

Milestone Academy Curriculum Information

The curriculum at Milestone Academy is based on our Core Moral Purpose and membership of the Kent Association of Special Schools (KASS). Our Core Moral Purpose is our curriculum promise to our pupils and their families.

Core Moral Purpose:

Whilst a pupil attends Milestone Academy we will:

- Provide expertise to deliver a personalised curriculum for each pupil's learning
- Work together with families and other agencies to ensure every pupil is valued, challenged and supported
- Have the highest expectation that every pupil will make sustained academic and personal progress
- Ensure that every pupil is ready for the next steps in their learning and is supported to participate in, and contribute to, life in modern Britain

As a member of KASS we offer an outstanding curriculum which ensures memorable experiences, rich opportunities for high quality learning and is customised to the changing needs of individuals and groups. We provide highly tailored and coherent programmes to promote outstanding progress and outcomes.

KASS schools are an outward facing group of special schools who work collaboratively and in partnership with multi-disciplinary professionals and our local community.

As a KASS school we create an approach to the National curriculum which is shaped around the pupil. We have high expectations of our pupils independence and life- long learning, which enables them to be ready for their transition to adult life. Each of our schools design a personalised pathway that is broad, balanced and sets aspirational challenges; a curriculum that will improve the lives of our pupils and their families.

We plan and assess learning experiences of the highest quality based upon the pupils' individual ages, stages and different needs. We provide them with the knowledge, skills and understanding to have access to the opportunities available in their daily life. We monitor and evaluate their personal achievements and individual progress using the full range of relevant and appropriate assessment indicators.

In KASS schools therapeutic approaches are an integral part of the school curriculum. The curriculum is made up of specialist core and additional strands required to meet the whole-pupil's holistic needs.

The curriculum at Milestone Academy is broad, balanced and meaningful. It is highly differentiated within each of the six Key Stages:

- Early Years Department for pupils aged from 2-5 years
- Key Stage 1 Department for pupils aged from 5- 7 years

- Key Stage 2 Department for pupils aged 7-11 years
- Key Stage 3 Department for pupils aged 11-14 years
- Key Stage 4 for pupils aged from 14-16 years including one 14-19 classes
- Sixth form, 80% of whom are educated offsite at a satellite provision within Wilmington Academy, one of Leigh Academy Trust's mainstream secondary schools

Each department from Key Stage 1 upwards has a specific class for pupils with profound and multiple learning difficulties as well as a class for pupils on the Autistic Spectrum who require a sensory led curriculum. (Please see the links to PMLD and ASD provision in 'About us'). Pupils in these classes are often at early levels of development and follow highly differentiated individual curriculums that are personalised to meet their needs.

Class sizes are small and range from 7-12 pupils. All classes are led by a teacher supported by between two and five teaching assistants to meet the learning needs of the pupils. Pupils are largely grouped according to their ability from Key Stage 1 to ensure they receive a curriculum that is delivered at an appropriate pace; however, close attention is also given to the individual pupil's friendships groupings, their medical, behavioural and social needs. Each class teacher is responsible for delivering whole class, small group and individual learning programmes. Class teachers also look after the pastoral needs of their pupils.

A variety of teaching and learning styles are used to promote learning and teaching throughout the Academy. Emphasis is upon developing the pupils':

- communication and language skills
- a thirst for the Knowledge
- Knowledge, skills and attitudes to think independently and be ready for the next step in their education in Modern Britain
- personal and independence skills
- self- esteem & self confidence
- understanding of how to keep themselves healthy and safe including e- safety

Teaching at Milestone Academy is mostly outstanding and never less than good. All staff have high expectations of pupils learning and give focused feedback to help pupils move onto the next step. Learning is broken down into small achievable steps in all curriculum topics or subjects with opportunities to continually recap and revisit the key strands of English, Speaking & Listening, Reading & Writing and Maths, Number, Measurement and Shape (Geometry) and Statistics, until pupils are able to generalise their learning in different settings. Subject specialist Co-ordinators for English and Maths work with teachers across the Academy to support pupils learning needs.

The curriculum is enhanced by Specialist teaching of PE and Music at Early Years and Key Stage 1 and by specialist teaching for PE, Dance and Music from Key Stage 2. In Key Stages 3 & 4 all pupils have

access to specialist teaching for Music, PE, and Science & Art. Pupils from Key Stage 4 onwards continue to access specialist teaching for PE and Science but may choose one creative option. In addition, they may study for vocational qualifications and for external accreditation in a Key Skill.

Pupils in the sixth form follow individual study programmes that include English and Maths accreditation, vocational courses and high quality external or internal work experience.

Personal and Social Education is an integral part of every lesson throughout the Academy and a subject specialist teacher is responsible for sex and relationship education. The Academy is a member of the PSHE Association and their programmes of study are differentiated by teachers at Key Stage 1-4.

Enriched learning opportunities exist throughout all Key Stages to promote pupils' personal, social, moral, cultural and spiritual development. These include two sensory circuits which provide alerting and calming opportunities for identified students with sensory processing dysfunction to ensure they can access learning. In addition, there is Aqua Learn in the Academy's hydrotherapy pool, swimming at a local college pool, inter school and intra-school sports activities and matches, the 'Inspire' Art project and a range of recreational opportunities delivered by external providers including Football coaching, Cycling, Drama and Boxercise. Pupils are also supported, where appropriate, to learn about modern Britain and to discuss world events as reported in the media and within PSHE & Citizenship programmes of study. Election of representatives to the School Council provides opportunities to learn the practices of a democracy as do class rules where they are encouraged to consider the impact of their behaviour and extremism on others and everyday life.

Early Years - Foundation Stage

The Early Years Department has two classes and takes children from three to the end of their Reception Year aged five. It provides a sensory, interactive curriculum based on the Foundation Stage and offers a warm and welcoming environment that enables the transition from home to school to be an enjoyable experience. The curriculum is play based and delivered through a three year rolling plan of topics that focus on the Prime Areas of:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

These feed into the Specific Areas of Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. All of the areas of learning and development are interconnected to the characteristics of effective learning, which are 'playing exploring', 'active learning' and 'creating and critical thinking' which prepare them for their next stage of school.

Nursery aged children can be offered an observation and assessment placement for up to six terms within the Early Years department by the Local Authority during which time their learning needs are assessed and decisions made with regard to the support they need for their future education.

Please refer to the Early Years Link under Curriculum for additional information from the Key Stage Leader. Early Years Curriculum Topics may be found in Appendix 1.

Key Stage 1

Key Stage 1 has six classes and continues to build on learning from the Foundation Stage. Its topic based approach ensures all learning is meaningful, relevant and enjoyable. Topics change every term and class teachers send home information to families so they can support their child's learning.

Please refer to the Key Stage 1 Link under Curriculum for additional information from the Key Stage Leader. Key Stage 1 Curriculum Topics may be found in Appendix 2.

Key Stage 2

Key Stage 2 has six classes and pupils, where appropriate, follow the National Curriculum through a topic based approach. The National Curriculum subjects covered include: English, Maths, Computing, Science, History, Geography, Art, Design Technology, Personal, Social and Health Education, PE, Citizenship, a Modern Foreign Language and Religious Education. Key Stage 2 Topics change each term .

Please refer to the Key Stage 2 Link under Curriculum for additional information from the Key Stage Leader. Key Stage 2 Curriculum Topics may be found in Appendix 3

Enriched learning opportunities include a successful Brownies & Cubs and horse riding.

Key Stage 3

Key Stage 3 has six classes and pupils, where appropriate, follow all subjects that make up the National Curriculum. In addition, all classes receive impartial careers, education and advice from the Leigh Academies Careers' and Progression Advisor through focused workshops and specialist events.

Pupils are encouraged to become role models for younger pupils and to take more responsibility for their own learning. All pupils are encouraged to attend their annual review/transfer meetings and where appropriate to prepare reports to express their views and aspirations for the future.

Opportunities to practice and generalise skills are provided by involvement in the life of the department, sporting fixtures and annual residential visits.

Key Stage 4

Key Stage 4 has four classes and pupils, where appropriate, follow all subjects that make up the National Curriculum. In addition all classes receive impartial careers, education and advice from the Leigh Academies Careers' and Progression Advisor through focused workshops and specialist events. Key Stage 4 pupils also have the opportunity to undertake work experience, vocational qualifications and gain accreditation for Key Skills.

The following qualifications may be studied:

Trinity House Arts Award

Ascentis Level 1 Award & Certificate in an Introduction to Horticulture

OCR accreditation - Life & Living including The World of Work.

ASDAN qualification in Health & Social Care

Level 1 BTEC Hair & Beauty at a local school

Sixth Form

The sixth form is composed of four classes, one of which is 14-19 provision. Pupils in the sixth form follow individual study programmes that prepare them for life after school. The curriculum is designed for study both within school and the local community so pupils can apply their functional skills in real life settings. The components of the individual study programmes focus on the further development of the functional skills of English, Maths and ICT, vocational courses and participation in high quality work experience. In addition, pupils are supported by the Trust's Career and Progression Advisor to make choices for the future and life after school. All pupils access sex and social relationship education with a focus on keeping healthy and safe. Access to specialist facilities at Wilmington Academy including a full sized sports hall, outdoor gym equipment and a large food technology room has enhanced learning opportunities for Milestone pupils as it enables them to experience change, challenge and inclusion with their mainstream peers. In addition, pupils are able to practice their life skills in the restaurant and to further develop their independent travel training skills by proximity to local travel services.

Total Communication Environment

Milestone Academy has a total approach to communication and all teaching staff are trained in a variety of approaches to facilitate the development of language and communication skills. These include:

PECS –Picture Exchange Communication System

Signalong, Sign Supported English

Visual supports

Lower Tech & Higher Tech Alternative and Augmentative Communication

The SALT team also work collaboratively with teaching staff and in partnership with families and other agencies.

In addition, there are teachers with expertise in the following areas to facilitate the learning of pupils:

MOVE – Movement Opportunities via Education

TEACCH –Treatment & Education of Autistic & Related Communication Handicapped Children

Sherbourne Movement

Rebound Therapy

Sounds-Write

Numicon

Clever Fingers

Play Therapy

Inclusive Technology

Sensory Processing Dysfunction

Assessment

Milestone Academy uses a variety of different assessment tools to measure the progress pupils make overtime. These include:

At Early Years 'Development Matters within Tapestry' (On-line Journal).

B Squared which is a linear measure of progress.

Leuven Scales which are used to measure pupils well being

Routes for Learning

MAPP – Mapping & Assessing Pupil Progress

A range of indicators that enable assessment of progress in eating & drinking, personal presentation and travel training

Analysis of Individual Education Plans and Individual Learning Plans

Appendix 1 Early Years Curriculum Topics

EARLY YEARS CURRICULUM TOPICS	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Term 1	Where I live On the Way Home – Jill Murphy The Three Little Pigs The Big Red Bath Please don't Chat to the Bus Driver	All about Me All About Me The Boy who lost his Belly Button (Jeanne Willis & Tony Ross) From Head to Toe (Eric Carle)	The Senses Polar Bear, Polar Bear What do you Hear? (Eric Carle) Oliver's Vegetables (Vivien French) Over in the Meadow (Ezra Jack Keats)
Term 2	Weather After the Storm (Nick Butterworth) One Snowy Night The Puddle	The Farm The Enormous Turnip The Pig in the Pond Dora's Eggs (Julia Sykes) The Little Red Hen	Patterns Elmer Rosie's Walk Zebra's Hiccups Spot Books
Term 3	People who help us Lost and Found Five Minutes Peace Emergency	Night and Day Peace at Last (Jill Murphy) How to Catch a Star (Oliver Jeffer) Owl Babies (Martin Waddell)	Around the World Where the Wild Things Are Handa's Surprise Around the World with Piggy Wiggy
Term 4	Animals Dear Zoo Walking through the Jungle Farmer Duck	Nursery Rhymes – Various – focus weekly	Fairytales Red Riding Hood Gingerbread Man Cinderella
Term 5	Seasons The Hungry Caterpillar Oliver's Fruit Salad Elmer and the Wind Little Polar Bear	Treasure We're Going on a Treasure Hunt Pig in a Dig Dig Dig Digging	Bears Goldilocks and the Three Bears Going on a Bear Hunt Teddy Bears Picnic
Term 6	Journeys – Up, Up and Away Whatever Next The Blue Balloon Noah's Ark	Under the Sea The Rainbow Fish The Lighthouse Keepers Lunch The Fish who could Wish	Minibeasts Superworm What the Ladybird Heard The Very Busy Spider The Munching Crunching Caterpillar

Appendix 2: Key Stage 1 Topics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	My School	Mealtimes	Toys, Books & Games	What's Special to me?	Growing	The Seaside
Year 2	In the Neighbourhood	The Weather	People who help us	The Garden	Animals	Journeys

Appendix 3 Key Stage 2 Curriculum Topics

Milestone Academy KS2 Curriculum Overview - Cycle 1

Term-Topic	Science	Humanities	Art	DT	MFL	RE	Computing	PSHE
1 Transport and Holidays	L - Grouping and Classifying U - Grouping and Classifying	L - Investigating environments and countries (G) U - Investigating Rivers and Coasts (G)	L - Colour U - Colour	L - Topping Pizzas U - Sandwich Snacks	Je Parle Francais	U & L Christianity / Judaism - Harvest	Algorithms	Safety Around School
2 Food and Drink	L - Food, Drink and Exercise U - Separating Materials	L - Food and Drink in the Past (Tudors) (H) U - Food and Drink in the Past (WWII) (H)	L - Texture U - Pattern	L - Topping Pizzas U - Sandwich Snacks	Food and Drink	U & L Christianity - Christmas	Creating Digital Content	Healthy Eating
3 Looking After Ourselves	L - Heart and Lungs U - Health	L - How can we make our local environment safer? (G) U - How and Where do we spend our time? (G)	L - Line U - Shape	L - Musical Instruments U - Sweet and Savoury, Taste and Texture	All About Me	Islam - U - Hajj L - Eid	Safety	Safety and Hygiene
4 The Senses	L - Sound U - Light	L - How are our toys different to those in the past? (H) U - What was it like to live here in the past? (H)	L - Shape U - Texture	L - Musical Instruments U - Sweet and Savoury, Taste and Texture	The French Experience	U & L Christianity - Easter	Gathering and Sharing Data	Awareness of the Sense

5 Weather and Time	L - Food, Teeth and Claws U - Plants	L - Weather around the World (G) U - Ancient Greeks (H)	L - Tools and Materials U - Line	L - Shelters U - Storybooks	Weather and Time	Christianity U - Old Testament L - New Testament	Digital Imagery and Sound	My Body - How We Grow
6 The Environment	L - The Environment - further afield U - Animal Features	L - Ancient Egyptians (H) U - Improving the Environment (G)	L - Pattern U - Tools and Materials	L - Shelters U - Storybooks	Animals	U - Sikhism L - Islam	Technology in the Environment	Safety Outside School

Milestone Academy KS2 Curriculum Overview - Cycle 2

Term/Topic	Science	Humanities	Art	DT	MFL	RE	ICT	PSHE
1 My favourite Things	U - Forces L - Light	U - Past Times and Lifestyles (past and present) (H) L - My Favourite Places (G)	My Favourite Things U - Colour L - Form, Tools and Materials	U - Biscuits and Packaging L - Slippers	Greetings	U & L Judaism/ Hinduism	Finding Things Out	Relationships - My School
2 Changing	U - Changing and Exploring	U - Around Our School - The Local Area	Investigating Materials	U - Biscuits and Packaging	Shopping	U & L Christianity	Developing Ideas and Making Things	Lifestyle and Health

Materials	L - Exploring	L - Water (G)	U - Form, Tools and Materials L - Texture	L - Slippers		(Christmas)	Happen	
3 People in our Lives	U - Skeletons L - Health	Famous People U - Henry VIII (H) L - Queen Victoria (H)	Picture This! U - Pattern L - Colour	U - Photo Frames L - Winding Up	My Family	Islam L - Hajj U - Eid	Reviewing, modifying and evaluating work	Understanding Ourselves (relationships)
4 Houses and Buildings	U - Electricity L - Local Environment	U - Investigating Our Local Area (G) L - How Our Environment has Changed (H)	Can Buildings Speak? U - Shape L - Line	U - Photo Frames L - Winding Up	My Home and My School	U & L Hinduism/ Judaism	Exchanging and Sharing Information	Safety at Home
5 Countries and Cultures	U - Sound L - Plants	U - A Village in India (G) L - An Island Home (G)	Work of Artists from Around the World	U - Puppets L - Moving Monsters	Cultural Experience	U & L Judaism	Reviewing, modifying and evaluating work	Taking Care of Myself
6 Living Things	U - animal lifecycles and growth L - Lifecycles and growth	U - How animals and plants have been used in the past (H) L - How Can We Find Out About Life in the Past? (H)	Mother Nature U - Texture L - Pattern	U - Puppets L - Moving Monsters	Colours and Numbers	U - Sikhism L - Christianity	Developing and consolidating Skills with a cross curricular approach	Understanding Ourselves (physical)

Appendix 4 Sixth Form

Personal Progress and Personal and Social Development Programme of Study

Ethos and Planning

This programme is based on the ASDAN Personal Progress (PP) and Personal and Social Development (PSD) qualifications. The qualifications provide a comprehensive range of activities that are both age appropriate and sufficient to meet the needs of the students.

Personal Progress is an Entry 1 level qualification and is suitable for students working from P1(i) to Level 1 of the National Curriculum. Each unit of the qualification is awarded at a level from the achievement continuum, see Appendix 1.

Personal and Social Development is awarded at an Entry Level 1, 2 or 3 qualification as appropriate.

Students will either work towards the Personal Progress or Personal and Social Development qualification. In exceptional circumstances, students may begin working towards the Personal Progress Qualification and then transfer to working towards the Personal and Social Development Qualification if felt appropriate.

Progress made within units is assessed as a percentage of the number of assessment criteria completed and updated on a student's Individual Study Programme termly.

Personal Progress Qualification

During years 12, 13 and 14 students will work towards one or two units a year for areas related to daily living skills, depending upon the progress of knowledge, skills and understanding learnt. Each student will also work towards one unit a year related to functional English, Maths or ICT. Units will be chosen that are appropriate to the student's individualised learning needs.

Students in year 12 may complete the unit;

Participating in a Mini Enterprise Project (MEP) if appropriate.

Students in years 13 and 14 may complete the following units as part of their vocational work related learning or work experience as appropriate;

Developing Skills for the Workplace: Growing and caring for plants (GCP)

Developing Skills for the Workplace: Following Instructions (Unit FIS)

Developing Skills for the Workplace: Getting things done (GTD)

Developing Skills for the Workplace: Health and Safety (HAS)

Developing Skills for the Workplace: Looking after and caring for animals if appropriate.

Any students following a Health and Social Care course as part of their vocational work may complete the unit titled 'Using Local Health Services' (Unit LHS) if appropriate.

The units covered will be taught on a three year rolling programme. This will ensure units will not be repeated due to change to class groups and will support team teaching within the 6th Form.

Personal Progress Units

Year 1 (2014-15)

Unit Reference	Achievement Continuum Cover	Skills and Unit Title
EMNS	6-10	Functional: Early Maths: Developing Number Skills
EMP	6-10	Functional: Early Maths: Position
EMS	6-10	Functional: Early Maths: Shape
EMM	6-10	Functional: Early Maths: Measure
EMSO	6-10	Functional: Early Maths: Sequencing and Sorting
UMF	2-10	Functional: Understanding What Money is used for.
TRE	3-10	Functional: Recognising Time through Regular Events
ILBH	3-10	Daily Living: Developing Independent Living Skills: Being Healthy
PFE	4-10	Daily Living: Planning and Preparing Food for an Event
CGP	4-10	Daily Living: Travel Within the Community: Going Places
EWP	2-5	Daily Living: Engaging with the World Around you: Objects
EWE	2-5	Daily Living: Engaging with the World Around You: Events

Year 2 (2015-16)

Unit Reference	Achievement Continuum Cover	Skills and Unit Title
DIS	6-10	Functional: Developing ICT Skills
EWT	2-5	Functional: Engaging with the World Around You: Technology
ILKS	4-10	Daily Living: Developing Independent Living Skills: Keeping Safe
PDS	4-10	Daily Living: Developing Independent Living Skills:

Unit Reference	Achievement Continuum Cover	Skills and Unit Title
CPS	4-10	Preparing Drinks and Snacks
		Daily Living: Developing Community Participation Skills: Getting Out and About
EWTH	2-5	Daily Living: Engaging with the World Around You: Therapies
EES	1	Daily Living: Encountering Experiences: Being Part of Things
DSA	2-10	Developing Self Awareness – All about me

Year 3 (2016-17)

Unit Reference	Achievement Continuum Cover	Skills and Unit Title
DCS	6-10	Functional: Developing Communication Skills
DRS	6-10	Functional: Developing Reading Skills
DWR	6-10	Functional: Developing Writing Skills
PPI	3-10	Functional: Providing Personal Information
RAQ	5-10	Functional: Making Requests and Asking Questions in Familiar Situations
LAY	4-10	Daily Living: Developing Independent Living Skills: Looking after Yourself
ILOH	4-10	Daily Living: Developing Independent Living Skills: Looking after your own home
CPT	4-10	Daily Living: Using a Community Facility over a Period of time
EWP	2-5	Daily Living: Engaging with the World Around you: People
DRA	5-10	Daily Living: Taking Part in Daily Routine Activities

This will then continue on a three year cycle until the Scheme of Work is reviewed.

Personal and Social Development Qualification

During years 12, 13 and 14 students will work towards one or two units a year for areas related to daily living skills, depending upon the progress of knowledge, skills and understanding learnt. Students working at this level will not complete units related to functional skills as they will complete EDEXCEL Functional Skills exams.

Students in year 14 will also complete the unit titled 'Preparation for Work' (Unit PW) if appropriate as part of their work experience preparation and training.

Personal and Social Development Units

Year 1 (2014-15)

Unit Reference	Unit Title and Entry Level
HL	Healthy Living (1, 2 & 3)
MM	Managing own Money (1, 2 & 3)

Year 2 (2015-16)

Unit Reference	Unit Title and Entry Level
PS	Personal Safety in the Home and Community (1, 2 & 3)
WG	Working as part of a group (2 & 3)

Year 1 (2016-17)

Unit Reference	Unit Title and Entry Level
UT	Using Technology in the Home and Community (1, 2 & 3)
CA	Community Action (1, 2 & 3)

This will then continue on a three year cycle until the Scheme of Work is reviewed.

Food Technology

Students will complete a qualification in Food Technology from the following as appropriate:

ASDAN Personal Progress:

Daily Living: Planning and Preparing Food for an Event

Daily Living: Developing Independent Living Skills: Preparing Drinks and Snacks

OCR Life and Living Skills unit in Home Management at Entry Level 1, 2 or 3.

BTEC Home Cooking Skills at Level 1 or Level 2

Work Related Learning

If Personal Progress or Personal Social Development (ASDAN Units) are not appropriate, students may complete a qualification from OCR Life and Living Skills unit in World of Work at Entry Level 1, 2 or 3.

Travel Training

If Personal Progress or Personal Social Development (ASDAN Units) are not appropriate, students may complete a qualification from OCR Life and Living Skills unit in Environment and Community or Personal Skills at Entry Level 1, 2 or 3.