



MARKET FIELD SCHOOL AND COLLEGE

Part of Hope Learning Community

Curriculum Policy 2026 (Draft)

Approved by	Ruth Whitehead
Date of policy:	June 2026
Last reviewed on	June 2026
Next review due by:	June 2027

Market Field School Curriculum Policy

Curriculum Statement (Intent)

At Market Field School, we provide a broad, balanced and ambitious curriculum that is carefully designed to meet the diverse needs of all pupils. Our curriculum is rooted in our core values of Respect, Excellence and Friendship, and is tailored to ensure every pupil is supported to achieve their individual potential.

Our curriculum is child-centred and needs-led, underpinned by the National Curriculum, but thoughtfully adapted to reflect the complex needs of our learners. We place a strong emphasis on communication, independence and wellbeing, ensuring that learning is meaningful, engaging and prepares pupils for their future lives.

Learning at Market Field is personalised through clearly defined pathways, enabling pupils to access learning appropriate to their developmental stage, communication style and future aspirations. Academic learning is integrated with functional, therapeutic and life skills, ensuring that pupils develop holistically.

Partnership with parents and carers is central to our approach. Curriculum planning is informed by Education, Health and Care Plans (EHCPs), annual reviews and ongoing communication, ensuring a shared understanding of each child's goals and progress.

Aims

At Market Field School, we aim for all pupils to:

- Access a broad, balanced and relevant curriculum tailored to their individual needs
- Develop communication skills using a range of appropriate methods (spoken language, symbols, AAC, signing, technology)
- Build independence and life skills to support preparation for adulthood
- Experience a curriculum that promotes Respect, Excellence and Friendship
- Engage in learning that develops confidence, resilience and self-esteem
- Access appropriate accreditation pathways where suitable (e.g. ASDAN, entry-level qualifications)
- Benefit from a curriculum that integrates education, therapy and care
- Develop an understanding of British values and their role as active citizens

Curriculum Implementation - Curriculum Structure

The curriculum is delivered through a pathway-based model, ensuring progression and appropriate challenge for all learners. Learning is carefully sequenced to build knowledge, skills and independence over time.

- **Early Years Foundation Stage (EYFS):**
Pupils follow a play-based, developmental curriculum, focused on communication, interaction and early learning skills.
- **Primary Phase (Key Stages 1–2):**
Learning combines National Curriculum content with personalised targets. A **topic-based approach** supports engagement and cross-curricular learning, with strong emphasis on communication and independence.
- **Secondary Phase (Key Stages 3–4):**
Pupils access more defined subject learning, where appropriate, alongside continued development of functional and life skills. Curriculum maps ensure progression across subjects.
- **Post-16 / Preparation for Adulthood:**
The curriculum focuses on key Preparing for Adulthood strands, including:
 - Independence and life skills
 - Community engagement
 - Employability
 - Health and wellbeing

Learning experiences are personalised to support successful transition into adulthood.

Personalisation and Inclusive Practice

All pupils have individualised learning programmes informed by their EHCPs. Teaching approaches are adapted to meet sensory, communication and physical needs.

Pupils may access:

- Individual, small group and whole class teaching
- Specialist therapeutic input
- Targeted interventions and communication support

The curriculum is flexible to allow for therapeutic programmes and regulation needs, ensuring pupils are ready to learn.

Communication and Independence

Communication is at the heart of the curriculum. Pupils are supported to express their:

- Needs
- Choices
- Interests
- Emotions

Independence is explicitly taught and reinforced throughout the day, including in:

- Personal care and self-help
- Social interaction
- Real-life and community contexts

Enrichment

Enrichment is a key feature of the Market Field curriculum, enhancing engagement and developing wider skills. Opportunities include:

- Forest School and outdoor learning
- Physical development activities (e.g. swimming, cycling, horse riding)
- Creative arts and performance
- Community visits and real-life learning

These experiences support physical wellbeing, confidence and social development.

Teaching and Learning

Teaching is:

- Structured and consistent
- Adapted to individual needs
- Responsive to pupil engagement

A range of strategies are used to support learning, including:

- Visual supports
- Structured routines
- Multi-sensory approaches
- Scaffolded and step-by-step learning

Curriculum Impact

The impact of our curriculum is reflected in pupils who:

- Are able to communicate effectively in ways appropriate to them
- Demonstrate increasing independence and self-confidence
- Develop positive relationships and social understanding
- Are well prepared for their next stage of education or adulthood
- Engage meaningfully with the world around them

Progress is measured through:

- Ongoing assessment linked to EHCP outcomes
- School assessment systems
- Observations of engagement and independence
- Collaboration with families and professionals

We recognise that success is not only academic. We value and celebrate progress in:

- Confidence
- Wellbeing
- Social interaction
- Life skills

Inclusion

We are committed to inclusive practice. Where appropriate, pupils are supported to access:

- Shared learning opportunities with other settings
- Community activities and experiences

This supports social development, confidence and belonging.

Monitoring and Evaluation

The curriculum is regularly reviewed to ensure it remains:

- Relevant and ambitious
- Inclusive and accessible
- Aligned to pupil needs

Subject leaders and senior leaders monitor:

- Quality of teaching and learning
- Curriculum coverage and progression

- Pupil outcomes

Feedback from pupils, families and staff contributes to ongoing development.

Roles and Responsibilities

- Senior Leadership Team: Oversees curriculum design and strategic direction
- Subject Leaders: Lead and develop subject areas across the school
- Teaching Staff: Plan and deliver high-quality, personalised learning
- Parents and Carers: Partners in supporting and shaping pupil learning

Review Cycle

This policy will be reviewed regularly to ensure it reflects:

- National developments
- School priorities
- The evolving needs of pupils

