



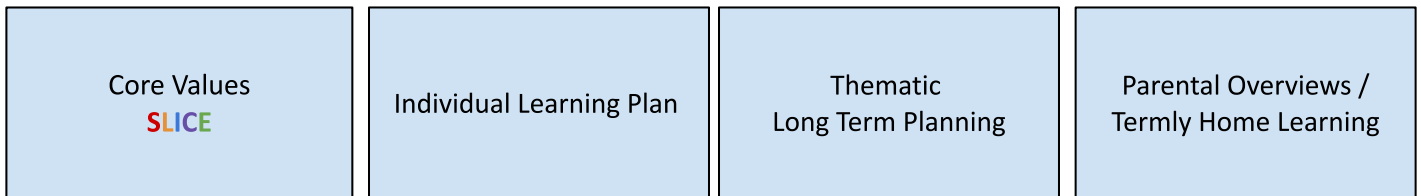
John Watson School Curriculum, Planning & Assessment Framework

Plan - Do - Review Model:

Annual Reviews held at a single point in year and EHCP outcomes reviewed



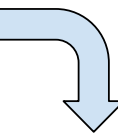
1. Planning



2. Mapping
Use 3 pathways & JWS stages
As shown on ILPs



3. Assessment
RTR
PRR
Observations
Reading Logs



4. ILPs
RAG
3 X evidence per outcome
per phase

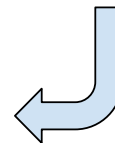
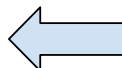
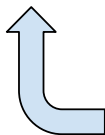


8. Moderation
Frequent moderation, learning
walks & book looks ensures
consistency of approach

7. Plan and Teach
Data informs your planning:
Intent
Implementation
Impact

6. Use Data
Refer to JWS stages to
determine next steps
*New EHCP outcomes
will be taken from our
curriculum

5. Extract Data
EHCP data



Plan - Do - Review Model explained:

★ Planning

When entering the classes, you should see the following in place:

- 2-year rolling long term plan
- Thematic Medium-term plan
- Weekly plan (STP) (optional) - *KS approach*
- Home learning -sent out at the beginning of terms - *KS approach*
- *Phase Running Records*
- *Individual Learning Plans*
- *Responsive Teaching Records in pupil books*

★ Mapping

- Online Individual Learning Plan (ILP) with a baseline starting point (see below)

Communication and Interaction	Cognition and Learning	Social-Emotional Mental Health & Independence	Physical and Sensory	Health
Fundamental Pathway Stage J Stage W Stage S -----	Fundamental Pathway Stage J Stage W Stage S -----	Fundamental Pathway Stage J Stage W Stage S -----	Fundamental Pathway Stage J Stage W Stage S -----	Fundamental Pathway Stage J Stage W Stage S -----
Enhanced Pathway Stage J Stage W Stage S -----	Enhanced Pathway Stage J Stage W Stage S -----	Enhanced Pathway Stage J Stage W Stage S -----	Enhanced Pathway Stage J Stage W Stage S -----	Enhanced Pathway Stage J Stage W Stage S -----
Generalised Pathway Stage J Stage W Stage S	Generalised Pathway Stage J Stage W Stage S	Generalised Pathway Stage J Stage W Stage S	Generalised Pathway Stage J Stage W Stage S	Generalised Pathway Stage J Stage W Stage S

★ Assessment

We are using the following systems to support us with assessment:

- 1x Eng RTR per child per week, kept in individual Green English book
- 1x Maths RTR per child per week kept in individual Blue Maths book
- General Observation sheets - Kept in individual pupil folder
- Reading records - Includes Reading Curriculum, kept in individual pupil folder
- Phase Running Records (PRRs)
- Class Observation Record
- Whole school approach for Intensive Interaction session observations

- ★ ILPs
- ★ Extract EHCP Data
- ★ Use EHCP Data

- Our phases run from:

Phase 1	Phase 2	Phase 3
June - October	November - February	March - May
Annual Reviews are held in April / May <i>*with transition reviews in December</i>		
Data collection for Phase 1:	Data collection for Phase 2:	Data collection for Phase 3:
Two weeks after October half term	Two weeks after February half term	Two weeks after May half term

- Teachers will use all the Assessment Information (as in point 3) to evidence individual Learning Objectives
- ILPs will be updated 3x a year with 3 pieces of evidence per target
- Targets will be RAGed (Red, Amber, Green)
- Extract data from the ILPs. Using the Google Spreadsheet Proforma
- EHCP areas:

Communication and Interaction	Cognition and Learning	Social-Emotional Mental Health and Independence	Physical and Sensory	Health
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★ Plan and Teach - CURRICULUM (Please see tab on the website for all our Curriculum Pathway Documents)

Fundamental

The Fundamental Pathway has been developed with reference to the DFE Engagement model.

- All students on the Fundamental Pathway are also working on their EHCP outcomes as outlined in their ILP.
- We have 3 curriculum documents for this phase, supported by our vision of SLICE.
- We also monitor Fundamental Pathway pupils in line with [The engagement model](#) (DFE).

Enhanced

The Enhanced Pathway has been developed with reference to [National Curriculum \(NC\) Pre Key Stage 1 standards](#).

- All students on the Enhanced and Generalised Pathway are also working on their EHCP outcomes as outlined in their ILP.

Generalised

The Generalised Pathway has been developed with reference to [Pre Key Stage 2 standards](#) and the NC Years 1 and 2.

★ Moderation

1. Select an activity/piece of work to moderate
2. Use individual student targets from their Individual Learning Plan (ILP) this might be NC descriptors or Pre Key stage standards.
3. Based on that judgement select appropriate assessment proforma (Responsive Teaching Record / Communication/Intensive Interaction sheet/photos/video etc.)
4. Complete the context and evidence sections of the assessment pro forma
5. Highlight evidence from curriculum intent. This is found on our: Curriculum Pathway documents
6. Confirm judgement
7. Repeat the process with colleagues to cross moderate judgement
8. Confirm or alter judgement