



JWS Curriculum and Assessment

We see education as a joint experience at John Watson School (JWS) as depicted by our logo with the hands representing:

- The learner
- The parents/family/carers
- The school/professionals

The learning journey at JWS begins with the three partners meeting at the EHCP review (between April and May) to discuss and plan for each individual's needs and aspirations and agree on their learning plan for the year ahead.

The Individual Learning Plan is monitored regularly and reviewed annually. We recognise that children learn in different ways, at their own pace so we aim to ensure that their individual approach to learning and their aspirations remain the focus for us all.

Each pupil's Individual Learning Plan is created from their EHCP and their targets are jointly drawn up under the following headings;

COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL EMOTIONAL, MENTAL HEALTH AND INDEPENDENCE	PHYSICAL AND SENSORY	HEALTH
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Our **INTENT** for all learners is as follows:

For every pupil to be **safe** and actively involved in **learning**, in order to develop **independence**, through **communication** and **engagement**, enabling them to thrive in today's society and fully participate in the local communities in which they live.

Our Intentions for our learners and our Individual approach is implemented through our Core Principles **SLICE** which underpins everything we do at John Watson School:

Safety	Learning	Independence	Communication	Engagement
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We **IMPLEMENT** the curriculum ensuring their individual plans clearly identify a sequence of learning which is supported through a broad and balanced curriculum.

Every learner is motivated by different things and we employ 5 approaches to ensure their individual characteristics of effective learning are planned for:

- **Early Years Approach** - Learning through play
- **Fundamental Approach** - Sensory based learning
- **Enhanced Approach** - Semi Formal a mix of Sensory and Formal teaching
- **Formal Approach** - More Formal teaching mixed with the enhanced approach
- **Life Skills Approach** - Life Skills and preparation for adulthood with real-life experiences

We measure the **IMPACT** by assessing the progress our pupils make, based on their Individual Learning Plans and plot their progress throughout our curriculum.

Our Curriculum is based around the areas in the EHCP to further enable us to meet each individual's needs.

EHCP Areas	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL EMOTIONAL, MENTAL HEALTH AND INDEPENDENCE	PHYSICAL AND SENSORY	HEALTH
Curriculum	Communication/Interaction through signing, symbols, Music and computing	Reading Writing Maths Science	PSHE including how this supports the Humanities in a meaningful way RSE	Physical /Sensory including PE and the Arts	Health needs followed through daily planning and individual for all children
Therapist and NHS support	Speech and Language Therapists	Occupational Therapists and Health team	OT and Physios	Physios	Special School Specialist Nurse

You can find more information about each of our EHCP areas on the curriculum tab on the website

Assessment

We monitor and evaluate individuals progress formatively through our observations on a daily basis and summatively after 2 half terms of learning. We record evidence of learning in books and on Individual Learning Plans. We share progress with parents every half term through phone calls home and also at parent evenings. We also discuss all progress annually as part of the EHCP process.