



Ashgate Croft School

Curriculum Policy

Updated Jan '25

Rationale

Our school community has significantly changed over the last 5 years, and we now have considerably more learners on our role with SLD and PMLD, therefore we felt that a differentiated National Curriculum was no longer meeting the needs of **all** our learners.

'... children, young people and adults with severe or profound learning difficulties will not succeed in the national curriculum or indeed in any curriculum model designed for neuro typical conventionally developing learners. They will not succeed because they have severe or profound learning difficulties. It is not possible for them to succeed. If they could succeed, they would not have severe or profound learning difficulties.' (Imray and Colley, 2017, p58)

We value the views of our parents and carers, and the aspirations they have for their children and so consulted with them on what they want their children to learn and achieve at school. Their priorities were.

- communication
- being happy and safe
- having sensory needs met
- social skills and socialisation
- independence, life skills, self-care
- having physical and medical needs met
- functional Maths and English skills

As a school we looked at academic research and visited other specialist establishments to find out about their provision. From this we decided that using the Equals Curriculum to inform a bespoke curriculum would be more suitable for our learners than a differentiated National Curriculum.

The Equals Curriculum is different. Not differentiated! It is divided into 4 different pathways and learners follow a pathway that best meets their needs, based on formal assessment, teacher assessment, individual learning style and preference and individual needs.

The priorities for our curriculum are;

- Communication
- Independence
- Problem Solving
- Life Skills
- Functional Skills
- Work Experience and Careers
- Personal Priority Needs

Our Curriculum

Introduction & Aims

At Ashgate Croft School, our curriculum is based on the principles of the EQUALs Curriculum with adaptations to meet the needs of our learners and not the National Curriculum. This curriculum is *different not differentiated* and bespoke to our school. Our curriculum consists of four progressive pathways and learners follow the pathway that best meets their needs. Each pathway has its own identity and provides both pupil centred learning and functional learning. Learners may change pathways as they move through school depending on their individual needs.

We aim to provide the best learning opportunities, the best communication support, and the best behaviour support to promote high quality outcomes and increased independence for *all* our learners. We ensure that our curriculum is relevant, challenging, motivating, and stimulating throughout each pathway.

Pathways & Provision

- **Pre-Formal**

The learners in this pathway have Profound and Multiple Learning Difficulties (PMLD). These learners have profoundly complex learning needs and other significant difficulties such as physical disabilities, sensory impairment and/or severe medical conditions. These learners require a person centred EHCP led curriculum that aims for the highest level of independence. Learners in this pathway are typically functioning between birth and 36 months.

The curriculum has seven key strands which are taught throughout the day through learning opportunities.

- Wellbeing
- Communication and Social Relationships
- Sensory
- Physical
- Cognition and Challenge
- Self Determination and Independence
- Creativity

Implementation

“As Pre-Formal learners, we are learning to be and focusing on the things that matter.”

The main focus of our curriculum is enabling us to maintain and consolidate what we have already learned so that we don't lose our skills and understanding. Staff ensure that we are placed at the centre of our curriculum, and that our learning and development is highly individualised to meet our needs and to reflect our EHCPs.

Staff focus on our comfort, safety, stimulation, and motivation and consider these during all parts of our day. To support with this, class-based staff work closely with physios, OTs, and SaLT, as well as medical professionals to ensure that all our significant physical disabilities, sensory impairments and/or severe medical conditions are always prioritised.

Repetition and routine are very important to us as in order to progress we need to revisit activities frequently to consolidate our learning. New concepts and understandings are taught (when appropriate) in the framework of a familiar and structured session or activity. We have standalone lessons, but every part of our day is a learning opportunity and all staff who work with us are aware of this.

Staff ensure that we are skilfully supported to be as independent as we can be in our play, actions and discoveries and always make sure that we are given the time and space we need to process and discover. Communication is at the heart everything that happens in our classes, from staff being reactive to our own methods of communication to supporting us to find alternative ways to communicate with intent. Our communication styles and preferences are prioritised and developed throughout the day.

- **Informal**

The learners in this pathway have complex severe learning difficulties (SLD) and a significant proportion also have Autism. These learners have complex learning difficulties, high sensory needs and require a curriculum focussed on choice and communicating preference which is based on play and sensory exploration. These learners require a person centred EHCP led curriculum that aims for the highest level of independence to. Learners in this pathway are typically functioning between birth and 5 years.

The curriculum has seven key strands which are taught throughout the day through learning opportunities.

- My Sensory Play
- My Communication
- My Physical Well-Being
- My Independence
- My Outdoor School
- My Creativity
- PSHE

Personal, Social, Health and Economic (PSHE), Relationships Education (Key stages 1 and 2) and Relationship and Sex Education (Key Stages 3, 4 and 5) are planned through the use of the PSHE Association's Planning Framework for Pupils with SEND.

Implementation

"As informal learners, we are learning to be."

Our curriculum is enabling us to engage, make choices and communicate our wants and needs. Staff are providing us with opportunities to extend engagement by providing activities we can explore, allowing us to have realisation (noticing and engaging with the world around us). We are learning to anticipate what happens next, to enable us to build perseverance and persistence and to initiate play and interaction. Staff model how to play and use a range of approaches to support our sensory and communication needs, ensuring our environment is optimum for us to learn.

Staff can recognise what we enjoy and extend these opportunities and allow us to attend to them in our own way. We feel the passage of time, but we don't navigate it. Staff maintain our routine during the day and use visuals to enable us to anticipate what is happening now and what will

happen next. Staff help us to co-regulate and eventually self-regulate in a range of contexts so we can learn to be comfortable outside school and in the community. We have half-termly topics to give richness to our curriculum, this creates lots of different experiences for us to explore and learn. We benefit from a narrow curriculum in which we can develop our skills through repetition. This allows us to become more comfortable and less anxious in our learning.

- **Semi Formal**

The learners in this pathway have severe learning difficulties (SLD) and a significant proportion also have Autism. These learners have learning difficulties and are working at the early stages of child development. They learn best when the curriculum is related to their own experiences. They require a curriculum that is developmental in nature and open to personalisation that aims for the highest level of independence. Learners in this pathway are typically functioning between 2 years and 7 years old.

The curriculum has six core strands, these are.

- Maths
- English
- My Independence
- My Communication
- My Play and Leisure
- My Thinking and Problem Solving

The curriculum has seven further stands, these are.

- My Music
- My Physical Well-Being
- My Dance
- My Art
- My Drama
- The World About Me
- My Outdoor School

Personal, Social, Health and Economic (PSHE), Relationships Education (Key stages 1 and 2) and Relationship and Sex Education (Key Stages 3, 4 and 5) are planned through the use of the PSHE Association's Planning Framework for Pupils with SEND.

Implementation

The Semi formal curriculum meets the needs of our learners and enables them to learn what they need instead of being constrained by the subject areas of the National Curriculum. It allows more freedom for the teacher to be creative and concentrate on the individuals' needs with a focus on independence.

This pathway:

- Provides explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills to develop independence.
- Develops learners' levels of engagement by finding out what interests and motivates them and using this.

- Provides meaningful contexts for learning that use real-life materials and experiences, concrete resources, and practical everyday activities so that learners link experiences and make connections.
- Supports learners to develop an awareness of, and interest in, themselves and their immediate surroundings and environment.
- Recognises the importance of play and games as motivational curriculum activities that allow repetition and consolidation of skills.
- Includes activities that move beyond memory building activities to take part in supported thinking and problem-solving activities.
- Provides opportunities for generalising and applying skills and knowledge across curriculum areas.

- **Post 16**

The learners in this pathway have severe learning difficulties (SLD) and a significant proportion also have Autism. These learners have learning difficulties and are working at the early stages of child development. They learn best when the curriculum is related to their own experiences. This pathway follows the Preparation for Adulthood framework which provides real world learning opportunities to prepare learners for a meaningful, happy and safe life beyond school. Learners in this pathway are typically functioning between 3 years and 7 years old.

The four strands for Preparation for Adulthood are.

- Employment
- Independent Living
- Community Inclusion
- Health

Learners leave Post 16 with accreditations in OCR Life and Living Skills and AQA unit awards in English and Maths.

Implementation

Within the Post-16 department, the learners enter two different pathway routes. We recognise that all our learners in Gateway require a practical enriched curriculum that supports them in being visible members of the community. We recognise that the learners arriving at Post-16 require us to build upon the experiences and qualifications they have already achieved whilst tailoring opportunities for them to build their independence, life and living skills and to experience and enter the world of work.

It is important to us as a school that our Post-16 learners have a solid foundation of functional English & Maths skills in which to progress into adult life. In Gateway 1 this is built through the explicit teaching of English and Maths skills, whilst in Gateway 2 & 3 the skills are embedded across the curriculum. The timetable is delivered in a functional way to include opportunities that promote independence and focused learning on keeping themselves safe both physically, mentally, and online.

Our curriculum therefore is delivered through the Preparation for Adulthood Framework and emphasises the unique skills and talents that all our students offer the world around them.

Reading & Phonics

Reading at Ashgate Croft differs within the pathways and ages. All learners are encouraged to read, whether that is through a reading scheme, sharing a book with an adult or reading for pleasure. We aim to promote a love for reading across all our pathways. All learners will be encouraged to love and respect books. Regularly, staff share fairy-tale stories, fiction, poetry, factual and picture books with the whole class and at other times with individuals or small groups.

They will sing songs, join in finger rhymes and play games, all of which are vital part of the literary experience. Throughout school learners look for symbols and pictures in order to read labels on packaging, to identify ingredients therefore helping to develop their independent living skills. For learners that continue to make progress in phonics, phonics-based activities are included up to KS3.

Rhino readers (books and e-readers) support the teaching of phonics through simple text that corresponds to the levels of the phonics scheme. learners in the Preformal and Informal pathways have a weekly sensory story that is repeated over the half term and in some cases the whole term. Sensory stories provide a dual coded approach to learning in which the learners are able to listen to and interact with the story. EQUALS say that *'Sensory stories are an excellent vehicle for delivering thematic topics in an interesting, exciting and wholly developmentally sympathetic manner.'*

Learners at Ashgate Croft who are in a Lower School (R-Y9) Semi Formal pathway follow the Twinkl Phonics scheme. Twinkl Phonics provides six levels of dynamic, phonics-centred materials covering all the statutory requirements. Our scheme ensures a structured approach to learning grapheme-phoneme correspondences (GPCs). The scheme provides a week-by-week progression that includes teaching ideas, resources, interactive games, and (e)books (Rhino Readers). We follow the format of review/teach/practise/apply. Learners are encouraged to learn at their own pace and the scheme is tailored to meet those individual needs as appropriate. Learners then have the opportunity to apply these skills in other sessions across the week. Learners in KS4 and KS5 are encouraged to use their prior phonetic knowledge to support them reading in functional sessions and when free reading.

Additional Provision

Attention Autism

The Attention Autism programme targets the teaching of attention, communication, and social interaction skills. It is a hugely beneficial programme to many of our learners, including those who do not have autism but struggle to focus their attention.

The aims of the programme are:

- To engage attention.
- To improve joint attention.
- To develop shared enjoyment in group activities.
- To increase attention in adult-led activities.
- To encourage spontaneous interaction in a natural group setting.
- To increase non-verbal and verbal communication through commentary.

- To build a wealth and depth of vocabulary.
- The ultimate goal is to develop natural and spontaneous communication skills.
- But most importantly, to have fun!

Curiosity Programme

The Curiosity Programme is designed to support pupils who are developmentally too young to work in a group and need 1:1 support to develop their communication and attention skills.

We have chosen to use this programme at Ashgate Croft because it;

- Develops the fundamentals of communication e.g. turn taking, joint attention.
- Builds communication and social interaction throughout the day.
- Encourages play and exploration of our environment.
- Develops curiosity about the world.
- Is lots of fun!

This is not a timetabled intervention - staff look for opportunities throughout the day to engage with pupils, there is no time limit, and it is led by the pupil.

There are 4 stages to the programme.

1. Getting connected
2. Signature songs
3. Creating curiosity
4. Playing together

Each stage builds on the previous one and pupils move through the stages when staff feel they are ready.

M.O.V.E

The MOVE Programme (Movement Opportunities Via Education) is an activity-based practice that enables disabled children and young adults to gain independent movement. It uses the combined approach of education, therapy, and family knowledge to teach the skills of sitting, standing, walking, and transitioning between.

See MOVE Policy for further information.

British Values

Our school is committed to actively promoting British values to ensure our pupils leave us fully prepared for life in modern Britain.

The government emphasises that all schools should ensure that they teach pupils about British values. We take every opportunity to promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Through the promotion of these values, our school aims to ensure pupils:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages of living under the rule of law and how law is essential for a safe society.
- Understand that there is a separation of power between the executive and the judiciary and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not discriminated against.
- Value the importance of identifying and combatting extremism.

We promote British values both within and beyond the classroom and these values are at the heart of our ethos. Here are just some of the ways our school seeks to embed the teaching of British values.

Schools within the LEARNERS' Trust all consider how they can plan and deliver their curriculum and utilise resources that reflect British Values and inclusion on an individual basis. More information can be found in the curriculum policies of each school.

Swimming/Hydrotherapy

At Ashgate Croft the majority of pupils swim once per week on site. Most Gateway students don't access swimming due to their time in the community, however some pupils swim for physio and health reasons. They take part in a session dependent on their need. Pre-Formal learners will have a hydrotherapy session and will work on their movement and/or physiotherapy targets. Informal learners often work on water confidence, movement and basic swimming skills, they achieve badges through the STA Scheme. This is taught through games, songs, and activities. Semi-Formal learners work on swimming skills, stamina, and drowning prevention. They work through the Rockhopper, Endeavour schemes and distance to achieve certification and badges.

PSHE/RSE

At Ashgate Croft we follow the PSHE Association's Planning Framework for Learners with SEND. This is taught differently across the pathways. This depends on the needs and cognitive ability of the learners. These may differ within classes as we have mixed aged groups. Learners in KS1 and KS2 are taught Relationships Education at a level that is appropriate to the individual. Learners in KS3 and KS4 are taught Relationships and Sex Education at a level that is appropriate to the individual. Where cognitively able, learners are taught Health Education as part of the PSHE rolling programme including our KS5 pupils.

- Preformal – Learners in this pathway in each key stage are set individualised targets using MAPP which contain elements of PSHE/RSE. This is also embedded throughout other learning opportunities.
- Informal – Learners in this pathway in each key stage are set individualised targets using MAPP which contain elements of PSHE/RSE. This is also embedded throughout other learning opportunities. Criteria covered is evident on the LTP. Where appropriate, some classes receive PSHE/relationships and sex education.
- Semi-Formal – Each class in this pathway has one discreet taught session each week with opportunities to apply taught skills across the school week. PSHE is embedded throughout the curriculum in this pathway. See LTP for details.
- Post 16 – Teachers in Post 16 use the AQA Unit Awards to guide their planning and select units based on the needs of the pupils in their class. This pathway also covers Health each week. PSHE is also covered in weekly ILS, Employability, Functional Maths and Community sessions.

Priorities

- **Communication**

To provide the best possible communication support for all our learners including the use of AAC devices, Makaton, PECS, Intensive Interaction, Eyegaze, On Body Signing, Objects of Reference, Communication Apps. Staff receive training on all the above. See communication policy.

- **Independence and Life Skills**

To promote the highest level of independence for all learners whatever their ability, we promote independence throughout each pathway in discreet lessons and during the course of the school day. Independence skills are promoted for all learner's whichever pathway they are in no matter their ability. Independence is encouraged in areas such as self-care, working, cooking, transitioning and everyday problem solving. All learners at Ashgate Croft are encouraged to be as independent as they can be.

- **Problem Solving**

There are opportunities for thinking and problem solving in everything we do and therefore everything we do should be regarded as an opportunity for thinking and problem solving. Some learners are taught ways of problem solving and then encouraged to transfer these skills, some learners may learn through trial and error and some learners may need lots of scaffolded learning opportunities with repetitive outcomes to help them to succeed. Teachers also plan in 'sabotage' in

which the staff deliberately present a ‘problem’ and it is up to the class to solve this e.g. there is no butter in the fridge or they are missing an ingredient. This is sabotaged to the classes level of problem-solving skills.

- **Functional Skills**

The purpose of developing functional skills is to help learners to practise actions and interactions that are a part of daily life. With practise, they’ll become more confident with these tasks, meaning that they’ll be better prepared for independent living and contributing to society including job opportunities or voluntary work. Independence skills and problem solving is embedded throughout any taught functional skills sessions.

Functional Maths and English is focused on the development of knowledge in relation to real-life situations and scenarios in the Semi-Formal Pathway. This still includes an academic element; however, Maths and English will be taught specifically through the lens of a practical life skill.

- **Work Experience & Careers**

At Ashgate Croft, we define careers as *“Any activity which furthers knowledge, understanding, skill or experience with the purpose of leading to a life enhancing outcome, including improving the possibility & probability of working in a range of settings”*-

We aim to ensure a high quality of employability and careers education for our learners, to be delivered in a meaningful and appropriate way for their needs and circumstances by meeting the requirements of the eight Gatsby Benchmarks.

Through pupil centred planning with the Education, Health & Care (EHCP) plans at the centre, we support learners to articulate their aspirations for adult life, including community inclusion, independence, their aspiration to work and promoting their physical and mental health. This also includes adults around our learners, knowing the individual child and their needs. See work experience policy and careers and education guidance policy.

- **Personal Priority Needs**

Therapy – e.g., Speech and Language Therapy, Physiotherapy, and Occupational Therapy. Support from visiting specialist advisory teachers – hearing impaired, visual impaired, multi-sensory impairment, physically impaired.

Cultural Capital

The cultural capital of learners is enhanced through external visitors to school and offsite educational visits.

Whilst delivering the curriculum staff, learners and parents/carers all encouraged to model and promote key behaviours around.

- Independence
- Resilience
- Respect and tolerance for all
- Connecting learning and experiences with stories of success to aid aspiration
- Supporting learners in developing knowledge around celebrating their individuality
- Making healthy and safe choices

Also planned into our curriculum progressions are key opportunities for our learners to hear about stories of success that are relevant to them. We aim to promote celebrations such as learner's birthdays and events including Halloween, Seaside Day, and Santa's Grotto.

Teachers' Medium-Term Planning includes reference to where cultural capital is developed.

As a school we place the learner's rights at the heart of decision making. We are a Rights Respecting School.

SMSC (Social, Moral, Spiritual and Cultural Education) – SMSC is planned for throughout the curriculum. SMSC codes are recorded in the LTP for each subject – see SMSC Policy.

Planning

Each pathway completes planning for the half term (6 times per year). Planning ideas and foci is taken from the Long-Term Plan (LTP) to guide the teachers without taking away their creativity. There is a LTP for each pathway which is also split into Lower School and Upper School. Each half termly plan must include the following:

- Right of the month
- Cultural capital/festivals and celebrations
- Rationale (Why am I teaching this?)
- Opportunities to generalise the skills taught.
- Employability (and links)
- Mental Health and Wellbeing
- Class timetable
- OCR/AQA accreditation and the unit that they are working on (Post 16)
- Opportunities for retrieval, revisit and any misunderstanding (where appropriate).

See Appendix 6

This may be a working document for some classes and for others full of repetition dependant on the learners.

Evidencing

- **Seesaw**

Seesaw is an app used on iPads and laptops and is used across all pathways in school. This is an evidencing tool that can capture photographic and video evidence. Learners can also write/draw directly onto preloaded forms and teachers can make detailed notes about a pupils' engagement during a session. This is to be used if no paper-based work is being produced.

If paper-based work is being produced, then this work will not be uploaded onto Seesaw but instead will be stored in a book or on a worksheet. All uploaded work is to be locked and 1 piece each day is unlocked and shared with parents through the Seesaw App (Semi Formal & Post-16) Preformal and Informal classes, the teacher sends home 1 photo per day through the messaging function.

Semi-Formal learners will have a Learning Intention (LI) to their work and staff will comment on the achievement of the work and the level of support, engagement, and success.

For Informal and Pre-Formal learners, the staff will comment on their engagement and level of success rather than writing against a LI. Each pathway will have its own set of subject folders that will be tagged to correspond with the session including areas of the EHCP.

- **Engagement Model**

The Engagement Model is used for our learners in the Preformal and Informal pathway. This model is used to identify learners' progress in both in a linear and lateral way. It also allows learners to consolidate and maintain skills, knowledge, and concepts. This is demonstrated through five areas: exploration, realisation, anticipation, persistence, and initiation. This model is used alongside our assessment systems and is not used to replace them. This is used on our evidencing tool Seesaw. Each learner has an engagement profile that highlights how they demonstrate their skills in each of the five areas of the engagement model.

Assessment & Progress Monitoring (AFL)

Assessment for Learning (AFL) means that learners benefit from assessment which does far more than simply test what they know. It ensures that learners take part in the kinds of activities that are: valuable long term, help them to develop, provide them with guidance and feedback and ensure that learners learn how to assess themselves.

AFL consists of Learning Intentions (LI) for Semi-Formal learners and Personalised Learning Intentions (PLI) for Preformal and Informal learners, feedback, and self-assessment *where appropriate*. These areas are all essential in supporting learners and enabling them to become engaged and active in their own learning.

It is the responsibility of every teacher in school to follow the procedures set out in the AFL policy. The Deputy Headteacher is responsible for monitoring the policy and for ensuring AFL is robust and effective in providing high quality education for all and showing pupils' progress. See AFL policy

Assessment tools used at Ashgate Croft.

- **MAPP**

Learners on the Pre-Formal and Informal pathway are assessed using MAPP. This is a pupil centred approach in which Personalised Learning Intentions (PLI) are set using the learner's EHCP. Each PLI is assessed across four criteria including Independence, Fluency, Maintenance and Generalisation. See appendix 2 for criteria.

- **OTrack**

Learners on the Semi Formal pathway are assessed using this tool and are assessed three times per year during Autumn, Spring and Summer. The learners will develop their skills against Learning Intentions (LIs) and can make progress within each LI. See Appendix 1 for information.

- **Phonics Tracker**

Learners on the Semi Formal Pathway are assessed three times per year during Autumn, Spring and Summer this is on the alternate half term to OTrack. This allows teachers to track pupils' knowledge and inform future planning.

- **Ashgate Levels**

Learners are assessed once per year, usually in the summer term across seven areas: Communication and Language, Literacy Reading, Literacy writing, Numeracy, PSED, PE and Expressive Art and Design. Ashgate Levels provide us with age equivalencies in these seven areas. These are reported at the end of each year to parents and in the learner's annual review meetings. Ashgate levels give us the information of the learners' cognitive abilities in these areas, teachers use this to inform their planning, when setting expectations and when delivering sessions, so adaptive teaching is relevant to learners.

- **OCR**

Post-16 follow a Foundation Learning Curriculum for our informal and semi-formal key stage 4 and 5 learners – within this curriculum, learners follow an accredited course (OCR Life and Living Skills) by completing units related to: Community, Employability and Independent Living Skills. Learners complete set units and evidence them to then be moderated by OCR.

- **AQA Unit Awards**

Post-16 learners are accredited for their '*employment options*' curriculum by the AQA unit awards. The unit award scheme is a way to record learner achievement in their chosen vocational pathway and is used to boost confidence, engagement and motivation. The current accredited options for P-16 learners are hospitality, garden maintenance and painting & decorating.

The current Post-16 curriculum is trialling the use of unit awards in the delivery of functional English & Maths alongside the health curriculum where learners will build their portfolio of unit awards throughout the year. The unit awards enable learners to gain accreditation for the skills that are embedded throughout the curriculum e.g. money handling, budgeting, measure in everyday life & reading.

- **The Gatsby Benchmarks**

The Gatsby benchmarks are a framework for good careers guidance developed to support secondary schools & colleges in providing learners with the best possible careers, education, advice & guidance.

The eight Gatsby benchmarks of Good Career Guidance are:

1. *A stable careers programme*
2. *Learning from career and labour market information*
3. *Addressing the needs of each pupil*
4. *Linking curriculum learning to careers*
5. *Encounters with employers and employees*

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

At Ashgate Croft, the school careers leader updates the Careers & Enterprise Company (CEC) 'Compass +' tool tri-annually which helps us to benchmark, manage, track and report on how we are meeting the needs of our learners through our careers programme.

Roles & Responsibilities

- **Teachers**

Individual teachers plan their sessions and ensure that the lessons reflect the coverage in the Schemes of Work and assess accurately at assessment drops.

- **Curriculum Leads**

Curriculum Leaders will champion their areas offering support to other colleagues on their specific area and ensure that planning ideas and/or opportunities are made readily available to teachers in each pathway.

- **Pathway Leads**

Pathway Leaders will monitor the Planning and the progression over the half term. The Pathway Leaders are also responsible for ensuring that their subjects are planned for appropriately within each Long-Term Plan and Rolling Programme. Pathway Leads are responsible for carrying out work scrutiny in their pathway, to conduct learning walks, lead progress meetings with individual teachers and monitor impact of the curriculum.

- **Deputy Head**

The Deputy head will line manage the Pathway Leads and support them in driving the curriculum forward. The Deputy Head will be responsible for assessment across all pathways including Ashgate Levels and monitor learning walks and work scrutiny. The Deputy Head will also monitor and review this policy.

- **School Champions**

The core function of school champions is to monitor an aspect of the school's work to gain a further understanding, in order to provide a platform for support and challenge. The champions will receive updates on our curriculum provision through the Headteacher's Report and are invited to select areas for which they would like to gain further understanding. This may be through presentations and learning walks in school.

- **Parent/Carers**

Parents/carers will be sent home curriculum coverage every half term which shows what topics and areas their children will be working on during that term. Parents/carers are welcome to support the delivery of curriculum areas through following up on any work set by teachers; by sharing information they have about topics with their children and staff as well as visiting school to help in sessions about topics they may have interests in.

Equality

Through the Equality Policy our school seeks to ensure that no learner, staff, parent/carers, or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions.

Children's Rights

Throughout the curriculum the Children's Rights which are developed are:

Article 4 – Governments must do all they can to make sure every child can enjoy their rights.

Article 5 - Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Article 12- Children have the right to say what they think.

Article 13 - Every child has the right to freedom of expression.

Article 14 - Every child has the right to freedom of thought, belief and religion.

Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 23 - Children with disabilities are provided support to participate.

Article 24 - Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 - The right to education.

Article 32 - Governments must protect children from work that is dangerous or might harm their health or education.

We are a Rights Respecting School, and we are at a Gold standard. We aim to maintain this by ensuring that we sustain high expectations, promote pupil voice and ensure what we do is in the best interest of the pupils.

Monitoring of Policy

This policy should be monitored and reviewed by the Deputy Headteacher. It should be monitored in terms of:

Do we meet our stated aims and objectives?

Is the Curriculum up-to-date and in line with National Initiatives?

Is the Policy reflective of what happens in school?

The policy is reviewed every 2 years by The Deputy Head and Pathway Leads and shared with the School Champions (Governing Board)

Appendices

- Appendix 1 – OTrack (Semiformal Assessment)
- Appendix 2 – MAPP (informal & Preformal Assessment)
- Appendix 3 – Marking Guidance (Semi formal)
- Appendix 4 – AFL Policy – levels of help
- Appendix 5 – Marking Guidance (Preformal & Informal)
- Appendix 6 – Planning Template

Appendix 1

OTrack, Semi-Formal Assessment

O-track is to be used by Semi-Formal pathway learners.

Pupils are to be baselined in the Autumn 2 term and then assessed in Spring 4 and Summer 6.

The assessment criteria are split into 5 levels of achievement which will be colour coded.

We are using the language of the MAPP areas (*Independence, Fluency, Maintenance & Generalisation*) to ensure consistency across school and each colour has its own level of achievement. (See grid below for more information).



Grey – not yet covered.

This is the base of each Learning Intention (LI) before they are assessed against.



Red – Dependent, Approximate & Inconsistent.

Pupils are fully dependent on staff and prompted throughout. Learning behaviour needs shaping and lacks purpose. Only achieved on a single occasion, sporadic and isolated.



Yellow – Some Independence, Ineffective, Unreliable & Some Variation.

Some elements of the task are completed without/with little support. Pupil's performance is becoming more purposeful but ineffective. Performance is not yet consistent. The skill is repeated with some variation in setting, context, materials, or staff.



Green – Prompted, Consistent & Applying to Many Contexts.

Pupil performs the task with minimal support. Performance is more accurate and consistent. The skills are demonstrated in different contexts.

Purple – Independent, Consolidated & Generalised.

Pupil is fully independent without prompts. The skill is consolidated and maintained over time.

from dependent		INDEPENDENCE		to independent					
Learners complete tasks independently									
The task is carefully scaffolded and the learner is fully prompted throughout.	Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).	The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to initiate the relevant skill(s).	The learner initiates the appropriate action and completes the task independently without prompts or other external cues.						
from approximate		FLUENCY		to accurate					
Learners reach a level of mastery combining speed and accuracy									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.						
from inconsistent		MAINTENANCE		to consistent					
Learners maintain competency over time through repetition. They remember how to do a task after a break									
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.	The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.	Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break, and any loss of quality is quickly recovered with practice.						
from single context		GENERALISATION		to many contexts					
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials or staff.	The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	The learner applies the skill to meet the demands of a new situation.						
1	2	3	4	5	6	7	8	9	10

Appendix 2

MAPP – Preformal & Informal Assessment

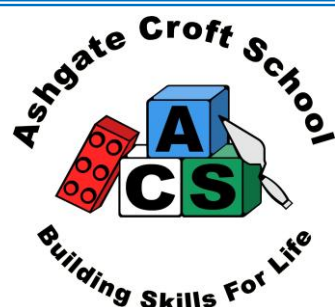
Assessment of Lateral Progress (ALP)	Learning Intention 1							Months	0	dd/mm/yyyy	
								Total Gain	0	Baseline=	
								Status		Current=	
										Gain (0-9)	0
Independence										Gain (0-9)	0
Fluency										Gain (0-9)	0
Maintenance										Gain (0-9)	0
Generalisation										Gain (0-9)	0
ALP Scale	1	2	3	4	5	6	7	8	9	10	

Assessment of Lateral Progress (ALP)	Learning Intention 2							Months	0	dd/mm/yyyy	
								Total Gain	0	Baseline=	
								Status		Current=	
										Gain (0-9)	0
Independence										Gain (0-9)	0
Fluency										Gain (0-9)	0
Maintenance										Gain (0-9)	0
Generalisation										Gain (0-9)	0
ALP Scale	1	2	3	4	5	6	7	8	9	10	

Assessment of Lateral Progress (ALP)	Learning Intention 3							Months	0	dd/mm/yyyy	
								Total Gain	0	Baseline=	
								Status		Current=	
										Gain (0-9)	0
Independence										Gain (0-9)	0
Fluency										Gain (0-9)	0
Maintenance										Gain (0-9)	0
Generalisation										Gain (0-9)	0
ALP Scale	1	2	3	4	5	6	7	8	9	10	

Learning Intention 1	0	Months	0
		Total Gain	0
		Status	0
Learning Intention 2	0	Months	0
		Total Gain	0
		Status	0
Learning Intention 3	0	Months	0
		Total Gain	0
		Status	0
Learning Intention 4	0	Months	0
		Total Gain	0
		Status	0
Learning Intention 5	0	Months	0
		Total Gain	0
		Status	0
Learning Intention 6	0	Months	0
		Total Gain	0
		Status	0
Learning Intention 7	0	Months	0
		Total Gain	0
		Status	0
Learning Intention 8	0	Months	0
		Total Gain	0
		Status	0

Appendix 3 – Semi Formal Marking Guidance



Ashgate Croft School

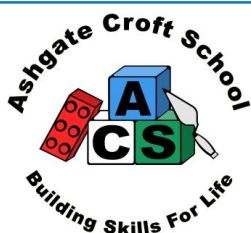
Marking Guidance

‘Work’ refers to actual work or photos/videos that are used to record pupils’ achievements.

[SS refers to Seesaw.](#)

- Every piece of work should be marked with the level of help/support given: NH SH GH PH (see attached for descriptions). [SS-typed on evidence](#)
- [SS – LI should be clear on the evidence by adding a caption on the work](#)

Appendix 4



Levels of Help

NH

No Help

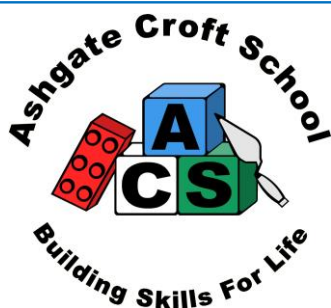
Pupil achieved the target on their own.

SH

Spoken/Signed

Pupil was helped to achieve their target by someone

Appendix 5



Ashgate Croft Marking Guidance Pre-Formal and Informal Classes

Seesaw expectations:

- A minimum of 2 posts per day, per pupil.
- Other significant achievements should also be evidenced. Eg, proud cloud moments.
- Every piece of work should be tagged in a folder linked to the EHCP areas.
- Every piece of work should be tagged in a folder linked to the strands from the Pre-Formal or Informal curriculum.
- If the piece of work evidences a PLI, please tag the PLI folder.

Appendix 6

Building Skills for Life

Class		Pathway	Autumn 1: (Theme/Topic of Term)
Rights of the Term – Article (...) Full description			
Cultural Capital/Festivals and celebrations			
Pupils' Birthdays: Festivals / Celebrations: Internal Visitors: External Trips/Visits: Topical Real-world issues – Local, National, Global:			
Planning			
Subject & Learning Intention Foci	Why (Rational)	Lesson Focus	Opportunities for Generalisation and Practise
E.g. Cooking To use a spreading knife to spread and cut toast	I am teaching this because...	Week by week steps to success, Including planned sabotage (How are you going to achieve?) include hooks for learning <i>if appropriate</i> , include method of delivery (continuous provision, circle, small groups, whole class). How are you considering 'My Thinking & Problem Solving'	How are are pupils going to generalise and practice these skills (needs to specific for functional English and Maths)
E.g. Attention Autism Level (2)	I am teaching this because...	List of activities including resources	How are are pupils going to generalise and practice these skills (needs to specific for functional English and Maths)
My Independence	I am teaching this because...	Similar to old MTP for Personal Skills (can be an overview of a day/week	
Employability – EYFS → KS3 (Informal & Semi Formal)			
where Employability skills and knowledge are being delivered (e.g. learning about job roles, role play) using the preparing for adulthood outcomes			