

MARSHFIELDS SCHOOL CURRICULUM

Curriculum

Purpose

At Marshfields School we aim to prepare our young people for the opportunities, responsibilities, and experiences of adult life. We believe that learning should be an enjoyable process, and we will inspire, challenge, and support our students by recognising individual needs and talents. By providing a broad and balanced range of learning experiences we will encourage all students to achieve their potential.

Philosophy

The curriculum we provide at Marshfields endeavours to provide a relevant curriculum which primarily addresses the diverse and complex needs of the students at the school.

Equal opportunities & Inclusion

Marshfields offers equal opportunities to every child from all backgrounds, regardless of gender, beliefs, sexuality, disability, and ethnicity in all aspect of the curriculum and school life.

Curriculum Aims:

The curriculum provides opportunities for each student to:

- Develop literacy, numeracy, ICT, and oratory skills.
- Develop self-confidence and raise self-esteem.
- Develop emotional literacy and social skills.
- Develop cooperative skills and mutual respect for the needs and rights of others.
- Promote self-discipline, high expectations and independent enquiry.
- Acquire the knowledge and skills relevant to adult life and employment.

Marshfields aims to provide:

Continuity of learning and early identification of individual needs by ensuring:

- accurate baseline assessments are made using information from schools and induction assessment.
- Parity with mainstream in core subjects where appropriate
- Close liaison with all schools and involved professional agencies.
- Adherence to SEN procedures (see SEN policy).
- Cross-curricular development of basic literacy, numeracy, and ICT skills.
- Staff understand appropriate progression routes and the links between the mainstream and post 16 curriculums.

Students attending Marshfields are offered a curriculum that is broad and balanced and is designed to meet the needs of all students. This curriculum has been carefully designed to prepare the young people well for their chosen Post 16 pathway and to give them the best chance of success in their working life.

Marshfields staff are committed to improving the life chances of young people by engaging them in learning that will enable them to achieve and excel.

The curriculum includes English, Maths, Science, Humanities, Computing, Food, D&T, Performing Arts, and Art. Students receive a programme of Spiritual, Moral, Social and Cultural (SMSC) learning delivered throughout the curriculum.

A strong emphasis is placed on English and Maths to raise literacy and numeracy skills, as many of our students are low prior attainers in these areas. Therefore, students receive 5 lessons of English and Maths a week they also receive literacy and numeracy throughout our curriculum. This is coupled with extra 1:1 and intervention sessions for students who need extra support in their literacy and/or numeracy.

Enrichment Pathway

The enrichment pathway at Marshfields school aims to develop and enhance early learning skills and attitudes through a thematic approach. Allowing pupils to explore, develop and transfer knowledge and skills across the curriculum and enabling students to be successful and ready for their next stage.

Enrichment pathway teaching and learning focuses on early learning skills and attitudes with emphasis on early reading, writing and number.

Pupils will learn through doing, exploring, and practicing skills and knowledge in different contexts across the curriculum.

A broad and balanced curriculum is offered to all pupils on the Enrichment pathway which includes:

Literacy: phonics, reading and stories, mark making and writing and speaking and listening skills.

Numeracy: understanding of number, shape, and patterns, comparing, sorting, ordering, and talking about where and when.

Science: Learning about the world around us, animals, nature, and ourselves.

Topic: Learning about the world around us including places, people, and beliefs.

Enrichment: Pupil and life skill focused learning, performing arts and music, cooking, and forest schools.

Art and DT: Exploring mark making, colour, pattern, and use of varied materials.

PE: Developing gross motor skills and teamwork.

At Key Stage 4, pupils on the enrichment pathway, will be able to work toward unit qualifications and entry level qualifications in English, Maths, Science, and option subjects. They will be supported at the end of Key Stage 3, Year 9, to choose options appropriate to them.

The curriculum draws on the EYFS framework and National curriculum.

Below sets out how many sessions are spent weekly on each area of learning in Key Stage 2 and 3

KS2 & KS3 Curriculum Structure - Enrichment pathway	
Literacy	5
Numeracy	5
Science	3
PE	2
PSHE	2
Topic – Humanities/Computing/Forest School	4
Enrichment - Art & DT/Food/Performing Arts	4

At key stage 4 weekly sessions are as follows:

KS4 Curriculum Structure	
English	5 lessons
Maths	5 lessons
Science	3 lessons
PE	2 lessons
PSHE / Life Skills/ Citizenship	2 lessons
Option Group A Subject	3 lessons
Option Group B Subject	3 lessons
Option Group C Subject	3 lessons

Engagement Pathway

The Engagement Pathway's vision is to harness the creative and inquisitive nature of each student, engage them in their learning, develop their ability - in turn enabling students to be successful and ready for the next stage of education, employment, training, and independent living.

Learners are encouraged to engage with the world around them, develop their understanding of the wider world and their place in it. The themes covered within the curriculum give breadth and depth to their knowledge and understanding. The way in which content is delivered allows for the interests of the learners to be considered and inform the learning process making content relatable and relevant while still being closely linked with the National Curriculum Framework. There are close curriculum links between the themes covered and this will be developed as the learners follow the Pathway. Learners are encouraged to be reflective and inquisitive, in order, to develop their understanding.

Students working in the Engagement Pathway will have a learning experience aimed to accommodate both their need and specific learning requirements. They will have the opportunity to explore learning through a number of different mediums. Where appropriate students may experience more traditional teaching methods, this will be combined with more concrete, practical learning experiences to reinforce their understanding, knowledge acquisition and development. Students will explore a wide range of curriculum areas making cross curricular connections, to enhance their knowledge and understanding of the world around them, the intention being to prepare them for life beyond Marshfields School. Students will undertake activities which develop their communication and interactive skills, promoting co-operation and teamwork. Students will acquire a wealth of skills, social, emotional, and practical in nature for them to better understand the world in which they live and the expectations to be placed upon them as they grow and change. They will be encouraged to contribute to the wider school community by being involved in Inter-House Events and Competitions, consider their environment, and begin to take responsibility for areas around the setting.

As the students' progress through the Pathway and enter the latter stages of their formal education they may be entered for recognised qualifications within English, Maths, Science, and optional subjects. This certification will aid their progression to College, Apprenticeships, and further training. Key Stage 2 & 3 students pursuing the Engagement Pathway will experience a weekly diet of the following curriculum exposure:

KS2 & 3 Engagement Pathway Curriculum Structure	
English	4 lessons
Reading & Handwriting	1 lesson
Maths & Functional Numeracy	5 lessons
Science	3 lessons
PE	2 lessons
PSHE / Life Skills/ Citizenship	2 lessons
Creativity – Art / Design & Technology / Food / Performing Arts	4 lessons
Engagement – Humanities / Computing	4 lessons

The subjects which lie within Engagement and Creativity are delivered twice weekly on half termly rotations.

KS2 & KS3 Lessons are delivered in a base classroom with teachers moving to the group.

Key Stage 4 students pursuing the Engagement Pathway will experience a weekly diet of the following curriculum exposure:

KS4 Engagement Pathway Curriculum Structure	
English	5 lessons
Maths	5 lessons
Science	3 lessons
PE	1 lesson
PSHE / Life Skills/ Citizenship	2 lessons
Option Group A Subject	3 lessons
Option Group B Subject	3 lessons
Option Group C Subject	3 lessons

Students are guided in their choice of optional subjects and allocated according to interest and skill level.

Option courses are reviewed annually to consider the relevance and need of the cohort entering KS4:

KS4 Optional Subjects	Qualification
Art	SEG Art, Design and Creative Studies
PE & Sport	OCR Entry Level
Humanities	WJEC Entry Level
Food	Open Award Entry Level Award Hospitality and Catering
Performing Arts	Trinity College Bronze Arts Award
Computing	INGOT Award in IT User Skills
Small Animal Care	SEG Entry Level Certificate in Practical Small Animal Care Skills

Enhancement Pathway

KS3 Enhancement curriculum

The Enhancement Pathway will aim to devise a curriculum that will inspire, challenge, and contextualize pupils' learning. The teaching and learning within this Pathway are specifically designed following the National Curriculum to ensure these students have access to the best opportunities to enhance their developmental progress.

This differentiated curriculum will challenge and inspire pupils to apply their knowledge to real life situations and prepare them for qualification subjects at KS4.

KS3 Enhancement students will complete the following lessons throughout the week:

KS3 Enhancement weekly lesson structure			
English	5	Enhancement (inc. Humanities; Computing etc.)	4
Maths	5	Art	2
Science	3	Performing Arts	2
PSHE	2	PE	2

For each subject, a termly topic / project covers National Curriculum targets as well as relevant skills, cultural capital, soft skills, PfA, to ensure thorough coverage of knowledge and learning. Towards the end of KS3, subjects will link their termly curriculum topics to the content of upcoming KS4 qualifications. To ensure students' progress throughout the year, students will be supported by various assessment strategies.

The following themes are examples of the subject topics taught in KS3 Enhancement Pathway:

KS3 Enhancement topics		
Science	- Habitats & deforestation - Digestive system & food chain	- Living things - Circulatory system
PSHE	- Citizenship & money - Healthy lifestyle	- Citizenship & democracy - Skills for learning
PE	- Functional movement - Health related fitness	- Net & wall games - Outdoor field activities
Humanities	- Romans in Britain - Weather & climate - Christianity	- WW1, WW2 - Natural disasters - Peace & conflict
Food	- Health & safety in the kitchen - Food hygiene	- Eatwell guide - World food cultures
Art	- Formal elements & colour theory - Ancient Aboriginal art	- Ancient Egyptian art - Modern sculpture project
DT	- Health & safety introduction - Night light	- Pewter casting - Motor buggy
Computing	- Functional skills - E-Safety	- Cyber security - STEM
Performing Arts	- Rhythm & percussion - Fairy tales & pantomime	- Arts around the World - Inspirational people

KS3 Enhancement assessment:

Each term, curriculum areas outline differentiated criteria they expect students to complete to ensure subject content and specific learning goals have been met.

The following assessment techniques are used to track students' progression:

- 'I can' statements that link to the subject's National Curriculum
- WWW & EBI marking & next steps
- Peer assessment tasks, constructive comments
- Verbal feedback during lessons
- Questioning & observation throughout the lesson
- Photographic evidence
- Formal assessment: end of term written / practical work / 1:1 assessment task

KS4 Enhancement curriculum

At KS4, Enhancement students will follow a differentiated curriculum that will challenge and inspire pupils to apply their knowledge to real life situations, preparing them for adulthood, as well as further education and employment. KS4 students following the Enhancement Pathway are likely to follow a blended approach to learning which could include:

- A supportive package of time in school
- Work experience or college courses that support essential life skills in preparation for adulthood.

Students are likely to complete formal examinations in English, Maths, Science, and their option subjects. It is hoped that Enhancement pupils will complete Entry level 3 or L1 qualifications. The KS4 Enhancement Pathway will focus on building the skills required to enable these pupils to move on from Marshfields to complete their P16 education at college or on an apprenticeship or enter employment.

On a weekly basis, KS4 Enhancement students will complete core lesson subjects of English, Maths, Science, PSHE & PE. For the remainder, students will complete lessons for their option subjects:

KS4 Enhancement weekly lesson structure			
English	5	Option subject 1	3
Maths	5	Option subject 2	3
Science	3	Option subject 3	3
PSHE	2		
PE	1		

The following qualifications are offered on the KS4 Enhancement Pathway:

KS4 qualifications	Exam board
Science	AQA Entry level Certificate - double award
Humanities	WJEC Entry Pathways Certificate in Humanities
PE	OCR Entry Level certificate (E1-E3) in Physical Education
Food	Open Award Entry Level Award in Hospitality & Catering
Art & DT	SEG Art design & Creative Studies
Computing	Ingots Awards in IT User Skills
PA	Trinity College Bronze Arts Award
Small Animal Care	SEG Entry Level Certificate in Practical Small Animal Care skills

KS4 Enhancement assessment

Qualification criteria will be closely followed to ensure the subject content for each course has been met.

The following assessment techniques are used to ensure course completion and support students' progression:

- Assessment plans updated: evidence detailed & dated.
- WWW & EBI marking & next steps on coursework tasks
- Peer assessment & group work
- Verbal feedback during lessons
- Witness statements evidencing the completion of practical tasks
- Photographic / recorded evidence for the completion of practical tasks
- Learner feedback logs completed for 1:1 / group discussions
- Formal assessment: end of term written / practical work / 1:1 assessment task

Core Provision

English

Key Stage 3

Year 7-9 focus on core Literacy skills alongside the main English curriculum. This is supported with a range of carefully selected fictional and non-fiction texts dependent on the pupils' pathway in school. Within the schemes of learning across all pathways, we incorporate activities such as spelling, grammar and punctuation, phonics, writing, speaking, and listening, drama games, improving writing techniques, celebration of written work, guided reading, reading comprehension, kinesthetic activities, arts and craft and shared reading.

Embedded in all Pathways for KS3 is the ethos to ensure students can access age-appropriate and engaging texts that mirror National Curriculum but are specially adapted to meet the needs and interest of pupils. All activities are carefully adapted to meet the needs of our pupils, dependent on their pathway.

Assessment:

Each curriculum topic has set criteria differentiated for each pathway to ensure content and specific learning goals for that topic have been met.

Ongoing formative assessment through books and activity in lessons of:

- 'I can' statements that link to NC and Pathway curriculum.
- Depending on the need of the class and alongside the support of our Literacy Intervention Lead, we assess phonics, high frequency words, common exception words and spelling assessed.

- Reading ages assessed within English Lessons. Salford Reading Test implemented by Literacy Intervention Lead.
- Lexia intervention to provide assessment and intervention support information.

Why do we teach this subject?

To enable communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.

KEY STAGE 4

Enrichment Pathway- Pupils in this pathway achieve a WJEC Entry Pathways Additional English qualification at Entry Level 2. Pupils explore a range of literature and produce a supported coursework portfolio in response. Our department ethos is to deliver an offer of literature that is aligned with mainstream curriculum but delivered with adapted texts and highly differentiated resources. Pupils develop functional English and SPaG skills in bespoke lessons and during year 11 begin to learn course content for Functional Skills Entry Level 1 English. Functional Skills works as an on-demand assessment course and Enrichment pathway are likely to complete one component in Reading, Writing or Speaking, Listening and Communication. This can be continued into P16 study or college.

Engagement Pathway - Pupils in this pathway will achieve a WJEC Entry Pathways Additional English qualification at Entry Level 2. As with Enrichment Pathway, we offer study of literature that is aligned with mainstream curriculum but delivered with adapted texts and highly differentiated resources. Pupils develop functional English and SPaG skills in bespoke lessons and devote 1 lesson a week to learn course content for Functional Skills Entry Level 1-2 in English. Functional Skills works as an on-demand assessment course and Enrichment pathway can complete individual components or a full qualification. Components of study in Functional skills are in Reading, Writing and Speaking, Listening and Communication. This can be continued into P16 study or college.

Enhancement Pathway -

During year 10 we deliver two English Language lessons a week, which are given to the study and preparation for Functional Skills. Students in this pathway can achieve Entry Level 3 through to Level 1 depending on their aptitude for English Language. Functional Skills works as an on-demand assessment course assessing reading, writing and speaking and listening. Alongside Functional Skills, Enhancement pupils complete English Literature studies and completion of coursework units for WJEC Entry Pathways Additional English at Entry Level 3. Our department ethos is to deliver an offer of literature that is aligned with mainstream curriculum but delivered with adapted texts and highly differentiated resources.

Example of English Literature WJEC Additional English Pathways Entry Level 2-3

Year 10- Exploring Narratives	Noughts and Crosses (Enhancement)
	Hostage (Enrichment, Engagement)
	Dr Jekyll and Mr Hyde (adapted for all pathways)
Exploring Audio Visual	Hunger Games (Enhancement, Engagement)

Big Hero 6 (Enrichment)

Eddie the Eagle (adapted for all pathways)

Exploring Shakespeare Much Ado about Nothing (Enhancement, Engagement)
Macbeth (Enrichment)

Exploring Poetry War and conflict poetry (adapted for all pathways)

Year 11- Exploring Film Genres Media unit (adapted for all pathways)
Creating Narratives Additional unit (Enhancement)
Coursework catchup

What are the assessment requirements for the course?

- At Entry Levels – internal controlled assessments once the student is deemed ready.
- At L1 & L2 – On demand external exam paper once the student is deemed ready.
- The exam board is Edexcel/Pearson Functional Skills English

These qualifications are continually assessed. All careers and all college courses require some level of Functional Skills English qualification. The subject enables communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.

Additional English Pathways is a 100% coursework-based qualification including internally assessed and moderated units of work (at the completion of Year 11). Sample units are then sent for External Verification. SPAG + Functional Skills English is assessed through internal controlled assessment at Entry Levels and external on-demand examination at L1. 3 components must be passed – Reading/Writing/Speaking & Listening. These are Pearson Edexcel qualifications which include a Functional Skills exam sat as each student is ready. A student can leave Marshfields with a full award or continue their Functional Skills study at College.

There is also ongoing formative assessment through books and activity in lessons of:

- Assessment of Reading, Writing and Speaking and listening skills linked to NC.
- Phonics, high frequency words, common exception words and spelling assessed and recorded with the support of the Literacy Intervention Lead.

POST-16

In post-16 we deliver Functional Skills English E1 – E3 which includes reading, writing, and speaking and listening. All careers and all college courses require some level of Functional Skills English qualification.

We teach this course because:

- It enables communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.
- English makes a unique contribution to the curriculum:
- It develops an appreciation of English Literature.
- It develops an enthusiasm for the written and spoken word.

- It helps build communication skills and the ability to express opinions in a succinct way.
- It offers students opportunities to study authors and learn the purpose of their work.
- It offers students opportunities to perform in plays and to use role play, speech, and presentation skills.
- It supports every other subject regarding spelling, punctuation, and grammar.
- It supports the improvement of whole school reading and every student's reading skill.

Reading

Reading is taught both discreetly and as an integral part of the curriculum. Students are encouraged to become confident, enthusiastic, reflective, and independent readers. They experience print in variety of forms and for a variety of purposes and learn to read for enjoyment, information, and interest. Our aim is for students to participate in shared reading, peer reading, guided reading as well as individual reading. Through these, the students are encouraged to decode text in a variety of ways, such as in the use of phonics. In addition to this, they are shown how to and attempt to derive meaning from texts. Students are encouraged to share personal preferences and opinions about books.

Teachers are encouraged to pitch their teaching at the appropriate phase for their children. In addition to phonics, children are also encouraged to recognise high frequency words by sight. This may be done using flashcards, word walls, reading books and matching word families around the school. The Literacy Intervention Lead supports teachers and pupils with phonics assessment and where gaps in students' phonological awareness are identified, individual targets and recommended practice are recorded. The Literacy intervention team also takes elements from the Ruth Miskin program Read, Write, Inc. and Dockside Books support students to make progress with phonics.

Students have regular access to a well-resourced library within the school. It has a wide range of resources in a variety of media organised into Fiction and Non-Fiction sections. In September 2021 we introduced a library system of book banding. The Accelerated Reader programme had been successful, but we adapted our approach and culture of reading. The change was prompted by the redesignation of our school as a centre for SLD. We needed a reading system in school that promoted reading for pleasure and allowed continuity and familiarity of a banding system students are exposed to in other settings. The bands are linked to phases of phonics and reading for pleasure is encouraged over the old culture of comprehension quizzing. The library has evolved to become the Learning and Resources Centre with ICT and books available for students throughout the day. A relaxing and calming space has been created for reading for enjoyment and pleasure.

The library stocks an extensive selection of books banded between 0-16 and a 'free reading' section. All students are then encouraged to select, borrow, and then return the books, reflecting a real-life scenario. They are also encouraged to take these books home to share with parents/carers/siblings. Students will also take part in book events such as World Book Week.

Reading Assessment

Salford Sentence Reading Test

We assess reading ages and advise book banding through Salford Sentence Reading testing. This is facilitated by our Literacy Lead and completed termly. Testing is facilitated during English lessons and intervention slots at the beginning of every term.

Salford Sentence is a one-to-one reading test which provides standardised scores for reading accuracy, reading comprehension, and reading age.

From testing we can share data with Tutors as to the appropriate banding for each reading age in their tutor group.

Reading will continue in form groups. Pupils will be encouraged to read independently and partake in group reading and guided reading in their groups. Targeted Literacy Strategy runs throughout the day by the Intervention team (Literacy strategies-based students EHCP targets).

Lexia

Lexia is a reading intervention programme that launched at Marshfields in September 2021 and has been instrumental in the reading progress of students at Marshfields. It has been so popular, we even run Lexia as a lunchtime club. Based on student performance in an online program, Lexia alerts and recommends specific intervention and practice resources, with the intentions of closing the literacy gap of students who need support with their progress in literacy and reading. The programme provides data for different elements of literacy and provides a programme of work. Lexia sits as intervention tool within our centre. We currently have enough licences to facilitate whole school engagement. Many pupils have a bespoke Lexia slot during form times each week, whereas others may have access to Lexia during their timetabled reading lessons.

Baseline

As part of our Literacy intervention, Literacy Baseline assessment is completed for Year 3-7 starters. This baseline assessment enables our Literacy Lead to track starting and end points end of year 7 and KS3. This information can inform Pathways. Salford, HFW, phonics is assessed for all students and Lexia for students with significant barriers to literacy.

MATHS

The Maths Curriculum at Marshfields acknowledges the benefits of Maths 'Mastery' teaching and learning through all Pathways. It encourages pupils to recognise and make connections using the concrete, pictorial and abstract approach interspersed with classroom discussion through pair work. We encourage the practical application of Maths through classroom activities, outdoor learning, role play, songs, trips and visits. Students are encouraged to take responsibility for their own learning and progress as we promote a growth mindset that rewards effort.

Mathematical fluency is enhanced by revisiting essential skills such as counting on, subitising and developing automaticity by revisiting number bonds and times tables. Students are regularly tested on their number sense skills relevant to their Pathway curriculum. This could look like examining the pupils' ability at rounding, recognising place value, counting in quantities of 2, 5 and 10 as well as regularly practicing the mental mathematical recall of addition, subtraction, multiplication and division facts.

KEY STAGE 3

Pupils will follow a topic-based curriculum each half term that is mapped to White Rose and National Curriculum. Topics within White Rose are carefully chosen to help engage student interest and make Maths relevant to real life. These are essential skills in Preparing for Adulthood. In each of the major topic areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas and objectives, dependent on the pupils' pathway.

KEY STAGE 4 –

We offer qualifications according to students' pathways:

ENRICHMENT- AQA Entry Level Certificate (Entry Level 1)

ENGAGEMENT- AQA Entry Level Certificate (Entry Level 2)

ENHANCEMENT- AQA Entry Level Certificate (1-3)

Some Enhancement students may also move onto an additional qualification in year 11: Edexcel Level 1 or 2 Number and Measure (ANM10/20).

In Year 10 and 11 topics include:

- Properties of number
- Four operations
- Ratio
- Money
- Calendar and time
- Measures
- Geometry
- Statistics

Assessment is continuous for ELC, and students sit them after each topic has been taught to support their learning needs (half-termly). The Number and Measure course has two exam papers externally assessed in early May of Yr11, although an earlier examination date in January is possible in certain circumstances. Most students in Year 12 will begin a new NCFE Functional Skills Maths qualification.

MATHS INTERVENTIONS

During maths interventions we endeavour to emphasize the importance of developing number literacy through the following key aspects:

1. **Creating Fluency:** This involves building a strong foundation in basic numerical skills and operations to ensure that individuals can work with numbers confidently and efficiently.
2. **Applying Math Knowledge:** Focusing on how mathematical concepts and skills can be applied to solve problems and make informed decisions in various contexts.
3. **Real-World Experiences:** Connecting mathematical learning to real-life situations to enhance understanding and relevance.

Some of our interventions are run through Times Tables Rock Stars and Numbots which are designed to build students factual fluency in multiplication/division and addition/subtraction skills, respectively. Our Numeracy Lead, will also use baselining programmes such as IDL Numeracy. This programme offers a curriculum of interactive mathematical puzzles that are both engaging and educational, allowing targeted students to apply their maths skills in relevant life contexts.