



## Curriculum Implementation

The BEA curriculum is divided into 3 age phases (Early Years / Key Stage 1; Key Stages 2 and 3; Key Stages 4 and 5) and 3 pathways (Informal; Semi-formal; Formal).

Further information relating to the Curriculum Pathways and Subject Specific Curricula may be found on the school website.

### Early Years / Key Stage 1

Pupils within these years follow a curriculum which is based on the Early Years Foundation Stage principles of promoting characteristics of effective learning, namely:

- Playing and exploring
- Active learning
- Creating and thinking critically

Children in this phase learn to understand the structures of time which shape our lives. They learn to develop confidence in relationships with adults and their peers. They are given opportunities to direct their own learning so that they become effective in engaging with curriculum resources and adults who teach them establish a clear sense of how to support them in maximising progress. They are taught to communicate effectively in whichever way is most appropriate to them. They are enabled to progress in their physical coordination. They work with digital technology and learn to engage effectively with this. They become secure in their immediate environment and become increasingly able to negotiate beyond the classroom and the familiar school context into their local community.

The curriculum at this stage is structured on a topic basis on a rolling 3 year framework which provides opportunities for early learning in the areas of:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### Key Stages 2 and 3

Unlike mainstream schools we do not have a distinct phase change at the age of 11 at BEA. During Key Stages 2 and 3 our pupils experience a broad curriculum in which the following subjects are taught discreetly and through a topic framework covering the 7 years of this phase. Pupils have Literacy and Mathematics lessons every day and topic work in the afternoons covering all other areas of the curriculum. Physical Education is taught as a separate subject outside the topic framework.

- Literacy (Reading, Writing and Communication)
- Mathematics (Number, Shape, Using and Applying, Data Handling, Cognition and Problem Solving)
- Science
- Relationships and Sex Education

- Geography
- History
- Religious Studies
- Music
- Computing / Digital Technology
- Art and Design
- Design and Technology
- Physical Education

Each of the subject areas above has a designated curriculum area leader, who are then able to come together to work in teams when working on the semi-formal or informal curricula, in which individual subjects are merged within broader areas.

Depending on whether a pupil is following the Informal, Semi-formal or Formal pathway, each of these subjects will be taught more or less discreetly within topic framework. Subject specific and topic curricula for this phase are published on the school website. The website also contains documents showing how each subject is mapped within the informal and semi-formal curricula.

The topic framework serves 3 essential functions in the delivery of the BEA Land and Sea curriculum:

- It enables overlearning of key knowledge in Literacy and Numeracy in a fresh context every term
- It is uniquely relevant to our pupils, their area and their daily experience
- It links learning across the curriculum pathways so that pupils in different classes can share experiences

During this phase each topic has a defined Social, Moral, Cultural and Spiritual focus to support this broad development of the each pupil. Similarly, Computing / Digital Technology is covered across every topic.

At a classroom level teachers differentiate the curriculum for each pupil in their class, based on learning style and ability so that personal learning targets and EHCP targets are being addressed continually.

### Key Stages 4 and 5

Our older students follow the OCR Life and Living curriculum, which is the final stage of preparation of our young people for adulthood. From their 14+ reviews onwards we support our pupils to work within and negotiate many different contexts including College, a wide range of social care providers, work experience placements, cultural, leisure and retail resources.

The OCR curriculum includes units covering

Careers and employability is a major focus of the Key Stage 4 and 5 curriculum and we ascribe to the Gatsby framework. Careers education has been integrated into units throughout the rest of the school preparing students for this final stage of their schooling.

In these contexts the pupils build their portfolio of skills for OCR accreditation at their relevant level, learning to apply the Literacy, Communication, Numeracy and Problem Solving skills they have established in earlier Key Stages. Their practical, locally focussed curriculum from Early Years to Key Stage 3 has made them familiar with the context they live in and provides them with a secure base from which to apply prior learning.

### Curriculum Enrichment

Throughout the Key Stages our pupils experience a wide range of enrichment experiences with specialist providers. These include a local gym, tennis club, drama group, music and dance group, swimming pools, library and inclusion at local primary schools. These activities all have defined learning objectives for the particular pupils taking part in them but equally important are the opportunities to work with unfamiliar specialist coaches and negotiate new social environments.

### Curriculum Impact

The golden thread running through the BEA curriculum was summarised in the early part of this document and in our Mission statement, namely, 'maximising the learning and development of our students, supporting them to become happy and fully-included members of their community'.

Our pupils build knowledge that is relevant to their everyday lives and rehearse that in meaningful local contexts. They become confident in their relationships and their environment so that they are able to apply their knowledge without the anxiety which handicaps many learners with complex additional needs. They become effective communicators, confident about making choices and expressing preferences about the things that impact on their lives.

Boston is a town known for having social divisions, neither our school nor its curriculum has any place for these and through our rigorous focus on the social, moral, cultural and spiritual elements of the curriculum we consider ourselves a model of cohesion for our community. Our curriculum celebrates the difference that enriches us all and makes our pupils confident in who they are.

Outcomes for our pupils are shaped by this well-designed curriculum so that planning for adulthood is not left to chance. Throughout the Key Stage 4 and 5 curriculum pupils are experiencing the settings that they are likely to move on to, whether these be College placements or others provided through Social Care. The young people move to placements that are not selected theoretically but through detailed knowledge of our pupils' preferences, learning styles and careful assessment of how students respond to extended exposure to settings and in close liaison with parents and social workers. They succeed in their settings after school and return to us, proud to tell us about how they are getting on.