



Curriculum, Planning and Progress Policy

Governors' committee normally reviewing:	Curriculum
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Intent of our curriculum

Our curriculum intends to equip all our pupils for lifelong development by fostering a love of learning and preparing them to be as independent as possible.

All pupils learn at different rates and require different types of support at different stages in their school life. Our curriculum provides a framework to support a pupil's learning, addressing any barriers to learning and using a well differentiated approach in order to nurture success.

At the forefront of our curriculum is the need for pupils to develop confidence, independence and to be able to communicate effectively using their preferred mode of communication. A key component of the curriculum is that there are opportunities to practise skills and concepts in different ways to ensure pupils can apply new found skills in a variety of settings for lifelong learning and being actively involved in their wider community.

Secure knowledge of each pupil's current progress is a core element of personalised learning. Only with this security can next steps and support be accurately tailored to individual needs. Every period of learning is based on the extent of relevant prior learning; and throughout the learning process, active assessment is required to ensure that we consistently strive for high aspirations for all pupils.

Vision and Aims

Cherry Garden Child Centred Curriculum aims to be:

1. **MOTIVATING and ENGAGING** – pupils learn when they are interested, stimulated and engaged.
2. **RELEVANT**- functional learning relevant to the learning levels of the pupils, taking into account their prior knowledge and experiences.
3. **CHALLENGING** – Suitably high and realistic expectations are held by everyone in the team. Differentiated learning is evident that ensures holistic progress for all pupils.
4. **PERSONALISED** goals (known as JAMs) are to be central to all aspects of provision and link closely to long term outcomes in the pupil's Education, Health and Care Plan (EHCP).

Personalised learning at Cherry Garden School ensures that every member of teaching staff is equipped to make well informed observations about pupils' progress, attainment and next steps. This information is shared and celebrated regularly with parents/carers to ensure we maintain strong partnerships.

Structured assessment systems are used to make regular, useful, manageable and accurate assessments, and for tracking individual progress. These include JAM reflection meetings, subject reviews, Annual Reviews, Tapestry observations and professional discussion.

Implementation of the Curriculum

Our child centred play-based curriculum promotes respect for each pupil as an individual, emphasising the four core development areas of Communication, Personal, Physical and Cognitive (thinking) skills. Personalised Just About Me (JAM) goals, derived from EHCP outcomes as well as the pupil's current interests, motivations and needs, are integrated into these curriculum areas to meet the needs of the individual pupils.

We implement a play-based curriculum which is developmentally appropriate to our pupils' needs. We facilitate learning through adult supported play and adult directed activities with a focus on exploration and creativity. Our enabling environment reflects the pupils' needs, backgrounds and prior life experiences in order to facilitate relevant, functional and meaningful learning. We highly value learning through play, which enables our pupils to develop their confidence, problem solving skills and become active learners. This supports their life long development, in line with research.

We do acknowledge that some pupils may need more focus on structured learning opportunities alongside play based learning, and this is implemented as part of their bespoke curriculum.

We have three curriculum pathways which broadly reflect our pupil cohort. Our schemes of work set out the provision and teaching strategies appropriate to each pathway, ensuring clear progression and development as pupils move through their learning journey. These levels are not defined by age, rather by individual need and development; pupils therefore may move from one level to another during their school career.

A topic-based approach ensures a broad range of opportunities and experiences throughout a pupil's time at Cherry Garden. These topics are then adapted to reflect the pupil's interests and next steps. They also ensure breadth and depth of learning for all pupils, regardless of which pathway they are following or may remain on.

Exploratory Pathway

Pupils on this pathway are at very early stages of development, and are typically assessed at Cherry Garden Branch Maps 1 – 4. They access a curriculum that enables them to:

- develop positive relationships with familiar adults;
- establish behaviours through which they can communicate with others;
- explore the world around them using their physical and sensory capabilities;
- develop a sense of security in the school environment.

Discovery Pathway

Pupils on this pathway are starting to develop more formal skills within the 6 areas of learning (shown in Diagram 1 below) and are typically assessed at Cherry Garden Branch Maps 4 – 8. They access a curriculum that enables them to:

- develop a more intentional formal communication system;
- develop functional problem-solving skills;
- starting to engage with more subject specific learning.

Investigation Pathway

Pupils on this pathway are moving towards pre-key stage standards and are typically assessed at Cherry Garden Branch Maps 8 – 12. They access a curriculum that enables them to:

- develop a range of life skills;
- communicate effectively with a range of communication partners;
- develop their confidence and independence in familiar settings and within the community.

It is likely to have pupils working on all three pathways within a class, and the Schemes of Work provide a guide to plan for differentiation across the range of pathways.

Pupils who are working on the Explorers curriculum will focus on the four core areas. Pupils working on the Discoverers and Investigators curriculum will work across the six Areas of Learning as shown in Diagram 1 below.

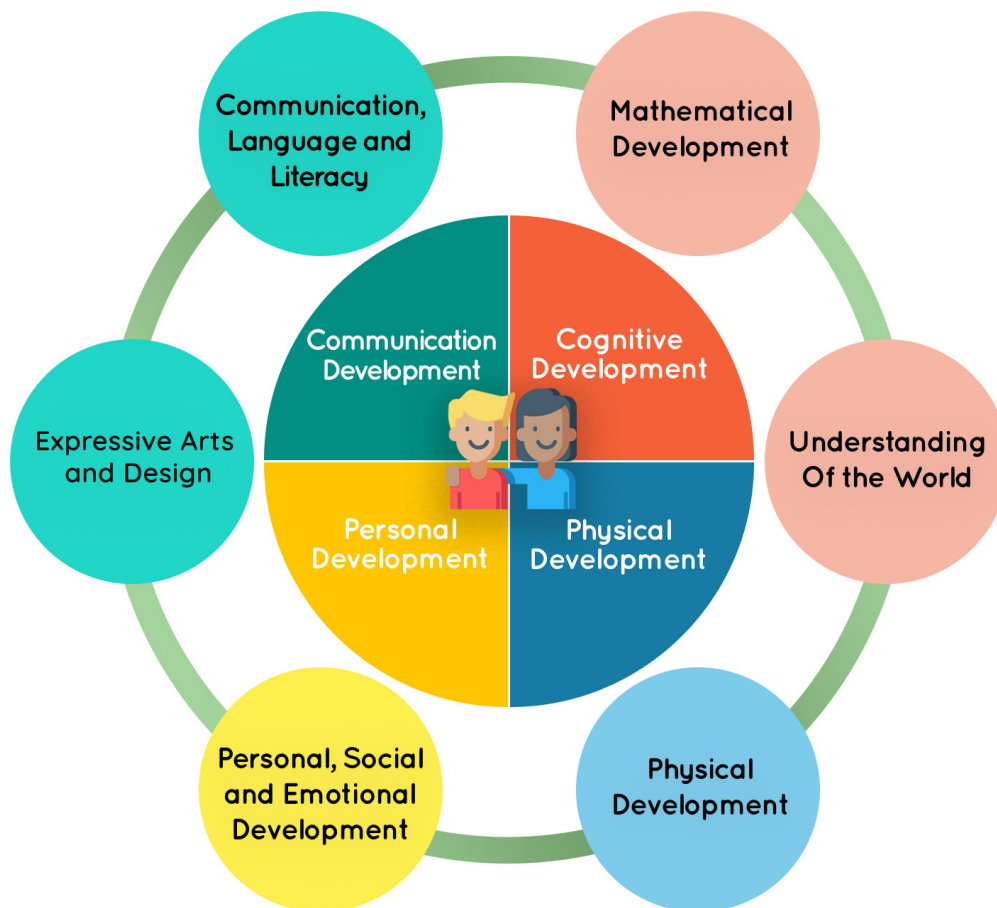


Diagram 1 – Child Centred Curriculum

The school promotes the development of all the above areas of learning within real life experiences. Meaningful engagement with the community is extremely important to ensure any developing skills, knowledge and understanding are relevant and functional. For example, a pupil using a communication aid needs to be a confident user in the local library and swimming pool. A pupil who has difficulty walking long distances can practise walking to the local shop.

Examples of provision linked to areas of learning are listed below:

Physical Development:

- Rebound Therapy
- Hydrotherapy Swimming
- MOVE Programme

Expressive Arts and Design:

- Group and Individual Music Sessions
- Dedicated Dance and Movement Sessions
- Regular projects with local Creative Partners such as Southwark Playhouse, Bow Arts and Globe theatre.

Personal, Social and Emotional Development:

- Community links with local schools
- Regular access to public transport
- School Council

Communication, Language and Literacy:

- Intensive Interaction
- Whole Body Writing
- Read Write Inc.

Planning

Long term planning- Topic Maps

Each class follows a three-year topic cycle (Early Years has a 1 year cycle). These topics are shown on our topic maps, the topics have been chosen for their relevance to the pupils and also to allow differentiation and progression between ages and stages.

Topics change every half term to ensure that there is a broad and balanced curriculum.

RE is mentioned separately on the topic maps. A whole-school religious theme is selected for each half-term, which may include alongside its seasonal festivals and celebrations across the major religions, and with a particular focus on the cultures and religions reflected in our own school community. For more information see the separate RE policy.

Schemes of Work

The Schemes of Work are split in to the six curriculum areas and differentiated to cover the three curriculum pathways.

They outline the key learning opportunities and provision which will be used to implement the curriculum and provide a broad and balanced coverage of all areas of learning. The provision is differentiated to reflect the needs of the pupils on each curriculum pathway and to ensure a progression of skills and knowledge.

Medium term planning

JAM goals are devised from the pupils EHCP outcomes. Yearly goals (or 6 monthly if under 5 years of age) are set in conjunction with parents/carers and multi-agency professionals at the Annual Review. These yearly goals are then broken down into three termly JAM goals and imbedded into the curriculum. Additional subject specific goals maybe set for pupils who are following the Discoverers and Investigators pathway.

Short term planning- Class Planning

The Topic Maps and Schemes of Work are used by class teachers to inform their classroom planning, which consists of:

- A detailed class timetable/daily plan (detailing the bespoke curriculum for each pupil)
- Group planning for small group, structured sessions which are repeated weekly throughout the half term (communication groups, cooking, maths groups, guided reading etc)
- Highly personalised planning for individual children if needed (personal stories, workstation activity schedules, personalised tacpac sessions etc).
- A weekly class set up plan outlining the classroom play provision and containing differentiated directions for how to use each area of provision during free-flow with different groups of children.

The weekly class set up plan can be altered and adjusted as the week goes on in order to remain responsive to the pupil's interests and to continue to challenge all pupils. The whole class team is encouraged to write feedback on it in order to inform the teacher's adjustments.

Assessment

Baseline Assessment


All pupils are assessed on our Branch Map assessment system in the six main subject areas, six weeks after starting at the school. This information is discussed with parents/carers and is entered into the Tapestry online assessment tool. Information prior to the pupil starting from parents/carers and any previous setting is also taken into account before baselining pupils.

Goal Setting

All pupils at Cherry Garden School have between 5 and 9 JAM goals. They are set and changed termly (three times a year) with a mid-point review. The goals are based on long and medium term aims from the pupil's EHCP/ Annual Review but are set to be child-centred, relevant, achievable yet challenging and importantly, motivating for the pupil.

These goals are worked on across all subjects and activities, and throughout the day, with close parental and multiagency involvement meaning that they can also be worked on at home.

The goals are spread across the different areas of the child centred curriculum, and vary in number according to which curriculum pathway the pupil is following.

Exploration	Discovery	Investigation
 <p>Each child has an additional goal: 'My special JAM wish', which is a goal focused on their wellbeing and what they would like to do or learn that half term. Where practical and meaningful, children are involved in deciding these goals themselves.</p>		
My Communication	My Communication – listening and understanding	My Communication – listening and understanding
	My Communication – expressing myself	My Communication – expressing myself
	My Literacy	My Literacy
My Creativity		
My Thinking	My Thinking	My Thinking – Maths
		My World
My Body	My Body – fine / gross motor skills	My Body – fine / gross motor skills
My Self	My Self – personal, emotional and social	My Self – personal, emotional and social

All recording of children's achievements in relation to their goals is on Tapestry – photos, videos, and typed observations.

A mid-point review is held in classes when pupil's progress toward their goals is discussed, as well as any barriers to learning. If the goals are still appropriate, they are continued, and if not, they are adjusted. Following this class team discussion, notes from the meetings are added to a reflection on the pupil's Tapestry profile, together with additional comments following a progress discussion between the class teacher and a member of the Senior Leadership Team (SLT) for each pupil.

Monitoring Progress

Formative Assessment

Staff use observations recorded in the pupil's learning journal on Tapestry to assess pupils current learning skills and what the next steps should be. Pupils working on the Explorers pathway are guided by the 'Routes for Learning' document which is incorporated into the Communication, Language and Literacy and Mathematical Development Branch Maps.

Significant achievements are celebrated on the Good News notice board and shared in assembly. There are also WOW boards in school for all members of the school community to see.

Summative assessment

Tapestry, based on the school's bespoke Branch Map assessment system is the school's primary summative assessment. This contains the six subject areas as well as supplementary maps (for symbol exchange, transitions, MOVE etc) to ensure all achievements are recognised.

Tapestry allows subject leaders to monitor and evaluate progress of individuals and groups at the end of the school year. This data also allows analysis of progress over time.

Pupils are assessed three times a year by their teacher and class teams with regards to the progress made towards their JAM goals.

At the end of the academic year every pupil receives an Annual Report, which summarises the progress over the year, linked to our school values.

Monitoring and support

Teachers are responsible for the monitoring and assessment of all pupils in their class. It is the responsibility of the entire class team to constantly assess the progress of each pupil against their individualised goals. A member of SLT meets with the class teacher three times a year to review all pupil JAM goals, ensuring progress is being made towards goals, teachers have the resources they need and strategies are appropriate, as well as any barriers to learning and how they could be overcome. These meetings also allow Senior Leaders to capture progress across similar cohorts of pupils and identify any areas where progress is not as expected. Support plans can then be put in place. This is also an opportunity for identifying any training needs.

Subject Leaders (or Senior Leaders) review progress in their curriculum area twice a year to monitor pupil progress, identifying strengths and areas for development, ensuring subject progression, and writing and reviewing subject action plans. They ensure pupils across pathways are making expected progress in relation to their prior learning and similar cohorts of pupils within the school.

Improving progress in learning is achieved through:

- 'Peer teach' which involves observation and targeted support is provided based on a termly review of progress for all pupils within their subject. Also

peer teach is prioritised for new teachers and in particular newly qualified teachers.

- Monitoring all teachers' planning, providing feedback.
- Professional development is a key area in raising standards and staff are encouraged to share expertise and be proactive in developing their own skills.
- Providing whole school and teacher training.

During the end of year Subject Review in July, a subject leader will identify pupils who need additional support in the following year. They will also use the information in their end of year review to produce an action plan for their subject area at the start of the next school year, which will link to the School Development Plan. This action plan then helps to target support and training where it is needed.

Working in Partnership with Parents/carers

Parents/carers are kept informed of their child's progress in a number of different ways. Significant progress is often communicated through the home school book or via telephone conversations. Parents/carers are encouraged to write down any achievements their child have made in the home school book or on Tapestry. This contributes towards helping their child achieve in their JAM goals at home.

Parents/carers have access to photo and video observations via Tapestry, where they can also upload their own photos, videos and comments from home.

There is a parents/carers evening in the Autumn term and Summer term and in July they receive an Annual report.

Annual Review

These are held for all pupils as part of the Education Health Care Plan (EHCP) process. They are a statutory requirement and the process is detailed in the Code of Practice for Special Educational Needs. The Annual Review is normally held during the term in which the EHCP date falls, or 6 monthly for pupils under the age of 5 years.

Parents/carers, class teacher, therapists and other relevant professionals in contact with the pupil are invited to participate in the Annual Review. We also ensure we capture the pupil's voice in the most appropriate way. A pupil voice presentation highlighting things that are important to the pupil and that they have worked on or particularly enjoyed over the past year is made by the class teacher, including input from the pupil using Talking Mats where appropriate. This presentation is shared with parents/carers in the Annual Review. Written reports are required from the therapists and other professionals. These reports are sent to the parents/carers in advance of the review.

All possible amendments of the EHCP are agreed in the Annual Review meeting with the parents/carers and forwarded to the SEN department for agreement. The

EHCPs are amended by the SEN department in Year 2 and Year 5 and in exceptional circumstances they are reviewed more frequently.

A new set of yearly aims are drawn up for the pupil based on EHCP outcomes and a copy of these aims and how to work on them at home is sent out to parents/carers after the Annual Review.

Planning Meeting

These are held for new pupils to the school. Planning Meetings are normally held 6 weeks after the child starts school. Parents/carers, class teacher, therapists and other professionals in contact with the pupil are invited to participate in the planning meeting.

A baseline assessment is provided by the class teacher and shared with parents/carers and professionals. A first set of JAM goals is drawn up for the pupil based on shared assessment feedback from the planning meeting.