

The Bridge London

Primary Curriculum P8+



Introduction

When pupils begin working from the P8+ curriculum we move towards a more mainstream approach which links with the curriculum of our mainstream partner schools. As part of this process we acknowledge that the learning styles, steps, rate and typical patterns of progress for pupils at The Bridge will often be different from that of the mainstream and therefore we adapt the curriculum to provide effective planning and assessment of learning, for pupils attending our school. The above is achieved through:

- Using planning sessions to focus on the development of core skills, new subject knowledge and opportunities to practice, generalise and apply such learning in real life/practical contexts
- Breaking down the assessment of core National Curriculum subjects into a format that can be tracked termly to show smaller steps between levels of learning – helping to make target setting and monitoring progress more effective
- Providing opportunities for Inclusion where children can work alongside mainstream peers developing friendships, positive role models and learning

Embedding communication and social skills into our planning and providing discrete opportunities for such teaching, including opportunities for Inclusion

Links with The Primary Bridge Curriculum (P4-8)

Throughout the P8+ curriculum we continue to build on the essential areas for life and learning identified in The Primary Bridge Curriculum (P4-8):

We believe there are **5 essential areas for life and learning**. Our intention is that these are a part of everything we do at the bridge.

These areas are:

- Independence
- Communication
- Social and emotional
- Sensory and physical
- Cognition (includes functional skills)

Subjects covered in the P8+ curriculum continue to build from the areas of learning identified in the Primary P4-8 Curriculum –

The curriculum is further split into **6 areas of learning**:

- **Functional Skills**
 - Literacy, Numeracy, English, Maths
- **Creative Development**
 - Music, art, drama, dance
- **Physical Development**
 - PE, Swimming, hydro, physio, rebound
- **Independent Living skills**
 - PSHE, RE, cooking, personal care
- **Community Awareness**
 - Travel training, community visits, and environment/Recycling, gardening
- **Science and Technology**
 - ICT, D&T, Science

Links with the Mainstream Curriculum

Mainstream curriculums builds from a Thematic based approach. Every half term a key theme is chosen and curriculum links for this theme are highlighted on a medium term thematic/topic web. Ideas from Schemes of Work (SOW) which complement the chosen theme and year group are then highlighted on a thematic half termly plan. These ideas are taken from the national curriculum.

Planning & Assessing The P8+ Curriculum

The learning styles, steps, rate and typical patterns of progress for pupils at The Bridge will often be different from that of the mainstream and as such a staggered learning profile is common. Therefore we have adapted the planning and assessment of the curriculum to identify learning gaps - focusing on core skills, acquiring new knowledge and applying this in practical and real life contexts.

How do we plan for Literacy & Numeracy at P8+

Long term

An overview of Literacy Units across the year and the Progression in Framework Units supporting documents

Medium term

Relevant learning intentions and outcomes linking with the current half term unit focus (e.g. Narrative 1 - Traditional Stories)

Short term

Weekly plans building on the above to highlight key learning intentions, activities, outcomes and discrete lessons for the development of Core Skills

Core Skills Teaching Days

Assessment tracking is used to identify gaps in learning focusing on Core skills (e.g. phonics, spelling, reading, sentence structure /punctuation and handwriting, mental maths & number). Targets are recorded on each pupils Core Targets record to be reviewed and updated termly or before if targets are achieved

Types of Assessment for Literacy & Numeracy at P8+

End of Unit Assessment

A summary of the learning intentions covered, outcomes achieved and other relevant comments identified by the class teacher

Core Skills Targets Records

This record identifies measurable targets, supporting activities and outcomes. It is reviewed and updated termly or before if targets are achieved

Termly Assessment Tracking

Linked to small steps within levels of the National Curriculum e.g. 1c, 1b, etc.

Individual reading records

Reading progress is tracked and shared / guided reading experiences are logged to provide constructive feedback

End of term reports

Containing a written report with termly-leveled work/photo samples sent to parents

How do we plan for Topic Related Subjects

Long term

An overview of Topics across the year, linking with the relevant mainstream year group Topic grid

Medium term

Half termly Topic Overview

Short term

Weekly Topic plans building on the above to highlight key learning intentions, activities and outcomes

Types of assessment for Topic based work

Topic unit review

Split into sections for each subject to contain a summary of the learning intentions, outcomes achieved by the pupil and other relevant comments identified by the class teacher

Assessment Level Tracking

for the core subjects Science & ICT

End of term report

Containing a written report with work/photo samples sent to parents

How do we Monitor Inclusion Links

The progress pupils make when attending lessons alongside their mainstream peers is recorded by:

The Inclusion Log

A form filled in by the accompanying adult each time a pupil works alongside their mainstream peers. The form records the lesson Subject, Intentions, and pupils achievements with both an academic and social focus

Inclusion Topic Review

Split into sections for each subject to contain a summary of the learning intentions, outcomes achieved by the pupil and other relevant comments identified by the class teacher. This record is an alternative to the Topic unit review above for pupils who attend in mainstream for the majority of their topic based learning