

Curriculum Pathway Characteristics & Approaches Overview – Formal Curriculum

Learner Characteristics					Provision						Assessment			
Communication	Characteristics of Learners	Play (cognitive / social)	Ability to Engage	Developmental Levels	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Generalised Outcome	Recommended Developmental Assessment(s)	Statutory	Recording	Summative
Competent verbal communicators with both adults and children for a range of purposes. Support often required when communicating about emotions and social interaction.	Accessing subject specific learning in most areas	Typically working within band 5 and above within play.	Persistence at learning activities (can be influenced by SEMH needs). A developed ability to apply skills cross contextually.	Using National Curriculum expectations from Year 1/2 can be influenced by SEMH needs. A developed ability to apply skills across the curriculum.	Individual EHCP targets. Social communication, emotional understanding and regulation, improving self esteem, and life skills. Sequential Learning of National Curriculum content in Maths and English with a focus on functional skills. Physical wellbeing.	Often child led but with higher levels of structure and ownership of learning. Some therapeutic based adult led approach to teaching including emotions coaching. Structured play-based approach facilitated by motivating environment. TEACCH. Specific teaching of relevant reading (including phonics), writing and number strategies. Functional play & learning. Some timetabled focused teaching of subject specific areas.	Engagement Motivators: Adults, Environments (forest.), Routines, Resources (trampettes), Specific rooms (i.e. 1:1 space, Rumpus, Physio, Sensory room), Activities (swimming, technology, Rebound, sensory circuits), Food/snack; Sensory input (deep pressure, swings)	Areas of Persistence. Self Initiation. Cross-contextualisation on (realisation developed to true cross contextualisation).	EHCP areas of learning. Personal, Social, Emotional Development. Communication and Language. Physical Wellbeing. Reading and Writing, Maths - Number, Measurement, Geometry, Statistics. Understanding my World - RE, computing, cookery, music and movement.	Generalisation of understanding across activities/resources. Social understanding, growing ability to co-operate with others. The ability to functionally apply communication, literacy and numeracy skills throughout the school day. Broaden experiences and skills. Initiation, persistence, realisation, exploration and anticipation across a range of contexts. Life skills development. Ability to persist/meaningfully engage with learning outcomes. Increasing tolerance of uncertainty. Increasing independence.	Evidence for Learning formal curriculum	Pre-Key Stage Standards Phonics screening check years 1/2, Multiplication test year 4, SATs year 6	Assessment of progress recorded via Evidence for Learning and based on observations of learning: use of emerging, developing secure, exceeding against personalised annual targets linked to EHCP outcomes, Semi formal curriculum where appropriate, formal curriculum linked to frameworks for Maths, English and tagged against other subjects where appropriate; use of learning journeys as a narrative	Annual Review meetings with a report drawing on multi-professional evidence, parent and child contributions; discussion drawing on all evidence. Sources include annual target and curriculum assessments, recorded observations (video, photographs, written). Curriculum assessment judgements made for Annual Review meetings and end of year (June) Termly Learning Journeys and Assessment Judgements against annual targets – November, February and June