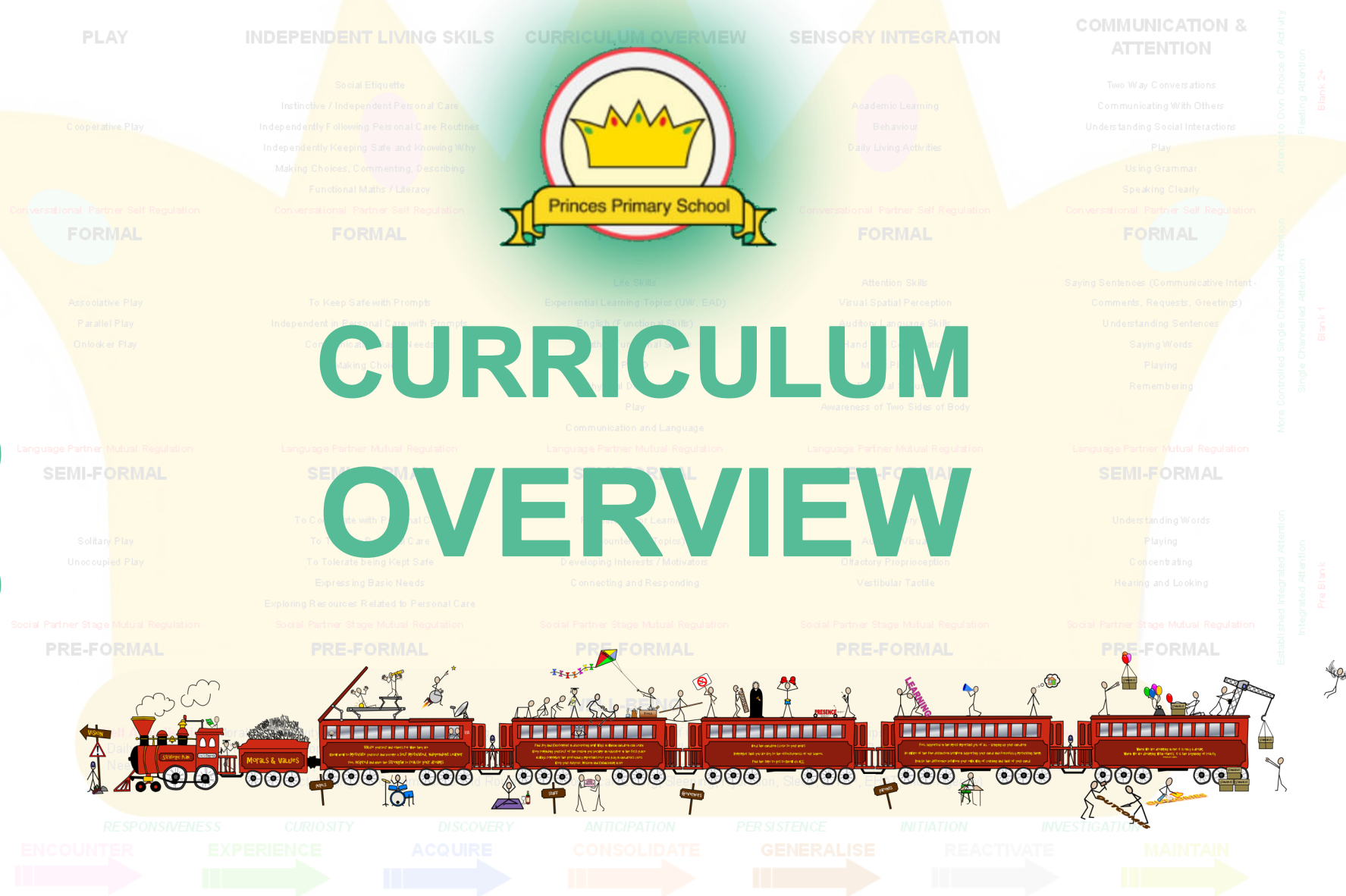


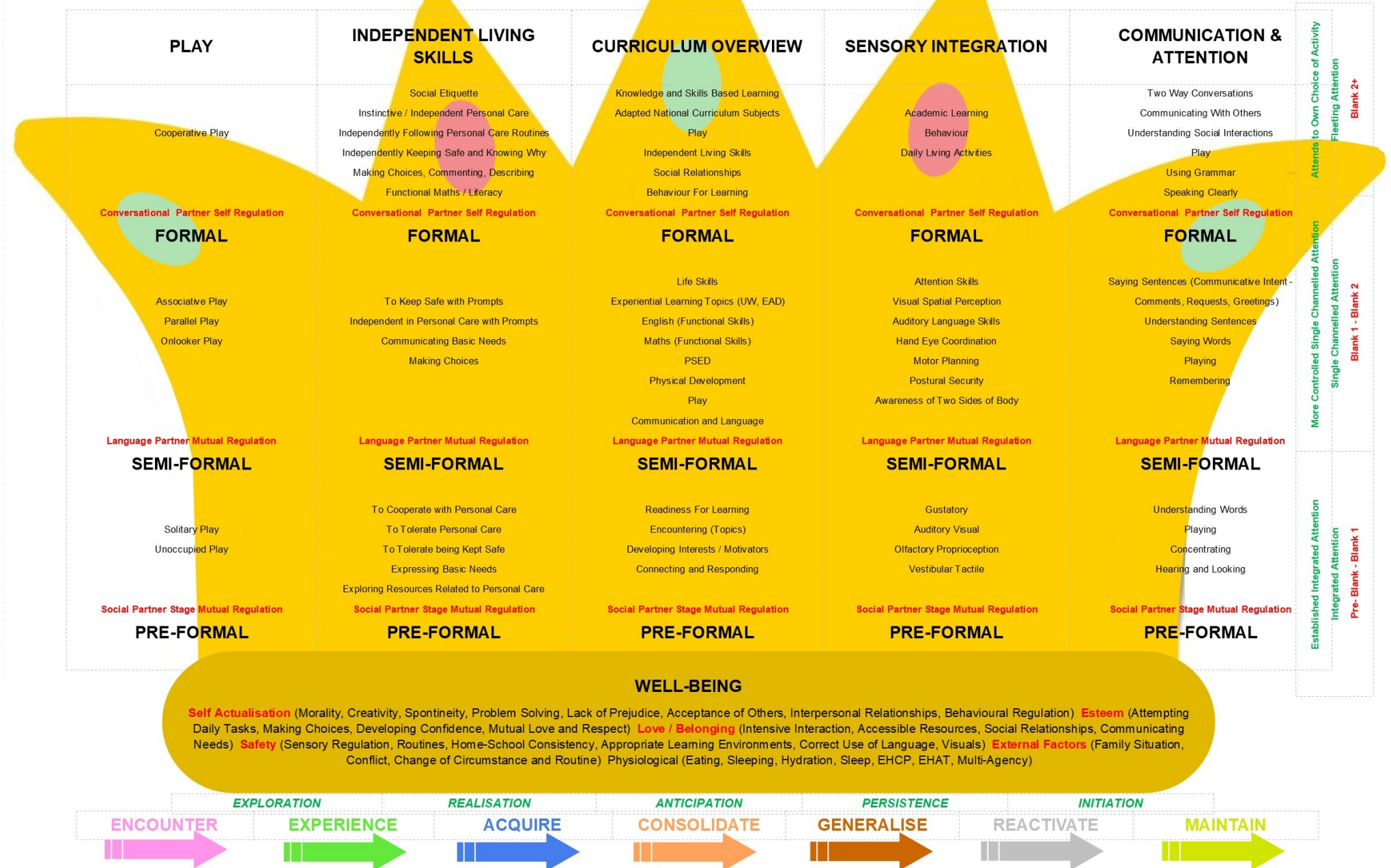
# PRINCES PRIMARY



## CURRICULUM OVERVIEW



# PRINCES PRIMARY SCHOOL CURRICULUM OVERVIEW





# PRINCES PRIMARY SCHOOL ACQUISITION OF KNOWLEDGE

## CREATE

Using prior knowledge to create

## EVALUATE

Opinions and justification

## ANALYSE

Begin to compare, contrast and examine knowledge

## APPLY

Demonstrate an understanding of contextual information

## UNDERSTAND

contextual vocabulary

## REMEMBER

contextual vocabulary

Acquisition comprehension and application of more detailed subject specific knowledge  
(comparing, contrasting and evaluating)

## FORMAL

The application and combination of;  
Materials • Resources • Vocabulary • People • Events • Environments  
Introduction to basic subject specific knowledge (specific to individual understanding)

## SEMI - FORMAL

Exposure to, Understanding of, Discrimination between and Use of;  
Materials • Resources • Vocabulary • People • Events • Environments

## PRE - FORMAL

(and introduction of new topics at at semi - formal level)

Understanding ideas and concepts

Attends to Own Choice of Activity  
Fleeting Attention  
Blank 2+

Understanding sentences  
(emerging - established)

More Controlled Single Channelled Attention  
Single Channelled Attention  
Blank 1 - Blank 2

Understanding words

Established Integrated Attention  
Integrated Attention  
Pre-Blank - Blank 1

\* Bloom's Taxonomy

## WELL-BEING

**Self Actualisation** (Morality, Creativity, Spontaneity, Problem Solving, Lack of Prejudice, Acceptance of Others, Interpersonal Relationships, Behavioural Regulation) **Esteem** (Attempting Daily Tasks, Making Choices, Developing Confidence, Mutual Love and Respect) **Love / Belonging** (Intensive Interaction, Accessible Resources, Social Relationships, Communicating Needs) **Safety** (Sensory Regulation, Routines, Home-School Consistency, Appropriate Learning Environments, Correct Use of Language, Visuals) **External Factors** (Family Situation, Conflict, Change of Circumstance and Routine) Physiological (Eating, Sleeping, Hydration, Sleep, EHCP, EHAT, Multi-Agency)

EXPLORATION

REALISATION

ANTICIPATION

PERSISTENCE

INITIATION

ENCOUNTER

EXPERIENCE

ACQUIRE

CONSOLIDATE

GENERALISE

REACTIVATE

MAINTAIN



INTENT

# MISSION & VISION



At Princes Primary we aim to provide a broad, balanced, aspirational and motivating curriculum which gives our learners the cultural capital to succeed.



We want learners to develop practical skills in a positive and stimulating environment.



We are committed to ensuring that our learners fully immerse themselves in learning and work within a flexible framework, which is responsive to need and enables all learners to communicate, think and problem solve in a range of contexts.



All learners have a right to be healthy, safe, happy, successful and valued.

# AIMS



INTENT



PRE-FORMAL

To support learners to develop communication strategies so that they have a voice.

To enable learners to live safe, healthy and happy lives, promoting physical development and movement range.

To enable learners to be valued and active members of their community, interacting and building positive relationships with others.



SEMI-FORMAL

To be successful learners who enjoy and contribute to their own learning and make progress and achieve.

To develop confident individuals who are able to live safe, healthy and fulfilling lives.

To develop responsible citizens who make a positive contribution to society.



FORMAL

To develop successful learners who enjoy and contribute to their own learning and make progress and achieve.

To develop confident individuals who are able to live safe, healthy and fulfilling lives.

To develop responsible citizens who make a positive contribution to society.



# PRE-FORMAL FOCUS FOR LEARNING

In addition to the EHCP areas of need (Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory Needs), the developmental stages of the MSLD EYFS framework will be used to support understanding of pathways and progression.



Connecting and responding to key people and familiar activities - e.g. object permanence, Attention Autism, SCERTS, encountering / experiential, Intensive Interaction, building relationships.



Making sense of the environments and world around them - routine, objects of reference, transitions, classroom environment, educational visits, recognising their impact on the environment e.g. cause and effect.

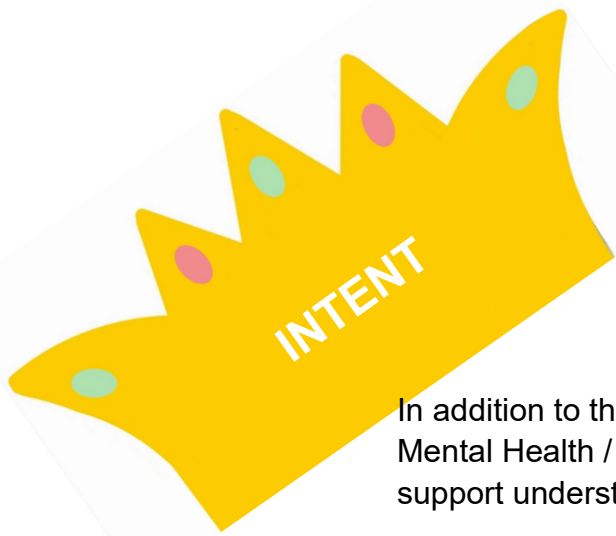


Developing varied interests and motivators - flexibility of thought, experiential learning.



Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers).

Ensure awareness of readiness for learning and that this is addressed after periods of absence (e.g. school holidays, illness etc). Always ensure that well being is acknowledged and incorporated into the daily teaching and learning.



# SEMI-FORMAL FOCUS FOR LEARNING

In addition to the EHCP areas of need (Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory Needs), the developmental stages of the MSLD EYFS framework will be used to support understanding of pathways and progression.



Connecting and responding to key people and familiar activities - e.g. Attention Autism, SCERTS, Intensive Interaction, building relationships.



Interacting with the environment and world around them - routine, objects of reference, transitions, classroom environment, educational visits, recognizing their impact on the environment e.g. cause and effect.

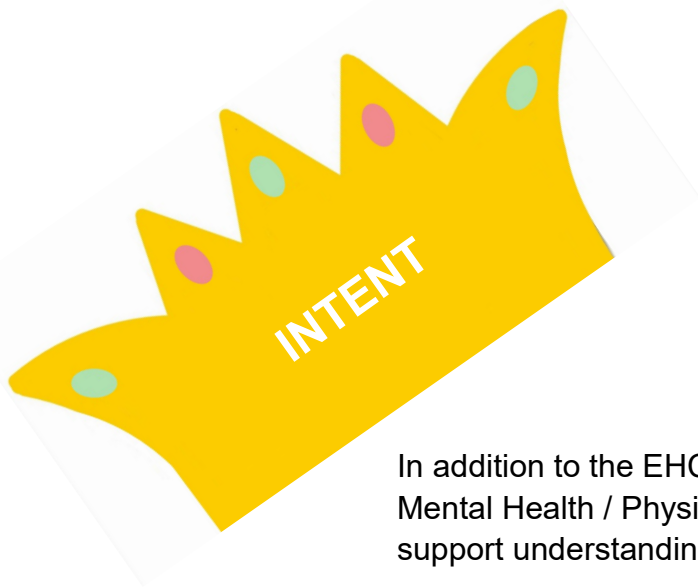


Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers).



Functional life skills with a focus on Literacy and Numeracy skills. Experiential learning with exposure to new topics in line with Blank Level 1 and 2 concepts.

Ensure awareness of readiness for learning and that this is addressed after periods of absence (e.g. school holidays, illness etc). Always ensure that well being is acknowledged and incorporated into the daily teaching and learning.



# FORMAL FOCUS FOR LEARNING

In addition to the EHCP areas of need (Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory Needs), the developmental stages of the MSLD EYFS framework will be used to support understanding of pathways and progression.



Investigating and interacting with the wider world around them.



EYFS Early Learning Goals linked into Key Stage 1 National Curriculum standards, pre Key Stage Standards - English and Maths.



Knowledge and skills based learning including all subject areas in line with Blank Level 3 and above.



Generalisation and mastery of skills consistently.



Behaviour for learning - emotional regulation, sensory regulation, routines, social relationships (adults and peers), confidence, resilience and determination (SCERTS).

Ensure awareness of readiness for learning and that this is addressed after periods of absence (e.g. school holidays, illness etc). Always ensure that well being is acknowledged and incorporated into the daily teaching and learning.





# EVIDENCE BASED RESEARCH INFORMING INTENT



Maslow's Hierarchy of Needs - Abraham Maslow 1954



The Pyramid of Learning - Williams and Shellenberger 1996



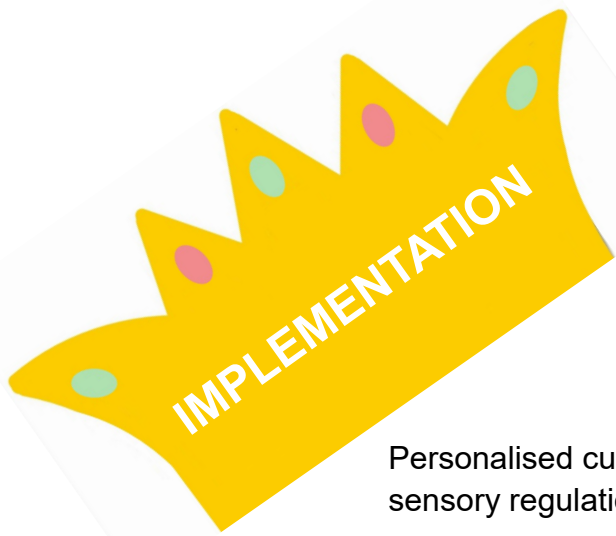
Blank Level Questioning - Blank, Rose and Berlin 1978, PECS - Bond and Frost 1985;  
SCERTS - Prizant, Wetherby, Rubin, Laurent and Rydell 2006, Intensive Interaction - Dave Hewitt 1988;  
Attention Autism - Gina Davies 2013, Developing Attention Levels - Cooper, Moodley and Reynell 1978



Venturing into Play - Caroline Smith 2015



The Rochford Review - Diane Rochford 2015-2019  
Ofsted Inspection Framework 2019  
Bloom's Taxonomy - Benjamin Bloom 1956



# PRE-FORMAL APPROACHES TO LEARNING

Personalised curriculum - a range of approaches and teaching styles. A focus on mobility, postural management, sensory regulation and active exploration of the environment.



Blank Level Questions, Intensive Interaction; SCERTS (social partner stage), sensory cues, objects of reference, visual timetables, Makaton, augmentative and alternative communication (functional and social communication), Attention Autism.



Mutual Regulation / Self Regulation (SCERTS), IBPs.



Quest for Learning, SCERTS, EYFS.

Learning - observation focused and engagement focused.

Medical Care Plans - training and skilled staff to provide a range of medical interventions. Input from physiotherapy and sensory services.

Providing opportunities for independence, daily life skills and developing social and emotional skills. Opportunities for British Values and SMSC, learning outside the classroom.

Lineal and lateral progress.



# SEMI-FORMAL APPROACHES TO LEARNING

Personalised curriculum - a range of approaches and teaching styles. A focus on sensory regulation and active engagement of the environment.



Blank Level Questions, Intensive Interaction; SCERTS (social partner stage/language partner stage), sensory cues, visual timetables, Makaton, augmentative and alternative communication (functional and social communication), symbol programs, Attention Autism.



Mutual Regulation / Self Regulation (SCERTS), IBP



SCERTS, EYFS

Learning - observation focused and engagement focused.

Providing opportunities for independence, daily life skills and developing social and emotional skills. British Values and SMSC (class behaviour management, class rules, IBPs, reward systems, self regulation, school council). Learning outside the classroom.

Lineal and lateral progress.



# FORMAL APPROACHES TO LEARNING

Personalised curriculum - a range of approaches and teaching styles. A focus on sensory regulation and emotional regulation.



Blank Level Questions, SCERTS (language partner and conversation partner), visual timetables, Makaton, Colourful Semantics, augmentative and alternative communication (functional and social communication), symbol programmes, Attention Autism.



Mutual Regulation / Self Regulation (SCERTS), IBP



SCERTS, EYFS

Discrete PSHE focus - in response to children's needs (bullying, peer on peer inappropriate behaviour, emotional development, transition). Purposeful learning environment - functional support e.g. behaviour, celebrating work, quiet areas. Providing opportunities for independence, daily life skills and developing social and emotional skills, British Values and SMSC (class behaviour management, class rules, IBPs, reward systems, self regulation, school council). Learning outside the classroom.

Lineal and lateral progress.



# Engagement Model

Engagement Model is statutory for pre subject specific learning. The five areas (exploration, realisation, anticipation, persistence and initiation) support pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning



Engaging with adults, child led activities and new resources



Engaging with a wider a range of adults (familiar and unfamiliar), adult led activities and a wider range of resources.



Engaging for more extended periods of time with more complex adult led activities.





# WHOLE SCHOOL APPROACH TO LEARNING

Pupil's pathway progression will be individual and may cross different pathways for different subjects depending on personal strengths and interests.

The curriculum at Princes is flexible and will adapt and change in line with future evidence based research and government guidelines.

Both child and adult led themes will be used to provide breadth of experience. Staff will ensure that engagement indicators are prevalent throughout the curriculum and any teaching and learning.

Relevant learning contexts will be provided in order to prepare for high school.

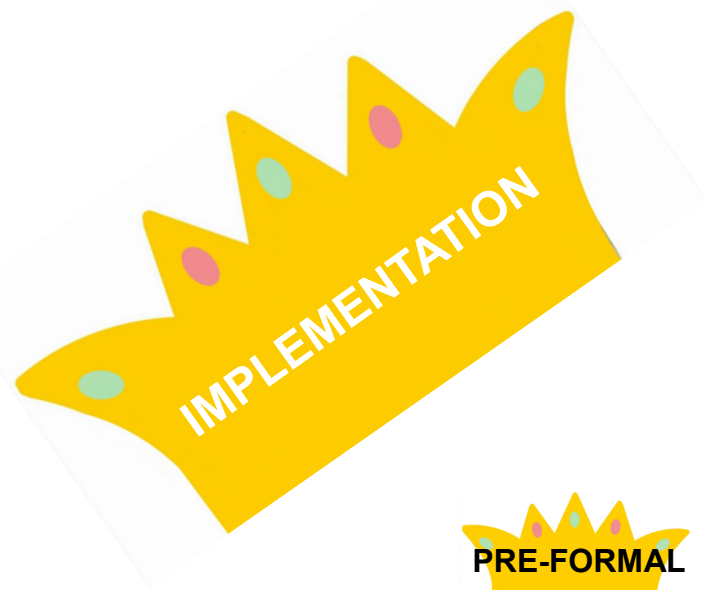
Emphasis will be on processes, rather than outcomes.

Enrichment days / weeks will be utilised to enhance the learning experiences of the children

Class staff will work closely with the Family Liaison Officer - EHATS, Early Interventions, attendance monitoring etc

A multi agency approach (including physiotherapy, OT, SALT, CAMHS)

Community Links; Outdoor Learning including Forest Schools; Enterprise; Sports Provision (LFC, EITC, Little Musketeers etc); MSLD music festival; School Council



### PRE-FORMAL

- **Communication and Attention**
- **PSED**
- **Physical Development including swimming**
- **Play**
- **British Values and SMSC**
- **RE**
- **Experience based learning** (covering Literacy, Maths, Expressive Arts and Design and Understanding the World and MFL - KS2 only)
- **Engagement Model**

# CURRICULUM AREAS



### SEMI-FORMAL

- **Communication and Attention**
- **PSED**
- **Physical Development including swimming**
- **Mathematics** - functional life skills
- **English** - functional life skills
- **Play**
- **British Values and SMSC**
- **RE**
- **Experience based learning** (covering EAD, UW and MFL - KS2 only)
- **Engagement Model**

SEE SUBJECT SPECIFIC INTENT DOCUMENT



# CURRICULUM AREAS



- **Language and Communication**
- **PSHE**
- **Physical Education including swimming** (Including up to Key Stage 2 National Curriculum)
- **Mathematics (Pre Key Stage Standards)** - functional skills
- **English (Pre Key Stage Standards)** - functional skills
- **Knowledge based learning Key Stage 1 National Curriculum Standards** - Science, History, Geography, Music, Art & Design, RE, Computing, Design and Technology, MFL
- **Play** (Cooperative Play - successfully entering into play with another child: play has an organized structure, will communicate with others, will express ideas for activities, acknowledges actions and accomplishments, negotiates roles and sets up events, will respect other children's properties, more willing to share and ask to share)

**Problem Solving & Creative Thinking**

**Responsibility for own learning** - self evaluations (IEPS and work), creating own IEPs

**RE**

**British Values / SMSC**

SEE SUBJECT SPECIFIC INTENT DOCUMENT



# EVALUATING PROGRESS

Earwig Frameworks - EHCP, SCERTS, EYFS leading into National Curriculum Standards, Intensive Interaction, PECS, Quest for Learning, Swimming, Venturing into Play, Independence Living Skills, British Values and SMSC.

Lateral Progress as well as linear progress which is demonstrated on Earwig.

**Encounter** - Fleeting reactions to activities and stimuli.

**Experience** - Sustained and extended reactions to activities and stimuli. Higher levels of purposeful engagement with activities and stimuli. Links to 7 indicators and aspects of engagement (see below in italics).

Engagement Model (Pre pre-key stage standards)

**Exploration** - This shows whether a pupil can build on their initial reaction to a new stimulus or activity, for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity, for example, they may notice it or reach out to it.

Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people.

Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

**Realisation** - This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.

Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their learning and prevents an activity from becoming routine.



IMPACT

# EVALUATING PROGRESS

**Anticipation** - This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).

Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.

Anticipation is important in measuring the pupil's understanding of cause and effect, for example if they do this, then something will happen. This prepares the brain for learning and helps with the pupil's memory and sequencing.

**Persistence** - This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.

Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.

Persistence is important so that the pupil maintains an activity long enough to develop and reinforce learning. It also helps the pupil apply their skills or knowledge so they can achieve their desired outcome.

**Initiation** - This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.

Initiation is important to establish how well the pupil is developing independence, which is required for more advanced learning.





IMPACT

# EVALUATING PROGRESS

**Acquisition Physical Prompt** - gained new skills and responses with physical prompting.

**Acquisition Gestural Prompt** - gained new skills and responses with gestural prompting.

**Acquisition Verbal Prompt** - gained new skills and responses with verbal prompting.

**Acquisition Independent** - gained new skills and responses independently.

**Consolidation** - becoming more competent and fluent in skills and responses in familiar settings and with familiar and less familiar adults.

**Generalisation** - to have mastered response in different settings, contexts, materials, stimuli and with more unfamiliar people including adults and peers. Includes application of skills learnt in a variety of situations.

**Reactivation** - to regain a skill or response after an extended period of time if it has been lost or regressed.

**Maintenance** - to have secure and mastered skill after an extended period of time.



IMPACT

# PUPIL PROGRESS

Pupil progress at Princes reflects the individual nature of all our pupils. Progress is always evaluated from their starting point and reflects their personal journey which works towards the National Curriculum.

Princes Primary does not use numerical data but will use case studies to reflect the pupils progress.

Rate of progress may vary across their school life and across subjects.

Priority areas will be bespoke to each pupil and will be reflected in the child's IEP (linked to EHCP and 12 monthly targets).

The format for annual reviews now incorporates opportunities to discuss the EHCP and amend to ensure that all targets and comments are relevant.

Annual reviews and end of year reports demonstrate progress over the academic year using qualitative data.

Internal moderation will focus on similar pupils assessment records in order to moderate baselines, rate of progress and target setting. Team discussions will be held to ensure all judgements are accurate and robust.

Pupils who are not making less than expected progress will be identified and clarify the potential reasons behind this and introduce strategies to support.

As part of pupil progress moderation Quality Of Education team will look at evidence from the following identified groups including Pupil Premium, Free School Meals CIN, LAC, EAL, Gender and Pathways.



IMPACT

# EVALUATING IMPACT & ACCOUNTABILITY

Our pupils are at the core of everything we do and therefore the bespoke curriculum ensures that they are treated as individuals and that we do not compare individual pupil's data.

The aim is to ensure that the well being of all pupils is at a consistently high level, including behaviour and attendance, which will then have a positive impact on all teaching and learning.

A coherent curriculum ensures that there is whole school consistency which supports effective teaching and learning.

Holistic progress of individual pupils is effectively recorded through Earwig.

SMT to monitor whole school progress, including particular cohorts (one page profiles / earwig evidence).

Internal moderation through pathway groups (including mixed pathways), curriculum area groups and curriculum coordinators.

Annual reviews will be held to provide opportunities to feedback to parents, Local Authority and other professionals around EHCP outcomes.

Ongoing reporting to parents via Earwig.

Identifying appropriate CPD to support implementation of the curriculum.

Discussions with teachers over individual children's progress.

Reporting to appropriate stakeholders e.g. parents, governors, SMT.

Continue to liaise with other MSLD schools through curriculum groups and meetings.

Curriculum will be monitored and reviewed regularly by Curriculum Coordinators (Emma McCormick and Jodie Hudson), which will inform action plans.