

Subject curriculum intent-MFL

Why is your curriculum shaped the way it is?

- The ASDAN curriculum at Croft Community School is a curriculum which supports and promotes the Preparing for adulthood agenda. The curriculum enables the pupils to develop their skills and preparedness towards four key outcomes: - Employment, Community Involvement, Independent Living and Health. The ASDAN curriculum at Key Stage 3 reflects some of the key personal goals we want our pupils to succeed in, to enquire, to develop their resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. It has been created with the needs of our students in mind with the PFA outcomes central to the creation of the curriculum, thus providing our students with skills and experiences that are beneficial across other areas of their studies and in reinforcing the PFA outcomes we want our pupils to accomplish. It supports the development of preparing for adulthood by developing skills and attributes such as co-operation, turn-taking, responding to others. The ASDAN curriculum enables pupils to develop independent living skills that are vital components of them learning to become independent citizens. These skills are based on key themes devised by staff and supported by parents following input at EHCP reviews. These are based on money and shopping, becoming independent travellers, being safe at home and in the community, and developing communication skills, both in the written and verbal form. It provides excitement and eagerness to learn, to develop and support creative thinking, to be able to retain, recall and use critical information. It allows students to express their opinions, develop their independence and supports the development of non-academic skills and qualities.

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect your school's context?

- The school values are embedded within the teaching of ASDAN, the teaching of a positive mindset occurs frequently in the teaching of ASDAN where pupils are encouraged to develop an attitude where they can complete set tasks independently.
- Students are frequently challenged within ASDAN lessons where expectations are high, pupils are set tasks each lesson that encourage their independence and ensure that they maximise their potential thus promoting high academic achievement and personal preparedness for post 16 provision and living independently. Students are provided with learning outcomes and expectations of the progress they should make during each topic related to individual outcomes and pupils are asked to express ideas about what they need to learn within each topic area. Students are set outcomes they need to achieve and these are recorded accordingly, especially related to PFA outcomes and outcomes identified during EHCP reviews.
- Pupils are supported to develop emotional and social resilience, they are encouraged not to give up if they find a task too challenging and staff support this by finding alternative methods to encourage students including the use of technology. Pupil

are encouraged to take part in lessons, to not be afraid to get an answer incorrect, to persevere with learning new skills and with key knowledge, to work independently in preparedness for life after school.

- Positive behaviour and social skills which will prepare pupils for adulthood and enable them to progress confidently to the next stage of their lives are always prevalent in the teaching of ASDAN.
- The ASDAN curriculum promotes creativity and further individual interests and skills, students are encouraged to develop their skills and knowledge related to topics and interests. This is particularly relevant when studying the topics of time, money, and being safe in the home and community. Pupils are encouraged to think about their own particular geographical area and how they could be as independent as possible within the context of where they live, the shops they could use, the aspects of the community they could become involved in and part-time employment opportunities that may be available to them. This involves travel training, being made aware of local services and how to use them. Preparing food independently, managing unexpected changes, friendships and relationships and managing social media and other technology safely are all focused upon within the curriculum areas.

What are the objectives for your curriculum? What do you want pupils to be able to know and do by the time they leave?

Through our ASDAN curriculum we aim to enable pupils to develop their self-confidence in being prepared for life after school, preparing to live independently and becoming valued members of their local community. We want pupils to be able to apply the skills they have learned in a variety of different contexts, and to use these skills to become independent adults. The curriculum in ASDAN has been carefully devised so that by the time students leave we want them to be able to become immersed in their local communities, to be healthy and independent as possible and to have the skills and qualities to become employed. This will be achieved through supporting pupils to use money independently and in a variety of different contexts. Pupils will have a grasp of how to use different denominations of money in real life situations, to be confident when using money and being safe online with various money transactions. Pupils will be able to tell the time using a variety of different methods and will apply these to real-life contexts such as using timetables and arranging appointments. We want pupils to be safe both in the home and in the community and to be able to achieve both of these by being as independent as possible.

How does your curriculum plan set out the sequence and structure of how it's going to be implemented?

ASDAN is taught following a sequence of lessons once a week which begins with the introduction of new topics at the start of each topic unit and then developing this theme to meet the needs of individual pupils. Long term plans have been created with an overview of each topic. There are also medium term plans created for each half term topic of work. Students are asked to recall and use previously learned knowledge and skills and apply these in different aspects of the subject. Assessment in Maths and

English is also used to inform the teaching of topics such as time and money and parental views are sought during EHCP reviews to ascertain wishes of parents and pupils with regard to independence in these topics. Pupils are taught these that is at a level that is pertinent to each individual pupil. Common themes run throughout the curriculum, that of developing individual skills related to telling the time, money skills, becoming independent in the home and within the community. By the end of the programme of study students will have developed their skills accordingly and this is recorded using individual assessments. Progress is shared with students at the end of each topic where they are encouraged and supported to have a student voice in the review of the topic.

How is your curriculum differentiated to meet the diverse needs of pupils at Croft?

- The ASDAN curriculum is differentiated across all the lessons within the topic areas. When new topics are introduced pupils are provided with tasks that support their learning with regard to the topic that is being covered, i.e. telling the time, developing their awareness of being safe in the home. The individual ASDAN outcomes are used from the BRONZE/SILVER workbooks in Year 9 but in Year 7 and 8 pupils are assessed using their English and Maths Progression levels and against learning goals established from EHCP and PFA outcomes. They are also provided using the teacher assessments. The subject has the aim of supporting pupils to become as independent as possible in relation to the topics that are taught. Pupils progress is recorded against key assessment criteria before pupils are moved onto the next level of learning. For example, pupils starting to learn the time will move from quarter to and quarter past the hour to five minute intervals once they have mastered each aspect. Pupils who can tell the time capably will use their time-telling skills in real life contexts such as planning a journey. Tasks to develop skills and to meet the requirements of the course content are provided for students and lessons are differentiated accordingly across different pathways that students can follow. These relate to money and shopping, Communication skills, learning how to tell the time and how to use these skills in different contexts, understanding of using transport and being safe in the community and at home. As pupils progress they develop their ability to recall previously acquired skills and knowledge and use these to expand and develop their independent living skills. to Students' progress at their own pace, support is provided to enable students to acquire these key skills, and to meet the course requirements. Learning needs are met via a variety of different methods such as differentiated flexible paced learning, collaborative learning, progressive tasks, and staff input.