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Meadowside School 2023 - 2024: INTENT: Design for Successful Learning Journeys

Our Vision for Meadowside School is :



Inspiring Brighter Futures

Our Vision for Meadowside School is to:

- Enable each pupil to shine every day &
 - Inspire every pupil & their family to achieve a brighter future

By Being:

- A model of best educational practice,
- Developing cultural capital &
 - Working collaboratively within our community.



Curriculum Committee: 11.05.21, 28.01.20

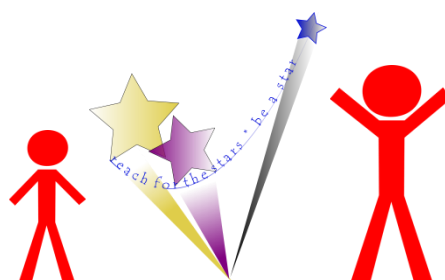
Reviewed: Nov 23, Sept. 23, March 23, Jan 22, Sept. 21 May 21, January 2020

Paula Wareing: September 2019

Our Vision and Values:



Working in consultation with pupils, families, staff and our wider community on a, child centred learning journey in preparation for the choices of adulthood:



Leaders at all Levels Drive a Curriculum **Intent** that:

- ✓ 1. Ensures the learning journey that each pupil/student takes through our inclusive, ambitious and flexible, curricula is learner-centred, informed by their EHCP, their and their family's aspirations, ideas and experiences, in '[Preparation towards their Adulthood](#)'.
- ✓ 2. Galvanises Governors, Senior and Middle Leaders, Teachers and Support Staff in a shared strategic, vision for each pupil to succeed in life. Senior Leaders relentlessly reinforce the importance of high expectations for all and to 'make every moment meaningful'.
- ✓ 3. Transforms practice, so if a child can't learn the way we teach, we will adapt our teaching to the way they learn best, hence our school mission: for Meadowside School to "[Be the Place to Shine](#)", in light of our vision: "[Inspiring Brighter Futures](#)".
- ✓ 4. Creates flexible curricular pathways, that provide our pupils with learning experiences that are relevant, interesting, challenging, and that interleaf opportunities for repetition, over-learning, recall, dual-coding, using meaningful feedback, as well as sequenced progression.
- ✓ 5. Designs progressive and sequenced curricular not defined by age, but by need, engagement style and prior achievement; **intent** on allowing pupils to achieve flexibly at any point during their school career.
- ✓ 6. Senior Leaders' continuously, support and further develop teachers' subject/early child development knowledge and adaptive, teaching strategies through a breadth of CPD - promoting they foster, processing time for new knowledge to "find and stick" to prior learning, plus, engage pupils/students, in active learning, as both are considered, essential when planning and adapting, intended learning experiences and next steps.
- ✓ 7. Effective teaching initially, focuses on cognition, social interaction and communication - to empower 'Choice Making'. Literacy including communication and early Maths are both to be taught through some direct teaching and some exploration and application. Teachers must model language, vocabulary and reasoning, and develop sound discrimination, early phonics and letter recognition to further access the curriculum and opportunities of adulthood.
- ✓ 8. Demands "Quality First, Adaptive Teaching" for all our achievers, with gaps swiftly, identified and addressed through bespoke, evidence-based, effective, interventions, with individual learning needs being further met, through personalisation.

Progressive Curriculum Design:

1. The school curricular are planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Relevant qualifications and accreditation are mapped to the curriculum with further opportunities for those for whom it is appropriate through inclusion at a local High School, Work Experience and Enrichment activities. These opportunities are shaped in consultation with the pupil/student, their family, staff, the Careers Advisor and providers, formalized, from Y9, into a regularly reviewed Transition Plan. We ensure individual access to a relevant and fluid curriculum model of Pre-formal, Semi-Formal, Formal, Survival including Hidden curricular, and 14-19 Progression Pathways, (Continuing Learning, Vocational, and Citizenship). We strive to achieve good or better outcomes to develop each pupil's academic achievement, personal development, independence, engagement, social development and build their cultural capital, as they transition through school and move towards the choices of adulthood.
2. Warm, fit for purpose, learning environments are created to encourage pupil engagement. Having consulted with pupils, ex-pupils, families, future providers and reviewed, evidence-based research, including that considered by Ofsted, curricular have been devised to be implemented through adaptive teaching, from the different starting points of each Learner, in response to ways they learn, thus

ensuring they secure useful knowledge and skills for life. Teaching, can be personalised further to meet individual needs.

3. We believe that our curricular M frameworks ensure access to relevant, progressive, learning opportunities and to achievement for all our pupils. Penny Lacey, created a curriculum model based on a personalised approach to learning. She and subsequently NI's education system, Diane Rochford, Equals and Barry Carpenter, advocate a "move away from a National Curriculum perspective to a developmental perspective", with "communication" and "cognition" as the principal concepts explicitly taught. For many young people with profound and multiple learning difficulties, subjects such as history and music should serve to provide a context/vehicle for learning "communication" and "cognition", rather than represent the focus of learning.
4. At Meadowside, the extent to which non-neuro-typical learners engage with the National Curriculum, needs to vary, according to their current achievements and diverse range of needs. Our curriculum structure encompasses 4 fluid strata. Our 'Pre-formal', (PMLD Curriculum), our 'Semi-formal', (a curriculum for those who need teaching to be based around their interests), our 'Formal', (Meadowside Curriculum including National Curriculum,(NC)), and we are currently developing a Survival including Hidden Curriculum, (promoting personal and social development and accumulation of cultural capital, through life skills, SMSC development, enrichment activities, social communication, problem solving and discrete subjects). These fluid strata, offer a means of making distinctions between groups of learners and the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' Meadowside Curriculum including NC.
5. & 6. Each curricular design covers skills, "sticky" knowledge and understanding across a range of areas of learning, and they are run together, to facilitate a 'learning flow' between the 4. This Graduated Approach means that provision for a learner is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other. Learners can move along the continuum in either way dependent on their needs and/or growing independent learning.

Curriculum Implementation

- Pupils' academic, vocational and personal progress is recorded electronically, so it can be closely tracked, against Leaders' high expectations, so Subject/Teacher/Lesson Leaders can act swiftly to intervene or maintain consistent strong progress. Governors and Senior Leaders also use summative checks to plan strategically eg: to address social disadvantage, Post COVID-19 Catch Up, Physical/Medical or other vulnerabilities. Teachers know each pupil's needs, strengths, interests and ambitions enabling them to promote knowledge and skill development towards their end goals, (aspirations).
- As a **knowledge-engaged** school, knowledge is seen as underpinning and enabling the application of skills, with the latter often taught alongside knowledge. Senior Leaders desire both to be developed, to enhance the meaningfulness of learning. They also, place emphasis on developing generative learning strategies that pupils will need for future learning, eg: **resilience, responsibility and perseverance**.

Personal development is key to all our Learners. Teachers plan activities that empower and:

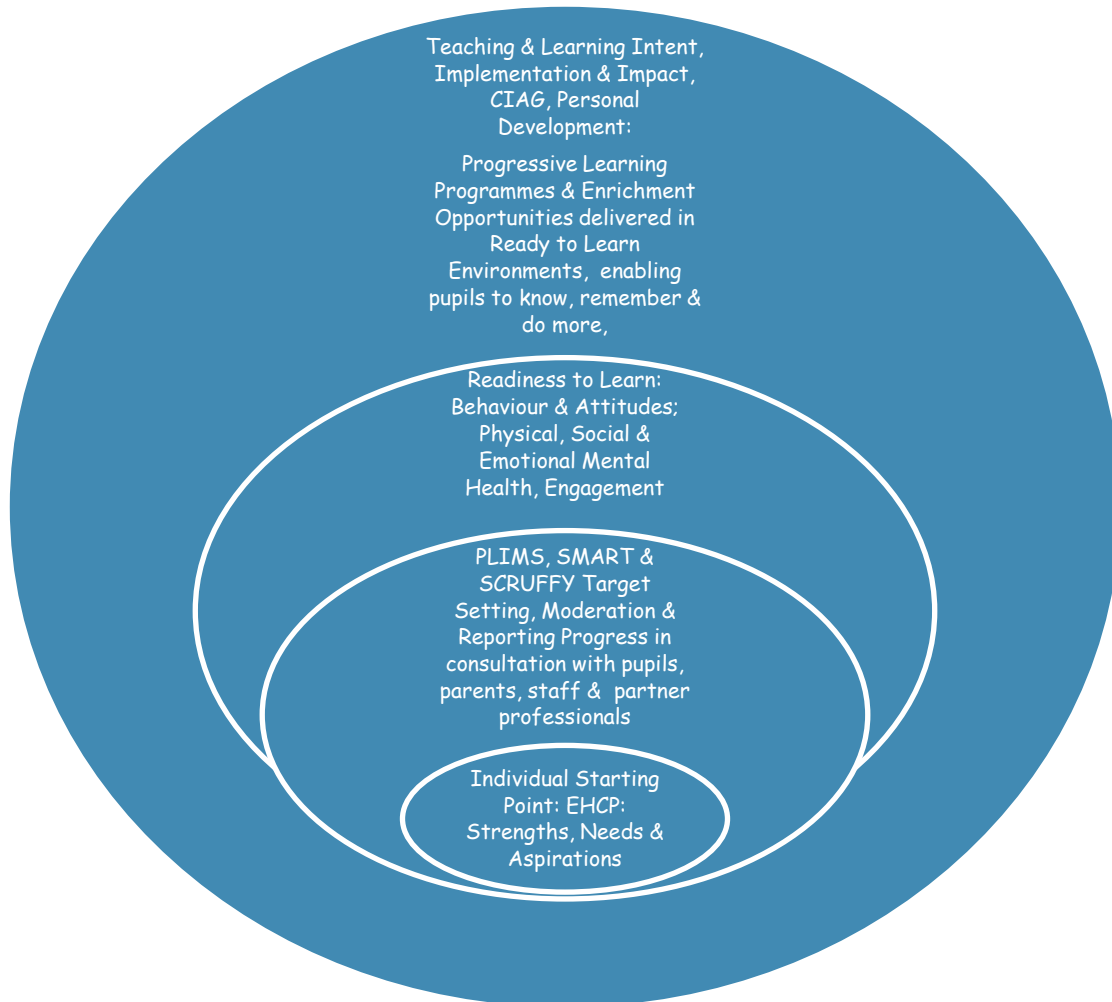
- improve self-awareness and identity,
- improve choice and control,
- develop interests, talents and potential,
- build human capital and self-confidence,
- enable cultural capital that promotes social mobility within society,
- facilitate employability, supported living and healthy lifestyles,
- enhance the quality of life and contribute to the realisation of goals and aspirations.

Curriculum Impact

Governors, Senior and Middle Leaders are unwavering in their pursuit of connectivity between Curriculum **Intent, Implementation and Impact** to raise standards and improve outcomes. Detailed Long Term, Progressive Curriculum Plans are published on our website, alongside Module Knowledge Organisers. We publish our curriculum design annually evidencing how we provide depth, breadth, balance and relevance to the needs of our Learners and their aspirations. We are committed to deepening each learner's knowledge and skills, and to build their emotional resilience, so they understand real life applications wherever possible so learning is relevant and purposeful. We publish evidence of Progress via our termly Meadowside Magazine. We are developing a Survival Curriculum where hidden learning outcomes have the potential to positively impact students and even change lives.

Child Centred:

Assess, Plan, Do, Review



I Can Do.....:

I Need to.....:

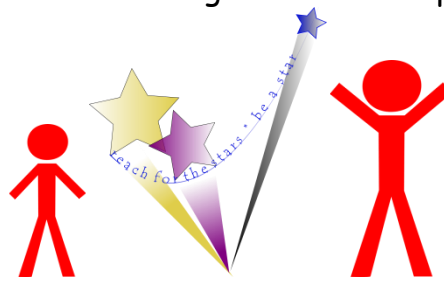
I Will Do.....:

I Can Now Do.....:

- 4 Areas of Education, Health, Care Plan: SEND Code of practice:
 - ✓ Communication & Interaction
 - ✓ Cognition & Learning
 - ✓ Social Emotional & Mental Health Needs
 - ✓ Physical, Sensory & Medical needs

Intent:

- All pupils: achieve & acquire the knowledge & cultural capital they need to succeed in life.



Leader's Quality Assurance of each Learning Journey

In consultation with pupil, family, staff, partner professionals & community:

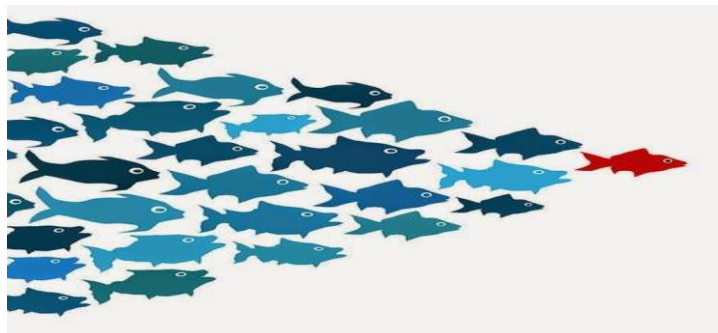
Senior Leaders and Governors are proud and ambitious for the school. Governors, on analysed and evaluated information provided by Leaders, challenge SLT effectively, holding them to account for the Overall Effectiveness of Meadowside School, in terms of: Leadership & Management, Quality of Education, Behaviour and Personal Development



Evidence
Collection

- Strategic Purpose:
INTENT
- Planning (SIP/PIP),
Implementation &
Impact - SSE
- Challenge & Support

Informed Leaders innovatively plan for improvement, driving the Team forward, effectively by consulting & monitoring:



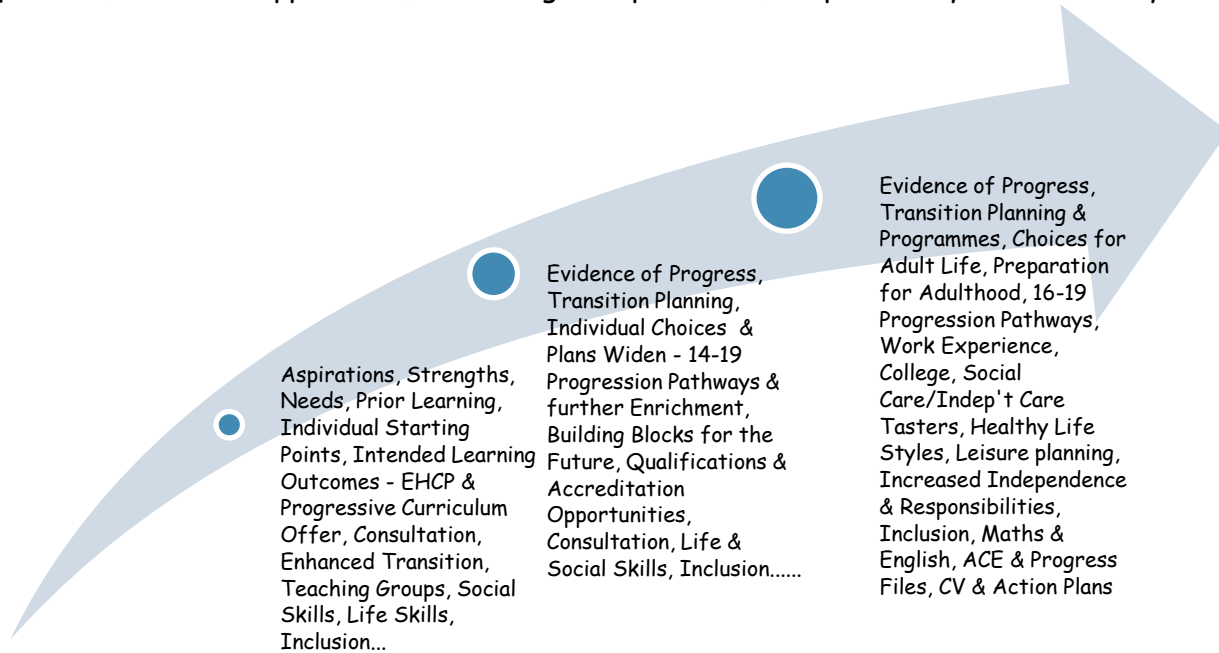
Leaders at ALL Levels establish rigorous systems for: Evidence Collation, Effective Self-Evaluation & Strategic Planning: Their role is to challenge, support and develop further capacity to improve:

Governors, SLT, MLT: - SSE & SIP

+ Wide Consultation & feedback, Relevant
M Curricular Frameworks and M
Assessment Schema

Quality First Teaching, Adaptive Teaching,
Personalisation, AfL, Moderation,
Effective Intervention by Pastoral &
Teaching Teams, Evidence of Progress

Leaders at ALL levels Design Child led Progressive Developmental Curricular enhanced by:
Widening Choices progressively through the Key Stages/Curricular Strata, promoting Knowledge, Skill Acquisition, Real Life Application, increasing Independence, Responsibility and Autonomy

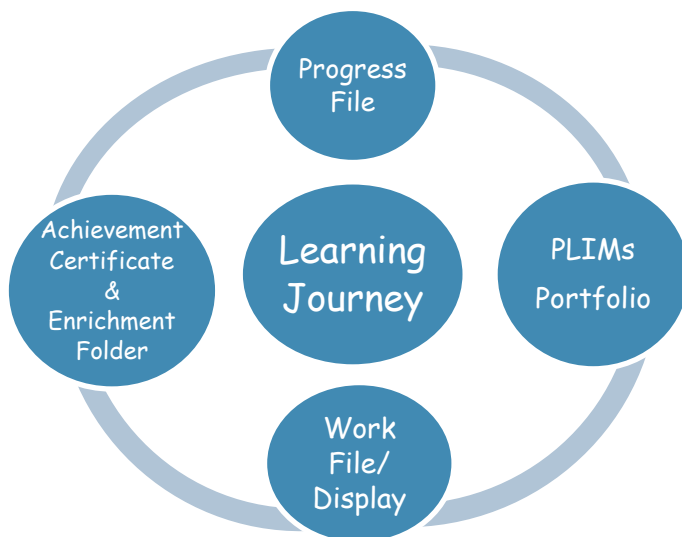


Relevant Curriculum Design: Academic, Creative, Vocational, Cultural & Personal Development
Opportunities; Whole Group, Specific Small Group, Individual - Adaptive, Pedagogical Approaches

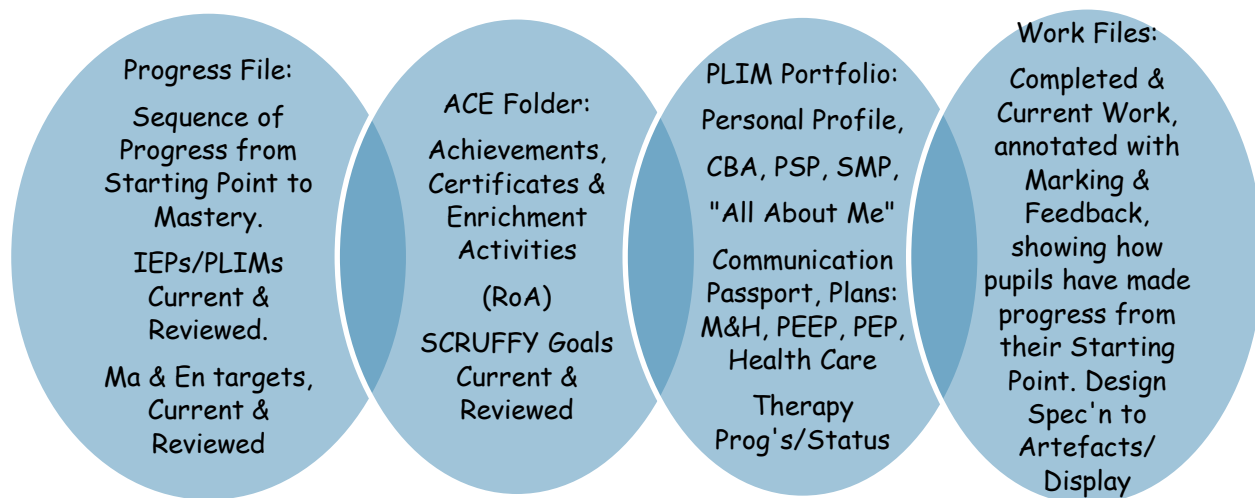


Evidence of Learning Journey:

Pastoral & Teaching Teams ensure that evidence of progress is annotated & reported on, in: Progress Pages-collated in Progress Files, Work Books, Achievement, Certificate & Enrichment Files, Artefacts, on Displays and in other creative ways. Pupils own their journey, are able to share this information at Parent Consultation Events, Annual Reviews of their EHCP/PEP, with future providers and at Careers or Transition Events:



Progress System:



Assessment: Ofsted EIF: 'Teachers and Leaders use assessment well: to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.'

Senior Leaders researched assessment tools for assessing progress not referenced in NC, eg: Swiss Cottage's "Progression Planners", The Dales School's "Measuring & Assessing Pupil Progress" - "MAPP", (NKA: ALP), N.I's Quest, Brookfield School's Silsaf, AQA, Engagement Profile, Resilience Scale and directed the design of Evidence for Learning based M Assessment Schema that reflected the relevant M Curriculum Frameworks.

Senior Leaders feel it is important to focus on "Life Skills and on Personal Development" in PfA, requiring Pastoral Tutors to set "Personal Learning Intentions", ("PLIs"), to address EHCP-priority needs for the individual child - promoting more meaningful consultation with child, family, staff & content of the EHCP. Starting points and end points must be an accurate reflection of where a child is starting from and the exact, observable behaviour - objectively assessed, that is desired over time (BHFO). We have adopted "PLIMs", ("PLI Maps"), acknowledging the philosophy that an individual's learning journey can be starting from anywhere and the route they take can be varied. We have SMART targets and SCRUFFY targets, (goals), to involve parents/carers and the pupil fully in the learning process.

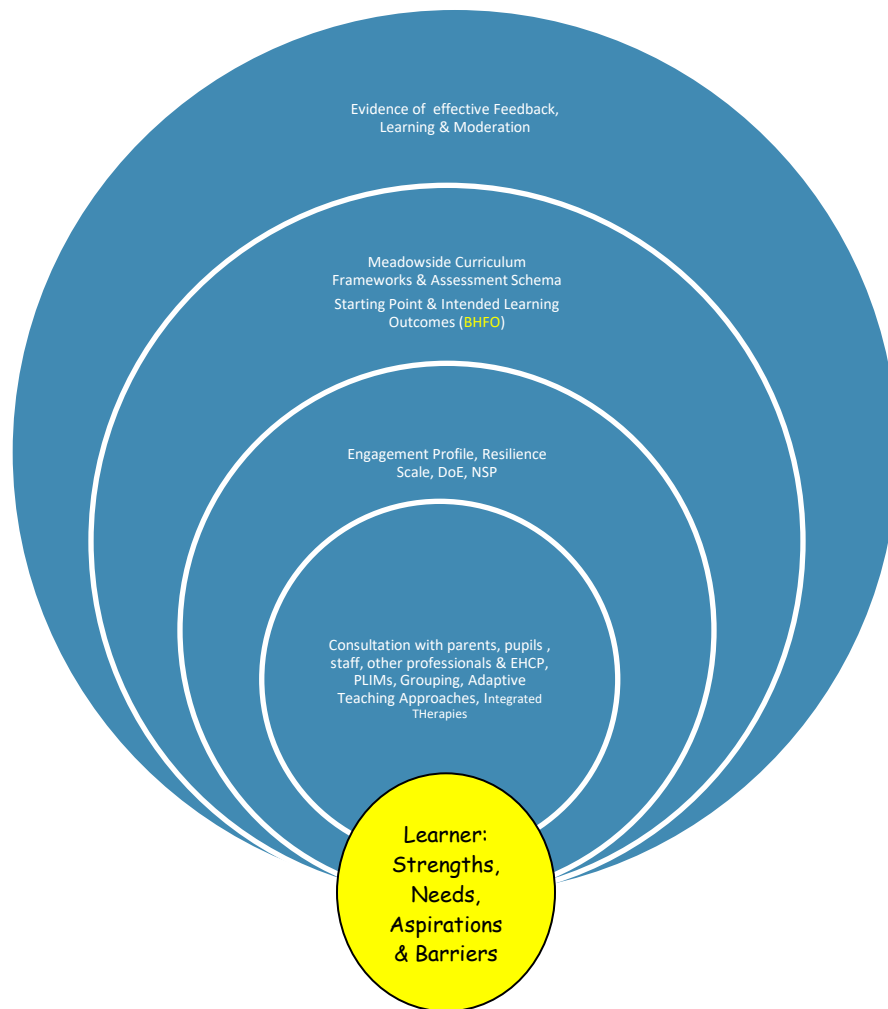
Senior Leaders reviewed previous use of PIVATs & PLTs as a reference for PSD and have now adapted Silsaf. We offer subject specific AQA qualifications/accreditation and personal development accreditation, (NSP/DoE and we are exploring assessing Personal Development & SMSC through the Survival Curriculum: life skills, enrichment activities and hidden curricular, that teach positive characteristics such as dignity, humility, hard work, responsibility, and appreciation. Hopefully this will raise aspiration and improve ambitions for fulfilling lives.

Monitoring & Evaluation:

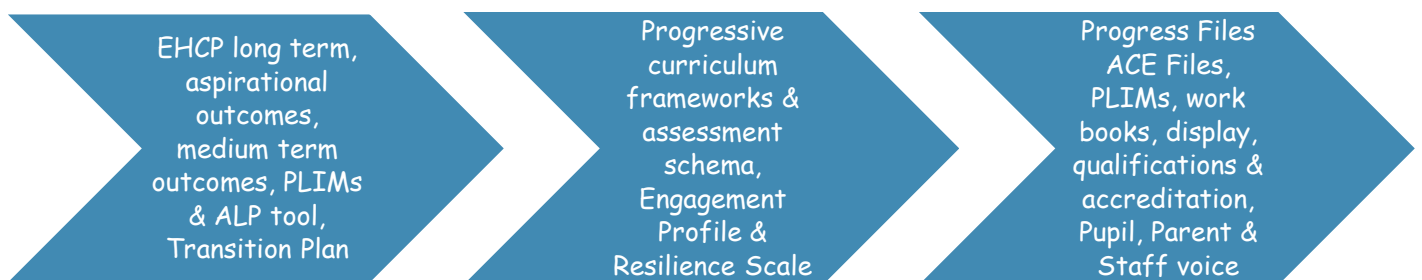
Senior and Middle Leaders monitor the effectiveness of Learning Journeys by creating coherence & consistency to this systems model. Senior Leaders implement our curricula model in a structured way, having planned, resourced, monitored effectiveness and checked that it is embedded. Middle Leaders are expected to demonstrate, (with evidence), assessment of the progressive journey pupils have made, the effectiveness of our adaptive teaching and moderation, and to feed this back to pupils, parents, colleagues and FGB. Governors use this information to make judgements about the effectiveness of the school. Effective assessment systems will drive improvement in teaching and learning, provided systems do not become onerous. Assessing against nationally recognised qualifications and accreditation frameworks provides a stable and secure foundation for further learning. By consulting with other Best Practice providers our effectiveness can be more positively, benchmarked.



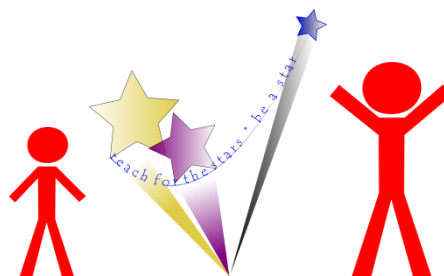
Intent & Implementation







Impact: Formative and Summative Assessment Model:




Best Hoped for Outcomes



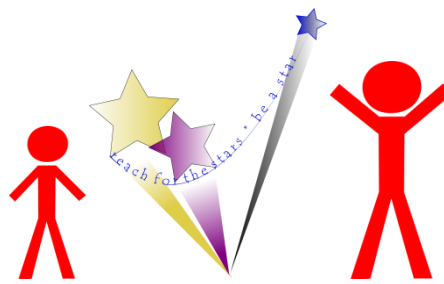
MEADOWSIDE CURRICULUM FRAMEWORK September 2032 Links to Blanks' Levels from concrete to abstract

14-19 Progression Pathways focused on outcomes that are measured by their impact on how well the cyp is prepared for adulthood .	Aspiration/ Transition to:	Old terminology – baseline levels	M Assessment Schema mapped to relevant M Curricular Frameworks, progressive & sequenced, supporting BHFOs/High Expectations	KS3 –Adaptive Teaching: within a Key Stage to challenge all achievers 	KS4 –Adaptive Teaching: within a Key Stage to challenge all achievers 	P16 –Adaptive Teaching: within a Key Stage to challenge all achievers 
Personalisation to meet each Learner's need – stage related expectations, not linked to ARE. Pre- formal (Topic Based Early Developmental Goals), Pre-Formal(SI) , & Formal Curricular + Survival Curriculum 						
<u>Core/Continuing Learning –</u> New knowledge & skills, problem solving, debate: <ul style="list-style-type: none"> • Initiation • Investigation • Consolidation • Application • Discovery • Curiosity 	College, Supported Living, Employment , Leisure, Work/Life Balance	P8 upwards into National Curriculum – content stage related not age related relevant to their goals/choices as an adult	Academic Qualifications – inclusive Opportunities: Qualifications - Mainstream, Accreditation: GCSE Art, AQA : Step Up Functional Skills, Ma & En, PSD , Unit Award Scheme, ALP , Progression Planners , Swim Awards , Travel Training , Residential outcomes , SILSAF+ Life Skills , Engagement Profile , EfL , EHCP Outcomes: PLIMS Cz/SMSC – Survival Curriculum Sensory Integration DoE NSP	National Curriculum Core & Foundation subjects considering options @ Y9, Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, PSHE: SRE, Swim, Careers & IAG, RE, Improving Own Learning, (RRR), Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Enrichment Activities, Progressive sequenced Learning, Working with Others, Hidden Curriculum – Cultural Capital/SMSC Whole school focus on PfA & Transition Planning	National Curriculum Core & Foundation subjects with options @ Y9, Progressive sequenced Learning: Progression Pathways. Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, Swim, PSHE: SRE, Careers & IAG, RE, Improving Own Learning,(RRR), Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, 14-19 Options: Enrichment Activities, Working with Others, Survival Curriculum – Cultural Capital/ SMSC, Environmental Education, Work Related Learning, Music, Art, DT, Physical Development, Independent Cookery, Leisure Activities Whole school focus on PfA & Transition Planning	Progressive sequenced Learning: Progression Pathways. Core Subjects: Maths, English, Computing, Careers & IAG, RE, Citizenship, PSHE: SRE, 14-19 Options: Enrichment Activities: Art, Music, PE, Environmental Education, Enterprise, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Life Skills, Leisure, Work Related Learning incl: Work Experience/Simulation, Key Skills: Literacy incl Communication, Application of Number, Computing, Working with Others, Problem Solving, Improving Own Learning, Thinking Skills & Creativity. Whole school focus on PfA & Transition Planning.
<u>Vocational / Employability/Technical Skills</u> – New skills & application of knowledge: <ul style="list-style-type: none"> • Acquisition • Development • Exploration • Initiation • Discovery • Curiosity 	Training, Internship, Apprenticeship Employment , Supported Living, Leisure, Work/Life Balance, Healthy Choices, Volunteering	P6 upwards relevant to their goals/choices as an adult	Vocational qualifications. – external providers Accreditation: AQA : Step Up Ma & En, PSD , Unit Award Scheme, ALP , Progression Planners , Swim Awards , Travel Training , Residential outcomes , SILSAF+ Life Skills , Engagement Profile , EfL , EHCP Outcomes: PLIMS Cz/SMSC – Survival Curriculum Sensory Integration DoE NSP	National Curriculum Core & Foundation subjects considering options @ Y9, Progressive sequenced Learning: Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, PSHE: SRE, Careers & IAG, RE, Improving Own Learning, (RRR), Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, 14-19 Options: Enrichment Activities, Working with Others, Hidden Curriculum – Cultural Capital/ SMSC, Environmental Education, Work Related Learning, Music, Art, DT, Physical Development, Independent Cookery, Leisure Activities Whole school focus on PfA & Transition Planning	National Curriculum Core & Foundation subjects with options @ Y9, Progressive sequenced Learning: Progression Pathways. Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, Swim, PSHE: SRE, Careers & IAG, RE, Improving Own Learning, (RRR), Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, 14-19 Options: Enrichment Activities, Working with Others, Hidden Curriculum – Cultural Capital/ SMSC, Environmental Education, Work Related Learning, Music, Art, DT, Physical Development, Independent Cookery, Leisure Activities Whole school focus on PfA & Transition Planning	Progressive sequenced Learning: Progression Pathways. Core Subjects: Maths, English, Computing, Careers & IAG, RE, Citizenship, PSHE: SRE, 14-19 Options: Enrichment Activities: Art, Music, PE, Environmental Education, Enterprise, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Life Skills, Leisure, Work Related Learning incl: Work Experience/Simulation, Key Skills: Literacy incl Communication, Application of Number, Computing, Working with Others, Problem Solving, Improving Own Learning, Thinking Skills & Creativity. Whole school focus on PfA & Transition Planning.

<u>Citizenship/Life Skills</u> – Linking real life experiences: <ul style="list-style-type: none">• Perseverance• Persistence• Investigation• Repetition• Active Involvement• Development• Curiosity	Supported College/Supported Living, Supported Leisure, Access to provision in the community, Life Balance, Healthy Choices	P4 upwards relevant to their goals/choices as an adult	Accreditation: AQA: Unit Award Scheme ALP, Progression Planners, Swim Awards, Travel Training, Leisure & Therapies, Work Simulation – tasters, Residential Outcomes, Residential outcomes, SILSAF+ Life Skills , Engagement Profile, Efl, EHCP Outcomes: PLIMS CZ/SMSC – Survival Curriculum Sensory Integration, Engagement for Learning ?SCERTS,	National Curriculum Core & Foundation subjects considering options @ Y9, Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, PSHE:RSE, Careers, RE, Improving Own Learning(RRR), Inclusion, Independent Living Skills/Self Help/Social Skills, 14-19 Options: Enrichment Activities, Working with Others, Hidden Curriculum – Cultural Capital/ SMSC, Environmental Education, Work Related Learning, Music, Art, DT, Physical Development, Independent Cookery, Leisure Activities Whole school focus on PfA & Transition Planning, Topic Based Learning	National Curriculum Core & Foundation subjects considering options @ Y9, Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, PSHE:RSE, Careers, RE, Improving Own Learning(RRR), Inclusion, Independent Living Skills/Self Help/Social Skills, 14-19 Options: Enrichment Activities, Working with Others, Hidden Curriculum – Cultural Capital/ SMSC, Environmental Education, Work Related Learning, Music, Art, DT, Physical Development, Independent Cookery, Leisure Activities Whole school focus on PfA & Transition Planning, Topic Based Learning	Progressive sequenced Learning: Progression Pathways. Core Subjects: Maths, English, Computing, Careers & IAG, RE, Citizenship, PSHE: SRE, 14-19 Options: Enrichment Activities: Art, Music, PE, Environmental Education, Enterprise, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Life Skills, Leisure, Work Related Learning incl: Work Experience/Simulation, Key Skills: Literacy incl Communication, Application of Number, Computing, Working with Others, Problem Solving, Improving Own Learning, Thinking Skills & Creativity. Whole school focus on PfA & Transition Planning.
<u>Citizenship/Social Skills /Choices</u> – Learner engagement, co-operation, communication, social interaction <ul style="list-style-type: none">• Encounter• Early Awareness• Responsiveness• Interest• Anticipation	Supported Living, Supported Leisure, Access to provision in the community, Life Balance, Healthy Choices	< P4 relevant to their goals/choices as an adult	Accreditation: AQA : Unit Award Scheme, ALP, QUEST, Residential Outcomes, Leisure & Therapies, Sensory Awareness, Social Awareness CZ/SMSC – Survival Curriculum Sensory Integration, Engagement for Learning ?SCERTS,	Holistic approaches to developing early developmental milestones in communication, early cognition and social interaction which may not be subject based. It is pupil led by the way they learn and their abilities and achievements. Key Skills: Communication, Using number, ICT & Thinking skills in an integrated approach. Planning, teaching, learning and assessment are built around the individual child’s needs. Our pre-formal curriculum focuses on: My Body, My Communication, My Thinking, Me & My Community, My Care & Independence, Improving My Own Learning and offers inclusion and experience-based learning using sensory approaches. We take into account individual’s preferred sensory and learning channels and their ways of processing information.		
	Support: Multi agency working collaboratively, Planned bespoke transitions, Collaboration with external providers, Inclusion, Education in the Community, Enrichment Activities, Work Related Learning, Individual Timetables, EHCPs, SMP, PSP, Help Me Sheets, CIAG, Sensory Profiles & Diets, Total Communication Environment, Assistive technologies, Moving & Handling Plans, Adaptive Learning environments, flexible grouping, Adaptive teaching styles responsive to learning styles, Social stories, emotional literacy, Multi strata curricular: subject specific formal curriculum, semi-formal for those who need teaching to be based around their interests, non-subject specific pre-formal curriculum, survival curriculum, Risk management, SMART targets, Scruffy targets, evidence based learning, school self evaluation, school improvement planning, Shared vision, values, aims, SMSC development, Promotion of British Values & resilience, Personal & Social Development– IEPs/PLIMs, Key Skills, Active Learning, Forest Schools, Child Led learning, Person Centred Planning, ECM Outcomes, Prerequisites for learning, Discrete provision for specific approaches: ASD, Sensory, Emotional Literacy learners. Our Immersive Theatre and the use of switch/voice/movement/eye gaze operated software promotes interactive learning and an understanding of the world around them. Effective use of adults, fading & noting graded prompts/support. Access to relevant CPD. Cross phase planning.					
<u>X Phase</u>						

<p><u>Semi-Formal Curriculum</u></p> <p>Foci: Aspiration/become:</p> <ul style="list-style-type: none"> • literate communicators • mathematical thinkers/problem solvers <p>Acquisition of early learning skills encompassing:</p> <ul style="list-style-type: none"> • development of thinking/learning skills • play (emotional, cognition & social dimensions) • creative learning • movement • self-care & independence • self-regulation • cultural capital 	<p>Holistic Approach: PfA - offering functional & personalised learning enabling individuals to hold a positive place in their community. Curriculum - strong foundation of life skills, promoting independence & problem solving, Pupils encouraged to develop a sense of pride, care & sensitivity towards themselves, their peers & school. Effective, focus on individual need, to create optimum conditions for learning as pupils are more engaged when they are interested & motivated. Curriculum areas - designed to offer something totally distinct, motivating active engagement, rather than an adaptation of National Curriculum. 6 strands deliver a broad, balanced & relevant curriculum. Thematic approach ensures activities are planned to allow each pupil to achieve their full potential & be as independent as possible in their learning whilst maintaining a broad & balanced curriculum, The learning will be very much process based rather than the end product. Pupils have a personalised learning intention map (PLIM) derived from longer term BHFOs in their EHCP, with ALP used to provide short term, personalised outcomes for each learner to make progress. Rolling programme of themes add a dimension to 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.</p> <p>Accreditation: AQA : Unit Award Scheme, ALP, Residential Outcomes, Leisure & Therapies, Sensory Awareness, Social Awareness Equals CZ/SMSC – Hidden/Survival Curriculum</p> <p>?SCERTS, Sensory Processing, Engagement for Learning</p>
<p><u>Pre-formal Curriculum Foci:</u></p> <p>Aspiration/become:</p> <ul style="list-style-type: none"> • communicators/ strategies to be heard • social co-operators • Information control thinkers/problem solvers <p>Acquisition of early learning skills/goals encompassing:</p> <ul style="list-style-type: none"> • development of thinking skills- cognition & challenge • play (emotional, cognition & social dimensions) • creative learning • movement • self-determination & independence • sensory self-regulation & wellbeing • cultural capital • physical development 	<p>Connecting & responding curriculum encouraging active engagement, focusing on learning early developmental goals and key skills of communication, social communication and cognition. Strives to develop independence in choice making and having more control in an individual pupil's environment, physical development and self-care. Using sensory teaching and learning approaches, via an individual's senses to help them to make more sense of the world and to build on their strengths and interests. Through a balance of stimulating curriculum contexts and learning experiences to develop transferable skills equipping them for life beyond school.</p> <p>Thematic approach ensures activities planned to allow each pupil to have a balanced, relevant curriculum, tailored to their age and stage of development & be as independent as possible in their learning. The learning is very much process based rather than the end product, to stimulate their responses to sensory stimulation. Pupils have a personalised learning intention map (PLIM) derived from longer term BHFOs in their EHCP, with ALP used to provide short term, personalised outcomes for each learner to make progress. Rolling programme of themes add a dimension to 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. Integrated therapeutic interventions delivered consistently and Postural Management. Personal identity, sensory pathways exploited: olfactory, taste, tactile, auditory, visual, proprioception /nociception/exteroception & interoception.</p> <p>Accreditation: AQA : Unit Award Scheme, ALP, Residential Outcomes, Leisure & Therapies, Sensory Awareness, Social Awareness Quest/Equals CZ/SMSC – Hidden/Survival Curriculum</p> <p>?SCERTS, Sensory Processing, Engagement for Learning</p>

This summaries our Learning Journey Process 2023-4



Our Teaching, Learning & Assessment Policy 22 has addendum: Marking & Feedback Policy Feb 20, Assessment Calendar, M&E Policy Please refer to KCSIE 2023