



Lansbury Bridge School

Curriculum at Lansbury Bridge School

EYFS 7 areas of learning

National Curriculum

8 Gatsby Benchmarks

Literacy, Reading & phonics schemes (ELS)

SEND & AP improvement plan

Equality Objective

8 Recommendations for Improving Maths KS2 & 3

Safeguarding

5 STEAM components

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Curriculum Rationale

What we hope to achieve through our Curriculum.

Our curriculum is engaging, relevant and facilitates progress.

Our curriculum is steeped in opportunities to rehearse and consolidate new skills and knowledge, reflecting upon next steps identified to help learners improve. Learning is child led and various approaches are implemented so that learning is 'sticky' and pupils are able to remember and recall what and how they have learnt in order to build upon their knowledge. Support to help pupils understand the strategies they implemented to help them learn is of huge importance so that in the future they are able to use such strategies again to help them problem solve and learn. Individuals are constantly faced with opportunities to problem solve, some of these occur naturally and others are planned by staff to be an act of sabotage so that metacognitive skills are developed. Regulation of strategies taught will help them to know when and how taught strategies should be implemented to support them in task completion, this is often done through a method of coaching instead of direct teaching. In supporting metacognition and working memory we currently utilise a range of memory aids and whole school approaches to support our learners such as the TEACCH approach, visual schedules and mind maps/writing frames to name but just a few.

Our pupils are given experiences to support a wider developing understanding of the world around them in order to be able to maximise their engagement and involvement in society.

Our curriculum takes account of different starting points, potential barriers to learning and finds ways to work with these to maximise outcomes.

We instil in our pupils a clear ambition and aspiration so that their educational and personal development journey within our school, gives them the confidence to achieve.

Our curriculum focuses on developing the transferrable skills that equip children for each stage in education and life beyond school as confidently and independently as possible. We believe in creating happy and safe learning environments which facilitate opportunities for exploration and engagement.

Curriculum design

How have we organised our curriculum?

We are a special school therefore our curriculum design is made up of many components (national, local, sector specific, school specific, class specific, child specific).

1. The national curriculum underpins our approach to ensure coverage and an understanding of age-related expectations.
2. The SEND code of practice underpins considerations around delivery of our education.
3. The Education White Paper – Opportunity for All Chapter 2: Delivering high standards of curriculum, behaviour and attendance - every child taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour.
4. Links with other schools via SEND networks supports our understanding of current and national considerations (including SEND Review: Right support, Right place, Right time).
5. Research papers, training and academic papers supports us in ensuring our approaches remain relevant. (Education Endowment Foundation, Chartered College, Ofsted).
6. The Ofsted Inspection framework and the Education Act are referenced to ensure that our curriculum remains in line with statutory requirements.
7. The EYFS 7 areas of learning are integrated into our curriculum most apparently at EYFS but references remain later within our curriculum mapping.
8. The 8 Gatsby benchmarks are integrated into our curriculum most apparently at KS3 but evidenced earlier within our curriculum mapping.
9. Curriculum planning is devised through a set process of development led by senior leaders, subject leads and class teachers, to ensure whole school factors, subject specific factors and class-based factors are all considered.

The 223 pupils on roll are grouped according to age, ability and social interaction, with 29 classes in total. Each child has an individual Education, Health and Care plan which details considerations that may impact on the child's education, including cognition, physical, wellbeing and health. This document is used as

starting point for all learning intentions and underpins each pupils personalised learning goals (PLGs).

Whilst the daily timetable allows for 5 lessons across the school day, teaching and learning opportunities are not limited to 'lesson time' but throughout the day, including break times, snack time, personal care routines and when out in the community. These opportunities are planned for and include meaningful generalisation of skills across a range of settings

Why have we organised it this way?

To meet the developmental needs of the individual learners.

We have organised the curriculum into 4 pathways (pathway 1 – 4). With 12 pupils working within pathway 1, 28 learners within pathway 2, 125 learners within pathway 3 and 58 learners within pathway 4. The pathways are not defined by age but by stage of development.

The differentiation between pathways bridges across the plan to ensure we are aspirational and encourage movement through the pathways, in response to individual pupil needs. We acknowledge that the different stages of development are not always in line with chronological development and that rate of progress can vary significantly at different times in the child's life (especially where medical intervention is significant).

Starting with research papers and findings around early childhood development we have designed a curriculum and assessment package that identifies rates of progress with clear milestones identified.

As a curriculum fanning out from the curriculum entitlement detailed within the national curriculum alongside relevant developmental progress markers we then incorporate discrete subjects through the seven prime areas of the EYFS curriculum model (Pathways 1 – 3). At Pathway 4 within the context of a complex needs special school, we recognise that developmentally there is usually a faster rate of progress and children are working at a cognitively higher level than the majority of the school population (this still remains at a lower level to national age-related expectations).

Addressing barriers to learning

A collaborative multi-disciplinary approach allows us to successfully meet the needs of each pupil, implementing set programmes to remove barriers to learning.

The curriculum supports opportunities to develop a readiness for learning through sensory profiles and personalised sensory diets. All of our children have a range of barriers to learning and our aim is to identify these and find best working practice to address ways of engaging children to minimise the impact of their identified barriers.

Strategies used to remove barriers to learning include mentoring, interventions (Lexia, RM easimaths and Active literacy) Dyslexia assessor on site, sensory diets, daily mile, implementation of OT, physio and SaLT set programmes, specialist seating and adaptive equipment including AAC, nurture groups, food tasting opportunities, total communication approach across school, communication assistant and dedicated family liaison officers.

The engagement model is used for learners within pathway 1 & 2. Pre- key standards are reported to the Local Authority and parents/carers alongside any statutory standardised testing (phonic screening, multiplications, SATs etc.). There are a significant proportion disappplied, there is a clear rationale as to who is entered.

How do we know this is supporting our children fulfil their potential?

-Triangulation of impact of curriculum is closely monitored and measured in the follow ways:

-Core subjects – Insights on EFL using frameworks

-Foundation subjects – Insights on EfL (P1 & P2)

-Foundation subjects – B squared (P3 & P4)

-Annual review outcomes (EHCP) Personalised Learning Goals (Insights EfL)

-Quality of evidence gathered (in depth quality assurance process)

-External Moderation (Merseyside Network schools)

-Internal Moderation

-Peer-to-peer moderation (lesson study model)

-Research based EEF (<https://educationendowmentfoundation.org.uk/>)

Evidence for Learning

What is Evidence for Learning?

Evidence for Learning is an app and web-based programme that the staff at Lansbury Bridge use to gather evidence in the form of photos, videos, professional comments, tags and indicators that link directly to the personal learning goals and curriculum frameworks of each child.

What is Insights for Learning?

Insights for Learning is a toolkit that runs alongside Evidence for Learning and enables us to interpret and analyse all of the evidence gathered on EfL. It allows all stakeholders to effectively reflect on the quality of learning and provision for each pupil. Insights for Learning is primarily used by the senior leadership team and middle leaders.

What is a Personal Learning Goal?

Within EfL staff create a Personal Learning Goal (PLG) for each child based on the 4 areas contained within the Education Health Care Plan (EHCP) and the outcomes and provision set within section E and F of the plan. SMART outcomes are created using a pre-designed template, featured on EfL, to ensure consistency in the format.

Gathering PLG evidence

Once linked, each class team will be able to access the 2 class iPads to view and link photos and videos taken throughout the school day to the PLG's set. The expectation is that one piece of evidence for each of the 4 areas is gathered per child. This evidence will inform and corroborate judgements staff make when reviewing and resetting PLG's.

Which curriculum frameworks are utilised on EfL and by which classes?

As EfL at Lansbury Bridge is still evolving we have the following frameworks available for the 4 pathways catered for at LBS. Class teams discuss at the beginning of each academic year which pathway each pupil fits within, the pathways allow for progression, movement between pathways at the beginning or throughout the academic year is discussed to ensure class groupings and provision are correct. Below is a breakdown of the frameworks currently being used for each pathway.

Cognition & Learning, Communication and Interaction

Pathway 1	
L1	L2
QUEST	QUEST
1-25	26-35

Literacy and Mathematics

Pathway 2
L3
QUEST
36 -43

Reading, writing, speaking, listening

Pathway 3

L4 L5 L6 L7 L8 L9 L10 L11

Number, Measure, Geometry and Statistics

Pathway 3

L4 L5 L6 L7 L8 L9

Science – Plants, Animals Inc. Humans, Electricity, Materials, Space and Earth, Forces and Life Skills

Pathway 3

L4 L5 L6 L7 L8

Reading, writing, spoken Lang

Pathway 4

NCY1 NCY2 NCY3 NYC4

Number, Measure, Geometry and Statistics

Pathway 4

NCY1 NCY2 NCY3 NYC4

Gathering curriculum framework evidence

Similarly, to how PLG evidence is captured, photos and videos gathered can be directly linked to each pupil's curriculum framework. Teachers are encouraged to use Evidence for Learning to prepare templates for lessons in advance so that all staff can draw down these saved templates from the cloud to view outcomes, add comments, tags, photos and videos to evidence learning in action. It is the expectation that each learner will have one piece of evidence captured to reflect the progress made towards curriculum outcomes set, for each lesson taught. This may look differently for different pathways, learners within pathway 1 and 2 are unlikely to have exercise books as often their learning is practical and involves hands on discovery. Those within pathway 3 and 4 may complete work within exercise books and in this case a picture of the pupils' work should be taken and uploaded. Teachers are only expected to mark the work via EfL and not within the exercise book. It is the expectation that 1 out of 3 pieces of evidence captured for each pupil will be annotated with clear comments linked directly to the outcomes and with next steps set and indicators used.

What are tags and indicators?

Tags can be created according to the need of the school, they support us when filtering evidence in order to gather it for a specific purpose. For example, staff are encouraged to use tags for each of the 4 EHCP areas so that they can

filter evidence to support the annual review process. They are easy to add to each piece of evidence and are really useful. Teachers are now encouraged to use evidence gathered through EfL to support annual EHCP review meetings.

Indicators, like tags, can be customised to meet the need of the school. We currently utilise 3 indicators and these vary according to the pathway. Within pathway 1 and 2 the 'Engagement Model' indicator is used to

track the level of each pupil's engagement. Using a rating from disengaged to fully sustained across the 5 areas of engagement staff can build a picture of how best to capture the attention of each learner and use this information to inform their teaching approach. It is the expectation that the engagement model indicator should accompany 1 in every 3 pieces of evidence captured on EfL.

Within pathway 1,2 and 3 the level of prompt indicator allows staff to comment on how much support each learner required to complete the set outcome, this judgement will help the teacher to see if the outcome has been achieved. The 3 areas currently available are positional, verbal and physical and all have 3 stages of with full support, partial support or independent.

Pathway 3 and 4 use the learner and self-assessment indicator to facilitate pupil voice in relation to how they felt about their own learning. This simple indicator allows pupils to select a happy, neutral or sad face with room for further comments as to what we can do next to consolidate/embed learning if they wish to elaborate.

Feedback to pupils

Feedback to pupils will be appropriate to the pathway they are working within but should always be child centred and support the learner to understand how they have further progressed in their skills and what they can do next to continue their progression of skills. This can be done both verbally and visually in the form of picture cards or celebratory comments and next steps contained within the evidence templates. Where appropriate pupils within pathway 4 should complete the self-reflection indicator to indicate how confident they felt when working towards the learning outcomes set. It is considered best practice to review prior learning at the beginning of the next lesson outlining what is expected to be progressed upon.

How is progress against PLGs and curriculum frameworks measured within EfL?

Each pupil's PLG is linked to an assessment schema called the 'progress tracker', staff can select the most appropriate descriptor to reflect progress made towards each goal set. This is similar for the curriculum framework assessments. Each pupil has an assessment book created where staff can use the same assessment schema to attribute progress made. These judgements directly feed into Insights for learning where progress can be measured and analysed by individual pupil as well as selected cohorts.

What is an assessment schema?

An assessment schema is a continuum designed and customised to meet the needs of school and our learners. The schema we use has been called 'progress tracker' and contains the following steps: -

N	N - (present during an experience or activity, for some their willingness to tolerate a shared activity may be significant)
E	E - <u>engagement</u> (show more consistent attention to, and can tell the difference between, specific events in their surroundings)
P	P - <u>participation</u> and involvement (cooperatively participating and involved in the task with a reduction in physical support or prompts from the adult)
U	U – <u>understanding</u> , gaining and applying (gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum)
M	M - <u>mastered</u> (achieved task in specific situations)
G	G - <u>generalised</u> (achieved task anywhere with anyone and any stimulus)

How often do teachers need to update progress using the assessment schema?

Curriculum Frameworks

It is the expectation of teachers that they will make a baseline assessment for any new pupils starting the school in September by the end of the first half term, a designated baseline flags will be available. Progress to date for all pupils (new and existing) will then be recorded on EfL at the end of each term (Dec, April & July)

Personalised Learning Goals (PLGs)

It is the expectation that any new pupils (Sep start) will have a PLG in place by the end of the first half term (OCT). Progress towards PLG outcomes will be reviewed by staff teams, led by the teacher, half termly (OCT (existing pupils only), FEB, MAY). As working documents targets can be reviewed and reset at any point to ensure progress is continuous. PLG's are monitored by SLT and subsequently shared with parents at the end of the half term, along with any strategies that may support families to continue work upon targets outside of school.

Progress meetings to inform future approaches

Progress meetings will then be held with each teacher to determine how each learner is progressing and whether any targeted interventions or resources/teaching approaches are required, to support a particular pupil in an identified area. Such meetings will utilise the data drawn from insights which will outline the steps of progress made across all frameworks and PLGs. Expected outcomes for each learner will be set at the beginning of each academic year and each learner will have a progress target that is individualised.

Pathway 1 – Lansbury Level 1 and 2

Between 5 -10% of Learners access this pathway

The curriculum at pathway 1 is designed for children who have profound and complex needs and are at the very early levels of development. These children may have a diagnosed neurological condition which affects all aspects of their development, and others have complex medical conditions which require highly specialist support. Some children will experience significant sensory processing difficulties. Some children may use a small range of augmentative and alternative communication; others may not have reached the stage of using intentional communication.

This pathway focuses on the development of early communication, social, emotional and cognitive skills that are a pre-requisite to learning. Our pre-formal learners need to develop positive relationships with familiar adults and develop behaviours through which they can communicate, in order to explore the world around them using their sensory and physical capabilities to the full. We aim to prepare children for learning and give them opportunities to develop their levels of engagement. These children are provided with opportunities to access rich learning experiences, using all of their senses, following a non-subject specific approach with timetabled session being flexible to the individual needs of learners but loosely linked to the 7 areas featured within the Early Years Framework.

There is a significant focus on therapeutic activities such as hydrotherapy, physiotherapy, massage, intensive interaction, sensory integration and physical development programmes.

Pathway 1 is mapped across two levels, Lansbury Level 1 and 2, with no subject specific breakdown, the pre-requisite skills for Literacy and Mathematics are contained and the framework is entitled ‘Cognition & Learning, Communication & Interaction’. Within this pathway we track and report data to the DfE on the 5 areas set out within the engagement model (Exploration, Realisation, Anticipation, Persistence and Initiation). Through this tracking we are able to reflect on how well the bespoke curriculum we offer our pupils is helping our learner’s progress.

The level of each pupil’s engagement is tracked through indicators on Evidence for Learning (EfL) using a rating from disengaged to fully sustained, these indicators should accompany each piece of evidence captured on EfL. Engagement tracking identifies and celebrates all pupils’ progress and also supports the prevention or slowing of a decline in pupils’ performance, whilst recognising that a minority of our pupils may have a regressive condition.

Quest for learning has been integrated within our curriculum/assessment frameworks and supports the tracking of smaller steps of progress made by our learners within pathway 1, it detects and celebrates the subtle changes in behaviour of pupils that might indicate learning and progress. Quest for learning has 43 milestones mapped across pathway 1 and 2. Quest outcomes 1-25 are contained within Lansbury Level 1 and outcomes 26-35 are featured within Lansbury Level 2. (See table below)

Pathway 1 Cognition & Learning, Communication & Interaction	
Lansbury Level 1	Lansbury Level 2
QUEST 1-25	QUEST 26-35

The remaining QUEST outcomes feature within pathway 2.

Daily observations and supporting evidence are gathered and linked directly to individual curriculum/QUEST outcomes with progress updates using the associated assessment schema aiding progress over time to be seen.

Pathway 2

The Curriculum at pathway 2 is designed for those learners who are still at the very early stages of cognitive development who often have severe learning difficulties. The curriculum is designed to support our pupils with emerging intentional communication, contextual awareness and social awareness.

The AET framework is a key driver through this curriculum. Timetabled sessions within pathway 2 allow for coverage of the 7 areas identified within the Early Years Foundation Stage, with the key focus being around communication and cognition.

Our focus is to provide familiar routines and to scaffold the learning environment to help support early problem-solving skills. This curriculum also recognises the importance of play in a pupil's development and the need for a variety of teaching styles matched to the pupil's personal learning goals arising from their EHCP.

Learners within pathway 2 require a holistic, multi –sensory approach and learn most effectively when teaching and learning relates to their own experiences, sometimes through structured play or themes and other times through functional activities. We work closely with other professionals, including Speech and Language Therapists, Sensory Occupational Therapists and Physiotherapists to provide pupils with the appropriate programmes and plans which are incorporated throughout the day. Due to their significant sensory needs many of our learners have a sensory profile/diet and a bespoke sensory programme.

Movement is key within pathway 2 and we support this through sensory diets/ regulation every morning and extra physical activities throughout the school day.

It is important to recognise that there are many differences in individual profiles with often spikey learning profiles. Learners within this pathway often move to pathway 3 as their cognitive skills develop.

Capturing learning moments throughout the day and linking these to the Literacy and Mathematics frameworks available on EfL allow for progress in skills to be evident. Schemas attached to individual assessment books and termly updates track small steps of progress with expected outcomes set by teachers allowing for focused progression of skills.

Literacy and Mathematics

Pathway 2
L3
Quest 36-43

Pathway 3

Learners consistently working below the level of National Curriculum attainment targets for Year 1 access our pathway 3 curriculum and receive an adaptation of the National Curriculum alongside broader areas of learning which are likely to be offered in the context of repetition, over learning and generalisation.

The Curriculum at pathway 3 is primarily about emotional well-being, understanding the self, forming and sustaining relationships, beginning to understand emotions, respecting others and their emotions and developing positive dispositions to learning. The aim is to build children’s resilience to deal with challenges and provide foundations on which lifelong learning can be built. By utilising the AET framework within this pathway, opportunities to develop independence and problem solving are heavily promoted and built upon from pathway 2 as pupils begin to take charge of their own learning in preparation for pathway 4 and adulthood.

Pathway 3 is divided into 7 areas, closely linked to the Early Years Foundation Stage areas of learning, with the focus around communication and cognition. Literacy and Mathematics have a discrete curriculum that ensures a breadth of study and aims to develop key skills in which all other learning is underpinned. The curriculum coverage for foundation subjects allows for concepts to be connected and reinforced through the use of a ‘theme’ with activities which are meaningful and relatable to ‘real life’ allowing for a deeper experience.

The pathway 3 curriculum recognises that many of our young people learn differently and is a personalised learning approach based on: becoming literate communicators and early readers, becoming mathematical and scientific thinkers; the acquisition of early learning skills; and personal emotional and social development and mental well-being which encompasses the development of thinking skills, play (emotional, cognition and social dimensions), creative learning and movement. The curriculum content extends engagement for learning with an expectation that pupils will recall from memory prior learning before building upon it.

Pupils within pathway 3 often still have significant sensory needs but are becoming more proficient at regulating their own emotions using a range of taught strategies. Multi agency work with speech and language therapists, occupational and physio therapists support barriers to learning to be removed, with directed programmes often being delivered by class teams. Most pupils within pathway 3 have some form of intentional communication in which they can express their wants, needs and preferences. This may be through gestures, sounds, Makaton, or AAC methods.

Capturing learning moments throughout the day and linking these to the frameworks available on EfL as identified below allow for progress in skills to be evident. Schemas attached to individual assessment books and termly updates track small steps of progress with expected outcomes set by teachers allowing for focused progression of skills.

Reading, writing, speaking, listening

Pathway 3							
L4	L5	L6	L7	L8	L9	L10	L11

Number, Measure, Geometry and Statistics

Pathway 3					
L4	L5	L6	L7	L8	L9

Science – Plants, Animals inc. Humans, Electricity, Materials, Space and Earth, Forces and Life Skills

Pathway 3					
L4	L5	L6	L7	L8	

Pathway 4

The pathway 4 curriculum is designed to offer pupils the opportunity to access to a range of subject specific areas delivered on a primary model. Learners who are ready to tackle learning with some increased levels of independence and curiosity access this curriculum. These learners tend to be working within the outcomes expected within key stage 1 of the national curriculum and most of them are chronologically placed within key stage 3 within our setting.

The timetable within this pathway is the only one within all of the pathways to feature subject specific lessons with a focus on functional skills, life skills, communication and independence. Subject specific learning is often practical based, building on previous learning experiences to allow for consolidation and a progression of skills, although learners within this pathway are able to attend to a more formal style of delivery. As a result, they may produce evidence of learning contained with a workbook but this will later be reflected using the evidence for learning app. A focus on each pupils’ personal learning goals throughout the curriculum ensures we meet all their social, emotional, sensory and physical needs.

Pupils within this pathway still receive support to address any sensory needs but often are able to deploy taught strategies to regulate their own emotions. Most learners are able to communicate effectively using their preferred method and are acquiring skills in how best to navigate the world outside of Lansbury Bridge. Multi agency work with speech and language therapists, physio and occupational therapists continues to be of high importance. The AET framework continues to be an important driver with the later stages of the framework offering a progression in skills to be evidenced.

Capturing learning moments throughout the day and linking these to the Literacy and Mathematics frameworks available on EfL allow for progress in skills to be evident. Schemas attached to individual assessment books and termly updates track small steps of progress with expected outcomes set by teachers allowing for focused progression of skills.

Reading, Writing, Spoken Language

Pathway 4			
NC1	NC2	NC3	NC4

Number, Measure, Geometry and Statistics

Pathway 4			
NC1	NC2	NC3	NC4

Science – Plants, Animals inc. Humans, Electricity, Materials, Space and Earth, Forces and Life Skills

Pathway 4			
NC1	NC2	NC3	NC4