curriculum aims to prepare learners for life after school by providing functional and personalised learning that enables pupils to successfully navigate the wider world.

Our Semi-Formal Curriculum follows the principles and format of the EQUALS Semi-Formal **Explore** and **Challenge** Curriculums. This allows us to promote personal progress utilising what our learners need before potential development into identified formal learning opportunities.



Curriculum Structure

The Semi-Formal curriculum is delivered through a series of linked learning opportunities. These provide a holistic and integrated teaching method. Further promoting coverage of the curriculum's key principles through interconnected activities and ideas.

Concepts are connected to and reinforced through a common theme. This allows pupils to make real life connections resulting in richer understanding and further supports the generalisation of transferable skills and powerful knowledge in different contexts and situations.

Linking learning opportunities ensures depth of learning through effective provision. This then informs meaningful progression when assessed through independence, maintenance, fluidity and generalisation of personal learning progress and skills.

Semi-Formal: Facilitating Progress

The Semi-Formal curriculum empowers students through consistent support that builds upon their individual foundation skills in:

Communication
(Click Here)

Engagement
(Click Here)

Play and Leisure
(Click Here)

Social Interaction
(Click Here)

Independence
(Click Here)

Semi-Formal Learning Opportunities

Art

[\(Click Here\)](#)

Drama

[\(Click Here\)](#)

Music

[\(Click Here\)](#)

Cooking

[\(Click Here\)](#)

Physical Wellbeing

[\(Click Here\)](#)

Dance

[\(Click Here\)](#)

Citizenship

[\(Click Here\)](#)

The World About Me

[\(Click Here\)](#)

Environment

[\(Click Here\)](#)



Personal Learning Intentions

Students benefit from personal learning intentions; These individual targets are facilitated throughout the school day and complemented by wider learning encounters.

Learning intentions are identified in the key developmental areas;

Communication

(Click Here)

Engagement

(Click Here)

Developing
independence

(Click Here)

Health & Wellbeing

(Click Here)

Social interaction

(Click Here)

These targets support the students as individuals and are ipsative in nature. Progress is observed and then tracked to inform effective personal next steps.



Flexible Formal Learning Opportunities

Identified pupils are supported to access meaningful formal learning opportunities, suitable to their educational and holistic needs. All National Curriculum subjects are facilitated within a needs appropriate and accessible context.

Inter-pathway links allows for a flexible approach that ensures the best for every student. Thus ensuring consistent personal development, within some areas of formal learning, without limitation.

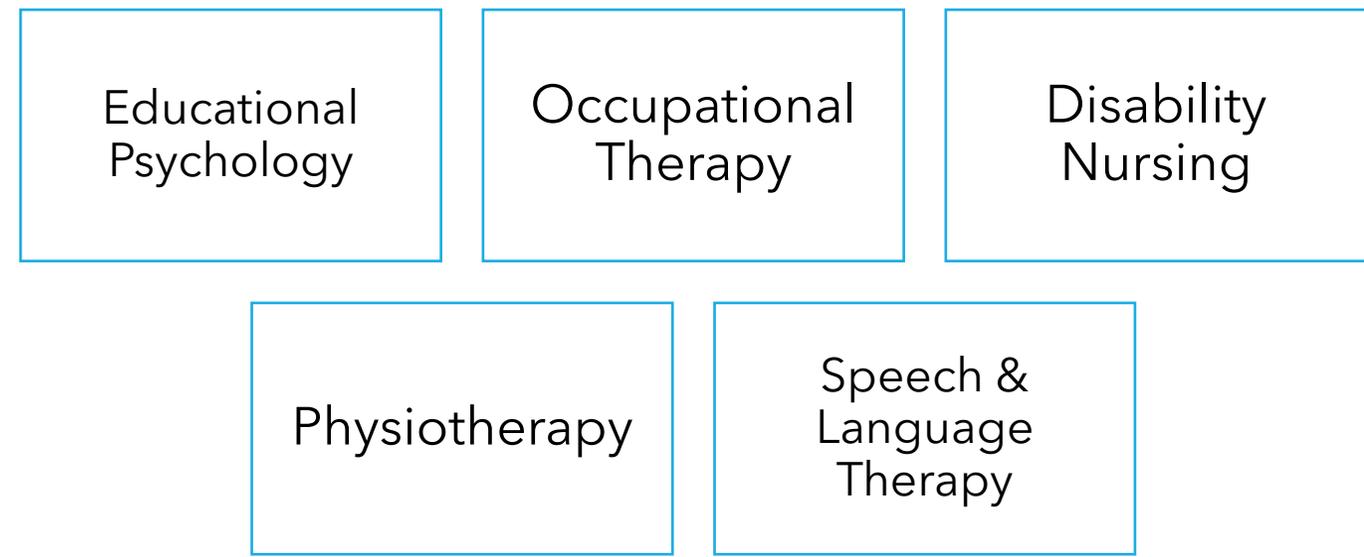
For some students, more formal learning provides an appropriate extension to the semi-formal curriculum. Students who are able to access content from the early stages of the National Curriculum are supported to do so, taking account of their individual learning styles and preferences.

With this in mind close links are made with National Curriculum English, Maths, Science, Humanities, Art & Design, PE, Computing, Design Technology, PSHE/Citizenship and RSE where appropriate. Careers and Work Related Learning opportunities are embedded throughout the curriculum.

Targeted Multi agency support

Pupils benefit from a specialist learning environment that is supported by industry professional and practitioners within Special Educational Needs and Disability (SEND).

Whole school collaboration and support is fostered between:





Support for learning

Identified pupils have access to bespoke specialised interventions and support for learning. These are targeted to areas of individual need and complement the wider Semi-Formal curriculum offer.

These targeted specialist interventions support a range of educational and developmental needs, including can be assessed through spoken word, gesture, signing, PECS, written word, photos, reading, listening and responding to choices, word reading and looking at videos and photos.

Zones of Regulation

Lego Therapy

Intensive Interaction

Rebound Therapy

Attention Autism

British Sign Language

Specialist Learning Environment

The Semi-Formal curriculum is complemented by an environment that actively facilitates learning and challenge. We provide ambitious opportunities for students to engage, explore and learn in individual and meaningful ways.

We actively promote problem solving and independence through our learning environments. Students are encouraged to take an active role in their learning and contribute to an effective and inspirational learning culture.

Students benefit from learning environments that promote independence and pupil lead learning. Bespoke and specialised resources and equipment are accessible and organised for pupils to explore at their pace.

All students have access to flexible classrooms that can be adapted to the needs of the pupil and learning encounter. Additionally all students have access to outside learning spaces and specialised and therapeutic rooms. Such as, the sensory room, rebound room, safe spaces, theatre, sports hall and the hydrotherapy pool.

The flexible pathways also provide additional opportunity for students to access meaningful formal learning opportunities or shared social spaces, such as the lunch hall and common areas. Fully equipped multimedia studio is also available for learners.





Total Communication Support

All students benefit from a total communication environment. We support individual access to preferred means of communication, this may include Verbal communication, signing, gesture, objects of reference and use of symbols.

MHS encourages symbols to support vocabulary development, choice making and reference. A combination of identified timetabled visuals support consistency, alongside personalised symbols or photo references.

Staff also encourage students with consistent British Sign Language signs that support the school day. Additional signing is encouraged on an individual level to empower all students with effective communication.

Additional information and reference of topics is supported through visual displays and working walls, these are targeted to individual groups and appropriateness of student needs. Students with visual or hearing impairments benefit from the total communication access and are then supported further in their individual needs.

Evidence For Learning

Evidence of student engagement and progress is captured through the Evidence For Learning APP.

All teaching teams are equipped with an iPad to capture real time learning engagement and achievement unique to each student.

Evidence is stored through pictures, videos and anecdotes.

This is then shared and evaluated during the moderation progress to inform target progress and celebrate success and areas of development.



Mapping and Assessing Personal Progress (MAPP)

Collated evidence is analysed through the MAPP assessment system. MAPP evaluates the lateral progression of pupils with identified learning and developmental needs. All progress is ipsative in nature; where pupils are judged solely as an individual and where they are within their own learning journey.

Then progress is measured and logical next steps can be discussed, planned and supported within the Semi-Formal learning environment. All targets are assessed in the context of independence, fluidity, maintenance and generalisation. Thus analysing depth of progress within each target.

Focussing on these personal skills during curriculum delivery will provide consistent and constant reinforcement with the aim of providing a solid foundation for our pupils holistic development at school and beyond.

Continuum of Skill Development (CSD)	Learning Intention 1	Communication: I can respond appropriately to direct questioning on non-preferred topics								Months	4	Baseline=	18/01/2021
										Total Gain	11	Current=	15/06/2021
Independence		b	1	1	1							Gain (0-9)	3
Fluency	b	1	1									Gain (0-9)	2
Maintenance		b	1	1								Gain (0-9)	2
Generalisation		b	1	1	1	1						Gain (0-9)	4
CSD Scale	1	2	3	4	5	6	7	8	9	10			

Continuum of Skill Development (CSD)	Learning Intention 2	Engagement: I can engage in specified activities during an identified period.								Months	4	dd/mm/2019	Baseline=	18/01/2021
										Total Gain	6	Current=	15/06/2021	
Independence					b	1						Gain (0-9)	1	
Fluency				b	1							Gain (0-9)	1	
Maintenance			b	1	1							Gain (0-9)	3	
Generalisation						b	1					Gain (0-9)	1	
CSD Scale	1	2	3	4	5	6	7	8	9	10				

Continuum of Skill Development (CSD)	Learning Intention 3	Developing Independence: I can collect identified resources with verbal prompting.								Months	4	dd/mm/2019	Baseline=	18/01/2021
										Total Gain	11	Current=	15/06/2021	
Independence				b	1	1	1					Gain (0-9)	3	
Fluency					b	1	1					Gain (0-9)	2	
Maintenance					b	1	1	1	1			Gain (0-9)	4	
Generalisation					b	1	1					Gain (0-9)	2	
CSD Scale	1	2	3	4	5	6	7	8	9	10				

Pedagogy

We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.

Our pedagogy has been informed by personalised training opportunities from providers such as:

- EQUALS
- Evidence For Learning
- Specialist Consultation
- This also includes training from our own specialist SEND outreach team.

Quality Assurance

Within the semi-formal curriculum pathway an internal quality assurance cycle takes place.

One aspect of this is the **Subject Evaluation Form** (SEF). This is completed after a period of reflection by the subject coordinator, usually at the end of an academic year. Its purpose is to highlight **good practice** and **areas for development**.

Specific QA that takes place in our curriculum is:

Lesson observations

Learning walks

Scrutiny of work

Progress meetings

Coordinator meetings



British Values and The Semi-Formal curriculum

DEMOCRACY

Students have the opportunity for their voice to be heard through our school leaders team. They are elected by their class or peers and are involved in making the school a better place to learn. There is an agenda, issues are discussed and minutes taken. The student leaders are able to genuinely effect change within the school and give our students a better understanding of democracy. They also take part in projects such as the Make Your Mark Campaign.

RULE OF LAW

Mutual respect is at the core of our school life. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community are taught to treat each other with respect.

Students learn respect through:

The promotion of positive relationships.

The modelling of positive relationships by all adults working in school.

The positive reward system developed to promote respect.

MUTUAL RESPECT

Comes from Our Values and Ethos

“ We work together for a common purpose acknowledging our diversity as strength”

“ We do the right things for the right reasons”

We believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens.

TOLERANCE

Having a clear, consistent behaviour policy which is consistently applied throughout the school.

Road Safety and Online Safety awareness is taught throughout the curriculum developing links with local Community Support teams. Addressing issues of law based around these topics. We use our reward system to acknowledge good behaviour as well as good academic work.

INDIVIDUAL LIBERTY

Equality and Human Rights

Personal Development

Respect and Dignity Rights, choice, consent and individuality

Values and principles

Skills for life

The Manchester City Council 'Skills for Life' is a universal approach that promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills.

In Manchester, Skills for Life is not only needed for young people and employers but also, for the cultural capital of our city.

The development of this work is as a way of supporting our children and young people to have the skills to be able to grow up happy, healthy, safe and successful.





Celebrating Achievement

Celebrating students achievement is a key part of our culture at MHS. In Humanities achievement is celebrated through:

- Awarding House Points
- Semi-Formal Awards Assemblies
- Postcards Home
- Tokens of Achievement i.e. stickers, stamps

Identified students also access bespoke achievement plans that promote individual positive behaviour and learning engagement in an individually meaningful approach.





Appendix



Communication



We upskill all pupils with effective communication methods, appropriate to their needs. Pupils are supported in all areas of communication for individual consistency and progression in their appropriately preferred communication means.

We aim to develop each pupil's individual ability to express and receive information from other people and the world around them.

This can be assessed through spoken word, gesture, signing, PECS, written word, photos, reading, listening and responding to choices, word reading and looking at videos and photos.

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Engagement

Engagement development supports students in their access to a broad and balanced curriculum. All students are supported to establish self-regulatory skills that encourage greater engagement in all areas of the school day and promote readiness for learning.

We aim to develop each student's individual ability to engage in wider learning encounters and expand their experiences, through engagement, building attention and responding to prompts.

This can be assessed through monitoring engagement levels and collected evidence via pictures, videos and produced works.





Play and Leisure



Pupils are encouraged to play in a supported and engaging environment.

Play supports the key developmental areas essential for developing social awareness, interactive skills and the development of imagination and fluid thinking.

Pupils participate in daily structured and free play that promotes turn taking, sharing and an awareness of others. Pupils also encounter opportunities to lead in solo, parallel and group play through access to inviting and inspirational specialist play resources.



Social Interaction

We encourage all students to be socially aware and inspired to engage positively with others. Students are supported in all areas of social interaction to prepare them as socially active members of society.

We aim to develop each student's individual ability to navigate social situations and scenarios, such as: sharing space, turn taking, conversational skills, questioning, listening, reasoning and response.

Social interaction is nurtured through consistent and effective modelling of social interaction. This encourages students to explore their developing sociability in a safe and supportive environment.

This can be assessed through spoken word, gesture, signing, PECS, written word, photos, reading, listening and responding to choices, word reading and looking at videos and photos.





Developing Independence



Students are consistently encouraged to develop their self-reliance and independent life skills. This is achieved via an environment that actively promotes self-belief in a safe and supportive manner.

Students are empowered through problem solving opportunities throughout the day that encourage them to expand their repertoire of skills whilst instilling a sense of self belief.

Consistent problem solving experiences are supported within a range of developmentally appropriate and individualistic, yet challenging, context. This maximises thinking and problem solving learning opportunities and encourages overall pupil self-development.



Art



Students are empowered to express their individual choice and personality through art. Art opportunities aim to build self-confidence and efficacy whilst developing fine motor skills.

Students will explore a range of art styles and methods that inspire and engage. We also support the understanding of colour, texture and pattern with technique and vocabulary to equip pupils with powerful knowledge and methods for accessing art.



Drama



Accessing drama experiences and imaginative opportunities for play encourages students to express themselves, explore their identities, develop an understanding of others and process their emotions.

Students encounter role play, stories and scenarios that promote self expression and provide context for individual and collaborative creativity.



Music



Encountering music allows students to share personal preference and communicate choice of musical tastes and interests. Music also supports sensory regulation, self expression and causal understanding of the world around them.

Throughout musical opportunities, pupils will encounter various musical genres, styles and instruments during structured and free exploration opportunities.



Dance



Students are encouraged to express themselves rhythmically whilst engaging in regular physical activities.

Dance allows students to showcase their preferences and individuality whilst, supporting gross motor development and body awareness. Students encounter structured routines exploring dance in a free manner.

Alongside this students encounter different dance styles, techniques and cultural interpretations of dance.



Cooking



Cooking promotes a mixture of skill-based development and process-based learning. Students develop cookery skills and safety awareness through repetition of activities and supported kitchen encounters.

Students learn the practical skills of: hygiene and food preparation; utensil control and appliance safety and usage. This prepares pupils with confidence and readiness for effective cooking.

Students also benefit from following simple recipes that support independence and promote healthy choices and nutritional understanding.



Physical Wellbeing



Throughout the day Physical Well-Being gives opportunities for functional and recreational movement and healthy practices. This is achieved through the daily mile, sensory circuit breaks and during focused PE lessons and games.

Students benefit from a range of focused physical learning experiences including; trampoline and rebound therapy; hydrotherapy and swimming and yoga and body awareness.

Alongside this, students explore wider healthy learning practices such as; healthy eating, hygiene and mental health and wellbeing.



Citizenship



Through the Semi-Formal curriculum; accessible citizenship enables our students to become confident, independent members of society with an awareness of their rights and responsibilities as individuals and as part of a diverse society.

Students access citizenship through the delivery of meaningful powerful knowledge learning opportunities. These offer students experiences that promote transferable skills that benefit from the real world and contribute to society.



The World About Me



Students will develop their understanding of the world around them through meaningful experiences that promote cultural and practical awareness of local amenities, wider communities and national and international cultures.

Learning opportunities include; World Festivals, Faith, Weather, People and Animals and many more.

Students benefit from real world encounters, sensory immersions and experiences that reflect the wider world.



Environment



Environmental learning empowers individuals with fluid thinking abilities whilst promoting community engagement, environmental awareness and an appreciation of nature. This is supported through visits, encounters and school based activities.

Pupils also benefit from the Daily mile. This regular walking activity promotes healthy practices, outdoor safety and physical recreation.

Identified Key Stage 4 pupils can also access the Duke of Edinburgh award. This challenges pupils through identified activities and experiences through the Bronze and Silver Awards programs.



Communication



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Health & Wellbeing



Health and wellbeing opportunities are delivered and facilitated throughout the school day.

Students encounter many aspects of health and wellbeing including; emotional regulation, safety awareness, hygiene, healthy eating and exercise. These are delivered within focused lessons and as part of an empowering and flexible learning environment.

These opportunities compliment the holistic development of each individual, appropriate to their own needs and wellbeing requirements. Collaboration between home and school further supports a consistent approach to all healthy practices and approaches for the benefit of the individual.