

The Meadows School



Assessment Policy

Updated: March 2023

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Ratified by Governors: March 2023

Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	26.9.2019	Initial issue	G Spencer	Headteacher
1	11.12.2019	Reviewed	G Spencer	Headteacher
2	Nov 2020	Ratified and complete by Governors	FGB	FGB
3	March 2022	Policy name change 2.2 update 4.6 update	S Forbes	
4	10.03.2025	Appendices	G Spencer	

Table of Contents

Serial	Description	Page No.
1	Rationale	2
2	Introduction	2
3	Aim	3
4	Assessing Students' learning	3
5	How do we ensure students are making good progress?	4
6	Reporting on Student Progress and Attainment	4
Appendix 1	Pre-formal Evidence Expectations	5
Appendix 2	Key Stage 3 Evidence Expectations	7
Appendix 3	Key Stage 4 Evidence Expectations	13
Appendix 4	Key Stage 4 Evidence Expectations	20

1. Rationale

This policy has been adopted and written in relation to The Teaching & Learning Policy at the Meadows School and should be read in conjunction with Sandwell Local Authority's policies and procedures and any DfE policies, statements and guidelines.

2. Introduction

2.1 Following the inspection in September 2017, one of the key priorities stated The Meadows School must 'introduce an assessment system which allows teachers to record clear evidence of progress against students' personalised small steps of learning in their re-written EHC plans, reflecting the whole breadth of the curriculum in school.'

2.2 This key finding has enabled us to develop a holistic approach to assessment. After researching many assessment systems and working with a number of school partners, an informed decision was made to use the assessment tool 'Evidence for Learning.' This programme allows teachers to input students' personalised EHCP targets and collect evidence against these targets for all of the domains of the Code of Practice. To quantify this evidence and facilitate the recording of progress we will use different schemas appropriate to the student's pathway:

- The Formal Pathway follow a mainstream model of assessment: Emergent, Established and Mastered.
- The Braided and Semi-formal Pathway follow 'Mapping and Assessing Personal Progress' (MAPP). MAPP enables us to assess evidence against a continuum, from emerging behaviours to competency. This information can then be converted to numerical data to aid analysis and monitoring.
- The Pre-formal Pathway use the hierarchy of skill development advocated by Welsh Government's document 'Routes for Learning': Emergent, Acquisition, Fluency, Maintenance and Generalisation.

Additionally in Key Stages 4 and 5, pupil progress will be assessed against accreditation outcomes

3. Aim

3.1 To ensure that accurate assessment enables all teachers to plan

more effectively for their students and to ensure that all students make optimal levels of progress according to their starting points. The school has created a curriculum that reflects the domains of the Code of Practice, and the school's assessment processes will ensure that this very personalised curriculum continues to meet the needs of our students.

4. Assessing Students' learning

4.1 Students will be assessed on entry to school to determine the current progress towards existing EHCP outcomes. Information from previous settings, family and other agencies is used to strengthen this baseline assessment. The Meadow's Learning Continuums are used to support the setting of developmentally appropriate targets.

4.2 Where outcomes are assessed to be inappropriate then these should be considered at an Early Review to determine more appropriate targets. These targets are moderated by senior leaders.

4.3 Learners working within Formal and Semi-formal Pathways will have targets linked to academic skills of Reading, Writing and Mathematics within the EHCP.

4.4 Short-term, annual EHCP targets are inputted into Evidence for Learning, creating Personalised Learning Goals (PLGs). Using the appropriate schema, students are baselined in relation to their PLGs and Expected Outcomes are set for the 12-month period to the next Annual Review.

4.5 Students' work and progress towards PLGs are captured through Evidence for Learning. In KS4 and 5 this may be duplicated into accreditation evidence to meet the requirements of the examination body.

4.6 Termly Data Drops require Teachers to make summative assessments against students' PLGs, recording the progress towards their Expected Outcomes.

4.7 Following a Data Drop, Senior Leaders conduct documented Learning Conversations with every teacher to quality assure their judgements.

4.8 These Learning Conversations celebrate good progress and identify underachievement, enabling the identification of interventions.

4.9 Areas of the curriculum that do not fit specifically within a

student's PLG will be evidenced through work folders and progress is evaluated within the school's monitoring cycle.

4.10 Internal moderation takes place termly to cover a different area of the curriculum each session.

5 How do we ensure students are making good progress?

5.1 Targets are robust and provide suitable challenge for students. They are set with partner agencies and families. The Meadows' Learning Continuums assist in setting challenging levels of progress. Targets are moderated by leaders and external partners.

5.2 Expected Outcomes are moderated by Senior Leaders that know the students exceptionally well and are committed to high levels of challenge.

5.3 Internal moderation processes feed into external moderation with our partner schools: The Orchard in Sandwell and Old Park in Dudley.

6 Reporting on Student Progress and Attainment

6.1 The Assistant Headteacher holds responsibility within the Senior Leadership Team for monitoring and reporting on assessment and pupil progress. Analysis of pupil progress data is reported to the Curriculum and Standards Committee of the Local Governing Board on a termly basis.

6.2 Additional reporting takes place locally with the local authority and nationally through the Standards and Testing Agency.

Please refer to appendices regarding

Pre-formal Evidence Expectations
Key Stage 3 Evidence Expectations
Key Stage 4 Evidence Expectations
Key Stage 4 Evidence Expectations

The Meadows pre-formal curriculum expectations

Every PLG of each individual learner will need to be evidenced a minimum of 3 times per half term.

The Engagement model will be updated regularly as a working document for all learners, supported by the hand-written documents within the mandatory folders.

Staff will produce hand-written pieces of evidence on statutory Meadows pre-formal evidence write up sheets **OR** printed evidence from EFL for each student's folder. The folders will be broken down into the 5 bubble areas with the minimum expectations written below documented.

All underlined recommended activities are potentially timetabled.

<u>Bubble Area</u>	<u>Recommended activities</u>	<u>Mandatory Activities</u>	<u>Minimum evidence expectations</u>
My Communication	<u>Sensory story/bagbooks/</u> <u>Story massage</u> <u>Sensology</u> Intensive interaction	2 literacy rich activities per week (Including 1 sensory story minimum) Sensology (minimum 1 session per week) Intensive interaction activities- evident across the week	3 pieces per half term 2 pieces per half term 2 pieces per half term
My Thinking	<u>Curiosity</u> Sensory exploration Contingency awareness (cause and effect) Object permanence	Curiosity (minimum 3 per week) Switch work/cause and effect- evident across the week	2 pieces per half term 3 pieces per half term
My Lifestyle	<u>Art/art therapy</u> <u>Drama therapy</u>	Drama therapy (1 per week- conducted by staff if Birmingham rep unavailable)	2 pieces per half term

	<u>Music/music therapy/Soundabout</u> <u>Dance massage</u> PHSE activities	PHSE/RE/SMSC focused music/art (minimum 1 per week)	2 pieces per half term
My Independence	<u>Food technology</u> Sensory exploration Travel training	Food technology/exploration (minimum 1 per week)	2 pieces per half term
My Body	<u>Rebound</u> <u>Swimming</u> <u>PE</u> <u>Reflexology</u> <u>TACPAC</u> <u>Forest School</u> Physiotherapy Bodyworks	Massage (dance, reflexology, TACPAC, proprioceptive therapy etc- minimum 2 per week) Rebound/MATP PE (1 session per week minimum) Swimming (1 session per week- evidence captured by swimming staff)	1 piece per half term 2 pieces per half term 2 pieces per half term (captured by swimming staff and printed by class team)

Braided, Semi-Formal and Formal Curriculum Expectations - Key Stage 3

Minimum Expectations for EFL evidence and workbooks/folders: 3 pieces of evidence per term per target across all areas of the PLG

[illegible]

Semi-Formal	See Semi formal overview	– record using evidence proforma. See semi formal overview for guidance on what needs to be evidenced each week (Also note that this content will usually link to EFL targets) (Please TAG ::C&L, MATHS, MY THINKING, SEMI-FORMAL)
	Science - 1 lesson per week	Science - 2 per half term – record using evidence pro forma
Formal	Maths - following formal overview for maths units of work	Numeracy - 1 piece per week but you need to ensure that there is coverage of the units of working the formal overview (Also note that this content will usually link to EFL targets (Please TAG ::C&L, MATHS, MY THINKING, FORMAL)
My Body		
Pre-Formal	Please see Pre-formal Guidance	
Pre-Formal Braided	PE/WBA 1 lesson per week Forest school - (as per provision timetable if you are allocated this will be 1 lesson per week) Swimming - (as per provision timetable if you are allocated this will be 1 lesson per week)	PE - 2 pieces of evidence per half term using the evidence sheets saved in planning drive My Body area. (Also note that this content will usually link to EFL targets if so please TAG SPORTS COACH OR WBA and ::PD&SN IF APPLICABLE) At least 1 piece of evidence must link to EFL targets per term. (Please TAG FOREST SCHOOL) At least 1 piece of evidence must link to EFL targets per term. (Please TAG SWIMMING and ::PD&SN IF APPLICABLE)
Braided		
Semi-Formal		
Formal		

	<p>Bikes and trikes (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Yoga (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Malthouse</p> <p>Warrens Hall</p>	<p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG BIKES AND TRIKES and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG YOGA and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG MALTHOUSE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG WARRENS HALL)</p>
My Independence		
Pre-Formal	Please see Pre-formal Guidance	
Pre-Formal Braided	<p>As outlined on the KS3 Long Term Plan</p> <p>Food Preparation -1 lesson per week</p>	<p>- pieces per term across the 4 areas, marked informally using stamps (Also note that this content will usually link to EFL targets) (PLEASE TAG ::SC&IS, MY INDEPENDENCE, FOOD PREPERATION, COOKERY, SHOPPING, TRAVEL TRAINING, WORKS AND CAREERS, LIFE</p>
Braided		
Semi-Formal		
Formal		

	<p>Travel training - 1 lesson per week</p> <p>Shopping offsite -1 lesson per week</p> <p>taught in Spring and Summer terms</p> <p>Work and Enterprise -1 lesson per week in Autumn and Summer term can link with My Lifestyle lessons</p>	<p>SKILLS)Use the appropriate stamp and then add in the support code as some students will still achieve the objectives with some support</p> <p>You have achieved the Learning objective</p> <p>You are working towards your Learning objective</p> <p>You have not yet achieved the Learning objective</p> <p>Support codes – I, VS, GS, PS</p> <p>Level of support – Min Mod F</p> <p>If the student has an orange or purple stamp then you will simply need to write a brief next step next to the stamp</p>
My Lifestyle		
Pre-Formal	Please see Pre-formal Guidance	
Pre-Formal Braided	<p>PSHE -1 lesson per week depending on the unit of work as some maybe taught cross curricular see MTPs</p> <p>RE – Please see whole school overview for guidance on when this should be covered as per celebrations across the year</p>	<p>PSHE 2 per half term using evidence pro forma</p> <p>RE 1 per celebration using evidence pro forma</p>
Braided		
Semi-Formal		
Formal		

	<p>Drama (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Art/Music 1 lesson per week</p> <p>Humanities 1 lesson per week</p>	<p>WHEN COVERING CONTENT WITHIN MY LIFESTYLE PLEASE USE THE TAGS ::SEWB&B, MY LIFESTYLE, BRITISH VALUES, SMSC, SCERTS, RSE/HRE, RE, PHSE</p> <p>This must link to EFL targets. (Please TAG DRAMA THERAPY)</p> <p>Non-core subjects -Art, Music, Humanities</p> <p>2 pieces per half term per non-core subject marked informally using stamps across the 4 areas. (Also note that this content will usually link to EFL targets and RE celebration coverage.)</p> <p>Use the appropriate stamp and then add in the support code as some students will still achieve the objectives with some support You have achieved the Learning objective</p> <p>You are working towards your Learning objective</p>
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		<p>You have not yet achieved the Learning objective</p> <p>Support codes – I, VS, GS, PS</p> <p>Level of support – Min Mod F</p> <p>If the student has an orange or purple stamp then you will simply need to write a brief next step next to the stamp</p>
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WE ARE AWARE THAT NOT ALL TAGS ARE MENTIONED WITHIN THE DIFFERENT AREAS OF THE CURRICULUM, HOWEVER PLEASE USE THE OTHER TAGS APPROPRIATELY WHEN REFERENCING FOLLOWING TAGS GUIDANCE.

Braided, Semi-Formal and Formal Curriculum Expectations - Key Stage 4

Minimum Expectations for EFL evidence and workbooks/folders: 3 pieces of evidence per term per target across all areas of the PLG

Pathway	Timetable	Evidence Expectations
My Communication		
Pre-Formal	Please see Pre-Formal Guidance	
Braided	3 lessons per week Phonics 5 sessions a week Bucket Therapy Curiosity	Evidence collected through Accreditation 1 piece of evidence per week (ENSURING THE ASSESSMENT CRITERIA IS MET!!) (Also note that this content will usually link to EFL targets) (Please TAG MY::SL&C, MY COMMUNICATION, READING, WRITING, SEMI-FORMAL AS APPLICABLE)
Semi-Formal		Phonics-If on phonics register- 3 pieces of evidence in phonics books per week. (Also note that this content will usually link to EFL targets) (Please TAG MY ::SL&C, PHONICS, MY COMMUNICATION, READING, WRITING, SEMI-FORMAL AS APPLICABLE)
		Link to EFL targets (Please TAG BUCKET THERAPY)

		Link to EFL targets (PLEASE TAG CURIOSITY)
Formal	3 lessons per week Phonics 5 sessions a week	<p>Evidence collected through Accreditation</p> <p>1 piece of evidence per week</p> <p>(ENSURING THE ASSESSMENT CRITERIA IS MET!!) (Also note that this content will usually link to EFL targets) (Please TAG MY::SL&C, MY COMMUNICATION, READING, WRITING, FORMAL AS APPLICABLE)</p> <p>Phonics- If on phonics register- 3 pieces of evidence in phonics books per week (Also note that this content will usually link to EFL targets) (Also note that this content will usually link to EFL targets) (Please TAG MY ::SL&C, PHONICS, MY COMMUNICATION, READING, WRITING, FORMAL, AS APPLICABLE)</p> <p>Link to EFL targets</p>
My Thinking		
Pre-Formal	Please see Pre-formal Guidance	
Braided	3 lessons per week	Maths: Evidence collected through Accreditation 1 piece of evidence per week (ENSURING THE ASSESSMENT CRITERIA IS MET!!) (Also note that this content will usually link to EFL targets) (Please
Semi-Formal		

	1 lesson per week	TAG ::C&L, MATHS, MY THINKING, SEMI-FORMAL,) Science: Evidence collected through Accreditation. 3 Termly Modules over 2 years.
Formal	3 lessons per week 1 lesson per week	Maths: Evidence collected through Accreditation 1 piece of evidence per week (ENSURING THE ASSESSMENT CRITERIA IS MET!!) (Also note that this content will usually link to EFL targets) (Please TAG ::C&L, MATHS, MY THINKING, FORMAL) Science: Evidence collected through Accreditation. 3 Termly Modules over 2 years.
My Body		
Pre-Formal	Please see Pre-Formal Guidance	
Pre-Formal	PE/WBA 1 lesson per week Forest school - (as per provision timetable if you are allocated this will be 1 lesson per week) Swimming - (as per provision timetable if you	Evidence collected through Accreditation 1 piece of evidence per week (ENSURING THE ASSESSMENT CRITERIA IS MET!!) (Also note that this content will usually link to EFL targets if so please TAG SPORTS COACH OR WBA and ::PD&SN IF APPLICABLE) At least 1 piece of evidence must link to EFL targets per term. (Please TAG FOREST SCHOOL)
Braided		
Semi-Formal		
Formal		

	<p>are allocated this will be 1 lesson per week)</p> <p>Bikes and trikes (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Yoga (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Malthouse</p> <p>Duke of Edinburgh (if applicable)</p> <p>Warrens Hall</p>	<p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG SWIMMING and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG BIKES AND TRIKES and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG YOGA and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG MALTHOUSE)</p> <p>At least 1 piece of evidence must link to EFL targets per</p>
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		<p>term. (PLEASE TAG DUKE OF EDINBURGH)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG WARRENS HALL)</p>
My Independence		
Pre-Formal	Please see Pre-formal Guidance	
Braided	1 lesson per week	<p>Evidence collected through Accreditation 1 piece of evidence per week (ENSURING THE ASSESSMENT CRITERIA IS MET!!) (Also note that this content may link to EFL targets) (PLEASE TAG ::SC&IS, MY INDEPENDENCE, FOOD PREPERATION, SHOPPING, TRAVEL TRAINING, WORKS AND CAREERS)</p> <p>Link to EFL targets</p>
Semi-Formal		
Formal	1 lesson per week	<p>Evidence collected through Accreditation 1 piece of evidence per week (ENSURING THE ASSESSMENT CRITERIA IS MET!!) (Also note that this content may link to EFL targets) (PLEASE TAG ::SC&IS, MY INDEPENDENCE, FOOD PREPERATION, COOKERY, SHOPPING, TRAVEL TRAINING, WORKS AND CAREERS, LIFE SKILLS)</p>

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Braided, Semi-Formal and Formal Curriculum Expectations - Key Stage 5

Minimum Expectations for EFL evidence and workbooks/folders: 3 pieces of evidence per term per target across all areas of the PLG

Pathway	Timetable	Evidence Expectations
My Communication		
Pre-Formal	TBC	TBC
Pre-Formal Braided	2 lessons per week 3 Termly Modules a year Accreditation Phonics 5 sessions per week (If on phonics register)	Weekly Evidence collected through Accreditation WTE1-E1 (Also note that this content will usually link to EFL targets) (Please TAG MY::SL&C, MY COMMUNICATION, READING, WRITING, SEMI-FORMAL AS APPLICABLE) Phonics-If on phonics register- 3 pieces of evidence in phonics books per week. (Also note that this content will usually link to EFL targets) (Please TAG MY ::SL&C, PHONICS, MY COMMUNICATION, READING, WRITING, SEMI-FORMAL AS APPLICABLE)
Braided		
Semi-Formal		
Formal	2 lessons per week 3 Termly Modules a year Accreditation	Evidence collected through Accreditation 1 piece of evidence per week (ENSURING ALL ASSESSMENT CRITERIA ARE MET AT THE END OF THE UNIT.) (Also note that this content will usually link to EFL targets) (Please TAG

	Phonics 5 sessions per week (If on phonics register)	MY::SL&C, MY COMMUNICATION, READING, WRITING, FORMAL AS APPLICABLE) Phonics -If on phonics register- 3 pieces of evidence in phonics books per week (Also note that this content will usually link to EFL targets) (Please TAG PHONICS, READING OR WRITING AS APPLICABLE) Coverage within other lessons. (Please TAG MY ::SL&C, PHONICS, MY COMMUNICATION, READING, WRITING, FORMAL, AS APPLICABLE)
My Thinking		
Pre-Formal	TBC	TBC
Pre-Formal Braided	2 lessons per week 3 Termly Modules a year Accreditation	Maths/Science Accreditation WTE1-E1 EHCP Evidence to be captured in real word settings as part of curriculum offer. (Please TAG ::C&L, MATHS, MY THINKING, SEMI-FORMAL,) E.g Shopping
Braided		
Semi-Formal		
Formal	2 lessons per week 3 Termly Modules a year Accreditation	Maths/Science collected through Accreditation E2 - E3 1 piece of evidence per week

		<p>(ENSURING ALL ASSESSMENT CRITERIA ARE MET AT THE END OF THE UNIT.)</p> <p>EHCP Evidence to be captured in real word settings as part of curriculum offer. E.g. Shopping (Please TAG ::C&L, MATHS, MY THINKING, FORMAL)</p>
My Body		
Pre-Formal	TBC	TBC
Pre-Formal Braided	<p>2 lessons per week</p> <p>3 Termly Modules a year</p> <p>Accreditation</p> <p>Additional Provision</p> <p>Leisure</p> <p>PE WBA SPORTS COACH</p> <p>Forest School</p> <p>Swimming</p> <p>Duke of Edinburgh</p>	<p>Weekly Evidence collected through Accreditation WTE1-E1</p> <p>EHCP Evidence to be captured in real word settings as part of curriculum offer. E.g Portway, Park (Also note that this content will usually link to EFL targets if so please TAG SPORTS COACH OR WBA and ::PD&SN IF APPLICABLE)</p> <p>Additional Provision</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG FOREST SCHOOL)</p>
Braided		
Semi-Formal		

	<p>Forest school - (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Swimming - (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Bikes and trikes (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Yoga (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Malthouse</p> <p>Warrens Hall</p>	<p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG SWIMMING and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG BIKES AND TRIKES and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG YOGA and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG MALTHOUSE)</p>
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		At least 1 piece of evidence must link to EFL targets per term. (Please TAG WARRENS HALL)
Formal	<p>2 lessons per week</p> <p>3 Termly Modules a year</p> <p>INC. PE/WBA, Forest, Swimming, Duke of Edinburgh, Yoga, Bikes and Trikes</p> <p>Forest school - (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Swimming - (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Bikes and trikes (as per provision timetable if you are allocated this will be 1 lesson per week)</p> <p>Yoga (as per provision timetable if you are allocated this will be 1 lesson per week)</p>	<p>Weekly Evidence collected through Accreditation E2-E3</p> <p>(ENSURING ALL ASSESSMENT CRITERIA ARE MET AT THE END OF THE UNIT.)</p> <p>At least 1 piece of evidence must link to EFL targets per term. EHCP Evidence to be captured in real world settings as part of curriculum offer.</p> <p>E.g., Portway, Park (Also note that this content will usually link to EFL targets if so please TAG SPORTS COACH OR WBA and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG FOREST SCHOOL)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please</p>

	Malthouse	TAG SWIMMING and ::PD&SN IF APPLICABLE)
	Warrens Hall	<p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG BIKES AND TRIKES and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG YOGA and ::PD&SN IF APPLICABLE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG MALTHOUSE)</p> <p>At least 1 piece of evidence must link to EFL targets per term. (Please TAG WARRENS HALL)</p>

My Independence Long- term Plan MTP		
Pre-Formal	TBC	TBC
Pre-Formal Braided	Travel Training (As part of transition in school or Offsite visits) Work Skills- 1 per lesson week (Can be part of daily responsibility) Lifeskills- 1 Lesson per week. Careers Education- 1 Lesson (can be part of leisure, transition events, sessions related to topic)	2 Minimum pieces of evidence behind MTP- MTP- Semi Formal Plan PLEASE NOTE- When Topic is covered by LSC or PSD – Evidence not required behind MTP Some focuses will be evidenced within accreditation i.e Careers Enterprise- LSC Mini Enterprise Lifeskills – LSC Shopping There is no need to repeat this evidence (Also note that this content will usually link to EFL targets Please TAG MY INDEPENDENCE, COOKERY, Careers WORK AS APPLICABLE)
Braided		
Semi-Formal		
Formal	Travel Training (As part of transition in school or Offsite visits)	2 Minimum pieces per term of evidence behind MTP – Formal Plan

	<p>Work Skills- 1 per lesson week(can be part of daily/weekly responsibility)</p> <p>Lifeskills- 1 Lessons per week.</p> <p>Careers Education- 1 Lesson can be part of leisure, transition events, sessions related to topic)</p>	<p>PLEASE NOTE- When Topic is covered by LSC or PSD – Evidence not required behind MTP</p> <p>Some focuses will be evidenced within accreditation .i.e Careers Enterprise- LSC Mini Enterprise</p> <p>Lifeskills – LSC Shopping</p> <p>There is no need to repeat this evidence</p> <p>(Also note that this content will usually link to EFL targets Please TAG MY INDEPENDENCE, COOKERY, WORK, Careers AS APPLICABLE)</p>
My Independence – Accreditation based		
Pre-Formal	TBC	TBC
Pre-Formal Braided	2 lessons per week	<p>Weekly Evidence collected through Accreditation WTE1-E1</p> <p>PLEASE NOTE- When Topic is covered by LSC – Evidence not required behind MTP</p> <p>E.g LSC- Shopping – Lifeskills Shopping (PLEASE TAG ::SC&IS, MY INDEPENDENCE, FOOD PREPERATION, SHOPPING, TRAVEL TRAINING, WORKS AND CAREERS)</p>
Braided	3 Termly Modules a year	
Semi-Formal	<p>Long term Overview-</p> <p>Accreditation Based</p>	

Formal	2 lessons per week 3 Termly Modules a year Long term Overview- Accreditation Based	Weekly Evidence collected through Accreditation E2-E3 E.g. LSC- Shopping – Lifeskills Shopping (PLEASE TAG ::SC&IS, MY INDEPENDENCE, FOOD PREPERATION, SHOPPING, TRAVEL TRAINING, WORKS AND CAREERS)
My Lifestyle		
Pre-Formal	TBC	TBC
Pre-Formal Braided	2 lessons per week	If Accreditation - Collect Weekly MTP- Semi Formal PHSE: At least 2 pieces of evidence per half term/ per topic. Sessions are accreditation and MTP based This must link to EFL targets. (Please TAG DRAMA THERAPY) WHEN COVERING CONTENT WITHIN MY LIFESTYLE PLEASE USE THE TAGS ::SEWB&B, MY LIFESTYLE, BRITISH VALUES, SMSC, SCERTS, RSE/HRE, RE, PHSE
Braided		
Semi-Formal		

Formal	2 lessons per week Drama (as per provision timetable if you are allocated this will be 1 lesson per week)	<p>If Accreditation</p> <p>1 piece of evidence per week (ENSURING ALL ASSESSMENT CRITERIA ARE MET AT THE END OF THE UNIT.)</p> <p>Sessions are accreditation and MTP based</p> <p>This must link to EFL targets. (Please TAG DRAMA THERAPY)</p> <p>WHEN COVERING CONTENT WITHIN MY LIFESTYLE PLEASE USE THE TAGS ::SEWB&B, MY LIFESTYLE, BRITISH VALUES, SMSC, SCERTS, RSE/HRE, RE, PHSE</p>

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