

# The SENAD Group

## Section 7 Maple View School Curriculum and Assessment Policy



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**At Maple View School children follow their own individualised curriculum pathway, with Learning Intentions developed from their EHCP Outcomes and in preparation for life after Maple View, whatever the destination, these will be varied.**

In line with the SEND Code of Practice and the SENAD framework, the curriculum facilitates the school's key **Aims** for our children to:

- Be happy, safe and active members of the school and wider community
- Develop their social, communication and academic skills to their full potential
- Self-manage their behaviour
- Develop self-care and independent living skills

In order to live a rich and fulfilling life.

To ensure that the curriculum achieves these goals, all adults, teachers, support staff and therapists, work together to support the children's development and learning through the establishment of, and tracking of progress towards, Learning Intentions. These are formally reviewed in a termly Review of Assessment and Planning (RAP) Meeting. Judgements are supported by evidence collated throughout the term. Post-covid, an external participant will attend annually for quality assurance.

**Children follow a broad curriculum offer, planned according to ability, with EHCP Outcomes and preparation for life post Maple View at the core of their pathway.**

The curriculum offer is unique to each child, not a differentiated offer. Planning meetings are held by the child's Key Team to establish the Learning Intentions, these are then reviewed at least termly in RAP Meetings. The curriculum offer is ambitious, with the intent that all children develop the skills, the knowledge and cultural capital, within the context of their individual needs and disabilities, to participate within their communities to their full potential, as reflected within the school aims.

The curriculum offer is not subject specific for all children, some of the children function at the very early stages of development; development is holistic with learning tasks often supporting development of a range of skills.

In the mornings, children engage in classroom-based learning, including daily literacy, reading, numeracy and PSHE activities. There is a strong focus on creativity and well-being, with music at the start of the day and yoga to close.



A half-termly text unifies the children in their learning. The text is accessible to all children, they are mainly pictorial, or with very limited written text. It is the focus of whole-school cross-curricular planning; planning incorporates aspects of the EQUALS Semi-formal curriculum (see below) and encompasses, music, art, DT, literacy, science and the humanities, uniting the children in common themes, regardless of ability. It provides a vehicle to broaden the content of the curriculum offer and to address any cultural deficits. Alongside at least daily reading/phonics activities, the text supports a love of reading. PSHE and the wider curriculum offer, therapy programmes and interventions and a changing range of afternoon activities support the intent of the school aims.

## The semi-formal curriculum



The EQUALS semi-formal curriculum is a non-subject specific curriculum which aims to develop specific areas of need for individual children, with the aim of the highest levels of independence possible. The schemes of work are not age-related and are developmental in nature. It focuses on process rather than product, progress is skills-based and lateral, rather than linear, measuring the quality of skills rather than an end goal. It allows teachers and TAs to engage children with LD in activities which are meaningful and motivating, relevant and functional and ultimately supporting independence; engagement in learning continues into the home.



This curriculum model enables us to focus on the key areas of development for each child, the inclusion of the unifying half-termly text prevents a narrowing of the curriculum offer.

In the afternoons children can access a range of learning activities including, but not exclusively, horticulture, small animal care, cooking, Forest School, PE, swimming, Commando Joe's, dance, African drumming and community-based activities, supporting the whole school aims. All off-site activities are pre-planned with clear objectives and risk assessed in line with SENAD Health and Safety procedures.



### **Therapies within the curriculum**

We have on-site Speech and Language Therapy and a Therapy Assistant. This academic year we are commissioning OT provision, we also commission a range of creative therapies.

Throughout the school day. Individual and group therapy sessions take place within the classroom, within therapy rooms, outdoors or in the community, with communication and sensory-regulation at the heart of the programs.

The development of communication skills is a key focus within school. The children have a wide range of communication modes. A range of Augmentative and alternative communication (AAC) is used to supplement or replace speech (see separate policy).



### **PSHE:**

The PSHE Curriculum is at the heart of the curriculum, and intertwined into daily activities, with a focus on social development and equipping our children with the skills and resilience required to safely and effectively participate within a range of communities. We belong to the 'Kindness School' and daily acts of kindness are encouraged and celebrated.

See attached PSHE Curriculum Policy.

### **English/Literacy:**

All children engage in daily literacy and reading activities in relation to their abilities

**Reading** for pleasure is actively promoted. Daily reading activities are scheduled, but also encompassed throughout the school day. The Rapid Reader scheme is used for developing readers and the Twinkl phonics programme. Where appropriate for a child's development with Literacy, the specifics of grammar, punctuation and spelling are taught. Whole school books are included within the English/literacy map. The Map facilitates writing for a range of audiences and in a range of styles, often with a functional focus; handwriting is practiced.

There is a focus on communication skills and vocabulary, social skills are taught explicitly.

Skills and knowledge are embedded and further developed throughout the school day

### **Maths/Numeracy:**

All children engage in daily numeracy activities in relation to their abilities from the basics of Maths is taught daily at the level required by individual children in accordance with the child's individual Learning Intention and ECHP outcomes. Progress is evidenced and recorded on the Numeracy Framework on Evidence for Learning and MAPP and is moderated throughout the year. There is a focus on functional and practical numeracy. Children will learn about the practicalities of handling money and exchanging for items, recognising money and counting money through to calculating change. This helps to develop our children towards the expectations and needs of handling money in adulthood and skills will be taught according to a child's ability. Children will also be taught concepts of time from sequencing of the day through to telling the time to help children be able to organise and understand their day,



**Aim Awards Accreditation Pathway:** Personal and Social Development (PSD) Accessed by children in KS4 where accreditation is the currency to the next steps.

The AIM Awards 'Personal and Social Development Skills' qualifications can be achieved at Entry level 1 to Level 1, through completion of components from a range of subject areas; at Maple View School this will always include the core subjects of numeracy, literacy and PSHE.

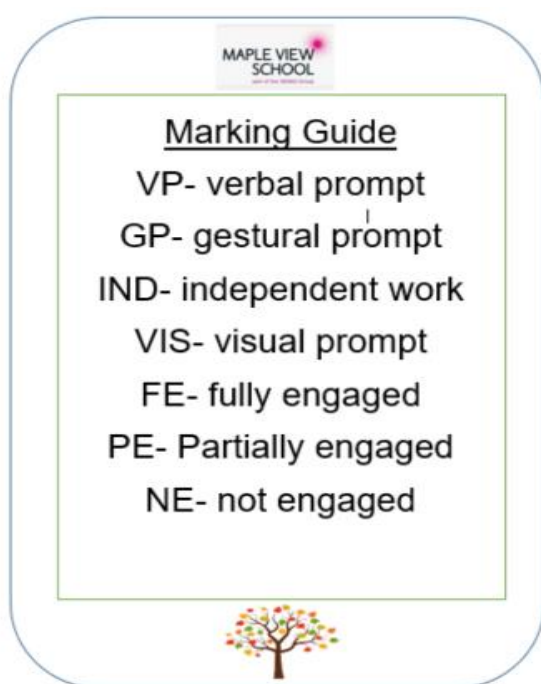
Alongside Evidence for Learning, progress is measured and evidenced through completion of portfolios, which is the both internally and externally moderated/verified.

This academic year we have no children following this pathway

## Marking and Moderation:

Short, medium and long-term plans are provided and scrutinised by the senior leadership team to ensure balanced coverage of our curriculum offer for each individual child. Senior leadership make sure that the planning reflects the child's EHCP outcomes and the Learning Intentions that we set for each child's individualised curriculum offer. This ensures not only the best provision for our children but also that we provide the best quality teaching and learning that we can.

Our marking guidance is based on a child's level of participation and support needed to complete their work. Teachers and TAs will provide verbal feedback and written feedback where it is appropriate for the child or staff to help progress the child.



## Organisation:

The school day is from 9:00- 3.00 Monday – Friday.

Class sizes are between 3 and 5 students in each of the 4 classes, children are grouped according to their age, ability, communication style, social dynamics and sensory needs.

Due to the children's needs and support levels, Breaks and lunchtimes are also considered learning opportunities.

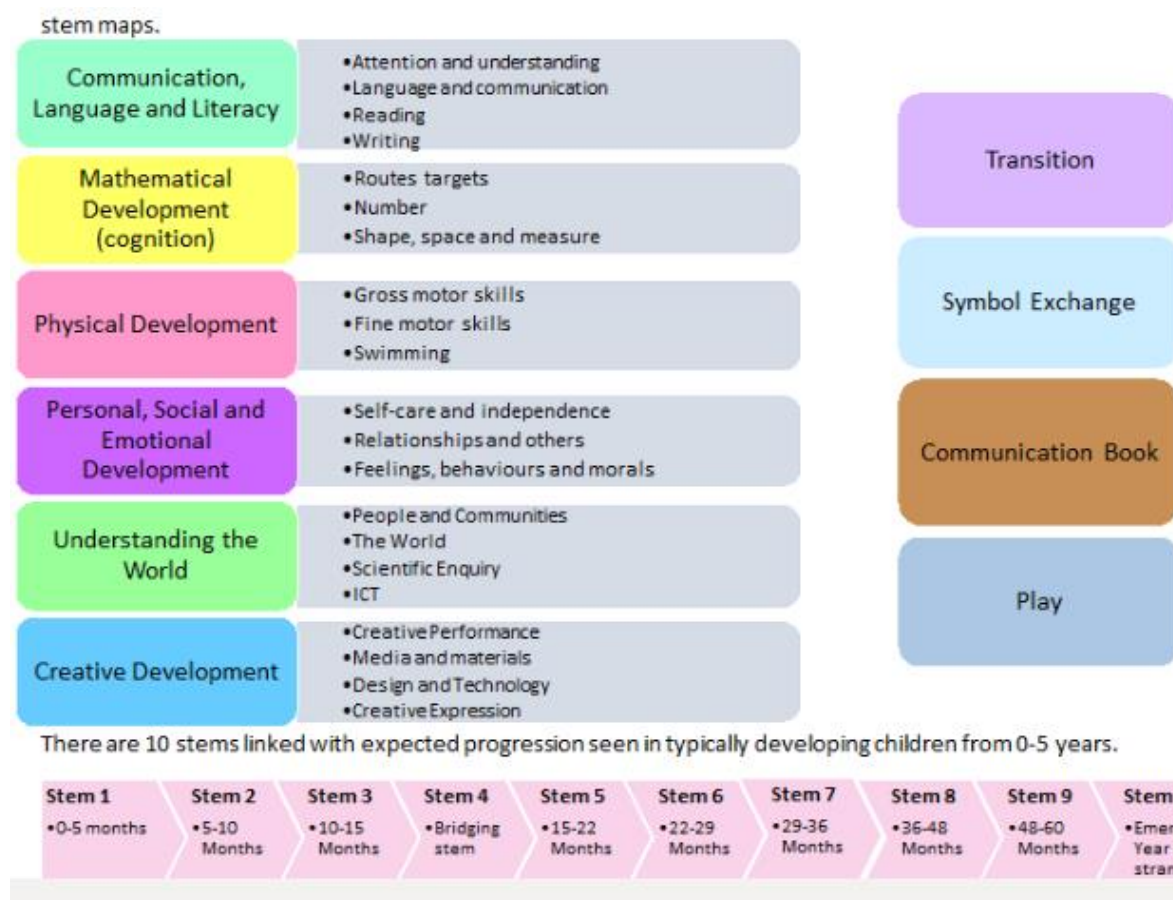
## Assessment:

In addition to measuring progress against Learning Intentions and EHCP outcomes, progress is also tracked against a literacy, numeracy, Reading and Phonics framework and our early stages of development Growth framework. We do not use a single/ subject specific framework to assess against as this would not be ipsative and it is important that we only assess our children against

their own individual progress. Our assessment framework encompass children’s ability.

## Growth Framework

Our Growth Maps detail the neuro- typical development of a child from birth to 5 years. The framework is designed to document the holistic small steps associated with development prior to accessing the formal Maple View Numeracy, Writing and Reading frameworks. It allows a flexible and holistic approach to assessment, this moves away from the expectations that children make typical linear progress. A child’s learning journey will follow their own unique path. There are 10 areas in total.



## Reading and Phonics, Writing and Numeracy Frameworks

These frameworks dovetail into the Growth Curriculum and some children may be assessed against both when they are around stage 1 or 2 of these frameworks. This again allows us to tailor assessment to the child’s needs and ability and allows for assessment of a non- linear learning style.

Rather than age expected learning, the stages follow a linear pattern but are not linked to age and year group. The skills are developmental and each stage builds on the next. The frameworks covers expectation of learning from EYFS to KS4.

## **Assessment tracking:**

Progress is measured, using **MAPP** (Mapping and Assessing Personal Progress)/**Assessment of Lateral Progress -ALP**, in four key areas and rated on a scale from 1 to 10 from an initial baseline:

- Independence: from dependent to independent
- Fluency: from approximate to accurate
- Maintenance: from inconsistent to consistent
- Generalisation: from single context to many contexts

These lateral measures enable children to embed and generalise skills and knowledge, rather than working through linear steps. Evidence of progress is uploaded onto given frameworks on **Evidence for Learning** and shared with parents/carers and SWs.

Lateral progression is most easily defined in relation to linear progression. Linear progression presupposes a fixed hierarchy of skills, each typically being a component skill of a task analysis. It might be thought of as a ladder whose rungs are the skills and which has a fixed starting point and fixed end-point. Progress is measured in terms of the number of rungs climbed. Lateral progression, by contrast, is concerned with the refinement and strengthening of skills over time and not simply with enumerating the number of skills gained.

MAPP assessment is also ipsative. Ipsative assessment compares an individual's current performance with their own previous performance and therefore is not referenced to an external set of criteria. It follows that MAPP assessment does not make comparisons of outcomes between learners or across groups of learners.