



# **The Pathway to Independence Curriculum Policy**

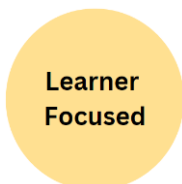
**August 2023**



**Through our curriculum intends to:**



- Ensure our school offer and curriculum focuses on what learners need to succeed in life now, later and leading to adulthood, aimed at improving their outcomes by equipping them further with the skills and knowledge they need to succeed, empowering them to reach their full potential and encouraging them to aim high.
- Provide a broad and balanced curriculum that inspires learners offering relevant real-life experiences, ensuring that every opportunity is a learning opportunity.



- Ensure all learners are motivated and inspired to develop a lifelong interest in learning, equipping them with the knowledge and cultural capital they need to succeed in life.
- Support learners' personal development, physical development, maths, their communication, language, literacy and phonics skills, and where appropriate functional skills securing equal access to learning for all learners, considering their individual needs, abilities, and interests.
- Emphasize experiential learning, feedback, and assessment designed to help learners learn and grow.



- Ensure learner voice to ensure that all learners' views and aspirations and that of their families, are obtained and valued, promoting teamwork, communication, learner voice, and leadership skills.
- Secure the involvement of the community in the learning process, creating opportunities for collaboration with local schools, organisations and businesses.



- Provide a personalised learning approach that goes beyond traditional academic subjects, encouraging creativity and practical life skills.
- Use technology as a tool to enhance learning and prepare learners for the digital age, focusing on local, regional, national, and global issues and encouraging learners to become active participants in their communities.
- Prepare learners for the challenges of the 21st century by equipping them with the skills and knowledge they need to succeed in an ever-changing world.

# Curriculum & Assessment Overview Map

Phase	Early	Lower School		Upper School		6th Form
Key Stage	EYFS (Nursery & R)	KS1 (Yrs 1 & 2)	KS2 (Yrs 3 to 6)	KS3 (Yrs 7 & 8)	KS4 (Yrs 9 to 11)	KS5 (Yrs 12 to 14)
Curriculum Paths	Early Years Path  Following the Early Years Curriculum		Engagement Path			
			Subject-Specific Path			
			National Standardised Test		Accreditation	
Curriculum Threads	Total Communication					
	Preparation for Adulthood Agenda					
	Careers Programme					
	Curriculum Rolling Programme Themes					
	Outdoor Learning					
Assessment Streams Tracking of pupil attainment & progress	Personalised Learning Goals (Linked to EHCP Outcomes)					
	Cognition & Learning				Education & Employment	
	Communication & Interaction				Independent Living	
	Social, Emotional & Wellbeing				Friends, Relationships & Community	
	Sensory &/or Physical				Good Health	
	B Squared Early Steps Assessment Framework		Engagement Path KS1 (Yr 2) to KS3 B Squared Engagement Steps Assessment Framework KS4 to KS5—B Squared Steps for Life Assessment Framework			
	EYFS Profile (EYFSP)		Subject Specific Path KS1 (Yr 2) to KS3— B Squared Progression Steps Assessment Framework KS4 to KS5—B Squared Steps for Life Assessment Framework Phonics Tracker Assessment			
	Reception Baseline Assessment (RBA)		Teacher Assessment Frameworks End of Key Stage 1 Phonics Screening Test End of Pre-Key Stage 1 & 2 Standards			
	End of Year 1 baseline assessment to identify starting points		Accreditation & Examinations ASDAN Transition Challenge 3 years KS4 Arts Award Discover KS4			
			ASDAN Towards Independence KS5 Arts Award Bronze KS5 Duke of Edinburgh Award KS5			



## The Pathway to Independence Curriculum

The Pathways to Independence is an innovative and unique school curriculum designed to prepare learners for their future beyond the classroom and school. With a focus on fostering independence and developing effective communication skills, this curriculum equips learners with the skills necessary to navigate their next steps successfully. The curriculum covers a wide range of National Curriculum subjects, includes literacy, reading, maths, and vocational skills, aimed at developing learners' confidence and competence needed to thrive in today's society.

Our progressive approach is informed by the Preparation for Adulthood agenda as learners move up through the school working within our developed Careers Programme, and learning is underpinned via our Total Communication structure, with tailored approaches to each learner's needs woven throughout the curriculum. We recognise that each learner is unique, and therefore, our program is highly personalised and flexible, ensuring that learners' individual goals, aspirations, interests, and challenges are all taken into account. Our rolling programme builds on learners' previous learning determined by robust assessment outcomes which enables all learners to accumulate skills and knowledge in a smooth progression in a coherently planned way, working towards Personalised Learning Goals identified from their Education, Health and Care Plan (EHCP) outcomes.

At the core of The Pathways to Independence Curriculum is the belief that learners have the tools, resources, and support they need to make their own choices to become responsible engaged citizens. Whether learners aspire to enter the workforce or pursue further education, our curriculum provides them with the necessary preparation to achieve their goals. In addition to academic rigor, we also place a strong emphasis on developing practical life skills. The Pathways to Independence Curriculum is therefore more than just a curriculum; it is a comprehensive approach to education that empowers learners to reach their full potential, aimed at improving their outcomes, preparing them well for the next stages and steps.



## Key Stage Descriptions

### Early Years Foundation Stage

Holding high ambition our EYFS provision follows the guiding principles of the Statutory Framework helping to shape our educational programme ensuring all our young people learn, develop well and are kept happy and safe. The Early Years Curriculum is a carefully crafted and continuously evolving program designed to emphasise child-initiated learning through play-based activities offered through continuous provision, our provision is responsive to and led by pupil need. The curriculum is aimed at engaging, motivating, and inspiring young learners while maximising learning outcomes. This approach helps to build relationships with children, enabling staff to assess individual learning styles which prepares children for continued success in their identified personal learning path within Key Stage 1 (Year 2) and beyond; these learning paths are informed through end of EYFS summative assessment outcomes (B<sup>2</sup> Early Steps).

At the core of this curriculum is the Early Years Foundation Stage (EYFS) Framework. The framework encompasses seven areas divided into three prime areas: Communication and Language, Personal, Social & Emotional Development, and Physical Development, and four specific areas: Maths, Literacy, Expressive Arts & Design, and Understanding the World. The curriculum is designed to ensure a relevant, developmental, and interest-led learning experience that embeds the EYFS framework; each prime and specific area is driven by an informed intent, ensuring there is detailed understanding and clarity underpinning the purpose of each area. This detailed approach provides the foundation for delivering the seven areas of learning and development aimed at guiding all children to acquire essential learning behaviours such as building curiosity, enthusiasm, capacity, and the ability to form relationships and thrive alongside the development of independence skills in helping to look after themselves (self-care and personal hygiene). The curriculum recognises that all areas of learning and development are interconnected and uses children's interests and motivations to guide all planning, making learning a fun and interactive process.

We prioritise learners' holistic development, providing all learners with a range of opportunities to explore their interests and develop their social, emotional, and physical abilities. We foster a love of learning by encouraging curiosity and creativity, we place high value on the importance of building relationships with learners and their families facilitating opportunities to work collaboratively in planning educational outcomes. Through these approaches, we aim to create a positive and supportive learning environment that meets the needs of all our learners. Our educational program prioritises building strong relationships with children, creating a secure attachment that allows them to be ready to engage and learn. As learners progress through the program, they begin to and are further encouraged to develop their independence through transitions within a total communication learning environment, they apply skills learned, developing further confidence to take risks ('have a go') thus reducing their self-reliance on others.

The curriculum utilises a multi-sensory play-based approach, combined with adult-directed sessions (discreet teaching sessions), to offer children ample opportunities to explore their environment, make choices, and develop confidence as they prepare for the next stage of their educational journey, our offer provides all pupils with essential informed opportunities to build strong foundations for further learning, which prepares them well for their next stage as they enter the mainstream of the school.





## Key Stage 1

The Key Stage 1 curriculum builds on the strong foundations established within the Early Years department, continuing with the continuous provision model while also incorporating more adult-directed discrete learning to prepare learners for National Curriculum subject-based learning. In Year 1, our learners are assessed against the B<sup>2</sup> Early Steps framework, and as learners become developmentally ready, through assessment, starting in Year 2 we introduce and deliver short bursts of structured teaching and learning in English, Maths, and PSHE through termly themes, assessed using B<sup>2</sup> Progression Steps. For those not ready for subject-based learning, learners access a personalised curriculum based on personalised learning goals with their progress assessed using the B<sup>2</sup> Engagement Steps.

Our focus on developing independence and self-help skills is supported by a robust and personalised communication plan. We provide learners with engaging and motivating learning opportunities, and skilled adults facilitate these opportunities with intended learning outcomes and individual next steps in mind. We ensure that taught knowledge is applied in a range of play-based and real-life contexts to foster flexibility and deep understanding.



## Key Stage 2

In Key Stage 2, our curriculum aims to provide exciting and meaningful learning opportunities that enable learners to consolidate and deepen their knowledge, building on what they have already learned in Key Stage 1. We prioritise the core subjects of Maths, English, PSHE and PE, which are taught through discrete sessions that are tailored to the needs and interests of each individual learner.

To provide a broad and balanced curriculum, we cover foundation National Curriculum subjects including Humanities (History & Geography), Art, Design & Technology, Science, Computing, Music and Religious Education (RE) throughout the academic year. These subjects are delivered through termly themes that provide opportunities for learners to make meaningful connections across different areas of knowledge. For those who may not be ready for subject-based learning, we continue to assess their progress using the Engagement Model.

Our Key Stage 2 curriculum is designed to expand learners' interests and curiosity in preparation for Key Stage 3. We encourage active engagement to help learners develop their confidence and independence, providing them with a variety of tools to find and use their own voice. By doing so, we aim to prepare them for the challenges and opportunities of the future.

### **Key Stage 3**

In Key Stage 3, we build on the subjects taught in Key Stage 2 and provide learners with opportunities to broaden their skills, knowledge, and experiences. We aim to support learners in making their own decisions and building their self-confidence and self-esteem. Maths, English, PSHE and PE remain as core subjects, which prepare learners to apply their skills and knowledge in Key Stage 4. Termly themes allow learners to develop their character, interests, and skills.

We place an increased focus on PSHE in Key Stage 3, with learners having the opportunity to learn about relationships and sex, health and wellbeing, and living in the wider community. We also aim to broaden learners' understanding of online safety, money awareness, and careers education, linking their learning to real-life situations. Additionally, we encourage learners to develop critical thinking skills and problem-solving abilities by providing opportunities for group work and projects.

There is a clear emphasis on developing learners to become effective communicators. We also promote the development of digital skills, encouraging learners to use technology in innovative ways to support their learning. Through our Key Stage 3 curriculum, we aim to foster a love of learning and provide learners with the skills and knowledge they need to succeed in the future.

### **Key Stage 4**

In Key Stage 4, our focus remains on providing a personalised and enriching curriculum that supports learners to apply the skills and knowledge they have acquired throughout their education. We recognise the importance of preparing learners for their best possible futures, and therefore our Personalised Learning Goals from Year 9 onwards are based on the four areas of the Preparing for Adulthood agenda: Education & Employment, Independent Living, Community Inclusion, and Good Health.

Our core curriculum subjects of Maths, English, PSHE and PE are delivered through practical, real-life experiences that allow learners to apply their previously acquired skills and knowledge. Learners are encouraged to use their decision-making skills to assess risks based on their prior knowledge, personal experience, and individual preferences, while recognising the impact of their decisions on themselves and others.

For learners on the Subject-Specific Path, we offer the ASDAN Transition Challenge and the Discovery Arts Award to provide them with further opportunities to develop and showcase their skills. We work closely with the CSW Group to support our learners and all of their families in making informed choices about their post-16 destinations and paths.

In addition to our academic offerings, we also provide learners with opportunities to take part in extracurricular activities such as the Ten Tors Jubilee Challenge, which further develop their skills and enhance their learning experiences. Our goal is to equip learners with the skills and confidence they need to succeed in their future endeavours.



## Key Stage 5

In Key Stage 5, we continue to prioritise personalisation to ensure that learners are well-prepared for their next steps in education, employment, training, and life. Our learners transfer their acquired skills and knowledge into practice as they prepare for aspirational next steps. Personalised learning programs are tailored to meet the needs and interests of individual learners to ensure successful transition.

Personal development remains a key focus in Key Stage 5. We understand the importance of developing learners' confidence, self-esteem, resilience, critical thinking, communication, and problem-solving skills in real-life and/or work situations. We provide learners with age-appropriate, purposeful, and meaningful experiences that promote the development of these skills.

We provide learners with regular opportunities to access the community, where they can develop essential skills such as travel training, road safety, and accessing different services. We support our learners to learn new skills that they can transfer to other contexts and settings. Work-related learning is a key focus, and learners on the subject-specific path work towards ASDAN Towards Independence and the Bronze Arts Award. We encourage learners to take part in the Jubilee Challenge and the Duke of Edinburgh Award to develop a range of valuable skills and experiences.

Post Bridge  
College

Early  
Years



## Curriculum Paths

**Early Years Path** - Learners in Early Years follow the Early Years Curriculum which is underpinned by Early Years Foundation Stage (EYFS) statutory framework. This is a developmental curriculum and plays a diagnostic role in determining the starting pathways from Year 2. Assessment is carried out using B Square Early Steps.

**See: Early Years Curriculum Overview**

Our curriculum acknowledges the fact that every learner is unique. By providing two different learning paths, the curriculum can be tailored to meet the specific needs of each learner, which can help them to achieve their full potential. Assessment and monitoring are also crucial in ensuring that learners are on the most appropriate pathway, as this can help to identify any areas where they may need additional support or challenge.

**Engagement Path** - The Engagement Path is designed specifically for learners who may not be meeting the level expectations of the National Curriculum and are not engaging in subject-specific learning. This path takes a completely personalised approach, tailored to meet the individual learner's needs and driven by their Personalised Learning Goals. The curriculum focuses on the early developmental stages, including communication, social, emotional, and cognitive skills that form the foundation of learning. The path recognises the importance of movement and play for learners' development and the need for multi-sensory approaches to learning. It may also include individually tailored therapy programs as needed. The learner's engagement is assessed using the B Squared Engagement Steps to show progress and next steps across all 5 areas of the Engagement Model: initiation, persistence, anticipation, realization, and exploration.

**Subject-Specific Path** – The Subject-Specific Path is aligned with the National Curriculum and is designed to provide learners with a rich learning experience in a range of subjects. The curriculum is enriched by the key stage descriptors and termly curriculum themes, which helps learners identify personal interests and strengths. Assessment is carried out across all subjects using the B Squared Progression Steps and Personalised Learning Goals, which helps identify areas for improvement and next steps. In Key Stage 4 and 5, learners access nationally recognised qualifications, and assessment is carried out using the B Square Skills 4 Life framework.

We are highly aspirational for all of our learners and are committed to ensuring that they achieve their full potential. To this end, we regularly monitor and review the learning pathways of our learners to ensure that they are making maximum progress and are equipped with the skills and knowledge they need to excel. By providing a supportive and engaging learning environment, and by tailoring our teaching methods to suit the individual needs of each learner, we strive to empower our learners to be the best that they can be.



## Curriculum Threads

Our curriculum threads cover and underpin all of our curriculum paths.

### Total Communication

At Cann Bridge School, we believe that Total Communication is a fundamental aspect of supporting our learners in developing and enhancing their communication skills. Total Communication is an approach that recognises that communication is not limited to speech alone, and we use a range of different methods and techniques to facilitate communication with individuals who have varying degrees of communication difficulties. These methods include but are not limited to speech, sign language, gestures, pictures, symbols, objects, and technology.

The aim of Total Communication is to provide a flexible and inclusive approach to communication that can be adapted to suit the needs and abilities of each individual learner. By using a range of communication methods, we can help learners to better understand and express themselves effectively, ensuring they can communicate with their peers, teachers, and wider community.

We understand that effective communication is critical to personal and social development, and that each learner is unique in their communication needs. As such, our approach is personalized and tailored to each individual learner's needs, enabling them to develop their communication skills at their own pace and in a way that works best for them.

[See: Total Communication Policy](#)



### Preparation for Adulthood Agenda

At Cann Bridge School, we are committed to preparing our learners for their next stage in life through the inclusion of Preparation for Adulthood (PfA) objectives in our curriculum. Our goal is to equip all of our learners with the necessary skills to become increasingly independent, find their place in the wider community, and be prepared for the transition to adulthood.

We understand that the process of preparing for adulthood is a journey that starts in the early years and continues throughout a learner's education. Therefore, we have integrated PfA into our curriculum policies and planning to ensure that our learners have the best opportunities to achieve their goals. We have developed a comprehensive overview of PfA objectives to ensure that they are embedded in our curriculum offer and that coverage is referenced appropriately.

Our commitment to PfA is not just about academic achievement, but also about empowering our learners to become confident, resilient and fulfilled individuals who can positively contribute to society.

[See: Preparation for Adulthood Agenda Overview](#)

## **Careers Programme**

At Cann Bridge School, we recognise that we have a critical role in preparing our learners for their transitions to the next stage of their education, training, or employment. Our Careers Programme is designed to take into account the Gatsby Benchmarks and ensure that our learners and their parents/carers are well-informed and prepared to achieve aspirational next steps into adulthood and/or the world of work.

Our programme core aims are that:

- All learners, parents & carers and teachers have access to up to date careers information, advice and guidance.
- All learners have access to an engaging, enriched, meaningful and developmental careers programme.
- All learners transition to a variety of sustained positive destinations.

Careers Education, Information, Advice, and Guidance (CEIAG) is an essential and integral part of our learners' entitlement and learning here at Cann Bridge. Through a planned Careers Programme, we are committed to providing the appropriate activities and experiences to enable learners to make well-informed decisions and successful transitions in life and work.

We have a person-centred approach to learner outcomes through our EHCP Annual Review process, where we work with all stakeholders to shape clear and ambitious targets for learners to prepare for their next steps. Our goal is to support learners in preparing for their preferred transitional pathway, whether that is to continue with further education, employment, training, or living independently.

[See: Careers Programme](#)

## **Outdoor Learning**

At Cann Bridge we recognise that learning extends far beyond the confines of traditional classrooms. Outdoor Learning embodies this philosophy by providing learners with a dynamic and immersive educational experience. Grounded in a progressive approach that spans learners journey from Early Years to Post-16, Outdoor Learning is seamlessly integrated into the Cann Bridge Pathway to Independence, fostering holistic growth and development.

In Early Years and KS1, the foundation of Outdoor Learning is established as children embark on a journey of exploration and discovery. The school's commitment to child-led interests is evident through a diverse array of resources and equipment that encourage communication and understanding of the world. Through engaging activities like shelter building and interactive play, this phase cultivates a genuine connection between learners and their environment. As learners progress into Key Stage 2 and 3, a more structured approach emerges, intertwining indoor and outdoor learning environments. The Engagement and Subject Specific paths drive interdisciplinary exploration, where learners' interests shape their educational trajectory. Whether in the Forest School area, outdoor classroom, or during off-site excursions, Outdoor Learning becomes a versatile tool enhancing subject-specific comprehension. Finally, in Key Stage 4 and 5, the emphasis shifts towards self-sufficiency, sustainability, and fostering independence. Learners assume an active role in cultivating outdoor spaces, mastering skills ranging from horticulture to fire building. Immersive experiences, such as coastal environment studies and residential visits, instill a profound appreciation for the wider world. In this holistic journey, Outdoor Learning at Cann Bridge School transcends the conventional, nurturing capable, curious, and adaptable learners prepared for the challenges of the future.

[See: Outdoor Learning Overview](#)

## Curriculum Rolling Programme Themes

		Autumn		Spring		Summer	
		1	2	1	2	1	2
Key Stage 1	Year 1	Traditional tales		People who help us		Habitats	
	Year 2	My local area		Transport		The beach	
Key Stage 2	Year 1	What is bravery?	Who am I?	How do we use our bodies to move?	Who built...?	What are minibeasts?	What do I know about my school?
	Year 2	What are myths and monsters?	What makes a family?	What grows?	Who helps us?	What lives under the sea?	What can we do at the beach?
	Year 3	What are traditional British stories?	Why are some days more special than others?	What's on the menu?	What are rules and why do we have them?	What happens in the wild?	Why do we travel?
	Year 4	What is poetry?	What different faiths and beliefs to people have?	How do I look after my planet?	What is space?	How do we take care of animals?	What is it like to live in a different country?
Key Stage 3	Year 1	How can I help others?	What was it like 100 (or so) ago?	How do we manage loss?	What are our roots?	What are natural disasters?	How do other people live?
	Year 2	What happens when I grow up?	How do we show respect?	What is true or false?	What did the tutors do for us?	How to make choices?	How can I take care of my environment?
Key Stage 4	Year 1	How do you make money?		What do I need to know?		How do I be independent?	
	Year 2	How do you buy and sell food?		What would I like for my future?		What makes me feel good?	
	Year 3	What is the tourism industry?		When do I make choices?		What makes a diverse world?	

Early Years and Key Stage 5 are personalised to the needs and interests of learners.

The Rolling Programme Themes provide a balanced and stimulating curriculum that prepares learners for their futures. The themes offer relevant learning contexts and allow learners to make connections between subjects. Our curriculum provides continuity, challenge, and progression across key stages, ensuring learners reach their potential. Key texts and educational visits are linked to each theme.

[See: Curriculum Rolling Programme Theme Long Term Plan](#)

## Qualification Overview in KS4 and 5 - *This section is under review*

Qualifications are overseen by our Assistant Headteacher. They ensure there is a clear annual timeline in place to ensure successful completion of nationally recognised qualifications.

### ASDAN Mapping - Transition Challenge (Key Stage 4)

Year 1	ASDAN Module	Sections
Autumn		No ASDAN - Enterprise
Spring	Moving Forward	A minimum of nine sections
Summer	Feeling Good	A minimum of nine sections

Year 2	ASDAN Module	Sections
Autumn		No ASDAN - Enterprise
Spring	Making Choices	A minimum of nine sections
Summer	The Wider World	TISM 46: A minimum of six sections

Transition Challenge-Sensory, also available

### ASDAN Mapping - Towards Independence (Key Stage 5)

Year 1	ASDAN Module	Sections
Autumn	Money Introduction	TISM 57: A minimum of four sections
	Knowing About Myself	TISM 10: A minimum of six sections
Spring	Pottery	TISM 19: A minimum of five sections
	Meal Preparation and Cooking	TISM 54: A minimum of six sections – TBC in Year 13
Summer	Recognising and Using Everyday Signs	TISM 22: A minimum of five sections
	Myself and Others	TISM 38: A minimum of two sections

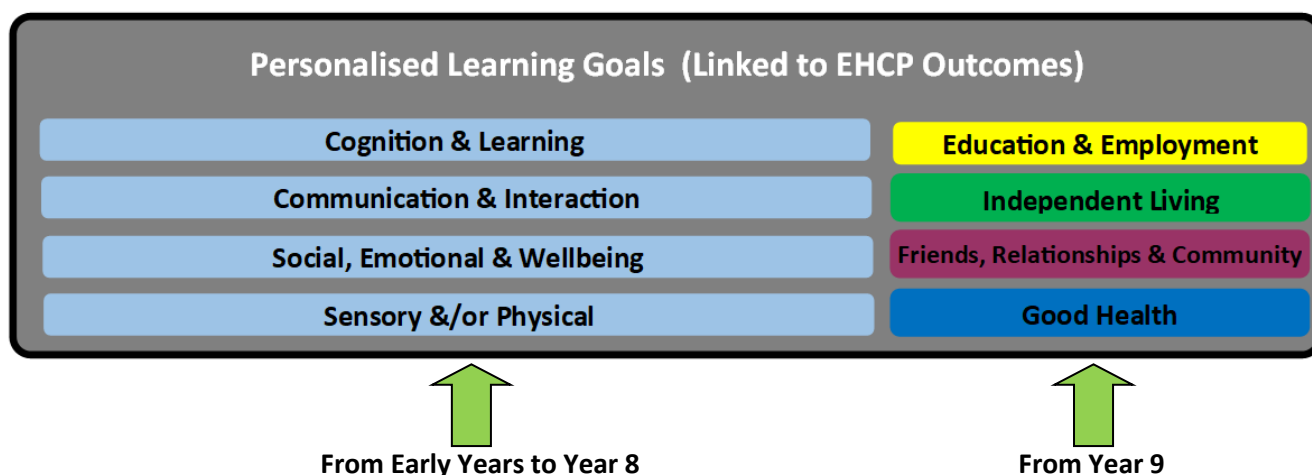
Year 2	ASDAN Module	Sections
Autumn	Current Affairs	TISM 03: A minimum of four sections
	Meal Preparation and Cooking	TISM 54: A minimum of six sections
	Getting to Know a Group	TISM 06: A minimum of four sections
Spring	Printing	TISM 21: A minimum of four sections
	Horticulture	TISM 08: A minimum of four sections
	Using Leisure Time 1	TISM 50: A minimum of six sections
Summer	Personal Safety	TISM 15: A minimum of four sections
	Using Leisure Time 2	TISM 50: A minimum of six sections

Extension for Year 14

Year 1	ASDAN Module	Sections
Autumn	Making Pictures	TISM 33: A minimum of four sections
	Coping with People	TISM 01: A minimum of four sections
Spring	Creativity	TISM 02: A minimum of four sections
	Photography	TISM 45: A minimum of six sections
Summer	The World Around Us	TISM 38: A minimum of three sections



## Personalised Learning Goals



Personalised Learning Goals are a fundamental aspect of our educational approach at Cann Bridge School. Every learner is provided with Personalised Learning Goals, which encompass a diverse range of personal targets, including essential soft skills for life, academic, and objectives directly aligned with their Education Health Care Plan (EHCP) outcomes. These targets are agreed with parent carers, and therapists where appropriate. Overarching targets are discussed and set during the EHCP Annual Review and these are then termly broken down into smaller achievable steps by teachers.

We recognise the significance of these long-term goals, as they serve as a roadmap towards 'Preparing for Adulthood' expectations. To measure progress effectively, these goals are transformed into SMART targets, ensuring they are specific, measurable, achievable, realistic, and time-bound. This systematic approach enables us to monitor each learner's advancement annually, fostering a sense of achievement and motivation. Targets are discussed and reviewed on a termly basis through our termly parent carer meetings.

**From Early Years to Year 8** - Learners have at least 1 target for Maths and English which sit under cognition and learning. Those on the Engagement Path do not have English and Maths target, alternatively they have 1 or 2 cognition targets. Pupils have at least 1 target for wellbeing target (PSHE) which sits under either social, emotional and mental health or Sensory and/or physical needs.

**From Year 9** - Learners have at least 1 target for Maths and English which sit under education and employment. Learners have at least 1 target for wellbeing target (PSHE) which sits under good health.

In some instances, especially when learners first join our school, EHCP outcomes may lack specificity in meeting their priority needs. In such cases, our teachers collaboratively reformulate targets in conjunction with all stakeholders, ensuring they address the learner's unique requirements.

The Personalised Learning Goals effectively act as an EHCP implementation plan, guiding our teachers in providing individualised support and tailored interventions. Regular reviews and updates take place at each Pupil Progress Review, during the EHCP Annual Review and Parent & Carers Evening, allowing us to remain responsive and adaptive to the evolving needs of our learners.

## Assessment

We have high aspirations for all our learners and understand the importance of robust assessment practices in raising educational standards. Our formative and summative assessment practices informs teaching and learning. These assessments form a vital part of the Plan, Do, Review Cycle of teaching.

Although national standardised assessments provide information about learners' progress at key points in their education, they only form a part of the wider ongoing assessments that teachers conduct. We take into account each learner's starting point and learning differences to measure progress and attainment. We celebrate learner progress and share it with parent and carers regularly through parents' evening, We Cann Awards, Wow Awards and EHCP Annual Reviews.

For some learners, subject-based learning may not be appropriate due to learning difficulties, however all learners study all national curriculum subjects using these as vehicles for learning. These learners are assessed using the Engagement Model, which focuses on developing concepts and skills that are pre-requisites for progressing on to subject-specific learning.

Assessment	Method	Which Curriculum Path/Key Stage	Frequency
Personalised Learning Goals	Evisense & EHCP Annual Review	All	Progress reviewed termly during PPR and annually reported on at EHCP AR.
Early Steps	B Squared & Evisense	All Reception & Y1	Termly
Engagement Steps	B Squared & Evisense	Engagement Path Y2-Y8	Termly
Progression Steps	B Squared & Evisense	Subject-Specific Path in KS1 to 3 Y2-Y8	English, Maths and PSHE termly. Foundation subjects annually.
Skills 4 Life	B Squared & Evisense	All KS4 & 5 Y9+	English, Maths and PSD termly. Rest of areas annually.
Phonics	Phonics Tracker	Subject-Specific Path Y2+	Baseline October Update March and July.
<b>National Standardised Assessments</b>			
EYFS Profile (incorporating the Early Learning Goals)	Early Steps & Evisense	Reception Year	June
End of Key Stage 1 Phonics Screen Checks	Government materials	Subject-Specific Path Y1	June
End of Pre-Key Stage 1 & 2 Standards	Progression Steps & Evisense	Subject-Specific Path (Key Stage 1 & 2) Y2 & Y6	June
Accreditation Including Arts Award, ASDAN and Duke of Edinburgh Award	Portfolio Moderation	All KS4 & 5 Y9+	Ongoing in line with accreditation timetable
<b>Please note that the majority of our learners are exempt from national standardised assessments</b>			
<b>Some subject areas have specific assessments including PE for Rebound and Swimming</b>			

**See: Planning, Assessment, Marking, Reporting & Recording**

### **Legislation and guidance**

The National Curriculum, Early Years Foundation Stage (EYFS) statutory framework, Keeping Children Safe in Education, and the Preparation for Adulthood agenda have guided the development of our curriculum at Cann Bridge School. Our aim is to provide a meaningful, broad and balanced curriculum that is tailored to meet the individual needs of our learners. We also adhere to the requirements for inclusion and equality outlined in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. Our curriculum-related expectations are aligned with those set out in the Department for Education's Governance Handbook, which ensures that our governing board is well-informed and engaged in curriculum planning and implementation.

### **Inclusion**

At Cann Bridge School, we are committed to providing an inclusive learning environment where all learners are supported to achieve their full potential. Our teachers have high expectations for all learners and use appropriate assessment to set ambitious targets and plan challenging work to ensure that all learners make progress on their personalised curriculum path. We believe that every learner can achieve and we work to remove any barriers that may prevent them from doing so.

We recognise that some learners may have English as an additional language, and we plan lessons to help them develop their English language skills while also engaging with the curriculum. Our commitment to inclusion is further reflected in our statement of Equality Information and Objectives and our SEN Information Report.

We also use our Learner Premium grant to support disadvantaged learners and raise their educational attainment. By providing targeted interventions and support, we aim to close the gap between disadvantaged learners and their peers and ensure that all learners have equal access to educational opportunities.

### **Safeguarding**

At our school, we believe that safeguarding is everyone's responsibility, and we have created an open and safe learning culture in which learners can express their views, seek help, and help others. We understand that the curriculum plays a crucial role in safeguarding, and we have identified opportunities for learners to learn about it throughout our curriculum.

Our PSHE and RSE curricula cover a range of topics, including online safety, child-on-child sexual abuse, consent, grooming, and child criminal and sexual exploitation. We differentiate content based on each learner's needs, age, and learning pathway to ensure that all sensitive subjects are taught at an appropriate level.

Our governing body has approved our approach to teaching safeguarding, which includes providing a broad and balanced curriculum that covers relevant issues. We aim to give our learners the knowledge, understanding, and skills they need to develop personally, behave responsibly, and stay safe.

We encourage our learners to have a voice and to be heard. We have created a safe and supportive environment in which learners can share their thoughts and feelings, seek support, and help others. We take safeguarding seriously, and we are committed to ensuring that every learner is safe and well-protected.

### **Links with other policies and to be read in conjunction**

- Art
- Careers Programme
- Computing
- Curriculum Rolling Programme of Themes Long Term Plan
- Design & Technology
- Early Years Foundation Stage (EYFS)
- Education Visits
- English
- Equality Information and Objectives
- Humanities - Geography & History
- Maths
- Music
- Outdoor Learning (Non-statutory)
- Personal, Social, Health and Economic (PSHE)
- Physical Education (including Dance and Swimming)
- Planning, Assessment, Marking, Reporting & Recording
- Preparation for Adulthood Agenda Overview
- Relationship and Sex Education (RSE/RSHE)
- Religious Education (RE)
- Science
- SEN Policy and Information Report
- Total Communication