

The Curriculum at Pictor

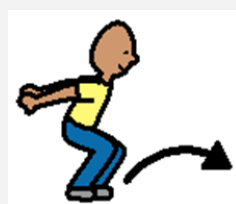
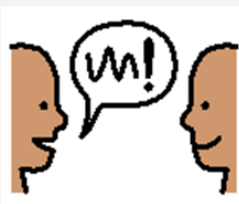
Information for
Parents



*“What’s most
important?”*

Learning is fun and meaningful

ALL OUR CURRICULA FOCUS ON SENSORY INTEGRATION TO PREPARE
PUPILS FOR LEARNING





‘INTENT’- WHAT ARE WE TRYING TO ACHIEVE WITH OUR CURRICULUM AT PICTOR?

We believe that it is vital that our pupils are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children and young people will receive an education that enables them to achieve their best possible outcomes, and become confident, able to communicate their own views and ready to make successful transitions into secondary school and then adulthood.



‘IMPLEMENTATION’ – HOW DO WE DELIVER OUR CURRICULUM AT PICTOR?

Pictor Academy



Our curriculum starts with each individual child. Teachers plan for learning based on your child's annual targets which stem from the outcomes identified in the EHC Plan. These are worked on across the school

day and in particular in sessions such as Independent Basket Work, Snack Time, Dinner Time, Outside Play, Group Times and Hygiene times as well as transitioning around school. Details of what this learning looks like is described in a termly Individual Learning Plan that we send out with termly Learning Journeys.

We use discrete learning activities, real life experiences and play as key vehicles to deliver our curriculum as we believe that this is the best way to engage our pupils in learning. Direct teaching may occur in 1:1, small group and larger group sessions.

Our curriculum is highly focused on developing children's communication. In addition, emotional regulation is central to our curriculum. These key areas are supported across the school by highly trained Therapists, Teachers and Teaching Assistants.

We have three curriculum approaches- **Informal**, **Semi Formal** and **Formal**. These are predominantly topic based and ensure our curriculum is broad and balanced and engaging for our pupils. Each of our curriculum styles is designed to be fun, engaging, practical and meaningful and matched to pupil learning and developmental needs. Individual learning styles are enabled with opportunity for repetition, reinforcement and overlearning.

All three of these support different levels of learning and engagement but all are child led and driven by the individual interests of the pupil. They all have an overarching focus on communication, social interaction, independence, emotional wellbeing, physical development and cognition.

New topics are generally started each half term and cover a range of learning over the year. These are carefully planned to maximise engagement as well as provide a broad and balanced curriculum.



The Informal Curriculum...

is a holistic approach where your child builds knowledge and skills from direct experiences in their environment. This includes responding to adults, other children and the physical environment. This is a flexible curriculum that celebrates the different abilities of our pupils with the most complex needs.

It focuses on developing

- early communication and social interaction skills,
- physical skills
- early cognitive skills
- interaction with the environment.

These form the foundations of learning. This curriculum pathway is not subject specific.



The Semi-Formal Curriculum...

covers learning in the following areas:

- My Personal, Social and Emotional Development: Making Relationships, Self Confidence and Self Awareness, Feelings and Behaviour
- Communication and Language: Listening and Attention, Understanding, preferred communication method (PECS, speaking, sign etc)
- My Physical Wellbeing: Gross Motor Skills, Fine Motor Skills, Independence, Health and Self Care
- Literacy: Reading, Writing
- Maths: Number, Shape, Space and Measure
- Understanding my World: RE, People and Communities, My World, Computing, Cookery
- My Creativity: Music, Art

It is delivered through a thematic, hands-on based approach reflecting the ethos of the Early Years curriculum.



$$\begin{array}{r} 259 \\ \times 917 \\ \hline \end{array}$$



The Formal Curriculum...

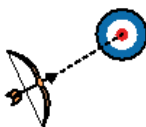
is adapted initially from the National Curriculum but modified to ensure it is engaging and matched to the learning needs of our children. Some pupils may be working within the Formal Curriculum in some subjects, e.g. Maths, but within the Semi-Formal Curriculum for others.

A curriculum map ensures relevant coverage over the year and includes...

- English, Maths and Science
- Computing
- PSHE
- History and Geography
- Cookery and DT
- RE
- PE
- Art, Music and Drama

The National Curriculum Programmes of study for each subject are followed where they are relevant and accessible.

‘IMPACT’ – HOW DO WE KNOW IT’S WORKING?



We assess pupils in lots of different ways. These are detailed in our additional leaflet ‘Assessment at Pictor in KS1 and KS2–Information for Parents’. We record key learning using software called ‘Evidence for Learning’. We take photographs and make notes against key learning targets and share some of these through termly learning journeys.



Please contact your child’s teacher if you would like further information about their curriculum.

Written by Karen Larsen and Sarah Anderson, updated February 2024