



**Curriculum Overview and Assessment Pathways**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum and Assessment Intent**  At John Grant School we value all pupils as individuals with unique learning styles and abilities. Their pathways to adulthood need to be tailored to their individual need to ensure all pupils are encourage to reach their full potential. All pupils need to feel valued, excepted and their successes celebrated throughout their learning journeys.  The Curriculum at John Grant school is generally Skills focused but includes Knowledge acquisition for those who are able – for example those pupils accessing higher levels at JGS levels and then accessing Entry Level and Functional Skills accreditation. For some accessing the EYFS curriculum and then the Routes for Learning through the sensory based curriculum - the focus is on the process of learning rather than skills and knowledge acquisition.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **EHCP** | Cognition and Learning | Social, Emotional and Mental Health | Sensory and Physical | Communication and Interaction |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Values** | Self-Regulation | Resilience | Independence | Respect | Using and Applying Skills and Knowledge | Creativity | Collaboration | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum and Assessment Implementation**   |  |  |  |  | | --- | --- | --- | --- | | **Differentiation** | Pre-formal | Semi-Formal | Formal |  |  |  |  | | --- | --- | --- | | **Key Stage** | **Curriculum Offer** | **Assessment Framework** | | Key Stage 1 | **Most** students will follow the EYFS curriculum framework; EYFS Thematic Webs and Medium Term Plans Subjects- Communication and Language, Literacy, Expressive Arts and Design, Knowledge and Understanding of the world, Mathematics, Personal Social and Emotional Development.  **Some** students who go straight into our PLMD Specialist provision will follow the sensory-based curriculum for primary Topic webs and medium term plans. Subjects- Communication and Language, Personal Social and Emotional Development, Physical and Motor Core, Sensory and Cognition- Mathematics, Understanding the World, Expressive Arts and Design, Literacy, | **All** students EYFS Framework for assessment  Subjects Assessed –  Communication and Language – Listening and Attention, Speaking, Understanding.  . Literacy – Reading Writing.  Mathematics- Number, Shape Space and Measure. Personal and Social Development- Making Relationships, Managing Feelings, Self-Confidence/Awareness.  Physical Development- Health/Self-Care, Moving and Handling.  **Some** students working below the JGS Levels in our PMLD Specialist provision will be assessed against Routes for Learning and the Aspects of Engagement Model. In some cases- some students may move onto lower JGS levels.  **Some** Students who are not in the PMLD provision may be identified as needing an Aspects Of Engagement Profile and assessment – Overseen by the pre-formal curriculum leader. | | Key Stage 2 | **Most** students will follow the KS2 Thematic based curriculum, Thematic webs and Medium Term Plans Subjects- Mathematics, English, PSHE, Art, DT, Music, History, Geography, MFL, Food Tec, Science, Computing, RE, PE, Swimming.  **Some** students who are in our PLMD Specialist provision will follow the sensory-based curriculum for primary topic webs and medium term plans. Subjects- Communication and Language, Personal Social and Emotional Development, Physical and Motor Core, Sensory and Cognition- Mathematics, Understanding the World, Expressive Arts and Design, Literacy, | **Most** students will be assessed against the JGS Levels for Core Subjects-  Literacy- Expressive, Receptive and Speaking and Listening. Reading- Decoding, Comprehension, Phonics. Writing- Mark making and handwriting and composition.  Mathematics – Measurement and Geometry, Place Value, Statistics, Calculation.  PSHE- PSHE/Citizenship and RSE  PE- Swimming and PE.  **Most** Students will be assessed against P-Levels and old National Curriculum Levels for Foundation Subjects –  Subjects- Art, DT, Music, History, Geography, MFL, Science, Computing, RE.  **Some** students will continue being assessed against the EYFS Framework.  Subjects Assessed –  Communication and Language – Listening and Attention, Speaking, Understanding.  . Literacy – Reading Writing.  Mathematics- Number, Shape Space and Measure. Personal and Social Development- Making Relationships, Managing Feelings, Self-Confidence/Awareness.  Physical Development- Health/Self-Care, Moving and Handling.  **Some** students working below the JGS Levels in our PMLD Specialist provision will be assessed against Routes for Learning and the Aspects of Engagement Model. In some cases- some students may move onto lower JGS levels.  **Some** Students who are not in the PMLD provision may be identified as needing an Aspects Of Engagement Profile and assessment – Overseen by the pre-formal curriculum leader. | | Key Stage 3 | **Most** students will follow the KS3 Thematic based curriculum, Thematic webs and Medium Term Plans Subjects- Mathematics, English, PSHE, Art, DT, Music, History, Geography, MFL, Food Tec, Science, Computing, RE, PE, Swimming.  **Some** students who are in our PLMD Specialist provision will follow the sensory-based curriculum for primary topic webs and medium term plans. Subjects- Communication and Language, Personal Social and Emotional Development, Physical and Motor Core, Sensory and Cognition- Mathematics, Understanding the World, Expressive Arts and Design, Literacy, | **Most** students will be assessed against the JGS Levels for Core Subjects-  Literacy- Expressive, Receptive and Speaking and Listening. Reading- Decoding, Comprehension, Phonics. Writing- Mark making and handwriting and composition.  Mathematics – Measurement and Geometry, Place Value, Statistics, Calculation.  PSHE- PSHE/Citizenship and RSE  PE- Swimming and PE.  **Most** Students will be assessed against P-Levels and old National Curriculum Levels for Foundation Subjects –  Subjects- Art, DT, Music, History, Geography, MFL, Science, Computing, RE.  **Some** students working below the JGS Levels in our PMLD Specialist provision will be assessed against Routes for Learning and the Aspects of Engagement Model. In some cases- some students may move onto lower JGS levels.  **Some** Students who are not in the PMLD provision may be identified as needing an Aspects Of Engagement Profile and assessment – Overseen by the pre-formal curriculum leader.  **All** students working in the ASC Specialist provision will be assessed against the AET Assessment Framework from KS3 onwards.  Subjects- Communication and Interaction, Emotional Understanding and Self- awareness, Healthy Living, Independence and Community participation, Interests, routines and processing, Learning Engagement, Sensory Processing, Social Understanding and Relationships.  **All** of our students will be assessed against the Food Technology Award. | | Key Stage 4 | **Most** Students will follow the KS4 Thematic based curriculum  Subjects- Mathematics, English, PSHE, Art, DT, Music, Food Tec, Science, Computing, RE, PE.  **Some** students who are in our PMLD Specialist provision will follow the sensory-based curriculum for Secondary topic webs and medium term plans.  Subjects- Communication and Language, Personal Social and Emotional Development, Physical and Motor Core, Sensory and Cognition- Mathematics, Understanding the World, Expressive Arts and Design, Literacy, | **Most** students will be assessed against the JGS Levels for Core Subjects-  Literacy- Expressive, Receptive and Speaking and Listening. Reading- Decoding, Comprehension, Phonics. Writing- Mark making and handwriting and composition.  Mathematics – Measurement and Geometry, Place Value, Statistics, Calculation.  PSHE- PSHE/Citizenship and RSE  PE- PE.  **Most** Students will be assessed against P-Levels and old National Curriculum Levels for Foundation Subjects –  Subjects- Art, DT, Music, Science, Computing, RE.  **Some** of our most able students will access City and Guilds Entry Level or functional skills and sit an exam at the end of the year.  Subjects- English and Mathematics.  **Some** students working below the JGS Levels in our PMLD Specialist provision will be assessed against Routes for Learning and the Aspects of Engagement Model. In some cases- some students may move onto lower JGS levels.  **Some** Students who are not in the PMLD provision may be identified as needing an Aspects Of Engagement Profile and assessment – Overseen by the pre-formal curriculum leader.  **All** students working in the ASC Specialist provision will be assessed against the AET Assessment Framework from KS3 onwards.  Subjects- Communication and Interaction, Emotional Understanding and Self- awareness, Healthy Living, Independence and Community participation, Interests, routines and processing, Learning Engagement, Sensory Processing, Social Understanding and Relationships.  **Some** students will access AQA Units Awards in Food Technology and Maths and will be assessed at pre entry or entry level. | | FE | **Most** of our students will access OCR Life and Living, this forms the basis of the curriculum in FE including The World of Work / Work Experience, Home management, Communication, Numeracy.  **Some** of our students will access City and Guilds Functional Skills at Entry1,2,3 in English and Mathematics- they will therefore receive designated sessions teaching this content.  **Some** students who are in our PMLD / ASD Specialist provision will access OCR Life and Living curriculum.  All of our students will access PSHE / RSHE, PE, swimming in stand- alone lessons | **Most** of our students will be assessed against the achievement continuum for OCR Life and Living Entry 1 or pass / fail at Entry 2, 3. Work will be externally moderated. This includes students in the ASC Specialist class and the Students in the PMLD Specialist class.  **All** students working in the ASC Specialist provision will be assessed against the AET Assessment Framework from KS3 onwards.  Subjects- Communication and Interaction, Emotional Understanding and Self- awareness, Healthy Living, Independence and Community participation, Interests, routines and processing, Learning Engagement, Sensory Processing, Social Understanding and Relationships.  **Some** of our most able students will access City and Guilds Entry Level or functional skills and sit an exam at the end of the year. This includes students in the specialist ASC class where appropriate.  Subjects- English and Mathematics.  **Some** students working below the JGS Levels in our PMLD Specialist provision will be assessed against Routes for Learning.  **Some** Students who are not in the PMLD provision may be identified as needing an Aspects Of Engagement Profile and assessment – Overseen by the pre-formal curriculum leader.  **All** of our students are assessed against TITAN. |  |  |  |  |  | | --- | --- | --- | --- | | **Learning Approaches** | Attention Autism | Sensory Circuits | Forest Schools – Nature Nurture | | TEACCH | PECS | Clever Fingers- Fine Motor control | Twinkl Phonics | | Zones of Regulation | Norfolk STEPS | Signalong |  |  |  |  |  |  | | --- | --- | --- | --- | | **Therapies** | Speech and Language | Physiotherapy | Occupational Therapy – Includes Sensory Integration advice via OT |   **Curriculum and Assessment Impact**   |  |  |  |  | | --- | --- | --- | --- | | **Accreditation** | City and Guilds- Entry and Functional Skills- Maths and English | AQA Entry Level – Food Technology and Maths | TITAN Travel | | OCR- Life and Living – Entry Level |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | | **EHCP** | Engaged in Learning and making progress | Part of the community, positive self-image. | Healthy and able to self-regulate | |  | Able to express themselves and listen to others. |  |  |  |  |  |  |  | | --- | --- | --- | --- | | **Statutory Expectations** | Early learning goals | Engagement | Pre-Key Stage Standards |  |  |  |  |  | | --- | --- | --- | --- | | **Outcomes for Adulthood- Values** | Independence | Resilience | Confidence | | Respect | Communication | Self- Regulation | Able to make decisions and express these. |  |  |  |  |  | | --- | --- | --- | --- | | **Outcomes for Adulthood- placement** | Supported Living Day Services | Continuous Care | FE College- Norwich City College | | FE College- East Coast College |  |  |  | |