

## **Phase 2 - Delivering a Responsive Curriculum**

### **Intent**

All pupils are empowered to learn and achieve, experiencing high quality teaching practices, from highly skilled teachers in the optimal conditions which equips them with the knowledge, understanding and skills for continued positive development

### **Implementation**

At the beginning of each term Phase 2 staff;

- Scrutinise pupil's long term EHCP targets.
- Set challenging SMART targets for each EHCP priority area.
- Set PHSEE goals to assist pupils in meeting their EHCP long term targets. All goals are selected from a specialised SEND curriculum produced by the PSHE Association.
- Consult with external agencies to review and update SaL and SCERTS targets.
- Set sequential National Curriculum subject goals that stretch and challenge pupils in a way that allows the transference of key knowledge to their long term memory by building upon what has been previously taught.

Throughout each term;

- An incremental based pedagogy is adopted where differentiation is bespoke and results can be quantified. in terms of measuring progress and achievement against planned outcomes
- Pupils are taught sequentially to allow the transfer of key knowledge to their long term memory by building upon what has been previously taught.
- Pupils develop fluency and do not simply memories disconnected facts.
- High quality, structured interventions are offered by understanding the causes of low achievement.
- A range of methods are used to give pupils regular constructive feedback that encourages them to respond, enabling them to identify that progress has been made.

At the end of each term;

- A team of professional's scrutinise individual pupil attainment, progress and achievement.

### **Impact**

Phase 2 staff aid the Local Authority in setting suitable EHCP long term targets at annual reviews and the data impacts the quality of provision. This creates happy learners who positively navigate their day, enjoy social relationships, make continued progress and are ready for the next stage of their learning journey.

## Phase 2 – Yearly Overview and Content 2020 / 2021

General Ethos	Relating to Self	Relating to Others	Managing Learning	Managing Situation
Happy Memories Enjoyment and Fun Love of Learning Connection and Community	Self-esteem and confidence Spirituality / Mindful Being Healthy Being independent Regulation Discovering qualities and abilities that may be developed and lead to future happiness and success	Friendships Understanding relationships Developing positive relationships Teamwork Global Awareness and responsibility Cultural appreciation	Communication Improving learning Problem solving / Creativity Thinking skills / Application of number ICT Arts and Sport	Managing; Conflict Disappointment Sadness Time and resources Risk and uncertainty

### Phase 2 : iASEND – S Curriuculum

	Working Scientifically	Science	Computing	History	Geography	Art and Design	Design Technology	RE	Music	PSD	PE
<b>Autumn</b>	Analysing Data	Biology	Information Technology	Historical Enquiry - Using and understanding sources of evidence	Geographic skills and field work.	Artists and links to own work	Mastering Practical Skills	Values and moral understanding.	Experiment with and create sounds	Relationships and Social Skills	Engaging in competitive sports and activities
<b>Spring</b>	Asking scientific questions / Setting up practical enquiries	Chemistry	Information Technology	Chronological understanding and knowledge	Place Knowledge	Drawing, painting, sculpture and other art, craft and design techniques	Mastering Practical Skills	Beliefs, practices and lifestyles.	Listening / communication	Behaviours for Learning	leading healthy, active lives

<b>Sum mer</b>	Gather ing, Record ing, Classify ing and Present ing Data	Physi cs	Informa tion Techn ology	Historica l underst anding and knowled ge	Physic al Geogr aphy	Explori ng ideas and recor d	Design , Make, Evalu ate, Impro ve	Reflectio n.	Playing instrume nts/ performi ng	Personal Indepen dence	Develo ping compet ence (Balanc e and Coordin ation)
--------------------	--	-------------	-----------------------------------	---	-------------------------------	---	--	-----------------	---	------------------------------	---

### Phase 2: iASEND – E Curriuclum

	<b>Workin g Scientif ically</b>	<b>Scien ce</b>	<b>Comp uting</b>	<b>History</b>	<b>Geogr aphy</b>	<b>Art and Desig n</b>	<b>Design Techn ology</b>	<b>RE</b>	<b>Music</b>	<b>PSD</b>	<b>PE</b>
<b>Autu mn</b>	Analyisi ng Data	Biolo gy – Plants / Habit ats	Digital Literac y	Historica l Enquiry - Using and underst anding sources of evidenc e	Geogr aphic skills and field work.	Artists and links to own work	Inspira tion from Design / Food and Nutriti on	Values and moral understa nding.	Musical composit ion	Relations hips and Social Skills	Engagin g in compet itive sports and activitie s
<b>Sprin g</b>	Asking scientific questio ns / Setting up practic al enquiri es	Chemistry - Mate rials and Rocks	Informa tion Techn ology	Chronol ogical underst anding and knowled ge	Place Knowle dge	Drawi ng, painti ng, sculpt ure and other art, craft and desig n techni ques	Master ing Practi cal Skills	Beliefs, practice s and lifestyles.	Listening / communi cation	Behavio urs for Learning	leading healthy, active lives
<b>Sum mer</b>	Gather ing, Record ing, Classify ing and Present ing Data	Physi cs – Seas ons / Force s	Comp uter Scienc e	Historica l underst anding and knowled ge	Physic al Geogr aphy	Explori ng ideas and recor d	Design , Make, Evalu ate, Impro ve	Reflectio n.	Playing instrume nts/ performi ng	Personal Indepen dence	Develo ping compet ence (Balanc e and Coordin ation)

**Phase 2: iASEND – N Curriuculum**

	<b>Workin g Scientif ically</b>	<b>Scien ce</b>	<b>Comp uting</b>	<b>History</b>	<b>Geogr aphy</b>	<b>Art and Desig n</b>	<b>Design Techn ology</b>	<b>RE</b>	<b>Music</b>	<b>PSD</b>	<b>PE</b>
<b>Autu mn</b>	Analysi ng Data	Biolo gy – Plant s / Habit ats	Digital Literac y	Historica l Enquiry - Using and underst anding sources of evidenc e	Geogr aphic skills and field work.	Artists and links to own work	Inspira tion from Design / Food and Nutriti on	Values and moral understa nding.	Musical compositi on	Relation ships and Social Skills	Engagi ng in compet itive sports and activitie s
<b>Spri ng</b>	Asking scientific questio ns / Setting up practic al enquiri es	Che mistry - Mate rials and Rock s	Informat ion Techn ology	Chronol ogical underst anding and knowle dge	Place Knowl edge	Drawi ng, painti ng, sculpt ure and other art, craft and desig n techni ques	Master ing Practi cal Skills	Beliefs, practice s and lifestyles.	Singing/usi ng voices/per forming	Behavio urs for Learning	leading healthy, active lives
<b>Sum mer</b>	Gather ing, Recor ding, Classify ing and Present ing Data	Physi cs – Seas ons / Force s	Comp uter Scienc e	Historica l underst anding and knowle dge	Physic al Geogr aphy	Explori ng ideas and recor d	Design , Make, Evalu ate, Impro ve	Reflectio n.	Playing instruments/ performin g	Personal Indepen dence	Develo ping compet ence (Balanc e and Coordin ation)

## Phase 2—Vision of Learning 2020-2021

### Intent

All pupils are empowered to learn and achieve, experiencing high quality teaching practices, from highly skilled practitioners in the optimal conditions which equips them with the knowledge, understanding and skills for continued positive development

### Inspire the child: Discover the future; Empower the community

Determination / Respect / Resilience / Integrity / Independence / Happiness

#### General Ethos

Happy Memories  
Enjoyment and Fun  
Love of Learning  
Connection and Community

#### Relating to Self

Self-esteem and confidence  
Spirituality/Mindful  
Being healthy  
Being independent  
Regulation  
Discovering qualities and abilities

#### Relating to Others

Friendship  
Understanding relationships  
Developing positive relationships  
Teamwork  
Global awareness and responsibility  
Cultural appreciation

#### Managing Learning

Communication  
Improving learning  
Problem solving/creativity  
Thinking skills/Application of number  
ICT  
Arts and Sport

#### Managing Situations

Managing;  
Conflict  
Disappointment  
Sadness  
Time and resources  
Risk and uncertainty

### Implementation

1. High expectation for every pupil promotes engagement and self-awareness
2. Modified and productive learning environment promotes inclusion and collaboration
3. Pupil agency and leadership, gives voice and empowers pupils
4. Curriculum planning and implementation engages and challenges all pupils
5. Deep learning challenges pupils to construct and apply new knowledge
6. Rigorous assessment practices and feedback inform teaching and learning
7. Evidence-based strategies drive professional practice and improvement
8. Citizenship is fostered through real world contexts for learning
9. Partnership with parents/carers and agencies enhance pupil learning
10. Therapeutic approaches embedded in learning addition to interventions.

### EHCP Short Term + SCERTS = PLIM

#### Social Communication and Emotional Regulation

- Blanks Model
- Colourful Semantics
- Joint attention
- Symbol use
- Mutual Regulation
- Self regulation
- Lego Therapy
- OPAL
- Voca
- Makaton
- Motor Skills

#### Transactional Support

-  
Interpersonal Support  
  
Learning Support  
  
Routine  
  
Reward  
  
Modelling

#### iASEND S,E,N Curriculum

- Maths
- English
- Science (Working Scientifically, Physics, Chemistry, Biology)
- Geography
- History
- Computing
- Design Technology
- Art and Design
- RE
- Music
- PHSEE (PHSE Association)
- PE (PSD links)

### Impact

Happy learners who positively navigate their day, enjoy social relationships, make continued progress and are ready for the next stage of their learning journey