



# Curriculum

Autumn Visit  
18<sup>th</sup> November 2021





## Curriculum Vision - Cedars School

- ▶ 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 reading-centric, so that children read widely and often, enjoying a range of genres and authors.
- Is inclusive of all, promoting role models and teaching an understanding of the history and beliefs of a broad cross-section of society.

## 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'.

- Our focus is currently on developing our Digital Literacy and Creative Arts curricula (Music).
- We are embedding our Total Communication strategy – all staff are now trained in using Symbol support to aid students to access content and record their ideas. This is proving very successful. Symbols are being used consistently around school environment too. The communication team have begun rolling out key Makaton signs for all staff to learn and use around school.
- Our Reading Specialist has now developed her role and is 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.
- We are seeing a much more consistent approach to maths across the school now. Teachers using CPA approach and carefully chosen concrete resources. This is providing opportunities for over learning and repeated practice, strengthening learning for our children.
- Curriculum leads have been able to start monitoring their subjects more formally this term. Quality of teaching is becoming much more consistent across the Academy.
- We have developed our curriculum pathways further to allow further refinement of the ‘semi-formal’ pathway. There is now a clearer distinction between the earlier semi-formal stages (old P4/5) and the more subject specific semi-formal stages (old P6/7/8). This has helped refine the provision for children working at each of these stages, ensuring the best approaches are used to support the child’s development.

## Curriculum Pathways

Curriculum Pathway	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 <a href="https://www.cedarstrust-school.org.uk/curriculum-routes">https://www.cedarstrust-school.org.uk/curriculum-routes</a>	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)

## Assessment Update – Autumn 2021

- Whole school progress data collated, analysed and shared so that curriculum leads have clear view of progress across the school in their curriculum area and know where to drill down to look at individual students.
- Progress reports and meetings were very successful and helpful in the Summer Term, Teachers now completing Pupil Progress Reports for the Autumn Term.
- Sunningdale/Columbia Grange triad to continue – we are supporting each other with Progress Interviews with colleagues in other schools to allow for moderation and quality assurance. We are also sharing best practice to develop our curriculum offer. We have met twice this term and have another visit shortly.
- B Squared Regional Group (Sunningdale, Gibside, Columbia Grange, Woodlawn, KTS) working together to moderate and improve practice – we met on Friday 25<sup>th</sup> June to moderate English and on Wednesday 6<sup>th</sup> October to moderate maths.

## Assessing Impact

We assess using the B Squared framework only at one point during the year (May/June), unless it is a new student who requires a baseline assessment in September or within the month they join the school.

All students have a Personal Learning Plan (PLP)<sup>1</sup> 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<sup>2</sup> 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<sup>3</sup>
- The feedback of parents, students and other professionals.
- Formal standardised assessments (see AAR policy for battery of assessments)
- B Squared Progression Framework<sup>4</sup>
- Autism Profile
- Thrive Profile
- CPOMs behaviour reports

<sup>5</sup>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 partners at Sunningdale and Columbia Grange 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	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 not use symbols.

 Cedars SCHOOL

## 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