THE CURRICULUM at Kingsland School



Updated January 2023

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1. Overview of ‘Our Curriculum’ & Curriculum Intent

1.1 Curriculum Objective & Aims

At Kingsland School, our Curriculum Objective is to:-

“offer a broad range of learning experiences and opportunities that allow every pupil to build the confidence, skills and qualities needed to be successful, resilient and life-long learners”.

Our Curriculum Aims are to:-

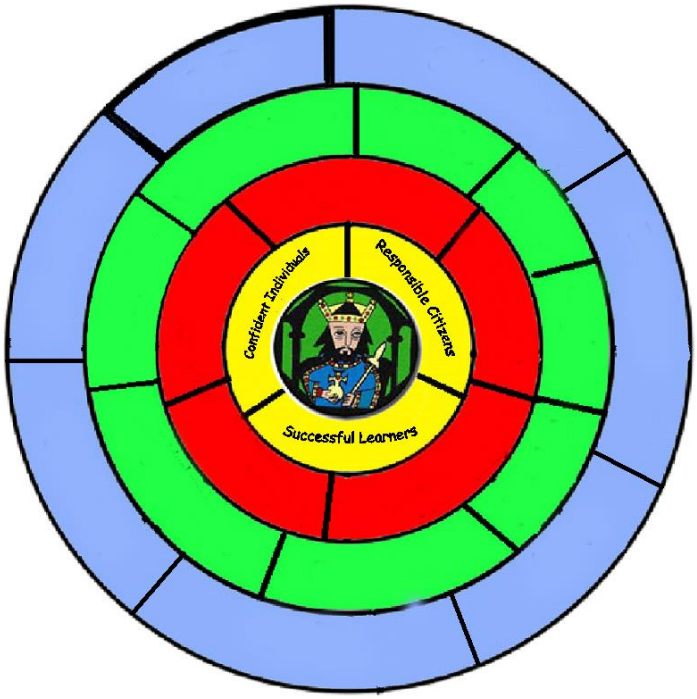
- provide a broad and balanced curriculum that meets the needs of our incredibly varied learners across the school
- build up children’s confidence and motivation to learn through the use of a range of learning and teaching styles
- embed key skills in order to prepare children for real-life and everyday situations
- provide opportunities to apply knowledge and learning in practical ways
- provide a creative approach to planning and delivery that will incorporate and embed the most relevant aspects of the National Curriculum
- provide enrichment opportunities where learning and teaching can take place in a variety of ways both within and beyond the classroom
- develop social skills and encourage children to become more active citizens within the school community and beyond

1.2 Curriculum Drivers

Our curriculum model is underpinned by three main curriculum drivers which link closely to our overarching curriculum objective. We aim for all of our pupils to leave Kingsland as:-

- confident individuals
- responsible citizens
- successful learners

These three drivers are represented in yellow at the core of our curriculum wheel:-

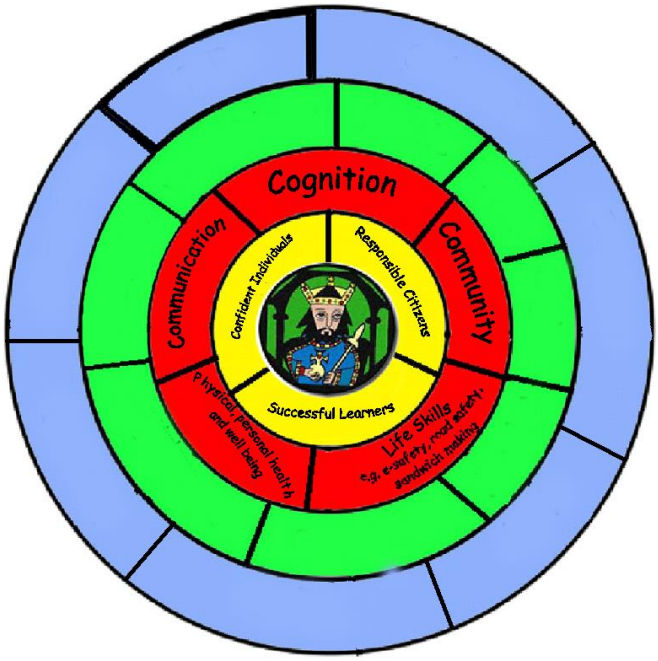


1.3 Curriculum Strands

In order to provide a balanced curriculum & accommodate a creative approach to teaching and learning, five key strands underpin our curriculum model:-

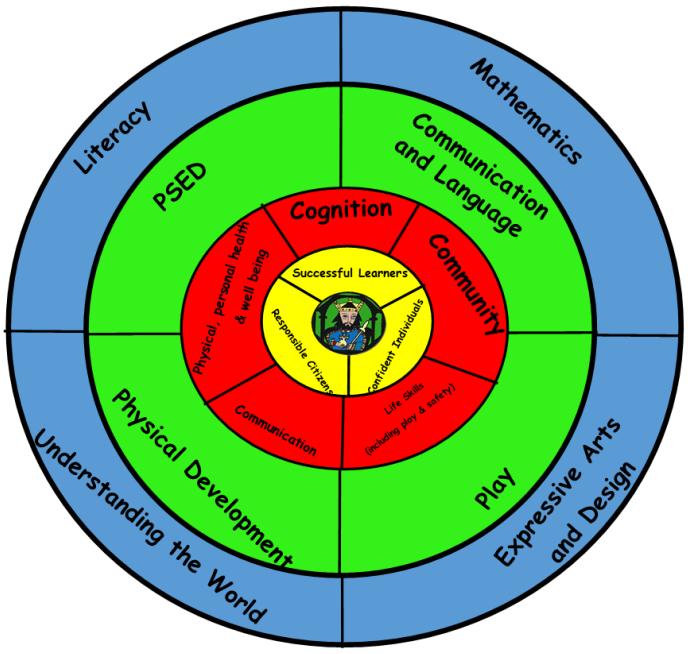
- Communication:- To develop the process of the interchange of thoughts, opinions or information by speech, writing or signs
- Cognition:- To acquire and process knowledge and understanding through: thought, experiences and the senses
- Community:- To feel part of the school and local community in terms of where pupils go, what they do and who they see
- Life Skills:- To develop the required knowledge, skills and attitude that enables pupils to deal effectively with the demands and challenges of everyday life
- Physical, Personal Health & Wellbeing:- To establish a balance of physical, social, emotional, intellectual, spiritual, environmental and occupational well-being

These five key strands are represented in red at the core of our curriculum wheel:-



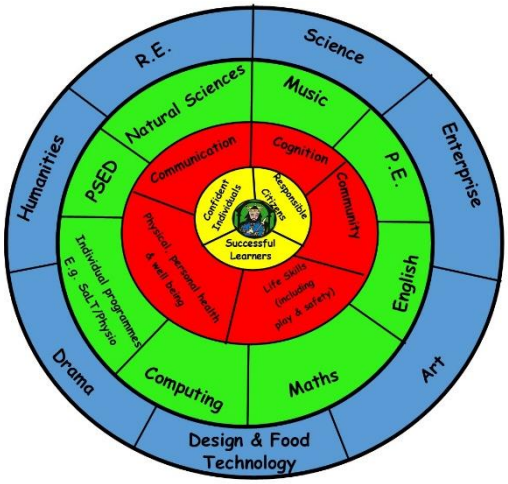
1.4 Curriculum Models

Our ELF curriculum model is represented as follows:-

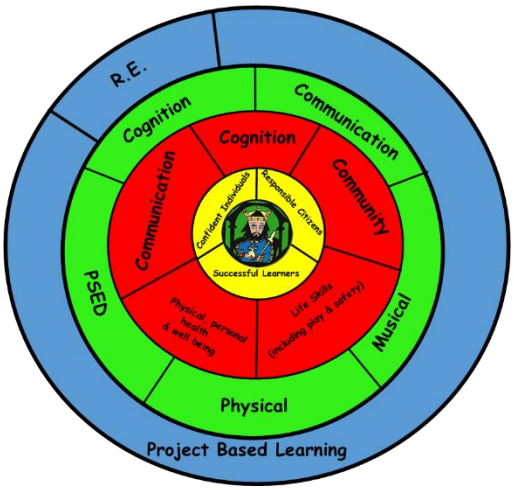


Yellow	Curriculum Drivers
Red	Kingsland School Curriculum
Green	Prime Areas Of Learning
Blue	Specific Areas Of Learning

Alongside our ELF curriculum, there are two main-school curriculum models at Kingsland School – SLD (subject specific) & SCERTS/CLDD (non-subject specific). Within each model, there is a group of curriculum fundamental subjects in green, which we feel are central to curriculum provision for pupils in need of either subject specific or non-subject specific learning. We feel that other subject areas are best delivered to all pupils using a thematic approach as part of Project Based Learning, identified as blue on both curriculum pathways:-



SLD curriculum model



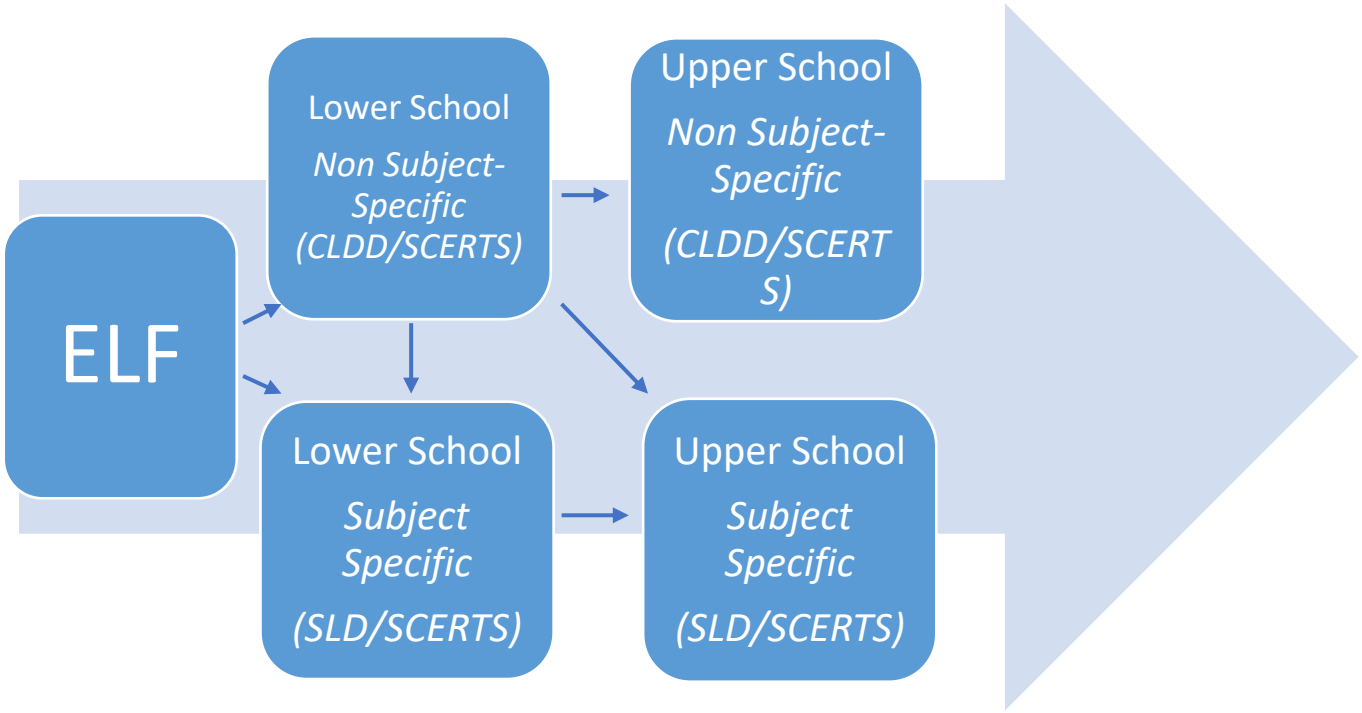
SCERTS & CLDD curriculum model

2. Implementation of the Curriculum

2.1 Curriculum Pathway Model

Beyond our ELF curriculum pathways at Kingsland School, we have three main-school curriculum pathways: SLD (subject-specific), CLDD (non-subject specific) & SCERTS (subject-specific & non-subject specific). Learners on our SCERTS curriculum pathway access the most relevant aspects of the school's subject-specific or non-subject specific curriculum, depending on their learning needs at the time. Within these three other pathways, there are lower and upper school classes.

Our curriculum pathways model is responsive to pupil need. A pupil is able to move between phases (such as lower & upper school) at a (reasonable) time that is most suited to their needs & can change curriculum pathway at any time during their school journey if needed, as illustrated in the diagram below:-



Strands of the ELF curriculum feed into the main-school curriculum pathways, as outlined the diagram below:-

ELF	SLD	SCERTS	CLDD
Communication & Language	English	Literacy & Communication	Communication & Music
Personal, Social & Emotional Development	Personal, Social & Emotional Development	Personal, Social & Emotional Development	Personal, Social & Emotional Development
Physical Development	PE	Physical	Physical
Literacy	English	Literacy & Communication	Communication & Music
Mathematics	Maths	Cognition & Learning	Cognition & Learning
Understanding the World	Natural Sciences Computing RE PBL	Cognition & Learning	Cognition & Learning
Expressive Arts & Design	Music PBL	Literacy & Communication	Communication & Music

2.2 Curriculum Fundamentals

Learners across our curriculum pathways access different subjects classed as Curriculum Fundamental subjects. The exception to this is ELF, where subject areas are described as prime areas of learning

2.2.1 ELF curriculum

Within our ELF curriculum, the following subjects are identified as prime areas of learning:-

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

2.2.2 SLD curriculum

Within our SLD curriculum, the following subjects are identified as Curriculum Fundamentals:-

- English
- Maths
- Natural Sciences (to include Outdoor Learning)
- PSED (to include Play/Life Skills for lower school & Safety/Life Skills for upper school)
- PE
- Computing
- Music

A more detailed breakdown of these subjects, how they are implemented and how their impact is measured, is outlined within the SLD Curriculum Pathway booklet.

2.2.3 SCERTS curriculum

Within our SCERTS curriculum, the following subjects are identified as Curriculum Fundamentals:-

- Literacy and Communication
- Cognition and Learning (including Outdoor Learning)
- Creative Arts
- PSED (including Life Skills, Play & Special Interest)
- Physical

A more detailed breakdown of these subjects, how they are implemented and how their impact is measured, is outlined within the SCERTS Curriculum Pathway booklet.

2.2.4 CLDD curriculum

Within our CLDD curriculum, the following subject areas are identified as Curriculum Fundamentals:-

- Communication
- Cognition (to include Outdoor Learning)
- PSED (to include Play/Life Skills for lower school & Safety/Life Skills for upper school)
- Physical
- Musical

A more detailed breakdown of these subject areas, how they are implemented and how their impact is measured, is outlined within the CLDD Curriculum Pathway booklet.

2.2.5 Other areas fundamental to all curriculum pathways

All SLD upper school classes, and both lower and upper CLDD classes, have a 'class specific' session allocated each week. This is a session in which teachers can cover a subject area or topic that they feel is particularly relevant to their class at the time. Towards the end of the school year, teachers often use these sessions to prepare their year 6 pupils for transition to secondary school.

We also class individual programmes and interventions as fundamental within this curriculum offer. These may include:-

- Speech & Language Therapy programmes – these may include the use of PECs
- Communication Journeys
- Physiotherapy programmes, including Hydrotherapy plans
- Occupational Therapy programmes
- Positive Looking programmes
- Reading records

What are Communication Journeys?

Children are identified as needing a Communication Journey using the following criteria. If they are:

- passive
- have no apparent means of expressive communication
- display behaviour as communication
- have expressive communication that is not functional for social communication and/or emotional regulation
- impacted by medical needs/conditions
- not likely to make progress within general classroom total communication approaches

Members of SMT liaise with teachers to decide which pupils are in need of a Communication Journey. Staff meetings are held to discuss identified pupils, communication targets and communication strategies.

Progress made should be specific and measurable:-

- What strategies is a child using? Where are they using it? How are they using it? Is it spontaneous, independent or prompted?
- Can a child generalise the strategy across different contexts, environments and people?
- If a child is signing – how many signs are they using? Is it spontaneous / modelled?
- If a child is working with objects of reference, how many can they recognise? Do they look at them / reach out? If so which hand? Do they hold gaze?
- If they are choosing, how many are they making a choice from?
- If choosing - is it an object/photo/symbol? How big is the photo/symbol? Colour or black and white? Where is the photo/symbol positioned? How are they choosing (to the left/in front/ one each side of head/ high in the eyeline?)
- If they are using vocabulary is this measurable – for example what words/phrases are they using, how often, where and who with?

Teachers make use of information from other sources, such as from IEPs, regulation support plans and SALT programmes, if this is relevant to a pupil's long-term communication targets.

Teachers are asked to add notes and dates when a pupil has been visited by, or advice has been given by, a member of the SALT team or other relevant colleagues.

A Communication Journey is a rolling document. It is designed to carry on throughout a pupil's time at Kingsland. Teacher are asked not to delete previous information for this reason. It is useful to look back at what has been tried before and what has worked and what has not. New information is always added to end of the journey and is continuous.

Communication Journeys are designed to support the development of appropriate communication methods, aid transition, support parental engagement and consistency. They provide a platform for professionals to work together and provide the best support possible. They are shared with a pupil's entire class team in order to ensure everyone is focused on developing a pupil's communication skills in a consistent way.

Communication Journeys are a working document between both home and school to provide consistency for the pupils, with parents being encouraged to engage with the process on a regular basis throughout the school year.

What is Positive Looking? ***(credit given to Positive Eye for much of this information)***

Positive Looking (developed by the training company *Positive Eye*) is an intervention program involving practical activities to support the development of visual skills. It has been developed to support children with special educational needs who have been diagnosed with a mild to severe visual impairment/cerebral visual impairment. The program is divided into Positive Looking 1 and 2, both of which are used throughout school in all areas of the curriculum; ELF, CLDD, SCERTS and SLD.

Visual motor processes in isolation are not sufficient to enable us to make sense of, move within, and interact with, the world we can see with our eyes. To use vision effectively in everyday life, we use both visual and perceptual skills. How we perceive involves a complex combination and

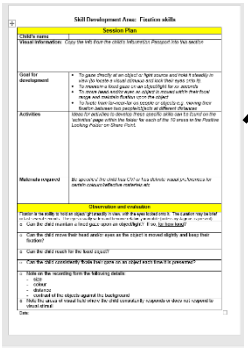
interaction of neuromuscular, neurosensory and proprioceptive feedback from the eyes, other senses and organs. Many children at Kingsland School have a visual impairment that makes it difficult to 'make sense' of what they see with their eyes; Positive Looking supports them in this, helping pupils to strengthen their perceptual abilities (such as identifying an object from a group) and teaching visual skills they may not have acquired through incidental learning.

Positive Looking 1 focuses on optical functioning including:-
Awareness, Attention, Fixation, Focus, Fusion, Tracking, Scanning

Positive Looking 2 goes further by considering skill areas of visual perception including:-
Visual Discrimination, Figure Ground, Visual Closure, Visual Motor, Visual Memory, Mobility and Spatial Awareness

How do we implement Positive Looking at Kingsland Primary School?

Pupils who have been identified as having a visual impairment (by the VI/MSI team) that could be supported by the Positive Looking program have a positive looking plan. The plan could be written by the MSI/VI team (if the child's needs are changing or under investigation and therefore the child is listed on their caseload) or by a class teacher in liaison with the Positive Looking Coordinator and SENCo. The Positive Looking Coordinator, SENCo and VI/MSI team have regular discussions/meetings to review both caseload and whether class teachers need additional support to plan for children with VI needs in their class. Positive Looking 'session' plans outline the child's skill development area (e.g. Positive Looking 1: Fixation), their visual information, goals for development, activities, materials required and an overview and evaluation of the session. The Positive Looking Coordinator can advise teachers on what activities and materials to use for each skill development area.



Example of session plan



Photograph of suggested resource

Fixation: Fixate on specific object before visually directing reaching to pick up

How do we know it is worthwhile?
Pupil progress (progression through the visual skills) will be tracked on the 'Measuring a difference' graph provided by *Positive Eye*. Pupils will be assessed at 'baseline' then as part of each ILP review. However, progress in Positive Looking is not necessarily linear and some children (such as children following the CLDD curriculum working P1 – P3) may work on an early stage of Positive Looking 1 (such as visual awareness) for considerable time. Therefore, progress will also be measured through evaluation of the Positive Looking Plans (these will be collected as part of ILP reviews by the Positive Looking Coordinator (in liaison with SENCo), discussion with class teachers (and in some cases parents) and through evidence in the child's books/class observations/evidence for learning etc.

How do we track progress in reading?

All pupils in school (beyond the ELF pathway) have a reading record. The class teacher can choose the most appropriate format for this, providing the reading targets are clearly documented and progress towards the target is clearly documented.

How does this work within the CLDD pathway?
Reading forms part of pupil ILPs and individual progress in reading is tracked through these documents. Reading is typically embedded within the ILPs for Communication and Cognition in particular, but can also feature within PSED and Physical ILPs where appropriate and when in line with individual pupil EHCP outcomes.

How does this work within the SLD & SCERTS pathways?
Pupils following the SLD and SCERTS curriculum pathways must have a small number of targets specified in an individual reading record. The class teacher can decide on the format of the reading record but it must contain:-

- the current level that the pupil is working at based on information from BQquared, the pupil's reading scheme or the pupil's phase of phonics
- target(s) for comprehension and word reading (including phonics) for pupils working within the BSquared Progression Steps assessment framework
- clear direction regarding activities to be followed
- space for comments, to be completed when an adult hears a pupil read

2.3 Themed Curriculum & Project Based Learning

Within the ELF curriculum pathway, the following subject areas are identified as part of Project Based Learning. Pupils access different aspects of this, depending on their age at the time:

- Literacy
- Maths
- Understanding the World
- Expressive Arts & Design

Teachers across the other three curriculum pathways follow a themed approach when teaching the Project Based Learning strand of the curriculum. Teachers are also able to plan for Curriculum Fundamental subjects with the themed approach in mind, although this is not a specific requirement. RE is included within the Project Based Learning strand of the subject-specific curriculum model, but is taught separately due to it being a statutory subject. Within the SCERTS (non-subject-specific) and CLDD curriculum pathway, teachers incorporate Project Based Learning (including RE) within other sessions, meaning pupils work towards targets from these other curriculum areas during PBL and RE based activities.

Within the subject-specific curriculum, the overview of themes is as follows:-

OVERVIEW OF MAIN THEME PLANNING: Subject Specific Curriculum

	YEAR 1 OF CYCLE (2018-2019)			YEAR 2 OF CYCLE (2019-2020)			YEAR 3 OF CYCLE (2020-2021)		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
Lower School	All About Me	Dinosaurs	Different Environments	Holidays & Transport	Weather	Life Cycles	Recreation and Leisure	The World Around Us	People Who Help Us
Natural Sciences Coverage	Animals including humans	Plants	Living Things & Their Habitats	Plants	Seasonal Changes	Animals including humans	Seasonal Changes	Animals including humans	Plants
PBL Science Coverage	N/A	N/A	Materials	N/A	Light & Sound	N/A	N/A	Everyday Materials	N/A
Upper School	Healthy Me	Famous People	Ancient Egypt	From Farm to Fork	Mission To Mars & Beyond *Keen To Be Green (CLDD)*	Keen To Be Green *Mission To Mars & Beyond (CLDD)*	It's My Life	All Around the World	Eating Out *Ocean Exploration (CLDD)*
Natural Sciences Coverage	Plants	Animals including humans	Living Things & Their Habitats	Seasonal Changes	Living Things & Their Habitats	Plants	Animals including humans	Plants	Seasonal Changes
PBL Science Coverage	N/A	Magnets & Electricity	N/A	States of Matter & Changes	Earth & Space	Everyday Materials	N/A	Light & Sound	States of Matter & Changes

Within the non-subject specific curriculum, the overview of themes is as follows:-

OVERVIEW OF MAIN THEME PLANNING: Non-Subject Specific Curriculum

	YEAR 1 OF CYCLE (2018-2019)			YEAR 2 OF CYCLE (2019-2020)			YEAR 3 OF CYCLE (2020-2021)		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
Lower School	All About Me	Dinosaurs	Different Environments	Holidays & Transport	Weather	Life Cycles	Recreation and Leisure	The World Around Us	People Who Help Us
Natural Sciences Coverage	Animals including humans	Plants	Living Things & Their Habitats	Plants	Seasonal Changes	Animals including humans	Seasonal Changes	Animals including humans	Plants
PBL Science Coverage	N/A	N/A	Materials	N/A	Light & Sound	N/A	N/A	Everyday Materials	N/A
Upper School	Healthy Me	Famous People	Ancient Egypt	From Farm to Fork	Keen To Be Green	Mission To Mars & Beyond	It's My Life	All Around the World	Ocean Exploration
Natural Sciences Coverage	Plants	Animals including humans	Living Things & Their Habitats	Seasonal Changes	Living Things & Their Habitats	Plants	Animals including humans	Plants	Seasonal Changes
PBL Science Coverage	N/A	Magnets & Electricity	N/A	States of Matter & Changes	Earth & Space	Everyday Materials	N/A	Light & Sound	States of Matter & Changes

3. Monitoring the Impact of Our Curriculum

At Kingsland School, gathering information about the impact our different curriculum pathways have on our pupils and their learning is monitored in very specific and meaningful ways, and is carried out using a number of different tools. The impact of the ELF curriculum is monitored in different ways to those detailed in this section (see ELF curriculum pathway booklet for more detailed information). As a school, we feel it is essential that judgements of pupil progress are holistic and made based on all of the available information we have for each pupil.

3.1 Records of pupil progress: files

All pupils have a Pupil Progress File. This file contains key information including:-

- EHC plans
- IEP/ILP reviews
- annual reports
- assessment/progress information
- records of individual pupil interventions & any other records that show progress
- reports from outside agencies/professionals
- records of pupil/parent voice
- annual certificates

All pupils have either a 'My Learning Journey' file (ELF pupils only – see ELF curriculum pathway booklet for more detail) or a 'My School Journey' file. The 'My School Journey' file has two sections – 'Enrichment Activities' & 'Special Achievements'.

Evidence of 'Enrichment Activities' is annotated and can include:-

- Photos of visits
- Off-site experiences such as Forest Schools, theatre trips etc.
- Curriculum enrichment events such as the 'Big Draw' events
- Performances such as the Christmas or end of year performances

Evidence of 'Special Achievements' is annotated and is used to show clear examples of progress a pupil has made over the course of a term. It is important that it is clear where the pupil has moved from and to. Examples include:-

- Pupil 'firsts' e.g. first steps, first words, sitting at the table, pressing a switch
- Special efforts
- Swimming
- Relationships, social interaction etc.
- Positioning
- Subject knowledge related and/or significant jumps in progress
- Star of the Week (special examples only)

- Communication
- Behaviour
- Eating

3.2 Records of pupil work: workbooks / work files

Beyond our ELF curriculum pathway, there are two main ways in which pupil work is collated and assessed – workbooks and work files. We have a school policy for the use of these records, so that all staff are clear about how they should be used and what the purpose of them is.

Pupil workbooks are kept in the following areas for pupils on our SLD & SCERTS pathways:-

- SLD - English (green), Maths (blue), Natural Sciences (yellow), Project Based Learning (pink). Any child accessing reading should also have a reading record
- SCERTS - Literacy & Communication (yellow), Cognition & Learning (blue), PSED (green) and Physical (purple).

Learners on our CLDD curriculum pathway have a work file for Communication (green), Cognition (blue), PSED (yellow) and Physical (Purple).

Each workbook/work file should contain:

- ❖ pupil learning objectives. The number of objectives would vary depending on the child and the subject *(this is not the case with CLDD work files as each work file has a current working copy of a child's ILP which outlines pupil learning objectives in detail)*
- ❖ evidence that shows progress against each objective – the type and amount of evidence required will depend on the nature of the objective. Teachers might keep, for example, evidence of a baseline, a small step of progress and an achievement for a handwriting based objective, but just a summative tick sheet for word or number recognition.
- ❖ a range of dated and annotated pieces of evidence. These might be a piece of work, a photocopied piece of work (for example from a whiteboard), a photograph or a written observation. Annotation should include the pupil learning objective, a comment on the context of the activity and what achievement it demonstrates, an indication of what level of support was given (see marking code) and a brief comment on the next step.
- ❖ Examples of 'incidental learning' that do not directly relate to pupil learning objectives, but that are worthy of noting

Teachers might also keep a folder of work for each child, containing work that does not go into the workbook/work file. This work is generally sent home to parents at the end of the school year.

3.3 Other assessment tools

The school does make use of other frameworks in order to make judgements about pupil progress. These work alongside the systems detailed above, so that judgements are holistic, informed and evidence-based.

3.3.1 Progression Maps

Kingsland School has written its own progression maps for each of its curriculum pathways (except ELF, which is developing a progression map for complex MSI learners who will progress onto the CLDD curriculum pathway). These are all available on the school's website, within each of the curriculum pathway tabs. The CLDD curriculum pathway makes use of the Quest for Learning[1] framework as a progression map within the areas of communication and cognition.

These maps will be a key part of a Deep Dive of either an entire curriculum pathway or a subject area within a curriculum pathway. The maps detail areas of skill and knowledge we expect learners to achieve within developmental categories identified as 'experience & explore', 'embed & recall', 'awareness & application' across all subject areas, based on pupil starting points. The key purpose of these maps is to ensure that we, as a school, have a shared understanding of the principles behind each aspect/area of our curriculum and how we expect pupils to make progress within this. Within the SLD curriculum pathway specifically, they also allow class teachers, curriculum leaders and senior leaders to monitor where pupils are at and where they should be going next.

3.3.2 Engagement Model

As of September 2021, the school is required to assess all pupils not accessing a subject-specific curriculum using the Engagement Model (published by the DfE IN July 2020). This outlines five areas of engagement and is designed in a way that identifies and celebrates progress in different ways for pupils on our SCERTS & CLDD curriculum pathways. Its focus is on promoting the consolidation and maintenance of knowledge, skills and concepts for these pupils. Within the SCERST curriculum pathway, the Engagement Model has been incorporated into existing SCERTS recording and assessment systems.

3.3.3 Quest for Learning

Quest for Learning is a guidance and assessment resource to support staff working with pupils on our CLDD curriculum pathway, providing ideas for and pathways to learning.

Quest for Learning:-

- considers the complex interaction between the sensory impairments, motor disabilities, medical problems and cognitive processing difficulties learners experience
- takes a holistic view of learners by focusing on how they learn and acknowledging their different abilities and achievements
- takes account of learners' preferred sensory and learning channels and their ways of processing information

[1] The school acknowledges their full use of the Quest for Learning framework, in its original form, for this purpose.

- focuses on the early communication, cognitive and sensory skills that are the foundation of all future learning and crucial to an improved quality of life

3.3.4 Other recording systems

Learners on our SLD curriculum pathway have their learning in the areas of PBL, RE, Music and Outdoor Learning monitored using systems the school has devised. All three systems are based on recording sheets, whereby teachers record pupil progress each term. The music recording system is based on the Sounds of Intent framework and the Kodaly framework.

Learners on our SCERTS & CLDD curriculum pathways have their learning in the areas of Music and Outdoor Learning monitored using similar systems. Pupil learning and progress in the areas of PBL and RE is incorporated within other aspects of these curriculum models and systems of assessment.

Upper school pupils across curriculum pathways, where appropriate, also complete Enterprise Evaluation booklets on a termly basis. These have been adapted by the Enterprise coordinator for use by pupils who access different learning pathways. These booklets are completed by pupils with appropriate support from adults and form a valuable record of pupil self-assessment and pupil voice.

3.4 Pupil Progress

All of the above information is monitored and processed robustly, to ensure the school is making accurate and evidence-informed decisions about pupil progress.

3.4.1 Pupil Progress Meetings

Throughout the school year, there are six Pupil Progress meetings, which includes workbook moderation. Each teacher will be asked to provide all forms of pupil progress for this pupil (except for Autumn term meeting 1, to be detailed below) including:

- Pupil progress file
- School journey file
- Workbooks
- Any other forms of evidence they feel may be helpful e.g. observation records, reading records etc.

The meetings take place as follows:-

- **Autumn term meeting 1:-** Reminder of assessment systems & how progress is evidenced e.g. different files & how they are used, workbooks & standards etc. Also used as an opportunity to share good practice.
- **Autumn term meeting 2:-** Pupils are selected randomly by the headteacher for a pupil progress discussions. These pupils will usually have been in a teacher's class for at least one school year. Any pupils new to a class will not be selected (except for ELF pupils).
- **Spring term meeting 1:-** Pupils are selected by the headteacher based on progress they have made according to the pupil progress matrix since the beginning of the school year. Pupils who are currently making 'below expected' progress according to the pupil progress

matrix are likely to be selected, so that SMT can consider other ways in which this pupil may have made progress & any form of intervention offered if needed.

Spring term meeting 2:- Curriculum leaders have the opportunity to scrutinise pupil progress in particular subject areas. Teachers are paired with a colleague to complete peer to peer review of pupil progress.

- **Summer term meeting 1:-** Pupils are selected by the headteacher based on progress they have made according to the pupil progress matrix since the beginning of the school year. Pupils who are currently making 'below expected' progress according to the pupil progress matrix are likely to be selected, so that SMT can consider other ways in which this pupil may have made progress & any form of intervention offered if needed.
- **Summer term meeting 2:-** Curriculum leaders have the opportunity to scrutinise pupil progress in particular subject areas. Teachers are paired with a colleague to complete peer to peer review of pupil progress.

SMT give general feedback to all teachers during a teacher briefing or teacher meeting as soon as possible after any pupil progress meetings have taken place.

3.6.2 Pupil Progress Matrix

The Senior Management Team input information onto the Pupil Progress Matrix about the following documents or systems:-

- Progress information (termly, where applicable and in line with specific curriculum pathway models)
- EHCP review (in line with review date)
- IEP/ILP reviews (in line with review dates)
- Communication journeys (termly, where applicable)
- PECS (termly, where applicable)
- SCERTS (termly, where applicable)
- Positive Looking (termly, where applicable)
- Music Therapy (termly, where applicable)
- Special achievements (as & when observed)
- Outdoor Learning (termly)
- PBL (termly)
- Music (annually)
- Swimming (as & when observed)

The type of information they input varies according to the document or system they are reporting on. They make:-

- A score-based judgement for progress information, EHCP reviews, IEP/ILP reviews, SCERTS & PBL
- An impact-based judgement for Communication Journeys, Positive Looking programmes, curriculum music, music therapy & outdoor learning

They list relevant information for:-

- PECs (as pupils progress through stages)
- Significant achievements (making individual pupil comments)

- ❖ Swimming (making individual pupil comments)

At the end of each term, once all of the available information has been inputted by the SMT, the Headteacher makes an overall judgement of progress per pupil.

During the process of inputting information in relation to EHCPs and IEPs/ILPs, individual SMT judgements are moderated within the wider Senior Management Team. Headteacher judgements about overall progress are moderated with the Deputy Headteacher.