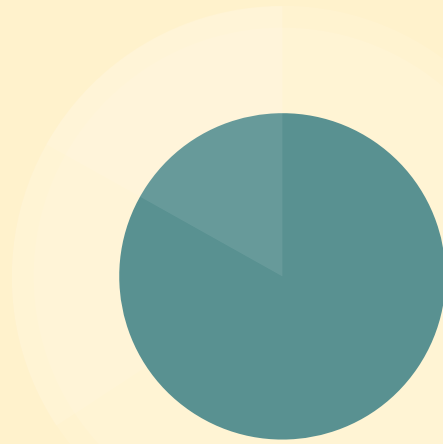




# Standards for pupils at key stages 3 & 4 in the context of 'quality of education

Rachel Barker and Katie Noon  
Dorothy Goodman Special School





# Objectives

- To define the standards for quality in your curriculum.
- To analyse three areas in terms of quality in education.
- To reflect on your own curriculum and how it is purposeful
- To examine how opportunities provided through teaching are purposeful.
- To reflect on outcomes and how they are purposeful in planning for the short term and long term future.



# What does quality education mean?

## **Curriculum**

Exciting, purposeful, meaningful, accessible, age appropriate, engaging, ambitious, considers a sequence,

## **Teaching**

Stage appropriate, consistent, engaging, motivating, aspirational,

## **Assessment**

Robust, purposeful, precise, takes data from a range of sources (qualitative and quantitative), ,



# Quality Curriculum

“**leaders adopt or construct a curriculum that is ambitious...** designed to **give all learners**, particularly the most disadvantaged, the **knowledge and cultural capital they need to succeed** in life... is **coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment...** for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their needs...”

*The education inspection framework - Draft for Consultation, 2019*



# How we shaped our curriculum

Large area special needs school with a range of SEND

Communication barriers

PSD/  
Social support

Physical barriers

Age-Stage appropriate

Aspirations

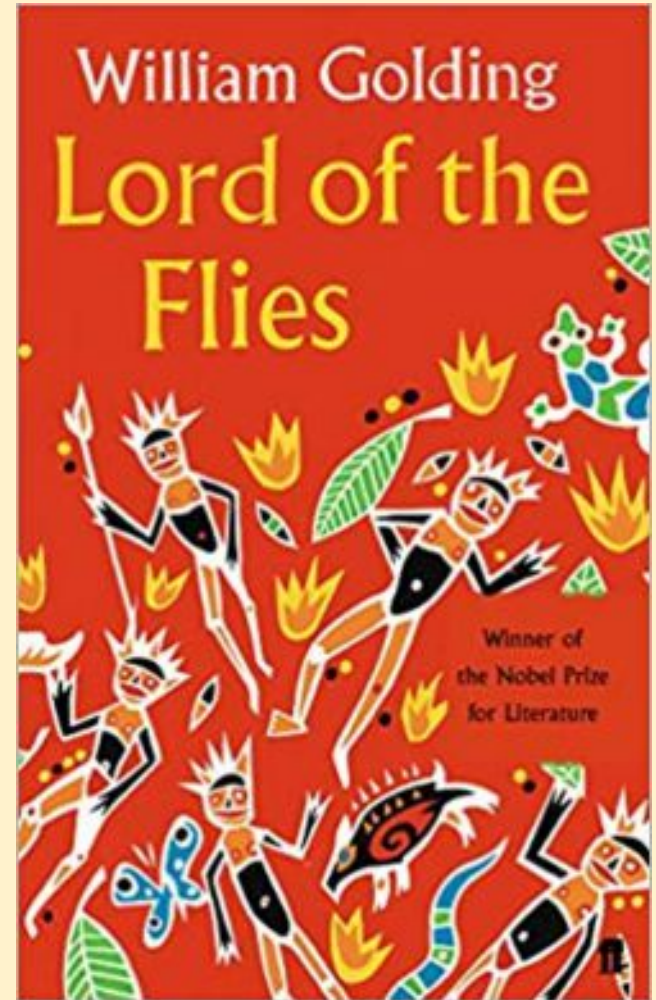
Wellbeing

Access to Work

Embedded skills throughout all subjects monitored and evaluated through robust assessment model

# Lord of the Flies

- Age appropriate
- Offered PSD opportunities
- Opportunities for drama/physical activities
- Some clear sensory stimuli throughout text
- Helpful in considering and teaching resilience



## Individualise

- Pupil A - aged 15
- male
- ASD
- delayed communication and processing
- barriers include lack of understanding of social boundaries

He wants friendship groups, working at entry level 1 (NC level 1) , wants a job, likes using a computer likes being outdoors, loves cars and transport.

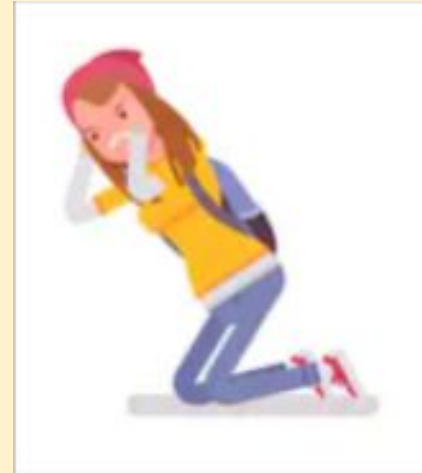




## Individualise

- Pupil B - aged 11
- female, non-verbal
- regressive condition
- epileptic
- sensory processing issues

Can display some behaviour that suggest distress - crying, loud vocalisation etc, needs a total multi-sensory curriculum, important that in the future she feels safe and secure, is around people she knows and trusts and has access to things she likes, parents want her to be happy and healthy for as long as possible,





## Reflect....

- What are the benefits of using *Lord of the Flies* as a vehicle?
- How will the pupils benefit from accessing this aspect of the curriculum?
- What are the benefits of your own curriculum for these pupils, compared with *Lord of the Flies*?



- Engaging text that considers things which are important to him e.g. friendships
  - Gives opportunity to discuss social norms and acceptable behaviour in social situations
  - Chance to consider own strengths
  - Opportunity to practise group work
  - Develop ability to think creatively and question the world/ people's intentions
- Breadth of experiences with wide range of sensory opportunities
  - Opportunities to work with familiar staff
  - Building on outdoor experiences, engaging with spaces such as jungle
  - Opportunities to problems solve and work alongside peers
  - Opportunities to develop communication in different contexts and with new people



# Implementation (teaching, learning and assessment)

“teachers have **good knowledge** of the subject(s) and courses they teach... **Leaders provide effective support** for those teaching outside their main areas of expertise ... **teachers present subject matter clearly**, promoting appropriate discussion about the subject matter being taught... **check learners’ understanding** systematically, identify misconceptions accurately and **provide clear, direct feedback.... respond and adapt their teaching** as necessary... **teaching is designed to help learners to remember...** the content they have been taught and **to integrate new knowledge into larger concepts”**

*The education inspection framework - Draft for Consultation, 2019*



# Implementation (teaching, learning and assessment)

- Planning groups - working from one medium term plan and directed planning sessions
- Streaming in groups and subjects
- Subgroups e.g. NQTs, UPS, LPs, KS
- Modelling and coaching
- Response to staff e.g. more planning time

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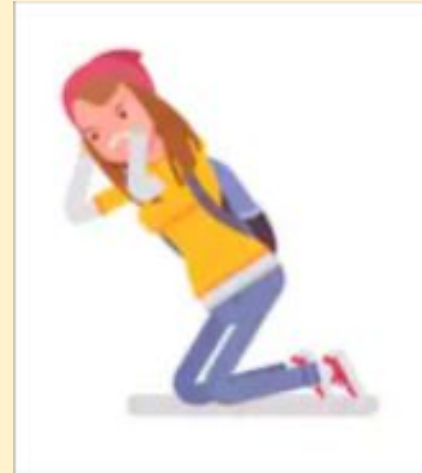
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## Reflect....

Short term planning -

- What activities would you choose for these pupils?
- Why?
- What is the purpose of the activities you have chosen?





- Taking different group roles during drama activities
  - Contributing to discussions/debates about right/wrong choices
  - Taking part in a election for the tribe
  - Making decisions about what rules would be appropriate in different situations.
  - Choosing alternative actions that have better consequences.
- Pupils explore different locations in book as immersive experiences
  - Call and response activities using key quotations from book e.g. resonance board activities
  - Opportunities to communicate more, stop etc built into sensory experiences
  - Experience different movements and sensations related to story
  - Opportunities to practise self care skills linked to key events in the story



## Impact (progress)

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations which meet government expectations, or in the qualifications obtained learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them **to go on to destinations that meet their interests, aspirations and the intention of their course of study**. They read widely and often, with fluency and comprehension.

*The education inspection framework - Draft for Consultation, 2019*

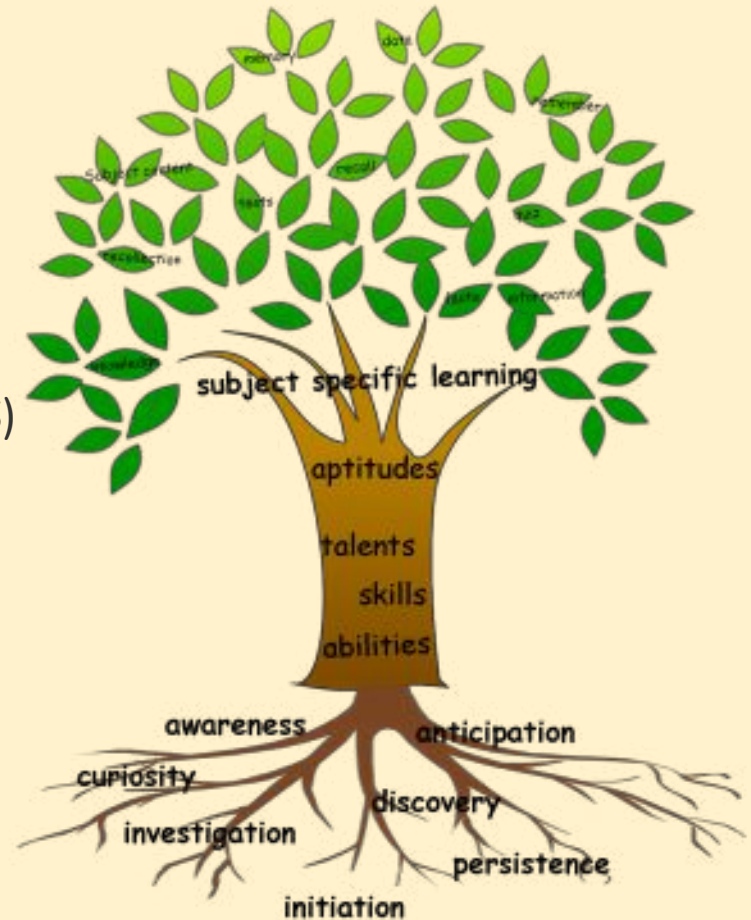


# Impact

- Think about 'outcomes' more broadly:
- For **secondary** schools, this might mean progression and leavers' destination
- Use a range of both qualitative and quantitative data to show how you know pupils are learning.
- Breadth to back up what progress is being shown
- Are pupils aware of what they are learning and their priority learning
- How the wider curriculum framework is supporting teachers to deliver lessons
- *How you use data and how this informs your curriculum design, rather than looking at the data itself*

# What we do/did..

- Created our own assessment tool (TOPS)
- Learning stories linked with wirth EHCP
- Points progress (related to our own school expectations)
- Assess purposeful skills and the roots of learning





# Learning Stories

## The basics

### Beginning

Starting point, what they can not do, what they are working on, what evidence have you got so far.

### Middle

Scaffold given, first attempts, supported learning, different adults.

### End

Consistency in applying the skill, no adult support,



# Points

Introducing - no points allocated

Developing - 1 point allocated

Consolidated - 6 points allocated

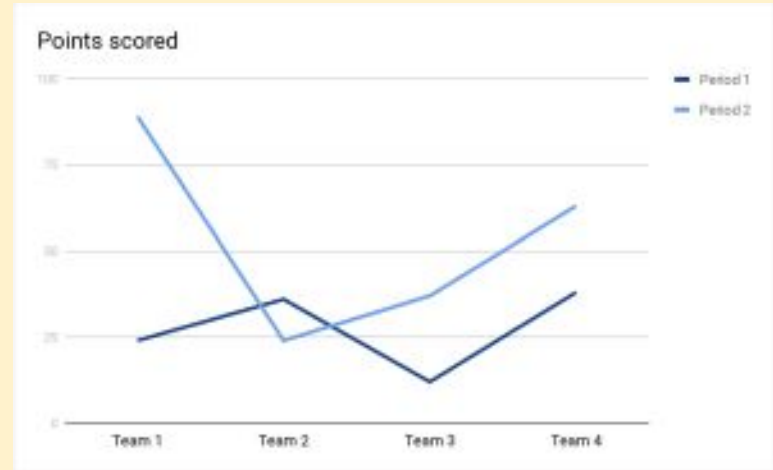
NC 1 - 7 points allocated

NC 2 - 8 points allocated

NC 3 - 9 points allocated

NC 4 - 10 points allocated

NC 5 - 11 points allocated



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## Reflect....


- What outcomes would you set for the term?
- What about individual lessons?
- Are they purposeful?
- How do they link with what the pupils want for their future?



- I can respond to a peer when taking part in drama by staying in character (showing engagement and focus).
- I can be engaged in a debate showing respectful answers.
- I can give reasons for my decisions and explain them clearly to a peer.

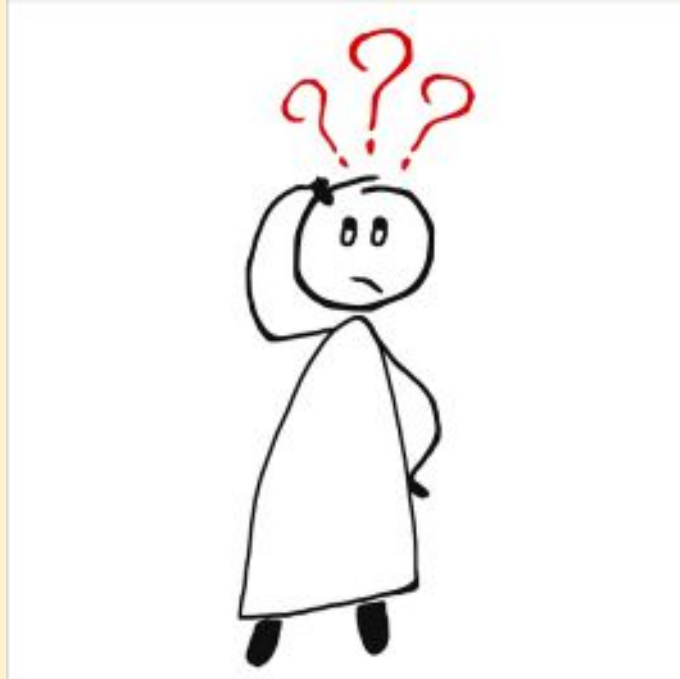


- I can show a preference towards a location (dark and light areas)
- I can respond to a sound by attempting to copy that sound.
- I can respond to a sound made by a familiar adult.
- I can respond to a sound made by an unfamiliar adult.



Interests  
Knowledge Skills  
Engagement  
Assessment  
Curriculum

Any questions?



## School

## Classroom

### Intent

What are you trying to achieve with your school's curriculum?

To what extent have you made the **objectives** of your curriculum clear? Does everybody know them?

To what extent do your objectives align with national policy objectives?

What do teachers think is their objective in teaching this subject/lesson?

- How does this individual lesson fit into the wider curriculum framework and scheme of work?

To what extent does the objective of the teacher align with the school's objectives?

### Implementation

How effectively are your curriculum objectives translated into processes and policies?

- What subjects are you teaching?
- What's the content of those subjects?
- How do those subjects join together?
- Are subjects adequately resourced?

How likely is it that the teaching methods used will deliver the teacher's objectives for that subject/lesson?

### Impact

What is the potential impact of your curriculum objectives on pupils?

- How well prepared are pupils for the next stage of their education/working life?

What is the potential impact of this course of study on pupils?

- How does this lesson further pupils' learning?