

701 EWS

Edgewood School Curriculum Policy

Policy Section Number	7
Date Ratified	November 2024
Version Number	3
Next Review Date	November 2025
Related Policies and Guidance Documents	Curriculum policy Marking and feedback policy Assessment policy Literacy and Numeracy Policy SENAD's Disability and Accessibility policy Physical Intervention and Positive Behaviour Support policy RSE Policy
Related Regulations	
Annexes and Supplementary Info	
Policy Owner	Sasha Lees
Policy Owner Signature	

Edgewood School – Curriculum Policy

Context

Edgewood School aims to deliver a curriculum that is accessible to all our pupils and which enables them to achieve as highly as possible and to experience academic as well as personal success. We believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The way that Edgewood staff relate to pupils and the range of interactions between staff and pupils is what makes the children successful learners. Pupils at Edgewood School have access to a highly personalised curriculum, in addition, we focus on the core difficulties that lie at the heart of the needs of our pupils. These include difficulties with rigid thinking, managing uncertainty and change, social interaction and understanding and managing emotions. These are the difficulties that are at the root of distressed (challenging) behaviour.

Aims

By embodying the following values and aims, Edgewood School is dedicated to creating an enriching educational experience that prepares our pupils for a successful and fulfilling future

In planning and delivering a holistic curriculum, the school will endeavour to:

- Provide a curriculum which successfully meets the needs of individual children from all ethnic and social groups including the more able and those who experience significant learning difficulties or disabilities.
- Facilitate children's acquisition of knowledge, skills, qualifications, and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent, responsible, useful, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment in which pupils feel valued, safe and able to learn.
- Enable all pupils to experience a sense of personal achievement by encouraging them to fulfil their potential in different areas relevant to their abilities, skills and interests.
- Make every effort to encourage parental awareness and involvement in the educational and emotional development of their child.

- Ensure that each pupil's education has continuity and progression enabling them to progress with confidence to the next stage of their lifelong learning in preparation for adult life.

We take the view, supported by research that academic achievement without appropriate social and emotional development leaves children with a poor quality of life, as well as poor life chances. We therefore focus our work on the difficulties that lie at the heart of autism and other learning needs. Our starting point is to mirror the developmental steps that children have missed during infancy in order that they have a second chance to develop their ability to:

- Share experiences
- Collaborate
- Think flexibly
- Cope with setbacks and challenges
- Regulate behaviour

How our Curriculum works.

Our school day begins at 0845 and ends at 1500 (Monday – Friday). Our class sizes vary from 3 to 5 pupils; pupils are grouped according to their age, cognitive ability, social ability and sensory needs. Pupils are taught on a 1-1, 1-2 or very small group basis depending on the activity and or pupil/grouping and considering pupils' needs as directed by their EHCP.

All pupils at Edgewood School follow their own individualised curriculum pathway, with Learning Goals developed from their EHCP Outcomes, focussing on academic as well as social and emotional development.

Through the use of a whole school half-termly text the whole school curriculum offer follows a thematic approach which ensures that the 7 broad areas of learning (linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative) are experienced throughout the academic year and unifies the pupils in their learning, alongside their individual pathway. The curriculum offer is not subject specific for all pupils, some of the pupils function at the very early stages of development; development is holistic with learning tasks often supporting the development of a range of skills. However, Literacy, Numeracy and PSHE are taught to all pupils in line with their individual abilities, in addition to being addressed through other curriculum areas.

In addition to the whole school text scheme of work, teachers plan their own schemes of work for their classes and individual pupils, in line with their agreed Learning Goals and positioning on the Literacy, Numeracy and/or Growth Frameworks. Planned schemes may use documents or commercial schemes/websites, adapted for use with individual pupils.

The school day starts with a '*Ready to Learn*' session, which has a physical and/or sensory approach in order to get pupils into the correct mind-set for learning, and to remove barriers to learning. This followed by literacy and numeracy for all children.

In the afternoons, children have access to a range of learning activities including 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.



Pupils in all Key Stages at Edgewood School access

Reading, writing, numeracy and PSHE learning daily

Due to their cognition, all pupils on role function below age-related expectations, some significantly, the expectation is not for them to achieve to age-related expectations, rather to make good progress against their starting point.

We carefully assess our students' levels of tolerance so that we are sure that they can successfully meet appropriate challenges.

Pupils in Key Stage 4 will access

Work related learning and work experience in areas that have been identified by pupils of interest to them and which can be facilitated through school in partnership with external providers in order to develop both academic and developmental objectives.

They will access AQA Exam board short courses, including Functional Skills.

Assessment:

Pupil's progress against their Learning Goals and the frameworks is measured using MAPP (Mapping and Assessing Personal Progress). Teacher assessments are formally reviewed in a termly RAP (Review of Assessment and Planning) meeting, their judgements are supported by evidence collated throughout the term on Evidence for Learning (E4L) and in pupil's work books.

MAPP assessment is ipsative, the assessment compares an individual's current performance with their own previous performance and therefore is not necessarily 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. Progress is measured 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

The Assessment of Lateral Progress: Descriptors and Rating Scale

<i>from</i> dependent		INDEPENDENCE						<i>to</i> independent	
Learners complete tasks independently									
The task is carefully scaffolded and the learner is fully prompted throughout.		Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).			The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to <i>initiate</i> the relevant skill(s).			The learner initiates the appropriate action and completes the task independently without prompts or other external cues.	
1	2	3	4	5	6	7	8	9	10

<i>from</i> approximate		FLUENCY						<i>to</i> accurate	
Learners reach a level of mastery combining speed and accuracy									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

<i>from</i> inconsistent		MAINTENANCE						<i>to</i> consistent	
Learners maintain competency over time through repetition. They remember how to do a task after a break									
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.		The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.			Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.	
1	2	3	4	5	6	7	8	9	10

<i>from</i> single context		GENERALISATION						<i>to</i> many contexts	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			The learner applies the skill to meet the demands of a new situation.	
1	2	3	4	5	6	7	8	9	10

These lateral measures enable pupils to embed and generalise skills and knowledge, rather than working through linear steps. 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.

Therapies Within Our Curriculum

We have weekly on-site support from both a Speech & Language Therapist and Occupational Therapist. Sessions take place within the classroom, within specialist therapy rooms, outdoors and within the local community. The development of communication skills is a key focus within our school and communication and sensory-regulation is at the heart of this aspect of our curriculum. The children have a wide range of communication modes. A range of Augmentative and alternative communication (AAC) are used to supplement or replace speech.

The school also receives half-termly support from the group's Clinical psychologist.

English/Literacy Within Our Curriculum

All pupils engage in daily literacy and reading activities specifically tailored to meet their individual needs addressing their individual Learning Goals and progress on the frameworks. The Rapid Reader Scheme and Twinkl Phonics Programme are used for developing reading skills. Where appropriate (according to need) the specifics of grammar, punctuation and spelling are taught. Reading for pleasure is actively promoted.

Progress is recorded on the Literacy and/or Growth Framework and evidenced on E4L. The Literacy Framework details learning expectations from EYFS to KS4. The skills are developmental and each stage builds on the next. Rather than age expected learning, the stages follow a linear pattern but are not linked to age and year group.

Maths/Numeracy Within Our Curriculum

All pupils engage in daily numeracy activities specifically tailored to meet their individual needs addressing their individual Learning Goals and progress on the frameworks. All aspects of numeracy are taught, however there is a focus on practical and functional mathematical and numeracy skills acquisition.

Progress is recorded on the Numeracy and/or Growth Framework and evidenced on E4L. The Numeracy Framework details learning expectations from EYFS to KS4. The skills are developmental and each stage builds on the next. Rather than age expected learning, the stages follow a linear pattern but are not linked to age and year group.

The Growth Framework

Our Growth Framework details the neuro-typical development of a child from birth to 5 years. The framework is designed to document children's developmental progress pre the formal Numeracy and Writing Frameworks, it dovetails into these and therefore some pupils may be assessed against both when they are around stage 1 or 2 of the formal frameworks. The Growth Framework allows a flexible and holistic approach to assessment, moving away from the neuro-typical expectations that

pupils make linear progress. A pupil's learning journey will follow their own unique path, highlighting any missing steps which may prevent them from moving forward.

PSHE

The PSHE Curriculum is at the heart of the curriculum, in addition to daily taught sessions, it is also intertwined into daily activities, with a focus on social development and equipping pupils with the skills and resilience to 'become independent, responsible, useful, confident and considerate members of the community', in line with our Aims above.

The PSHE and RSE Curriculum Policy and plan are developed in line with national guidance.

Marking Expectations

Our marking expectations take into account the level of participation and support required to complete a task. Whilst teachers and Teaching Assistants will provide verbal feedback for pupils throughout a session, written feedback will be provided on a minimum of one piece of work per day for every pupil.

The Headteacher monitors teachers' planning, ensuring pupils have access to a broad and balanced curriculum, experiencing all areas of learning and avoiding unnecessary repetition, although it should be acknowledged that some pupils at Edgewood School benefit from daily repetition of tasks in order for skills to be learnt and then retained. Work scrutiny and lesson observations are carried out by the Headteacher on a regular basis in order to monitor effective teaching and learning and to ensure consistency in marking and feedback to pupils.