

Kingsbury Academy Curriculum Overview



Our Vision

Kingsbury Academy believes in creating a safe, respectful, and aspirational school community, where children and staff feel a sense of belonging. We teach, inspire and care for all our children to enable them to become respectful, resilient, and happy citizens who are able to reach their full potential.

measured through the quality of our

Leadership and
management

Quality of education

Behaviours and attitudes

Personal development

Early Years
provision

built upon

a broad, balanced, relevant and challenging
curriculum

effective assessment of learning which challenges
pupils to move on to new learning in a timely way

pedagogy which expertly meets the needs of
pupils with special educational needs

Kingsbury Academy Values and Beliefs

Respectful

Safe

Aspirational

Belonging

Kingsbury Academy Curriculum

Our aims

At Kingsbury Academy, pupils experience and engaging purpose led curriculum aimed to provoke curiosity through a high challenge, low threat approach. The curriculum underpins our vision statement 'to provide exceptional educational and developmental opportunities which meet learner's individual needs and enables them to be the best that they can be'. Our curriculum is evolving as the needs of our learners change and we are dedicated to delivering inspirational learning experience.

At Kingsbury Academy we have developed an ambitious and meaningful curriculum that ensures our pupils are able to engage in broad and rich experiences. It is designed to be appropriate for their individual needs and to prepare them academically, socially, and emotionally for their next stage in education and wider life. Running throughout our curriculum are opportunities to embed our golden threads of learning and development – communication and interaction, early maths and English, self-help, physical and personal development, and independence. It is appropriately paced to allow learners to react, respond, assimilate, and generalise their learning.

This curriculum model supports effective connections across skills and subject boundaries. It creates meaningful opportunities to emphasise key elements of learning and development, so they are ready to learn and reach their full potential as they move through the pathway to each new stage of their school life and to be well prepared for their life beyond school. Implicit in our planning is a focus on communication, independence, life and social skills and a capacity for critical thinking which supports our learners to live safe, healthy, and fulfilling lives and make a positive contribution to society.

Our curriculum meets the holistic needs of each child. Our unique curriculum recognises individual talents and personalities which encourages all to flourish and enables us to celebrate learner's achievements. The four areas of each learner's Education and Health Care Plan form the basis of priorities for provision. Cognition and Learning are addressed through one of the two Pathways (Semi Formal or Formal), underpinned by the other three areas of Communication and Interaction, Sensory and Physical and Wellbeing and Social, Emotional and Mental Health. These three areas are non-pathway specific and are highly personalised.

Our School

Kingsbury Academy is a primary Special School for pupils with a range of learning difficulties. These may include:

- Severe Learning Difficulties (SLD)
- Moderate Learning Difficulties (MLD)
- Autism Spectrum Conditions (Disorders) (ASD)

Some pupils may have additional difficulties due to Sensory Impairments (VI/HI) Kingsbury Academy is made up of three stages of learning:

Early Years Foundation Stage – for Reception pupils aged between 4 and 5 years

Key Stage 1 – for Year 1 and Year 2 pupils who are aged between 5 and 7 years

Key Stage 2 – for Year 3,4,5 and 6 pupils who are aged between 7 and 11 years



Kingsbury Academy Curriculum Intent

Our curriculum aims to prepare our learners for life after Kingsbury Academy by offering functional and personal learning to enable them to hold a positive place in their community. The curriculum is designed to develop skills which support independence, social, emotional and physical wellbeing and encompasses communication development. We know that our learners come to us with different challenges yet our core responsibility to them all is too; deminish learning barriers, increase knowledge, teach positive behaviour, enhance skills and understanding, build self-esteem, confidence and resilience.

EYFS

Learning starts at the beginning of the individual's journey at Kingsbury Academy and aims for the highest level of independence possible. High-quality early years education, with a strong focus on communication

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- Successful learners, early readers and independent and flexible thinkers who can practice skills in a range of contexts and settings, providing opportunities to generalise skills with fluency and accuracy
- Develop key skills of social interaction through shared attention and the identification of self and voice, enable choice making relevant to their future lives
- Equips learners to live safe, healthy, and happy lives.
- Develop key skills of emotional regulation to manage the challenges of life beyond Kingsbury Academy
- Develop key skills of independence. Enhance their overall health and wellbeing. Learners are supported to understand their feelings and their behaviours

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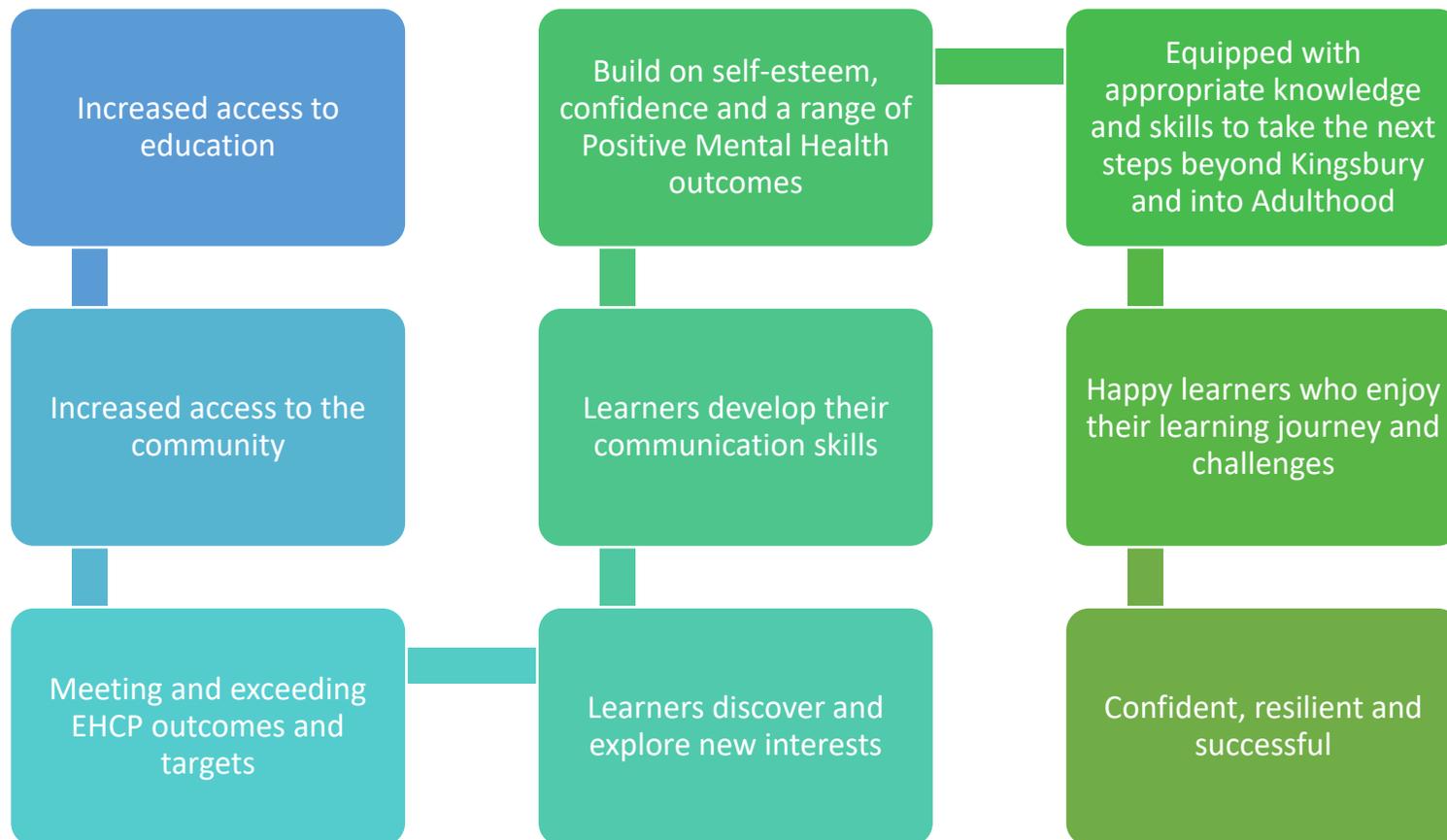
- Differentiated National Curriculum offering a broad and balanced approach which identifies and meets the need of our learner's. The curriculum is effective in enabling learners to apply skills and knowledge gained in Literacy, Numeracy, Science, and other curriculum areas in a purposeful and concrete way. Developing a capacity for critical thinking to support our learners to have an active role in the world
- Confident communicators who can engage effectively with others and technology to fully participate in society
- Confident individuals and responsible citizens who can navigate the world safely and live healthy and fulfilling lives.
- Prepares the learners for life in modern Britain and promotes British values
- Learners can identify and manage feelings and emotions. Enable learners to utilise their independent skills to develop self-reliance and confidence in their own abilities.

Implementation

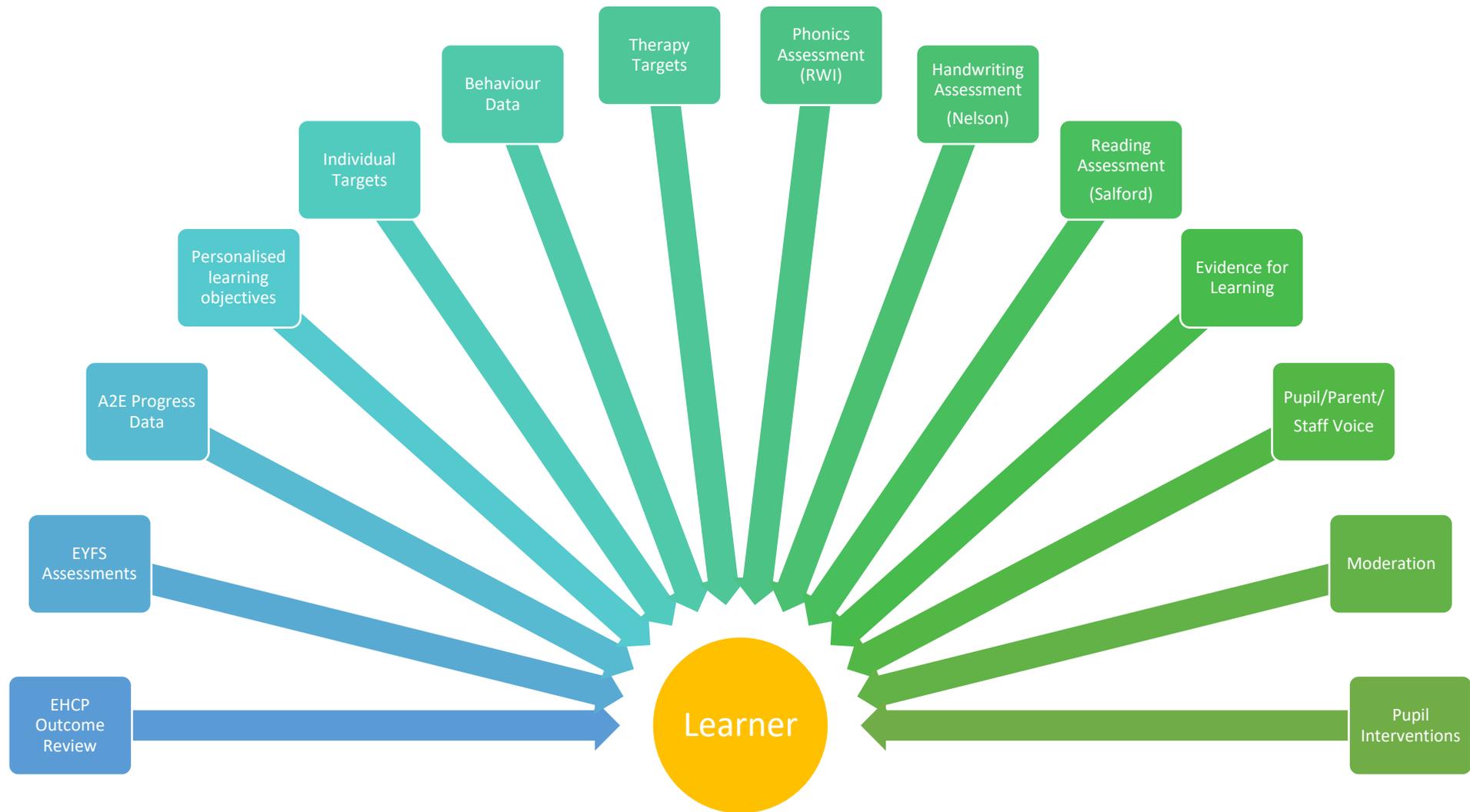
- Learners are exposed to quality experiences and lessons with a large element of choice and need for independent thinking. They work collaboratively and we recognise their individuality and uniqueness.
- Teachers have good knowledge of the subject(s) and the curriculum pathway they teach and extend learning beyond the classroom with contextualised trips by exploring the local community and residential outings.
- Curriculum exemplars created ensure coverage, high expectations and progression of key learning skills across the pathway and key stage.
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge
- Whole school communication strategies are implemented within the classroom and are appropriate to each individual learner
- Our staff know our learners well and use assessments and observations to assess their understanding and identify any misconceptions, barriers, or gaps in their learning. In doing so, they respond and adapt their teaching as necessary
- We celebrate small and big steps of achievement and provide personalised feedback from staff to identify next steps in their learning and development.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly moderation. This informs our CPD cycle, and we value sharing good practice and planning.
- Our curriculum is underpinned by Positive Behaviour Approaches and celebrates the progress made by the learners on their journeys.
- We work closely with a range of professionals, e.g., SALT, OT, behavioural support, school nurses, VI and HI specialists. Together we ensure our learners educational, medical, emotional, and physical needs are met throughout the curriculum.
- We have strong relationships with parents and carers which supports learners' outcomes at home and school.

Impact

The curriculum is monitored and evaluated to ensure that it is effective, through a rigorous quality assurance process and that there are aspirational and quality outcomes. Through this we know what impact our curriculum is having on our learner's knowledge and understanding. Learners leave Kingsbury Academy confident and resilient, able to make informed choices and able to respond to challenges. Learners are prepared for their next step into adulthood and their educational journey.



We use a 'basket of indicators' to capture and triangulate the full picture of pupil progress. The range of measures and assessments include:





Our vision and values are at the core of everything we do. They underpin our teaching and learning and are upheld by every member of the school community.

Our Vision

Kingsbury Academy believes in creating a safe, respectful, and aspirational school community, where children and staff feel a sense of belonging. We teach, inspire and care for all our children to enable them to become respectful, resilient, and happy citizens who are able to reach their full potential.

At Kingsbury Academy, our values are at the heart of everything we do. They are the golden thread of our school that show who we are, what we believe and what is important to everyone in our Kingsbury Academy family.

Our Values

Respectful:

Being respectful is at the centre of every action, by everyone, at all times.

Respecting pupils by not talking over them and ensuring all adult conversation is about supporting learning of the pupils
Respect and value each person's individuality, differences, and beliefs, operating within the school policies and procedures

Be a positive role model for our pupils and our school

Valuing each other and seeking solutions to any problems positively and professionally

Taking care of and pride in our environment, equipment and resources.

Safe:

Being alert and keeping our pupils and staff safe from harm.

Ensuring all staff are trained to recognise signs of abuse and know who to report them to.

Ensuring our curriculum teaches children how to keep themselves safe and to recognise dangers and hazards.

A focus on positive mental and physical wellbeing

Aspirational:

Having high expectations of the progress our children can make.

Staff plan to build upon pupil's skills.

Reaching for the sky!

Developing resilience and perseverance.

Having self confidence and belief in ourselves

Provide a wide range of personalised appropriate learning experiences, which are both exciting and challenging.

Help pupils/students acquire the knowledge, skills, and confidence, which enable them to lead as full, interesting and independent lives as possible.

Develop pupils'/students' personal responsibility and encouraging decision making and choice, communicating through whatever means appropriate

Belonging:

Accepted, respected, and included

Positive relationships and friendships

Shared understanding, values, and approaches

A welcoming environment for everyone

Curriculum Overview

Curriculum Pathways at Kingsbury Academy

EYFS Areas						
Communication and Language	Literacy	Mathematics	Personal, Social and Emotional Development	Understanding of the World	Expressive Arts and Design	Physical Development
Semi-Formal Pathway			Formal Pathway/National Curriculum Area			
My Communication and Interaction	My Independence	Literacy Art Music Computing				
My Learning		Literacy Numeracy DT Science				
Myself and My Body		Science PSHE/RHE P.E. R.E.				
My Creativity		Music Art Language				
My World		Science DT Geography History R.E. PSHE/RHE				

EYFS

A flexible curriculum based on the Early Years Foundation Stage Principles of child-initiated learning augmented by personalised programmes of study of therapy which are responsive to individual need and learning style. In early years our priority is that our learners settle into their new environment, foster positive relationships and familiarise themselves with daily routines so that they are healthy and happy. Our EYFS class base their approach on the revised EYFS curriculum and Development Matters. EHCP outcomes and therapy targets are holistically woven into a child's personalised learning experience. Children are provided a structured and stimulating curriculum in a caring and secure environment where they can feel safe to explore, investigate and learn through first-hand experiences

The revised EYFS curriculum is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates

Three characteristics of effective learning are identified:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The curriculum is organised into three 'prime areas' of learning and development and four 'specific' areas:

The '**Prime**' areas are;

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

The '**Specific**' areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Teaching and Learning: EYFS

At Kingsbury Academy the children are supported in all their learning by experienced staff who provide activities that build upon the children's experience and interests. Our curriculum planning allows the child to take part in both child initiated and adult led learning activities which are evaluated and used to inform our future planning. We use both the indoor and outdoor environments to provide opportunities for exploring and for the children to be actively involved in their learning. They are encouraged to make their own discoveries and communicate their ideas. We recognise that opportunities for learning occur spontaneously and so these are encouraged and embraced. Structure and routine are built into the day so that the children begin to understand what is expected of them and consistent approaches supported by visual cues are used so that anticipation of routines and activities is developed. Additionally, children are supported to communicate through the provision of a variety of different communication aids according to their individual need. Opportunities to practice and develop communication skills are planned into the day including sessions such as snack time and play times. The children are given regular opportunities to make choices and show preferences. The children are supported to interact and build relationships with those around them through planned activities and experiences. Each child, their thoughts and their interactions are valued, and they are encouraged to have confidence in themselves, and in their own ability and worth. It is recognised that each child is an individual who will develop in different ways at varying rates. In the EYFS at Kingsbury Academy we lay the foundations for each individual child to build on as they progress through their learning journey.

These characteristics of effective learning continue to be central to the Kingsbury Academy curriculum paths when pupils move on from EYFS.

The EYFS curriculum is supported by a wide range of enrichment activities including off site visits, assemblies, and celebrations.

Semi-Formal Curriculum: (PR1-A2E Band 2)

Our emerging learners all have a diagnosis of a range of complex learning needs and need to continue to develop skills that are beneficial to our learners.

It strives to continue to develop:

- **Communication**
- **Social Interaction**
- **Flexibility of thought**
- **Sensory Processing**
- **Self-regulation**
- **Early Learning Skills**

We aim for the curriculum in this pathway to be engaging and meaningful to provide relevant and challenging goals that enable our pupils to gain the skills they need to be as independent in their learning as possible.

It is a curriculum for pupils who learn best when learning is related to their own experiences. Some pupils may learn through structured play whilst other will learn more effectively through functional activities and thematic-based approaches. Many pupils in this group need to generalise skills and learn how to solve problems. The curriculum thematic content allows pupils to access personalised curriculum, structured around their learning styles.

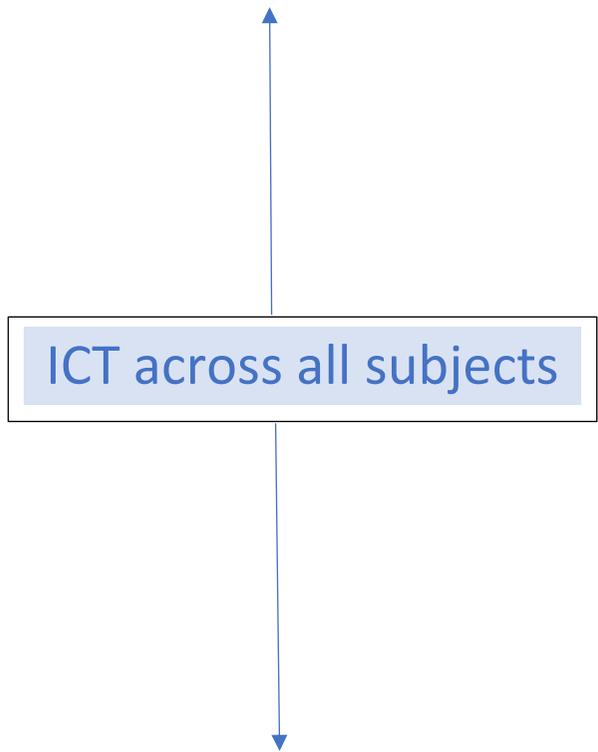
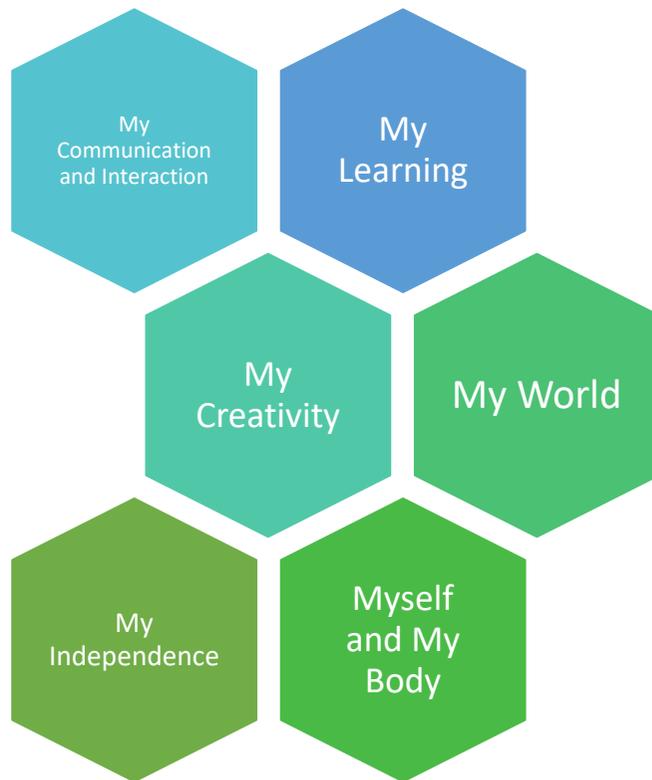
How does the Semi-formal Curriculum run through the school?

A developmental perspective informs the curriculum at Kingsbury Academy, where the starting point is each individual learner. The curriculum areas within our Semi-formal Curriculum, therefore, address the priority areas relating to the development of our learners: communication, cognition, self-care, and independence. The curriculum at Kingsbury Academy is also cross-curricular. Through a rolling plan of half-termly themes, learners experience varied contexts for learning, and encounter each of the foundation subjects within the UK National Curriculum. However, the definitive feature of our semi-formal curriculum is its own alternative curriculum areas, addressing the priority needs of our population. This handbook details each curriculum area, within the school's semi-formal curriculum and the different strands within them, to support teacher planning.

Our Curriculum Areas

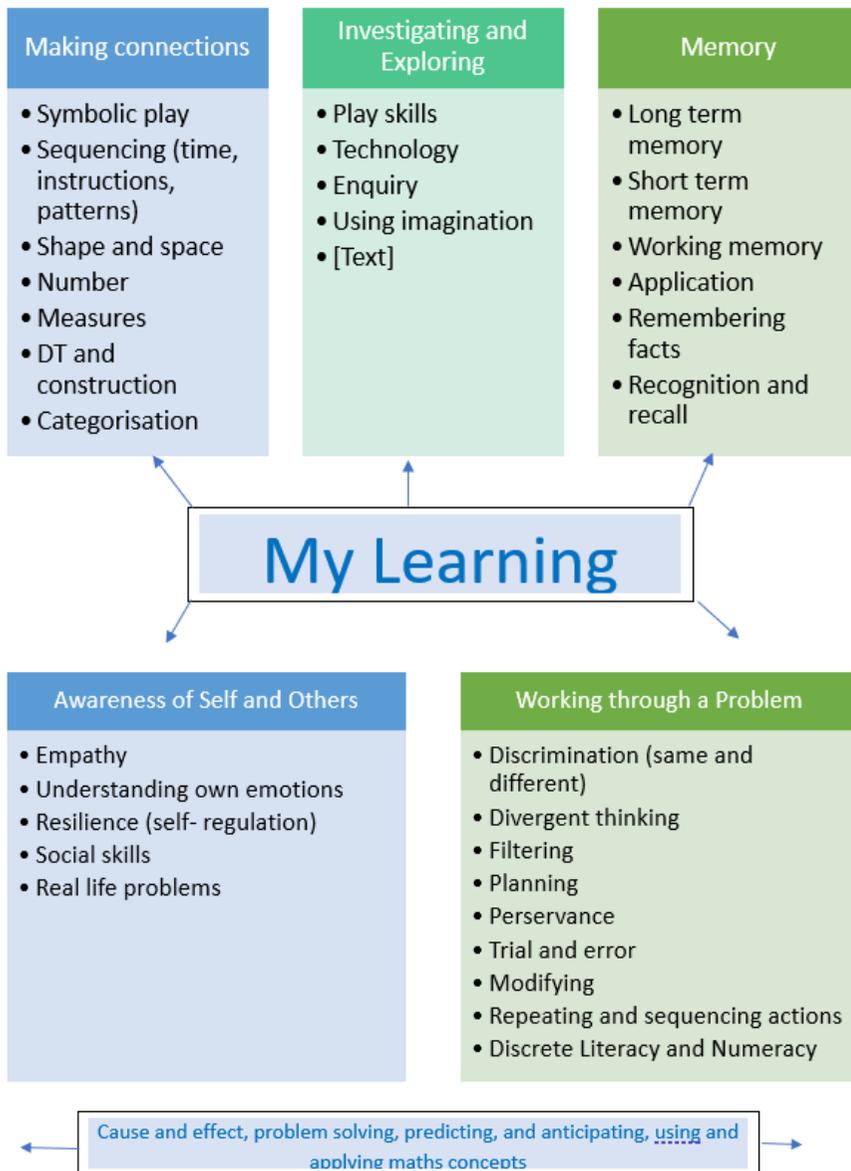
Our Semi-Formal curriculum has its own curriculum areas, which are different to the subjects on the UK National Curriculum: My Communication and Interaction; My Learning; My Creativity; My World; My Independence; My Wellbeing. There are overlaps between our semi-formal curriculum areas and subjects on the UK National Curriculum. However, our semi-formal curriculum areas are designed to offer something totally distinct, to directly address learning need, rather than an adaptation of the national curriculum in any form. It is as response to the

small amount of available research into severe learning difficulties and our own reflections on teaching children and young people with additional needs. In a similar fashion to subjects on the UK National Curriculum, we have identified the component "strands" which make up each curriculum area. This is to give each curriculum area fuller definition, and to support classroom teams to plan, report, and set appropriate developmental learning intentions.





In this curriculum area learners develop their understanding of the people around them. They explore diversity within class and school through areas such as religion and heritage. They also explore the local area and how to access services. The emphasis is on participating in the community e.g., self-advocacy. This area explores global citizenship, as well as rights and responsibilities.



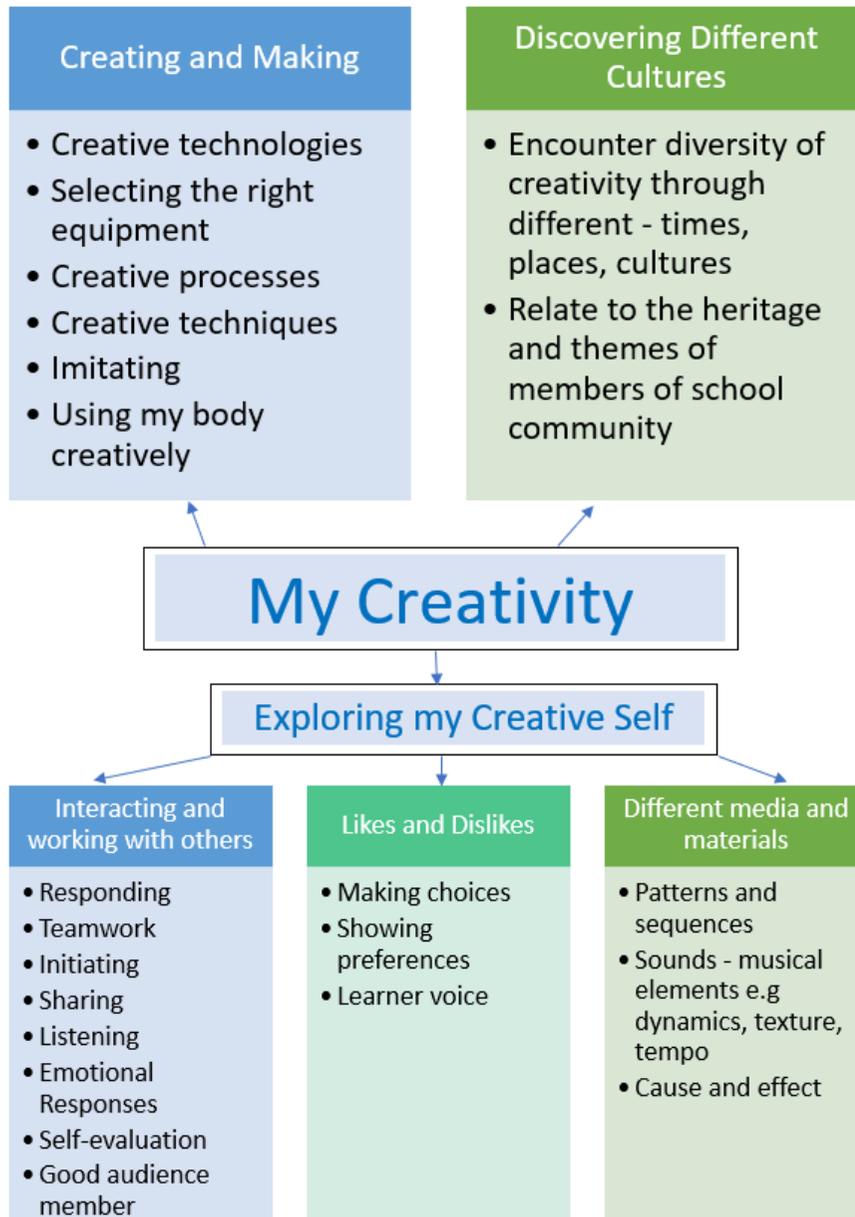
This area develops thinking skills in their broadest sense and includes Literacy and Numeracy. In 'My Thinking', learners encounter situation-based and contextualised problem-solving activities. This area explores patterns and sequences, social and moral dilemmas, language for thinking, pattern, memory, and ways of finding new information.



In this area, pupils develop their expressive and receptive skills through speaking and listening or drama activities. They also work with basic functional literacy for everyday life, such as social signs. In addition, they encounter literacy and inclusive writing activities. Where appropriate; interventions such as Switch on Reading and Writing and Letters and Sounds Phonic approach are used to support the development of core literacy skills.



This area focuses on practical skills and understanding and has a largely scientific dimension, looking at, for example, living things, electricity, and sound. The curriculum area also emphasises effective engagement with technology, including computers, phones, and household appliances



This curriculum area is supported through, music, art, drama etc. to provide a meaningful context for learners to develop, within the priority areas of communication, cognition (thinking) and personal and social development. It creates opportunities for the transference and generalisation of class-based learning.



In this area, learners enhance their overall health and well-being. They also learn about personal care, healthy eating, and safer lifestyle choices. This curriculum area also has a strong emotional and social dimension. Learners are supported to understand their feelings and their behaviours

Themes across the school

Half-termly themes are in place across Key Stages 1-2 to provide a context for learners to engage with the curriculum. The themes add a dimension to all curriculum areas and to connect them. The rolling plan of themes have been written to enable progression and coverage. Learning and progress is through the five areas of the semi-formal curriculum. The rolling plan of topics is about providing varied contexts for learning.



Kingsbury Academy 4-year Curriculum Cycle Starting September 2019

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2019 - 2020	My <u>Community</u>	Fairy Tales – Mythical Creatures	Hot and Cold	Let’s Explore – My Garden	Our Wonderful World	We’re all going on a summer holiday
2020 - 2021	All about me – Where I live	Bake it, cook it, eat it	Life on the Farm	Transport	All about me – Me and my family	Going on a Picnic
2021 - 2022	My <u>Community</u>	Fairy Tales – Mythical Creatures	Hot and Cold	Let’s Explore – My Garden	Our Wonderful World	We’re all going on a summer holiday
2022 - 2023	All about me – Where I live	Bake it, cook it, eat it	Life on the Farm	Transport	All about me – Me and my family	Going on a Picnic

Geography Focus	History Focus	Science Focus
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2019 - 2020	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Semi - Formal	Formal	Semi - Formal	Formal	Semi - Formal	Formal	Semi - Formal	Formal	Semi - Formal	Formal	Semi - Formal	Formal
KS1	Community Helpers	Local Area	Homes and Houses	Castles	The Seasons	North and South Pole	Watch me Grow	Plants, Flowers, Types of Trees	Earth and <u>Beyond</u>	Earth – Splendid Skies	The Sea and Land	Pirates and Explorers
KS2	Make a Splash	Mountains and Rivers	Stories Old and New	Middle Ages	Ice World	Antarctica	Caring for the Environment	Allotments	Water Explorer	The Seas and Oceans	Important People	Vikings and Anglo Saxons
2020 - 2021												
KS1	Life at Kingsbury Academy	Coventry Uncovered	Ready, Steady, Cook	Where does food come from?	All creatures great and small	Paws, Claws, and Whiskers	Travel around the World	Exploring Different Countries	Long Ago	Dinosaurs	Off on your Travels	Seaside
KS2	My Family Tree	Victorians	My Recipes	Different types of food	A bug's life	Classifying Critters	Going on a Journey	Ancient Egypt	People of the World	Mayans	Places of Interest	North America

Geography Focus	History Focus	Science Focus
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2021 - 2022												
KS1	Community Helpers	Local Area	Homes and Houses	Castles	The Seasons	North and South Pole	Watch me Grow	Plants, Flowers, Types of Trees	Earth and <u>Beyond</u>	Earth – Splendid Skies	The Sea and the Land	Pirates and Explorers
KS2	Responding to Change	Natural Disasters – Inc. Volcanoes and Earthquakes	A moment of time	Stone Age through to Ice Age	The Ice World	Arctic	Marvellous Me	All about Me – Stages of Development	Day and Night	Space	Journey to the Past	Anglo Saxons and Scots
2022 - 2023												
KS1	Life at Kingsbury Academy	Coventry Uncovered	Foods of the World	Where does food come from?	All creature great and small	Paws, Claws, and Whiskers	Travel around the World	Exploring Different Countries	Long Ago	Dinosaurs	Off on your Travels	Seaside
KS2	Life in the City	WW1 and WW2	Ready, Steady, Cook	Seasonal Foods	Jungle Explorers and Animals	Predators	Olympics	Ancient Greece	Journey to the Past	Romans	My World	South America

Geography Focus	History Focus	Science Focus
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Pathway 2 Formal (A2E3+/National Curriculum)

This curriculum allows pupils to continue to build on the skills and knowledge gained during their time in Early Years.

Our curriculum is designed to meet by a personalised learning approach based on:

- **Depth**
- **Breadth**
- **Balance**
- **Social and Emotional Development**
- **Sensory and Physical**
- **Skills for Life**

We continue to work on each pupil's communication skills and communication is seen as vital to the development of all other areas of the curriculum.

Pupils have access to the full range of subjects within the National Curriculum including Religious Education. The curriculum also incorporates swimming.

The curriculum is individualised to meet the needs of the pupils, working in a child centred way. Lessons are taught in whole class, small groups and one to one.

Key Stage 1 and 2 Literacy and Numeracy follows a two-yearly cycle of topics which gives pupils access to a full and rich range of experiences and opportunities.

EHCP areas (Physical and Sensory, Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning) are addressed through the areas below.

Literacy

- Reading
- Writing
- Speaking and Listening
- Access to wide and varied high quality texts
- Read, understand, and respond to all types of written texts
- Develop functional communication skills
- Develop vocabulary including sight vocabulary and a range of decoding skills including alternative and augmentative

Numeracy

- Number
- Measurement
- Geometry
- Statistics
- Ratio and proportion
- Knowledge of numbers and understanding the relationships between numbers
- Calculation skills
- Interpreting mathematical information
- Measurement and data analysis
- Money management
- Apply their understanding of patterns and relationships when solving problems in authentic contexts
- Explore enrichment opportunities outside the curriculum to enhance learners' enjoyment and applications of mathematics

Science, History, Geography, Music, Art, DT, Computing, RE

- Ability to organise information
- Describe, analyse, and make sense of the world around them
- Develop skills to analyse scientific text, diagrams, and data and to communicate their own ideas
- Development of self-expression
- Teamwork - The ability to understand and accept the viewpoints of others and to work collaboratively with them to achieve common goals
- Personal responsibility - The ability to see the consequences for your actions and take responsibility for and justify the choices you make
- Social responsibility - The ability to see what's best for society and the world as a whole and to act accordingly

PSHE/RHE

- Explicit and cross-curricular lessons
- Developing skills of co-operative play where skills and values are established such as negotiating, sharing, respecting views
- Understanding of emotional/physical and mental wellbeing
- Understanding of social and cultural relationships
- Understanding of responsible citizenship
- Development of fundamental British values

PE

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Lead healthy, active lives
- Awareness of how exercise is important for a healthy lifestyle and mind
- Work individually and with others
- Engage in cooperative physical activities

Personalised Teaching Strategies

We aim to develop skills in order that our pupils will be able to function as independently as possible and not always rely upon others to organise and direct them. It is therefore essential that we establish and maintain ways of working as early as possible. This enables our pupils to be able to organise themselves (over time) and gives meaning and understanding to their world. To do this, we use:

- Visual timetables
- Separate work areas and individual workstations
- Individual daily schedules with a defined start and finish through transitions cues
- Makaton and PECS, Objects of Reference, Communication in Print
- Visual aids for learners to respond appropriately in terms of understanding.
- Highlighted key vocabulary.
- Programmes of work based on TEACCH learning principles.
- Social stories – to promote understanding and improved behaviour/social skill.
- Sensory stories
- Intensive Interaction
- Motivators and incentives
- Movement programmes
- Read, Write Inc, See and Learn (Literacy), Word Aware (communication) Numicon (mathematics)
- Positive behaviours rewards system
- Workstations
- Work/choice systems

Enriched Curriculum

The school is committed to promoting a healthy lifestyle. To promote independence, socialisation and essential components of fitness, the school provides a range of activities.

- Outdoor gym and trim trail
- Cooking
- Walking – Kingsbury Academy has over 5 acres of private land.
- Gardening in one of our on-site allotments
- Dance
- Forest School
- Bikes
- Music
- Swimming off-site
- Education Visits off-site
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There are opportunities for a residential trip for our Year 6 pupils that includes an overnight stay.

The academy is supported by a range of professionals who help to deliver an effective curriculum to our pupils.

- NHS Speech and Language Therapist
- 1 and ½ days of Speech and Language Therapist
- Coventry School Nursing
- Occupational Therapy Services
- Educational Psychologist Services
- Clinical Psychologist Services
- Dietician Services
- Child and Adolescent Mental Health Service
- Music Therapy
- Sports Coach
- If necessary we are able to call on more specialist advice if a need arises

Assessment



All staff are involved and aware of the need to assess pupils. Systems are in place in the classroom to ensure the gathering of information to inform planning and assessment procedures. Progress and intervention reviews are held during the year and allow teachers to discuss the progress of pupils. Teachers carry out detailed assessments of the pupils at the start of each year. Targets are generated and reviewed termly, and progress is recorded on one of the assessment tools that the Academy uses:

- A2E and Small Steps
- Phonics Test (RWI), Salford Reading Test, Writing Assessment
- EYFS Profile and baseline assessment
- Therapy Targets – SALT, OT and Music
- EHCP Trackers based on Education, Health and Care Plans
- Behaviour Data

Learner's progress and achievements are collated throughout the academic year in learners' workbooks and learning journals. In addition, Evidence for Learning is used where appropriate. Work is annotated to record the achievement of the learner and next steps. Learner's progress is transferred onto the A2E tracker system. SLT lead for progress and outcomes monitor trends and inconsistencies, and interventions are put in place if required. Learners achieving less than

expected progress in the autumn/spring term are placed on intervention plans which are monitored by the lead. Learners within the Early Years phase are assessed on entry (baseline) and at the end of the year according to the EYFS Profiles. The impact of assessment and celebration of achievements leads us to developing proud and confident learners.

Evidence Collection Expectations:

EYFS	Literacy/ Communication and Language	2 pieces per week
	Mathematics	2 pieces per week
	Personal, social and emotional development	1 piece per week
	Expressive arts and design	2 pieces per half term
	Physical Development	2 pieces per half term
	Understanding the World	2 pieces per half term

Semi Formal	My Communication & Interaction	2 pieces per week
	My Learning	2 pieces per week
	My Independence	2 pieces per half term
	Myself and My body	1 piece per week

	My Creativity	2 pieces per half term
	My World	2 pieces per half term
Formal	Maths	2 pieces per week
	English	2 pieces per week
	Art/Music/Drama/DT	2 pieces per half term (different focus each half term)
	PHSE-RHE	1 per week
	History/Geography	2 pieces per half term (different focus each half term)
	Science/Computing	2 pieces per half term (different focus each half term)
Specialist	PE	1 piece of evidence per fortnight per child

For any further information relating to the curriculum please contact: Susannah Roberts: S.Roberts@Kingsbury.thrive.ac

Acknowledgements

Before writing the Kingsbury curriculum, we explored and read from many sources including special schools' curricula. Some of these sources have formed the basis of our curriculum. We would like to acknowledge and thank the following:



Curriculum Progression