



'My Journey'

Whole School Curriculum Statement (to be read alongside Discover, Explore, Adventure and Pioneer Curriculum Pathways)

See also; Communication & Reading Strategy; Spiritual, Moral, Social and Cultural Development statement; Intervention Strategies; Topic Webs (appropriate to specific classes); Curriculum statements (appropriate to Pathways)



Meridian
Trust



Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



Extending the
Boundaries of
Learning



Achievement
for all

Date of publication: 1/1/23



Northstowe
Martin Bacon Academy

Pupils at the centre:

At The Martin Bacon Academy, children and young people (pupils) will be placed at the centre of all we do. This is built around a core offer based on our four pathways to success and the adaptations required to ensure a personalised curriculum.

The ethos of our Academy; 'Be Kind, Be Curious, Be Hardworking', underpins our expectation that we *identify, develop and celebrate every individuals' qualities, making sure that we plan from where the learner is. (If we look/listen carefully enough they will show/tell us).*

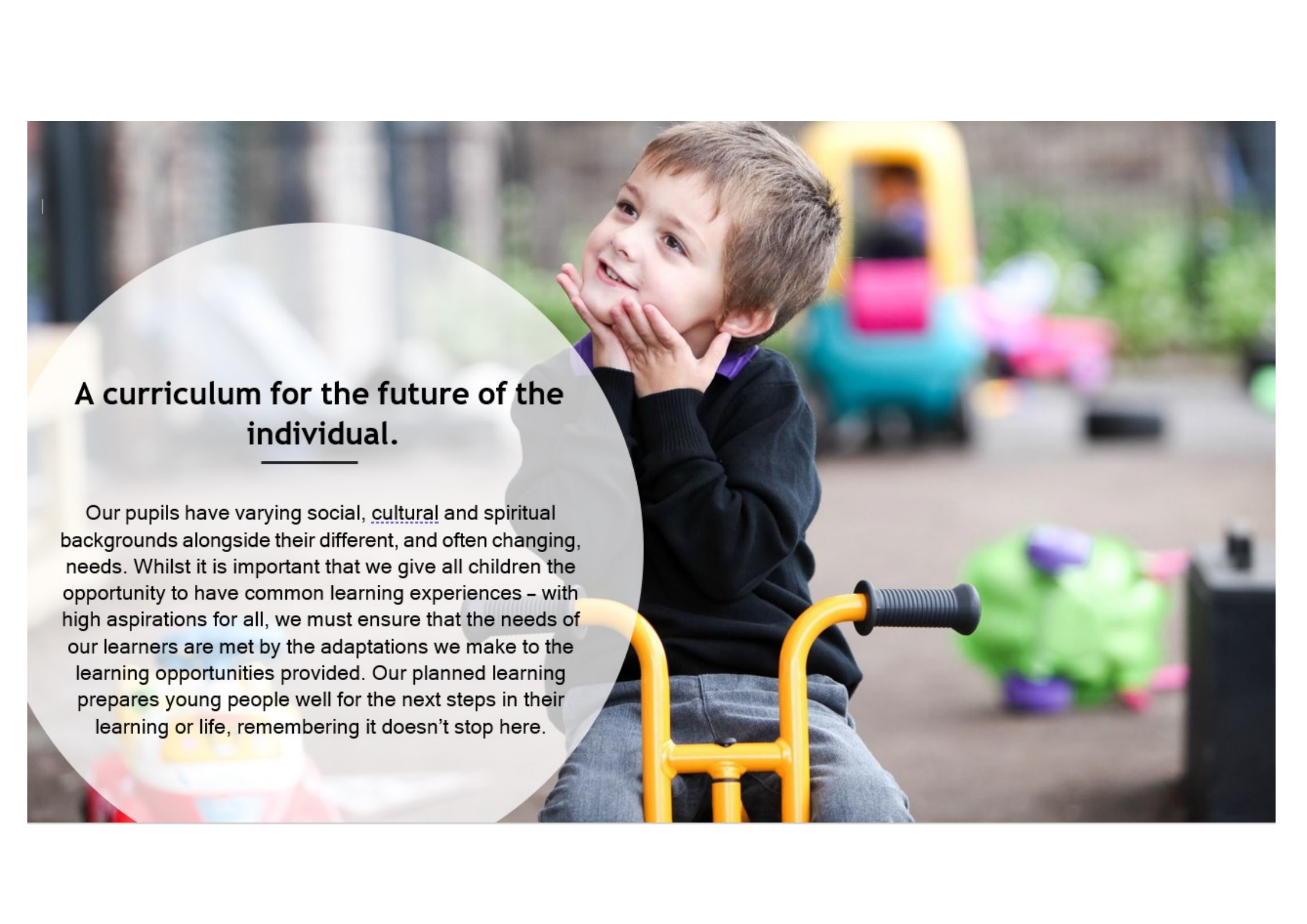
An Individuals curriculum, known as 'My Journey', will be delivered through our pathways approach and centre on what we know about them, what they want and need, and the knowledge, visions and priorities of parents, carers and other professionals.

Being in a unique situation as a new specialist provision, and sharing a site with a mainstream school, we pride ourselves in being able to offer Pupils a coherent curriculum which meets their diverse individual needs; academic, emotional, social, communicational, interactional and physical. This may include aspects of work across both schools, allowing all young people to draw from and contribute to the wider learning of all students and staff.



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A curriculum for the future of the individual.

Our pupils have varying social, cultural and spiritual backgrounds alongside their different, and often changing, needs. Whilst it is important that we give all children the opportunity to have common learning experiences - with high aspirations for all, we must ensure that the needs of our learners are met by the adaptations we make to the learning opportunities provided. Our planned learning prepares young people well for the next steps in their learning or life, remembering it doesn't stop here.

So, what does that mean?

What we know about learning:

Learning is an ongoing process that takes place throughout our lives and isn't confined to the classroom.

The process of learning is rarely the same. It can happen in a wide variety of ways and different places but, doesn't always come easily.

Sometimes, we need help to navigate barriers to learning so that we can make progress.

The challenges to learning can look and feel different, in different places at different times.

Learning is not linear, no one learns in straight lines, but learning can be planned and shaped to meet the needs of individuals.

We refer to this shaping as our 'My Journey' curriculum.

Progress in the 'My Journey' curriculum:



'My Journey'

'My Journey' is a personalised curriculum, with high aspirations for all.

Each individual's curriculum must start from what we know about them, what they want and need, and the knowledge, visions and priorities of parents, careers and other professionals.

We think about future outcomes and put targets and strategies in place to begin the journey of equipping them with skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.



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the progress our pupils make (My Progress, My Outcomes).

A Purposeful Curriculum

The 'My Journey' Curriculum and our four pathways ensure that purposeful experiences are prioritised, as well as exposing pupils to a range of learning opportunities and approaches. We believe we must first identify what is most important for each pupil to learn to enable the next step of their learning journey. It is key that we offer pupils a curriculum which is rich in experiences, knowledge, understanding (including vocabulary) and skills. For our curriculum to work at its best we must:

- Know our pupils well, including their families and wider networks (My Family).
- Start from what each pupils knows, understands and is able to do and, where appropriate, give pupils the opportunity to make connections in their learning through our experiential learning or subject specific learning pathways (My Learning).
- Allow our pupils to excel at those things they do well (My Superpowers).
- Give our pupils opportunities to achieve in the wider sense through our Extending te Boundaries of Learning (EBL) curriculum including first hand learning and experiences (My Pledge & 99 Thing to do).
- Develop opportunities to allow all pupils to reduce their dependency on the adults around them in readiness for when they leave us (My Future).
- Enable pupils to be valued members of their local community (My Community)
- Celebrate success at every opportunity, to do this we must measure and value

At The Martin Bacon Academy in Key Stage 4 we use a range of accreditation opportunities available on each pathway

The 'My Journey' Curriculum has four pathways. These pathways consider the needs of pupils and the ways in which they will make best progress. This means that the pathways, whilst they may on occasion teach the same area of study, will have different approaches to learning. All pathways have a planned curriculum approach and, whilst all are taught by highly skilled staff, not all are taught by subject specialists.

All pathways cover the Seven aspects of the 'My Journey' curriculum and consider the individuals and their families hopes for the future. All have high expectations and none of them limit the learning journey of a pupil. Just like roads, pathways can cross, and pupils can have some individual aspects of curriculum which might be delivered in another pathway approach, for example, a pupil who is musically talented will be encouraged to develop their skills from their starting point and not be limited by the pathway they are on.

Class groupings are age and stage (pathways) based but also consider the dynamics of the individuals and the group. This gives everyone the best opportunity to make progress.





Northstowe
Martin Bacon Academy

DISCOVER

EXPLORE

ADVENTURE

PIONEER



Northstowe
Martin Bacon Academy

Our Pathways:

Discover

The Discover (Pre-formal Curriculum Pathway) enables pupils to interact and access the world around them through planned teaching, exploration and observation. This pathway lives out our ethos through our pillars;

Kind: Discover learners will have staff who are thoughtful but do not lower expectations or place ceilings on what can be achieved. They will be taught to explore the world with increasing autonomy, enabling opportunities for cognitive development, mobility and communication.

Curious: Discover learners will be taught to interact with the world around them, developing their curiosity through play. Learners may encounter a range of sensory stimuli and experiences through a planned curriculum, developing their place within the world.



Our Pathways:

Explore



The Explore (Semi-formal Curriculum Pathway) continues to promote learning through curiosity, where pupils are taught to have the desire to learn, experiment and challenge. This pathway follows the expectations of the National Curriculum where possible. This pathway lives out our ethos through:

Kind: Explore learners will find their place within the world, not by the rote learning of facts, but will be taught by the thoughtful intervention of staff to have the tools which enable them to find the answers they need, developing their ability to make connections through themed learning in our primary school and some subject specific learning in our upper school.

Curious: Explore learners will be taught to explore the wider world through opportunities to experience different environments, people and times of the day. These learning opportunities might be self-lead, informal - giving learners the chance to choose the activity, or developed through a structured approach- where the adult will decide on the planned learning and will support the learner through direction. This pathway does not expect that learners will make connections themselves, but they are supported (through staff intervention such as questioning) to relate new knowledge, skills and content to previously learned knowledge, skills and content.

Hardworking: Explore learners gain experience by being presented with structured problems to solve. These learning opportunities will be designed to build on previous learning, be these formal or informal, developing thinking skills and offering feedback related to learning outcomes. Success will be celebrated at every opportunity.

Our Pathways:

Adventure



The Adventure (Semi-formal pathway 2) continues to promote learning through curiosity but develops additional subject specific skills. Pupils are taught to experiment, challenge and extend. This pathway follows the expectations of the National Curriculum where possible and lives out our ethos through:

Kind: Adventure learners will understand and test their place within the world to develop their resilience and love of learning. They will be taught by the thoughtful challenge and intervention of staff to have the tools which enable them to find the answers they need, developing their ability to make connections through themed learning in our primary school and increased subject specific learning in our upper school.

Curious: Adventure learners will be taught to develop their understanding of the wider environment through opportunities to experience different environments, different cultures and different ways of working. These learning opportunities will be increasingly formal but continue to give learners the chance to be selective in their approach or they can be supported further through a more structured approach. This pathway does not expect that learners will make all connections themselves, but they are encouraged to do more so by staff who know how to engage and extend their thinking to build new knowledge, skills and content.

Hardworking: Adventure learners gain experience by being presented with problems to solve, some of these problems will be presented through subject specific opportunities. These learning experiences will be designed to build on previous knowledge, understanding and experience be these formal or informal, developing thinking skills and offering feedback related to learning outcomes, developing individual's resilience. Success will be celebrated at every opportunity.



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Our Pathways:

1

Pioneer

Pioneer (Formal Curriculum) builds on and from the knowledge, skills and understanding previously experienced by the pupils. This pathway follows the expectations of the National Curriculum and lives out our ethos through our three pillars:

Kind: Pioneer learners will have high expectations of themselves, peers and staff. They will rely on staff only when necessary, and staff in turn will encourage this independent approach to learning, discovery and consolidation. Learners will be inspired to undertake self-interest study where appropriate.

Curious: Pioneer learners will experience subject specific study, providing learners with opportunities to be taught and challenged by meaningful and engaging contexts. This may mean undertaking their learning at the co-located mainstream secondary college.

Hardworking: Pioneer learners will be given informal and formal feedback, highlighting their learning targets and outcomes. They may study a range of accredited courses and will be expected to, with support, manage the evidence required.



How it works:

Our Pathways lead us to safe places to learn, a 'close of houses', each of the aspects of our curriculum are houses in the close

All doors are 'open' and we explore each of them. Each pathway 'close' has the same houses but, depending on the pathway an individual is on, the rooms in the houses may have different things in them to engage pupils in learning and ensure progress is made



Nothing stops adults or pupils travelling onto a different pathway and visiting other houses in that close. This prevents any pupil being limited by the curriculum pathway they are on.

My Learning: This is split into; My Communication, My Wellbeing, My Thinking and My Body. This aspect will be very different depending on which pathway and individual is on. This is explained more in the next few pages of this document

My Family: At MBA, we value the family in whatever format this may be. Our pupils need the support of their families but we realise that this can be a mammoth task sometimes. We have a Family Support Worker who engages with our families and offers a range of support

My Future: The aspirations of individuals and their families are key. For some of our pupils the wish is for them to be able to access supported living, for others it is to go to college and to travel independently.

These aspirations are valued and supported through a pupils 'Personal Learning Goals' (PLGs) which link directly to our children's EHCP outcomes.

Community: Some Pupils find the wider community daunting and must first understand their class or school as their community. This does not mean they should not access the community around them or be exposed to different ideas and cultures but that this may need more care and time. We start from where the pupil is at and their learning

My Outcomes: Individuals have PLGs. These are the wider learning goals we need to work on taken directly from a child's EHCP outcomes. There will also be other targets set depending on the individual needs of the pupil

My Pledge: This is mapped against the MBA Pledges & the schools '99 Things to do before 15 ¾'. These can be completed in or out of school and are recorded on evidence for learning.

Success is celebrated through post-cards and badges. Opportunities are planned into our curriculum to ensure all pupils have the chance of experience and success.

My Progress: This will be mapped against the outcomes on my EHCP and on Evidence for Learning (EFL). Parents will be able to view aspects of EFL and this is updated regularly. Progress will be linked to our flight paths and will identify potential gaps and challenges in learning

My Progress:

On all Pathways Pupils have their progress tracked on Evidence for Learning (EFL). We know that 'work' looks different for pupils and therefore we value 'work' in whatever form this is captured.

For some pupils, following our explore pathway, progress might be towards a sensory based outcome or be the development of increasing autonomy/ increasing engagement and co-operation for example; within our My Body curriculum, getting in and out of their chair. For others on our Pioneer Pathway, it may be planning and executing a meal through our Food Tech curriculum.

Our curriculum expects pupils to experience their learning both inside and outside of the classroom. Not only do we track their progress we share their progress with their families and professionals.

Pupils don't just stop learning when the school day ends therefore, our Extending the Boundaries curriculum (My Pledge & 99 Things to do before you're 15³/₄ incorporates learning

which is achieved in their wider life experiences and shared with school through EFL



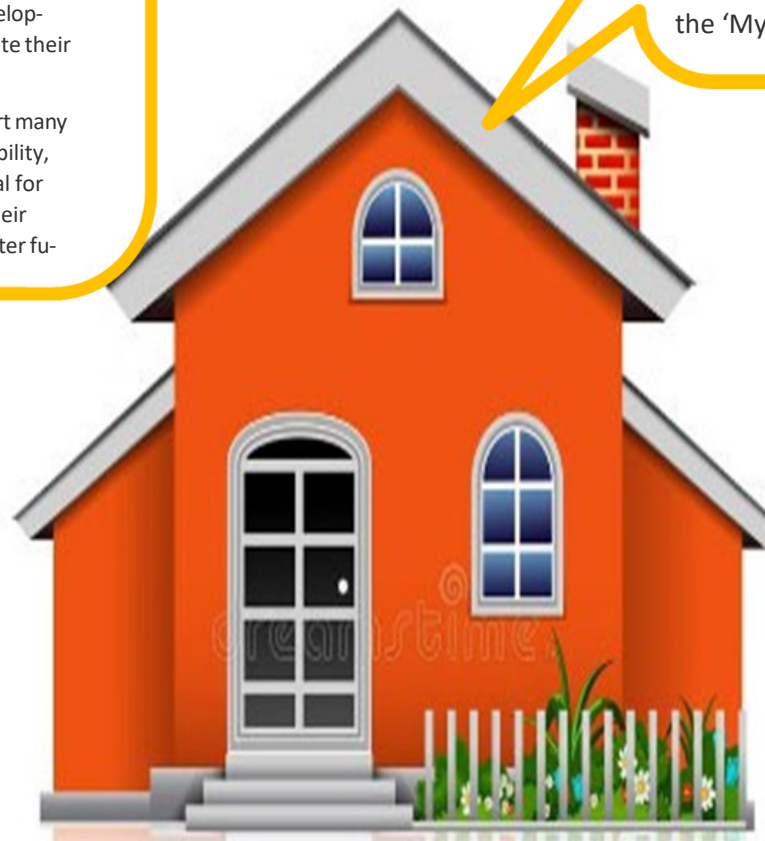
My Pledge:

At The Martin Bacon Academy we have developed and invested in a simple but broad set of Academy Pledges that pupils are expected to complete during the course of their time at the school, like the curriculum, PLEDGES are tailored to each pupil's interests and abilities. Pupils who have siblings who attend another Meridian Trust school will be able to share their pledges success in the same way with equal reward.

PLEDGES is an awards system which offers pupils a range of opportunities that enhance their learning and development. It is an expectation of every pupil to complete their PLEDGES during their time at the academy.

The PLEDGES system aims to encourage and support many important qualities in students, such as responsibility, leadership, and citizenship, all of which are crucial for ensuring pupils are ready for the next stage in their education, training or employment and have brighter futures.

At MBA, we all understand that learning does not just take place in the classroom. We want to challenge pupils to try new things and experiences, to help them find what skills and interests they have. Our staff have collaborated with Northstowe Secondary College to create '99 Things to Achieve'. Each pupil will have these written to be bespoke to their needs, likes and strengths and these individualised versions will be written into the 'My Journey' Document.



PLEDGES		PLEDGES		PLEDGES		PLEDGES		PLEDGES		PLEDGES	
Northstowe		Meridian Trust		Northstowe		Meridian Trust		Northstowe		Meridian Trust	
Extending the Boundaries of Learning		Extending the Boundaries of Learning		Extending the Boundaries of Learning		Extending the Boundaries of Learning		Extending the Boundaries of Learning		Extending the Boundaries of Learning	
Art	Music	Physical Education	Science	History	Geography	Mathematics	English	Modern Foreign Languages	Computing	Personal Development	Leadership
1. Create a piece of art	1. Listen to a piece of music	1. Run a mile	1. Observe a plant or animal	1. Read a book	1. Visit a place of interest	1. Solve a problem	1. Write a story	1. Learn a language	1. Create a program	1. Give a presentation	1. Lead a group
2. ...	2. ...	2. ...	2. ...	2. ...	2. ...	2. ...	2. ...	2. ...	2. ...	2. ...	2. ...

Many of the PLEDGES have at their core the 'British Values' of:
 - Democracy - The rule of law - Individual liberty - Mutual respect - Tolerance

99 THINGS TO DO BEFORE YOU'RE 15¾

1. Climb a tree
2. Roll down a hill
3. Swim a stone
4. Go out in the rain
5. Eat fruit/vegetables straight from a tree
6. Catch a fish with a net
7. Hunt for treasure on the beach
8. Play conkers
9. Feed an animal from your hand
10. Have a sit-down meal (out)
11. Open a bank account
12. Go on a long bike ride
13. Play in a competitive game of sport
14. Perform in front of a crowd
15. Play 3 different sports
16. Go on the guided bussey
17. Check out stray animals in a park pool
18. Go to the beach
19. Try rock climbing
20. Cook on a campfire
21. Eat fish and chips by the sea
22. Read and generate a map
23. Play in the snow
24. Set up a small race
25. Play board games
26. Play in waves
27. Make a trail with sticks
28. Make a mud pie
29. Dam a stream
30. Light a fire without matches
31. Listen to classical music
32. Visit a museum
33. Watch a piece of a drama
34. Watch a live performance
35. Play an instrument
36. Read a newspaper
37. Watch the news
38. Visit a Cambridge college
39. Play board games
40. Visit a foreign country
41. Go star gazing
42. Take a photo of nature
43. Hold a scary animal
44. Visit a farm
45. Fix your own front foot
46. Hunt for fossils and bones
47. Play a card game
48. Play a game of lousy winds
49. Listen to live music
50. Know how to first aid
51. Have your work displayed
52. Watch a play
53. Sing around a campfire
54. Go holo-gaming
55. Send a letter in a post box
56. Put up a tent
57. Plant & grow it, eat it
58. Wander through the woods
59. Camp out at night
60. Carry someone in the sand
61. Hunt for traps
62. Find some frogspawn
63. Catch a falling leaf
64. Track wild animals
65. Catch a crabbing star
66. Experience nature at night
67. Identify 5 different trees
68. Identify 5 different birds
69. Collect shells
70. Load an activity
71. Play a boardgame
72. Call on one
73. Fly a kite
74. Canoeing
75. Cook a meal
76. Wash a car
77. Go bird watching
78. Go mountain
79. Visit a zoo
80. Go canoeing
81. Visit an arcade
82. Build a raft
83. Make a cake
84. Build a sandcastle
85. Climb a hill
86. Make organs
87. Build a den
88. Make a play chain
89. Create some wall art
90. Plant with herbs and fruit
91. Make something from clay
92. Draw a sculpture
93. Build a rocket
94. Design and make something
95. Make a grass trumpet
96. Make a home for a wild animal
97. Make your own lunch
98. Make a cover for tea
99. Watch a show in a theatre



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1 My Outcomes:

On this pathway, pupil outcomes will be set using a range of frameworks and from additional specialist input available. For example: Targets will be set that foster development against social communication and emotional regulation. Outcomes will be written with the individual pupil's progress in mind and may be taken from framework such as:

- SCERTS
- The Engagement Model
- PLGs – taken from the pupil's EHCP

Pupil outcomes on this pathway will have a due regard to the academic accreditations they may be able to achieve. As a result, outcomes will be more directly linked to the National Curriculum expectations, ensuring individual progress is focused on gaps in academic learning to ensure that there are no barriers to these opportunities. Outcomes will be written with the individual pupil's progress in mind and may be taken from framework such as:

- National Curriculum/Exam Board information
- SCERTS – if still appropriate
- PLGs – taken from the pupil's EHCP
- External therapies

Pupil outcomes on this pathway may build on what the pupil already knows from the 'Discover' pathway. There will be more focus on core knowledge and development in so that a Pupil will be given opportunity to make progress and move between pathways. Outcomes will be written with the individual pupil's progress in mind and may be taken from framework such as:

- National Curriculum
- SCERTS

Pupils on this pathway will be expected to complete examinations that test for academic ability. On this pathway, pupils' targets will be set against a range of appropriate targets to give them every opportunity to succeed and build an independent future. Outcomes will be written with the individual pupil's progress in mind and may be taken from framework such as:

- National Curriculum
- PLGs – taken from the pupil's EHCP
- Exam board requirements (AQA, BTEC, GCSE where appropriate)

But will still have a mind to the additional input they need to ensure wider opportunities for success.



My Learning: DISCOVER

On the discover pathway, pupils will participate and engage in active learning opportunities that are designed to enable progress 'My Body' aspect of our curriculum. All pupils will have the opportunity to:

Develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy.

Develop basic life skills to increase autonomy, or engagement and co-operation, such as hand washing, independent toileting or safe hygiene when eating

On the discover pathway, 'My Wellbeing' will focus on the overall emotional health and wellbeing of the individual. This will include communicating basic needs, wishes, feelings and emotions as well as exposing children to a variety of activities to identify their 'My Superpower' (Everyone has one!), also to identify likes and dislikes which will may well expose raw responses, reactions and emotions which are not always positive or problem solving. We will work with these to extend windows of tolerance enabling increased resilience and social interaction

On the discover pathway, pupils will not study subject specific content, but will follow a planned curriculum which aims to develop not only basic life skills and social interaction, but also a personality that a child can be proud and confident in. They will have opportunities to develop a love of stories, activities that enable learning through sensory stimuli, and sessions that foster communication to help build on a child's own learning journey towards independence where possible.



My Communication is a huge part of pupil's progress for pupils on the discover pathway. It is important we find out how pupils communicate so we can use every opportunity to develop this to enable communication

Opportunities for this would include:

Tools such as Augmentative and Alternative Communication (AAC). AAC helps someone to communicate as effectively as possible, in as many situations as possible.

Picture Exchange Communication System (PECs) will also be encouraged, as well as a signing system such as Makaton

My Learning: EXPLORE

On The Explore pathway, pupils will be learning more and more about their body and how they can be healthy.

All pupils will have the opportunity to:

- Develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy.
- Exercise and physical health, through weekly PE sessions that focus on gross motor skills, balance and basic sports

On The Explore Pathway Pupils will study some subject specific learning. They will engage in offers of the National Curriculum that will be highly adapted so each child can not only access but achieve in learning that is built on previous knowledge.

Children will access some subject specific learning, such as English, Maths and Science, as well as be offered a thematic curriculum that is creative and builds on different areas of the child's 'My Journey'

The Explore Pathway will offer opportunities for a more focused curriculum that fosters creativity, such as Art, Performing Arts (including drama and music) and The Thrive Approach, our PSHE offer designed to enable our children to develop an ability to develop their understanding around emotional health and wellbeing, develop enabling relationships, start to self regulate in the face of challenges and reflect on problem solving and non-problem solving responses and reactions (behaviours)



On the Explore pathway, pupils will develop their communication through beginning to engage in English as a subject specific session, that at this stage, will focus on speech and language outcomes that encourage discussion, sharing of views and reciprocal conversation. Pupil's will also be exposed to different languages and communities around them to develop their social understanding.

My Learning: ADVENTURE

On the Adventure pathway, pupils will engage learning that not only thinks about the human body, but how to use the abilities of their body to participate in more structured lessons such as PE, Swimming.

Pupils will have DT lessons designed to help them understand where our food comes from, as well as looking at basic food hygiene cooking skills

The Adventure pathway will offer opportunities for a more focused curriculum that fosters creativity and provides opportunity for deeper emotional development and thinking in lessons such as Art, Performing Arts (including drama and music) and The Thrive Approach, our PSHE offer designed to engage pupils in more specific learning delivered in PSHE, designed to enhance knowledge around Personal, Social, Health and Wellbeing. Identify the emotional states of themselves and others and developing positive habits

On the Adventure Pathway Pupils will study some subject specific aspects of learning such as English, Maths and Science. However, some subject learning will be delivered in a combined approach such as Geography and History which will be linked to RE in a world studies curriculum. This curriculum selects the most important parts of the National Curriculum for the Pupils and ensures that these aspects are learned in more depth. As a result, pupils have a good understanding of subject content and allows them to have the opportunity to select from a range of subjects at Key Stage 4.

Pupils on the Adventure pathway will be thinking about communication as a means to share thoughts, feelings, ideas and desires using AAC to support understanding, and understanding of communication tools such as choice boards, talking mats or visuals to help aid the pupils to share and extend their thinking.

Pupil's will also be exposed to different languages and communities around the world through specific 'Languages' lessons that will offer opportunities to learn phrases and traditions around the world



My Learning: PIONEER:

On The Pioneer Pathway Pupils will undertake PE and may follow an accredited course. All Pioneer Pathway pupils will be expected to undertake 2 hours of physical activity which may include swimming or water sports. But, may also select sport as an option. In Science pupils learn about physiology, nutrition and the importance of an active lifestyle. Our DT curriculum also covers aspects of nutrition and healthy eating. We plan for learning opportunities offsite as part of our extending the boundaries this might include: D of E, archaeological dig, cricket, Firebreak.

In Y9, pupils make guided choices in some areas of the curriculum. All pupils will study English, maths and science, world studies (either geography or history, PE, PSHE, DT, ASDAN Employability and BTEC, choosing from Hair and Beauty, Hospitality, Creating a Website, Fitness Testing and Playing Sport. Pupils can also work towards their Arts Award and DofE.

As far as possible pupils are taught by subject specialists in specialist teaching areas such as the science lab, food room, art room and the DT room. Some pupils may also access learning at NSC

On The Pioneer Pathway we will concentrate on readiness for next steps and adult life. This will be covered through our PSHE curriculum and Preparation for adulthood.

Pioneer pupils will learn about making Healthy choices, positive friendships, emotional well-being, resilience, and independence. Pupils will learn the skills around managing their own mental health and well being and will have the opportunity to explore techniques and strategies to support this.

On The Pioneer Pathway we will concentrate on the importance of effective and transparent communication. Verbal and non-verbal (facial expression / tone of voice

...), body language — more nuanced communication requiring social maturity .

We will enable these pupils, through teaching them appropriate signs, the ability to communicate with non verbal peers in the school and the value of other methods of communication





My Family:



On all Pathways we value the experience and knowledge of parents, carers and other family members. We know that our families are experts by experience and see this as a point of learning for us all. Through our use of Evidence for Learning (EfL) we value 'work' and learning which happens outside of school while our pupils are with their families, and we celebrate the success which happens here too. We know that pupils are most successful when they transfer the knowledge and skills gained in school to their lives outside of it, and visa versa.

We also value siblings, having a brother or sister with special educational needs and/ or a disability can be a very positive experience. However, it can also be challenging at times and these siblings need thought and potentially support too. But they also know lots about our pupil, and this could help us too. Gathering the information about a family is therefore important to us.

The 'My Family' page will be sent to our families for them to complete and identify any support they may need.

We invite families to come into school for Annual Review (One Wall- where families can see all the learning and progress that their young person has made), to parents' evenings and information events, and we invite parents to other events which celebrate the success of pupils, for example our coffee mornings where pupils act as hosts and may have stalls etc available.

We send home newsletters so that families can share in what has been happening at school and we have a Facebook page too

We share our site with other Trust Schools. These schools work with us and support us so our immediate community includes them too. Pupils sometime move between sites for some learning opportunities.

We take the approach that all are welcome and valued. We have plans in place to develop the community aspects of provision as the community develops around us. This will include:

- The MBA Café
- Beyond school's learning visits and opportunities linked to our 99 Things and PLEDGES
- Independent travel
- Work experience opportunities both in school and beyond. This might be a focused learning opportunities such as a visit to the local fire station or learning to be a barista.
- Christmas open activity
- Easter activities and learning surrounding this
- Working in partnership with local companies
- Charity events
- Elections for leaders in our School Council and Environment Council
- Visits from local artists
- Culture events and planned learning opportunities surrounding these

My Community:



My Future:

On the Discover Pathway My Future as part of My Journey will enable pupils to develop the skills or behaviours they require to enjoy the best possible outcomes. Pupils will be effectively prepared for an adult life where they can be happy, communicate as well as they can, and have reduced dependency on the adults around them as is appropriate to their needs.

On this pathway pupils will have the opportunity to work towards accreditations to show

On the Adventure Pathway: Pupils will have the opportunity to work towards qualifications, and a range of accreditations. Pupils My Journey curriculum will support the chosen pathway for qualifications and offer a broad range of opportunities. These could be part of a formal qualification or vocationally led ASDAN award, including work experience.

On the Explore Pathway: pupils will have the opportunity to increase their independent and social skills so that they are able to work towards opportunities for possible accreditations linked to their areas of interest.

Pupils will have access to opportunities for careers and preparation for adulthood sessions, which could be part of wider learning or discrete learning, including work experience, this may happen within school where appropriate.

On the Pioneer Pathway pupils will have the opportunity to gain qualifications that support them to achieve their aspirations for future study as and when they transition to an appropriate Post-16 provider. Pupils on the Pioneer pathway will complete a broad range of qualifications including a combination of core and vocational pathways, where appropriate. This could be working in partnership with other Meridian schools.

Pupils will also have a discrete careers and preparation for adulthood programme, that



The MBA Way:



'The MBA Way' encompasses all that we do, it is the ring road around our pathways, each Pathway sitting as a close of houses within it. It wraps around what we deliver and explains how we behave and our expectations. Staff are committed to this way of working and it ensures that no child has their opportunities limited by what we do or how we behave. There are routes between each pathway close and pupils are welcome to visit other closes and houses, the doors remain open.

THE MBA WAY		Northstowe
<p>meet and greet</p>	<p>All young people are welcomed in by professionally dressed staff at the door, this includes the door of the transport. We know that some pupils can walk themselves to class and we expect this. We greet them with a smile and a listening ear, we take time to talk when needed. We meet pupils at the end of break and lunch times at the door to the playground and we greet pupils at the door as they arrive for our lessons (learning opportunities). We accompany pupils as they move around our school. Initial learning opportunities should be immediately available. This might be a piece of loose work or a table task but could equally be a sensory task. This should be ready for pupils to begin as soon as they enter the classroom or sit down. This can be retrieval of knowledge, or a sensory learning opportunity which meets their needs and supports their progress. Transitions are key to success, in transition times when teachers manage gaps we have transition time activities available to pupils which support their PACE.</p>	<p>vocab teaching</p> <p>We introduce new words carefully. This means that they are pretaught and reviewed. While this can be taught verbally or in written form, sometimes these new words will be taught through the use of MBA/TCN or symbols so that pupils can use these words when communicating with us through spoken word, sign or PECS. Vocabulary will be evident in classrooms through display or wordbanks for individuals.</p> <p>We set our focus a focus sign for learning delivery. However, all visual</p>
<p>ready to learn</p>	<p>On our Explore, Adventure & Pioneer Pathways all lessons should include an explanation of the intended lesson journey. We use the language 'In this lesson we will... so that we...'. On our Discover Pathway this will be supported by visuals. We know learning doesn't just happen in the classroom and so make sure that we take all opportunities to teach. Lunch and breaks are very valuable. At these times we model the behaviour we want to see, including how to play! Every staff member is very valuable, teachers share planning on teams (some choose to also have it printed) so that support staff can have the greatest impact. All staff will support their responsibilities meet the needs of the pupils learning</p>	<p>visual support</p>
<p>learning journey</p>	<p>visi supi</p> <p>comr langi</p>	<p>common language</p>

The MBA Way

THE MBA WAY		
learning journey	visual support	
meet and greet	classroom ready	common language
ready to learn	vocab teaching	remembering more, doing more

MY LEARNING	DISCOVER	EXPLORE	ADVENTURE	PIONEER
MY BODY	Water confidence/swimming, toileting, basic hygiene, TACPC, Physio, OT, <u>touch</u> and taste	PE, Water confidence/Swimming, exploring materials (including food), toileting, basic hygiene, TACPC, Physio, OT	PE, Water confidence/Swimming, Design Technology (including food), hygiene	PE, Water confidence/Swimming, Design Technology (including food), hygiene
MY WELLBEING	<u>Recognising</u> themselves, communicating needs and wants, key adults, basic emotions, likes and dislikes, Learning for Life (PSHE)	Creative Arts, <u>Myself</u> : Learning for Life (PSHE) (incl. Thrive), zones of regulation, communicating needs and wants	Art, performing Arts, Learning for Life (<u>PSHE</u>) (incl. Thrive), zones of regulation	Art, Drama, Music, Learning for Life (<u>PSHE</u>) (incl. Thrive), zones of regulation
MY THINKING	Curiosity, exploration, <u>realisation</u> , anticipation, persistence, initiation	English, <u>Maths</u> , exploration (Science)	English, <u>Maths</u> , Science	English, <u>Maths</u> , Science
MY COMMUNICATION	PECS, MAKATON, AAC, Supported Sign, SALT, Intensive Interaction, Attention Autism, Music Therapy	Supported Sign, <u>communication</u> and ACC	Supported Sign, <u>communication</u> and ACC	Supported Sign, <u>communication</u> and ACC
MY COMMUNITY	The world around me (My classroom, My School)	The world around me (My School, My Local Community, UK)	History, Geography	History, Geography
MY OUTCOMES	PLGS, SCERTS, Engagement Model, Flight Paths SALT, physio, OT	PLGS, SCERTS, Flight Paths, SALT, physio, OT	PLGS, SCERTS, Flight Paths, SALT, physio, OT, <u>qualifications</u> and accreditations.	PLGS, SCERTS, Flight Paths, SALT, physio, OT, <u>qualifications</u> and accreditations.
MY FUTURE	Social interaction, independent skills, hygiene, ASDAN, OCR life and living skills	ASDAN, OCR, AQA unit awards	Careers, work experience, key skills, ASDAN, college visits, functional skill, OCR, BTEC, STEP up to English, Arts Award, Employability, AQA unit awards	Careers, work experience, key skills, SATs, GCSEs, college visits, functional skill, OCR, BTEC, STEP up to English, Arts Award, Employability
MY PLEDGE	99 Things to do before you're 15 3/4, PLEDGES	99 Things to do before you're 15 3/4, PLEDGES	99 Things to do before you're 15 3/4, PLEDGES	99 Things to do before you're 15 3/4, PLEDGES
MY FAMILY	Families as experts by experience, DSW, Family Support Workers,	Families as experts by experience, DSW, Family Support Workers,	Families as experts by experience, DSW, Family Support Workers,	Families as experts by experience, DSW, Family Support Workers,
MY PROGRESS	<u>Pupil centred</u> Annual Review, Evidence for Learning, Annual Report, School Reports, Parents Evenings, My Journey	<u>Pupil centred</u> Annual Review, Evidence for Learning, Annual Report, School Reports, Parents Evenings, My Journey	<u>Pupil centred</u> Annual Review, Evidence for Learning, Annual Report, School Reports, Parents Evenings, My Journey	<u>Pupil centred</u> Annual Review, Evidence for Learning, Annual Report, School Reports, Parents Evenings, My Journey

The Delivery of National Curriculum's Core and Foundation Subjects

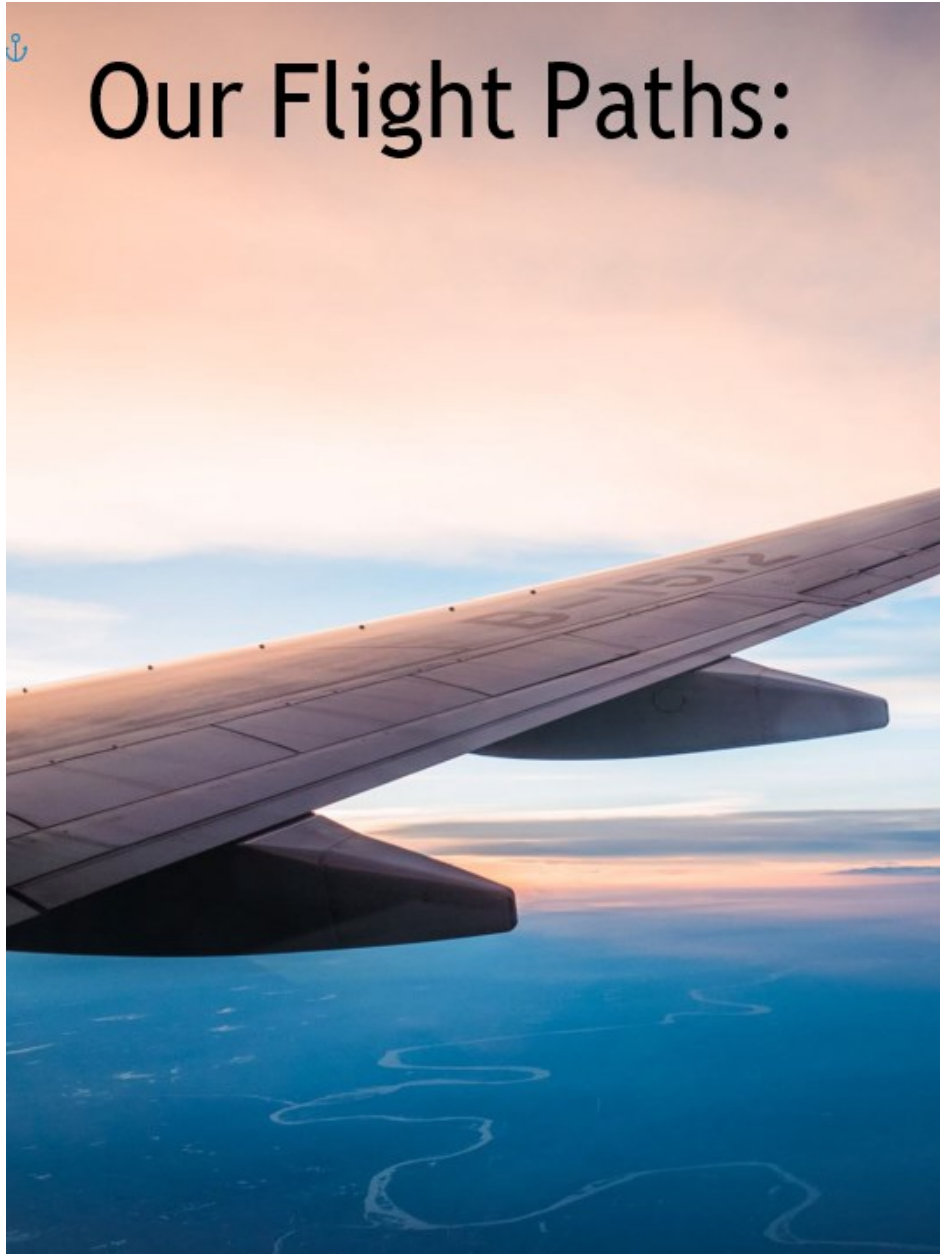
Through our Explore, Discover, Adventure and Pioneer pathways, using our 'My Journey Curriculum' we ensure the delivery of Core subjects — For example: Maths and Science are taught as part of the 'My Learning: My Thinking', English might be taught through 'My Learning: My communication' &/or 'My thinking', The aspects related to extending the boundaries are delivered through 'My Pledge', and the wider curriculum subjects would be taught through other aspects such as through 'MY Body

Using an individualised approach, we ensure that we are constantly building on and building from previous experiences, knowledge, understanding and/or skills. We do this by knowing and understanding the 'My Future' aspect of the My Journey approach. To know and understand where we want each pupil to get to at the next transition or by the time they leave us we **MUST** know what their hopes and aspirations are.

Through our use of Evidence for Learning (EFL) we monitor and evaluate steps of progress as identified by our flight path assessments. We ensure that pupils learning follows a coherent sequence that is planned and that (where possible) is retained and applied. We know that some pupils have needs or conditions which are regressive, and whilst we accept the condition we do not place a ceiling on the opportunity to gain from our curriculum at any level.

Our 'My Wellbeing' curriculum includes our approach to PSHE, RSE and mental health including attitudes to learning, tolerance and respect for others etc.





Our Flight Paths:

At The Martin Bacon Academy Assessment is based on our Flight Paths. Each area of the curriculum has a Flightpath to show how each step is built on or from prior learning. This does not always expect learning to be linear but gives the opportunity to identify which bits of prior learning has been missed and may identify barriers to sequential learning. Evidence of progress is collated on Evidence for Learning (EFL) and is shared with families through the EFL platform



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