

LEARNING PATHWAY (+ tool for target setting)	<b>ROUTES FOR LEARNING</b> Pre-subject level  (former P1-P4)	<b>MAPP Milestones</b>  (former P4 – P8)	<b>INTERIM PRE KEY STAGE STANDARDS (KS 1/KS 2)</b> End of key stage assessments  (former P8 + - National Curriculum levels)
MAIN INDIVIDUAL OUTCOMES (EHCP)	Set with Therapists, Educational Psychologist, Education Professionals, Parents/Carers at <b>Student’s Annual Review</b> (Spring 2) These are the <b>main annual/end of key stage outcomes based on the individual pupil’s developmental stage and needs</b>		
CURRICULUM	<b>Determined by developmental targets (EHCP Outcomes) which are a focus across the curriculum</b>	<b>Determined by MAPP milestones + semiformal curriculum + National Curriculum + Equals Moving on (14-19)</b>	<b>Determined by the National Curriculum + Pre Key Stage levels + Equals Moving On (14-19)</b>
Vehicle for curriculum delivery	<b><u>THEMATIC CURRICULUM:</u></b> themes for each half term/term based on the <b>National Curriculum</b> and the <b>Equals Moving on Curriculum for 14-19</b> ensure <b>breadth of study</b>		
ASSESSING EHCP OUTCOMES	<p align="center"><b><u>SMALL STEPS inform MAPP ASSESSMENT (excel documents)</u></b></p> <p align="center">Film/document baseline at the beginning of the assessment cycle (Spring 2). “Small step” target to be reviewed and new step set every 2 weeks. MAPP excel document to be updated half termly.          Document progress with short clips/other evidence          When commenting on pupil progress in ‘small steps’ staff consider:</p> <p align="center">*Level of <b>PROMPTING</b> (from dependent to independent?)          * <b>FLUENCY</b> (from approximate to accurate?)          * <b>MAINTENANCE</b> (from inconsistent to consistent?)          *<b>GENERALISATION</b> (from single context to many contexts)</p>		
Assessing EHCP COGNITION & LEARNING OUTCOME	<b><u>ENGAGEMENT SCALE for COGNITION &amp; LEARNING OUTCOME</u></b> A “small step” is set for <b>6 weeks</b> . Student works on specific small step throughout the week. It is assessed (scored) and filmed once a week using a 1-4 scale for each area .	Through Small steps - as above	Through Small Steps - as above
Assessing Curriculum Outcomes	EHCP Outcomes are the main focus Outcomes are non-subject specific  Further learning assessed and highlighted on <b>ROUTES FOR LEARNING</b>	Subject specific outcomes are set on Medium term /fortnightly /weekly planning Class specific tick/monitor sheets Progress is assessed and highlighted on <b>MAPP milestones document</b>	Outcomes set and assessed on <b>Curriculum Grid</b>  <b>End of Key stage assessments – I can statements</b>
Other forms of Assessment	<ul style="list-style-type: none"> <li>Engagement Scale for specific outcomes relating to engagement/attention/focus, e.g. Attention Autism, Sensory Story etc.</li> <li>Tac Pac</li> <li>Intensive Interaction</li> <li>Identiplay</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Scale for specific outcomes relating to engagement/attention/focus, e.g. Attention Autism, Sensory Story etc.</li> <li>Handle technique</li> <li>Reading/writing Records</li> <li>Phonics assessments</li> <li>Identiplay</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Scale for specific outcomes relating to engagement/attention/focus, e.g. Attention Autism, Sensory Story etc.</li> <li>Handle technique</li> <li>Reading/writing Records</li> <li>Phonics assessments</li> </ul>