

WYRE FOREST SCHOOL LEARNING OVERVIEW

	EARLY YEARS NAC & REC	PRIMARY PHASE KS1&2 Y1-6	MIDDLE PHASE KS3 Y7-9	SECONDARY PHASE KS4 Y10-11	SIXTH FORM KS5 Y12-13
<p>All children follow the Early Years Foundation Stage framework, focussing on the four themes of the Unique Child; Positive Relationships, Enabling environments and Learning and Development.</p> <p>There is an ethos of active learning, encouragement of independence, problem solving and supportive interaction.</p> <p>Planning covers the seven areas of learning in the EYFS:</p> <p>Prime areas: communication and language, personal, social and emotional development and physical development;</p> <p>Specific areas: mathematics, literacy, understand of the world and expressive arts and design.</p> <p>Development of communication skills is a priority in all activities, and a range of approaches are used – objects and photographs of reference, Signalong; predictable routine, technological support.</p> <p>The Characteristics of Effective Learning are promoted: Active Learning; Playing and Exploring and Creating and Thinking Critically.</p> <p>There is a balance between child initiated and adult-led learning, facilitated by a multisensory approach, Intensive interaction, and use of ICT.</p> <p>Where pupils have specific needs, e.g. autism the environment and</p>	APPROACH for semi-formal learners (p4-p8) & formal learners (P8 onwards)				
	THRIVE – A whole school approach to preparing our pupils for life’s emotional ups and downs. The approach supports our pupils in becoming more self-assured and ready to engage with life and learning. All pupils will access this approach through daily classroom practice. Some pupils may have weekly or daily sessions.				
	<p>Pupils are grouped in class bases and will have all lessons with the same class team. The National Curriculum is covered and delivered through a themed approach including elements of child-led learning and self- discovery. ipads, touch screens, laptops and class computers used for ICT Communication are supported by High tech/low tech aids/PECS/Signalong where appropriate.</p>	<p>Pupils are grouped in class bases and will have some lessons taught by subject specialists. The National Curriculum is covered and delivered through a loosely themed approach including elements of child-led learning and self- discovery. ipads, touch screens, laptops and class computers used for ICT Communication are supported by High tech/low tech aids/PECS/Signalong where appropriate.</p>	<p>Pupils are usually grouped in ability groups. The National Curriculum is covered in discreet subjects. Accreditation opportunities include WJEC, BTEC & Functional Skills, in English, Maths, Science, Computing, Art, Design Technology, Food Technology. Personal Progress Units are also offered. ipads, touch screens, laptops and class computers used for ICT Communication are supported by High tech/low tech aids/PECS/Signalong where appropriate.</p>	<p>Pupils are usually grouped in ability groups. Accreditation opportunities are determined by pupil group including; Cambridge Maths Progression, Entry Level, Functional Skills & Personal Progress Units. Students may gain accreditation within School or at College and will have supported work experience opportunities. ipads, touch screens, laptops and class computers used for ICT Communication are supported by High tech/low tech aids/PECS/Signalong where appropriate.</p>	
	CURRICULUM for semi-formal learners (p4-p8) & formal learners (P8 onwards)				
	<p>EYFS learning approach is maintained where it will continue to support students’ developmental needs.</p> <p>National Curriculum KS1 & KS2 programmes of study are followed and delivered within themed topics for each half-term. This will include pupils developing their Spiritual, Moral, Spiritual and Cultural (SMSC) understanding and in developing British Values.</p> <p>As soon as learners are ready (p6 onwards) they will follow</p>	<p>National Curriculum KS3 programmes of study are followed, (tracking back, as relevant to KS1&2) for English, Maths, Science, Computing, Humanities, Art, Design Technology, Food Technology, PE, Music & Spanish. RE & PSHE, including Sex & Relationships Education, are taught in class based groups. Development of SMSC and British Values will continue. Phonics will continue to be taught through RWI either in groups or on an individual basis as an intervention. Communication is supported on an individual and daily basis through; visual timetables, task management</p>	<p>Accreditation routes are followed and preparation for life after school may include; gaining accreditation within School or at College, work experience opportunities. Transition is planned and supported through close liaison with parents and carers. Students may gain experience through OCN units followed at Bishops Wood or develop wider life skills through Taste Buds Café, an opportunity to develop food preparation and budgeting skills. Wider understanding will continue to</p>	<p>Accreditation routes are followed and preparation for life after school may include; gaining accreditation within School or at College, work experience opportunities. Vocational qualifications may also be offered e.g. Land-based Studies. Transition is planned and supported through close liaison with parents and carers. Wider understanding will continue to develop through PSHCE, SMSC and a broader understanding of their responsibility in developing British</p>	

curriculum is developed to continue to meet their developing skills, knowledge and understanding.	the Read, Write, Inc phonics and letter formation programme on a daily basis. Communication is supported on an individual and daily basis through; visual timetables, task management boards, Signalong, PECs, Communication books.	boards, Signalong, PECs, Communication books.	develop through PSHCE, SMSC and a broader understanding of their responsibility in developing British Values. Vocational qualifications may also be offered e.g. Land-based Studies. Communication is supported on an individual and daily basis through; visual-timetables, task management boards, Signalong, PECs, Communication books.	Values Communication is supported on an individual and daily basis through; visual-timetables, task management boards, Signalong, PECs, Communication books.
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ENRICHMENT

Use of the Interactive room, hydro pool, sensory suite; rebound sessions; therapy sessions; including speech and language, physio and occupational therapy. Multicultural celebrations throughout the year. Outdoor learning opportunities support creative and wider skill development. Parents will be invited to join in learning through "Stay & Play" sessions.	Physical curriculum; swimming, outdoor learning, PE, use of the sensory suite and interactive rooms. Assemblies, multi-cultural celebrations & charity events throughout the year. Educational visits & Outdoor learning opportunities support knowledge, creative and wider skill development. Horse riding will be offered to pupils to support physical and/or emotional development.	Physical curriculum; swimming, outdoor learning, PE, use of the sensory suite and interactive rooms. Assemblies, multi-cultural celebrations & charity events throughout the year. Educational visits & Outdoor learning opportunities support knowledge, creative and wider skill development. Horse riding will be offered to pupils to support physical and/or emotional development.	Physical curriculum; PE, use of the sensory suite and interactive rooms. Assemblies, multi-cultural celebrations & charity events throughout the year. Educational visits. Horse riding will be offered to pupils to support physical and/or emotional development.	Physical curriculum; swimming, PE, use of the sensory suite and interactive rooms. Assemblies, multi-cultural celebrations & charity events throughout the year. Educational visits. Horse riding will be offered to pupils to support physical and/or emotional development.
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ASSESSMENT

Individual Learning Journeys are an ongoing assessment log. The Characteristics of Effective Learning are reported on in each assessment report in Nursery, and at the end of the school year for the Reception classes. At the end of the EYFS the Early Years Foundation Stage Profile is a Statutory assessment for all children.	Assessed with P-Levels and National Curriculum standardised age appropriate related key performance indicators using SOLAR. This will be discussed with parents during regular informal and formal parents meetings. Pupils' social and emotional progress may be measured through THRIVE trackers.	Assessed with P-Levels and National Curriculum standardised age appropriate related key performance indicators using SOLAR. This will be discussed with parents during regular informal and formal parents meetings. Pupils' social and emotional progress may be measured through THRIVE trackers.	Assessed against individual progress against accreditation routes. Accredited with GCSE grades, WJEC Personal Progress, Entry Level, Functional Skills where relevant. This will be discussed with parents during regular informal and formal parents meetings. Pupils' social and emotional progress may be measured through THRIVE trackers.	Assessed against individual progress against accreditation routes. Accredited using relevant Entry Level, Functional Skills, Personal Progress Units. This will be discussed with parents during regular informal and formal parents meetings. Pupils' social and emotional progress may be measured through THRIVE trackers.
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Pre formal Curriculum (P1-4 learners) An ongoing multi-sensory approach to learning appropriate to each individual pupil this may include physiotherapy and postural management programmes; developing eating and drinking skills and personal care needs. The curriculum follows a themed approach into which are embedded learning opportunities in the following areas; Early Communication Skills, Early Thinking Skills – Mathematical and Scientific understanding, Social and Emotional Development (PHSE and citizenship), Knowledge and Understanding of the World (RE/History/ Geography and Mobility Skills), Early Motor Skills (Physiotherapy/ PE/ Rebound Therapy/ Body awareness) and Creative Development (Art/ DT/ Computing/ Enterprise). To support this approach the students have regular access to our Hydrotherapy Pool, Sensory suite, soft play and physio/OT room with the support of a range of professionals. Speech and Language Therapists work with teachers and parents/ carers to set targets to develop Receptive and Expressive skills which involve using ongoing use of ICT: switches, ipads, touch screens, Eye Gaze, the speech and language: Signalong, objects and photos of reference and on-body programmes and community based experiences.

Assessment Routes for Learning is used to baseline the skills of our very early learners, alongside The Barrs Court Curriculum and Hampshire Exemplars, as well as a range of tools appropriate to our learners needs – Vision of Doing/ ACA/ MAPP. Assessment is on-going and next steps for learning set using lateral progress format. KS4 and Post 16 pupils follow a similar programme but Units of work are accredited through ASDAN Personal Progress,