



Hillside Specialist School & College

Providing exceptional education for all students

Key Stage 2

At Hillside Specialist School and College we have two paths ways at Key Stage 2 - the Creative curriculum and the Semi-formal curriculum

Pathways for individuals are continually reviewed to achieve the best possible pupil outcomes. Pupils will be taught using a specific pathway during the academic year, however if it is felt that their current curriculum is not best meeting their needs this can be reviewed at any point.

KS2 Creative curriculum

Intent:

To provide a wide-ranging broad and balanced curriculum that gives pupils the opportunity to learn to their full potential. To enable pupils to experience a wide variety of subjects and topics which may spark their interest and promote learning. To promote the spiritual, moral, cultural, mental and physical development of pupils at the school. To be able to make meaningful links with the world they live in and feel a sense of belonging.

Implementation:

There is high quality teaching of core subjects that allows skills learnt to be transferred into everyday life activities. Foundation subjects are taught under a topic title each half term that promotes an environment for learning, building on the children's knowledge cumulatively. Learning is differentiated to meet the individual needs of the pupils based on their level of prior attainment, and new targets set based upon their BSquared targets. Hillside Schemes of Work are suggested, are used to support planning and are adapted to suit the individual pupils needs. Where possible, opportunities to develop the pupil's independence, self-help and social skills are built into the curriculum – both discretely and through the PSHE curriculum. ASD specific strategies, communication, sensory support and self-regulation strategies are taught throughout the curriculum to BSquared is used to summatively assess pupils at the end of each term, and the steps and targets in Bsquared can be used formatively by teachers in setting pupils' individual short-term outcomes and PLP targets. Pupils working at Step 8/P5 BSquared and above will be assessed using the Pre-Key Stage standards at the end of Year 6.

Impact:

Pupils make good progress across a broad range of curriculum subjects, giving them the opportunity to find where their interests and strengths lie.

Pupils are making good progress towards their individual ECHP Outcomes.

Pupils build on their prior learning in English, maths and other core/foundation subjects to give them the best outcomes in their education.

KS2 Semi-Formal Curriculum

Intent:

To develop happy and healthy young people who are engaged in their learning journey. To promote independence to the highest possible level. To be able to make meaningful links with the world they live in and feel a sense of belonging. To provide a broad and balanced curriculum highly differentiated to individual need, to ensure that pupils learn to their full potential.

Implementation:

At Key Stage 2, a theme or topic is provided, along with suggested learning areas. The following areas provide a broad and balanced curriculum, and coverage of all subjects happens throughout each academic year:

Maths, My Art, My Drama, My Communication, My Independence, My Dance, My Music, My Thinking and Problem Solving, My Physical Wellbeing, The World About Me.

The themes link in the KS2 National Curriculum where possible and are set out to ensure that breadth and variety of topic are covered throughout the pupil's time across different key stages at Hillside. Multi-sensory lessons, varied teaching approaches and individualised activities ensures all pupils are engaged and making individual progress. Pupil progress is tracked through their PLPS and through the Pupil Centred Assessments in a holistic way, and learning follows the pupil's interests. BSquared is used to summatively assess pupils at the end of the academic year, and the steps and targets in Bsquared can be used formatively by teachers in setting pupils individual short-term outcomes and PLP targets. Pupils working at Step 8/ P5 Bsquared and below will also be assessed using the Engagement Model. Pupils working at Step 8/P5 Bsquared and above will be assessed using the Pre-Key Stage standards at the end of Year 6.

Impact:

Pupils make good progress across a variety of topics and themes, from their individual starting points.

Pupils are making good progress towards their individual ECHP Outcomes.

Pupils build on their prior learning in Maths, My Art, My Drama, My Communication, My Independence, My Dance, My Music, My Thinking and Problem Solving, My Physical Wellbeing, The World About Me, to give them the best educational outcomes.

Cognition and Learning

Communication and
Interaction

Independent Life and
Social Skills

Sensory and Physical

<p>My Thinking and Problem Solving</p> <p>Numeracy</p> <p>Literacy</p> <p>Science</p> <p>Computing</p> <p>The Word About Me (links with Humanities)</p> <p>Technology</p>	<p>Speaking and Listening</p> <p>Communication Aids- Theme boards, Communication book, PECS, Objects of Reference etc</p> <p>Intensive Interaction</p> <p>SaLT</p> <p>My Drama</p> <p>My Music</p> <p>Attention Autism</p> <p>Phonics</p> <p>Pre reading/reading</p> <p>My Communication</p>	<p>PSHE</p> <p>Cooking and Food preparation</p> <p>My Independence</p> <p>Communication Aids- Theme boards, Communication book, PECS, Objects of Reference etc</p> <p>Trips and visits into the community</p>	<p>The Zones of Regulation</p> <p>Sensory Circuits</p> <p>TAC PAC</p> <p>Outdoor education</p> <p>Art</p> <p>My Play and Leisure</p> <p>My Physical Wellbeing</p> <p>My Dance</p> <p>Sensory Diets</p>
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