



Curriculum Intent, Implementation and Impact

Applefields School is a special school for pupils aged from 11 to 19. Our Mainsite is at Bad Bargain Lane York and we have Satellite provisions at Manor and Millthorpe schools and the Orchard class at Manor.

At Applefields, we educate pupils with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), those with a diagnosis of Autism (ASC) and pupils with Moderate Learning Difficulties (MLD) where learning is the main area of need and whom will have complexity of need in other identified areas. All pupils have an Education, Health and Care Plan.

Our curriculum is structured into 4 pathways, considering pupils' starting points whilst ensuring high aspirations.

Curriculum Intent

Applefields has created a unique 4 pathway curriculum model. Each pathway represents careful consideration as to what is important for our pupils to learn and experience during their school career.

The design intent of each pathway has been supported by a firm belief in our school values;

Wellbeing & Regulation, Communication & Independence, Personalisation & Preparation

This model is fundamental to pupils making progress in their learning and is particularly relevant to our pupils who have significant additional challenges. Applefields follow a spiral model in which teaching is structured so that ideas can be revisited, consolidated and built upon.

Our school themes are separated into three broad areas; **Global, Ecology and Community** and are designed to be differentiated for all our learners at Applefields.



Our curriculum pathways aspire to create...

- pupils who are motivated and inspired towards a lifelong interest in learning
- a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best
- a broad and balanced curriculum based on the National Curriculum, Engagement Model and SEND broad areas of need considering the uniqueness of our pupils
- the most effective use of every learning opportunity created or encountered, all day, every day
- an aspiration and preparation for life beyond Applefields and what that may look like for all learners
- pupils who have accessed and practised values and broad experiences of life in modern Britain
- opportunities to work with the community to promote local, national and global awareness

Implementation

Four Curriculum Pathways

Pre-formal/ Informal	Semi-Formal	Formal	Moving on Zone
A connecting and responding curriculum	A life skills based curriculum	An adapted National Curriculum which emphasises life need	A preparation for adulthood curriculum

Our Enhanced classes adopt and adapt the appropriate curriculum most suited to their needs.

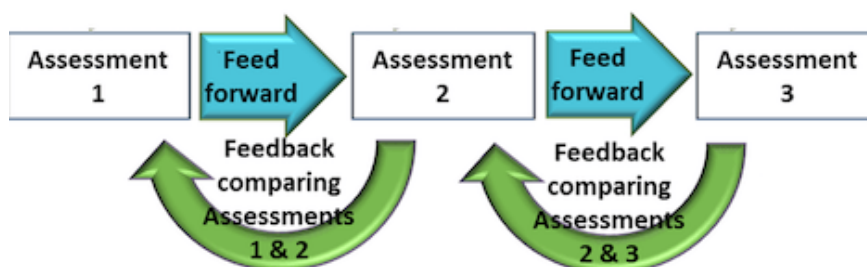
The National Curriculum provides a core framework for our pathways alongside the SEN Code of practice broad areas of need. We use the EQUALS schemes of work as well as our own curriculum maps. Our curriculum design is engaging and motivating and provides each student with experiences through which carefully sequenced objectives are taught. Evidence for Learning is used to monitor curriculum journeys and the progress students make towards their EHCP outcomes.

Pathways are based around the needs of our pupils and demonstrate an emphasis on:

- High expectations
- Subject integrity and coherence
- The teaching and reinforcement of transferable skills
- The design of highly motivating experiences 'enticements to learn'
- Explicit, detailed planning with focused learning intentions for each lesson
- Collaborative work with therapists and other agencies ensuring that therapeutic provision is incorporated into the curriculum
- Sufficient time for mastery and retrieval so that learning can be truly cumulative
- Outstanding classroom environments to stimulate and engage quality thinking and reasoning.
- 'Hands-on', enquiry-based learning.

Subject area-specific assessments within our comprehensive Evidence for Learning package are used for each pathway. Pupils' achievements are tracked using filtering tools on the programme and are then used for formative assessment, case studies, interventions and impact reports.

Ipsative assessment is used to measure students' learning following their previous assessments.



All pathways measure learning against the four areas of **MAPP; Independence, Fluency, Maintenance and Generalisation** which are fundamental to having a lifelong impact on the students.

from dependent	INDEPENDENCE										to independent
from approximate	FLUENCY										to accurate
from inconsistent	MAINTENANCE										to consistent
from single context	GENERALISATION										to many context
	1	2	3	4	5	6	7	8	9	10	

The Engagement Model, Routes for Learning, SCERTS, Small Steps, MAPP, Autism Progression Framework and Secondary Independent Living Skills Assessment Framework (SILSAF) are some of the tools used for teaching, learning and assessment at Applefields.

Success within our qualifications and accreditation programme is tracked and mapped.

Highly individualised EHCP plans and interventions are assessed and evaluated periodically.

Impact

We will know that our curriculum has been successful if our pupils can...

- make sense of the world around them
- achieve their full potential in all aspects of their development regardless of their starting point
- become confident, resourceful, enquiring and develop their independence as a learner
- demonstrate self-respect and positive self-esteem
- show understanding of the attitudes, ideas and values of others
- show respect for others' feelings
- build positive relationships with other people
- show respect for a diverse range of cultures and in doing so, promote positive attitudes towards other people
- acknowledge their school community and feel valued within it
- protect themselves from power and influence online and through social media
- demonstrate some understanding of democratic ideals and British values
- engage with and contribute to experiences which take them beyond their own, immediate experience of the world

We measure impact through:

