The Loyne Specialist School

Curriculum, Planning,

Assessment, Recording & Reporting Policy for

Key Stages 1-4

(2026/2027)

Curriculum, Planning, Assessment, Recording & Reporting Policy for Key Stages 1-4

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Our curriculum vision

is to create a holistic learning platform through which our pupils acquire, develop, consolidate and generalise meaningful skills and understanding to support them on their life journey. We proactively teach skills and strategies in order to limit, reduce or overcome the impact of their barriers to learning.

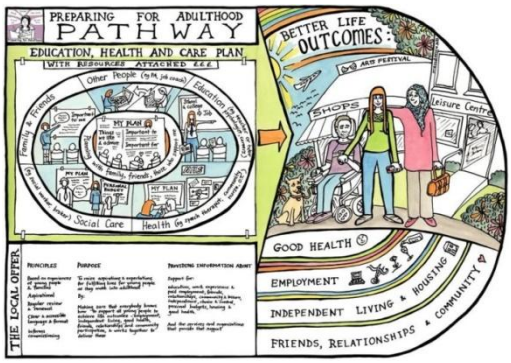
Our curriculum strives to enable pupils to **apply** skills learnt in **school** beyond the school day, at home and in other **local environments** as this will promote better life outcomes.

As a school we aim to ensure that pupils

- have a calm, purposeful and stimulating learning atmosphere
- are supported in regulating their behaviour through positive and proactive strategies
- are motivated and engaged in their learning
- have a consistent learning routine in all lessons
- access a broad and balanced curriculum, learning skills, knowledge and understanding which best prepares them for their future.

The detail relating to the needs of each pupil is summarised on their Personalised Learning Plan which can be found in their Key Information File which contains all pertinent and relevant up to date information. Alternatively, where a pupil requires a Positive Behaviour Support Plan, the details relating to the needs of the pupil will be documented within their Positive Behaviour Support Plan. Electronic copies are saved in pupil folders on the teacher drive on the school network.

Throughout their journey with us, children and young people are given opportunities to develop skills that will best prepare them for their future. This mirrors the vision of the Preparing for Adulthood programme whose vision is that young people with SEND should have equal life chances as they move into adulthood. This should include opportunities to;



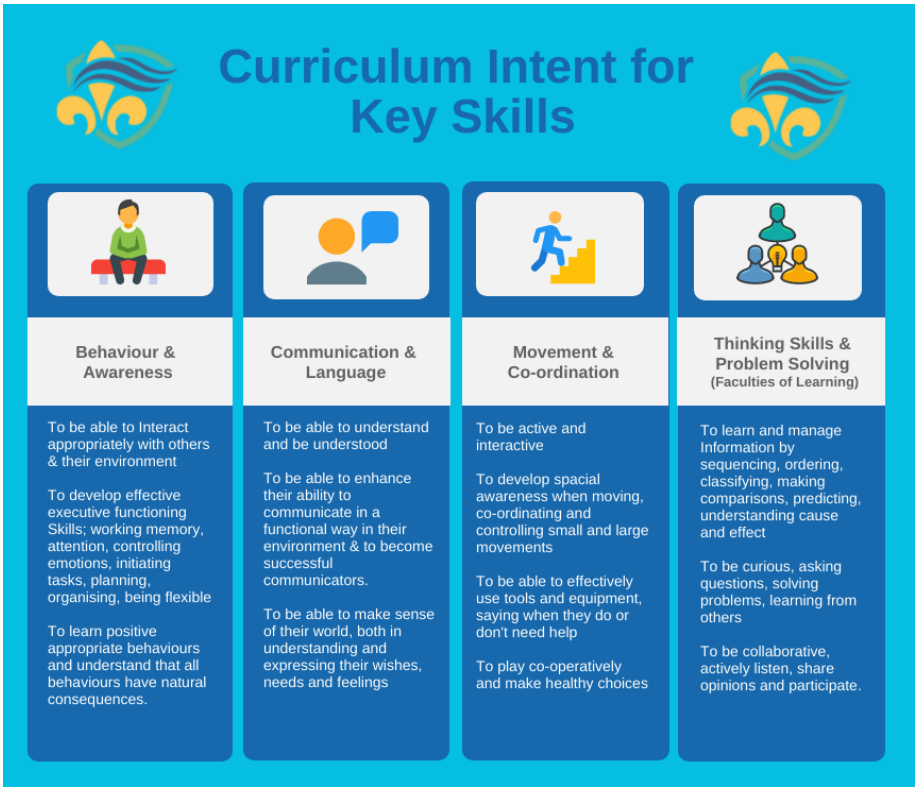
- access paid employment and higher education
- housing options and independent living
- good health, friends, relationships, community inclusion
- have choice and control over their lives and support systems.

Faculties of learning

Our over-arching whole school curriculum is therefore reflected through four faculties of learning which overlie the Preparing for Adulthood Pathways.

Key skills

There are also 4 areas of key skills that are explicitly taught through each Faculty of Learning focussing on developing effective communication, positive behaviour, functional movement and thinking & problem solving skills (which details subject and non-subject content).

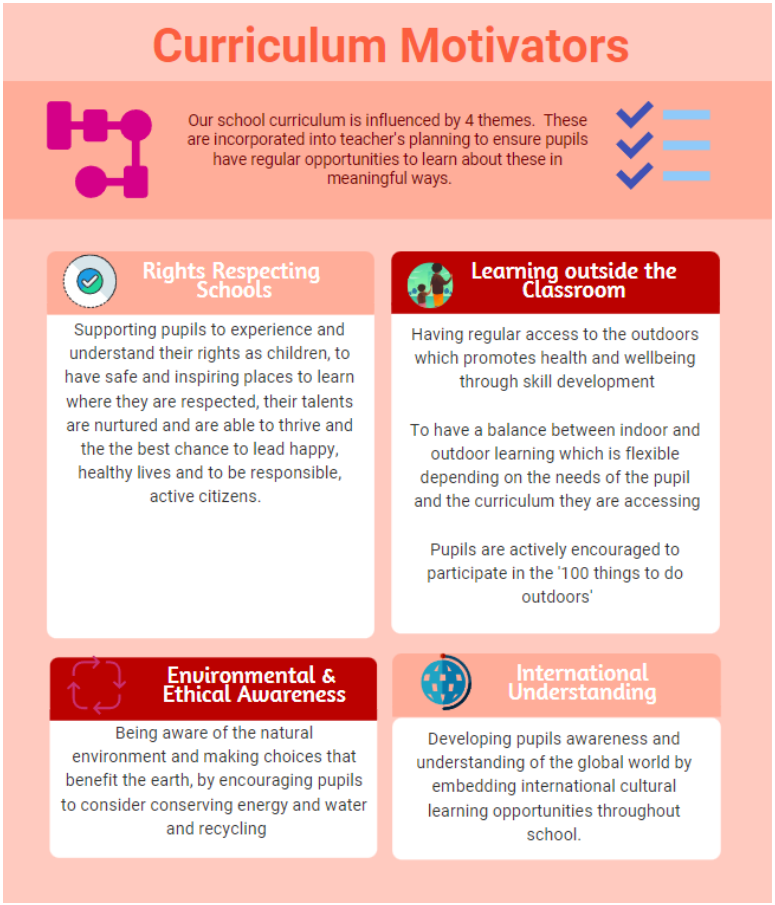


These are inter-transactional and foundational for life-long learning. More information about these can be found in the Key Skills Handbook (saved on the Teacher drive).

Faculties of Learning and Key Skills fuse together and are delivered through a rolling plan of topics which supports a balance of stimulating contexts for teaching through different learning experiences, themes and subjects. Learning content for each topic is created by curriculum leaders working collaboratively in Faculty Teams to carefully consider National Guidance and Statutory Requirements to decide which elements are best suited to specific key stages or age phases. Primarily, Key Stages 1 and 2 National Curriculum programmes of study are tailored (and where appropriate incorporate some elements of Key Stages 3 and 4 for secondary aged pupils). Importantly, the curriculum also includes other topics or areas of learning* that are pertinent to pupils and every opportunity is made to make learning contextual, appropriate to the needs of the individual and applicable across a range of environments, beyond the classroom setting. Not every curriculum area will be taught in every topic. Curriculum leaders and the senior leadership team monitor curriculum implementation to ensure that there is a broad and balanced curriculum.

Curriculum Motivators

Notably, our curriculum offer is also heavily influenced by Rights Respecting Schools, International Understanding, Learning outside the Classroom and Environmental & Ethical Awareness as we endeavour to support our pupils in becoming aware of their roles and responsibilities in the wider world.



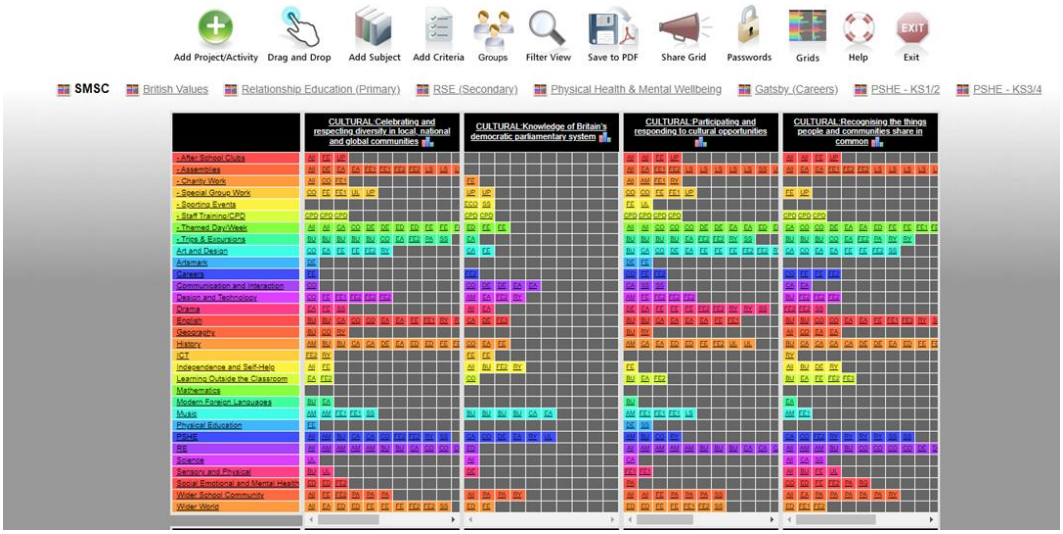
For more information on Rights Respecting Schools please follow the link:

https://www.unicef.org.uk/rights-respecting-schools/

*"*Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education" Department of Education (2014)*

Social, Moral, Spiritual and Cultural (SMSC)

Education runs throughout all provision in our holistic learning platform. Aspects are covered through Personalised Learning Outcomes (PLO's), daily routines, assemblies, theme days, displays, faculties of learning, key skills and our curriculum motivators. For examples of SMSC in action across our whole school curriculum, please see image below:



Our curriculum, aims to ensure that through 'authentic learning experiences' pupils are well prepared for life in modern Britain by promoting cultural capital within school. This means that the contribution of Fundamental British Values and Social, Moral, Spiritual and Cultural education is pivotal in promoting learning as part of a highly ambitious, deeply considered, carefully planned and meticulously delivered curriculum.

Primary Age Phase

Primary topics have been carefully created to reflect learning contexts that are familiar to pupils whose learning needs are significantly below that of their neurotypical peers (e.g. their home, shops, farm, park) to enhance meaningful learning opportunities for key skill development.
The curriculum strives to enable pupils to develop their sense of identity, accept structure and boundaries and apply skills learned in school to other local settings, environments and home.
Primary aged pupils are generally grouped by their curriculum requirements, with age being considered.

Secondary Age Phase

Similarly, secondary aged pupils are generally grouped by their curriculum requirements with timetable opportunities for mixed lessons across classes. Topics build upon learning from the primary age-phase by extending pupils' engagement with the wider world to provide new experiences and opportunities as a foundation for further education and preparation for adulthood.

Primary Topics				
Year	**Term**	**Key Stage 1**	**Lower Key Stage 2**	**Upper Key Stage 2**
1	Autumn	Colour & Light	Where I live	Who lives in a Castle?
	Spring	Once Upon a Time	How we play!	How does my Garden Grow?
	Summer	How does my Garden Grow	Going to the shops!	Beside the Seaside
2	Autumn	We're not Scared!	Ways I can travel	The Way I Grow!
	Spring	Keeping Clean, Eating Fresh	Dinosaur Roar	Earth, Space, Wind & Fire
	Summer	Splish, Splash Slosh	Going to the farm	Nature Detectives
			Superhero's	Woodland World
			All kinds of weather	What can I build?
			Looking After Me	Where the Wild Things Are (going to the zoo)

Secondary Topics		
Year	**Term**	**Topic**
1	Autumn	Music & Theatre
	Spring	Victorious Victorians
	Summer	Can't Cook, Won't Cook
2	Autumn	Amazing Asia
	Spring	Extreme Environments
	Summer	Carnival Times
3	Autumn	Across the Oceans to India
	Spring	The Swinging Sixties

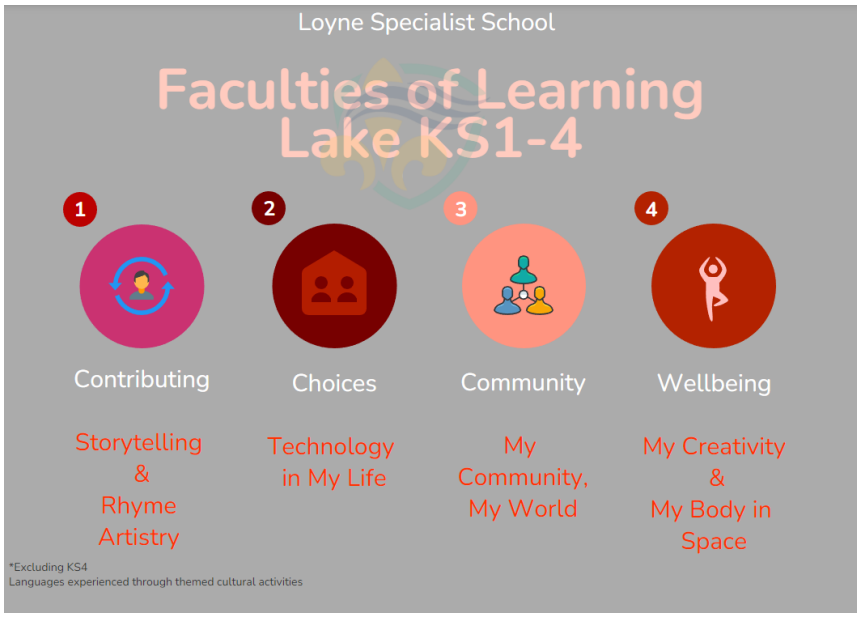
	Summer	Water, Water Everywhere
4	Autumn	Earth & Space
	Spring	Keeping Clean and Living Green
	Summer	Learning from Local History
5	Autumn	We'll meet again (World War 2)
	Spring	The Real Amazon
	Summer	A Sporting Chance

Access points

The curriculum in primary and secondary has three access points – Lake, River and Ocean
Time allocation given to each faculty of learning in the timetable is dependent upon the needs of the pupils and this may differ between primary and secondary aged pupils and their curriculum access point. Detail about the learning content is documented in the Faculty Guide for each area which is found on the teacher drive.

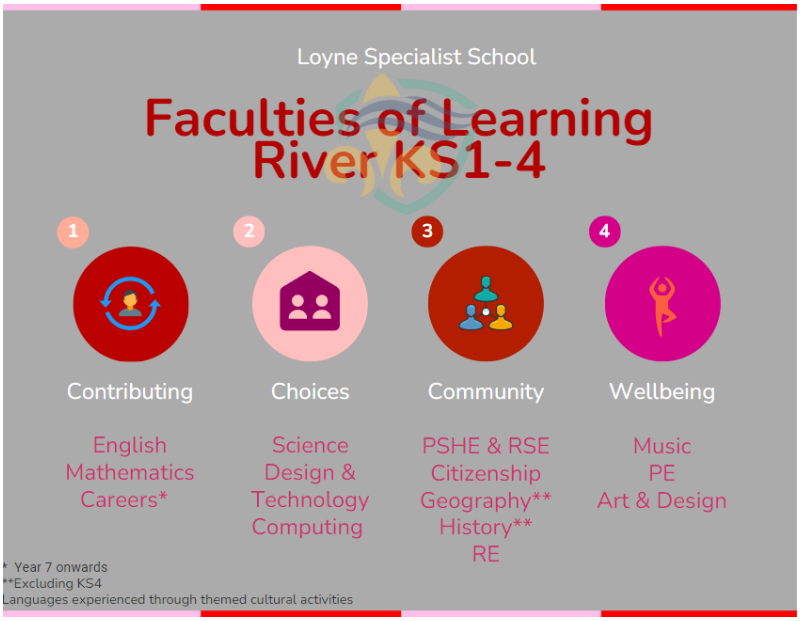
Lake

Pupils at very early levels of development who may have profound or complex learning difficulties access a curriculum which provides engaging opportunities and promotes and enables early skill development focusing upon functionality of movement, communication and purposeful interactions within their environment (also known as non-subject specific learning). Pupils will access the topics identified above and more detail can be found in the Faculty Guides. Within school, Lake pupils will be working within Engagement Steps (B Squared).



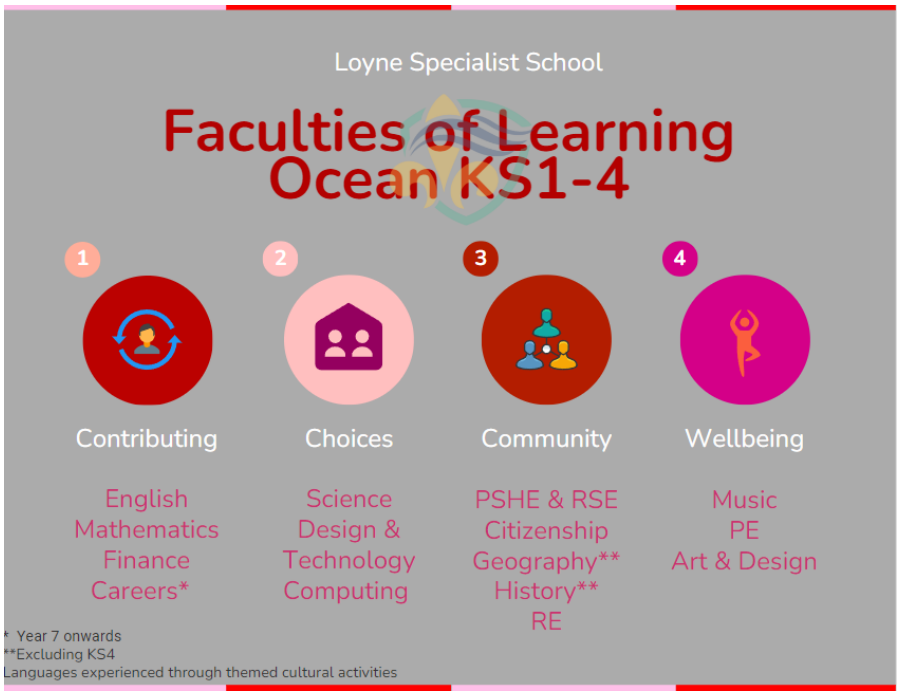
River

Pupils who have severe and complex learning difficulties access a curriculum that builds upon their established learning to learn skills and extends their learning through subject-specific opportunities, these are meaningful and relevant and enable pupils to continue to develop life-long functional skills (subject specific learning). Pupils will access the topics identified above and more detail can be found in the Topic Coverage Documents and Faculty Guides. Within school River pupils will be working within Progression Steps 1 2 or 3 (B Squared).



Ocean

Pupils working within the expectations of the National Curriculum access 'Ocean' which is broad and balanced scheme of work, tailored to ensure meaningfulness and functionality for the individual both within school, their home and in the community (subject specific learning). Pupils will access the topics identified above and more detail can be found in the Topic Coverage Documents and Faculty Guides. Within school Ocean pupils will be working within Progression Steps 4 and above (B Squared).



Big Picture of Curriculum Intent

For each faculty and curriculum area, statements of intent have been specified across the 3 access points in order to provide a clear and concise direction for curriculum planning.

Access		Lake	River		Ocean
Contributing		**To Achieve**			
	Storytelling & Rhyme Artistry	To understand and be understood	To enjoy learning, make progress and achieve		To take active involvement in their learning and to contribute to their developing knowledge in school and at home, who share their enjoyment, make progress and achieve
		• To be aware of, recognise and communicate changes in people, events and actions	**English**	• To become able communicators and early readers	• To become confident communicators, independent readers and writers
			Maths	• To enable pupils to use their awareness and developing understanding of measure, pattern, space, shape and number.	• To use and apply mathematics effectively across the curriculum and in real life.
			Careers (Year 7+)	• To follow a familiar and repeated process/task from start to finish • To experience success	• To learn about the jobs that different people do • To complete a task. developing autonomy and confidence
Choices		**To make connections**			
	Technology in my Life	To experience the effect of own actions	To engage with and communicate an observation.		To make firsthand observations being able to communicate how and why something happens.
		• To experience and develop understanding of cause and effect. • To understand that actions have consequences and to show interest in their effects • To be aware that they can have control over their environment through technology	**Science**	• To access a range of experiences which encourage all senses to be curious and to participate in practical activities that create ideas	• To foster curiosity and develop an enquiring and analytical mind to carry out fair tests.
			DT	• To foster independence through activities in which pupils develop skills by making individual choices about material, size, shape, colour and taste	• To enable pupils to choose, use and evaluate a range of materials, tools and techniques when creating meaningful products.
			Computing	• To use appropriate technology independently	• To be competent and safe users of technology
Community		**To be Curious**			
	My Community, My World	To be valued and active members of their community	To become active citizens who make a positive contribution to the community		To become responsible citizens who make a positive contribution to society
		• To develop an increasing awareness of themselves and others • To be able to access their own environment as independently as possible • To tolerate, accept, anticipate and respond to change	**PSHE**	• To develop positively as an individual, making the most of their abilities	• To develop positively as an individual, making the most of their abilities being confident and responsible.
			Geography	• To be curious about the world and communicate this effectively	• To be increasingly aware about the world, by understanding physical and human processes through observing, making interpretations and communicating interruptions.
			History	• To develop an awareness and understanding of the passage of time and how this relates to our own lives.	• To develop a historical knowledge and understanding of aspects of Great Britain and the world and apply this to their own lives
			RE	• To explore and share special people, times and experiences	• To encounter religious ideas and how people express their beliefs.
Wellbeing		**To be physically and mentally well**			
	My Creativity & My Body in Space	To be able to live safe, healthy and happy lives,	To make and communicate choices to live safe, healthy and happy lives		To be confident individuals, able to make and communicate their own decisions being able to live safe, healthy and fulfilling lives
		• To be independent expressing their creativity • To experience and indicate enjoyment • To have greater control in making choices	**Art & Design**	• To experience and experiment with a variety of mediums incorporating colour, form, shape, texture and pattern.	• Explore art, craft and design techniques to help develop their own ideas and to assess their own and others' achievements.
			P.E*	• To become more physically confident, increasing in stamina and precision to lead health and active lives,	• To be physically active, developing their competence to lead healthy and active lives
			Music	• To develop creativity, confidence and enjoyment in music through developing skills in listening, responding and performing	• To develop skills in musicality including composing and performing which promotes life-long learning and pleasure in a wide range of music.

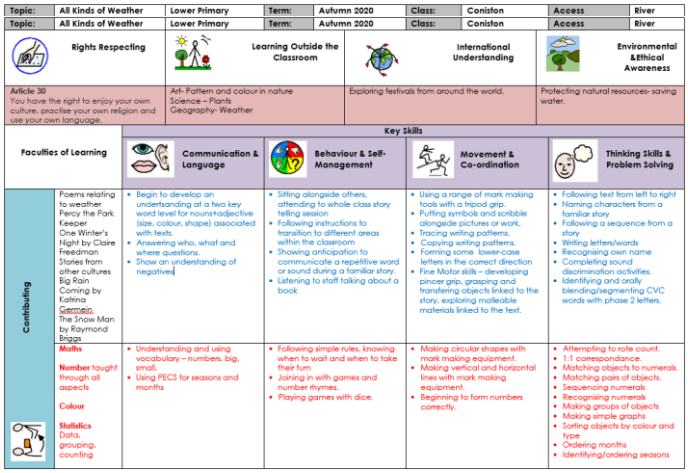
Swimming* is incorporated into PE and National Curriculum Physical Education guidance states that all schools must provide swimming in either key stage 1 or key stage 2 We aim for pupils to access swimming sessions during their primary years which may be for 'blocked' periods of time or on a rotational basis. In an extension of the statutory expectations, we aim to offer secondary aged pupils a small number of sessions through the year where possible. However, there may be occasions where this is not possible due to unforeseeable circumstances. Where pupils have physical therapeutic needs and have an assigned NHS physiotherapist, weekly sessions will be provided when possible.

Subject Specific Topic Coverage Documents – River & Ocean

These provide the overview of curriculum breadth and balance and are suggested foci for teaching. Teachers will extend these ideas in their short-term planning to reflect areas of pupil interest. Due to the range of pupil's needs, teachers must always use their professional judgement to adapt the suggested content in order to ensure that learning intentions and activities are well-matched to pupil's abilities.

Curriculum Guides

Curriculum Guides are created by the class teacher and provide an overview of how the Faculties of Learning and the teaching of Key Skills merge together. These are documents to support teachers in identifying learning outcomes for pupils across their topic. Where needed, each topic area may have up to 3 curriculum guides in order to support the delivery of Lake, River and Ocean.



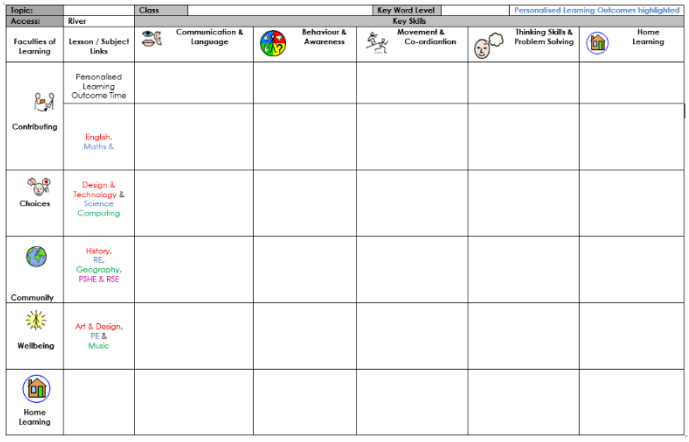
Topic:	All Kinds of Weather	Lower Primary	Term:	Autumn 2020	Class:	Coniston	Access	River
Topic:	All Kinds of Weather	Lower Primary	Term:	Autumn 2020	Class:	Coniston	Access	River

Rights Respecting	Learning Outside the Classroom	International Understanding	Environmental &Ethical Awareness
Article 30 You have the right to enjoy your own culture, practise your own religion and use your own language.	Art- Pattern and colour in nature Science – Plants Geography- Weather	Exploring festivals from around the world.	Protecting natural resources- saving water.

Faculties of Learning		Key Skills: Communication & Language	Behaviour & Self-Management	Movement & Co-ordination	Thinking Skills & Problem Solving
Contributing	Poems relating to weather Percy the Park Keeper One Winter's Night by Claire Freedman Stories from other cultures Big Rain Coming by Katrina Germein. The Snow Man by Raymond Briggs	• Begin to develop an understanding of a two key word level for nouns+adjective (size, colour, shape) associated with texts. • Answering who, what and where questions. • Show an understanding of negatives	• Sitting alongside others, attending to whole class story telling session • Following instructions to transition to different areas within the classroom • Showing anticipation to communicate a repetitive word or sound during a familiar story. • Listening to staff talking about a book	• Using a range of mark making tools with a tripod grip. • Putting symbols and scribble alongside pictures or work. • Tracing writing patterns. • Copying writing patterns. • Forming some lower-case letters in the correct direction • Fine Motor skills – developing pincer grip, grasping and transferring objects linked to the story, exploring malleable materials linked to the text.	• Following text from left to right • Naming characters from a familiar story • Following a sequence from a story • Writing letters/words • Recognising own name • Completing sound discrimination activities. • Identifying and orally blending/segmenting CVC words with phase 2 letters.
	Maths **Number** taught through all aspects **Colour** **Statistics** Data, grouping, counting	• Understanding and using vocabulary – numbers, big, small. • Using PECS for seasons and months	• Following simple rules, knowing when to wait and when to take their turn • Joining in with games and number rhymes. • Playing games with dice.	• Making circular shapes with mark making equipment. • Making vertical and horizontal lines with mark making equipment. • Beginning to form numbers correctly.	• Attempting to rote count. • 1:1 correspondance. • Matching objects to numerals. • Matching pairs of objects. • Sequencing numerals • Recognising numerals • Making groups of objects • Making simple graphs • Sorting objects by colour and type • Ordering months • Identifying/ordering seasons

Learning Maps

Pupil outcomes are documented on a pupil's personalised Learning Map and reflects learning expectations across the curriculum including any interventions that are taught outside of the classroom environment (e.g. rebound therapy, cycling etc). The Curriculum Guide also captures learning foci linked to Rights Respecting Schools, Learning outside the Classroom and Environmental & Ethical Awareness.



Topic:		Class		Key Word Level		Personalised Learning Outcomes highlighted
Access:	River	Key Skills				
Faculties of Learning	Lesson / Subject Links	Communication & Language	Behaviour & Awareness	Movement & Co-ordiantion	Thinking Skills & Problem Solving	Home Learning
Contributing	Personalised Learning Outcome Time					
	English, Maths &					
Choices	Design & Technology & Science Computing					
Community	History, RE, Geography, PSHE & RSE					
Wellbeing	Art & Design, PE & Music					
Home Learning						

Education Health Care Plans

Throughout the holistic curriculum we endeavour to meet the needs of each child and young adult and our overarching aim is to identify priority learning areas that meet key stage outcomes as specified in the EHCP. To support this, there are themes throughout each phase of this journey that ensure that each route progresses smoothly. Pupils' personalised outcomes (PLOs) which are derived from their Annual Review Targets are incorporated into their learning maps and highlighted for ease of reference. Within the timetable there is a discrete allocation of lessons for the delivering of PLOs know as Personalised Learning Outcome Time or PLOT as these tend to be pupil specific rather than thematic in nature. When identified, PLOT may also be utilised for the delivery for Ocean pupils.

Home Learning

An integral strand to our curriculum (also reflected on a pupil's Personalised Learning Map) is 'Home Learning'. Working collaboratively with parents/carers, teachers identify learning foci from key skills and faculties of learning that can be proactively developed upon and applied in the home setting on an ongoing basis. Specific areas for learning or targets are shared via class dojo (and in particular using 'portfolio') and class teams support parents & carers with the provision of resources such as schedules, visual prompts, communication systems etc.

In addition, reading packs should go home every night and should include

- Reading book from the scheme
- Reading Record
- Three small labelled A5 wallets
  - 1 for flashcards for words they can read
  - 1 for flashcards of word they are learning
  - 1 for a list of activities and games that can be played

For pupils not accessing the reading scheme a reading record, reading book alongside a selection of items that are personalised to the pupil should be sent home

Resources will be provided where needed and support is offered to parents via discussion, workshops and webinars in order to support pupils to generalise skills from school to home and into the wider community. This further embeds our focus upon preparing all pupils for adulthood. Parents/carers will be invited to feedback to the class team either in person or via virtual means and next steps will be discussed.

On occasions 'blended learning' may be initiated due to an unavoidable class/school closure. Using targets derived from the pupil's learning map and thematic content, class teachers will

share learning activities with parents/carers which are to be completed at home. Similarly, to home learning, feedback from parents will be regularly sought.

Planning

All aspects of the school day should be planned for, whether formally or otherwise. The Curriculum Guide and Personalised Learning Map support teachers with short term lesson planning (incorporating learning activities, resources, lesson structure and assessment opportunities). Planning can either reflect 1 lesson or a series of lessons as detailed on the planner and there is flexibility to use a variety of planning documents in order to ensure that pupils are always working towards achieving their identified learning outcomes. These are available on the teacher drive.

Pedagogy

Our curriculum is deeply considered and is delivered using a myriad of approaches, strategies and flexibility which will differ from class to class in order to best meet the needs of the pupils. For more information please refer to https://www.loyneschool.org.uk/pedagogy/

Each class teacher is responsible for creating their own timetable under the guidance and direction of SLT (see appendix 2) and each Faculty of Learning or curriculum area may have a different weighting depending on the provision required, however suggestions for a curriculum allocation time would be as follows (each week).

Faculty Area	Suggested Time Allocation	Curriculum Area	
Contributing	12 ½ hours	Storytelling & Rhyme Artistry including PLOT	English (including focussed communication & Reading time)
			Maths
			PLOT
			Careers* (Year 7 onwards)
Choices	3 ½ hours	Technology in My Life	Science
			D&T
			Computing
			Horticulture (1 hour each week)
Community	3 hours	My Community, My World	RE (including Collective Worship
			PSHE including RSE & Citizenship
			History**
			Geography**
Wellbeing	3 ½ hours	My creativity & my Body in Space	Art & Design
			Music
			PE (including swimming)
** Delivered explicitly from Year 8 onwards (prior to year 8 skills are identified and linked to the key skills of behaviour & awareness and delivered through topic based learning). *Excluding KS4			

Curriculum areas may be taught throughout the term or they may be 'blocked' and taught within a condensed time frame. This may be particularly helpful where some content sits outside the termly topic and blocking teaching time will provide a greater contextual framework for pupils. Pupils may also be grouped together from across classes within the key stage for specific areas of the curriculum. Further detail relating to specific approaches can be found in the Key Skills Handbook and Faculty Guides. Where curriculum areas (or a specific subject is 'blocked' this should be reflected on the timetable which shared with parents & carers and available on the school's website.

Through all aspects of curriculum delivery the following principles should be evident.

Principle	Detail
Personalised Learning	A holistic broad and balanced curriculum that is taught in a manner that enables pupils to make progress in learning and takes account of supporting pupils' emotional health and wellbeing. Opportunities are actively sought by staff throughout the day to teach skills to enable pupils to regulate their own behaviour. Developing pupils' ability to communicate should be a priority that underpins all learning.
Establish an effective learning environment	A calm, well ordered and positive classroom is established for pupils to become familiar with class routine (and develop their learning to learn skills e.g. waiting, turn-taking, listening, participating)
Focus the teaching	Appropriate, purposeful and functional learning outcomes are planned and staff and pupils (if appropriate) know what these are.
Provide the challenge	Teaching strategies are selected to match individual needs appropriately and accurately (including home learning). High but realistic expectations are set and small step targets are used to support pupils continue to make progress through the holistic curriculum.
Make concepts and conventions explicit	Small step targets are identified and used to scaffold learning opportunities to support pupils to make progress. A total communication approach is used effectively to support pupils in developing their receptive and expressive language skills
Make learning active	Provide tasks in which pupils develop skills and understanding through play, exploration, investigation problem solving and enquiry where appropriate
Make learning engaging and motivating	A positive climate for learning is created which is relevant to life circumstances and reflects aspects of identity (gender, age etc). Stimulating activities and materials are used, with an emphasis upon sensory routes to learning where appropriate to interest and engage pupils (vision, auditory, touch, taste & smell).
Whole Class, Small group and individual work	Teaching is inclusive, ensuring that all pupils are challenged and supported effectively and are fully involved in the lesson. Group work is purposeful, focused and well paced. Routines are established which support independent learning. There should be a range of tasks designed to reinforce learning objectives with time limits set, which maintain pace and challenge. Pace is defined as 'no dead time', so maximum time is spent on learning tasks or engaged in a self chosen activity which develops independence.
Support pupils' application and independent learning	Use prompts, frames, TEACCH, visual schedules and other forms of support for targeted intervention. Give pupils time to work on their own or in small groups. Home Learning must be planned and incorporate on pupil's learning maps with regular discussion with parents/carers to evaluate progress.
Assessment of Learning	Pupil's understanding is systematically and effectively checked throughout lessons and intervention where needed is used to develop pupils' understanding. Observation, questioning and discussion is used to assess the effectiveness of teaching and learning. Open ended questions can be used to challenge pupils' thinking. • Employ effective questioning techniques – use name-pause-question not question pause name to involve all pupils at their level and prevent some pupils dominating the lesson. Employ a variety of open and closed questions. • Allow pupils' time to process the question. • Employ praise when correct and encouragement for a wrong answer "Good try,……" • For older pupils provide opportunities to formulate questions at the beginning or end of a lesson to give them a 'stake' in the learning process and develop their learning skills. • Use questions to investigate the learning process – why did you choose the X? • Focusing on the learning and the learner's view - What have you done/ has gone well? What would happen if?

	• Use a total communication approach to facilitate effective questioning techniques; communication aids, use of real objects, symbols, photographs and signing. • Allow pupils time to process their response to questions. Higher ability pupils receive oral and or written feedback targeted at improving their work and all work is marked and annotated. It is expected that all work is marked using the schools' visual marking code. All pupils are rewarded for their work; rewards given are to be meaningful to each individual child and may include stickers, house points and or a chosen activity.
Assessment for Learning	Pupils' progress in lessons must be monitored and the information used well to adapt teaching. Pupils should be taught to think about what and how they learn and involve them in identifying next steps for future lessons.
Develop pupils' application of skills across the curriculum	Opportunities should be planned across the curriculum for the application of reading, writing, communication and mathematics. Communication must be actively taught through the school day.

Lessons (see appendix 1)

Lessons generally may be planned in blocks of 60 minutes and where needed this can be deconstructed to provide shorter focussed periods of time for pupils with limited attention and concentration skills. It is expected that lessons consist of 3 parts.

Introduction

Generally whole class teaching where a lesson is introduced, learning to learn skills are explicitly taught, prior learning checked, teacher input provided and activities modelled. Transition to individual or small group work is carefully managed. Staff are clearly allocated to groups of pupils / learning activities.

Individual/Small Groups

Pupils, where appropriate, clearly understand what is expected of them and are encouraged to remain on task. It is expected that pupils will have the opportunity to work independently and in small groups (where possible and appropriate). TEACCH may be used for individual pupils to promote independent working and for those pupils who heavily rely on staff support, holding activities can be utilised to consolidate previously learned skills. Rewards may be used on completion of work but these will be carefully considered and time limited. Due to pupils' difficulties with attention and concentration they may need several short tasks rather than 1 longer task. On completion of 'set learning activities' it may be appropriate to encourage pupils to participate in simplified consolidation activities or tasks to promote greater levels of independence. For example, this may be from choosing from a range of activities that promotes fine motor activities e.g. construction-based activities or playdoh in primary classes.

Plenary

These are highly effective in supporting pupils to understand that the lesson is coming to an end. Transition back to whole class is carefully managed and pupils encouraged to be as independent as possible. Class teams should also consider the use of sensory cues to enable pupils to be less reliant on adults in their transitions. The plenary session may be used to feedback about a pupil's learning to the class teacher or for misconceptions or next steps to be discussed.

All aspects of the lesson must be planned for including groups accessing learning activities elsewhere and not in class. Use of the outdoors should be identified on planning and used to facilitate learning.

Lessons may be cross curricular or discrete depending on the learning needs of pupils. Where classes consist of pupils at different access points to the curriculum a bespoke class timetable may be created following discussion with senior leadership to ensure that a broad and balanced curriculum is offered.

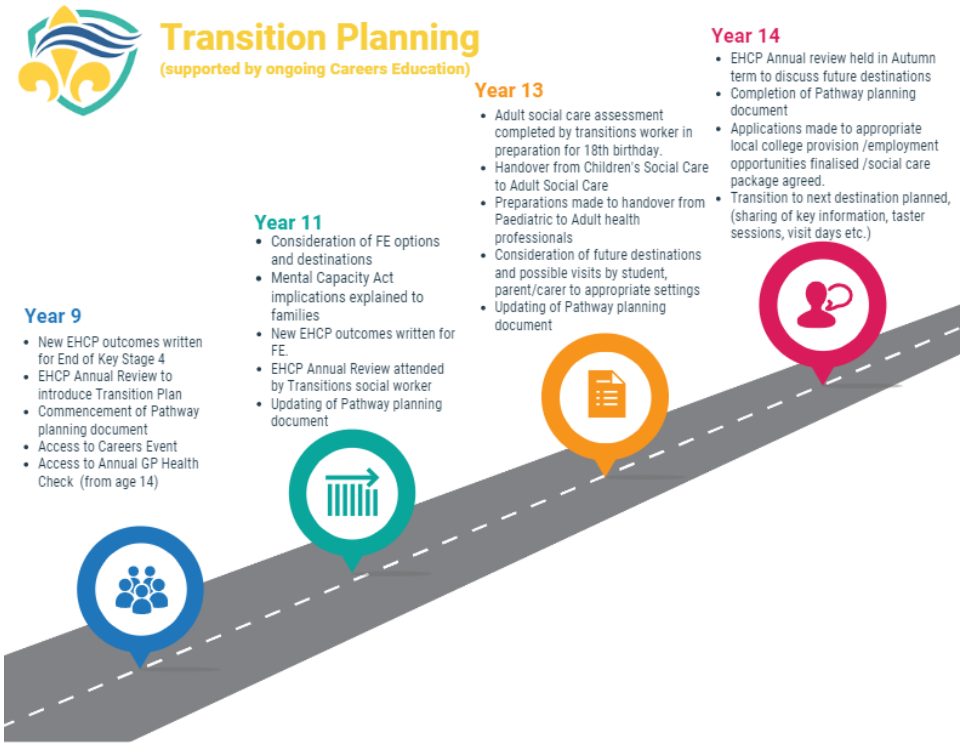
There are several short-term planning formats that can be used and are available by accessing the curriculum folder on the t drive.

Personalised Timetables

A small number of pupils may benefit from a highly personalised approach due to their individual needs. This should be carefully considered by the class teacher and recorded within the pupil's positive behaviour support plan and will be overseen by a member of SLT.

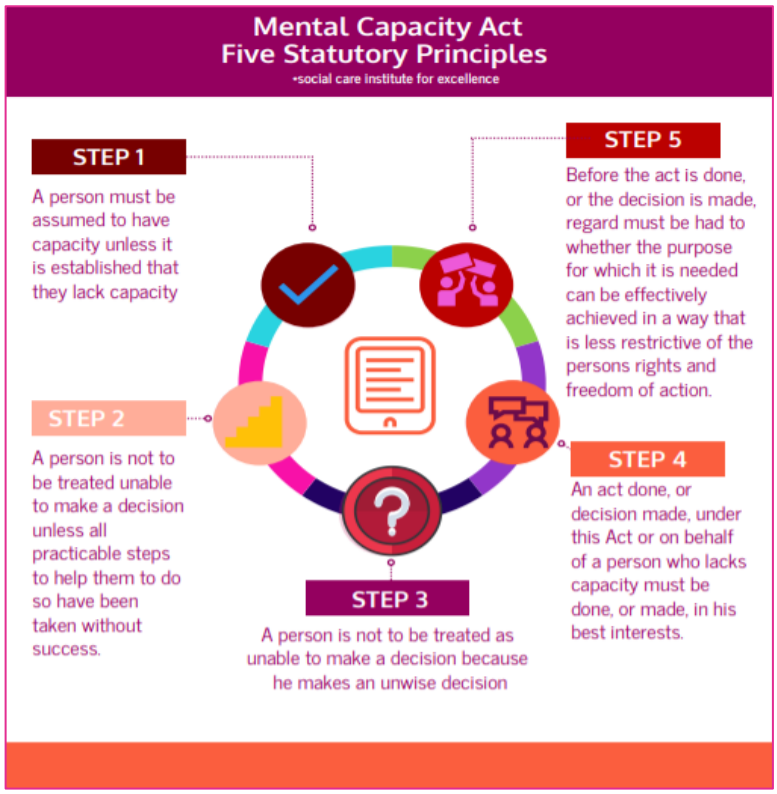
Transition from Key Stage 4 to Further Education

As students, and their families prepare for adulthood there are key points for discussion to support future destination planning.



It is paramount that learning continues to be both engaging and well situated to pupils' cognitive and learning needs whilst providing motivating opportunities for skill development. With this is mind it is also important that 'age appropriateness' is considered and suitable stimuli are used to engage pupils.

It is necessary that pupils understand the language being used and if the use of language is being adapted to appear more 'age appropriate' it is vital that this does not jeopardise the successful conveyance of the meaning. Alongside staff choosing activities and learning opportunities which are engaging but respectful and appropriate to the age of the pupil, pupils should also be given choices which reflect their tastes and interests. This includes functional tasks and activities during lesson times with a focus on life-long learning outcomes. There should be an emphasis on providing activities and resources which offer new experiences that pupils enjoy and remain engaged in, whilst being understanding when pupils return to old activities or materials.



As secondary pupils commence their transition to Further Education, consideration is given to The Mental Capacity Act (MCA) 2005. Wherever possible pupils and young people are supported to make their own decisions and, when appropriate, guidance and advice of the Mental Capacity Act 2005 if followed. The Act is there to support anyone over the age of 16 years old in England and Wales, whenever and wherever a decision needs to be made if there is a permanent or temporary disturbance or impairment of the mind or brain and the individual may not be able to make this decision for themselves.

Please refer to the FE CPARR for further information.

Curriculum Resources

Curriculum catalogues are available on the resources drive (saved under resource audit) and details the resources available and where they are stored. Resources can be borrowed as and when needed provided they are return to their original location following use (reporting any damage to the curriculum lead).

Assessment of and for Learning

Our approach is continually evolving as we seek ways in which we can demonstrate the individual and unique progress our complex learners make across all important skill sets that will enhance life chances and provide the strongest platform from which they can move further into the community.

'We measure what we value'

The assessment systems that we use enable us to accurately pitch objectives which are documented on pupils personalised Learning Maps which detail learning expectations across the curriculum including any interventions that are taught outside of the classroom environment (e.g. rebound therapy, cycling etc). The overriding principle of good assessment is that it should be clearly tied to its intended purpose which should be to inform classroom teaching practice and ensure that teaching effectively meets the needs of all of our pupils. There are three main forms of assessment: day to day formative assessment, summative assessment and statutory assessment

Where pupils are supported by other agencies, outcomes may be identified collaboratively and delivered during identified sessions. These sessions are primarily practical and assessments will typically be based on observations of pupils' learning. Progress will be shared among class teams and inform reports to parents and carers.

Day to Day Formative Assessment

Evidence of this can be found primarily on Evidence for Learning (EfL) or in pupils learning files and guidance is provided to class teachers.

Annotations made by staff should comment on:

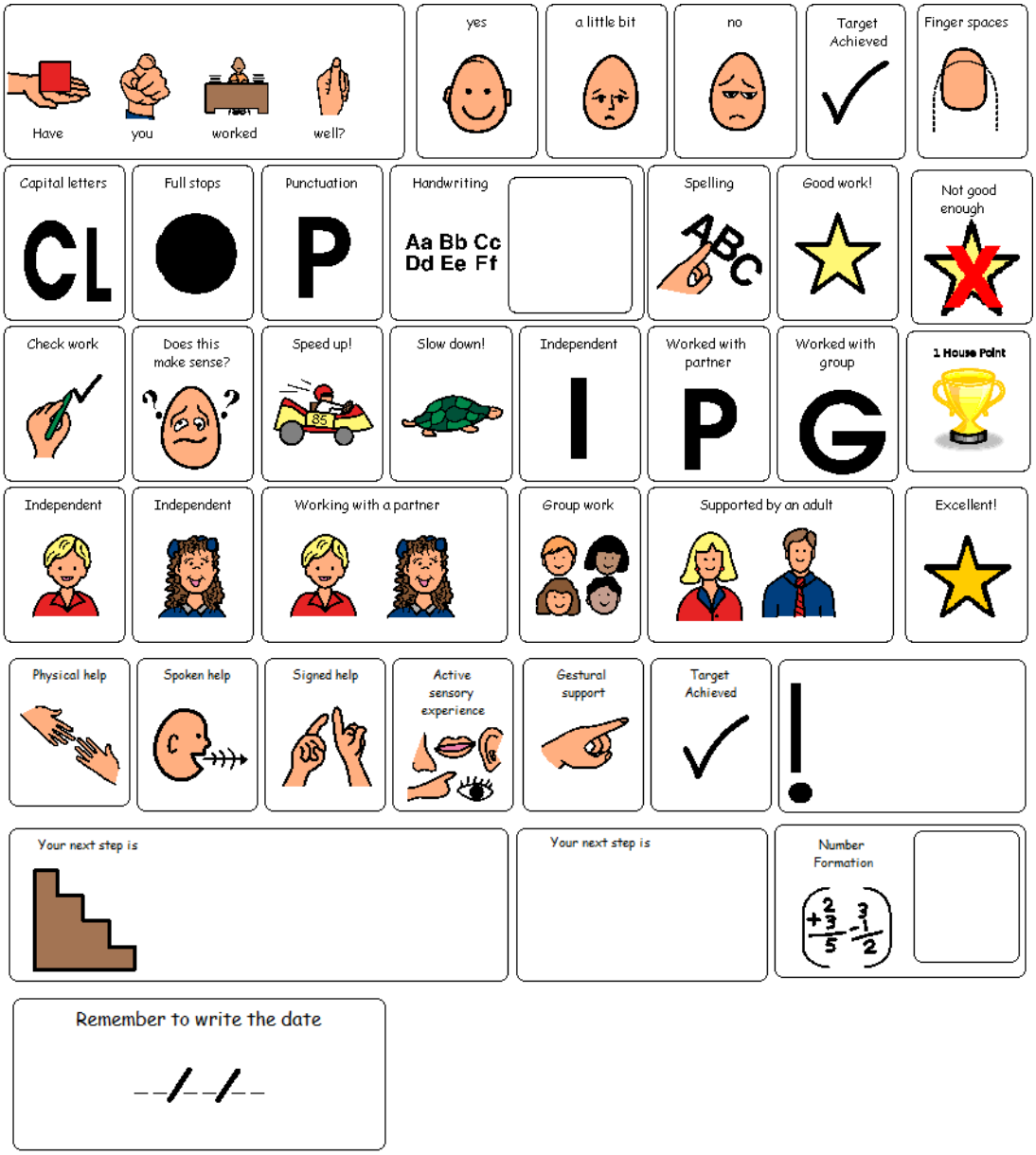
- how well the child has achieved their learning objective
- the next steps to facilitate progression
- the child's attainment towards their personalised learning outcomes
- presentation and effort
- level of support given

Where pupil produce tangible work all teaching staff are expected to use the below marking code consistently across subject specific areas of learning.

Any work evidenced in learning /files should be marked and dated. Consideration should be given by using stickers most appropriate to pupils'/students' age and understanding.

The marking code consists of four types of comments / feedback

- Pupil's own assessment against learning outcomes and work completed
- Feedback given by teaching staff to ensure progression or provide the next steps e.g. the use of finger spaces, letter formation
- Comments made by teaching staff on the quality of work e.g. excellent, good, not good enough
- Comments given on context of work and level of support given e.g. group work, support by an adult



Pupil/student contributions are highly valued and when work is returned to pupils, comments should be read and discussed with them (if appropriate) to support further learning. As the pupils/students become more familiar with the code, they should be encouraged to use the symbols themselves to evaluate their own work and the work of their peers.

Each class has their own bank of marking stickers and extra copies can be found in the photocopying room.

In-School Summative Assessment

Pupil Assessment Profile (PAP)

School has developed a 'menu' of assessments that staff can use to capture pupil's progress which are then recorded on their PAP which can be accessed in pupils Key Information File and saved in their personal folder on the T Drive. These may include, for example:

- The Early communication checklist (Loyne)
- Key Word Level of Understanding
- Makaton Checklist (Loyne)
- Welcomm
- Visuals (Loyne)

- PECS
- Switching skills
- Eye Gaze
- Phonics
- High Frequency Words
- Salford Reading Assessment
- Salford Spelling Assessment
- The British Picture Vocabulary Scale (BPVS)
- Quest for Learning
- Loyne Pedal awards/bike ability (Loyne)
- Swimming badges (Loyne) & STA swimming certificates

Assessments are completed as and when required but at least annually each summer term. These should also be shared as part of the Annual Review Process.

B squared is used for all pupils to record small steps progress. For pupils in primary and secondary this will complete twice yearly using Engagement Steps for Lake pupils and Progression Steps for River pupils. All other subject areas (for River and Ocean Pupils) will be completed on an annual basis. Analysis of progress against B Squared helps support the school in identifying strengths and areas for improvement.

Certificates

Certificates that a pupil is awarded should be sent home in a timely manner so these can be celebrated with parents & carers. A copy of the certificate should also be uploaded onto the pupil's Evidence of Learning profile.

Statutory Assessment

Annual Reviews of the EHCP

PLOs which are derived from Annual Review targets are uploaded onto EfL and assessed at the end of every term. Progress made towards annual targets and EHCP outcomes are reported through the Annual Review Education Advice and discussed at the annual review meeting held each year. EHCP outcomes and Annual targets are reviewed for each pupil/student by SLT are incorporated into the monitoring cycle.

Nationally Standardised Summative Assessment

The Department for Education specifies statutory assessment requirements which schools are required to comply with.
This includes:

- Reception Baseline Assessment
- The Year 1 Phonics Check
- Year 4 Multiplication Check
- National Curriculum assessment at the end of Key Stage 2 (year 6) in aspects of Reading, Writing, Mathematics and Science (in our setting using the pre-key stage standards frameworks and engagement model).

Statutory assessment and pupil progress will be shared with parents and carers through annual reports and end of key stage assessment documents.

Accreditation (secondary aged pupils)

Evidence should be annotated accurately to reflect the expectations required by the awarding body and be presented in accordance with the accreditation requirements.

Home/ School Communication

Communication between school and home is crucial to maximising pupils' progress and is facilitated by the use of an app called Class Dojo. Messages are sent between home and school at least 3 times a week. Where information is of a sensitive nature, a phone call will be made. In some instances where a pupil is seen by a number staff members across the day a Single Point of Contact (SPoC) may be used to avoid confusion of information. Pupils learning maps and PLOs are shared with parent/carers on a termly basis in order to support with effective home learning.

The curriculum at the Loyne has been crafted to maximise pupils' learning journeys and for further detail including termly curriculum information and timetables please visit the school website https://www.loyneschool.org.uk/curriculum-page/

Reviewed by Julie McGrath	June 2024
Date of Next Review	June 2025
Reviewed by Sarah Wisnewski	September 2025
Date of Next review	September 2026
Reviewed by Sarah Wisnewski	September 2026
Date of Next Review	September 2027

Appendix 1

Supporting Guidance for Lesson Delivery

Introduction

- Pupils should be sitting ready for learning. They should be sitting appropriately with foot blocks where needed to promote good posture.
- Pupils with HI/VI should have any specific equipment needed and within in good visual/auditory range of the teacher.
- Ensure that all pupils can clearly see the lesson stimulus (whiteboard, book, resources etc) and are not looking into a light source as this will impair their ability to access the lesson starter.
- Pupils should be reminded about what behaviour is expected with visuals as needed e.g. good sitting, listening, looking.

The lesson introduction should clearly introduce pupils to the focus and intent of the lesson. Use a visual schedule to show pupils what is happening now. This could be using an object or a sensory cue. All pupils who are present for the instruction must be included. Consider using games e.g. lotto games, naming games, what's in the box, bingo and scavenger hunts to engage pupils. An "all-turn it" can be used to enable a pupil to 'select' or 'call out' during these activities. For younger pupils incorporate use familiar rhymes and number songs supported by objects/visuals.

During shared reading and where appropriate ask pupils to read words they know as part of a shared text or identify any words that can be read using a phonic approach.

Ideally use big books or create your own simplified text using PPT where language can be simplified and symbols/photographs/sound effects etc can be added. Use a auditory transition cue on PPT to cue pupils into a change that has happened on screen. Do not rely on YouTube videos of songs as these can often originate from other countries and introduce incorrect vocabulary for pupils. They can often become obsessive for some pupils and a stimulus for behaviour escalation. Encourage pupils to engage with adults rather than a computer screen (unless accessing an explicit learning activity).

Incorporate PLOs where the opportunity arises and make this explicit as this demonstrates your in-depth knowledge of the pupils you are teaching "Izzy this is your target – can you read xx".

Ensure teaching is explicit and reflects the cognitive ability of pupils. Keep it simple! When using symbols / photographs ensure pupils understand what these mean and develop links between what is presented on a symbol to what the real-life representation is.

Where pupils are encouraged to track across their visual field this should be from the pupil's left to right. In mixed ability classes, care must be taken to ensure that the starter includes multi-sensory activities in order to provide meaningful experiences for pupils with PMLD. Pupils with complex needs could be encouraged to press big macs to ask a question, or repeat a refrain on request. They could use a beamer switched linked to a PPT and be prompted to turn the next slide.

For pupils with physical difficulties movement opportunities should be promoted e.g. encouraging pupils to reach out, cross their midline, grasp and hold items. They could be encouraged to select an item and pass it to another member of their class. Where pupils are learning to wait and take turns this should be made explicit on lesson planning.

The starter where possible should include modelling of the activities that the pupils will be participating in. Where there are 1 or 2 pupils who are not able to attend to the introduction for the same length or time as others, or indeed the input is not sufficiently challenging it is suggested that this is managed carefully and that they access a learning activity that is more appropriate for

them. Consider how pupils can respond to your teaching – what communication resources do they need to participate in whole class teaching.

Transitions from whole class teaching to small groups/individual/independent work is carefully manged. Consider how pupils and staff will know what and who they are working with. Prepare pupils to move to areas of the classrooms in small groups at a time rather than all pupils at once (unless they are able to do so).

Small groups/individual/independent work

Where possible pupils should be placed in small groups with an allocated member of staff to either

- Complete a shared task or
- Complete a task independently with adult oversight

It may be that pupils need individual and explicit teaching time from a member of staff. This should not be done at the expense of ensuring that the classroom remains organised and purposeful. This could be where table top holding activities are used to engage other pupils in the small group. Pupils should only be accessing the outdoors as part of a planned LoTC learning activity or as part of their PBS approach. If pupils are outdoors supervision must be ensured.

Where pupils are completing tasks independently please note that this do not need to be different tasks from one another. Consider how learning outcomes can be grouped to support with staff allocation whilst ensuring that pupil's individual needs are met. When writing learning maps for pupils consider commonality for enabling small group teaching/activities.

Independent work – this can be where pupils are working independently on a set task or where they are accessing TEACCH. TEACCH is a system where pupils are learning to work independently following a clearly defined system – please note that it is not limited to 3 pieces of work, rather it is pupil specific.

Consider how to manage groupings – are pupils able to attend on one longer piece of work for the duration of the session or do they need 3 or 4 shorter tasks. Would a carousel across different activities be supportive of promoting engagement; and would the pupils rotate or would staff and how would this be illustrated.

Resources should be motivating and promote pupil engagement. Communicate in Print or the use of photographs or objects should be used where needed to promote pupil's understanding.

Pupils should be encouraged to seek out their own resources and to do so these need to be easily accessible. Where some pupils may tip out containers and their belongings consider using small storage boxes with lids for pens, glue sticks etc. However, there may be times when as part of a pupil's communication target it is appropriate for them to have to request such items, in which case they should not be provided with what they need, but be encouraged to request an item from a member of staff who can then direct them to the resources for them to get what they need.

Pupils should also be encouraged to tidy up following any learning activity.

Where a pupil has completed a paper-based learning activity or a piece of work they should be encouraged to assess their own learning using the visual marking stickers. Incorporate a short time before the plenary where any photographs taken of pupil's work could be shared with them – do they recognise themselves and others, can they describe what they can see in the photo. This can support the annotation that is written on EfL.

Plenary

Consider using an auditory stimulus to cue pupils into transition back to an area of the classroom for the plenary. This can be used to revisit a concept that has been taught in class or it can be used to develop personal and social development through photographs for example – can children recall what they have been learning about? Who did they work with? Avoid language that may be too challenging e.g. have you worked hard?

Where a visual has been used on a timetable this should be removed to indicate what is happening next.

	Buttermere Class Timetable				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8.55 – 9.15am	**Registration**				
9.15 – 9.30am	**Assembly**	Communication	**Assembly**	Communication	**Assembly**
9.30-10.30am	Storytelling & Rhyme Artistry (Maths)	Storytelling & Rhyme Artistry (Maths)	Storytelling & Rhyme Artistry (Maths)	Storytelling & Rhyme Artistry (Maths)	Storytelling & Rhyme Artistry (Maths)
10.30-11.00am	**Break**				
11.00-12.00pm	Storytelling & Rhyme Artistry (English)	Storytelling & Rhyme Artistry (English)	Storytelling & Rhyme Artistry (English)	Storytelling & Rhyme Artistry (English)	Storytelling & Rhyme Artistry (English)
12.00 - 1.05pm	**Lunch**				
1.05-1.15pm	**Registration**				
1.15-1.45pm	Reading				
1.45-2.20pm	Technology In My Life (Science)	My Creativity & My Body in Space (PE)	Technology In My Life (Computing)	My Community, My World (RE)	My Community, My World (Hist/Geog)
2.20-2.55pm	Technology In My Life (DT)	My Creativity & My Body in Space (Music)	Technology In My Life (Horticulture)	My Community, My World (PSHE)	My Creativity & My Body in Space (Art)
2.55-3.10	**Preparing for home time**				
Key	**Faculty of Learning**	**Contributing**	**Choices**	**Community**	**Wellbeing**

Timetabling Considerations

*As pupils arrive, consider having focussed table top activities so pupils know where to sit on arrival to class before a whole class registration session. This could be a carousel through the week and ideally should be something that can be completed independently e.g. jigsaws, looking through a book, using a switch toy, Duplo/Lego, play doh, fine motor activities etc.

**Snack time - this can be extended by 10 minutes from English for teaching explicit communication/ PLOs or developing independence at Snack time

PLOT^ if needed should be identified on the timetable. This needs to be well planned to ensure that pupils are all accessing a learning activity.

Where a pupil has a sensory diet /integration programme this should not be reflected on the class timetable unless it is a class activity but rather on an individual timetable for that pupil and on lesson plans, both of which must be in teachers' planning files.

Lesson times should reflect the timetable timings and lessons must reflect the guidance specified in the CPARR policy.

Remember you can block lessons together across a week for any given curriculum area where this would provide continuity e.g. DT, or over half a term. However, if this is the case the timetable needs to be

updated and sent to SA copying SW in please. Also, where lessons are being blocked across a week, please inform the curriculum leader with the rationale behind this.