



Pre- Formal
Engagement Model
Curriculum Overview

Intent

Initial Statement

This document is designed to give guidance to staff, parents and other interested parties regarding the Springwood Heath Pre-Formal Curriculum and its application in Swans class.

Curriculum Philosophy and Structure

The fundamental principle behind the pre-formal curriculum design at Springwood Heath School is to enable students who are identified as working below the level of national tests and not engaging in subject-specific study the opportunity to learn in an pupil-centred, enabling environment planned to meet their specific needs and engage in meaningful learning. The curriculum is designed to stimulate and challenge our students to acquire knowledge and develop skills; it is balanced, broad and flexible. The learning needs of each student are rigorously assessed on entry to school and on a timely basis throughout their school career, to tailor each student's personalised learning journey.

Our creative curriculum ensures learning programmes are bespoke and child-centred. The curriculum provides students with a breadth of enriching learning experiences, as well as giving them the opportunity to pursue areas of personal interest. Students' achievements are celebrated regularly and they show us that they are proud of their learning. We allow our students to be as independent as possible, in order for them to develop social skills and feel confident in all that they do.

Provision

Learners in Swans class access a varied and personalised curriculum which, depending on learning need include:

- Bucket time (Attention Autism)
- Life skills activities to foster and encourage independence
- Sensory Circuit access
- Social/Emotional/Play skill support
- Guided continuous provision in an enabling environment
- AAC support
- Access to outdoor provision
- High staff: pupil ratio
- Small group teaching and 1:1 target time daily

Implementation

Curriculum Coverage

Our children are taught through a topic cycle curriculum so it is a priority that we ensure full curriculum coverage and this is reviewed regularly through our medium and short term planning.

Communication & Language	Speaking and Listening AAC Socially speaking Targeted S&L programmes Reading: See and Learn Writing: Pre writing, mark making
Mathematics	Number Using and Applying Maths in real life contexts Shape, Space and Measure

Physical Development	Physiotherapy access Weekly PE sessions Sensory circuits in our outdoor provision Soft play access weekly
Personal, Health, Social and Emotional Development	Behaviour Citizenship Careers Relationships Spiritual, Moral, Social and Cultural development Healthy Schools/Healthy Eating
Understanding the World	DT Geography History ICT including e-Safety RE including Collective Worship Science
Expressive Arts and Design	Music Art/ Creativity Drama Dance
Sensory	Multi-Sensory Impairment Visual Impairment Hearing Impairment Sensory Service support

To ensure coverage in planning:

- Curriculum subjects are referred to in the 3-year Topic Cycle
- Teachers are required to indicate subject specific lesson content within timetables and planning

Long Term Planning

Swans will follow a 3 year rolling programme to ensure students following the pre-formal curriculum throughout their time at Springwood Heath do not repeat content and have full access to the breadth of our curriculum. Encompassing relevant, age-appropriate themes, our aim is to ensure children's learning is engaging, challenging and links to their role in our community both in and outside of school, wherever possible linking with parents, community, our local area and children's own interests. The topics are carefully formulated to ensure continuity and progression through the primary range of Key Stage 1 and 2. Each theme has a specific 'National Curriculum subjects covered' focus to demonstrate coverage. This focus does not exclude other curriculum areas which are dovetailed into our themes.

Below is an example of Year 1 of our long-term plans

Swans Long Term Planning 2023/24

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Magnificent Me My family My favourites My face	Abracadabra! Potion lab Awe and wonder - change	Monster Munch Gruffalo Chinese New Year- dragons	New Life Spring Easter Eggs Growing	The Secret Garden Minibeasts Plants Our local area	From Field to Fork Farms Cooking – life skills
Bright Lights Diwali Bonfire Night Colours Day and Night	Winter Wonderland Freezing/Melting Christmas	Help I need somebody! People who help us 999 Local Area link Beatles	On Safari Animals Environments	Water Water Everywhere! Under the Sea Seaside	Are We Nearly There Yet? Holidays now and then, near and far Transport

Medium Term Planning

As a staff team we consider the core needs of our learners and design our medium-term plan around them.

Below is an example of a medium term plan we adapt using key texts as an starting point, adding pupils' personalised S&L targets and any children's personal interest wherever possible

Swans Medium Term Planning: Autumn Term 2023/24

Autumn Half Term 1	Marvellous Me My Family, My Favourites, My Face, My House		Abracadabra!	
Key Texts	From Head to Toe The 5 Senses 3 Little Pigs Heads Shoulders Knees and Toes I Have 10 Little Fingers		Magic Porridge Pot Room on the Broom Spells – rhyming poetry Jack and the Beanstalk The Princess and the Wizard Meg and Mog Winnie the Witch	
Cross Curricular Links	Maths	Length/height Ordering tallest/shortest Counting body parts Counting family members Ordinal numbers – 1 st , 2 nd , 3 rd 5 senses song – hand puppets	Maths	Capacity Numbers in recipes to make potions Counting magic beans – Language of more/less Comparing two groups – extend to use wands to 'take away' as subtraction Counting characters on the broom Bat symmetry Positional language – incy wincy spider
	Science	Using senses – feely bags, blindfolds, smells, tastes Mirrors- reflection	Science	Reactions – potions – bicarbonate of soda, awe and wonder to encourage language Light/dark – torches/shadows/mirrors – making shadow puppets, lightboxes
	English	Pre-writing skills – mirror patterns Matching photo to name Recognising, writing, typing name Recognising, write family member names Favourite authors – can children select a favourite story? Order simple familiar narrative Favourite character	English	Spells – link to rhyming and alliteration Acting out familiar story using props Repeated refrains Sensory story for Jack and the Beanstalk Rhyming words in story – hat, cat, dog, bog – simple CVCs Initial sound in story words Paint brush magic writing – mark making opportunities
Enhancing the Environment	Role Play: Home Area Construction: Wooden Blocks, bricks, straw, sticks Small World – Dolls' House with mini me characters with children's photos laminated/family pictures		Role Play: Potions lab – wands, cloaks, cauldrons, containers, coloured liquids Sand/Water – gloop, slime, magnets in sand, colour changing water Investigation Station – magnetic wands to move objects	

Enhancing the Environment	<p>Role Play: Home Area Construction: Wooden Blocks, bricks, straw, sticks Small World – Dolls' House with mini me characters with children's photos laminated/family pictures Expressive Arts: Self-portraits- using different media and ICT – enhancing photos, junk modelling homes, music to express different emotions Malleable – introducing finger gym and making playdough together into our routine, creating people, faces in frames, handprints, footprints Sand/water – emotion stones, natural materials to create faces, dolls to wash/clean Investigation Station: Touchy feely frames and sensory objects</p>	<p>Role Play: Potions lab – wands, cloaks, cauldrons, containers, coloured liquids Sand/Water – gloop, slime, magnets in sand, colour changing water Investigation Station – magnetic wands to move objects Small World – Room on the Broom story spoons, pine cones, story prompts, puppet theatre show Construction – Duplo beanstalks, tallest/shortest, more/less, Malleable – orange pumpkin spice playdough, link to senses, 5 frames in area to encourage 1:1 correspondence and counting Expressive Arts: symmetry bats, collage material with story character pictures to use to create own storyscapes, green spaghetti sensory tuff tray</p>
Communication and Interaction: Attention Autism	<p>Bucket Time: Stage 1 Personalised SLT Targets</p>	<p>Bucket Time: Stage 2 Personalised SLT Targets</p>
Social/Emotional Early Play Skills	<p>Developing and building relationships Classroom rules Being a kind friend Adult led play skills: Doll dressing Mr Potato Head making faces Clothes peg line Building towers 'waiting time'</p>	<p>Turn taking Sharing How to say 'no' Adult led play skills: Dough disco Potion making – water play Role play modelling – dress up (using self-care skills) room on the broom Outdoor parachute games - turn taking</p>

Short Term Planning

Weekly/fortnightly planning focuses on the core learning needs of individual pupils, with teachers taking each pupil's MAPP target in this area as the basis for creating lesson learning intentions. Pupils are observed throughout the week to consider how effectively they are progressing with their targets and assessed using our 1-10 scale in the areas of prompting, fluency, generalization, maintenance which inform our next target setting and therefore, curriculum plans.

Assessment

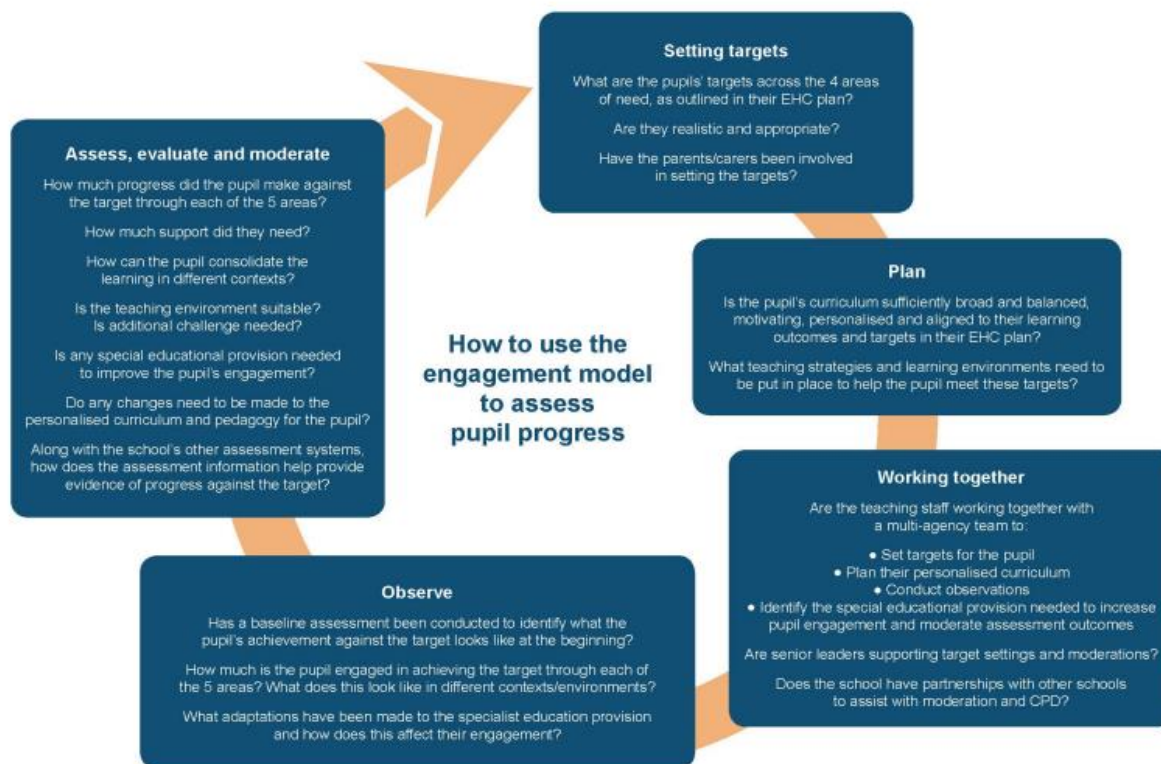
Engagement Model

The assessment tool we use in Swans class in the Engagement Model (DfE/STA statutory assessment) which is for pupils working below the standard of national curriculum tests. Pupils are assessed formatively across the year and summative assessments are made at the end of the school year. The Pre-Key Stage Standards for KS1 and 2 in English and Mathematics are used to assess any pupils who are achieving beyond the Engagement Model but not yet developmentally reaching key stage standards and ready for KS2 tests. This is a pupil-centred approach which allows teachers to make valuable assessments of children to identify areas they need further support in, as well as identifying areas of strength. The Engagement Model values all sources of knowledge and information provided by those working with our children including school staff, multi-agency professionals and parents/carers. It recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress.

The Engagement Model looks specifically at how students engage with their learning in five different areas:

- **Initiation:** building independence
- **Persistence:** determination to succeed
- **Exploration:** showing curiosity
- **Anticipation:** prediction of events
- **Realisation:** light bulb moments

In our Swans class children work on a bespoke curriculum, designed to meet their diverse needs. The Engagement Model focuses on children's abilities rather than disabilities. Regular observations conducted by staff who know the children well help establish progress across the five areas taking into consideration children's linear and lateral progress, the consolidation and maintenance of their knowledge, skills and concepts and their uniqueness as a learner.



MAPP Targets

We use the children's long-term targets from their EHCP as the basis for our planning, support plans creating a personalized curriculum to meet their specific needs. Assessment is primarily focused against these EHCP outcomes. However, these targets need to be broken down into manageable, small-step targets and this is done through MAPP targets which are reviewed weekly/fortnightly. Progress is then measured against 4 outcomes: Prompting, Fluency, Maintenance and Generalisation on a scale of 1-10. MAPP targets are broken down into small Progress in Provision (PiP) steps which help in assessing progress. PiP targets are then used within daily planning. The language of the 5 areas of the Engagement Model is incorporated into MAPP and PiP target setting and assessment processes.

MAPP Target:										
	1	2	3	4	5	6	7	8	9	10
*Prompting	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
*Fluency	PIP targets									
*Maintenance										
*Generalisation										

Routes for Learning

For those children with profound and multiple learning difficulties we use 'Routes for Learning' materials to focus on learners' early cognitive development, their communication and social interaction skills and their interaction with the environment.

Routes for Learning Routemap

