






WYRE FOREST SCHOOL LEARNING OVERVIEW

EARLY YEARS - NURSERY, RECEPTION, YEAR 1 & 2	LOWER SCHOOL - YEARS 3 - 6	MIDDLE SCHOOL - YEARS 7 - 9	UPPER SCHOOL - YEARS 10 - 11	SIXTH FORM - YEARS 12 - 14
				
APPROACH for semi-formal learners (P5 - 8) & formal learners (P8 onwards)				
<p>All children follow the Early Years Foundation Stage framework, emphasising the importance of every pupil being unique with the potential to make progress. Positive relationships with a key person support this, as does a learning environment and curriculum that enable all our pupils to be secure and confident at school.</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: Prime areas: communication and language, personal, social and emotional development and physical development;</p>	<p>Pupils are grouped into classes, and all National Curriculum subjects are taught within these class groups. Classes work together on the same focus areas within year groups.</p> <p>The National Curriculum is covered and delivered through a themed approach including elements of child-led learning and self-discovery. Each pupil has an iPad to use in school and plasma screens are available in each class for whole group participation. The implementation of Widgit symbols reinforce communication, along with PEC's and Signalong.</p>	<p>Transition to Middle School is planned and supported through liaison with relevant lower school staff, Parents and Carers. Pupils joining Middle School from other establishments are visited and staff liaise closely to ensure a smooth transition takes place and pupils individual needs are known and can be planned for in advance.</p> <p>Pupils are grouped into age based classes ago best meet their developmental needs. The National Curriculum is covered and delivered in half termly themes. These themes enable pupils to build confidence and self worth by accessing subject content through a variety of approaches encouraging independent research, investigation and exploration. Communication is supported by iPads/.Widgit symbols/ PEC's and Signalong, as and when appropriate.</p>	<p>Pupils are grouped according to their end of key stage 3 data. This data allows us to select an appropriate accreditation pathway for each pupil.</p> <p>Transition is planned and supported through liaison with parents and carers and other phase leaders . In key stage 4 there is an emphasis on "Moving On" whether this be into Sixth Form, College, Supported Internship or other day activities.</p> <p>There are many opportunities to develop an understanding of the wider world of education and work through visits, speakers and Careers and Transition guidance.</p>	<p>Students are usually grouped in ability groups where accreditation is determined by prior attainment. Opportunities include; ASDAN Personal Progress, Entry Level Life and Living Skills, Level 1 Certificate of Personal Effectiveness, Functional Maths and English.</p> <p>Possible future destinations and goals are identified and individual pathways are planned to ensure progress towards the Preparing for Adulthood outcomes are tailored to individual targets on IPP's.</p> <p>Ipads and Macbooks are used to support learning. Communication is supported by high tech/low tech aids/ipads/PECs and Signalong where appropriate</p>
CURRICULUM for semi-formal learners (P5 - 8) & formal learners (P8 onwards)				

Specific areas: mathematics, literacy, understand of the world and expressive arts and design. Development of communication skills is a priority in all activities, and a range of approaches are used – intensive interaction, objects and photographs of reference, communication books, visual timetables, now/next boards, PECS, as well as signalong to encourage total communication by all

The Characteristics of Effective Learning are promoted in order for children to develop their skills in how they learn, as well as what they learn - Active Learning, Playing and Exploring and Creating and Thinking Critically are encouraged in all Early Years activities

There is a balance between child initiated and adult-led learning,

Where pupils have specific needs, e.g. autism, down's syndrome, sensory processing or communication difficulties the environment and curriculum are developed to meet their needs.

National Curriculum KS1 & KS2 programmes of study are followed and delivered within themed topics for each half-term. This includes pupils developing their Spiritual, Moral, Social and Cultural (SMSC) understanding and developing British Values.

Phonics is taught on a daily basis following the Read, Write Inc programme. This method focuses on letter sounds, and is a structured and systematic approach to teaching early reading skills.

Communication is well supported throughout the lower phase department focusing on an individual's needs and whole school approach. Visual timetables, task management boards, PEC's, Signalong, TOBI's, objects of reference and communication books are implemented on a daily basis to support individual learners' needs and to support communication across the phase at different levels.

National Curriculum KS3 programmes of study are followed and delivered within themed topics for each half-term. This includes pupils developing their Spiritual, Moral, Social and Cultural (SMSC) understanding and developing British Values. Year 9s may begin their pathway towards the different accreditation routes in preparation for KS4.

Pupils' understanding of their wider community is met in a variety of ways, an introduction to the world of work is held annually where pupils have the opportunity to ask questions of visiting employers. Weekly assemblies address the understanding of multicultural celebration and development of British Values. Visiting speakers are invited to enhance and reinforce pupils' understanding and knowledge of a given topic. e.g. an inspirational talk from a recipient of the Kindertransport WW2.

The National Curriculum is covered in discreet subjects through traditional accreditation or through pathways that enable pupils to access subject content through a functional approach. Opportunities include; ASDAN and WJEC Pathways, OCR Functional Skills in English, Maths, and Entry level to GCSE in Science, Computing, Art, Design Technology, Food Technology. Some pupils benefit from a more vocational approach to their education and this can be provided through experience at outside Education providers such as Ninevah Ridge or Abberley Care Farm etc. Wider understanding will continue to develop through PSHCE, RSE, SMSC and a broader understanding of their responsibility in developing British Values.

Our Learning for Living curriculum includes:

Life Skills and functional skills **accreditation routes**. Individual opportunities to access EL3 and L1/2 courses relevant to future goals.

Independent living skills include personal care, home management, shopping and budgeting, meal planning and cooking, accessing community services, travel training and becoming a responsible adult in British society.

Vocational and work related learning through on-site work tasks, enterprise activities, visits to employers, working at the off-site allotment and Blossom Tree café, work experience. Workshops from careers and training providers. Visits to skills shows.

Transition activities include visits to colleges and providers, vocational taster day each week at Kidderminster College, weekly attendance at chosen college destination.

ENRICHMENT

Use of the Interactive room, hydro pool, sensory suite; rebound sessions; therapy sessions; including speech and language, physio and occupational therapy are all valuable tools to meet the needs of our pupils.

Multicultural celebrations occur throughout the year, celebrating diversity and equality.

Outdoor learning opportunities support creative and wider skill development and are linked closely to class themes.

Parents are highly valued as partners in learning. They are invited to join us through "Stay & Play" sessions, celebration assemblies, parents' evenings and to have input into learning journeys.

Each class may access the school's swimming pool to develop their confidence and skills. Pupils also have access to the outdoor learning area and forest school to enrich and help to immerse them in learning.

Classes also benefit from the use of two PE halls, a sensory suite and interactive rooms, rebound therapy and food technology rooms.

Assemblies and multi-cultural celebrations take place each week & charity events are celebrated throughout the year. Educational visits & outdoor learning opportunities happen regularly and support knowledge, creative and wider skill development.

Horse riding is available to relevant pupils in order to support physical and/or emotional development.

Pupils have the opportunity to fully immerse themselves in the school community and develop a continuing awareness of their potential in a wider role with opportunities to participate in charity events, school productions and educational visits linked to their learning. They have a continuing platform to voice their opinions- through the School Council, discussion and PHSE sessions.

Pupils have access to well equipped sports halls, sensory suites, Forest School activities, an after school football club and lunch time clubs.

Personalised interventions are offered to those who may need further support either physically or emotionally through sessions with our School Councillor, individualised horse riding sessions, music therapy and the Thrive approach.

Physical curriculum; PE and Dance, use of the sensory suite and interactive rooms. Assemblies, multi-cultural celebrations & charity events throughout the year. The Thrive approach and Music & Wellbeing, Educational visits that link to learning. Interventions such as Horse riding or rebound can be offered to pupils to support physical and/or emotional development.

IPads, touch screens, laptops and class computers used for ICT Communication are supported by High tech/low tech aids/PECS/Signalong where appropriate. Communication is supported on an individual and daily basis through; visual-timetables, task management boards, Signalong, PECs, Communication books.

Holistic approach to health and well-being. Physical curriculum to include swimming, horse riding, bell-boating, aqua aerobics and use of community leisure facilities. Well-being sessions to promote mindfulness and support mental health. Visits from health professionals.

Workshops and visits to adult social and advocacy groups and community facilities. Opportunities to gain certification in vocational skills such as Food Hygiene or community skills such as Dementia Awareness.

Assemblies, multi-cultural celebrations and charity events take place throughout the year. Students plan coffee mornings to share learning and experiences with parents.

ASSESSMENT

<p>Individual Learning Journeys are an on- going assessment tool that celebrate the achievements of our pupils. They are an ongoing record of pupil's key moments of learning and progress at Wyre Forest School</p> <p>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.</p> <p>For some children we also use the Early Support Document in order to assess effectively the needs of our youngest pupils.</p>	<p>Assessment for each pupil is recorded and monitored termly and end of Key Stage targets are set using SOLAR.</p> <p>SOLAR is an online assessment tool that provides summative and formative assessments. Individual pupil progress meetings take place regularly within class teams and phases where interventions are put in place to support pupils if required.</p> <p>Targets and interventions are shared and discussed with parents during regular informal and formal parents meetings.</p> <p>The THRIVE approach is implemented throughout the school and supports emotional health, wellbeing and social skills through a nurturing approach. Pupils' social and emotional progress may be measured through THRIVE assessments and trackers.</p>	<p>Assessment is recorded through SOLAR, an online assessment tool that provides summative and formative assessments. SOLAR provides an ongoing record of an individual's progress and each pupil's termly targets are set using this data . The system allows both written and pictorial evidence to be saved providing clear indicators of learning achievement and progress made.</p> <p>There are termly opportunities for in- phase and cross phase moderation during Monitoring and Development weeks to ensure continuity across the school . Pupil progress meetings are regularly held to implement interventions and support for those pupils that may require it. Parents are kept informed of their child's progress through regular formal and informal meetings</p> <p>The whole school has adopted the Thrive approach which supports emotional health and well being through nurture, this approach is prevalent in our learning environments and key to our pupils' social and emotional progress.</p>	<p>Pupils are assessed against their individual predicted outcomes and completion of their accreditation pathway i.e. ASDAN Personal Progress, Entry Level 1-3, Level 1 & 2, GCSE, or a combination of these.</p> <p>In addition pupils will continue to develop broader skills that may or may not gain an accreditation outcome but support the pupils in their preparation for adulthood i.e. Personal, Social, Health, Citizenship Education and careers development.</p>	<p>Assessment is against progress towards accreditation units and pathways. This is discussed with parents during regular informal and formal meetings. Progress will be scrutinised termly during Monitoring and Development weeks.</p>
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Pre Intentional & Early Intentional Curriculum (P1 - 4 learners) An ongoing multi-sensory approach to learning appropriate to each individual learner. this may include; physiotherapy, postural management programmes, eating, drinking and personal care skills. the curriculum follows a themed approach into which are embedded learning opportunities in the following areas; early Communication skills (including eye-gaze, TASSELS, Early Thinking Skills - Mathematical and Scientific Understanding, Social and Emotional Development, Knowledge and Understanding of the World, Early Motor Skills (including rebound therapy, body awareness) & Creative Development. To support this approach learners have regular access to the hydrotherapy pool and the sensory suite. Learners also have input to create or lead programmes from a range of professionals, who work as part of the wider school team e.g. speech & language therapists, physiotherapists, occupational therapists.

ASSESSMENT - Routes for Learning and the p-steps are used to baseline and provide on-going assessment of the small steps of progress the learners make. On-going lateral progress observations provide daily recording of this.

THRIVE - A whole school approach to preparing our learners for life's emotional ups and downs. The approach supports our learners 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