



## Curriculum Statement

At EMLM, we offer a curriculum which intends to empower our learners by providing them with the resilience required to overcome challenges, along with the skills, knowledge and qualifications necessary to thrive in the modern workplace and be valued members of society. We aim to ensure that social, emotional aspects of learning will permeate every area in the curriculum, so that it is explicit and implicit within the taught curriculum.

### Curriculum Intent

Our curriculum has been designed so that we apply a **holistic** approach to our curriculum, ensuring equal access to learning to all and appropriate levels of challenge and support. The overall intent is each learner engages, achieves and makes personal progress. For each learner their next step will be based on their assessed previous skills and knowledge rather than for their age or year group. It will be highly personalised. The curriculum provides the opportunity for learners to access a broad and balanced curriculum at a differentiated level. We want all our learners to have a successful transition into and out of our setting.

### Curriculum Design

The curriculum is based upon the National Curriculum programmes of study at KS3 and KS4. We have adopted and adapted external schemes of work to ensure that the curriculum reflects our learners and context. It is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning. It is a curriculum that is designed to promote the social inclusion of all learners and prepare them for the opportunities, responsibilities and experiences of adult life as pertinent to their circumstances. Our curriculum allows our teachers the opportunity to support learners' strengths and fill their gaps, whilst using the best approach to their learning style. Our learners learn best when learning is related to their own experience; some learn more effectively through functional activities, and others respond well to a topic-based approach.

### Curriculum Implementation

- Two-week cycle of subjects
- Subjects which are taught daily are English and Maths. Weekly lessons include: Science which includes practical science lessons, Physical Education as well as Personal Social Health and Economics (PSHE) and Relationship Sex Health Education (RSHE)
- Subjects rotated over the two-week cycle are: Art, History, Geography, Computing, Modern Foreign Language (mainly French b), Religious Education, Food technology
- Physical Education takes place twice a week at Downham Leisure Centre and Downham Boxing gym, to ensure all our learners engage in a range of physical activities
- Some learners, due to their passion and interest in football, work with Millwall Community Trust, twice a week
- Vocational options
- Close links with Virtual School, Secondary Schools and Local Authority to ensure we continue to meet the needs of learners who require significantly differentiated curriculum or support

The planned curriculum and sequence of learning enables our learners to access a wide range of subjects and is personal to learners or groups of learners based on their prior learning.

### Enrichment and wider development:

The curriculum provides many enriching and creative learning contexts.



## Education My Life Matters 'Success for everyone'

Use of external coaches/professionals or internal programmes e.g. linked to Sports, Arts or Science

Whole school events e.g. World Book Day, Arts or Science

Other wider opportunities are provided such as <https://www.princes-trust.org.uk/> and ASDAN short courses so that learners can engage in meaningful learning

Careers and work-related learning – bespoke careers programme

### Impact

The outcome of the curriculum is highly individual. All achievement and progress is celebrated.

Progress can be demonstrated by:

- Learners making progress towards or achieving their intended outcomes set with families/carers within their termly EHCP meetings
- Receiving positive reports from work-related placements
- Achieving external accreditation e.g. Functional Skills tests
- Using existing skills in a wider range of contexts
- Successfully completing short courses e.g. ASDAN

We have high expectations of all learners and strive to provide curriculum challenge, breath and enrichment in learning as we know and acknowledge the individual starting points of each learner and understand the progress needed to attain a successful outcome. This is also achieved through the use of a range of assessment and analysis strategies: termly assessing, moderation of work, pupil voice and qualitative tracking. The outcomes are seen as a result of the work produced, feedback from the parents, carers and stakeholders also through a developing sense of pride the learners have in themselves and for the school.