

**Sherbourne  
Fields  
School**

**Sherbourne**

**Fields**

**Key Stage 4**

**Curriculum**

## Who will help me in Key Stage 4?



There are lots of people in school that are ready and available to help you...

## Attendance

**Now that students are entering Key Stage 4, the need for excellent attendance is still at the heart of achieving.**

We strive to provide a welcoming and caring environment where each member of the school community feels wanted and secure. We will work with students and their families to ensure each student attends regularly and punctually, making their school experience a happy and fruitful one.

At Sherbourne Fields School, we seek to ensure that all of our students receive a full-time education, which maximizes opportunities for each student to reach their true potential: we feel that good attendance (95% or above) and good punctuality are a vital part of this and we want all students to strive towards this.

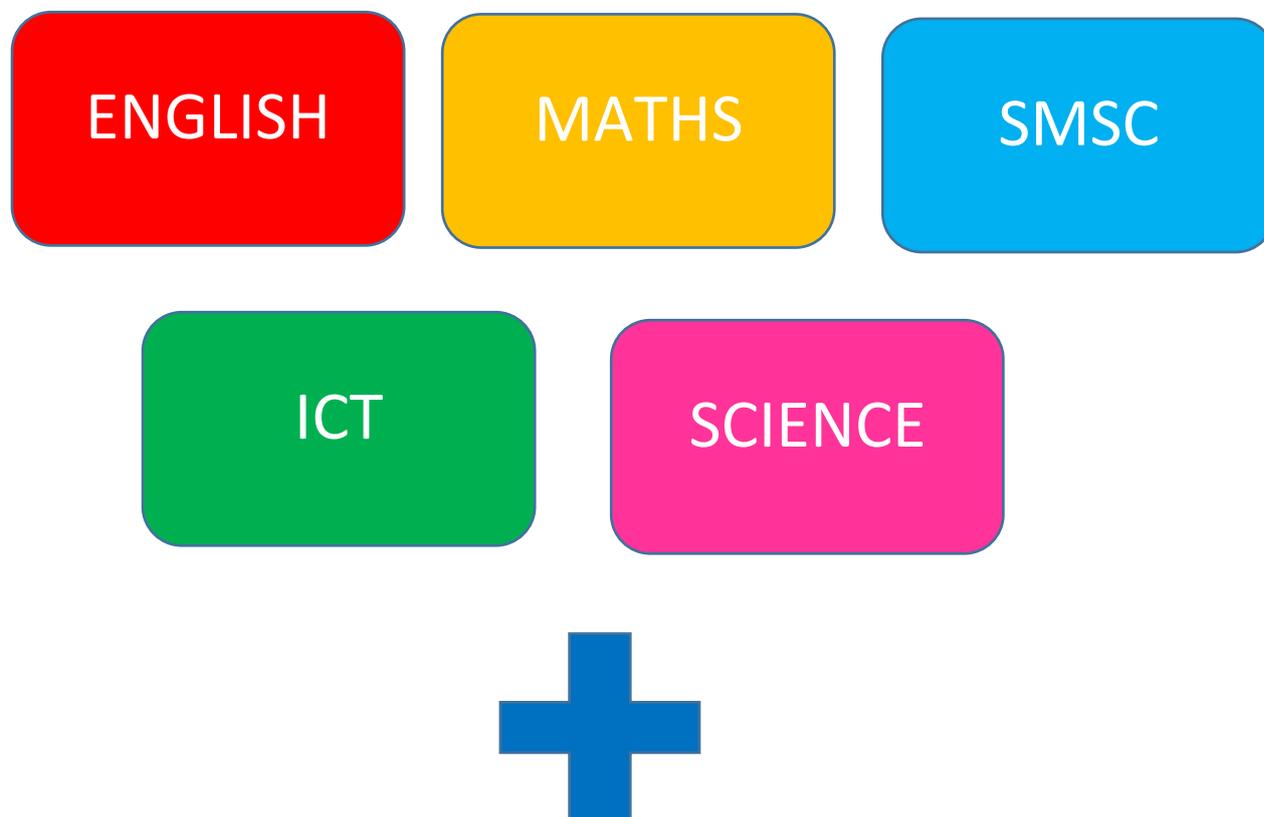
Government statistics have proven that students with poor attendance are 47% less likely to meet their potential exam results compared to students with good attendance.

We have established effective and efficient procedure regarding communication with students, parents and appropriate agencies to provide information, advice and support to all parties and offer a 'strict by caring understanding service' to both students and parents. We require parents to call school daily if their child is absent due to illness or medical appointments and require all holidays to be taken in school holidays unless there are extenuating circumstances.

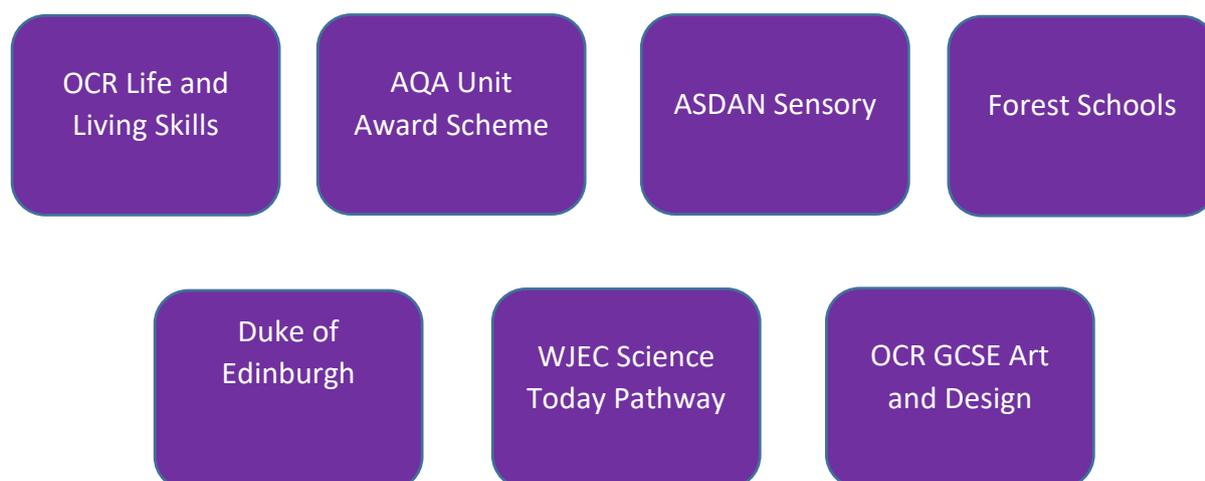
**ATTENDANCE**  
**MATTERS**  
**every school day counts.**

## The Core

The following subjects are compulsory – everyone will have to do them! They all result in a qualification....



In addition, you will follow one or more of the following subjects:



The following pages will inform you about the courses we have available.

## Our Curriculum Overview

At Sherbourne Fields School, we have 3 curriculum areas – a pre-formal curriculum, a semi-formal curriculum and a formal curriculum. All of our pupils are baselined against the Sherbourne Progress Scale on entry to the school and targets are set for them against this continuum.

### Pre-formal Curriculum

Our pre-formal curriculum is accessed by our PMLD students that are working within the S Levels SPMLD1-6. Their curriculum is experiential and sensory based and is designed to support students at the early levels of development to enjoy being with other people – to relate, interact, know, understand and practice communication routines. We aim to teach students to explore and develop the fundamentals of communication such as: use and understand eye contact, facial expressions, vocalisations and taking turns.

### Semi-formal Curriculum

Our semi-formal curriculum is accessed by our SLD students that are working in the lower S Levels (SS1-2) This curriculum is designed to enhance and develop their functional skills as well as their confidence, self-esteem and their independence. Their curriculum is built around the ASDAN Transition Challenge Course and covers: English, Maths, Science, DT, MFL, ICT, R.E, Citizenship, Community, Expressive Arts, Family/Home, Recreation, Sport & Leisure, Work Related Learning, History, Geography, Online Safety and Relationships and Sex Education.

### Formal Curriculum

Our formal curriculum is accessed by MLD students that are working beyond on our Sherbourne Steps. These progress steps are on one continuum; this ensures we challenge every child regardless of ability. The continuum measure is against the specific assessment criteria set by the examinations course that the students are studying. The formal curriculum is a blend of academic and life-skill experiences, building strong foundations to secure positive future destinations when they leave school.

### Accreditation

By the end of Year 11, we aspire for all our students to achieve a variety of different accreditation. We offer a vast number of accredited programmes from Entry level 1 onwards to meet the needs of all of our students. We aim to find the right qualifications for each student to help them achieve their full potential. We treat every student as a unique individual, which is why we offer a diverse, developing and innovative curriculum.

**In order for each child to reach their full potential at Sherbourne Fields we..**

- Ensure a total communication environment where each classroom/learning area has objects of reference/ music cues/ symbols/ now and next.
- Where appropriate use music cues to help students understand and prepare for learning in each subject.
- Ensure staff are trained to BSL Level 1 to communicate with the hearing-impaired students and ensure they are accessing the curriculum.
- Ensure that we have high quality, age appropriate, relevant resources for all our students to use to reinforce their learning – including visually and hearing-impaired students.
- Monitor the progress of our students and where necessary provide students with targeted interventions to close gaps and ensure all students are making progress with Maths, English, Social Communication and Relationship and Sex Education.
- Provide accreditation at the correct level for students in order to give them the skills they need to be independent and employable after they leave Sherbourne Fields School.

# Inclusion at Sherbourne Fields

## Setting suitable challenges

4.1 Teacher **should set high expectations for every pupil**. They should plan stretching work for pupils whose attainment is significantly above the expected standard. **They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds**. Teachers should use appropriate assessment to set targets, which **are deliberately ambitious**.

## Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. **Lessons should be planned to ensure that there are no barriers to every pupil achieving**. In many cases, **such planning will mean that these pupils will be able to study the full national curriculum**. The SEN Code of Practice includes advice on approaches to identification of need, which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

4.4. With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. **Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.**

The following sections of this document outline how Sherbourne Fields School tailors its curriculum around the aims of the Secondary National Curriculum to support our students in achieving their full potential..... *and beyond!*



## Sherbourne Fields English Curriculum

### The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### What does this look like at Sherbourne Fields?

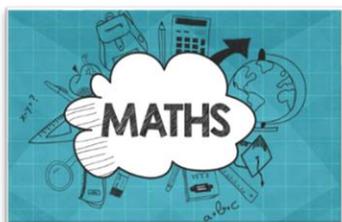
**Pre-formal:** Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Communication is present throughout the curriculum and school environment using the students preferred communication methods. Students will regularly experience stories, role-play activities, resonance boards and sensory massage, TAC PAC and Intensive Interaction.

**Semi-formal:** In semi-formal classes, each student has a daily 20/20 session as well as dedicated English lessons each week. Students have lessons on phonics/reading and spelling patterns according to their need. They also have lessons to develop their written work. This will include clear objectives to improve sentence structure using vocabulary, connectives, openers and punctuation. They continue to work on reading, spelling, writing, speaking and listening tasks through a range of literature and language activities across non-fiction and fiction texts. This is accredited through the OCR Life and Living Skills Modules.

**Formal:** In formal classes each student has a daily 20/20 session as well as dedicated English lessons each week. In these lessons students work towards the WJEC Entry Level English course which is accredited at Entry Level 1 to Entry Level 3.

They complete pieces of reading, writing and speaking & listening coursework. Students complete:

- Two pieces of written work showing reading skills; each piece being based on a different genre.
- Three pieces of written work; one piece of imaginative writing, one piece of transactional writing, and one piece of either type. The first two pieces must be chosen from the specification list and the other by the centre.
- Three speaking & listening assessments including an individual assignment, a paired assignment and a group assignment.



## Sherbourne Fields Maths Curriculum

### The National Curriculum for Maths aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### What does this look like at Sherbourne Fields?

#### Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Maths is present throughout the curriculum, such as making shapes or different quantities in messy play or making sound patterns on the resonance boards. We develop object permanence and a sense of ourselves in space through intensive interaction, massage and movement activities, including rebound therapy and hydrotherapy. We use number songs and Numeracy Sacks, which we deliver using sensory objects, resources and materials.

#### Semi-formal:

In semi-formal classes, each student has a daily 20/20 session as well as dedicated Maths lessons each week, where students have Maths experiences with clear learning objectives mapped against their stage of learning. Learning will be broken into blocks and follow a sequence allowing students to consolidate and build upon their learning lesson by lesson encouraging retention and learning for meaning.

Problem solving and reasoning will take place through practical and concrete experiences and scenarios allowing students to fully understand how the mathematical concept they are learning about links to their own life and experiences. For example, this may be through Outdoor Learning or Functional Opportunities, and annual whole school Maths days.

Financial Education is embedded in the Maths Curriculum and all students have one dedicated lesson each week. Students are taught to recognise coins, the value of money, to calculate change, how they can pay for their items, the best way to save their money, how to budget, how money is earned and the importance and relevance of tax and interest. Students across Key Stage 4 and 5 have extra-curricular opportunities to work in our Wedge Corner Café to gain relevant, real life experience with employability skills as the main focus and long-term goal.

## Sherbourne Fields Maths Curriculum

### What does this look like at Sherbourne Fields?

#### **Formal:**

In formal classes, each student has a daily 20/20 session as well as dedicated Maths lessons each week.

Students follow a clear sequence of learning that follows the following areas of Mathematics – number and place value, addition and subtraction, multiplication and division, mean and range, area and perimeter, fractions, shape, measures, data handling, position and movement. This follows a cyclical pattern with areas being revisited three times in an academic year. Through these topics, the students are required to use a range of mathematical concepts and a breadth of mathematical language. Through these topic areas, students will have the opportunity to solve real life problems and use reasoning, choice and discussion to find the answers to a range of problems.

This is accredited through OCR Entry Level Maths at Entry Level 1 to Entry Level 3 and also units in the OCR Entry Level Life and Living skills.



## Sherbourne Fields Science Curriculum

### The National Curriculum for Science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through specific disciplines of biology, chemistry and physics.
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

### What does this look like at Sherbourne Fields?

#### Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Sensory resources such as touch screen computers and switch-operated toys/computers are incorporated into lessons so students can experience scientific concepts such as colour, light and movement. We try to use trips and outings as much as possible to help students engage in real experiences.

#### Semi-formal:

Students explore biology, chemistry and physics. With support, they explore real life scenarios and problems using science. Wherever possible they link scientific knowledge with themselves and their own world to embed and make learning meaningful. With support they explore how Science is used in the real world and how it helps us.

#### Formal:

Students work towards and follow the Science National Curriculum which is differentiated to meet the needs of the students. Students use the skills and knowledge they have learnt to work towards the WJEC Science Today Pathway where they achieve an Entry Level 2 or 3 qualification. There are number of modules students can work towards.

## OCR

**COURSE:** Art and Design

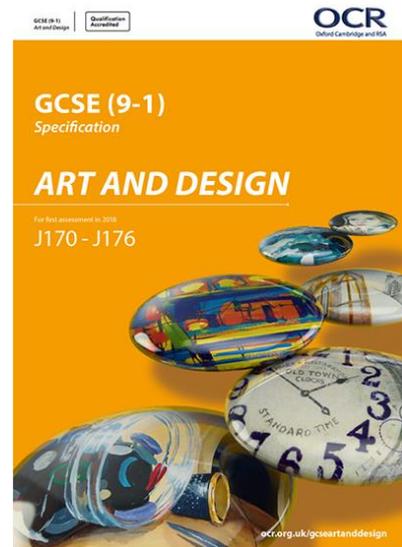
**LEVEL:** GCSE 1-9

**COURSE OVERVIEW:** Our GCSE in Art and Design helps students develop knowledge, skills, and understanding to enable them to express their creativity and imagination through responses to visual and written stimuli. The seven specification titles cover the breadth of art and design, both traditional and digital.

There are seven specification titles:

- Art, Craft and Design (J170)
- Fine Art (J171)
- Graphic Communication (J172)
- Photography (J173)
- Textile Design (J174)
- Three-Dimensional Design (J175)
- Critical and Contextual Studies (J176)

**ASSESSMENT:** Is in two parts **Component 01: Portfolio**



Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

The portfolio must provide evidence that the student has met all four assessment objectives.

**Component 02: Externally set task**

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

**PROGRESSION:** Being a GCSE level qualification it is a great way to access further education.

**THESE COURSES ARE FOR STUDENTS WHO....** want to focus on their ability in Art and Design, expressing their talent in a variety of techniques.

## OCR

**COURSE:** OCR Life and Living Skills.

**LEVEL:** Entry Level 1-3 Introductory Award - Diploma

**COURSE OVERVIEW:** The OCR Life and Living Skills Entry Level qualifications provide learners with high quality, nationally recognised qualifications. They are credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and offers opportunities for learners to progress to higher level units or to achieve units at the same level, where progression to a higher level is not possible. The qualifications have been designed for young people, including those with profound and multiple learning disabilities.

Over 150 bite-sized units are available across a wide range of engaging skill areas. Any combination of units, at any level, can be selected to suit the particular needs and interests of the learner. This provides the opportunity to build a rich and varied personalised learning programme for the learner.

Examples of subject areas covered.

- Arts and Crafts
- Communication
- Environment and Community
- Home Management
- ICT
- Horticulture
- Numeracy
- Personal Skills
- World of work



**ASSESSMENT:** Students will each have a portfolio of evidence to demonstrate how they meet the criteria for each module. Each portfolio will be assessed internally and then moderated by an external verifier.

**PROGRESSION:** This Entry Level qualification has been designed to encourage progression through its own structure. Learners may progress to higher level units or achieve additional units at the same level where progression to a higher level is not possible. Learners may also progress to larger Life and Living Skills qualifications at Entry 1, Entry 2 or Entry 3.

**THESE COURSES ARE FOR STUDENTS WHO....** want an individualised, rich and varied learning programme based around a wide range of skills areas.



## WJEC

**COURSE:** Science Today

**LEVEL:** Entry Level 2-3 Pathway

**COURSE OVERVIEW:** Entry Pathways Science Today is available at Entry 2 & 3. There are a wide range of units that candidates can follow, the course is very practical focusing all three main strands of Science. The content of this course will assist the students in an understanding of the wider world around them, whilst also developing a deeper subject knowledge.



**ASSESSMENT:** Students will build a portfolio of evidence against the course standards. This may include written work, photographs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

**PROGRESSION:** Each completed unit is worth a specific amount of credits. Depending on how many are completed the student will achieve either an Award (6 credits) or a Certificate (13 credits).

**THIS COURSE SUITS:** Students who are looking to gain an Entry Level and above qualification in Science.



# DUKE OF EDINBURGH AWARD

**LEVEL:** Bronze and Silver Award

**COURSE OVERVIEW:** Students will look to spend time on the four main sections for each award.

Duke of Edinburgh Award Overview		
	BRONZE	SILVER
Volunteering	3 Months	6 Months
Skills	6 Months	6 Months
Physical	3 Months	3 Months
Expedition	2 Days, 1 Night camp	3 Days, 2 Night Camp

The expedition will include the following areas:

- First Aid and emergency procedures
- Awareness of risk and health and safety issues
- Navigation and route planning
- Camp-craft, equipment and hygiene
- Food and cooking
- County, highway and water sports codes
- Observation, recording and presentation
- Team building
- Proficiency in the mode of travel (walking)



**ASSESSMENT:** There is a national online system run by the DofE award scheme for students to upload their evidence and monitor their progress. Much of the evidence is collected through photographs and staff comments and students play a major part in organising and being responsible for their own learning in this way.

**PROGRESSION:** There is the opportunity for students to progress onto the Silver Award in Key Stage 5, on Completion of their Bronze Award.

**THIS COURSE SUITS:** Students with an interest in the outdoors, and a wish to show their independence through camping and cooking for themselves. On expeditions, students are expected to do much of the work independently with little support from staff. The need to like walking is a must.





# SENSORY CURRICULUM

**LEVEL:** Pre-entry Level 1

**COURSE OVERVIEW:** Students work in small groups supported by a high staff ratio to experience a rich programme where they can develop their communication skills. They will explore a variety of auidal, visual, kinaesthetic and tactile experiences through a thematic approach to lessons, which include:

- TAC PAC
- Swimming
- Music
- Intensive Interaction
- P.E
- Sensory massage
- Sensory cooking
- Sensory story



**ASSESSMENT:** Staff will compile a portfolio of evidence for each student to show how they meet the standards set out in the ASDAN Transition Sensory Engagement modules.

**PROGRESSION:** Students will complete more units and modules before progressing onto ASDAN Towards Independence Modules in Key Stage 5.

**THIS COURSE SUITS:** Students who would like to develop their communication skills while exploring their senses through a variety of themed activities.



## COMMON QUESTIONS AND ANSWERS

We will endeavour to provide you with a curriculum tailored to your interests and abilities, which will provide you with employability and independent living skills.

Which subjects will I be studying in Key Stage 4?

Who decides what subjects I will study in Key Stage 4?

Alongside parents and students, the Head Teacher, Assistant Head of KS4 and KS4 tutors will design the curriculum that best suits your needs and potential.

During the whole school transition day at the beginning of July, your new tutor will go through your timetable with you.

When will I know what my timetable looks like?

What happens if I am not enjoying one of my courses?

Speak to your Tutor or Assistant Head. They will help you to figure out if there is anything that can be done to help the situation. We will do all that we can to ensure you have positive experience in Key Stage 4.

Use this booklet. Speak with older students and approach staff during and after lessons for further guidance.

How do I find out more about each subject?