



# Inspiring Brighter Futures



## Semi-formal learning:

Information for Parents, Carers and Pupils

Our Intent is to ensure your child's learning experience, is:

- ✓ Learner-centred, informed by their EHCP, their and your family's aspirations, in preparation towards their adulthood.
- ✓ A relevant, progressive and sequenced curriculum, created, to meet need, engagement style and prior achievement, so they can achieve flexibly at any point.
- ✓ Assessed at their own starting point, delivered using adaptive teaching approaches, that meet individual learning needs through further personalisation, offer learning opportunities that will interest them, inspire their engagement and get them ready to learn, more subject-specific learning.
- ✓ Learning experiences are ambitious relative to your child's starting point, with support where needed, repetition, sequenced progression, acknowledging vertical, linear and spurts of progress.
- ✓ Teaching is flexible, in the way your child learns best, hence our school mission for Meadowside School to be "The Place to Shine." and our vision for "Inspiring Brighter Futures".
- ✓ To partner parents and our whole school community in a shared vision for your child to succeed.



## Implementation



Your child will experience quality learning opportunities that flow through the day, being:

- Designed to meet your child's individual starting points so they can learn the next steps of useful knowledge and skills for life.
- Personalised and adapted to meet their individual complex learning needs

- On a semi-formal learning journey as they need teaching to be adaptive and based around their interests
- A distinctly different curriculum, so this group of learners can be motivated and engaged in learning the pre-requisites towards a formal approach, where and when appropriate.
- Experiential: hands on approach, often outside of the classroom,
- Active, deeper learning through practical problem solving supporting them to take risks and try learning new strategies, prompting observation, experimentation, self and peer assessment through reflection: "What went well?" "What would work better?"
- Designed to offer skills, "sticky" knowledge and understanding as one of a range of four curricula, which can be run together on a 'learning flow'.
- On a continuum between whole class teaching - subject specific, at one end and highly personalised 1:1 teaching at the other. Your child may move along the continuum in either way dependent on their needs, support required, growing independent learning or as part of a programme of transition.
- Created to build their emotional resilience and respect for others, so learning is relevant and purposeful
- Accepting responsibility for their own behaviour will be integrated into a holistic approach, supported by your views as parents and other professionals involved

Teaching a holistic approach to preparing your child for the choices of life, by:

- ✓ Functional and personalised learning to develop their self-esteem, tolerance towards peers, and to hold a positive place in their community,
- ✓ A strong foundation in life skills, prompting their independence and problem solving,
- ✓ Focusing on their individual needs, motivators and interests to become more engaged
- ✓ Experiential and active learning, totally distinct, to formal learning
- ✓ Motivating choices, positive attitudes, active engagement in a broad, balanced & relevant curriculum, with themes being joined together in learning domains enabling your child to become as independent as possible,
- ✓ Teaching, learning and assessment are process based rather than end product led.
- ✓ Scaffolding learning to make progress in all aspects of their personalised learning intention map (PLIM), towards agreed Wider Outcomes, in their EHCP
- ✓ Targeted, structured to provide, shorter term, personalised outcomes for your child to make progress.
- ✓ Delivered, reinforced through learning domains that connect all curriculum areas together whilst providing breadth, flexibility & varied contexts for learning:
  - My Thinking & Problem Solving,
  - My Communication,
  - The World about Me,
  - Myself & My Body (Physical Wellbeing),
  - My Independence,
  - My Creativity,
  - Cultural Capital

## Impact

Your child's learning focii will be to aspire/become an:

- "Effective" communicator/have strategies to be heard
- Mathematical thinker/problem solver - solution focused
- Successful and enjoying life as a learner
- Assertive individual, able to live a safe, happy and healthy life
- Active citizen, making a positive contribution to the community

A highly structured learning environment with naturally occurring and engineered real life problem solving will support your child in their acquisition of early learning developmental goals and skills encompassing:

- ✓ development of thinking/learning skills
- ✓ team building (emotional, cognition & social dimensions)
- ✓ creative learning
- ✓ movement
- ✓ self-care & independence
- ✓ self-regulation
- ✓ cultural capital

This curricular forms a connecting bridge from pre-formal through semi-formal learning, (including informal), to formal learning

Broadly based on the Equals Semi-Formal & Informal Curricular



Engagement: Creative learning



## What Semi-Formal Learning Looks like: Active Participants & Problem Solvers



My Communication



The World About Me



Myself and My Body



My Thinking & Problem Solving



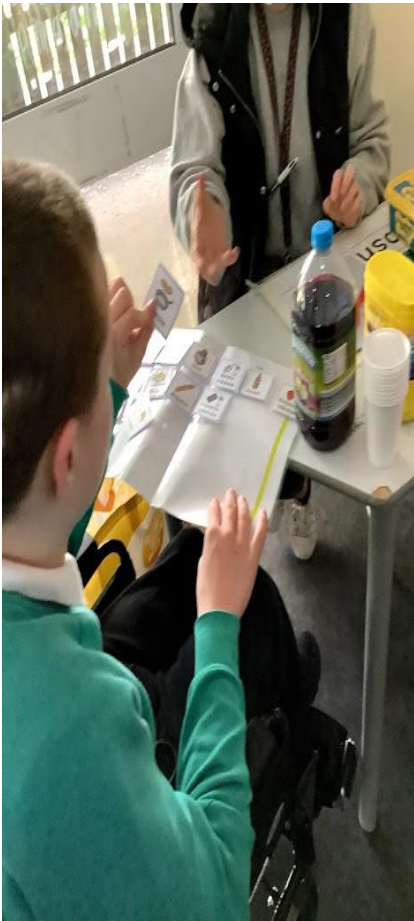
The World About Me



Myself and My Body



## Effective Communicators



My Communication



My Communication



My Communication

## Preparation for Life Beyond Meadowside

