



Strathmore Curriculum and Assessment

At Strathmore school we have our own Developmental Framework that is written specifically for our cohort of students by experienced professionals and therapists. It includes input from the *National Curriculum*, *Development Matters* (child development Early Years curriculum), *Routes for Learning*, *MAPP* and a range of other developmental frameworks/approaches. All of the source documents have been further broken down into developmental steps, so we are able to track progress across a range of curriculum areas and set challenging next steps that are developmentally appropriate.

Rationale for the Development Framework:

What is it?	Why do we need it?	How do we use/deliver it?
<ul style="list-style-type: none"> • A framework of developmental skills and knowledge to support progress. • A framework that consists of all other frameworks available to us e.g. The National Curriculum, Pre Key Stage Standards, Development Matters (EYFS), MAPP, Routes for Learning. • A framework that can be used for assessment and teaching and learning for learners with varying SEND. • A framework made up of specialist knowledge from a range of therapists 	<ul style="list-style-type: none"> • The learner is at the centre of everything we do; the National Curriculum and other existing schemes alone do not suit the needs of our learners as the outcomes are too advanced and the steps of progress too great. • We want to prepare learners for future destinations. • Feedback from families is that they are very keen for their children to participate meaningfully in their local communities e.g. family, religious groups, interact with local service providers. • Our curriculum should always deliver opportunities that support learners' well-being; this is nationally recognised as a crucial school responsibility. We want to build self-esteem and positive 	<ul style="list-style-type: none"> • Each class operates a play-based and learner-led environment. The learner-led environments are made up of 'zones'. These zones may vary dependent on Key Stage. • Each zone has a set of 'play shelves' which contain differentiated resources that reflect the planning. • Each class will also have daily, regular focused and short teaching inputs for whole class group, small group and 1:1. Where appropriate, TEACCH work stations are used. • Teachers create environments where learners can explore, experience, copy and implement skills as independently as possible. They use the framework to inform them of the developmentally appropriate next steps for Learners in 7 zones around the classroom. Teachers work cross-campus with key-stage-partners to provide consistency for all learners and to ensure a breadth of learning opportunities.



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<p>and other involved professionals.</p> <ul style="list-style-type: none"> • It can be used for Target Setting (EHCP). • It can be used to inform planning. • Activities set out in the classroom will include a variety of learning experiences that derive from a range of frameworks/strands. 	<p>self-image as it is part of our moral obligation.</p> <ul style="list-style-type: none"> • Communication runs through every single thing we do; it is the greatest need that all learners have and all learning involves this. • By publishing our own framework and using an interactive evidence collection app 'Earwig', we can share our knowledge with others (parents/carers) who can implement education opportunities outside school, resulting in improved outcomes for learners. 	<ul style="list-style-type: none"> • Every learner's EHCP outcomes are built into their curriculum learning opportunities and continue to be assessed with our Small Steps system. • Learner voice is recognised by termly consultation with the Student Council around how to expand a topic of interest. • Every learner is taught using relevant and effective specialist approaches, details of which are listed in our <u>Strathmore Approaches</u> document e.g. some learners may use schedules or TEACCH approaches to give more of a structure when learning is to be 'Learner-Led'.
Assessment:		
How do we show progress within the Development Framework?	How do we track EHCP target Progress?	
<ul style="list-style-type: none"> • Earwig app – this is an online assessment tool of which our Strathmore Development Framework is uploaded to. • Teachers, TAs, Therapists and Parents can add observations of the learners. • Teachers and TAs (and therapists) can link observations to the framework. • Linking observations with the framework enables us to see which 'band' the learners best fit, and what steps we need to take for them to move up through the bands. • The play shelves offer opportunities to progress in an activity by having the 'next skill/step' readily available. 	<ul style="list-style-type: none"> • We will continue to use our EHCP assessment cycle alongside the framework: • Teachers and TAs will use 'Small Steps' to track EHCP progress on a fortnightly basis. • Teachers and TAs will track progress on the learners' personal MAPP sheet once a half term. • OT and Physio targets are tracked by therapists; class teams also collate video evidence. • Annual and/or Small Steps targets will be taken from the Development Framework to ensure EHCP and curriculum delivery are streamlined. 	



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Whole School Themes:	
Why do we do it?	How do we deliver it?
<ul style="list-style-type: none">• Thematic approach is the way of teaching and learning where many areas of the curriculum are connected and integrated within a theme.• Strathmore School operates across three campuses and having a thematic approach offers the opportunity to bring the three campuses together.• Themes chosen will be broad e.g. 'Teamwork Makes the Dream Work' so that Key Stages, throughout the school, are given the opportunity to make a connection with the interests of differing age groups.• Learners interests and motivators change from class to class and from year to year. Learners will be encouraged, where appropriate, to play a role in establishing and continuing a sub-theme.	<ul style="list-style-type: none">• Each term, a whole school theme will be used to bring together all the areas of the curriculum that are essential in the development of our learners.• Each key stage will choose a sub-theme under the umbrella of the main theme to deliver their curriculum.• The sub theme will be chosen by the class team/key stage during the first half of each term, but the learners will be supported, where possible to choose the sub theme for the second half of each term.• An example of this could be that the theme for the whole term is 'Food and Drink' and during the first half of the term the emphasis for one Key Stage is on Healthy Diets. Towards the end of the first half term the learners would be encouraged to plan what they would like to focus on for the second half of the term. Some classes will need to communicate with families to get their ideas on how to extend learning into the second half of the term. The sub them for the second half of the term may focus on 'Planning a Party' because that is what would benefit that group of learners.