

Seven Hills Curriculum Development 2019-20

	Developmental 1 (pre-subject specific)	Developmental 2	Semi-formal (1 & 2)	Formal (1 & 2) (subject specific)	Post 16
Ethos	<p>Students at very early levels of development (typically assessed at P1 to P3/P4) access a curriculum that enables them to develop a sense of security in the school environment, to establish positive relationships with familiar adults, to explore the world around them using their sensory and physical capabilities to the full and to establish behaviours through which they can communicate with other people.</p> <p>Teaching and learning opportunities aim to:</p> <ul style="list-style-type: none"> • Develop communication skills, including social communication. • Maximise independence through choice making • Foster an enjoyment in learning and develop students' well-being. 	<p>Students at Informal 2 typically display 'spiky' profiles in their development. They are beginning to develop skills, knowledge and understanding in line with subject specific learning, but this may only be in one or two areas. While they may be able to perform above their general level of development and access more formal learning activities under close tutorage, they continue to require a curriculum that is largely based around exploratory and teacher-led play with an emphasis on sensory experiences.</p> <p>Teaching and learning opportunities aim to:</p> <ul style="list-style-type: none"> • Develop communication skills, including social communication. • Maximise independence through choice making • Foster an enjoyment in learning and develop students' well-being. • Develop students' capacity to engage in more formal learning, particularly core skills. 	<p>Students following the semi-formal curriculum learn best when learning is related to their own experience. Learning will be through structured play; functional activities, and topic-based projects. The curriculum content broadly corresponds to the ground covered by the Early Years Foundation Stage (P levels 4 to 8) but the teaching approach will reflect the age and learning style of the students concerned.</p> <p>Teaching will address core learning through a combination of 1:1, small group and whole-class learning activities. Skills, knowledge and understanding will be developed through formal taught tasks, direct instruction, problem solving, hands-on active learning and exploratory play.</p>	<p>Students following the Formal Curriculum access the range of National Curriculum subjects, modified in the light of their developmental level and special educational needs.</p> <p>From Yr 9 students working within the Formal curriculum are likely to be entered for Entry Level exams and they follow the appropriate syllabus in each exam subject.</p> <p>Students access new learning opportunities focusing on functional skills which are key to life. They develop new skills to enable them to acquire a wide range of accreditation.</p> <p>From Year 9 (Formal 2) there is a greater emphasis on preparation for adult life including the world of work and employment.</p>	<p>The Post 16 curriculum continues to provide a broad range of subjects including discrete maths and English. The curriculum aims to develop independent enquirers, creative thinkers, team workers, self-managers, effective participators and reflective learners. The curriculum is designed to be flexible and meet the needs and interests of a diverse group of learners.</p> <p>Post 16 represents an extension of the informal and semi-formal curriculum, focusing on providing a breadth of experience and personalisation, exposing students to a wider range of learning environments and alternative social opportunities.</p> <ul style="list-style-type: none"> • Functional skills are further developed

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Impact	<p>Students are:</p> <ul style="list-style-type: none"> • Healthy • Happy • Able to indicate basic needs and feelings • Engage and participate in learning and social situations. • Able to communicate their basic needs and feelings and their communication skills are continuing to develop. 	<p>Students are:</p> <ul style="list-style-type: none"> • Healthy • Happy • Able to indicate basic needs and feelings • Engage and participate in learning and social situations. • Able to communicate their basic needs and feelings and their communication skills are continuing to develop. • Developing their core skills and specific areas of improvement are maximised. 	<ul style="list-style-type: none"> • Core skills – Maths/English • Attainment of qualifications • Active citizens who are able to have role in their community • Safety aware • Independence is maximised • Form positive relationships and communicate with peers • Well-prepared for next stage of learning 	<ul style="list-style-type: none"> • Students have developed aspirations for the future and know what steps they need to take to achieve their ambitions. • They are well-prepared for adulthood /next steps in learning and have knowledge & experience of college and employment. • Students become active citizens and are given opportunities to take responsibility and leadership. • Students are independent. • Students are risk aware and know how to keep themselves safe in different environments. • Students are confident and have well-developed social skills. They know how to conduct themselves in a range of situations. 	<p>Students are prepare for adulthood and become:</p> <ul style="list-style-type: none"> • Successful learners - who enjoy learning, make progress and achieve • Confident individuals - who are able to lead safe, healthy and fulfilled lives • Responsible citizens - who make a positive contribution to society and the school • Attain accreditation relating to life skills and independence • Students are role models for other students across the school
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Assessment	<p>Students not yet involved in subject specific learning are assessed using the B Squared ‘Engagement Steps’ within the Cognition & Interaction strand under the seven areas of:</p> <ul style="list-style-type: none"> • responsiveness • curiosity • discovery • anticipation • persistence • initiation • investigation <p>N.B. There is <u>no</u> requirement to assess students working at this level against the areas of:</p> <ul style="list-style-type: none"> • Communication and interaction • Social, mental and emotional health • Sensory and/or physical 	<p>Students are assessed using the B Squared ‘Engagement Steps’ within the Cognition & Interaction strand under the seven areas of:</p> <ul style="list-style-type: none"> • responsiveness • curiosity • discovery • anticipation • persistence • initiation • investigation <p>In addition, student may be in the process of moving towards subject specific learning and may be assessed against B-Squared NC subjects in identified areas of accelerated progress e.g. Maths – P Scales.</p>	<p>Students following the semi-formal curriculum will be assessed against the National Curriculum using B Squared Connecting Steps for P.E, Art, D&T, Computing & Music. Assessments are based on P-Scales and sub-levels (old NC).</p> <p>Maths & English will be assessed against National Curriculum age-related expectations and pre-key stage expectations using Educater software.</p> <p>Progress in other areas including PSHE, R.E, Wider World and Life Skills as well as transferable skills such as emotional development and thinking skills are also assessed using the Educater framework .</p> <p>Some students may be in the process of transitioning from the Engagement Steps system to Educater/B Squared assessments and might be assessed under both systems for a short period (e.g. Maths/Eng – Educater, and Engagement Steps for Cognition & Learning).</p>	<p>Students following the formal curriculum will be assessed against the National Curriculum using B Squared Connecting Steps for P.E, Art, D&T, Computing & Music. Assessments are based on P-Scales and sub-levels (old NC).</p> <p>Maths & English will be assessed against National Curriculum age-related expectations and pre-key stage expectations using Educater software.</p> <p>Progress in other areas including PSHE, R.E, Wider World and Life Skills as well as transferable skills such as emotional development and thinking skills are also assessed using the Educater framework (PSHE).</p>	<p>Students will be assessed in Maths and English against age-related expectations and pre-key stage expectations using Educater software.</p> <p>All other areas will be assessed through the PSHE strand of Educater.</p> <p>Students who have not yet accessed subject specific learning will be assessed using the B Squared ‘Engagement Steps’ within the Cognition & Interaction strand under the seven areas of:</p> <ul style="list-style-type: none"> • responsiveness • curiosity • discovery • anticipation • persistence • initiation • investigation
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<p>Assessments should be carried out throughout the year and at significant points in a programme of study (e.g. end of a module or when groups rotate) but must be updated at the end of each term as a minimum. These assessment points are included on the Key Dates calendar.</p>					
Accreditation	AQA Unit Awards	AQA Unit Awards	AQA Unit Awards and Functional Skills qualifications at Entry Level	Functional Skills qualifications at Entry Level and where appropriate Level 1. In a few cases, students who are able to will be entered for GCSE qualifications in conjunction with All Saints.	Maths and English will be accredited using Functional Skills Entry Level and AQA Unit Awards, allowing us to build on accreditation already gained. Other subjects will work towards ASDAN modules, on a 3 year rolling programme of accreditation.
	Organisation		<p>Students following Developmental 1 curriculum may be taught in the same class as students following Developmental 2 as the difference is more about approach and organisation of activities than it is timetabling of subjects.</p>	<p>In the Semi-formal 1 curriculum students receive 2 lessons of learning through play each week. They may also take part in play-type activities as part of learning in other lessons. Students in Semi-formal 2 will have slightly less emphasis on play and will receive 2 lessons per week of topic-based Generic Skills.</p> <p>Art & Design, Food, Music and Performing Arts is delivered in rotation.</p>	<p>Students in Formal 1 represent the more able groups in Y7-Y8. Formal 2 is for similar groups Y9-Y11.</p> <p>Citizenship is delivered through PSHCE. Careers for Y9-Y11 students is delivered through Work-related learning.</p> <p>Outdoor learning for Formal 1 becomes D of E for Y11 students in Formal 2, but stays as Outdoor Learning for other Formal 2 students.</p>

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	Developmental 1 & 2
Creative	4
ILP Development	10
Enrichment	2
Outdoor Learning	2
Learning Through Play	6
Music	4
P.E.	2
Reading	5
Total:	35

	Semi-formal 1	Semi-formal 2
Art & Design	1	1
Computing	2	2
English	6	6
Enrichment	2	2
Food Studies	1	1
Life Skills	2	2
Outdoor Learning	2	2
Maths	6	6
Music	1	1
Performing Arts	1	1
P.E.	2	2
PSHE	2	2
Generic Skills	0	2
Learning Through Play	2	0
Reading	5	5
Total:	35	35

	Formal 1 (Y7-Y8)	Formal 2 (Y9-Y11)
Computing	2	2
Creative	4	4
English	6	6
Maths	6	6
P.E.	2	2
PSHCE	2	2
Science	2	2
Life Skills	2	2
Enrichment	2	0
Work-Related Learning	0	2
Outdoor Learning	2	0
Reading	5	5
DofE/Outdoor Learning	0	2
Total:	35	35

	Post 16
Community Participation	2
Creative & Cultural Diversity	4
English	4
Enrichment	2
Healthy Lifestyles	4
Independent Living Skills	4
WRL/Enterprise	2
Leisure	2
Maths	4
Technology & Media	2
Reading	5
Total:	35