**Stony Dean School
Curriculum and Assessment Overview**

**Section 1
The Stony Dean Curriculum

Stony Dean School is a specialist school for students that have communication and interaction difficulties. We pride ourselves in offering a curriculum that is tailor made to make focus on the schools three priorities that are; Communication and Interaction, Independence and Employability skills. We aim to develop students into socially aware young people who have a love of learning and are confident in taking informed decisions about their lives.**

**Curriculum Outcome Aims**The aim of our curriculum is to educate our students so when they leave us at the end of Key Stage 4 or 5 they will:

* Have developed confidence, resilience and independence to allow independent/ semi-independent living
* Have literacy and numeracy skills that allow them to access basic every day reading, writing and number tasks
* Have employment skills and career aspirations personally relevant to them
* Know how to live a healthy life and know what contributes to their well-being
* Know how to build relationships with others appropriately and positively long term
* Have smooth transitions between phases of education and preparation for adult life

**Curriculum Pedagogy**Stony Dean has developed a curriculum which best meets the needs of our students. We have not done this in isolation, we have drawn on existing research which provides a framework for young people’s attainment and assessment over time, including:

|  |  |  |  |
| --- | --- | --- | --- |
| Blooms taxonomy of learning  | Rising Stars Assessment model | NAHT Life after Levels research | Blanks Levels of Questioning |
| National Autism Trust, best practice  | The Rochford Report  | Therapy Outcome Measures |
| SEND Code of Practice | National society for Education in Art and design | Standing Advisory Council for Religious Education (SACRE) |
| Requirements for exam and qualifications focusing on GCSEs, Entry Level Awards, Functional Skills, and BTEC | Early Years Foundation Stage Development Matters | New National Curriculum  |

The completed skills ladders have been quality assured for challenge and consistency with leaders across the school and shared with leaders in other similar SEN schools.

**Curriculum Stages**The Students at Stony Dean follow a traditional secondary curriculum of core and foundation subjects. We have designed the Stony Dean Curriculum to best meet the needs of *our* students. Each subject is divided into 6 stages reflecting the 6 stages of Bloom’s Taxonomy. Students move through the stages with a qualification outcome where appropriate.

Students who are working below stage 1 have their own separate curriculum of Foundation Stages. There are also separate skills ladders for Work Related Skills and long and medium term tracking of the Education Health Care Plan (EHCP).

**Main Subjects**Including Available Qualifications:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Stages** | **Foundation** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Emerging Skills** | Specialised Foundation Curriculum | Knowledge ● Comprehension ● Application ● Analysis ● Synthesis ● Evaluation |
| **Subjects** |  |  |  |  |  |  |
| **English** | Functional Skills, Entry Level 1 | Entry Level 1 | Functional Skills, Entry Level 2Entry Level 2 & 3 | GCSE English Language/LiteratureFunctional Skills Entry level 3 | Functional Skills Level 1&2 |  |
| **Maths** |  | Entry Level 1Entry Level 2  | Entry Level 3 | GCSEFunctional Skills |  |  |
| **Science** |  |  | Science Entry Level | Science GCSE |  |  |
| **Design Technology** |  |  | Construction BTEC |  |  |  |
| **PE** |  |  | Entry Level | GCSE PE |  |  |
| **Art and Design** |  |  |  | GCSE Art and Design/Arts Award |  |  |
| **ICT** |  |  | Entry Level  | Cambridge Nationals |  |  |
| **Religious Studies** |  |  | Entry Level |  |  |  |
| **Humanities** |  |  | Entry Level | Entry Level |  |  |
| **Food Technology** |  |  |  | BTEC Jamie Oliver  |  |  |

**Students typically enter working towards stage 1 or 2 . On leaving at the end opf KS4 we would expect them to be working at levels 3 to 4. This may extend to level 5 for some students in sixth form. Our very most able students may reach stage 6.**

**Section 2
Assessment Stages**

**Assessment Tracking**

 The curriculum stages have been designed in-line with national frameworks to provide a challenging and robust measure for students’ progress. We have created a framework which we are able to set challenging aspirations for our students and monitor their journey so they excel from their relative starting points.

Children will work towards certain qualifications depending on their starting point and current assessment level. These pathways are not set and may be adjusted depending on student’s academic and anxiety levels.

Students will be assessed termly and the stage recorded. Each stage will have 3 levels of achievement:
 - developing (T)
 - working towards (A)
 - Met (M)

So through the year, a student, for example may be assessed as:

|  |  |  |
| --- | --- | --- |
| **Autumn Term** | **Spring Term** | **Summer Term** |
| 3A | 3M | 4T |

Progress will be tracked and analysed to make sure that every student is receiving the appropriate teaching and support to reach their full potential.

**Appendix 1- Using Classroom Monitor**

**Foundation Stages**

Students working in our Foundation department typically have a spikey profile which does not fit with the main school assessment framework. We have devised an assessment system that is based on the areas of cognition and development as laid out in The Rochford Review.

The model works on 5 stages ranging from F1 to F5 with 1 being the lowest. We expect students joining the school to at least reach the requirements set out in the stage descriptors in our Pre-F1 assessment criteria.

As in the main curriculum, each level is stranded into

* Developing (T)
* Working towards (A)
* Met (M)

The areas of learning are split into 2 main parts:

Part 1 - Cognition and Learning

Part 2 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and Physical

**Part 1**
**Cognition and Learning**
Cognition and Learning is assessed on a scale of 1-5 across 7 areas. Each individual subject assesses against the criteria (and the Stony Dean Stages where appropriate) every term.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **INITIATION** | **CURIOSITY** | **PERSISTENCE** | **DISCOVERY** | **INVESTIGATION** | **ANTICIPATION** | **RESPONSIVENESS** |
| **F1** | I can show I am work ready  | I can use my senses to explore familiar events/ objects | I can maintain attention for short periods of time | I can copy a gesture/action /pattern/words/ symbol | I can attempt to engage in the process of learning, with adult support | On a basic level I can link people with places  | I can make brief responses to a simple request by noticing a sound/ image/ object/gesture/word without intention to act upon |
| **F2** | I can make a choice from a given selection of materials to help me begin a task | I can use my senses to identify familiar events/ objects | I can sustain attention for longer periods of time | I can recall an action/pattern/gesture /words /symbol | For short periods of time I can pursue my learning task, with support | I can predict what comes next in an familiar situation/pattern/text | For a short period of time, I can respond appropriately to a simple request from a familiar person  |
| **F3** | I can use resources and strategies to help me begin my task | I can use my senses to put objects into categories or in order  | For an extended period of time, I can participate in activities to demonstrate an understanding  | I can sequence an action/pattern/words /gesture /symbol | I can actively engage in an investigation and recall meaningful information | I can predict what comes next in an unfamiliar situation/pattern/text | I can respond for an extended period of time (familiar/unfamiliar people) |
| **F4** | I can work with increased independence and ask for help when needed  | I can use my senses to compare events/objects, with increasing independence | I can sustain engagement in increasingly challenging tasks | I can demonstrate simple understanding of action/words/pattern /symbol/gesture | I can investigate learning with increasing independence, recording the outcome | I can predict the results of my own actions, in different situations/pattern/text | With increased independence, I can engage in a task for sustained periods of time |
| **F5** | I can begin a task or activity independently | I can use my senses to explain objects/events or ask relevant questions | I can demonstrate understanding of new concepts through my persistent independent learning | I can interpret information by demonstrating knowledge of words/action/pattern /gesture/symbol  | I can independently use resources to extend my knowledge |  I can predict the results of others' actions  | I can sustain engagement, with independence, on several successive tasks |

**Part 2**

Part 2 comprises of three strands of assessment:
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and Physical

These are assessed collaboratively with all members of staff working with the pupil across the curriculum. This assessment will take place twice a year.

For example – F1 assessment criteria:



**Work Related Skills**

Work related skills are a key focus at Stony Dean. It is imperative that our students are able to gain stable employment whether that is straight as a leaver from us or after a further education course. It is our responsibility to teach them the skills for employment stretching across the academic and vocational subjects we offer. We have devised a specific skills ladder to not only track progress in our specific employment based lessons (Enterprise Education and Work Placements) but also across other subjects. These inform the students of areas to develop, what their strengths are when thinking of employment opportunities and can be shared with employers when placing students in work placements or paid employment.

The skills ladders are divided into three main areas:

|  |  |  |
| --- | --- | --- |
| **Communication Skills** | **Functional skills** | **Independence Skills** |
| The assessment statements include English skills such as reading and writing, speaking and listening skills and skills relating to getting along and working with others. | These assessment statements include subject and practical skills including ICT, using money, data and problem solving skills. | These skills relate to being able to get to work independently including carrying out work place tasks, preparing for the day, using public transport as well as skills needed to work independently such as asking for support and making decisions. |

**Appendix 3- Full Work Related Skills Ladder**

These skills are not split into stages but students are assessed on the percentage of each strand achieved. Many of the statements link to other subjects mainly English, Maths and PSHCE. Students are able to use these skills ladders both when accessing work placements while still at school and in applying for employment outside of Stony Dean.

**EHCP Assessment**

Students are assessed against their EHCP targets using 2 measures: Therapy Outcome Measures and the EHCP Tracker.

**Therapy Outcome Measures (TOMs)**TOMs is a long term measure as laid out by Pamela Enderby in the book: *Therapy Outcome Measures for Rehabilitation Professionals: Speech and Language Therapy, Physiotherapy, Occupational Therapy* (2006)

It scores pupils **Impairment, Activity, Participation** and **Well Being**. Assessment will take place by a Speech and Language Therapist at 5 points during their school career:

* On entry to Stony Dean
* 1 year after entry
* End of KS3
* End of KS4
* At Exit

For example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Area | Entry Level | End of Yr 7 | End of KS3 (Yr 9) | End of KS 4 (Yr 11) | ExitEnd of 6th Form (Yr 13) |
| Impairment | 1 | 1 | 3 | 4 | 4 |
| Activity | 1 | 2 | 3 | 3 | 4 |
| Participation | 1 | 1 | 3 | 4 | 5 |
| Well-being | 0 | 1 | 2 | 3 | 3 |

This will give us an overall picture of the students’ progress using a medical criteria. The Impairment Score will give an indication of the students’ capacity for progress in the other areas and across the EHCP Assessment tracker.

**EHCP Assessment**

Students will be assessed in the 6 areas linked to their EHCP every academic year for their Annual Review.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Social Interaction** | **Functional Language** | **Functional Skills** | **Emotional Regulation** | **Attention and Listening** | **Inferencing** |

Stages 1-6

**Appendix 4. EHCP Tracker Stage Descriptors**

Like the main curriculum, each area is split into stages. For each stage there is a descriptor statement. For example for Emotional Regulation:

1. *I can accurately identify and label a simple emotion in a modelled or role played situation.*
2. *I can accurately identify and label simple emotions in a real life situation with support.*
3. *I can label and identify a range of complex emotions with support.*
4. *I can label and identify a range of complex emotions independently.*
5. *I can recognise familiar and unfamiliar adults and peers emotions.*
6. *I can understand and respond appropriately to other people’s emotions*.

Form tutors along with our Speech and Language Therapists (SALTs) will assess students against statements for each stage and area. Like the main subjects each stage will be split into 3 levels of achievement:
 - developing (T)
 - working towards (A)
 - Met (M)

**The Big Picture**

By using these 4 assessment foci

* Main Assessment framework [alongside the Foundation Assessment Framework for Nurture Groups]
* Therapy Outcome Measure
* EHCP tracker
* Work Related Skills Ladder (may not be appropriate for some students working in Foundation)

We are able to build a picture of each student’s individual needs: the level they are working out, what support is needed for them to achieve and what future targets are both in the short and long term.

These assessments will be presented to staff and parents as an overall summary sheet:

|  |
| --- |
| Child A |
| Pathway: Entry Level |
| Subject | **Stage** | **Subject** | **Stage** |
| English | 2T | Maths | 3A |
| Science | 2T | ICT | 3M |
| PE | 3T | DT | 2M |
| Food Tech | 3A | Art | 3A |
| Humanities | 2T | RE | 2A |
| Work Related Learning |
| Communication Skills | 40% |  |
| Functional Skills | 32% |
| Independence Skills | 49% |
| TOMS Therapy Outcome Measure | **Score 0-5** | **EHCP Tracker** | 2M |
| Impairment | 2 |  |
| Activity | 2 |
| Participation | 1 |
| Well-being | 2 |

**Section 3**

**Assessment Principles**

The purpose of assessment at Stony Dean is to enhance the quality of teaching and learning. Assessment will be student centred – with independent learning being encouraged and students trained to contribute in assessing their own progress. Assessment information will be used to plan next steps in learning and inform students of their current levels and what they need to do to progress towards the next level.

Assessment at Stony Dean will:

* Show a balance of formative and summative assessment
* Be planned into medium term planning as assessment opportunities
* Provide feedback to students about their work promptly and frequently as agreed in the Feedback and Marking Policy
* Respond to individual learning needs
* Inform future planning and individual target setting
* Track individual and groups of students’ progress in the medium and long term.

**Feedback and Marking**

Feedback and marking will provide constructive feedback to every student, focussing on success and improvement needs against learning intentions. This will enable students to become reflective learners and help them close the gap between current and target performance.

Marking is provided promptly and frequently responding to individual learning needs as outline in our Marking and Feedback Policy (April 2017).

**Recording Progress**Progress is recorded against the 6 stages for each area of the curriculum. Students will be assessed against this criteria for all subjects in KS3 and 4 and for Maths and English in 6th Form. Summative assessments are made termly and recorded on Classroom Monitor.

**Appendix 1, Using Classroom Monitor**

**Monitoring Progress**Progress is monitored termly with curriculum leads. Termly tracking meetings with curriculum leaders and behaviour team staff, identify students who teachers are concerned about whether that is triggered by academic achievement, behaviour or attendance. Students who are identified to be not on track are targeted with further support and intervention to ensure they are achieving academically without increasing anxiety.

**Target Setting**

On entering Stony Dean students are placed on a pathway taking into account the TOM’s score and their academic baseline assessments. We expect the majority of students to continue along this pathway during their time at Stony Dean, gaining accreditations and working towards employment or college placement on leaving as appropriate for their pathway. Where anxiety is reduced and students make the academic progress above what was expected of their given pathway, we would describe this as working above their pathway. Where students are no longer meeting the expectations of their planned pathway due to anxiety, cognition or external circumstances, we would describe this as below pathway. This is a long term vision for target setting taking into account students’ complexities, their low starting points and their individual barriers to learning.

Specific descriptors taken from the assessment stages will be identified twice yearly in each subject for students to work towards achieving. In the following subjects these targets will be shared across the school to ensure continuity and maximise learning time:

* EHCP SALT targets
* English
* Work Related Skills
* and PSHCE

**Quality Assurance**

We are committed to ensuring that our curriculum is consistently used throughout the subjects areas and school and is in line with national assessment frameworks and local schools’ arrangements. We therefore have a structured moderation calendar to ensure that we are not only moderate regularly internally and but also with local SEN provisions and National qualification providers.

Internal moderation is held termly in each department. Teachers share and moderate the student’s work to ensure that we are assessing work consistently. Moderation records are kept and examples of work filed to build up a picture of work across the stages.

In addition, we moderate externally with a range of local schools and exam boards. This ensures that we are not only making sure that students work is in line with our Stony Dean stages and standards but this also fits with the expectation of attainment both locally and nationally.

**Table of External Quality Assurance**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject Area | Name of school or exam board or other individual/organisation that moderates your work | How often does this take place? | Where do you store the evidence of this moderation? |
| ART | GCSE Edexcel Art and Design | Summer term | Coursework and externally set exam marked and moderated internally, then Edexcel comes to moderate again.Feedback stored in Dept folderAll other files stored in Dept |
| Arts Award Bronze Level | Yearly in the Summer Term starting 2018 | Coursework externally moderated. Files stored in dept.  |
| DT | Rachel Chapman – HoD DT, Alfriston | Once a term | Student sampling of folders are signed |
| AQA Entry Level Coursework feedback | Once a year (summer term) | Feedback stored in Dept folder. Final year for this: 2016 |
| BTEC Construction E3 - internal | Once a term  | Unit 1 & 3 – moderation spreadsheet 2015-16 |
| BTEC Home Cooking Skills – Lisa Jones Alfriston  | 1 meeting taken place, sharing of workbooks, resources and good practice | Noted in Dept. minutes and staff PM.Will continue to make more solid links  |
| Established moderation meetings with HoDs at Pebble Brook and Alfriston (Penn at the time) | 1 meeting so far, another scheduled for before Easter – will be at least once a term | Will be stored in minutes and actions document in Dept folder |
| ENGLISH | Emma Younge – HoD English, Alfriston | Once a term (being actioned from 2017) | Student folders are signed |
| AQA Entry Level/OCR Entry Level Coursework feedback  | Once a year (summer term) | Feedback stored in Dept folder.  |
| AQA GCSE English mock exams and S&L coursework | Twice a year (autumn and summer term) Three times this year as new GCSE spec introduced. | Stored electronically by the school and entered online. Will be notified by board if they require moderation.  |
| Establishing moderation (life after levels work) with HoDs at Pebble Brook, Furzedown and Alfriston. | 1 meeting so far, another scheduled for before Easter – will be at least once a term | Will be stored in minutes and actions document in Dept  |
| HUMS | Internal moderation with Hums teachers at SDS | Once per term | Mins of meeting stored in my area |
| Jocelyn Waite, Hums teacher, Alfiston | One meeting so far this year 2016/17Another one to take place in summer term / looking to invite Furzedown | Mins of meeting stored in my area |
| WJEC Humanities Entry Pathways | Once a year.  | Feedback stored in my area |
| MATHS | OCR Entry Level V Anderson, R Dunn and Sue Keith mark papers for their respective maths groups and then moderate as appropriately. | Once a year Spring or Summer Term depending on group. | Minutes of meetings in Maths meeting folder.Feedback from Examination Board stored in Mathematics HOD Folder.Papers stored with J Dwyer until external moderation takes place if appropriate.Papers stored in within Maths Department once moderated. |
| AQA Entry Level 1 and 2S Hill and G Johnston marks work and moderate between them then Sue Ke to follow-up with own moderation. | Once a year (Spring/Summer Term) | Minutes of meetings in Maths meeting folder.Feedback from Examination Board stored in Mathematics HOD Folder.Papers stored with J Dwyer until external moderation takes place if appropriatePapers stored in within Maths Department once moderated. |
| AQA Entry Level 3V Anderson, R Dunn and Sue Keith mark papers for their respective maths groups and then moderate as appropriately. | Once a year (Spring/Summer Term) | Minutes of meetings in Maths meeting folder.Feedback from Examination Board stored in Mathematics HOD Folder.Papers stored with J Dwyer until external moderation takes place if appropriate.Papers stored in within Maths Department once moderated. |
| AQA Functional Maths Level 1AQA Functional Maths Level 2 | Summer Term *.* | External exam.Papers sent off to be marked after exam. |
| AQA GCSE Mathematics | Summer Term  | External exam.Papers sent off to be marked after exam. |
| PE | Mr Steve CristofliPE teacher at Chiltern Federation during fixture | Various times through fixtures during the year. | Minutes of meeting in my area in PE folder |
| OCR Entry Level MODERATIONAlan Minshall - Moderator | Once a year (summer term) | Feedback given via moderator report to exam officer |
| Video Moderation for GCSE PE Short course  | Videos sent first week in Summer term | Feedback given via moderator report to exam officer |
| PSHCE | Peblle Brrok collaborative work | Twice a year | PSHCEE dept folder |
| RE | AQA Entry Level Coursework feedback | Once a year (summer term) | Feedback stored in Dept folder. Final year for this: 2016 |
| SCIENCE | AQA ELC Science | As work completed then Summer term (Yr 11) | All TDAs and Assessments marked and moderated internally. Agreed sample sent off for external moderation.Feedback stored in Dept folderAll other files stored in Dept |
| AQA GCSE Science | Summer Term  | ISA set, marked and moderated internally, then sent off.External exam.Papers sent off to be marked after exam. |

**Section 4
Stony Dean Curriculum Pathways**

**Curriculum Pathways**

There are 3 main path ways students may take through the school leading to a range of qualifications. A pathway is not set in stone but may be adjusted depending on each individual’s academic strengths and anxiety levels. There is no expectation that students must take the qualifications set out in a particular pathway but would be at the academic level set out in the specification. This is a guide to show the standard progression through and beyond school.

The 3 main pathways are as follows

* GCSE – for students who typically work towards and take GCSEs in Years 10 and 11.
* Entry – for students who typically work towards Entry Level accreditation
* Foundation – students who will follow our Foundation Assessment Stages

**GCSE -** For students who take GCSE exams in KS4. These are our most able students academically.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | KS3 | KS4 | KS5 – 6th Form | Age 19+ |
| FOCUS | **Development of Curriculum Knowledge and Skills gaining increasing confidence and independence** | **Development of Curriculum knowledge and skills with a focus on gaining qualifications** | **Readiness for independent living and work** | **Students are confident and clear in their future options and possibilities for education and work.****Options:** * **Supported Internship**
* **Apprenticeships**
* **Traineeships**
* **FE College**
* **Employment**
 |
| Personal Priorities | 1. Reducing anxiety
2. Making and managing friendships
3. Physical Development and Personal Care
4. Developing Communication
 | 1. Reducing anxiety leading up to exams and transition to 6th Form
2. Managing friendships and relationships
3. Physical development and Personal Care
4. Developing work-related skills
 | 1. Reducing anxiety leading up to leaving school
2. Healthy habits for life
3. Work related skills
4. Skills for independent living
5. Making suitable next step decisions and applications
 |
| CurriculumEnglish &Maths | **English:** Exploring texts in line with the KS3 national curriculum incorporating a range of genre. Promoting written communication which is meaningful to themselves and others. **Maths:** strengthening knowledge of number and applying the 4 main operations in abstract and real life contexts. | **English** – Following the 2 year GCSE course, working towards accreditation which promotes self-esteem, personal challenge and acquiring independence.**Maths:** Following the 2 year GCSE maths program. Working towards the accreditation while encouraging independence and using maths in real life contexts. | **English –** developing skills towards employability and daily living. Where appropriate pursuing further qualifications. **Maths:** Working to acquire Functional maths Level 2 and focusing on maths skills relevant to the home and work place. |
| Curriculum Other Subjects | Subjects are taught broadly in line with the National Curriculum. Literacy and Numeracy skills are integral to the learning reflecting their stages in those subjects. Students are taught topics which are meaningful and relevant to everyday life. Opportunities for social interaction are maximised. | Learning from KS3 is built upon leading to accreditations.  | Through a range of BTEC qualifications students are given the opportunity to experience a variety of vocational and independence skills such as animal care, home cooking, travel training, construction and money management. Students are encouraged and assisted in work placement and college modules participation. |
| Qualifications | English Entry Level (Yr 9)Maths Entry Level (Yr 8/9) | GCSE English Language Functional Maths Level 1GCSE Functional Maths Entry 3PE GCSE Short Course Entry Level Humanities Cambridge Nationals L2 | GCSE English Literature Functional Maths L2BTEC Money and Finance BTEC Vocational StudiesICT ECDL Extra Level 2 |

**Entry Level-** for students who typically work towards Entry Level accreditation in KS4.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | KS3 | KS4 | KS5 | Age 19+ |
| FOCUS | Development of Curriculum Knowledge and Skills gaining increasing confidence and independence | Development of Curriculum knowledge and skills with a focus on gaining qualifications | Readiness for independent living and work | **Students are confident and clear in their future options and possibilities for education and work.****Options:** * **Stony Dean Supported Internship**
* **Apprenticeships**
* **Traineeships**
* **Further Education College**
* **Employment**
 |
| Personal Priorities | 1. Reducing Anxiety
2. Making and managing friendships
3. Physical Development and Personal Care
4. Developing Communication
 | 1. Reducing Anxiety leading up to exams
2. Managing friendships and relationships
3. Physical Development and Personal Care
4. Developing work-related skills
 | 1. Reducing Anxiety leading up to leaving school
2. Healthy habits for life
3. Work related skills
4. Skills for independent living
 |
| CurriculumEnglish &Maths | **English:** Ensuring concrete basic reading skills in year 7.Exploring texts in line with the KS3 national curriculum incorporating a range of genre. Promoting written communication which is meaningful to themselves and others. **Maths:** strengthening knowledge of number and applying the 4 main operations in abstract and real life contexts. | **English** – Following the Entry Level program of work, working towards accreditation which promotes self-esteem, personal challenge and acquiring independence.**Maths:** Following the entry level maths program. Working towards the accreditation while encouraging independence and using maths in real life contexts. | **English –** developing skills towards employability and daily living. Where appropriate pursuing further qualifications. **Maths:** Working to acquire GCSE or Functional maths and focusing on maths skills relevant to the home and work place. |
| Curriculum Other Subjects | Subjects are taught broadly in line with the National Curriculum. Literacy and Numeracy skills are integral to the learning reflecting their stages in those subjects. Students are taught topics which are meaningful and relevant to everyday life. Opportunities for social interaction are maximised. | Learning from KS3 is built upon leading to accreditations.  | Through a range of BTEC qualifications students are given the opportunity to experience a variety of vocational and independence skills such as animal care, home cooking, travel training, construction and money management. Students are encouraged and assisted in work placement and college modules participation. |
| Qualifications |  | Entry Level English Entry Level Maths Functional Maths L1 Entry Level PE OCR Humanities Equals Qualification ICT - Entry Level 3 IT Users Reward | Functional Skills EnglishGCSE Maths or Functional Maths L1/2BTEC Money and Finance BTEC Skills and Independence for WorkBritish Computer Society – Computer and Online Basics Entry Level 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | KS3 & KS4Students are grouped in mixed age classes based on academic ability and social skills | KS5 | Life after Stony Dean |
| FOCUS | Development of communication skills through sign and print. Building relationships with adults and peers. Following the school routines and expectations. | Readiness for semi-independent living and supported employment. | **Parents and staff support students to make informed decisions as to next steps taking into account their needs and interests.****Options:** * **Supported employment**
* **Further Education College courses**
 |
| Personal Priorities | 1. Reducing Anxiety
2. Communicating wants and needs
3. Developing friendships
4. Developing skills for readiness for learning
 | 1. Reducing Anxiety leading up to leaving school
2. Healthy habits for life
3. Work related skills
4. Skills for independent living
 |
| CurriculumEnglish &Maths | **English:** Consolidation of basic reading and writing skills using support materials to aid communication.**Maths:** Building of basic maths skills using concrete resources to reinforce key concepts | **English –** developing skills towards employability and daily living. Where appropriate pursuing further qualifications as part of the BTEC specification. **Maths:** Working to acquire further maths qualifications as part of the BTEC specification and focusing on maths skills relevant to the home and work place. |
| Curriculum Other Subjects | Topic based learning encompassing a range of subjects to promote life skills including science, foreign cultures, art and PE. Incorporating functional maths and English skills where appropriate and building knowledge of the world around them. | Through a range of BTEC qualifications students are given the opportunity to experience a variety of vocational and independence skills such including Personal.  |
| Qualifications | Preparing for BTEC and Functional Skill Qualifications in Sixth Form. | Functional MathsFunction EnglishBTEC range of courses |

**Foundation**

**Appendices Contents**

1. Using Classroom Monitor
2. Foundation Stage Descriptors
3. Work Related Skills Ladder
4. EHCP Tracker

Appendix 1

**Using Classroom monitor**

Classroom monitor is the main tool for all staff to input summative data collected on students.

It is used to record and collate assessment information for:

* The main Stony dean Assessment Stages
* Work Related Skills Ladder
* EHCP Tracker
* And Foundation Stages.

A separate Excel sheet collects and collates the TOMs Assessment Information.

Staff are expected to record all data in line with the assessment schedule.

|  |  |
| --- | --- |
| Assessment Framework | Frequency of recording data on Classroom Monitor |
| The main Stony dean Assessment Stages | Termly – end of Autumn, Spring and Summer term. |
| Work Related Skills Ladder | Termly – end of Autumn, Spring and Summer term. |
| EHCP Tracker | Twice yearly. End of Spring 2 and En of Summer 2. A baseline assessment will be made for students newly arrived. |
| Foundation Stages | Termly – end of Autumn, Spring and Summer term. |

When data has been recorded in classroom monitor this data can then be interrogated to identify trends and patterns in student progression.

Appendix 2

See attached PowerPoint

Appendix 3

**Work Related Skills Ladder**

|  |  |  |
| --- | --- | --- |
| **Communication skills** | **Functional skills** | **Independence skills** |
| I can recognise formal vocabularyI can recognise differences between words ending in s, plurals, possessivesI can read aloud fluently and with expression that makes senseI can identify and explain fact and opinionI can retrieve information from non-fictionI can check that my reading makes senseI can write quickly and clearlyI can summarise longer textsI can use subheadings and bullet points to structure textsI can read through my writing/text and make correctionsI can use formal vocabulary when appropriateI can write in complete sentencesI can express time in writingI can follow long instructions accuratelyI can speak appropriately according to my audience and situationI can work with other people in discussionI can give my opinions clearly and politelyI can ask relevant questionsI can assume different roles within a teamI can seek and give support within a teamI can lead a team, giving clear instructionsI can evaluate other’s ideas and give my opinion | I can use word processing software accuratelyI can use spreadsheet software accuratelyI can use presentation software accuratelyI can use database software accuratelyI can use graphic software accuratelyI can use the internet safely and effectivelyI can choose and use a range of electronic devices effectivelyI can organise a file structureI can use standard hand tools correctlyI can use standard power tools correctlyI can use and interpret mathematical symbols and related vocabulary in practical situations for solving problemsI can interpret a calculator displayI can solve real life problems involving what to buy and how to payI can total money and give changeI can carry out investigations involving moneyI can read values on given scales accuratelyI can record results in simple lists, tables and diagramsI can construct bar chartsI can communicate and interpret information gathered including pie chartsI can suggest solutions to problemsI can adapt my thinking as situations changeI can start and conclude a problem solving exerciseI can express creativity in appropriate situations | I can use a calendar and write the date correctlyI can read, measure and record time using 12, 24 hr digital and analogue clocksI can use compass points and turning vocabulary accuratelyI can read, interpret and travel safely using timetables and public transportI can recognise abbreviations for units of measureI can use money to purchase goods and estimate change to receive I can use a variety of payment methodsI can understand a payslipI can appreciate the need to make decisions involving more than 2 optionsI can make decisions when there are several alternativesI can use evidence to make accurate decisionsI can prepare for my day, washing and dressing appropriatelyI can ask for support if I feel unsure of a taskI can appreciate flexibility in the workplaceI can adapt to fit with changing routines/demandsI can work reliably in a structured environment **Key: English Maths ICT** |

Appendix 4

**EHCP Tracker Stage Descriptors**

**Functional communication**

1. I can communicate my basic wants and needs through non-verbal communication and or behaviours.
2. I can communicate my basic wants and needs verbally or using my AAC device.
3. I can communicate a range of information to a trusted adult.
4. I can communicate a range of information, with modelling to familiar and unfamiliar adults.
5. I can independently communicate a range of information to familiar people in a novel situation or environment.
6. I can independently communicate a range of information to familiar and unfamiliar people in novel and experienced situations or environments.

**Social Interaction**

1. I can engage in familiar activities with familiar peers with adult support and I can communicate my basic wants and needs with familiar people.
2. I can take part in an activity involving 1-3 students cooperatively (e.g. turn-taking), initiate and respond to other appropriately with support.
3. I can understand the roles and aims of activities and attempt to negotiate with others. I can actively contribute to a familiar group activity and understand the roles.
4. I can take part in a range of supervised activities or tasks. With support, I can take part as leader, follower or initiator.
5. I can participate in a range of familiar or unfamiliar group activities and communicate confidently with peers and express my thoughts and feelings.
6. I can behave respectfully towards staff and show respect to other pupils and their property. I can work efficiently within a group and be an effective communicator.

**Emotional Regulation**

1. I can accurately identify and label a simple emotion in a modelled or role played situation.
2. I can accurately identify and label simple emotions in a real life situation with support.
3. I can label and identify a range of complex emotions with support.
4. I can label and identify a range of complex emotions independently.
5. I can recognise familiar and unfamiliar adults and peers emotions.
6. I can understand and respond appropriately to other people’s emotions.

**Attention and Listening**

1. I can pay rigid attention to activities and I am highly distractible during activities led by others. I can attend to an adult led activity with 1:1 support.
2. I can listen and respond to others during their choice of activity. I can transfer my attention to another familiar activity with adult support to maintain my attention.
3. I can maintain attention to an activity and transfer my attention to another person or activity when prompted.
4. I can maintain attention to familiar or enjoyable joint, small or large group activities for an appropriate period of times.
5. I can maintain attention to a topic of another’s choice.
6. I can maintain attention to individuals and transfer my attention appropriately between individuals and activities in small or large group situations. I can maintain my attention for appropriate duration of time and settle independently to activities. I am attentive an and have an interest in the activity I am attending to.

**Inference**

1. I can answer simple ‘who’ and ‘what’ questions from a picture or text e.g. *what colour is the ball? Who has the apple?*
2. I can identify clues from pictures e.g. *looking at a dining table and working what meal it is*
3. I can use clues to answer wh questions (who, what, where, when, how many) about a picture.
4. I can use clues to answer wh questions (who, what, where, when, how many) from a written piece of work.
5. I can answer why questions from a picture or text e.g. *why is the man running away from the house?*

I can independently make predictions based on previous knowledge and evidence when answering complex questions e.g*. What would happen if …? What could you do when…? How can we tell… ?*