

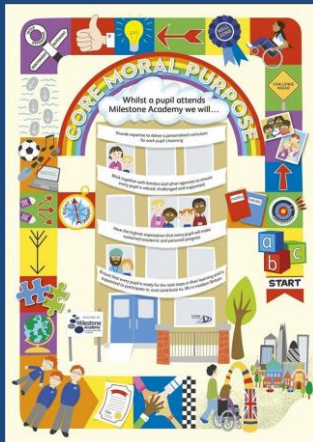


2021 -2022

Milestone Academy

Principal – Sarah Goosani

Chair of Governors – Doug Skilton



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New Ash Green
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Curriculum Statement

Intent

Milestone Academy is dedicated to providing a broad, rich, deep and demanding curriculum at levels appropriate to the developmental understanding of our students. This has since 2014 been driven via our application across Milestone Academy of our Core Moral Purpose - the first commitment of which is to 'Provide expertise to deliver a personalised curriculum for each pupil's learning. The curriculum we now deliver, which was introduced in 2019, builds on this commitment and is coherently sequenced to meet all pupils' needs, start points and aspirations for the future, whilst being ambitious for all. Milestone Academy's curriculum is responsive to pupil's individual changing needs, with four distinct curriculum pathways (Brook, Stream, River and Waterfall) that pupils may stay within or transition between during their time at school. Each curriculum pathway has core elements, which run, throughout the school in addition to elements, which are specific to a Phase within school. Communication is fundamental to learning and building relationships; this is central to the curriculum at Milestone Academy and is embedded within it throughout each school day.

Emotional structure and routine is important to our students and we seek to provide the appropriate level of 'scaffolding' to support individuals in their learning of knowledge, understanding and skills, providing the appropriate level of challenge and risk taking in order to develop resilience through, at times, coping with failure. Practical and active learning beyond the classroom is essential to all our students and a key aspect of our curriculum, developing the generalisation of skills learnt to other settings, including the local and wider community. Positive mental health, physical health, happiness and well-being are central to pupil's development and progress. At Milestone, the curriculum supports this through opportunities to develop passions and interests, an understanding of how to stay healthy, make good choices, and developing a sense of self-worth, esteem and enjoyment of learning.

Our curriculum approach reflects our respect for each student as an individual, aiming to develop knowledge, understanding and independence through a transdisciplinary theme approached curriculum through the school (excluding Early Years and the Sixth Form). These transdisciplinary themes, which focus on areas that go across subject areas, are based on the International Baccalaureate Primary Years Programme. Across these key stages, pupils will all focus on the same transdisciplinary theme over a module, around which learning will be planned.

These are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Having all pupils' learning planned around the same transdisciplinary theme supports engagement, enthusiasm and inclusion across the school with common areas of inquiry for sharing and discussion leading to holistic learning experiences that integrate socio-emotional, physical and cognitive development. This ensures the curriculum is planned and sequenced to ensure skills and knowledge are taught regularly to develop understanding and consolidation in a structured way, ensuring that new learning is connected to existing knowledge. The total curriculum at Milestone Academy encompasses the taught curriculum, which includes all National Curriculum subjects, religious education and age and stage appropriate relationship and sex education for pupils working at a subject specific level. Alongside the taught curriculum runs the co-curriculum, which supports development of and learning within creativity, careers and the world of work, performing, sport and volunteering and membership.

The curriculum across Milestone Academy enables our pupils to develop into young people who are; independent, to the greatest degree possible, caring, both for themselves, others and the world around them, able to build positive relationships and to communicate functionally and effectively, be curious, able to play a meaningful role in society, informed, skilled, respectful and tolerant. The curriculum is developmental and personalised to ensure every pupil accesses the learning they need as an individual, at an ambitious level of challenge appropriate to them, supporting transitions to next steps within and beyond school. The curriculum celebrates differences within our diverse school community and enables young people to access learning appropriate to their aspirations for the future, leading to positive destinations for all. The curriculum will develop our pupil's attributes in line with the International Baccalaureate learner profile which are; inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective.

Milestone Academy is one of 31 Primary, Secondary and Special Academies that operate under as members of Leigh Academies Trust. As these 31 Academies have embarked on fully implementing both the Primary and Secondary IB programmes, we see our role as one being a pathfinder in relation to the IB operating in a special school and developing an IB Programme for Special Schools alongside Snowfields Academy, the other LAT Special School.

Implementation

At Milestone Academy, the majority of lessons and subjects are taught by the class teacher, this is especially so in the Primary Phases 1 and 2. In the Secondary Phases 3 and 4 pupils may be taught by specialist teachers for specific subjects. Alongside learning within specific subject areas of the National Curriculum, all pupils have targets and learning focused on achieving their individually planned outcomes within their Provision Plans, part of their Education, Health and Care Plan. Across all phases pupils with higher level of need such as those following the Brook or Stream pathways access learning through an Individualised Learning Plan which incorporates core subject areas including all strands of English and maths. Pupils follow the same transdisciplinary theme as the pathways in their phase, but focus on the four main areas of learning; Communication and Interaction, Cognition and Learning, Personal and Social and Physical Development, in line with their individual needs. The transdisciplinary theme is incorporated in a sensory, appropriate level to ensure all pupils are accessing their learning, whilst being included in the phase community by following the same transdisciplinary theme. Learning is personalised and all pupil's targets are broken down into small, realistic steps which are both stage and age appropriate, with a focus on developing functional skills across all subject areas.

Children within the Early Years Foundation Stage have access to a rich, broad and balanced curriculum where learning takes place through a mix of child initiated and adult led learning, both in the classroom and use of outside spaces and the local community. Learning is made pleasurable and rewarding, helping our children think and communicate about their learning. We are a total communication environment encapsulated by the fact that one of the few schools in the South East that holds the Balanced Programme award for SLCN Centre as one of Centres of Excellence. Thus, the entire staff understand the power that particular modes of communication have such as signing, PECS and switch use which help to extend, refine and develop our pupils in the most positive and successful way. Parents and carers are encouraged to be partners in their children's education and have opportunities to help their children learn at home, through very close links with the Academy. In Phases 1 and 2 lessons are taught with links to the Phase transdisciplinary themed based curriculum, based on the IB whole school transdisciplinary theme. Independence skills are taught through personal care, hand washing, carrying out dinner routines, making choices and showing preferences. Physical Education is taught throughout the phases through taught PE lessons, Aqualearn, Dance, Specialist led sports and gymnastics clubs and Rebound Therapy (where appropriate). In Phase 2 pupils also have access specialist coaching from external providers including Horse Riding, Swimming, Football and Gymnastics which may be site-specific. Pupils in Phase 1 and 2 may access Forest School, art, dance and music taught by specialist teachers.

In Phases 3 and 4 lessons are also taught with links to the Phase transdisciplinary themed curriculum, linked to the IB whole school transdisciplinary theme. It is recognised that some lessons need to be taught as 'stand-alone' where certain subject or coverage specific learning needs to take place, such as online safety, relationship and sex education or careers education. Where possible these subjects will follow the theme but if a need is recognised that a specific topic needs to be taught, this will be done so to meet pupil's changing needs. In Phases 3 and 4 specific subjects will be taught by specialist teachers for PE, vocational subjects, science, music, art, dance and Scouts. Pupils may access specialist swimming lessons and will begin to learn how to safely access the community, using public transport as appropriate, and will learn independence skills such as shopping and food technology. Pupils in the Sixth Form will begin an Individual Study Programme tailored to their needs and aspirations with an emphasis on developing functional English, maths, Computing, Work Experience Related Learning Skills and Personal and Social Development. All student outcomes are linked to their planned transitions into adulthood and are transdisciplinary to ensure a holistic approach to their learning and skills gained, whether their intended destination be work, further education or independent living.

Subject Leaders at Milestone Academy lead curriculum development and review alongside Phase middle and senior leaders. English and maths leaders support two phases (Phase 1 & 2 or 3 & 4) whilst other leaders have whole school responsibility. Subject and phase middle leaders support teachers through having expert knowledge of their subject, plan interventions as required and lead training, in whatever form that is required, including specific pedagogical approaches, ensuring any gaps in teacher's knowledge are addressed where needed. Subject Leaders themselves have support from external partners, including from LAT Directors of Improvement, Ksent support or specialist courses.

At Milestone Academy we understand that all pupils learn differently and at different rates. Consistent and regular exposure to new learning knowledge and therefore skills, which are viewed as strings of knowledge, through a sequenced curriculum is a priority to ensure key concepts are learnt, transferred to the long-term memory from the short-term memory then built on when ready. This leads to teaching possibly looking different in every class in school to ensure it is responsive to pupil's needs and individualised as required. Teachers use knowledge of prior learning and assessment against learning objectives in each lesson to check pupils' understanding, ensuring any misconceptions and errors are corrected. Assessment may be repeated against a learning objective until it is achieved, in such cases the teaching approach may be changed to support the development of understanding in a different way if required. This summative assessment leads to formative assessment three times a year for English, maths, Personal, Social and Physical development and personalised provision plan outcomes for each pupil and less frequently for PE and science.

At Milestone Academy the whole day, from the moment the pupils enter school to the moment they leave for the day is an opportunity for learning, this may include during times such as break times, during personal care and during physical or medical procedures. In addition, homework is encouraged, this may be different for each pupil and may involve encouraging families to offer experiences similar to those being learnt in school, accessing blended learning, sharing of books to develop a love of reading in the wider sense to learning key words.

Impact

Pupils at Milestone Academy have excellent outcomes from their phase starting points across all areas of the curriculum. We have over the past 5 years assiduously tracked our pupils' development in English and Maths. In turn since 2016 we applied the same rigorous tracking principles to the pace of pupils' progress through 7 key areas of Personal Social and Physical Development and have since followed the same path with tracking the delivery of each individual pupils EHCP targets. In triangulating this view of each pupil, we can monitor the impact of the curriculum on each pupil and when necessary make the necessary adjustments to enable the pupils get back on track.

Personal, Social and Physical progress is considered to be as important for our pupils, ensuring the development of the whole pupil through the total curriculum. Personalised targets ensure that what is important for each pupil to learn and succeed in as an individual is carefully considered to ensure the best possible outcomes for each pupil, taking into account the skills and knowledge appropriate to their planned future learning and employment aspirations and personal interests.

Pupils show high levels of interest and engagement in all areas of the curriculum due to lessons being interactive and at the appropriate level of challenge for all. Pupils develop problem solving skills through opportunities to apply mathematical concepts, use comprehension skills and skills for independence, achieving well in these areas with respect to starting points. All 6th form pupils undertake and are successful in completing externally accredited qualifications supporting development of vocational and living skills. Some pupils take exams including Entry Levels 1-3 and Level 1 and 2 Functional Skills in English, maths and ICT.

As the pupil progress through Milestone Academy (with many spending up to 15 years with us) we can evidence how the impact of our work enables pupils to move through their initial levels of dependency/interdependency/independency and indeed some of our pupils manage to cross the borders between these three broad starting points.

Assessment at Milestone Academy

PUPIL ASSET

Pupil Asset is a formative assessment framework for pupils working from K1(i) to National Curriculum year group expectations, which is used throughout the academy.

Pupil's progress is updated two-termly by class teachers, this information is analysed and reviewed to ensure all pupils are making the expected progress for each strand. If this is not the case discussions are held to determine how to support the pupil further.

In collaboration with Families and students, aspirational and personalised long term outcomes and short-term targets are set. These will be included on the Education Health and Care Plans (**EHCP**) and recorded on the Provision Plan and Individual Learning Plan (ILP) if appropriate. Long and short term outcomes are embedded within the personalised curriculum. Outcomes are reviewed two-termly and updates recorded onto the Provision Plan.

EYFS at Milestone Academy

- Children within the Foundation Stage have access to a broad and balanced curriculum where learning takes place through a mix of child initiated and adult led learning. We aim to make learning pleasurable and rewarding, helping our children think and communicate about their learning. We are a total communication environment and understand the power that particular modes of communication have such as signing, PECS, switch use and help to extend, refine and develop them in the most positive and successful way.
- Parents and carers are encouraged to be partners in their children's education and have opportunities to help their children learn at home, through very close links with the Academy.

Early years Curriculum



EYFS at Milestone Academy

The curriculum endeavors to provide broad, interesting and relevant learning opportunities supporting their social cultural, moral and educational development

Prime Area: Personal Social and Emotional Development		
Self-Regulation	Managing Self	Building Relationships
Children show an understanding of their own feelings and those of others. They begin to regulate their behaviour, beginning to focus their attention on instructions aiming towards a simple goal,	Children begin to feel confident to try new activities, showing independence, resilience and perseverance. They begin to know what is right and wrong and manage their own personal needs.	Children form positive attachments, working and playing co-operatively, taking turns and showing sensitivity to self and others
Prime Area: Communication and Language		
Listening and Attention	Speaking	
Children listen attentively and respond, beginning to make comments, engaging in back and forth exchanges with others	Children participate in joint communication, using relevant vocabulary, expressing their ideas using the most appropriate form of communication available to them	
Prime Area: Physical Development		
Gross Motor Skills	Fine Motor Skills	
Children negotiate space around them being aware of their own physical abilities and begin to demonstrate strength, balance and co-ordination leading to more energetic movements	Children use a range of tools, working hard to use writing instruments, showing accuracy and care when drawing	

Specific Area: Literacy		
Comprehension	Word Reading	Writing
Children demonstrate an understanding of what is being said and begin to anticipate key events using acquired vocabulary	Children begin to use phonic knowledge to say letter sounds and read simple words	Children begin to make marks forming some letters and words
Specific Area: Mathematics		
Number	Numerical Patterns	
Children begin to have a deep understanding of numbers to 10	Children compare quantities up to 10 within different contexts. They begin to explore patterns within 10, including odds, evens and doubling	
Specific Area: Understanding the World		
Past and Present	People Culture and Communities	The Natural World
Children begin to understand people around them and their roles. Differences about the past and present, drawing on their own experiences and those shared with them through events encountered through storytelling	Children communicate about their own environment through their own observations. They begin to explore religions through their own experiences and those relayed to them in class. They explore differences and similarities in this country and others through practical experiences shared in class	Children explore the natural world around them, similarities and differences and understand some processes and changes in the natural world
Specific Area: Expressive Art and Design		
Creating with Materials	Being Imaginative and Expressive	
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations. Make use of props and materials when role playing characters	Children begin to invent, adapt and recount narratives and stories with peers. They begin to relay familiar nursery rhymes and songs. They gain confidence in performing songs and rhymes with others. They enjoy music and begin to move in time	

Milestone Academy Curriculum Pathways

Brook K1(ii) – K3(ii)	Stream Higher Needs ASD (K4 – K8)	River ASD/ SLD K4- K8	Waterfall ASD/ Complex Needs (HAP) K9 – NC Year 4
<ul style="list-style-type: none"> • Pupils follow a fully individualised curriculum which focus on the four main areas of learning; Communication and Interaction, Cognition and Learning, Personal and Social and Physical Development. • All targets are taken from the K-level descriptors/IMPACTS, Routes for learning and Specialist Teacher Services (HI, VI, MSI, Physiotherapist, Occupational) and therapists. These can be broken down into smaller, more manageable steps for the pupils to continue to make progress. Parents will contribute to target areas. • Adequate time is given to carry out therapy programs and personal and medical needs. • Based on individual student needs, students can access specialist learning environments and experiences such as Aqua Learn, interactive room, Rebound therapy and access to the therapy room. • Pupils are provided with a rich and sensory based learning experiences. • Students from Year 10 may work towards accessing accredited courses such as ASDAN Personal Progress 	<ul style="list-style-type: none"> • “TEACCH” approach skills maybe introduced – working left to right, start and finish trays, use of visual timetables, structured, predictable routines • Pupils follow an individualised curriculum where all their work tasks are written in relation to the individual needs and areas that need to be further developed. • Independence is planned for and encouraged at all times • Movement breaks used regularly throughout the school day to encourage self-regulation skills • Early communication skills assessed and supported by SALT (as required) • Regular daily communication sessions are held to enhance social skills, as well as functional skills such as sharing and turn taking • Daily living skills – hand washing, personal care, teeth brushing, face washing • 6th forms students access a range of accredited courses. 	<ul style="list-style-type: none"> • A transdisciplinary theme curriculum is delivered in each phase • Schemes of work are written with direct links to National Curriculum/16-19 expectations for each phase/key stage and adapted to meet the needs of individual pupils • Subjects covered in the scheme of work are – Science, Geography, History, RE, DT, Art, Cooking and Nutrition, Music and Personal, Social, Emotional Development. • Maths and English are taught in line with the Ksent guidelines and linked through transdisciplinary theme curriculum • Language and communication are developed through recognised AAC as appropriate for each individual pupil • 6th form pupils focus on Work Related Learning and development of living skills • 6th forms students access a range of vocational and accredited courses. 	<ul style="list-style-type: none"> • Pupils follow NC guidance for each key stage for English, Maths and subject specific learning (where appropriate) • Students introduced to a range of age appropriate texts • Schemes of work are written with direct links to National Curriculum/16-19 expectations for each phase and key stage and adapted to meet the needs of individual pupils • 6th form students follow a fully functional curriculum focusing on Work Related Learning and development of living skills. • 6th forms students access vocational and accredited courses.

Milestone Academy Phase Curriculum Overview

Upper Phase 1 (Year 1- Year 4 pupils)

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Phase 2 Curriculum

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Brook Curriculum	Stream Higher Need ASD	River ASD/ SLD	Waterfall ASD/ Complex Needs																								
<ul style="list-style-type: none"> Pupils have weekly access to Rebound and Aqualearn Pupils follow the same transdisciplinary theme as the other pathways in their phase, but it is incorporated in a sensory, appropriate level to ensure all pupils are accessing their learning. Work is personalised and all pupils follow an individual learning plan, where targets are broken down into small, realistic steps. 	<p>The Curriculum is delivered in a personalised way; all pupils follow and Individual learning plan and targets are set according to the individual areas of difficulty. Target themes are the same as Phase 1.</p> <p>Pupils also have access to:</p> <ul style="list-style-type: none"> Horse riding Aqualearn Specialist coaching from external providers includes Horse Riding, Swimming, Football and Gymnastics which may be site-specific 	<p>Transdisciplinary theme-based curriculum linking to the National curriculum guidance for Key Stage 2 – An example of the cycle is:</p> <table border="1"> <tr> <td>Year 1</td> <td>What do grown-ups do All day?</td> <td>Shake, rattle and roll</td> <td>Tribes and temples</td> <td>Road trip</td> <td>Field to fork</td> <td>Destination out of space</td> </tr> <tr> <td>Year 2</td> <td>Heroes and villains</td> <td>King of the castle</td> <td>Wild woods</td> <td>Polls apart</td> <td>Valley of the pharaohs</td> <td>Out of Africa</td> </tr> <tr> <td>Year 3 Current Year</td> <td>Brilliant bodies</td> <td>Saturday night at the movies</td> <td>Beware pirates</td> <td>In the potting shed</td> <td>We built this city</td> <td>It's a jungle out there</td> </tr> </table>					Year 1	What do grown-ups do All day?	Shake, rattle and roll	Tribes and temples	Road trip	Field to fork	Destination out of space	Year 2	Heroes and villains	King of the castle	Wild woods	Polls apart	Valley of the pharaohs	Out of Africa	Year 3 Current Year	Brilliant bodies	Saturday night at the movies	Beware pirates	In the potting shed	We built this city	It's a jungle out there
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Phase 3 Curriculum – Main Site

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Brook Curriculum	Stream Higher Need ASD			River ASD/ SLD	Waterfall ASD/ Complex Needs (HAP)																																		
<ul style="list-style-type: none"> Transdisciplinary themes are followed in the same pattern as River to allow for inclusion opportunities PE may be taught through Aqua learn and Rebound Therapy Specialist lessons are accessed which include art, music, science and dance The whole phase community-based and offers co-curricular activities 	<p>The Curriculum is delivered in a personalised way; all pupils follow and Individual learning plan and targets are set according to the individual areas of difficulty from the following areas, as well as from personal provision plans</p> <table border="1"> <tr> <td>Self help</td> <td>Maths – number</td> <td>Maths – geometry</td> <td>Maths – measurement</td> </tr> <tr> <td>Social Skill</td> <td>English – reading</td> <td>English – writing</td> <td>English – communication - expressive</td> </tr> <tr> <td>Science</td> <td>Physical – motor skill</td> <td>English – communication – receptive</td> <td>Functional – Citizenship</td> </tr> </table> <p>Group lessons taught with links to Phase curriculum Independence skills – through personal care, hand washing, carrying dinner, making choices, showing preferences</p>			Self help	Maths – number	Maths – geometry	Maths – measurement	Social Skill	English – reading	English – writing	English – communication - expressive	Science	Physical – motor skill	English – communication – receptive	Functional – Citizenship	<ul style="list-style-type: none"> Collaborative planning approach between classes that is reviewed termly with a focus on the current cohort’s abilities and interests, as well as in line with current affairs Discrete learning objectives for functional skills are developed to include career aspirations The Curriculum incorporates 6 ways to wellbeing Pupils have access to lunchtime clubs, Scouts, inter-sport competitions (as well as external competitions between other schools), and external coaching is available Pupils are taught the following specialist lessons: art, PE, dance and music <p>3 Year Transdisciplinary theme-based curriculum linking to the National curriculum guidance for Key Stage 2 and 3:</p> <table border="1"> <tr> <td>Year 1</td> <td>Living Together – Our Community</td> <td>Express Yourself</td> <td>Early Civilisation</td> <td>Explorers and Adventures</td> <td>What’s On the Menu</td> <td>Active World</td> </tr> <tr> <td>Year 2</td> <td>In the News</td> <td>Let’s Celebrate</td> <td>The Time Tunnel</td> <td>Going Global</td> <td>Heroes and Villains</td> <td>Beyond our World - Space</td> </tr> <tr> <td>Year 3 Current Year</td> <td>Mighty Me</td> <td>Celebrity Culture</td> <td>Treasure</td> <td>Saving the World</td> <td>Interesting Inventions</td> <td>Wonderful World</td> </tr> </table>			Year 1	Living Together – Our Community	Express Yourself	Early Civilisation	Explorers and Adventures	What’s On the Menu	Active World	Year 2	In the News	Let’s Celebrate	The Time Tunnel	Going Global	Heroes and Villains	Beyond our World - Space	Year 3 Current Year	Mighty Me	Celebrity Culture	Treasure	Saving the World	Interesting Inventions	Wonderful World
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Phase 3 Curriculum – Milestone@ Leigh Satellite Provision

Phase 3 - Milestone at the Leigh

Waterfall

ASD/ Complex Needs

Milestone @ the Leigh aims to provide a rich learning experience, underpinned by the values of independence, curiosity, self-confidence and community engagement. Students who attend the M@L satellite are expected to encounter challenges, and with increasing levels of self-sufficiency, overcome those challenges. We strive to provide a personalised, individualised experience for our students, where they can confidently help direct how and what they learn. We want students to understand how they are connected with the world around them. Working with our partners in The Leigh Academy, we feel confident that a broad range of social and academic learning opportunities are available to us, and that we should make every effort to make the most of them. Our location within the community allows us opportunities to develop functional life skills in practical settings.

- The Satellite provides a knowledge and skills-based curriculum, that involves a collaborative planning approach from our colleagues at peers in the Leigh Academy.
- Our curriculum is enriched through a variety of subjects, which wherever possible reflect student priorities. These include: Maths, English, Religious Education, Humanities (History and Geography), Science, Computing, Physical Education and the Arts, as well as Community Integration, Active Citizenship and Personal, Social and Health Education.
- The curriculum is informed by the National Curriculum, and skills extracted from the appropriate level. Where possible, content and themes are derived from the Curriculum for Key Stages 3 and 4. All areas to the curriculum are taught discretely but through an overarching theme each term:

Change	Community
Self-esteem/Wellbeing	Creativity
Adventure	Independence

- Where appropriate, pupils are encouraged to sit exams in order to achieve Entry Level Certificates in (Levels 1 - 3). There is no “one size fits all” summative assessment of learning; some students may be ready to take exams earlier than others.
- Pupils are able to take accredited courses such as Introduction to Horticulture to gain an externally recognised qualification.
- All pupils benefit from inclusive opportunities and the specialist facilities of a mainstream secondary school.
- Bespoke inclusion pathways are planned for individual pupils and all pupils take part in travel training and functional skills within the community.
- Pupils have the opportunity for community engagement through productions, cross academy sports and athletics competitions, and Intra-Trust spelling competitions. Pupils are invited to take part in the full life of our partner school: the Leigh Academy.
- We place a high emphasis on personal and independence skills, including safety in the community, through the use of community services.
- We recognise that e-safety is an increasingly important factor in our students’ lives and our curriculum helps them to get ready for challenges they may face online

Phase 4 Curriculum – Main Site

Phase 4		
Main site		
Brook Curriculum	Stream Higher Need ASD	River ASD/ SLD
<ul style="list-style-type: none"> • Pupils follow the Brook pathway framework, which incorporates communication; cognition; personal, social and emotional wellbeing (PSEW); environment control technology (ECT) and; physical motor skills (fine and gross). • 6th Form pupils work on functional skills • Pupils follow sensory curriculum that is threaded throughout the school • Pupils have access to PE through rebound Therapy and Aqua-learn • Pupils follow an individual learning plan to ensure highly personalised work plans • Pupils are encouraged to take part in work related tasks • Pupils follow ASDAN Personal Progress Modules in line with the 5 year rolling programme 	<div style="text-align: center;"> </div> <ul style="list-style-type: none"> • Pre Sixth Form pupils follow the KSENT guidelines for Maths and English. Year 12+ Pupils follow IMPACTS • All students have a personalised curriculum delivered via their Individual Learning Plan (ILP) • Independence and functional life skills focused on heavily throughout the day utilising learning opportunities such as personal care, hand washing, shopping, making choices, showing preferences and accessing community provisions. • Work-based learning opportunities are accessed for Year 10+ Students (Bore Place) • Pupils follow ASDAN Personal Progress Modules in line with the 5 year rolling programme. A minimum of 2 modules per year. A minimum of 1 Work Related Learning within the time in Phase 4. 	<ul style="list-style-type: none"> • Pupils follow a transdisciplinary theme-based curriculum • Pupils follow a functional curriculum with an emphasis on life skills, personal care and being out in the community • Pupils follow ASDAN Personal Progress Modules in line with the 5 year rolling programme. A minimum of 2 modules per year. A minimum of 1 Work Related Learning within the time in Phase. • Subjects covered are: English, Maths, PSHE, PE and Team Enterprise (A pupil led company making products and selling to the community/ school) • Specialist Teachers deliver Music, Arts, Dance, Science and P.E • Pupils take part in work-related learning at Bore Place

Phase 4 Curriculum Milestone@Wilmington Satellite Provision

<h1 style="margin: 0;">Phase 4</h1> <h2 style="margin: 0;">Milestone @ Wilmington</h2>	
River ASD/SLD K6 – K9	Waterfall ASD/ Complex Needs (HAP) NC 1 – NC3
<ul style="list-style-type: none"> Pupils work towards ASDAN Personal Progress, which is a 5 year programme This covers 3 units per year and includes 1 core subject Maths and English is planned through IMPACTS and targets are set from this. The strands are cognition and learning, communication and interaction Pupils choose an individual (accredited) vocational study programme, such as Sport and Healthy Living, Arts Award, Travel and Tourism and Construction, alongside work-related learning (work experience) 	<ul style="list-style-type: none"> Pupils follow a 3 year rolling programme using the ASDAN Personal and Social Development. This covers 2 units per year Pupils follow a functional curriculum for Maths, English and Computing Skills Pupils are able to take Edexcel exams working between Entry Level 1 and Level 2 (GCSE) Maths and English follow targets from functional skills and exams can be taken in maths, reading, writing, speaking and listening Targets are also taken from Pupil Asset as well as the functional skills Pupils choose an individual (accredited) vocational study programme, such as Sport and Healthy Living, Arts Award, Travel and Tourism and Construction, alongside work-related learning (work experience), including Employability Two-three Year 14 students have the opportunity to undertake a Supported Internship annually

Primary Years Programme Disciplinary Themes (PYP)

Milestone Academy follow the PYP themes throughout the school from Yr1-11.

These are:



These themes are selected for their relevance to the real world. They are described as transdisciplinary because they focus on issues that go across subject areas. The transdisciplinary themes help teachers to develop a programme of inquiry. Teachers work together to develop investigations into important ideas, which require a substantial and high level of involvement from the students. The transdisciplinary theme of 'How we express ourselves' continues through the academic year due to it being such a core component of the curriculum for pupils at Milestone Academy.

As a school we have created a Curriculum that follows the themes in conjunction with each Phase, enabling a whole school theme during each term, whilst following transdisciplinary themes that are appropriate, current and age/ subject appropriate.

PYP Transdisciplinary Themes
Milestone Academy Curriculum

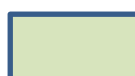
	<u>Phase 1</u>	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 4</u>
Who we are Term 1	1: Me and my school	1: What do grown-ups do all day?	1: Living together - our community	1: This is me
	2: Me, Myself and I	2: Heroes and Villains	2: In the news	2: Family values
	3: Fighting Fit	3: Brilliant bodies	3: Mighty Me	3. Communities gone by (dig for victory)
How we express ourselves Term 2	1: A special time of year	1: Shake rattle and roll	1: Express yourself	1: Celebrate good times!
	2: Time to celebrate	2: King of the castle	2: Let's celebrate	2: Festivals
	3: Lights, camera, action	3: Saturday night at the movies	3: Celebrity Culture	3: Carnival!
Where we are in place and Time Term 3	1: The wild, wild west	1: Tribes and temples	1: Early civilisation	1: Back to the future!
	2: Once upon a time	2: Wild Woods	2: The time tunnel	2: Ancient civilization
	3: All at sea	3: Beware pirates	3: Treasure	3: Prehistoric world
	1: Let's go on an adventure	1: Road trip	1: Explorers and adventurers	1: One world!

How the world works Term 4	2: Are we there yet?	2: Poles apart	2: Going global	2: Countries and borders
	3: Come rain or shine	3: The potting shed	3: Saving the world	3: We are all different and the same
How we organise ourselves Term 5	1: Food glorious food	1: Field to fork	1: What's on the menu	1: Our community
	2: Do you believe in magic	2: Valley of the Pharaohs	2: Heroes and Villains	2: Farm to plate
	3: When I grow up	3: We built this city	3: Interesting inventions	3: Factories and production
Sharing the planet Term 6	1: Stomp, stomp roar	1: Destination outer space	1: Active world	1: Plastic revolution
	2: To infinity and beyond	2: Out of Africa	2: Beyond our world - space	2: Save the forests
	3: Thank you for the music	3: It's a jungle out there	3: Wonderful world	3: Sustainable energy

Year 1



Year 2



Year 3

Current Year

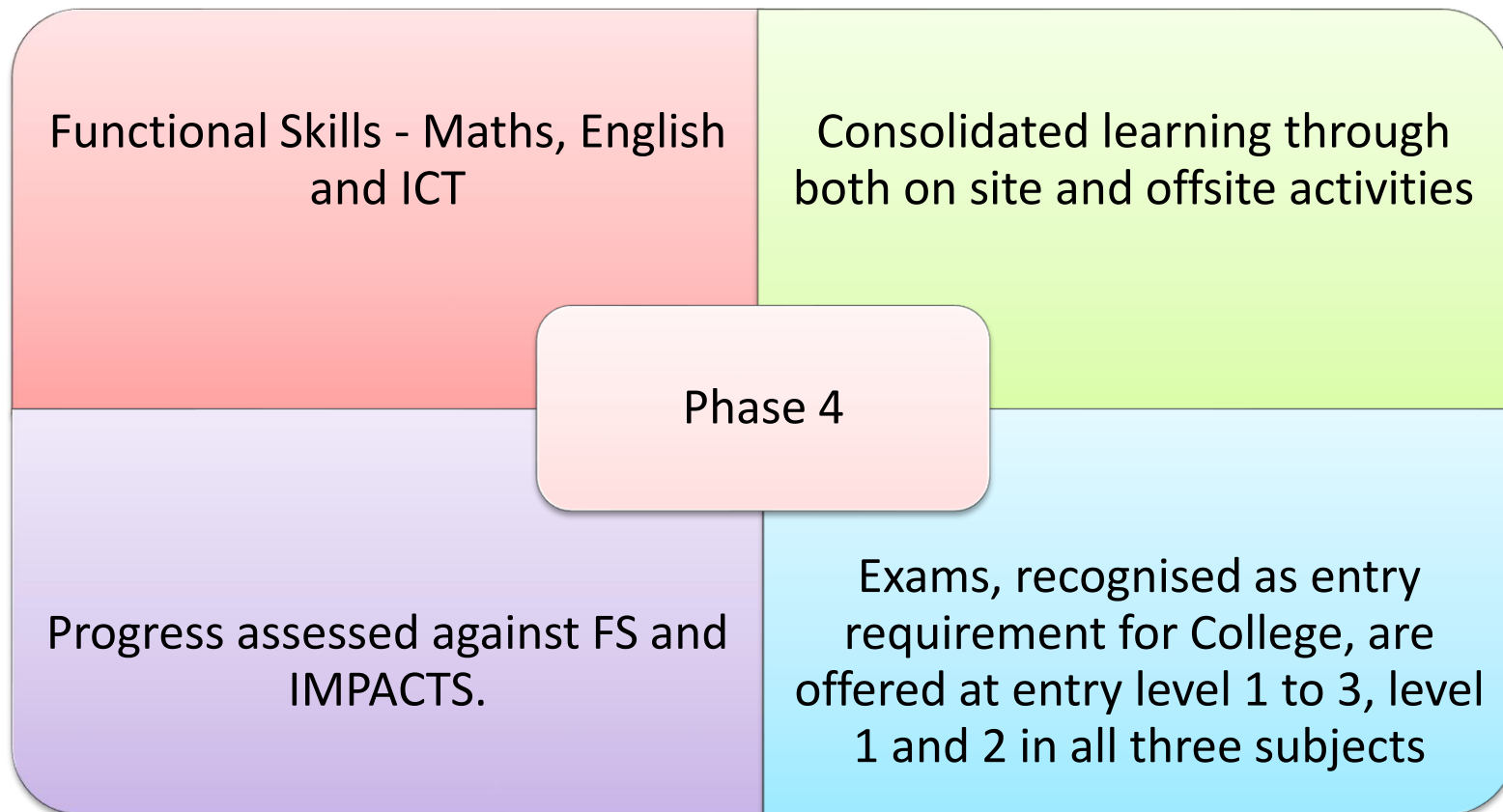


Milestone Academy Co-Curriculum Opportunities

Year Group (1 to 6 or 7 to 11)	Creativity	Careers and the world of work	Performing	Sport	Volunteering & Membership
R to 2	Creative club Cards/gifts for special occasions Make a Choice Clubs	Forest school Class 'jobs' Community Participation	Music & dance Annual performance Class assemblies	Beaming Stars gymnastics Soft play Swimming Sports Day MOVE Rebound Therapy Yoga	Club afternoon Class 'jobs' School Council Signing Club Inclusion with local Primary
3-6	Art Cards/gifts for special occasions	Forest school Class 'jobs'	Music & dance Annual performance Class assemblies Kent Schools Music/choir events	Beaming Stars gymnastics Soft play Swimming Sports Day MOVE Rebound Therapy	Class 'jobs' School Council Residential Visits Signing Club Recycling
7-9	Art D&T Cards/gifts for special occasions	Careers Day with visiting role models Annual Careers Fair	Music & dance Annual performance Class assemblies Theatre visits	Sports Clubs Swimming Sports Day MOVE Rebound Therapy Disability Sport competitions Yoga	Scouts Class 'jobs' School Council Lunchtime Clubs Residential Visits Signing Club Visits to Parliament and Commonwealth Ceremony Recycling
10 & 11	Arts Award Art option D&T Cards/gifts for special occasions	Bore Place (organic dairy farm) Annual Careers Fair LAT Yr 10 Careers Fair WRL opportunities through horticulture Careers Day with visiting role models	Music & dance options Annual performance Class assemblies Theatre visits	Sports Clubs Swimming Sports Day MOVE Rebound Therapy Bikes Disability Sport competitions Yoga	Class 'jobs' School Council Residential Visits Signing Club Recycling

14-19 Accreditations

Core subjects and exams – Phase 4



14-19 Accreditations		
Maths	Pearson Edexcel - Functional Skills ASDAN Personal Progress (PP) ASDAN PSD	Entry Level 1-3, Level 1-2 Pre & Entry Level 1 Entry Level 1-3
English	Pearson Edexcel - Functional Skills ASDAN Personal Progress (PP) ASDAN PSD	Entry Level 1-3, Level 1-2 Pre & Entry Level 1 Entry Level 1-3
ICT	Pearson Edexcel - Functional Skills ASDAN Personal Progress (PP) ASDAN PSD	Entry Level 1-3, Level 1-2 Pre & Entry Level 1 Entry Level 1-3
Life skills	ASDAN Personal Progress (Award, Certificate) ASDAN Personal and Social Development (PSD) (Award, Certificate)	Pre & Entry Level 1 Entry Level 1-3 and Level 1-2
Work-related learning & careers	Ascentis – Employability and Work Skills ASDAN Personal Progress (Award, Certificate) ASDAN Personal and Social Development (PSD) (Award, Certificate)	Entry level, 1-3, Level 1-2 Pre & Entry Level 1 Entry Level 1-3
Vocational accreditations	Ascentis – Skills for Employment in the Construction Industry Pearson Edexcel – Land-Based Studies Pearson Edexcel – Travel and Tourism WJEC – Healthy Living and Fitness Trinity – Arts Award	Entry Level 1-3, Level 1-2

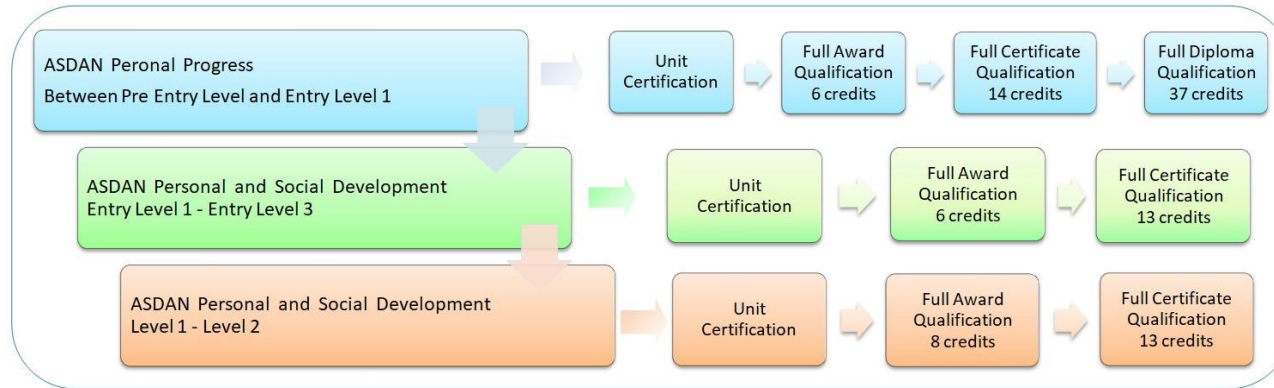
Accreditations on offer to our students include GCSE (where appropriate), Level, Entry Level and Personal Progress. A range of vocational accreditations are offered through our options. Curriculum and accreditation pathways are tailored to the individual needs of our students; therefore, timeframes for courses may differ for students. Although there is an outline of qualifications and accreditation for students in KS4 and Post 16, there is the flexibility for students to continue with their KS4 accreditation when they are in Post 16.

ASDAN Personal Progress (PP) and Personal and Social Development (PSD) Qualifications

ASDAN (**A**ward **S**cheme **D**evelopment and **A**ccreditation **N**etwork) is an awarding organisation providing flexible and engaging programmes and qualifications that help young people develop skills for learning, work and life. ASDAN qualifications set out below are externally assessed through a portfolio of evidence.

The ASDAN **Personal Progress** (PP) Entry Level Qualifications have been developed so that the learner working between K Levels 1-8 and Entry 1 have their achievements recognised within a qualification framework. The Personal Progress qualifications span a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences. Students studying Personal Progress can progress within the qualification working towards an Award, a Certificate or Diploma; expanding their knowledge and skills through the broad range of Life skills, Maths and English related units. When students' knowledge and understanding has advanced beyond Personal Progress, they can progress onto the Personal and Social Development Qualification. This progression can occur at any appropriate time during the course, there is no requirement to complete a diploma before moving on.

The ASDAN **Personal and Social Development** qualifications are available at 5 levels: Entry 1, Entry 2, Entry 3, and Level 1 and 2. Students can develop their skills within a level, working towards an Award and then Certificate qualification, or progress to the next Entry level of learning. Different learners will have different starting points; the individual needs of the students will determine their rate of progress towards key objectives and successful completion of the qualification. There is no requirement for students to complete a full Certificate at one level before being able to progress onto the next. Students will move to the next level when it is evident through moderation and assessment that they have mastered and can apply the skills learned at their current level of work.



ASDAN PP Unit Rolling Programme				Starting 2018/19 - Year 1	
Strand A			Strand B		
Year 1 (2018/19)					
Maths/Cognition	English/Communication	Engagement and Interaction	Preparation for Work	Independence	L.I.F.E
Early Maths - Sequencing and Sorting	PD: Using Interpersonal Skills to contribute to positive relationships	Engaging with the World around you - Therapies	DW4W: growing and caring for plants	D.I.L.S: looking after your home	Developing Community participation skills: Getting out and About
Year 2 (2019/20)					
Maths/Cognition	English/Communication	Engagement and Interaction	Preparation for Work	Independence	L.I.F.E
Early Maths- Measure	PD: Engaging in new creative Activities	Engaging with the World around you- People	DW4W: looking and acting the part	D.I.L.S - Being Healthy	Travel within the community- going places
Year 3 (2020/21)					
Maths/Cognition	English/Communication	Engagement and Interaction	Preparation for Work	Independence	L.I.F.E
Early Maths - Recognising Time	PD: Dealing with problems DW4W: Health & Safety	Engaging with the World around you - events	Developing Community participation skills: Getting out and About	D.I.L.S - looking after and caring for animals	Encountering experiences: being a part of things
Year 4 (2021/22)					
Maths/Cognition	English/Communication	Engagement and Interaction	Preparation for Work	Independence	L.I.F.E
Early Maths - Developing Number Skills	Developing Communication Skills	Engaging with the World around you - objects	DW4W: following instructions	DILS: Having your say	Taking part in Daily Routines
Year 5 (2022/23)					
Maths/Cognition	English/Communication	Engagement and Interaction	Preparation for Work	Independence	L.I.F.E
Early Maths - Position	DS4W- following Instructions	Engaging with the World around you - Technology	Participate in a mini enterprise project	DILS- Keeping Safe	Getting on with other people

World of Work

Students receive a comprehensive careers education programme which is within the curriculum and following the Gatsby Benchmarks. We aim to offer a bespoke curriculum so that all students can access the different vocational courses if there is a specific interest. This may lead to vocational qualifications. Where appropriate supported internships (for pupils in Year 14) and work experience are available for pupils. These placements are wide ranging, where possible incorporate direct areas of interest and have included Bore Place, "Tuck by Truck", Billings, Oxfam, Poundland, Cucina Kitchens, Hairdressers and Leisure Centres. The aims are to further develop an understanding of their own skills and qualities as well as those required for different jobs. Students learn about job specific skills, health and safety, communication within the work place (formal and informal), problem solving, and generic work skills such as workplace safety and timekeeping.

14-19 Options

Phase 4 Pupils have the option of Accredited learning (where appropriate). This programme aims to provide our students with opportunities to explore a range of vocational areas and to support them to further develop their skills, interests, aspirations and voice. As well as learning course specific skills, work related learning and problem solving skills are also embedded. Courses are either accredited through Entry Level Qualifications, Personal Progress or Personal and Social Development Qualification.



Example of weekly timetable – Key Stage 4 – Satellite provision

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Climbers	Work-related (accredited) learning and travel training	Work related vocational accreditations	Work-related (accredited) learning and travel training	FS maths, English and ICT	Recreation and PHSE
Reachers	Living skills, travel training and PP	Work related vocational accreditations	Living skills, travel training and PP	IMPACTS maths, English and ICT	Recreation and PHSE