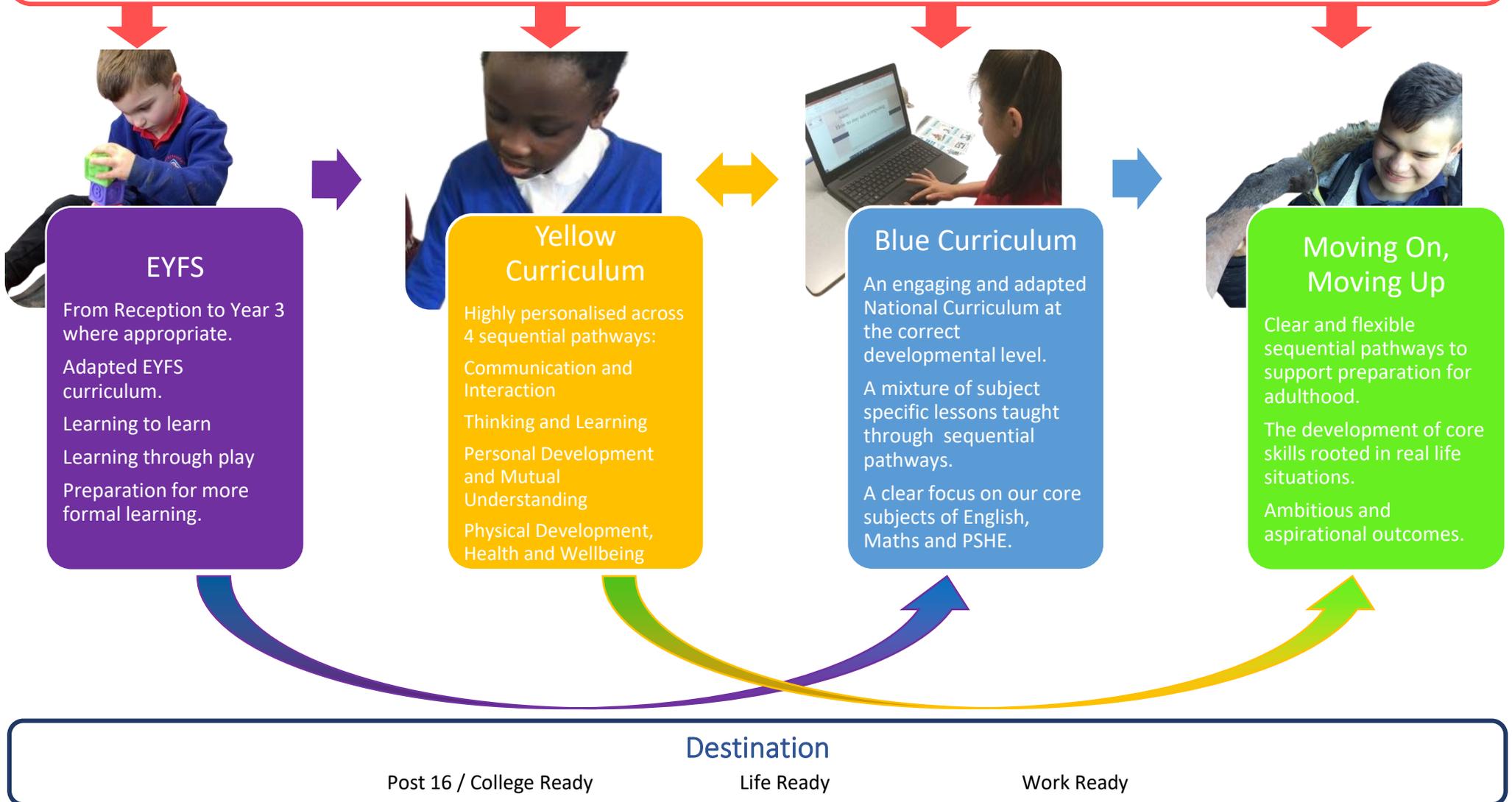




# Paternoster School – Curriculum Overview Diagram

## Education, Health and Care Plan

This is a *legally binding* document which describes the pupil's needs and sets out long term learning targets for each pupil. The EHCP learning targets are broken into small steps. These are reviewed 3 times a year.



## **Paternoster School Curriculum Statement 2022-23**

Our vision for all pupils, is to have meaningful and personalised learning pathways and choices throughout their school years so that their individual needs and aspirations can be met. Our flexible and ever evolving curriculum is designed and sequenced to meet the needs of all the learners at Paternoster School and has an emphasis on developing communication skills and independence, including practise and preparation for adult life. This provides excellent opportunities for our pupils to be included and contribute to the wider community.

### **Rationale**

Pupils' individual journeys are not defined by age, but by need and achievement based on their EHCP and curriculum learning outcomes, that are broken into small steps. Each subject sequential learning pathway covers the skills, knowledge and understanding necessary for our pupils to make the best progress possible in their learning. Individual learning needs such as readiness to learn, are further met through bespoke intervention programmes, which ensure we meet the needs of all our pupils.

### **Chronological Progression**

There needs to be breadth of learning throughout pupils' time at school, especially if they will be staying within the same curriculum. There should be variation in experiences / learning within a topic, whilst ensuring that the learning is developmentally appropriate. Whilst there may be whole school learning topics, the planning, learning and delivery may differ between classes. Priorities based on EHCP outcomes, IEP small steps, pupils' age, need, motivation and learning style help build the curriculum.

### **This is what our children know, learn and are able to do (Intent)**

Our intent is to provide a broad and balanced curriculum for all our pupils, opening rather than closing doors to future health, happiness, inclusion in society and their local community and success educationally and personally.

- Successful learners who enjoy learning and make outstanding progress.
- Effective communicators who can express themselves in their preferred communication mode, make choices and build positive relationships with other people.
- Learners who leave school with the highest levels of literacy and numeracy possible.
- Confident individuals who take a full part in activities within school and the community.
- Responsible citizens who behave well and make a positive contribution to the school and the wider world.
- Lifelong learners who leave school equipped for the adult world whether in employment, education or supported living.
- Flexible pathways responsive to the changing needs of learners.
- Learners who have developed the tools of self-regulation to enable them to achieve to their highest.

### **This is how we teach and assess learning (Implementation)**

Our curriculum implementation is based on initial robust baseline assessment and identifying specific needs, gaps or missing learning pupils may have that might hinder their progression. Curriculum delivery, assessment, feedback, and crucially teaching that leads to long-term learning and retention.

Our whole-school curriculum is based on the acquisition of core foundation skills before moving on, with an emphasis on a Total communication and language which we recognise as a key skill for all our learners and is written in a clear sequential manner that emphasises knowledge and skills that pupils gain at each step and over time, with pause points for assessment of key skills before moving pupils on.

- The core curriculum is based on the National Curriculum but adapted to meet our pupils' needs. Core subjects taught are Reading, English and Communication, Maths and Cognition, PSHE/RSHE, PE/PD and RE.
- Teachers' starting point for planning delivery of the curriculum is their knowledge of the individual learner, base line assessments, coupled with their Educational Health Care Plans (EHCP) outcomes.
- From EHCP outcomes, short term targets are devised as the learner's personalised progress plan. Targets are a team effort with input from educational staff, therapists and parents. This approach of joint working supports best outcomes for all our learners.
- An adapted EYFS is used in Elm Class recognising that our learners are acquiring the skills and knowledge to learn and play.
- Building independence begins in the Early Years curriculum and is central to all curricula that follow and build on it.
- Depending upon a learners need they will then follow either our yellow or blue curriculum, sometimes moving between the two.
- From Year 9 there is a clear focus on preparation for adulthood, following our Moving On Moving Up curriculum, linking the curriculum to the individual's EHCP and increasing opportunities to learn in the community
- Abstract concepts are taught in concrete ways
- A significant proportion of the curriculum is devoted to life skills
- Progress is tracked through online systems with annotated evidence from observations, work books, film and photos
- Interventions identified as impactful and evidence based, incorporated into the curriculum
- Individual therapy programmes integrated into the curriculum
- Frequent opportunities for repetition whatever the skill, whether learning 1:1 correspondence or using a local bus

### **This is what are children have learnt to do (Impact)**

- The curriculum's impact is monitored and evaluated to ensure that it is working for groups of learners and individuals, through a rigorous quality assurance process.
- Mechanisms for monitoring include pupil progress meetings which take place and include triangulation of available data and assessments, work scrutiny and observation/pupil voice.
- Each pupil's progress is discussed as part of the teacher's appraisal/performance management.
- Destinations of our young people – local and national colleges, work
- Feedback from our partners - parents/carers, local employers, school improvement partner, community, Ofsted