



# Curriculum Update

Spring Term  
2022



# Our Vision and Mission

We are a community of staff, parents and governors whose aim is to nurture, inspire and prepare our pupils.

*Fit for Life* in body and mind; happy, healthy and wholly equipped for life.



Our intent is to enable all of our learners to go into adulthood as...



Successful learners who  
enjoy learning, making  
progress & achieve



Assertive individuals  
who are able to live  
safe, healthy &  
happy lives



Active citizens who are  
able to make a positive  
contribution to society

## Our curriculum...

- ▶ Is founded upon a **developmental** approach. Each pupil has their own starting point and their own aspirations and these are used as the starting blocks on which to build a '**person appropriate**' pathway.
- ▶ Is **relevant, purposeful** and **engaging** and delivered within a learning environment that stimulates **creativity**, challenges, motivates and is rewarding and **fun**.
- ▶ Values **play** as core developmental skill.
- ▶ Is different not differentiated.
- ▶ Is **holistic in approach**.
- ▶ Encourages pupils to establish connections through cross curricular and **contextualised learning** promoting **deep learning**.
- ▶ Introduces the four key aspects of '**Preparation for Adulthood**'.
- ▶ Fully promotes the development of **social, moral, spiritual and cultural character** of each pupil throughout .
- ▶ Considers all aspects of school life as learning experiences.
- ▶ Develops **student voice** and provides opportunities for connecting with others and participative **citizenship**.
- ▶ Has the promotion of physical health, social and emotional **well-being** at its core.
- ▶ Is built around strong and meaningful **partnerships** with parents/carers.
- ▶ Employs the support, resources and involvement of other professionals and embraces a **multi-agency approach** to learning.

## Our curriculum...

- is rich in knowledge *and* skills, which children use readily and remember for a long time.
- is engaging, so that children's curiosity is sparked and they develop a thirst for learning.
- is well sequenced and linked, so that children's knowledge builds and schema grow.
- is intelligently designed and implemented, using evidence informed practice and research to inform choices.
- is rooted in the six principles of nurture (Holmes and Boyd, 1999), so that children's needs, both cognitive and emotional, are met, resulting in excellent behaviour for learning and life.
- is language-centric, children are supported to develop their means of communication to express their needs and make sense of the world around them.
- is inclusive of all, promoting role models and teaching an understanding of the history and beliefs of a broad cross-section of society.



(Holmes and Boyd,1999)

## The Six Pillars



Language and  
Communication



Mathematical  
Thinking



Creativity



Knowledge and  
Understanding  
of the World



Physical, Social  
and Emotional  
Wellbeing



Independence  
and Work Skills

The Cedars Curriculum is built upon six pillars of learning.

Each area leads with their 'Big Ideas' – key Preparation for Adulthood (PfA) themes that run through the whole of their curricula, ensuring all learning is purposeful and builds to the PfA outcomes.

# The Curriculum Pathways



	Semi-Formal Explore	Semi-Formal	Formal	Formal +
Prior Attainment	Working at Pre-Key Stage 1 standards – non subject specific	Working at Pre-Key Stage 1 standards – becoming more subject specific	Working at Key Stage 1 standards or higher – subject specific	Working at chronological age (Key Stage 3+)
Link To College Learning Pathways	Routes to Employment Pathway 1	Routes to Employment Pathway 1	Routes to Employment Pathway 2	Routes to Employment Pathway 3
Aspiration from KS3 onwards	Independent supported living, supported employment or internship Volunteering opportunities Own business	Independent supported living, supported employment or internship Volunteering opportunities Own business	Independent Living Apprenticeships FE study Paid employment Supported internship Own business	Independent Living Apprenticeships HE Study FE study Paid employment Supported internship Own business
Groups Defined by implementation, pedagogy, resources, structure, sequence and assessment.	Complex cognitive needs (SLD), medical needs and Complex ASC  Some SEMH barriers to learning	Complex cognitive needs (SLD) and Complex ASC  Some SEMH barriers to learning	Cognitive Delay and/or difficulties (MLD)  ASC and other neurodiverse conditions  Some SEMH barriers to learning	ASC and other neurodiverse conditions  Mostly SEMH barriers to learning (Anxiety, school phobia)

## Sequencing

We have created a curriculum using small steps of sequential learning. Our curriculum maps provide opportunity not only to revisit previous learning in daily lessons, but also throughout the yearly mapping to build upon prior learning and provide regular opportunities to recall and deepen learning.

At Cedars we strive to enable pupils to be fit for life through experiencing a rich and meaningful education. We begin at the sensory roots of learning and develop thinking that uses knowledge by engaging children in practical, social and cultural experiences in order to underpin a deep understanding of concepts and practice (Staves, 2019).

As recommended by Rosenshine's principles (2012), we have constructed a curriculum with small, broken down steps. This is to ensure items of knowledge are mastered to ensure a deeper understanding of the content. Coverage is not a main driver for our curriculum - deep understanding is.

We ensure that teaching builds on what children already know, as advocated by EEF (2020): this is pertinent to our current cohort of pupils to build confidence and overcome 'shallow learning'.

## Assessing Impact

All students have a Personal Learning Plan (PLP) which is made of learning intentions from a range of sources and is evidenced on the Evidence for Learning app.

PLP learning intentions are updated as and when achieved.

The PLP directs the individual pathway for each child. The class may be following a curriculum topic or theme as laid out in the long term planning, but each child works on individual curricula within that, there is less 'whole class' teaching across school now, most learning is done in small groups within the class.

Progress is measured through a RAG system recorded on a Pupil Progress Report each term. Teachers RAG rate the PLP intentions for each child to show whether the child, in their judgement, has exceeded, met or working towards expected progress. They will use a range of evidence to make these judgements:

- The child's previous attainment and rates of progress
- The individual barriers and circumstances the child faces
- The child's work – whether in books, verbal contributions, practical demonstrations, – always looking for generalisation throughout the school day or achievement sometime after direct teaching.
- Evidence for Learning records
- The feedback of parents, students and other professionals.
- Formal standardised assessments (see AAR policy for battery of assessments)
- B Squared Progression Framework
- Autism Profile
- Thrive Profile
- CPOMs behaviour reports

School leaders sample the RAG rated reports, looking at one pupil with each teacher. It is an in-depth discussion looking at the judgements teachers have made and asking them to justify their decisions using all the evidence at their disposal. This moderation discussion will highlight if there are any significant discrepancies in judgements. If there are, the teacher and leader will work together to look at the judgements made for all of the children in the class to ensure a consistent approach.

We then work with our partner schools to moderate our Pupil Progress Reports.

Example Personal Learning Plan and Progress Report in appendix.



Student Progress Record – Formal Curriculum Pathway 2020-2021

Name: xx      Class: 10      Year Group: 8      Teacher: xx      Term: Summer 21

Ipsative Progress

Mark x	Communication and Literacy				Mathematics		PSEW			Work Skills and independence		Understanding the World		Creativity	
	Receptive	Expressive	Reading	Writing	Number	SSM	Emotional Literacy	Social Development	Physical Development	Independence	Work Skills	Science	Digital Literacy	Humanities	Creative Behaviours
Exceeding				X							X	X			X
Expected	X	X	X		X	X	X	X	X					X	
Below Expected			X							X					

**Qualitative Information:**

- X is beginning to read with growing expression and fluency. He is beginning to grasp more of what he has read and can provide a simple summary. Evidence from X's workbooks show that he can make inferences from the text and predictions.
- Before X came into class 10 he mainly used work that was made up of symbols. However this year X does...



## Personalised Learning Plan

### Bobby ADDISON

#### Platypus Class

#### Autumn 2 2021

**Communication Language and Literacy**

- To begin to infer from a picture
- To volunteer answers related to the question.(E#)
- To retrieve keywords from a text (E#)
- To recognize 10 common exception words within a text. (E#)
- To recognize key vocabulary words linked to a topic. (E#)

**Mathematical Understanding**

- To identify 20p, 50p and £1 coins (E#)
- To tell the time (O'clock)
- To continue a repeating pattern.
- To develop an understanding of place value numbers to 20

**Scientific Understanding**

- Know that when electrical current flows through a circuit components within that circuit – such as buzzers which make a noise and bulbs which emit light – begin to work
- To verbalise a prediction.

**Citizenship**

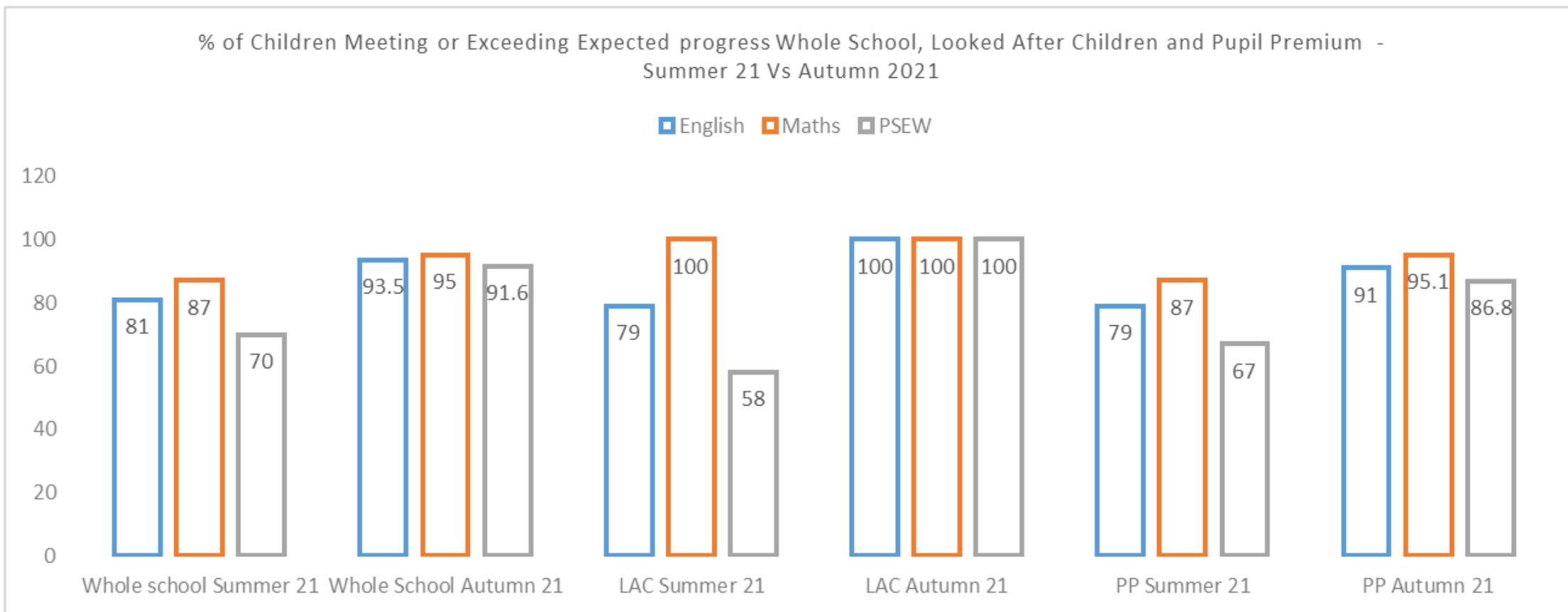
- Understand that some foods we eat have to come from different places in the world and understand how they are grown, harvested and transported.
- Begin to justify thoughts with factual information.

**Creative Arts**

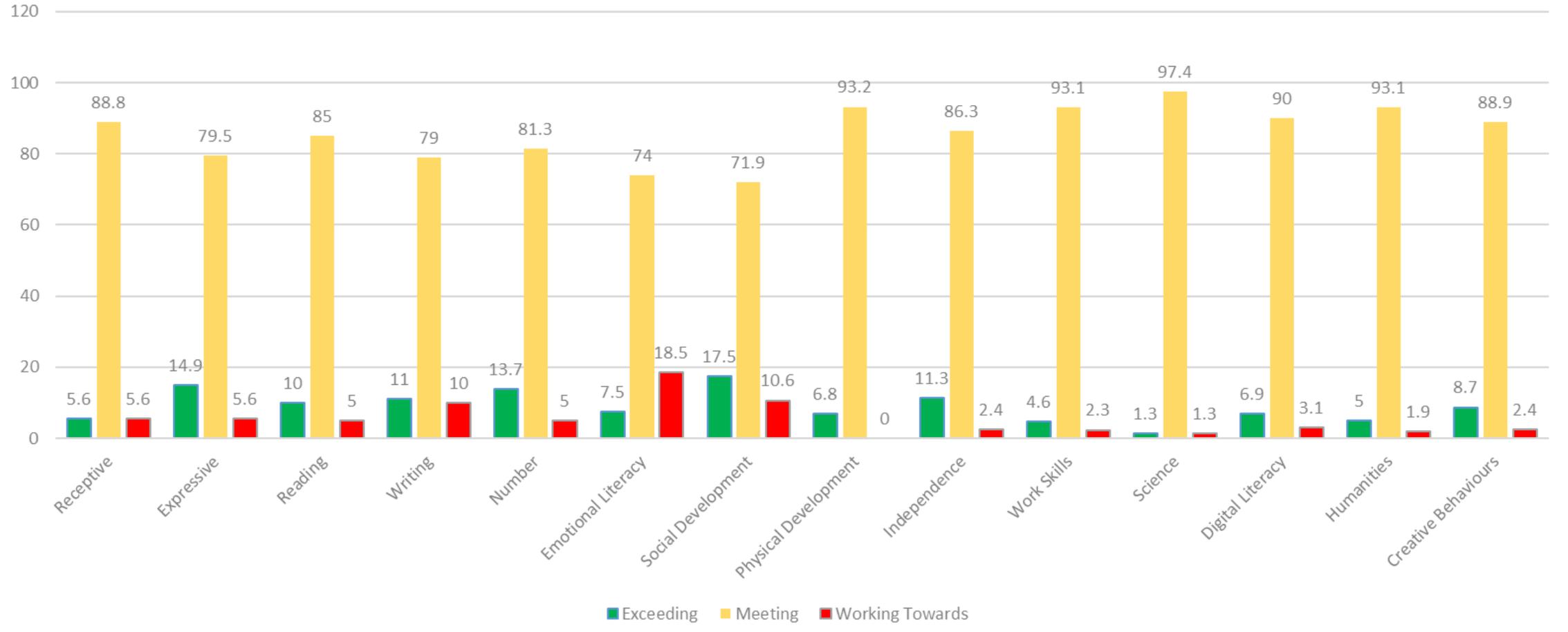
- To investigate and combine visual and tactile qualities of materials and to match these qualities to the purpose of the work

## Curriculum Updates – Spring 2022

Our assessments in December show that more students are making expected or better progress than in the Summer Term in all areas. This is true for our Looked After Children (LAC) and Pupil Premium cohorts too.



Progress Report Autumn Term 2021  
Key Stage 1-3



## Progress and Achievement



Curriculum Leads have analysed the data for each of their areas and discussed with teaching teams. Our main findings are:

- A comparatively settled attendance pattern compared to periods of Covid Lockdown mean children have been in school more consistently and have been able to build on their previous skills and knowledge.
- Consistent class teams and use of the Personalised Learning Plans (PLPs) have enabled staff to deepen their understanding of their children's needs and deliver targeted, individualised approaches.
- The introduction of a richer, integrated therapeutic provision has enabled children to develop their self-regulation, meaning that more children are feeling settled and ready to learn.
- The strong leadership, particularly in English and maths, has promoted a consistent approach to the teaching of early language, reading, writing and number.
- The introduction of the Talk Boost intervention to boost vocabulary and oracy has shown to have had a significant positive impact on the communication of the children involved.
- The PLP and Pupil Progress Reviews have helped leaders to gain a very clear view of the strengths and needs across the school. This has informed CPD provision and development of our Pupil Premium Strategy and integrated therapy approach, ensuring that interventions and therapies are targeted at the children who need them most.
- A broader offer of extra-curricular activities has allowed more children to access them. Research shows that access to these activities can impact significantly on all areas of development and well-being.

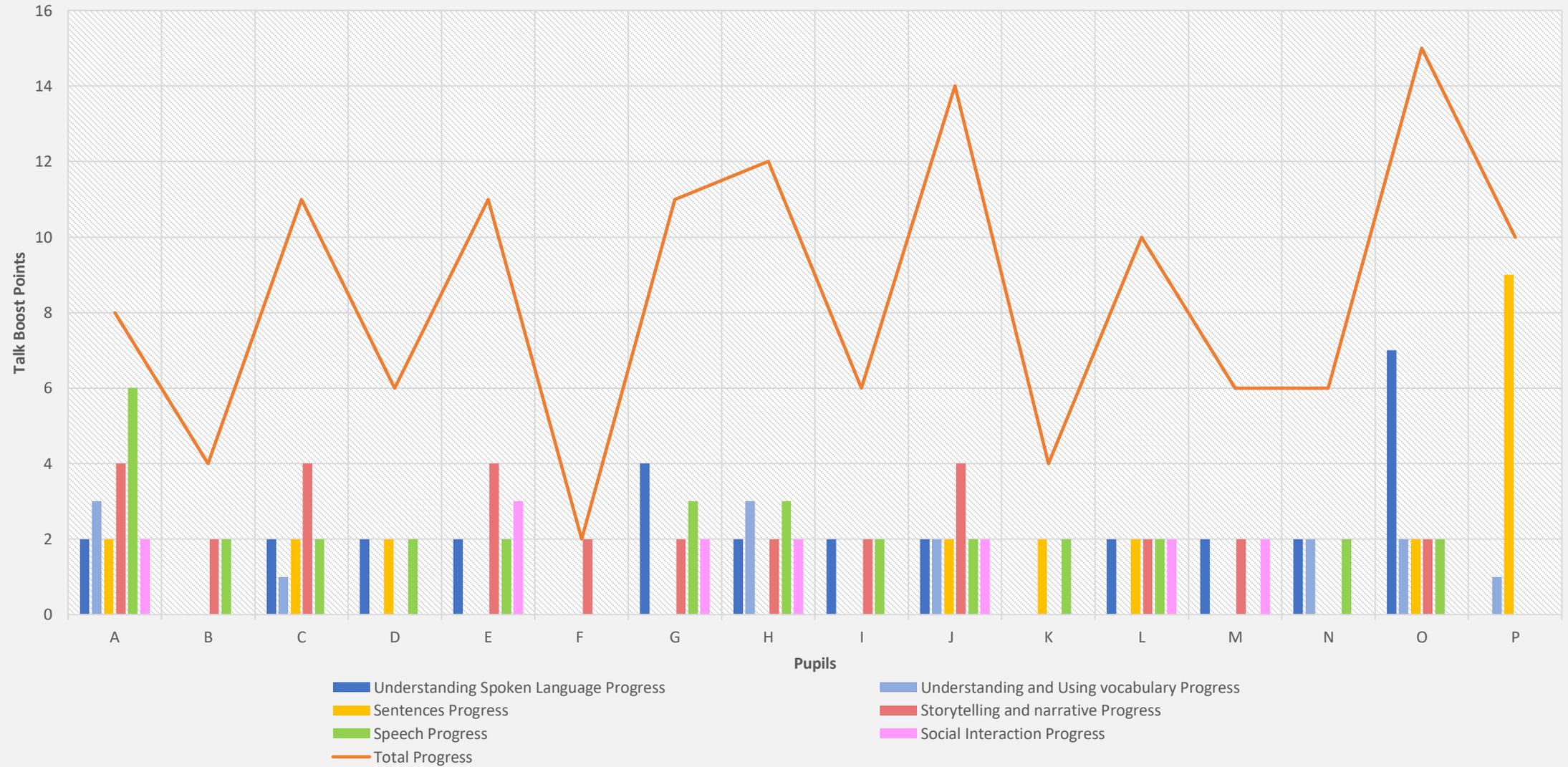
## Areas for development

- Although attendance has improved since the Covid Lockdowns, the high rates of Covid across the Academy mean that attendance is still not at the level we need it to be (for staff and children). We hope to see further improvements in attendance as the impact of Covid settles, this should impact positively on progress.
- Children in receipt of Pupil Premium are not quite matching the progress rates of their peers in Physical, Social and Emotional Wellbeing. Our Pupil Premium strategy has been adjusted to reflect this and identifies that interventions and support in place to close this gap. These include developing the consistent use of Thrive principles across school, developing our outside and Forest School provision and refining the targeted use of therapies.
- Children in receipt of Pupil Premium are not quite matching the progress rates of their peers in Communication and Language. Our Pupil Premium strategy has been adjusted to reflect this and identifies that interventions and support in place to close this gap. These include developing consistent and effective use of Colourful Semantics, Talk Boost principles and a Whole Word/Symbol approach for those who can not access phonics.
- Although the rates of progress across the school for Physical, Social and Emotional Wellbeing have increased more than in any other area since Summer 2021, they still do not match the rates seen in the other curriculum areas. We know that Social and Emotional well-being has been impacted significantly by Covid. Our data shows that we are closing the gap, but we must continue our focus on supporting all of our children to develop in these areas.
- Curriculum Leads will be contacting link Governors to discuss their recent Curriculum audit, progress analysis and their Development Plans

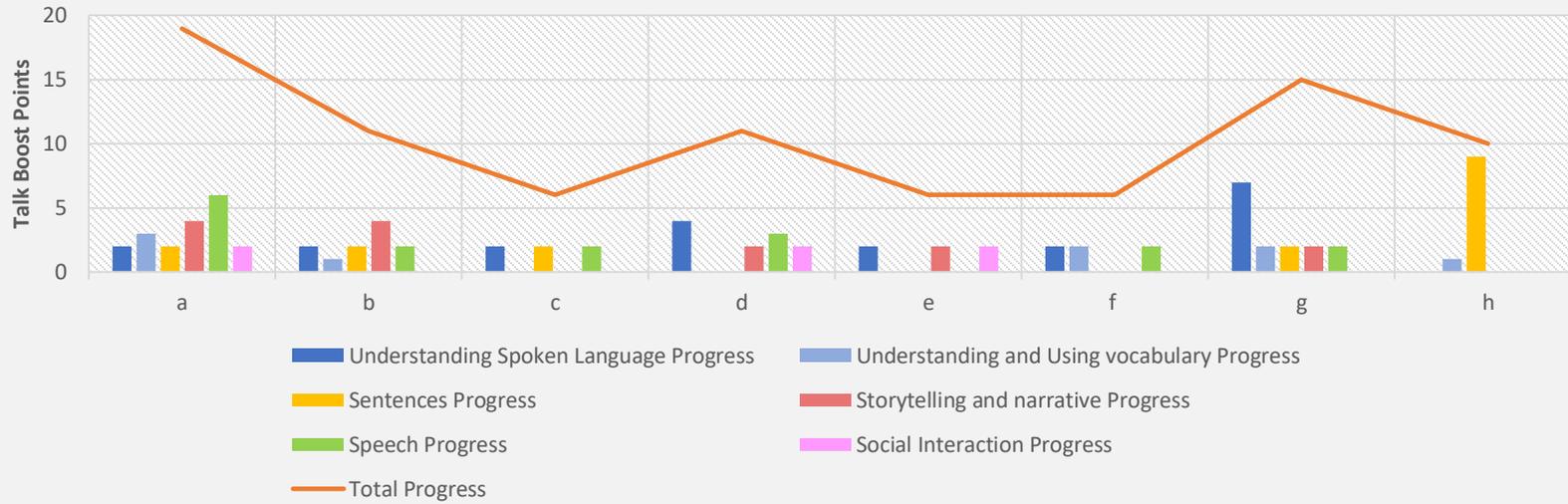
## Progress and Achievement

- Our previous report explained that Digital Literacy was an area for development in the Autumn term. Pupil Progress reviews from December 2021 show that our focus on Digital Literacy has closed the gap and almost all students are making expected or better progress. Children making expected or better progress went from **71% in July 2021 to 87% in December 2021**, a **16% increase**. We are still embedding a new curriculum, so we hope to see these numbers increase again by Summer 2022.
- Our Reading Specialist developed her role last term and has been delivering Talk Boost Interventions to targeted groups. We are running this as an action research project to see what elements of the intervention work well with children with developmental delay. Our first data review shows that Talk Boost is making a significant impact for the targeted students – see graph 1.3
- On average, the group made 8 points of progress over the ten week period. This equates roughly to 4 months progress, which for children with complex needs, is a significant improvement.
- Our initial data shows that Talk Boost has been most successful with children with an ASC diagnosis, developing their understanding of spoken language. Children with ASC made 11 points of progress on average. See 1.4
- Our children with cognitive difficulties made 8 points of progress and developed most in the areas of understanding stories and narrative. See 1.5
- We are rolling our trial out with other cohorts now to see if the impact is similar.

# Talk Boost 10 Week Trial - Impact

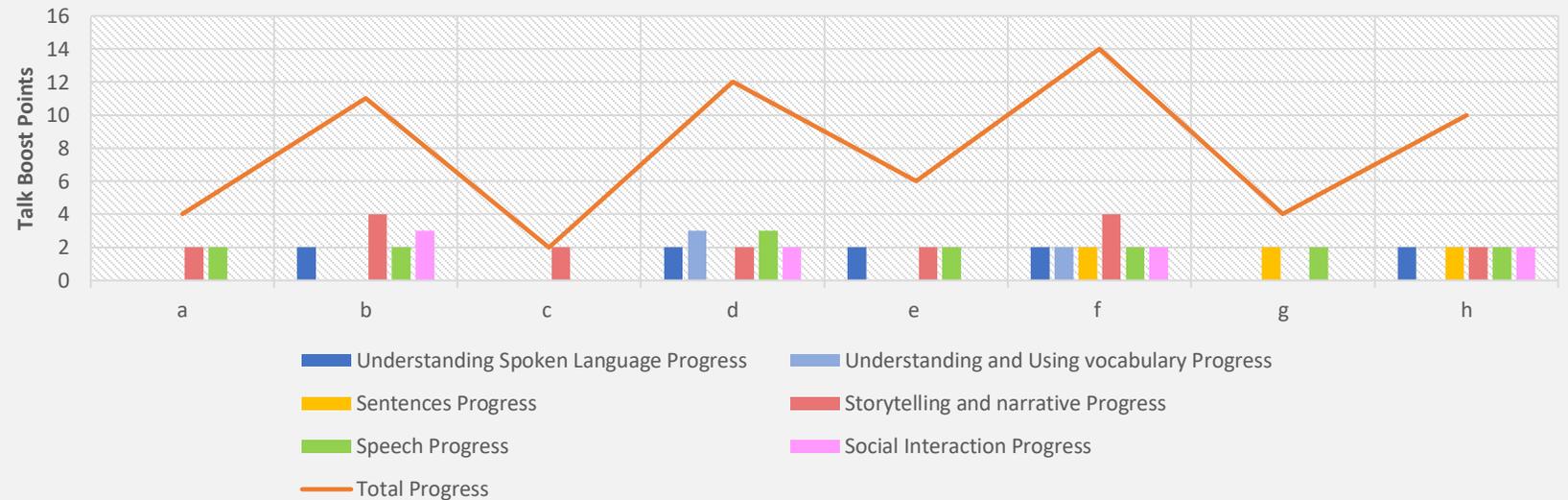


Talk Boost 10 Week Trial - Impact Autism



1.4

Talk Boost 10 Week Trial - Impact Cognition



1.5