

## IVY CURRICULUM



**The Forest School**  
Every Child, Every Chance

The Ivy Curriculum provides a sensory based approach which provides a **total communication learning environment** to support **choice making, problem solving** and **life skills**. This is based upon an adaptation of the national curriculum which is modified in light of their developmental levels and special educational needs. This runs alongside the broader areas of learning which will be offered in the context of repetition, over learning and generalisation of skills. Any learners who have a strength or ability in a certain curriculum area may be taught from the more formal curriculum to allow them to make linear progress.

In accordance with DfE guidance, the curriculum strives to offer a “curriculum which is balanced and broadly based and which: **promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society**; and **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**”

The curriculum is structured to allow the pupils to have a routine over the week. English and Maths will be taught each day and the afternoon will provide a topic based approach to support the pupils with their wider learning. This will be relevant to the age, stages and needs of the individual pupils. Our topic based creative curriculum has an overarching theme that enables the pupils to have inclusive opportunities that are differentiated to the needs of the pupils. For Key stage 4 pupils, the emphasis will be on preparing for adulthood and for their next steps. The key stage 4 pupils will pursue accreditation pathways (e.g. ASDAN and Entry Level exams) and follow the appropriate syllabus in each accredited subject where applicable.

To support the pupils with their individual needs an IEP (Individual Education Plan) is written and reviewed at least three times a year. This will enable work to be personalised further to support the individual needs of the pupils. Staff will use concrete learning opportunities & repetition to teach skills appropriate to the needs of the child. Within their IEPs they have more specific targets such as Social, Emotional and Mental Health goals, SaLT targets, Cognition and Learning goals, Independence goals, Sensory/Physical goals.

We work on creating a total communication environment whereby communication will be embedded throughout all that they do. This means pupils are encouraged to use all available and appropriate forms of communication, to support them to become independent and effective communicators. Through this strategy the pupils will have access to communicate in print to support their understanding, staff trained to use Makaton signing to aid communication, Speech and language therapy sessions (both with the SaLT team and within their classroom setting), augmentative and assistive communication system (AAC) low tech and high tech communication aids (Some pupils may have a lifelong need



for AAC; others may need AAC as an interim strategy whilst they develop their language and communication skills), intensive interaction and action attention groups. As well as these strategies it will also include body language, facial expression, vocalisation, objects of reference, photographs, the spoken word and access to technology. The knowledge and skills taught through the Communication and Literacy lessons support access to all other areas of the curriculum. The teaching of communication, reading and writing is reinforced and embedded throughout all curriculum subjects. Total communication strategies will promote the development of pupil's skills in expressing personal needs, commenting, refusing, questioning, sharing information, directing others, indicating choices, developing imaginative play, telling jokes etc. Pupils should be encouraged and supported to develop and use their functional communication skills in the same way as natural speech is used by others, in practical and varied situations.

### **Planning in the Semi-Formal Curriculum**

The curriculum is set out in a series of themes and creative topics that are taught throughout the year. These are supported by Equals (?) units which are differentiated schemes of work. These themes are then used by the teachers to develop medium term plans, which identify personalised priorities and allows teachers to plan for progression. In medium term plans, learning outcomes for pupils are taken from the relevant subject's Equals scheme of work. In addition to these subject specific outcomes, IEP targets are set to measure pupil's progress in key areas of their own development.

### **Assessment in the Ivy Curriculum**

Ongoing assessment is at the core of the Ivy Curriculum as it:

- Enables us to be certain about the appropriateness of the personalised curriculum we aim to provide for each learner.
- Informs teaching.
- Drives progress.



Teachers assess pupils throughout the term using our Onwards and Upwards recording system. Pupils progress will be assessed against the criteria following along a scale of emerging, developing, secured and mastered for each skill. Ongoing assessment of key skills is structured using IEPs to enable personalised learning and outcomes alongside the curriculum. Most Key Stage 4 learners will also follow ASDAN accredited modules to underpin their curriculum studies.

### **Evidence Gathering and recording pupil progress**

Pupils work should be recorded through a range of methods, including pupil exercise books or work files. Evidence of pupil progress will be gathered in other forms if more appropriate such as photographic, photocopying and teacher observations. All work for termly assessment purposes (including photo evidence) should be held in a file, or in an exercise book, dated and annotated (using the marking and feedback policy). All other work should be marked, and annotated which can be done during the course of supporting a pupil. This work may be taken to be moderated on a termly basis.

### **Moderation of judgements and the annual cycle of assessment**

When moderating the following will be considered to allow for effective moderation:

- Consistency in judgements
- Comparability – making sure different assessments are comparable
- Fairness – that the context and character of assessment has given pupils the chance to demonstrate what they know. This will be facilitated by effective evidence gathering.

Teachers are encouraged to regularly share their methods of gathering pupil evidence (work scrutiny) and take part in learning walks to share good practice and develop their own practice.