

What is the Semi-Formal Curriculum

The Semi-Formal Curriculum is our offer for our learners who have Visual and Sensory impairments alongside Severe Learning Disabilities (SLD). We aim to ensure that the time learners spend at school is as meaningful and impactful as possible, promoting holistic development of the entire learner through a broad and balanced curriculum offer. This will be achieved by modifying the National Curriculum subject areas to create pupil centred outcomes. We will use the content of our learners' EHCPs and Personal Learning Goals to ensure our learners are being taught relevant content in the right way. Our topics will change in term, but be sequential in content to help learners transfer and apply new learning and understanding in different settings.

Who am I teaching?

The learners operating within this pathway are those who have Severe Learning Difficulties and a range of Sensory Impairments. The complex nature of the Sensory Impairment combined with other Special Educational Needs and Disabilities present significant barriers to their ability to engage effectively in the process of learning. As a result these learners require a curriculum and teaching approaches that are highly personalised to the unique needs and context of each learner. The age range of this pathway works through the entire school and is equally relevant to learners at all Key Stages.

What am I teaching?

Always remember to refer back to the Seven Characteristics, this is the overarching aim of the curriculum. Lessons should be facilitating the development of the 7 Characteristics. Medium term plans should include a target and a detailed implementation strategy which outlines how topics will be used to support development of cultural capital, generalisation of understanding, and fluency of skills and knowledge.

The EHCPs of individual learners will provide guidance about how best to organise teaching and learning in each topic and lesson, but the content of EHCPs should not be regarded as the actual curriculum on offer to a learner. Where individual developmental targets have been identified in EHCPs these should be addressed via modification of the teaching activities set out in each topic. Topics should be regarded as the vehicle for new learning to take place and to enable learners to make progress within their personalised learning journeys.

Learning Domains

The eight Learning Domains provide learners with regular opportunities to acquire and develop the wide range of skills and knowledge they need to become active participants in the class, school and wider communities. They will also support the holistic

development of the whole child and lay the foundations for life-long learning. Teachers should think about how the organisation of their lessons within each topic will enable learners to exercise their skills and knowledge within these right areas.

- My Communication; developing our expressive and receptive language and learn how we communicate through the termly topic area
- My Thinking; developing our ability to problem solve and learn about how we think through the termly topic
- Myself; evolving our independent skills and sense of agency through every day sessions such as snack
- My Creativity; working on our expression of thought and subject lessons which are also aligned to our termly topic i.e. Art
- Me and My Community; applying our learning in the community focused through our termly topic
- My Body; physical development in PE and developing an understanding and ability to self-regulate in every session

What does it look like?

However teachers decide to organise their lessons to incorporate the structures outlined above, it is essential that learning is purposeful, immersive, fun and interactive. On this pathway we are aiming to minimise the learning barriers experienced by individual learners. How individual learners access the different curricula we present to them is crucially important and the EHCP should be utilised to create optimum conditions for learning success. Teachers should refer to the 7 Characteristics of Teaching for guidance on planning and delivery.

Lessons will be structured and planned with the individual learners in mind, the lessons themselves will be delivered in a more subject specific fashion than in the Pre-Formal with lesson content developing specific individual goals and targets.

Sequencing Learning

We are aiming to equip our learners with the skills, knowledge and passion to participate and contribute within society, empowering them to live active and fulfilled lives. In recognition that the needs of learners change throughout their time at Linden Lodge more weighting will be given to Preparing for Adulthood (PFA) outcomes.

It is essential that learners have structured opportunities in a range of contexts to build on prior achievements and develop their own cultural capital. In applying previously learned skills and knowledge in different ways, newly-acquired abilities can be generalised and applied in everyday life and used as a strong foundation to develop more complex and abstractive skills and knowledge.

The learning route set out in this pathway reflects the changing needs of learners as they mature in age. The content we hope learners will acquire will include both concrete and abstract concepts to ensure that new learning can be generalised and applied to solve new problems as they arrive in their everyday lives

How we assess

The role of assessment is to ensure that the way we are teaching is effective and gets the best outcomes for every learner. Assessment holds the curriculum to account, ensuring that it has created meaningful outcomes and has left the learner both engaged and motivated to learn more.

The assessment system used in this pathway is aimed at measuring the impact of the implementation approaches used. This is done by measuring the fluency, maintenance, generalisation and level of prompting against the Personal Learning Goals and EHCP targets. This enables us to examine the context of the learning and assess how effective both the learning and teaching has been. Teachers fill in the assessment proforma and upload onto MAPP and keep video and photo evidence on Earwig. This will enable effective tracking and reflection of practice and ensure that there is an accurate tool to measure the impact of the curriculum on the pupils' attainment of the 7 characteristics and their EHCP targets.