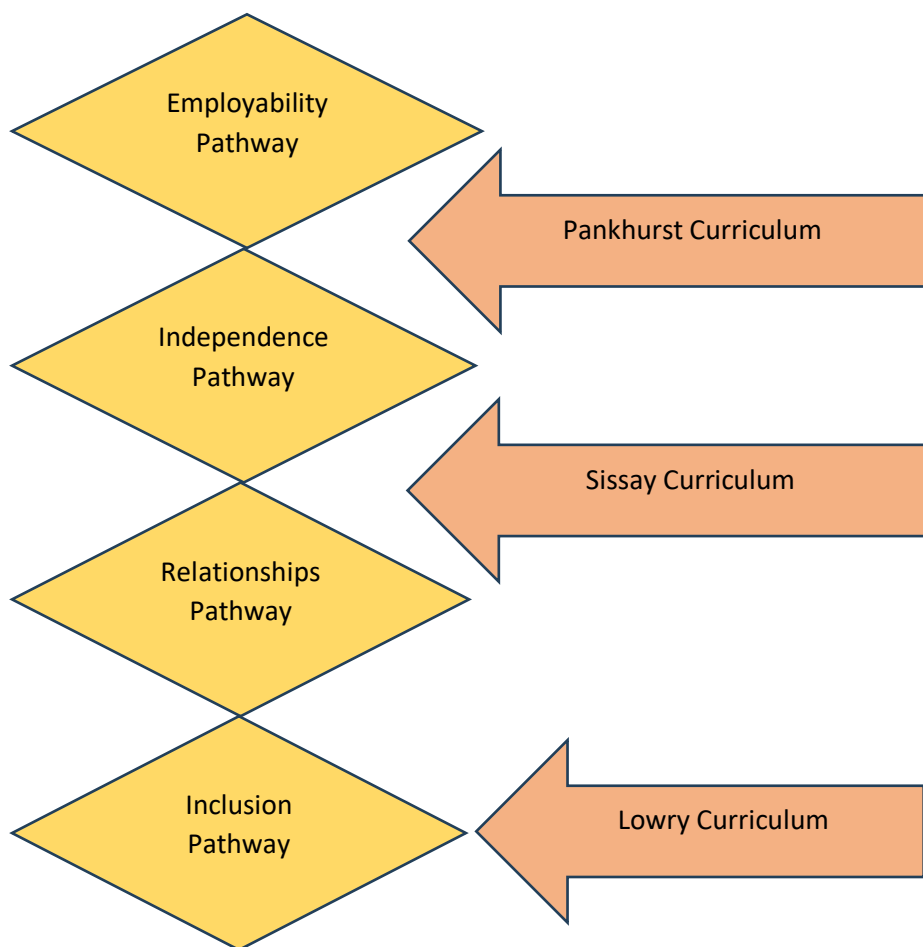


## Curriculum Purpose and Structure

The curriculum structure reflects the varying needs of our learners across Chatsworth High School and Community College. The subject focus differs across key stages 3, 4 and 5, as well as between the four pathways at the school (please see appendix 1a-1c, *Sample Timetables*). This supports learners to develop the skills and knowledge that they need at a particular stage in their lives, building upon prior learning in a well-sequenced manner, whilst considering their expected future destinations when they leave education.

The Curriculum Long-Term Plan for each subject follows a four-year cycle (please see appendix 2, *Functional Skills: Home Curriculum Long Term Plan*). Topics of study are carefully selected and sequenced to ensure that learners receive a broad, coherent and rich curriculum. Potentially pupils will cover each cycle twice during their eight years at the school and college. As such, as they move through the year groups and key stages, learning is differentiated by skilled educational practitioners to reflect this and meet the needs of students at various stages in their educational career. Concurrently, pupils are consistently assessed against the Chatsworth Assessment Tool (CAT) for each subject (please see appendix 3, *Example Chatsworth Assessment Tool (CAT)*) as they move through the school, which further supports appropriate adaptation of delivery as they progress.

There are four learner pathways at the school: *Inclusion, Relationships, Independence* and *Employability* (please see *Appendix 4, Pathway Descriptors*) and three related curriculums: the *Lowry Curriculum*, the *Sissay Curriculum* and the *Pankhurst Curriculum*. The *Lowry Curriculum* is exclusively linked to the Inclusion Pathway. This curriculum supports learners with profound and multiple learning difficulties to develop their abilities to communicate and effect change in the world around them. This is achieved through a holistic set of subjects, both formal and embedded. The *Sissay Curriculum* is designed to meet the needs of the *Relationships* and *Independence Pathways*, whilst the *Pankhurst Curriculum* sits between the *Independence* and *Employability Pathways* (please see the *Pathway and Curriculum Model*, overleaf).

*Pathway and Curriculum Model*

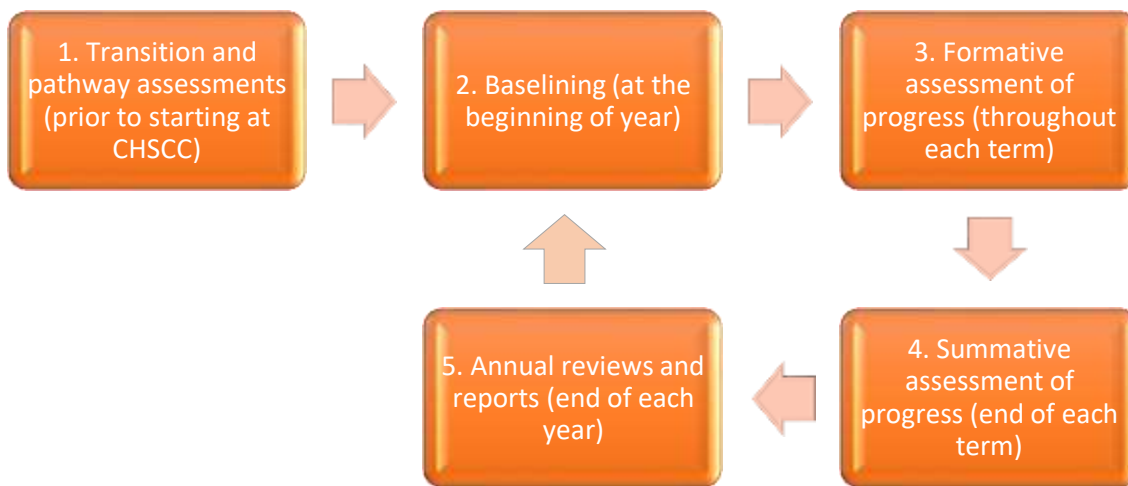
The aforementioned over-arching Curriculum Long-Term Plans are sequenced into logical, manageable steps of learning for pupils on each curriculum over an assessment period of half- or a full term (please see appendix 5, *Scheme of Work*). This enables learners to absorb smaller components of learning which over time can be developed and generalised into larger composites and schemata. This facilitates a flexible and responsive approach to curriculum delivery, whereby teachers can adapt and build upon the sequenced Schemes of Learning of each curriculum to plan rich, meaningful and personalised lessons specifically for the pupils in their class. Additionally, pupils and groups of pupils may access different curriculums across various subjects, accounting for the disparate learning needs of many of our pupils on the four pathways.

### Core Targets

In addition to the subject curriculum outlined above, learners also follow their own, personalised curriculum. Each pupil has five core targets which are embedded into planned subject activities. They are closely related to the themes found in section E of the EHCP. They are:

- Communication
- Cognition & Learning Maths
- Cognition & Learning English
- Social, Emotional & Mental Health (SEMH)
- Sensory, Physical & Health Needs (SPHN)

### Assessment Cycle



#### 1. Transition Assessments

Prior to starting at Chatsworth High School and Community College (CHSCC), in conjunction and agreement with their previous placement, learners participate in an ongoing, staggered transition. This includes supported visits to the school and colleagues from the school visiting students in their previous setting. Learners are assessed through a variety of methods, including observation, the sharing of salient documentation and communication with colleagues who work with learners in their primary/previous setting, therapists and other professionals.

## **2. Baseline Assessments** (please see appendix 6, *Baseline Assessment Process*)

During the first four weeks of year 7 learners participate in a comprehensive baseline assessment programme. In addition to the information obtained during the transition process, students participate in planned assessment activities to ascertain at which *C-Level* they are working within on the various subjects' *Chatsworth Assessment Tools* (please see appendix 3, *Chatsworth Assessment Tools (CAT)*). Once identified through the baseline process, learners can then be set appropriate targets to address these skills gaps and in conjunction with the outcomes and objectives as stipulated on the learner's EHCP.

Learners undergo a similar process at the beginning of each subsequent year at the school. A knowledge retention assessment is carried out against the subject CATs during the first two weeks of each successive year (8 to 14) to assess learning retained over the summer break.

## **3. Formative Assessment of Progress**

The assessment cycle for core targets is termly, whilst subject topic cycles may be termly or half-termly. Learners are set new core targets for the beginning of each term and summative assessment is conducted at the end of each term. Whilst skill gaps are identified by the baseline assessment process, targets are also influenced by the goals and aspirations of learners and their families. Data from the school's regular *Aspiration Days*, annual reviews, parent/carer events and the outcomes and objectives found within each learner's Education, Health and Care Plan (EHCP) inform us of the skill gaps that are most important to each individual pupil and their family in terms of achieving the learner's future goals. This enables us to build a personalised learning programme around each individual. All learners have five cores targets that are directly related to the themes of the outcomes and objectives found on the EHCP. These targets can be embedded into any session, but each should be addressed at least once per day. If a target does not naturally fit into the day's activities, teachers create opportunities for learners to practise them.

Learners do not have specific targets for non-core subjects, but rather demonstrate progress by securing learning detailed on the aforementioned subject CATs.

Throughout each assessment period, learners are consistently assessed in a formative manner, both as learning is happening and in reflection, using a variety of strategies. Concurrently, various evidence of progress is collected and collated on an electronic system. This supports forward planning and enables learners to build on previous learning. Similarly, ongoing assessment ensures swift interventions can be implemented if a learner is not progressing as rapidly as expected.

#### **4. Summative Assessment of Progress**

At the end of each half-termly cycle summative assessment of targets takes place. At this point all previous formative assessment and evidence is collated to facilitate judgements against targets. Targets may be fully achieved, partially achieved/working towards or not achieved. This data is used to inform the next steps for each learner, enabling them to develop and build upon prior learning. Summative assessment data is subsequently employed to ascertain that learners are making at least good progress. This enables the engagement of appropriate interventions if a learner or group of learners are not progressing as well as expected.

#### **5. Annual Reviews and Reports**

Reviews and Reports occur on a yearly cycle. The report is the document that summarises a whole period of learning, such as at the end of year. This demonstrates the progress the learner has made in all aspects of their education during that given period, including against core targets and in subject learning.

The Annual Review brings together the school representatives with the learner (if appropriate), family and other relevant professionals from the local authority, health and care. The purpose of this meeting is to look back at the progress the learner has made in the previous year, as well as agreeing and planning the learning for the year to come. This feeds into the EHCP outcomes and objectives, which then inform the learning focus and targets for the subsequent year.

## Appendices

### Appendix 1a: KS3 Relationships Pathway Timetable

Week A						
		Monday	Tuesday	Wednesday	Thursday	Friday
8:55	Lesson 1	Registration	Registration	Registration	Registration	Registration
9:15	Lesson 2	English	Functional Skills: Home	English	Functional Skills: Community	English
10:00	Lesson 3	Maths		Maths		Maths
10:45		<b>BREAK</b>				
11:00	Lesson 4	Science	PE	MFL (BSL)	RSE	PSHE
12:00	Lesson 5	Reading	Reading	Reading	Reading	Reading
12:30		<b>LUNCH/BREAK</b>				
13:00		<b>LUNCH/BREAK</b>				
13:30	Lesson 6	Work-Related Learning	Humanities	RE	Citizenship	Assembly
14:15	Lesson 7				<b>DEREGISTRATION</b>	
15:00		<b>DEREGISTRATION</b>				
Week B						
		Monday	Tuesday	Wednesday	Thursday	Friday
8:55	Lesson 1	Registration	Registration	Registration	Registration	Registration
9:15	Lesson 2	English	Functional Skills: Home	English	Functional Skills: Community	English
10:00	Lesson 3	Maths		Maths		Maths
10:45		<b>BREAK</b>				
11:00	Lesson 4	Science	PE	MFL (BSL)	RSE	PSHE
12:00	Lesson 5	Reading	Reading	Reading	Reading	Reading
12:30		<b>LUNCH/BREAK</b>				
13:00		<b>LUNCH/BREAK</b>				
13:30	Lesson 6	DT, Art & Enterprise	Computing	Performing Arts	Citizenship	Assembly
14:15	Lesson 7				<b>DEREGISTRATION</b>	
15:00		<b>DEREGISTRATION</b>				

### Appendix 1b: KS4 Independence Pathway Timetable

Week A						
		Monday	Tuesday	Wednesday	Thursday	Friday
8:55	Lesson 1	Registration	Registration	Registration	Registration	Registration
9:15	Lesson 2	English	Functional Skills: Home	English	Functional Skills: Community	English
10:00	Lesson 3	Maths		Maths		Maths
10:45		<b>BREAK</b>				
11:00	Lesson 4	Science	PE	Computing	RSE	PSHE
12:00	Lesson 5	Reading	Reading	Reading	Reading	Reading
12:30		<b>LUNCH/BREAK</b>				
13:00		<b>LUNCH/BREAK</b>				
13:30	Lesson 6	Work-Related Learning	Humanities	Options: Performing Arts/DT, Art & Enterprise	Citizenship	Assembly
14:15	Lesson 7				<b>DEREGISTRATION</b>	
15:00		<b>DEREGISTRATION</b>				
Week B						
		Monday	Tuesday	Wednesday	Thursday	Friday
8:55	Lesson 1	Registration	Registration	Registration	Registration	Registration
9:15	Lesson 2	English	Functional Skills: Home	English	Functional Skills: Community	English
10:00	Lesson 3	Maths		Maths		Maths
10:45		<b>BREAK</b>				
11:00	Lesson 4	Science	PE	Computing	RSE	PSHE
12:00	Lesson 5	Reading	Reading	Reading	Reading	Reading
12:30		<b>LUNCH/BREAK</b>				
13:00		<b>LUNCH/BREAK</b>				
13:30	Lesson 6	RE	MFL (BSL)	Options: Performing Arts/DT, Art & Enterprise	Citizenship	Assembly
14:15	Lesson 7				<b>DEREGISTRATION</b>	
15:00		<b>DEREGISTRATION</b>				

**Appendix 1c: KS5 Employability Pathway Timetable**

Week A						
		Monday	Tuesday	Wednesday	Thursday	Friday
8:55	Lesson 1	Registration	Registration	Registration	Registration	Registration
9:15	Lesson 2	English	Functional Skills: Home	English	Functional Skills: Community	Work-Related Learning
10:00	Lesson 3	Maths		Maths		
10:45		BREAK				
11:00	Lesson 4	Cooking & Catering	PE	Computing	RSE	DT, Art & Enterprise
12:00	Lesson 5					
12:30		LUNCH/BREAK				
13:00		LUNCH/BREAK				
13:30	Lesson 6	PSHE	Performing Arts	Options: Service, IT & Admin, Creative	Citizenship	Assembly
14:15	Lesson 7				DEREGISTRATION	
15:00		DEREGISTRATION				
Week B						
		Monday	Tuesday	Wednesday	Thursday	Friday
8:55	Lesson 1	Registration	Registration	Registration	Registration	Registration
9:15	Lesson 2	English	Functional Skills: Home	English	Functional Skills: Community	Work-Related Learning
10:00	Lesson 3	Maths		Maths		
10:45		BREAK				
11:00	Lesson 4	Cooking & Catering	PE	Computing	RSE	DT, Art & Enterprise
12:00	Lesson 5					
12:30		LUNCH/BREAK				
13:00		LUNCH/BREAK				
13:30	Lesson 6	Functional Skills: Home	Functional Skills: Community	Options: Service, IT & Admin, Creative	Citizenship	Assembly
14:15	Lesson 7				DEREGISTRATION	
15:00		DEREGISTRATION				

**Appendix 2: Functional Skills: Home Long-Term Plan**

	Cycle A	Cycle B	Cycle C	Cycle D
<b>Autumn 1</b>	<b>Budgeting</b>	<b>Banking</b>	<b>Paying bills</b>	<b>Washing and Ironing Safely</b>
	Number recognition	Number recognition	Number recognition	Following schedules and instructions
	Number skills	Number skills	Number skills	Recognising position
	Addition and subtraction	Addition and subtraction	Addition and subtraction	Identify and reading safety labels/instructions
	Money recognition	Money recognition	Money recognition	Identifying numbers (dials, quantities etc.)
	Money skills	Money skills	Money skills	
	Completing online and offline forms	Completing online and offline forms	Completing online and offline forms	
<b>Autumn 2</b>	<b>Purchasing Homewares/Gardenwares</b>	<b>Using Household Appliances Safely</b>	<b>Garden Maintenance</b>	<b>Kitchen Hygiene &amp; Safety: Preparing Snacks/Drinks</b>
	Reading catalogues/online sales sites	Following schedules and instructions	Following schedules and instructions	Identifying and reading product labels
	Number recognition	Recognising position	Recognising position	Identifying numbers (dials, quantities etc.)
	Number skills	Identify and reading safety labels	Identify and reading safety labels	Recognising position
	Addition and subtraction	Number recognition	Number recognition	Fractions
	Money recognition			Counting (setting the table etc.)
	Money skills			Following schedules, recipes. Instructions
Budgeting			Weighing and measuring	
<b>Spring</b>	<b>Cleaning: Kitchen</b>	<b>Cleaning: Bathroom</b>	<b>Cleaning: Living/Dining Room</b>	<b>Cleaning: Bedroom</b>
	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels
	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)
	Recognising position	Recognising position	Recognising position	Recognising position
	Fractions	Fractions	Fractions	Fractions
Following schedules and instructions	Following schedules and instructions	Following schedules and instructions	Following schedules and instructions	
<b>Summer</b>	<b>Kitchen Hygiene &amp; Safety: Breakfast</b>	<b>Kitchen Hygiene &amp; Safety: Lunch</b>	<b>Kitchen Hygiene &amp; Safety: Dinner</b>	<b>Kitchen Hygiene &amp; Safety: Baking</b>
	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels
	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (dials, quantities etc.)
	Recognising position	Recognising position	Recognising position	Recognising position
	Fractions	Fractions	Fractions	Fractions
	Counting (setting the table etc.)	Counting (setting the table etc.)	Counting (setting the table etc.)	Counting (setting the table etc.)
	Following schedules and instructions	Following schedules and instructions	Following schedules and instructions	Following schedules, recipes. Instructions
Weighing and measuring	Weighing and measuring	Weighing and measuring	Weighing and measuring	



**Appendix 3: Example Chatsworth Assessment Tool (CAT)**

	C-Level 5
Context for Number	1. In familiar contexts, respond to and join in rote counting to three
	2. With support, indicate an awareness of one and two such as by responding appropriately to 'show one hand', 'show two hands'
	3. Indicate an awareness of the differences between quantities, where the difference is marked such as one, two and many
Measure, shape and space	4. Describe a single attribute of an object, including; size, length, weight
	5. On request, using simple vocabulary, including, big, small, long, short
	6. Intentionally search for familiar objects in their usual place
	7. Investigate positions, such as by putting objects in and out of containers or lining them up
Handling Data	8. With some inconsistencies and support, group objects according to a single given criterion, including by size or shape
	9. With some inconsistencies and support, make simple sets which are equivalent such as by stacking chairs into pairs or twos
	10. With some inconsistencies and support, make simple sets which are corresponding such as by putting chairs into a set by their function or matching images to actual objects

## Appendix 4: Pathway Descriptors

### Intent:

At Chatsworth High School and Community College we believe that every learner should be provided with an educational framework that enables them to learn, thrive and reach their full potential.

Whilst each learner follows a rich and varied curriculum and has their own bespoke and personalised targets, they are also supported to reach their aspirations by the pathway they follow. These pathways allow students to explore learning and develop skills in line with their goals and aspirations.

### Implementation:

The pathway a learner follows informs the targets they are set and the way in which the core curriculum is delivered. Allocation of a pathway takes a holistic approach, considering information from the Education, Health and Care Plan, parent/carer wishes, baseline and ongoing assessment and of course the goals of the learner. As learners develop there is also room for internal progression between pathways. Progress is measured using a combination of personal targets and subject learning outcomes, as well as ASDAN, AQA and Open Awards qualifications as appropriate.

### Expected Impact:

Learners will develop knowledge that is appropriate to their aspirations and expected destinations, be that at the end of a key stage, when they transition to college/independence services or as they prepare for adulthood. Students will be equipped with skills that support the next stage of their development and ultimately those they need to live successful and happy lives.

Please see below for more specific information about each of our learner pathways:

Inclusion Pathway
Students on the Inclusion pathway develop skills to support them to effectively interact with the world around them. Emphasis is placed on developing core skills through a rich and varied curriculum. Learners participate in all curriculum subjects in a sensory manner, exploring their environments in a safe and supportive way. There is a focus on structure and consistent repetition of key skills, along with the sequencing of small steps of learning to facilitate the consolidation of learning. Learners develop their abilities to use appropriate, personalised augmentative and alternative means of communication in all areas of the curriculum.

### **Relationships Pathway**

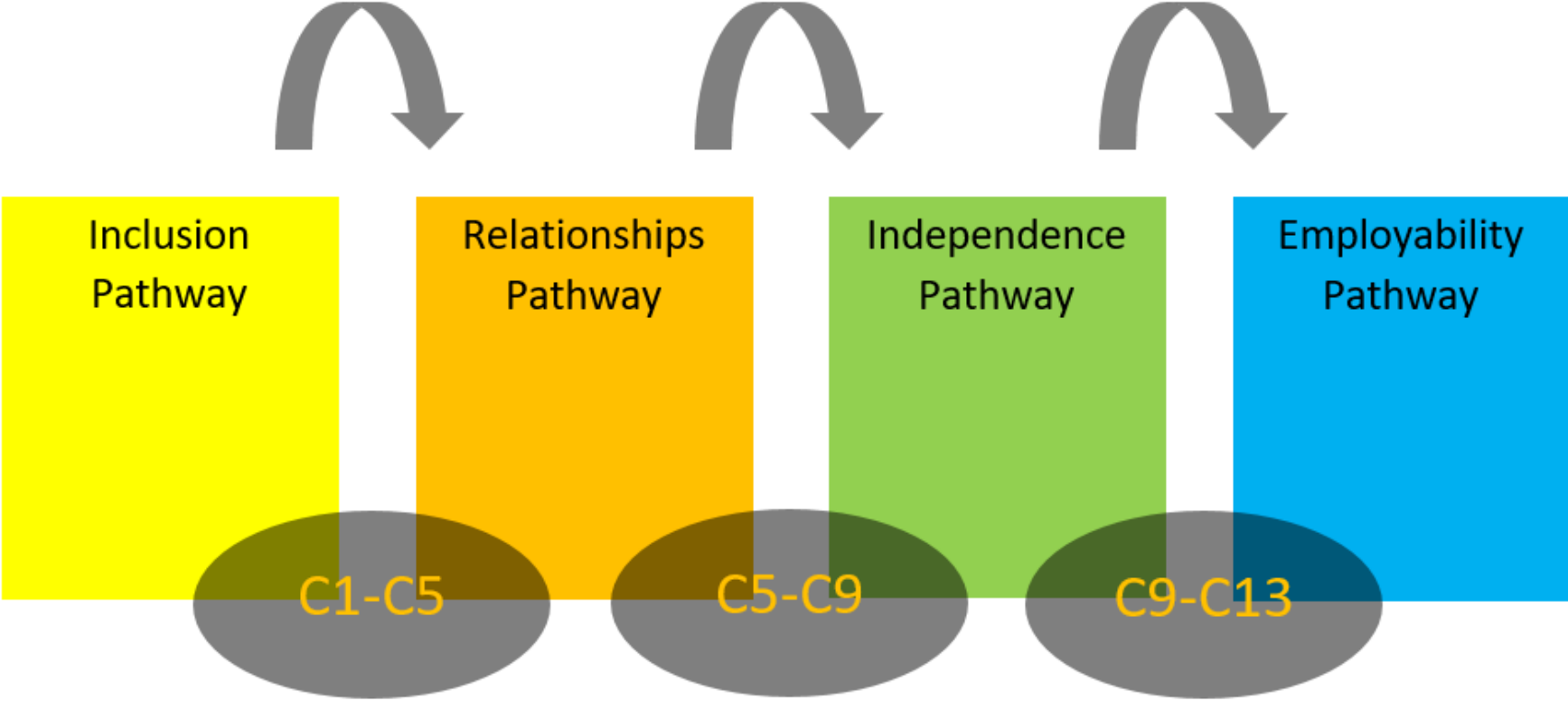
The Relationships pathway places emphasis on the social- and life skills which support students to build effective relationships with others. Learners develop knowledge of their various social and community circles and begin to identify what behaviours are appropriate with whom and how to keep themselves safe with different people and in various environments. There is a focus on structure and positive behaviour support, which facilitates the development of positive behaviour strategies and subsequently more independent self-regulation. Learners will be appropriately assessed for augmentative and alternative communication strategies as necessary to engage with their learning and those around them.

### **Independence Pathway**

Learners studying on the Independence pathway focus on developing their life- and self-help skills to enable them to live their life, both now and in the future, as independently as possible. Central to this are subjects such as Cooking, Home Management, Community Living and PSHE. Here students develop skills to support personal- and self-care, health & safety and homecare, as well as exploring and establishing their place in their communities. Students will focus on functional skills, social enterprise, health, friendships and relationships. Learners' individualised communication strategies will be embedded throughout all learning. Personalised internal work placements will be undertaken as appropriate.

### **Employability Pathway**

On the employability pathway learners engage with the world of work in a variety of ways. The focus of study will depend upon a student's key stage. Younger learners will develop their understanding of the meaning of work, different industries and job roles, before beginning to consider their own skills and preferences in relation to job roles that may be suitable for them. Older students will begin encountering roles in different sectors, such as catering, hospitality, horticulture, retail and administration in preparation for their move to college and transition to adulthood. Learners will participate in age appropriate social- and mini-enterprises to support the development of their social and emotional and functional skills, resilience and workplace communication and behaviour skills. Personalised internal and external work placements will be undertaken as appropriate.



## Appendix 5: Scheme of Work

	Curriculum A			Curriculum B		
	Autumn 2 Theme: E-Safety Learning Aim(s): Develop ability to stay safe online			Autumn 2 Theme: Creativity Learning Aim(s): Develop engagement with a variety of creative technologies Use technologies to create a piece of work		
Week	Lesson Objectives	Activities	Assessment Methods	Lesson Objectives	Activities	Assessment Activities
8	<ol style="list-style-type: none"> <li>1. Define E-Safety</li> <li>2. List safe online practices</li> <li>3. List unsafe online practices</li> </ol>	<p>Recap/links to previous sessions:</p> <ul style="list-style-type: none"> <li>• H&amp;S when using a computer</li> <li>• Logging in</li> <li>• Saving work to folder</li> <li>• Printing document</li> </ul> <p><b>Introduction:</b> Online safety video: <a href="https://www.youtube.com/watch?v=yiKeLOKc1tw">https://www.youtube.com/watch?v=yiKeLOKc1tw</a> Learners to discuss in groups the idea of online safety, making any notes about their understanding of it. Full group to snowball together and share their responses, teasing out further ideas between them.</p> <p><b>Main:</b> Learners to log-in to computers. In pairs/small groups learners to research E-safety on the computer. Each group to find an appropriate definition of E-Safety, before researching and creating a list/mind map etc. of safe and unsafe online practices. Learners to save their file in their individual folder then print their document.</p> <p><b>Plenary:</b> Learners to feedback findings to the class. Each learner to have the opportunity to speak to the whole</p>	<p>Observation of learners</p> <p>Differentiated Q&amp;A</p> <p>Level of support required to carry out tasks</p> <p>Quality of work produced</p> <p>Self- and peer-assessment as appropriate</p>	<ol style="list-style-type: none"> <li>1. Use switches to generate changes on-screen</li> <li>2. Use switches to generate music (e.g., CD player, MP3 player, YouTube)</li> </ol>	<p>Recap/links to previous sessions</p> <p><b>Introduction:</b> Learners to use switches/AAC to state their preferences in terms of online games and activities, using the computer or iPad etc.</p> <p><b>Main:</b> Carousel of activities: Learners to practise using computer, iPads and adapted switches to access and play simple online games: <a href="https://www.purplemash.com/#tab/home">https://www.purplemash.com/#tab/home</a> <a href="https://www.helpkidzlearn.com/">https://www.helpkidzlearn.com/</a> <a href="https://www.ianbean.co.uk/senict-members-resource-portal/">https://www.ianbean.co.uk/senict-members-resource-portal/</a> Learners to take turns choosing and playing games/undertaking activities. Learners to be given the option to try activities/games chosen by their peers. Learners to press play/stop switches on music playback technology, exploring different songs and genres and indicating preferences.</p> <p><b>Plenary:</b> Learners to be asked to demonstrate elements of their learning to the group. Teacher to allocate which skill</p>	<p>Observation of learners</p> <p>Level of support required to carry out tasks</p> <p>Responses and expressions of learners</p>

## Appendix 6: Baseline Assessment Process

### Baseline Process

