

Early Years Foundation Stage Curriculum

Learners follow the Early Years curriculum throughout Reception and Year 1.

This is a developmental curriculum which provides an assessment of which curricula pathway a learner will follow

KS1/2

Pathway 1: **Roots**
Child led sensory based Drumbeat curriculum

Pathway 2: **Shoots**
Core Drumbeat curriculum

Pathway 3: **Blossom**
Core/Academic Drumbeat curriculum

ASSESSMENT

KS3

Pathway 1 **Foundation**
Sensory/basic skills

Pathway 2 **Developing**
Drumbeat Curriculum

Pathway 3 **Enhanced**
Academic/Drumbeat curriculum

KS4

Pathway 1 **Foundation**
Pre-entry level unit awards

Pathway 2 **Developing**
Entry level and pre-entry level unit awards

Pathway 3 **Enhanced**
Entry level certificates

ASSESSMENT

16-19 Curriculum

Highly personalised and encompasses range of individual progression pathways to support transition to life beyond Drumbeat

6th Form

Pathway 1: **Functional Skills**
ASDAN towards independence
Personalised short courses

Pathway 2: **Taking off**
ASDAN Transition challenge/Towards independence

Pathway 3: **Reaching out**
ASDAN Personal development bronze, silver, gold
ASDAN Employability
Additional academic qualifications

ADULTHOOD

Key Stage: Early Years Foundation Stage: Reception Year

1. How do we organise learning?

Themes	A Unique Child		Positive Relationships		Enabling Environments		Learning and Development	
Approaches to learning	Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.		Children learn to be strong and independent through positive relationships.		Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, and parents and carers		Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.	
Characteristics of effective learning	Playing and Exploring Engagement Finding out and exploring, playing with what they know, being willing to 'have a go'		Active Learning: Motivation Being involved and concentrating, keeping trying, enjoying achieving what they set out to do		Creating and Thinking Critically: Thinking Having their own ideas, making links, choosing ways to do things			
Whole School approaches	Overarching themes that have significance for individuals and society and provide relevant learning contexts: Two-year rolling plans of themes							
Curriculum areas	Prime Areas of Learning				Specific Areas of Learning			
	Personal, Social and Emotional	Communications and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Development	
Essentials for learning and life	Exploration Skills, Self-Directed Learning, Self-Care Skills, Keeping Children Safe, Develop a Positive Sense of Self, Developing Independence, Inside and Outside Focussed Learning, Developing Relationships							
Assessment fit for purpose	Looks at each learner individually and captures holistic progress	Is integral part of teaching and learning	Draws on wide evidence of learning	Promotes broad and engaging curriculum	Maximises progress through a cycle of observation, assessment and reflective planning	Gives helpful feedback to the learner and stakeholders	Helps identify learner's achievements and their next steps	Uses data to inform progress and areas for development
Accountability measures	Attainment and improved standards		Behaviour and attendance		Healthy and positive lifestyle choices		Well-being	Home/school links

2. How well are we achieving our aims

Key Stage 1 and 2 (Years 1-6)

1. How do we organise learning?

Components	Lessons	Learning beyond the classroom	Communication	Personalised learning	Behaviour	Environment	Routines	
Approaches to learning	<p>Roots Child and adult led approaches to sensory learning and exploration</p> <p>Shoots Core Drumbeat Curriculum</p> <p>Blossom Engaging in Nationalised Tests & Tasks</p>	<p>Roots Exploring the immediate local environment</p> <p>Shoots & Blossom Building on learning beyond the classroom and school into the local community</p> <p>Blossom Engaging in trips within other areas further afield. Taking part in residential trips</p>	<p>Roots & Shoots Use of simple adult interaction, physical and verbal, Makaton</p> <p>Visual communication, including objects, photos and PECS symbols. Sensory integration intensive interaction</p> <p>Autism, Acc</p> <p>Blossom Language to support independence, visuals, written word</p>	<p>Roots & Shoots Personalised learning engaged through individualised targets assessed through SCERTS as well as The Engagement Profile, High staff ratio, Personalised plans, Self-care and independence skills</p> <p>Blossom Personalised plans through EHCP outcomes</p>	<p>Roots & Shoots Positive behaviour plans, communication profiles, sensory diet profiles, supported emotional, sensory regulation, Behaviour Support Plans</p> <p>Blossom Behaviour for learning, Behaviour Support Plans, sensory regulation</p>	<p>Roots Showing the skills of awareness, curiosity, investigation, discover, anticipation, persistence and initiation through self-direction initially and then adult direction. Highly structured routines and supported transitions</p> <p>Shoots Structured routines with support for transitions</p> <p>Blossom Enhanced structured routines which promote independence</p>		
Pathways								

Whole School approaches

Overarching themes that have significance for individuals and society and provide relevant learning contexts:

Curriculum areas

English and communication

Maths

Computing

My independence

My health and well-being

My understanding of the World

My creativity

Essentials for learning and life

Life skills, ICT, SEAL

Assessment fit for purpose

Looks at each learner individually and captures holistic progress at the most immediate level

Is integral part of teaching and learning

Draws on wide evidence of learning

Promotes broad and engaging curriculum

Maximises progress

Gives helpful feedback to the learner and stakeholders

Helps identify learners achievements and their next steps

Embraces peer and self assessment

Uses data to inform progress and areas for development; both qualitative and quantitative

Accountability measures

Attainment and improved standards

Behaviour attendance

Healthy and positive lifestyle choices

Well-being

Home/school links

2. How well are we achieving our aims

Curriculum Provision

KS4	Pathway 1: Foundation Pre-entry unit awards Personalised Plans	Pathway 2: Developing Entry level & pre-entry unit awards Drumbeat Curriculum Work experience-in class Personalised Plans	Pathway 3: Enhanced AQA ELC Maths & English Drumbeat Curriculum Work experience – in class/across school Personalised Plans Enterprise
6th Form	Pathway 1: Functional skills Drumbeat Curriculum/Awards ASDAN Transition Challenge Internal Work Experience Personalised Plans	Pathway 2: Taking off Drumbeat Curriculum/Awards ASDAN Transition Challenge Local work experience Bromley College Personalised Plans Young Lewisham Project Enterprise	Pathway 3: Reaching Out AQA Maths & Eng L1 ASDAN PSD Bronze, Silver, Gold Employability Level 1 Bromley College Work Experience – external Supported and independent Duke of Edinburgh Personalised Plans Arts Awards Young Lewisham Project Enterprise

Key Stage 4

1. How do we organise learning?

Components	Lessons	Learning outside the classroom	Communication	Personalised learning	Behaviour	Environment	Routines
Approaches to learning	Pathway 1: Foundation Range of approaches focussed on physical & sensory	Pathway 1: Foundation Immediate local environment	Pathway 1: Foundation PECs, Symbols Attention Autism, Intensive interaction, AAC	Pathway 1: Foundation High staff ratio, personalised plans, sensory based learning, AQA Unit Awards per entry	Pathway 1: Foundation Supported emotional regulation, sensory regulation	Pathway 1: Foundation Visual structure, functional communication	Pathway 1: Foundation Highly structured routines, supported transitions
	Pathway 2: Developing Range of approaches differentiation	Pathway 2: Developing Wider community travel training	Pathway 2: Developing Visual support, symbols Makaton	Pathway 2: Developing Personalised plans, Drumbeat levels, AQA unit awards, entry and pre-entry	Pathway 2: Developing Supported emotional regulation, BSPs	Pathway 2: Developing Structured environment promotes independence	Pathway 2: Developing Structured routines, minimal support for transition
	Pathway 3: Enhanced Academic/ collaborative/ self-assessment	Pathway 3: Enhanced Wider community/ towards independence	Pathway 3: Enhanced Language to support independence, visuals, written word	Pathway 3: Enhanced Personalised plans, entry level accreditations, AQA	Pathway 3: Enhanced Self-regulation, BSPs, behaviour for learning	Pathway 3: Enhanced Promote independence through minimal structure & sabotage	Pathway 3: Enhanced Structured routines promote independence

Whole School approaches

Overarching themes that have significance for individuals and society and provide relevant learning contexts: 2 year rolling plans of themes

Curriculum areas

English and communication

Maths

Computing

Understanding of the world

Independence

Health & well being

Creativity

Essentials for learning and life

Life skills, ICT, social & emotional, self regulation

2. How well are we achieving our aims

Assessment fit for purpose

Looks at each learner individually and captures holistic progress

Is integral part of teaching and learning

Draws on wide evidence of learning e.g. SCERTS, engagement profile

Promotes broad and engaging curriculum

Maximises progress

Gives helpful feedback to the learner and stakeholders

Helps identify learners achievements and their next steps

Embraces peer and self assessment

Uses data to inform progress and areas for development

Accountability measures

Attainment and improved standards

Behaviour and attendance

Healthy and positive lifestyle choices

Well-being

Further improvement in education, employment and/or training

6th Form

1. How do we organise learning?

Components	Lessons	Learning outside the classroom	Communication	Personalised learning	Behaviour	Environment	Routines
Approaches to learning	Pathway 1: Functional Skills Range of approaches focussed on physical & sensory	Pathway 1: Functional Skills Immediate local environment Work experience in-house	Pathway 1: Functional Skills PECs, Symbols, Attention Autism, Intensive interaction, AAC	Pathway 1: Functional Skills High staff ratio, personalised plans, sensory based learning, ASDAN transition challenge	Pathway 1: Functional Skills Supported emotional regulation, sensory regulation	Pathway 1: Functional Skills Visual structure, functional communication	Pathway 1: Functional Skills Highly structured routines & supported transitions
	Pathway 2: Taking off Range of approaches, differentiation	Pathway 2: Taking off Wider community, local & in house work experience, travel training	Pathway 2: Taking off Visual support, Symbols Makaton	Pathway 2: Taking off Personalised plans, ASDAN transition challenge, towards independence	Pathway 2: Taking off Supported emotional regulation, BSPs	Pathway 2: Taking off Structured environment promotes independence	Pathway 2: Taking off Structured routines, minimal support for transition
	Pathway 3: Reaching out Academic/ collaborative/ self-assessment	Pathway 3: Reaching out Wider community work experience, external employability skills, independent living	Pathway 3: Reaching out Language to support independence, visuals, written word	Pathway 3: Reaching out Personalised plans, ASDAN personal development bronze, silver & gold	Pathway 3: Reaching out Self-regulation, BSPs, behaviour for learning	Pathway 3: Reaching out Promote independence through minimal structure & sabotage	Pathway 3: Reaching out Structured routines promote independence
Whole School approaches	Overarching themes that have significance for individuals and society and provide relevant learning contexts: 3 year rolling programme						

Curriculum areas	English and communication	Maths	Computing	Understanding of the world	Independence	Health & well being	Creativity
Essentials for learning and life	Life skills, ICT, social & emotional, self regulation						

2. How well are we achieving our aims

Assessment fit for purpose	Looks at each learner individually and captures holistic approaches	Is integral part of teaching and learning	Draws on wide evidence of learning e.g. SCERTS, engagement profile	Promotes broad and engaging curriculum	Maximises progress	Gives helpful feedback to the learner and stakeholders	Helps identify learners achievements and their next steps	Embraces peer and self assessment	Uses data to inform progress and areas for development
Accountability measures	Attainment and improved standards	Behaviour and attendance	Healthy and positive lifestyle choices	Well-being	Further improvement in education, employment and/or training				