

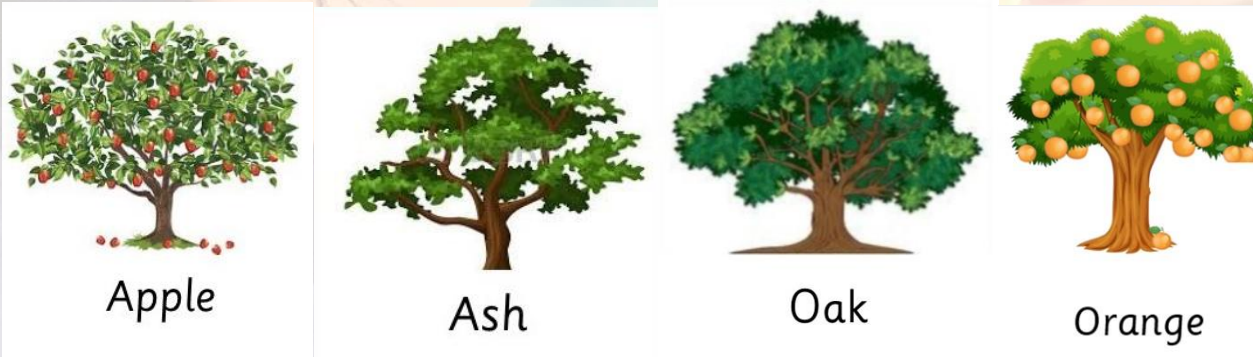
## Pre Formal Curriculum January 2024



At Lisburne School, we aim to provide a quality and inclusive education for all pupils. We aim to provide a safe, caring environment where all achievement is valued and celebrated. Individual differences are acknowledged and pupils have access to stimulating, challenging and varied experiences, which promote communication, self-esteem, responsibility and independence.

From this, once children leave EYFS at Lisburne, they enter into one of the pathways from Pre-formal, Structured, Formal or Extended Formal.

We deliver a Pre-formal curriculum for children aged 5-11 which is broad, balanced and relevant those working below Pre Key Stage Standards. These current classes are Apple, Ash, Oak & Orange.



### Curriculum Update

Since May 2015, we began to develop a preformal curriculum to directly address the children's learning needs rather than adapting the new 2014 national curriculum.

Since 2018, The New Curriculum also ensures that there is an overall framework, which clearly allows for the progression of skills through the areas of development using Cherry Garden School's Branches Assessment Tool on Tapestry.

In January 2020, the government introduced the *Engagement Model*. This is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. We assess on these terms too and record them as formal observations.

## PERSONALISED LEARNING PROGRAMMES (PLIMSs)

### Planning

We believe that our pupils need to develop key skills for learning and life. Our pupils will follow a preformal curriculum based on:

- **Communication, Language and Literacy**
- **Mathematical Development**
- **Physical Development**
- **PSED**

Included in every area will be **communication**. We also take part in the whole school two year topic.

Therapists are also an integral part of target setting. The Speech and Language Therapists contribute to Communication targets, Physiotherapist/Occupational Therapist to Physical targets and/or Sensory targets. These targets are taught discretely but are also embedded by being taught throughout all areas of learning.

We also seek guidance and support from parents and work on key skills as they desire. These link to their EHCPs.

### Teaching

**Learning is embedded throughout all Curriculum Areas**



There are four main areas of learning (communication is in each area)

### **Communication, Language and Literacy**

- Developing communication to give learners' the ability to have control and express choices.
- Enjoying books, stories, drama and poetry.
- Reading – sensory stories, sharing books, looking at pictures, recognising objects, symbols and photos.
- Writing – using hands to feel and explore materials, being able to hold and release items, mark making such as in art, making patterns in sand and using writing tools.
- Speaking and listening – intensive interaction, using individual communication styles to make choices, core words, following instructions (remember to give enough time for the student to understand and respond), vocalisations, use of objects of reference, photos or symbols or sound cues to support understanding



### **Mathematical Development**

Developing the students' ability to understand the world around them. :

- Sensory awareness. Development of attention skills – looking, listening, etc.
- Awareness of their environment.
- Concept development – big and small, long and short, wet and dry, hot and cold, heavy and light, forwards and backwards, up and down, light and dark, etc.
- Exploratory behaviours – using different methods to explore materials such as feeling, shaking, squashing, banging, stroking, throwing, dropping, rolling, stacking, construction.
- Play – dolls, cars, skittles, peekaboo, etc.
- Joint interactions – Intensive Interaction.
- Sorting and matching.
- Developing skills for problem solving – letting the student get things wrong, fitting things together, finding hidden items, getting an item they want.
- Early number work – experiencing lots, some and all gone, number songs, more and less, early counting.



## Physical Development

Following the whole school PE curriculum where possible for ambulant children.

Often following programmes written by the physiotherapists or OT.

Physical activities appropriate to the student to maintain and develop physical skills such as : head control, arm and hand use, sitting, walking, etc.

Activities may include:

- Walking and standing frames / slings or independently
- Bench sitting
- Sherborne
- Hydrotherapy
- Independent movement on the floor



## PSED

- Understanding Myself and Others
- Emotional wellbeing, building relationships, social rules, social skills, understanding of self and other, self-advocacy.
- Looking After Myself and My Environment
- Healthy cooking and eating, keeping fit, independence within personal care (washing hands, brushing teeth, dressing, etc.)etc)
- Life Skills - going out in the community, knowing different staff in school (receptionist, caretaker, etc).



## Topic

Includes celebrating festivals and cultural events, art and music, leisure activities, cooking, gardening and games, etc.

Your child will continue to take part in SMSC sessions, Wellness assemblies, whole school creative days and sessions such as Jumpspace, Tumble Track & Swimming.

## **Recording, Reporting and Assessment**

Recording is carried out on a regular basis by all class staff using Tapestry.

Each pupil's progress towards their targets inform the learning that took place and any progress made.

Tapestry is our main tool for recording evidence.

We also record IEP targets.

We use Routes for Learning and Tapestry have developed a 'Branches' curriculum which we have used to baseline the children and moving to assess and monitor the childrens' progress.

A screenshot of the Tapestry online learning journal interface. The interface shows a navigation menu with tabs for GLL, PD, IMD, PSED, CD, UW, CB, SE, and T. Below the menu, the section 'Communication, Language and Literacy' is displayed. Under this section, there are four colored bars representing different areas: 'Language & Communication' (yellow), 'Attention & Understanding' (green), 'Reading' (cyan), and 'Writing' (purple). Each bar has a dropdown menu next to it. The 'Language & Communication' dropdown is set to 'Branch 2'. The other three dropdowns are set to 'Not Assessed'. Below the 'Language & Communication' bar, there are four checkboxes with corresponding text: 'Terminates interaction with an adult', 'Communicates 'more'', 'Communicates needs/feelings through crying/babbling/squealing', and 'Communicates 'more' and 'no more' through two different consistent actions'.

| Area                      | Current Status |
|---------------------------|----------------|
| Language & Communication  | Branch 2       |
| Attention & Understanding | Not Assessed   |
| Reading                   | Not Assessed   |
| Writing                   | Not Assessed   |

There are a range of screens to help you keep track of where a child is, see how far they've come across their time with you, and set targets for future progress.

## Cherry Garden Branch Map Assessments Conversions

### The Branch Map – 10 Branches

- We used 'Development Matters' and 'Routes for Learning' to help us organise our assessment system into ten branches, which linked with expected progression in typically developing children from 0-5
- We felt it was important that adults working with our children, although not necessarily expecting linear progression, needed a good understanding of important progression milestones

| Branch 1   | Branch 2    | Branch 3     | Branch 4        | Branch 5     | Branch 6     | Branch 7     | Branch 8     | Branch 9     | Branch 10       |
|------------|-------------|--------------|-----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| 0-5 months | 5-10 months | 10-15 months | Bridging branch | 15-22 months | 22-29 months | 29-36 months | 36-48 months | 48-60 months | Emerging Year 1 |

Please see the attached assessment pages to explain how the Cherry Garden assessments are set out. Your Class teacher can explain which branch your child is working within for each area of the curriculum. These pathways are fluid and children may move between them during their time at Lisburne.

Governors are also regularly involved in Pre Formal Curriculum updates.

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