



How do we identify the starting points of our students?

- We take background information from EHCPs to assess pupil vulnerabilities
- Pupils are engaged in Mind mapping activities
- Pupils engage in tasks that reflect their cultural background and explore the similarities with their peers
- Tasks and activities are undertaken, crafted and themed around the group dynamic.

What should pupils be able to do at the end of this sequence/topic/key stage?

- Pupils will be more self-aware whilst being on the way to becoming more confident with their own abilities
- Pupils will be more self-sufficient with the application of newly acquired skills such as using an iron confidently, be more responsible for their own development and the impact they can make in their adolescent lives
- Pupils will feel confident to apply their skills of domesticity in numerous ways including clothing care and hygiene.

How do we assess and track progress?

- Progress is tracked creatively involving group projects, peer assessment, debates and discussion
- Progress is also tracked using formative and summative assessment techniques via observation and bespoke mini quizzes of various types.

What do we want pupils to learn?

- Pupils will practice using and enhancing the skills that will complement their development during and after school i.e. clothing care and preparation, communication and presentation skills, using and applying time techniques, basic problem-solving skills, adaptability techniques and resilience strategies
- To confidently apply important skills for life to aid the enhancing their life chances and improve their potential quality of life

What key threads flow through our curriculum?

- One of the key threads would be by applying interpersonal and intrapersonal communication as its concepts are at the core of their evolution from childhood to adolescence through to adulthood.
- Confidence and communication skills building are additionally important threads that encourage the application of the skills acquired in the real world.

How we uncover and respond to gaps in knowledge?

- Gaps in knowledge are uncovered during subject debates and discussions that form part of the existing curriculum
- Timely formative marking in subject books aid and highlight gaps in pupil knowledge
- Knowledge gaps are then supplemented by extending the scheme of learning to include elements that would scaffold pupils learning and understanding

How do we adapt our content to help our students know more?

- The Life Skills curriculum is continually adapted to make the content more accessible to the pupils, their learning styles and needs.
- Elements of strategic adaptations are gleaned from regular in-house CPD sessions and monitored for effectiveness
- Adaptation includes elements such as use and access to ICT, deployment of teaching assistants and strategic collaboration observation of professionals in different curriculum areas.

How do we promote reading?

- As part of the curriculum, case studies are used where the language is carefully selected for better chances of access
- Reading material is often selected based on pupil interests and used in starter and plenary activities to consolidate learning.
- Subject keywords and phrases are embedded in lesson content to enable the pupils to apply them contextually.

How do we deepen knowledge?

- This is done by making direct links to real life situations by way of discussions, hands on activities and project work. Reflective practices and mapping are also used.
- During communication lessons pupils are tasked with being able to provide a basic definition of communication and will work towards being able to differentiate between formal and informal communication.
- Pupils will investigate what soft skills are and how important they are. Pupils will then move on to explore and rank communication mediums and their appropriateness in given situations as well as reflecting on and comparing traditional and modern mediums of communication.

What do we do to make sure students retain knowledge during this sequence?

- This is achieved by applying varying teaching styles to help pupils appreciate and synthesise subject content.
- Elements of schemes of learning are continually adapted and revisited to better embed subject knowledge
- Pupils are challenged in creative ways that encourages the application of a range of different skills to embed prior learning and understanding