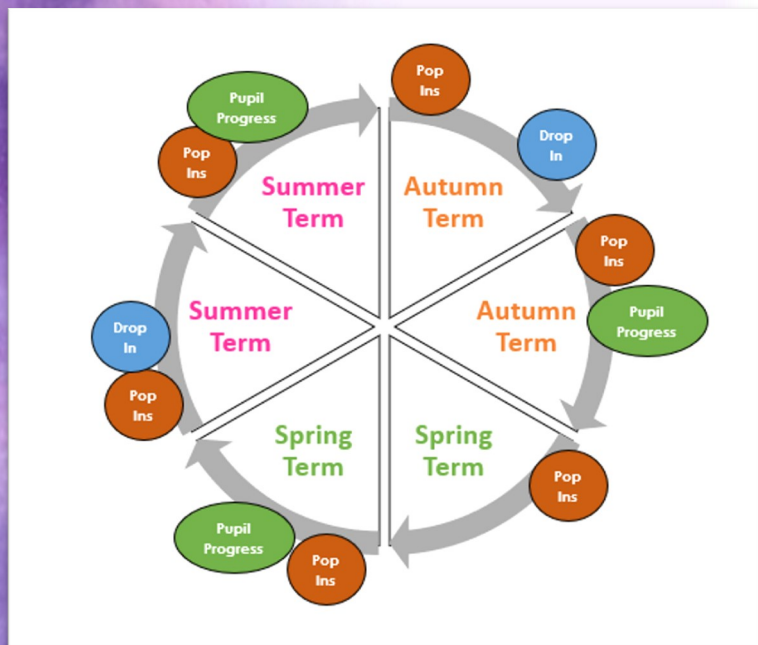


Support & Development Cycle



Curriculum Lead: Janine Surgey

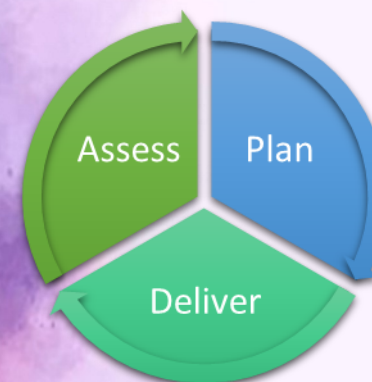
jsurgey@nexusmat.org

Assessment Lead: Jo Worrall

jworrall@nexusmat.org



Curriculum & Assessment at Coppice



Foundation Stage

Key Stage 1, 2, 3 & 4





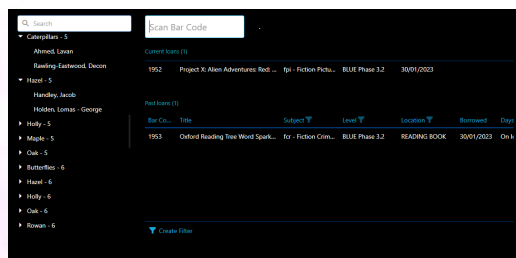
BASELINE ASSESSMENT

JULY—Baseline Assessment with previous class teacher, discuss provision bands and next steps, discuss EHCP Targets.

DAILY FORMATIVE ASSESSMENTS

Annotations—There is an expectation that class teams including the class lead will annotate planning and provide feedback for every session to the class teacher. This feedback should be specific and linked to the objective with information regarding next steps.

Reading—1:1 reading should take place every day and staff should record this in reading records. Pupils accessing Phase 2-6 and beyond should have a phonics linked reading book, logged in and out of the library which is then held on the Library system.



Communication— Through daily use of PECS and Makaton signing staff should continually be aware of the stage in communication all their pupils are working on. They should be aware of the next steps in PECS and plan for opportunities and reasons for pupils to develop independent communication skills.



Strategies

Dependent upon the Learner type of the pupil depends upon the strategy used to deliver the curriculum.

Colour Provision Band	Learner Type	Strategy
Pink	Explorer	Sensory Stories Intensive Interaction Story Massage Makaton PECS – Pre PECS and Phase 1/2/3/4 Talk 4 Writing repeated sensory input / Sign & Symbol Sensory input Physical Active Learning Blank Level 1
Red		
Yellow		
Blue	Independent Learners	Sensory Stories Intensive Interaction Story Massage Makaton Blank Level 2/3 PECS – Phase 4/5 Talk 4 Writing - symbol of key word/sentence strip and sensory input Physical Active Learning
Green		
Orange		
Turquoise	Employment Seekers	Blank Level 3/4 PECS – Phase 6 + Talk 4 Writing - sentence strip/colourful semantics and sensory input Physical Active Learning
Purple		



Pedagogical Approaches

Dependent upon the curriculum pathway a pupil is working on, depends upon the Pedagogical approach.

Colour Provision Band	Curriculum Pathway	Pedagogical Approach
Pink	Pre-Formal Curriculum	Play Based, Guided Discovery and Exploration Enhanced Provision / modelling Solitary Play Repetition Flexible groupings Therapy based learning Key word/sign and object of reference Processing time Focus tasks for very short periods of time. Schema Play
Red	Informal Curriculum	Play Based/ Schema Play Enhanced Provision Associate & Parallel Play Small Steps and Overlearning Scaffolding / modelling Flexible groupings Therapy based learning Key word/sign/photo Processing time 1-1 Focussed Task
Yellow		Retrieval/recap Introduction through teacher input and live modelling Repetition Enhanced Provision Scaffolding / modelling / clueing Co-operative Play Flexible groupings Key word/sign/symbol Processing time Paired and small group focused tasks
Blue	Semi-Formal Curriculum	Retrieval/recap Introduction through teacher input and live demonstrations Repetition Turn- Taking Play Co-operative Play Scaffolding / clueing / prompting Flexible groupings Reduced language supported with some key symbols and Makaton signs Processing time Small group and whole group tasks and activities.
Green	Formal Curriculum	
Orange		
Turquoise		
Purple		



Know their colour provision band

WEEKLY FORMATIVE ASSESSMENTS

Book Work & Evidence—It is expected that class teams place work related evidence in work books, one piece for each book; English, Maths and Theme. This should have the objective clear at the top as per the marking policy linked to the provision band the pupil is working within.

Marking Policy in Practice:

Explorers	Independent Learners	Career Seekers
<p>Writing in red are the parts to be included in marking work</p> <ul style="list-style-type: none"> Instant verbal or gestural praise e.g. thumbs up, good looking. Written... Progress towards the learning objective <p>LO: Emerging, or Developing, or Secure</p> <p>Level of support given</p> <p>S: I independent Verbal Prompts Hand under hand Modelled Example</p> <p>VP: Written verbal Feedback</p> <p>VP: e.g. 'Well done! Super looking!'</p>	<p>Writing in red are the parts to be included in marking work</p> <ul style="list-style-type: none"> Instant verbal praise to pupils Written, 1 star and a wish against the learning objective. Add extra praise/mark personalised to the child e.g. sticker, smiley face. <p>praise/ positives towards the learning objective.</p> <p>Next steps towards the learning objective.</p> <p>Level of support given</p> <p>S: I independent Verbal Prompts Hand under hand Modelled Example</p> <p>VP: Written verbal Feedback</p> <p>VP: e.g. 'Well done! Super looking!'</p>	<p>Writing in red are the parts to be included in marking work</p> <ul style="list-style-type: none"> Two stars and a wish against the learning objective. Peer to peer marking if applicable. Peer marking in pink. Adult marking in green. <p>praise/ positives towards the learning objective.</p> <p>Next steps towards the learning objective.</p> <p>Post-IE</p> <p>See individual external marking structures/policies for specific awarding bodies. E.g. AQA, Prince's Trust.</p>

SMART Rubrics (Heat Map) — It is expected that staff contribute to the re-recording of the progress towards their EHCP medium Term targets. These medium term targets are broken down into steps on Smart Rubrics and should be assessed weekly by clicking on the step within the target that the pupil is currently secure within.

To take part in adult directed activities

2/9/2023

1. Positive Relationships

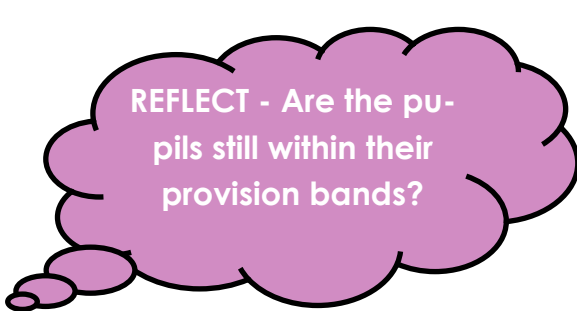
Teddie can Watch an adult interact with the resources to understand what to do with them.

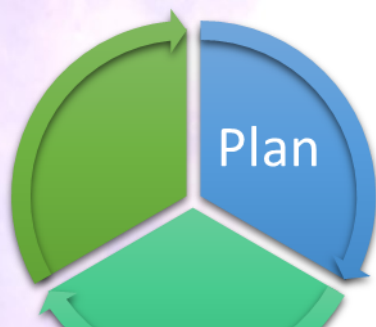
Teddie will allow familiar members of staff to go to him and stay in the area he is playing in and will occasionally sit with an adult after they have directed him to a work area.	Look at and interact with resources either at the work area or brought to him consistently.	Watch an adult interact with the resources to understand what to do with them.	Copy the actions of an adult to complete a work activity.	consistently copy and take part in adult directed tasks.
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Comment:

Engagement Profiles—For all pupils who are working in the Pink and Red provision and for those in Yellow who it is relevant should have an Engagement Profile, used as a working document and planned for opportunities to support engagement on a weekly basis.



[illegible]



KNOW- Colour Provision Band EHCP Targets



REFLECT - How far are they towards achieving their EHCP Target?

End of Theme Photo Page to Parents

	Autumn 2020	Spring 2021	Summer 2021
Whole school Topic:	Reduce, Reuse, Recycle	School of Rock	Amazing Athletes
Curriculum Focus:	Science - Materials Design Technology	Music / Computing Art	PE Science - Human Body Physics
Compiling Curriculum:	Household and Independent Living	Computers & Tablets	
RHE	Mental Health Families and People who care for me Gymnastics	Physical Health (primary year 1/2) Striking & Fencing Outdoor & Adventurous	Online Safety Communities Friendships
PE	Ball Skills Invasion Games		Dance Athletics
Possible Curriculum Risks:	History - Science through the ages Geography - some physics and water Environmental issues	History - music through different periods DT - construction	Geography - sports in other cultures and countries through the Olympics

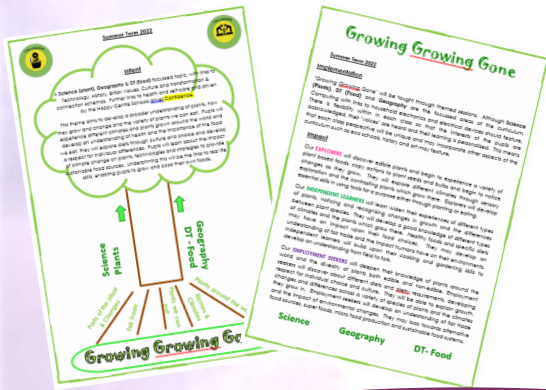
	Autumn 2021	Spring 2022	Summer 2022
Whole school Topic:	Ready, Steady, Go!	Make Up, Break Up	Science, Plants, Geography
Curriculum Focus:	Science - Forces Design Technology & History	PSED & RHE Art	Science - Plants Geography Household
Compiling Curriculum:	Phones (Sat Nav's)	Computers (Social Media)	
RHE	Mental Health Families and People who care for me Gymnastics	Physical Health (primary year 1/2) Striking & Fencing Outdoor & Adventurous	Online Safety Communities Friendships
PE	Ball Skills Invasion Games		Dance Athletics
Possible Curriculum Risks:	History - transport of the past Geography - transport around the world	English - Shakespeare and relationships DT - food technology	

The long term whole school overview provides details of the Theme and the specific curriculum subjects which will lead the theme.

The Theme Tree document then provides a more detailed explanation for the intent of the particular theme. Class Teams and Key stages should then discuss how this will look in their class and stage based on pupils interests.

Share Theme Letter with Parents

End of Theme Project Agreed



NO LIMITS	Curriculum Driver
Theme: Look Life + HD	
Life-Long Learning (ask)	Interest Meaningful Imagination Together
Interest	Meaningful
Meaningful	Imagination
Imagination	Together
Together	

No Limits Planning tool is then used to personalise the theme for each class. EHCP targets should be cross matched to ensure pupils are taught the knowledge and skills through meaningful theme linked experiences.

TERMLY SUMMATIVE ASSESSMENTS

Excel Trackers— At the end of every term it is expected that the Excel Trackers for every child in the class is updated for English (all aspects), Maths (all aspects) and fill in for the subjects which have driven the curriculum theme for the term. Update these in front of the English and Maths books.

ENGLISH Communication 22-23									
	Listening			Understanding			Communicating		
	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
Jayden Underly									
Rio Riddale									
Year 5									
Alfar Tahir									
Cody Parsons	developing			secure					
Danny Bye									
Harry Rowley									
Lemuel									

Nexus Pupil Progress Data Sheet - Fill in Nexus Data sheets to show level of expected progress towards EHCP targets, Maths, English, Well Being (Leuven).

Pupil Progress - At the end of every half term each class teacher is to meet with a member of SLT to discuss and share class planning, book evidence, Smart Rubric (EHCP) data, pupil progress and assessment data. Staff should ensure that they have a good understanding of all the evidence and data which contributes to their class planning and be prepared prior to the meeting.

Class Team Reflection - In Preparation for the next term using the Theme Curriculum Document - Discuss and plan as a class team how that will be personalised to your class. -See *Planning*. Ensure Universal Passports and one page profiles are up to date.

Universal Passport				
		My Name is: Elisabeth I will respond to: My Name some times Current Class: Year 5/6		
Universal Pass • Playgroup • Nursery • My Family	Universal Pass • Using the words to present me • Adult's coming to my table to speak to me • Clear simple sentences • Consistency • Making in food choices	Universal Pass • Being relaxed from doing something new • Being uncomfortable in my happy	Universal Pass • When I am happy • When I am being mischievous • My play/drawing models • When I take care and move when I hear music	Universal Pass • Playgroup • Nursery • My Family
Aut	Pro	Med	Beh	Ser



YEARLY TERMLY SUMMATIVE ASSESSMENTS

Annual Reviews - Annual Review documents and EHCP up dated document should be fully completed 3 weeks prior to the Annual Review meeting with parents and other professionals. A phone call with parents or carers should take place as these documents are being prepared to ensure their views are heard.

- Annual Review reports progress against the Long Term & Medium Term targets .
- EHCP document reflects up to date information regarding strengths and areas of support. New targets are also set for the coming year.
- Ensure Parent/Carer views are incorporated—forms sent out to parents to complete (see policy)

Reports to Parents - Parents are entitled to an end of year report to share the progress and achievements their child has made during the year along with next steps which align to their EHCP Targets. This is followed by a discussion through a parents meeting if required.

Transition Meetings - During transition meetings previous class teachers and teams meet together with the new class teams to share information around each pupil in the class, key points for discussion should include;

- EHCP Targets , progress towards them and next steps.
- Communication style, PECS phase, Symbol stage and next steps.
- Provision band, Pathway and next steps.
- Level of independence and personal care requirements.
- Sensory and behavioural needs and strategies.
- Health needs.
- Likes & Dislikes

Transition forms to be completed.



Daily	Annotation of planning / team discussions for each session – how has...achieved against the learning objective.
Daily	1:1 reading – book linked to phonics phase – recorded in reading record books
Daily	Communication – what phase in PECS? Next step? Blank Level questions.
Weekly	Smart rubric update – 'heat map'
Weekly	Engagement profiles updated every week (Pink & Red Learners).
Weekly	3x book work marked to policy and against the objective.
Half Termly	Phonics every 5 weeks – tracker updated.
Half Termly	Class Team Reflection - where are the pupils working within the provision bands—plan for next half term.
Half Termly	English and Maths Provision band sheets in red files – highlight 'secure in' statements
Termly	Update Subject Trackers and review provision band information to plan for the next term.
Termly	Pupil Progress Review Meetings – SLT
Termly	Up date Universal Passports and one page profiles
Yearly	Annual Review and Update Targets on EHCP then Smart Rubric.
Yearly	Reports to Parents/carers.
Yearly	Transition discussion with previous class teacher to baseline against provision bands.