

Rosehill School

Curriculum, Teaching and Assessment Policy

'Caring about Learning, Learning about Caring'



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Introduction

Our Pupils

[Rosehill School](#) is a specialist school in Nottingham, providing a high-quality education for autistic learners¹ aged 4 to 19. Many of our pupils have a broad spectrum of associated communication, interaction, social, imagination, sensory and learning needs, with the very large majority, in addition to their diagnosis, experiencing co-occurring differences². Some young people also have co-occurring conditions³.

The Curriculum at Rosehill has been designed to be exciting, broad and balanced specifically tailored and adapted to support Autistic children and young people⁴.

Our school population is highly diverse and each pupil is different, but something they all have in common is that they have their own unique Education, Health and Care Plan⁵. These documents set out pupils' needs, the support they should receive and the long-term outcomes they are working towards, organised according to the four areas of need outlined in the [SEND Code of Practice \(2015\)](#); 1) Communication and Interaction, 2) Cognition and Learning, 3) Social, Emotional and Mental Health, and 4) Physical and/or Sensory Development. Families, school staff, and professionals from other agencies (e.g. health) collaborate to write, review and amend the EHCP, most notably through Annual Review meetings at school. Pupils' needs, interests, aspirations and voice are at the heart of this process.

Our Approach

This policy brings together three central aspects of learning for pupils at Rosehill; the curriculum, teaching and assessment. We believe that education is most effective when a strong coherence exists between learning content, teaching methods, and assessment mechanisms, and we therefore aim to establish common themes and consistency in our approach to each of these areas.

Curriculum - Intent - 'What we are trying to achieve and what we want our pupils to learn'

The overall intent of our curriculum is to enable all CYP to be active learners, moving towards independence, autonomy, control and choice, and that they learn to effectively communicate as confident individuals, stay safe and healthy and become responsible citizens, ultimately fulfilling their aspirations and preparing them for adulthood. Through our exciting, broad and balanced curriculum, underpinned by social, moral, spiritual and cultural development (SMSC), they will gain the skills, knowledge and experiences they most need to grow in confidence and independence.

Our starting point is to consider the specific needs and capabilities of the pupils, and the future that may lie ahead for each of them. We use a multidisciplinary approach to identify learning priorities, and each CYP follows their own unique 'individual pupil learning journey' towards fulfilling their potential. We consult with pupils and their families to set meaningful outcomes, and pupils' emotional health, wellbeing and best interest are at the heart of everything we do.

Teaching - Implementation - 'How we organise teaching and learning and teaching strategies'

We use our knowledge of the needs of our pupils to present learning opportunities in ways that are accessible, enabling and engaging. We adapt the curriculum and personalise our approach to suit the

¹ Current research shows that there is no single way of describing autism that is universally acceptable. Acknowledging the work of the AET, Rosehill have adopted the term 'Autistic pupil/child/young person/learner'. Autistic CYP, however, may have different preferences of what they like used when describing them and autism, so it is always best to ask the individual themselves what their preference is.

² The term co-occurring difference will be used when describing someone who may have a diagnosis and experience other differences alongside, for example, needs in the area of toileting, eating or sleeping.

³ The term co-occurring condition will be used when we are describing someone with more than one diagnosis e.g. Autism and Epilepsy.

⁴ Through this document children and young people will be referred to as CYP.

⁵ Throughout this document Education Health and Care Plans will be referred to as EHCP.

strengths and interests of our pupils, through the implementation of a wide range of specialist strategies to deliver personalised provision, including but not limited to; through our enabling and immersive environments, life and independence skills, therapeutic and enrichment Curriculum, play, teacher/pupil led activities, trips and visits, discussion, question and answer activities, written tasks, the use of intensive interaction and PECs, themed events and weeks, intervention sessions, phonics, reading and Maths sessions. Staff are experts who use high-quality planning and teaching to maximise each pupils' potential. We place great importance on the development of positive mental health and exercise of independence and communication, and feel that our pupils learn best when they are empowered to think, say and do things for themselves wherever possible.

Assessment - Impact - 'How we review learning and how well we are achieving our aims'

We evaluate progress by returning to earlier targets and plans to review their impact. Where we find a successful and positive formula, we aim to repeat our successes, and where we encounter challenges, we aim to learn and improve. We recognise that progress is not just about assessment data, and we value the full range of pupils' engagement and achievements in the way that we track their holistic growth (EHCPs and Rosehill's 10 Strands).

As a result of the curriculum we deliver, our pupils continue to develop academically, personally and holistically.

Section 1: Curriculum - Intent

Curriculum Vision

Rosehill aims to deliver an enriching, challenging and highly personalised curriculum that promotes learners to achieve the best possible outcomes and reflects the world they live in today.

Through inclusive, cross-curricular and engaging experiences, pupils will foster a passion for learning, developing them academically, socially, emotionally and physically, in order to fulfil their true potential and participate fully in society.

Rosehill's Philosophy of Education – "10 Strands of Outcomes and Progress"

We place a balanced emphasis on the academic learning and progress that our pupils make, as well as their personal development, communication, social interaction, behaviour, emotional wellbeing, sensory regulation, health and physical development, independence and skills for living (we recognise that one affects the other – e.g. Sensory regulation affects the ability to learn academically). The school values parents and carers support and works in partnership with families and extended services.

We believe that our pupils need to have all aspects (*the 10 Strands*) of their life catered for in order to communicate as confident individuals and interact with the people around them, to stay safe and healthy as responsible citizens and to be successful learners, and to do things for themselves and make good choices. We believe this approach will enable our learners to successfully move onto their next phase of learning and adulthood.

Curriculum Intent

As stated above, the intent of the Curriculum is to enable all pupils to be active learners, moving towards independence, autonomy, control and choice.

The curriculum is designed to be broad, balanced, challenging, relevant and personalised to the needs of Autistic CYP. Every individual has their own strengths, differences and needs, their own life journey and their own unique story. For many CYP they may also have a wide range of complex and co-occurring differences. We therefore place equal emphasis on core academic learning, therapeutic support, and development of life skills that promote learners to achieve the best possible outcomes.

We also strongly believe that all CYP should experience a wide range of subjects, cultures, physical skills and art forms, irrespective of physical or cognitive ability, and we refuse to make judgement on their behalf about what they may or may not enjoy or be stimulated by. Most of our pupils have sensory needs (of a wide variety) and all of our pupils need their learning delivered as a series of very small steps with a good deal of repetition to ensure embeddedness.

The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Through the breadth and depth of cross-curricular (thematic) coverage of specific subjects (adapted from the National Curriculum and the schools Programmes of Study), blended with creative and multi-sensory learning experiences, and opportunities to develop functional life skills, pupils can systematically increase their knowledge, understanding and skills in small progressive steps of achievement. Through continued modelling, practice and consolidation, pupils are able to link knowledge and skills and transfer learning to different situations.

The school sets high expectations for all our pupils and promotes a love for learning. We want the pupils to enjoy learning and to have fun at school, therefore we use exciting and creative stimuli and bring learning to life through interactive thematic opportunities, which makes learning memorable and enables the pupils to explore subjects in a deep way. We also challenge our pupils to break down barriers themselves, encouraging them to become part of society. At Rosehill, each pupil has their own personalised pathway through school, which may not be at the same rate as their peers. We believe that pupils can reach their own personal milestone when they are ready.

We have a clear commitment to our delivery of life skills and work in conjunction with families and key stakeholders to ensure the learning is prioritised in a purposeful manner. We also embed the Career Education from Early Years through to KS5. This is achieved through the careful planning and inclusion of a range of focused activities and experiences such as curriculum projects, social action ventures, enterprise initiatives, work-related learning and work experience, and through events and community inclusion. By promoting pupils' aspirations, long-term preferences and goals, and by enabling them to contribute to their communities, we aim to equip our pupils with the skills and knowledge which will prepare them for the challenges and opportunities of working life, allowing them to engage with daily living with as much independence as possible.

Within the daily practice of the classroom, holistic and therapeutic interventions and support are provided to pupils. This may be as specific interventions such as intensive interaction and sensory circuits or it may be part of the implementation of a lesson. The school offers a 'total communication approach' which reinforces and strengthens social communication, friendships, relationships and pupil voice. Through consistent use of sensory regulation and positive behaviour management strategies, which help embed learning, pupils begin to develop self-regulation and apply this to different aspects of their life. Overtime, this enables them to become confident, independent and happy individuals who are ready for the next stage of their education and life. This provision is extended through the support of the school's specialist therapists and practitioners.

We embed a culture of safeguarding across the curriculum so that all pupils learn to be confident and keep themselves safe and healthy.

Pupils also offered a range of qualification and accreditation opportunities which reflect their interests and abilities. We work with a range of awarding organisations to ensure that we offer accreditation which is nationally recognised and robustly assessed.

For further information regarding the school's Curriculum Intent, please see the '**Curriculum Framework**' and '**A Guide to the Intent, Implementation and Impact of our Curriculum**'.

Curriculum Aims

Our curriculum's key aims include enabling learners to:

- **Communicate as confident individuals and interact with the people around them** (to become as independent as possible and enjoy learning with others)
- **Stay safe and healthy as responsible citizens** (leading safe, healthy and fulfilling lives and making positive contributions to society)
- **Be successful learners, to do things for themselves and make good choices** (enjoying school and life beyond school, making good progress and achieving a range of personal outcomes i.e. qualifications)

Our aims are underpinned by our school motto – ***'Caring about Learning, Learning about Caring'***.

Preparing for Adulthood

As explained above, all pupils are entitled to an education that enables them to make a successful transition into adulthood. We realise that being supported towards greater independence and employability would be life transforming and at Rosehill this support starts early, centring on aspirations, interests and needs. With high aspirations, and the right support, we believe that CYP can go on to achieve successful long-term outcomes in adult life. We therefore work closely with extended services, and other partners to help CYP to realise their ambitions in relation to;

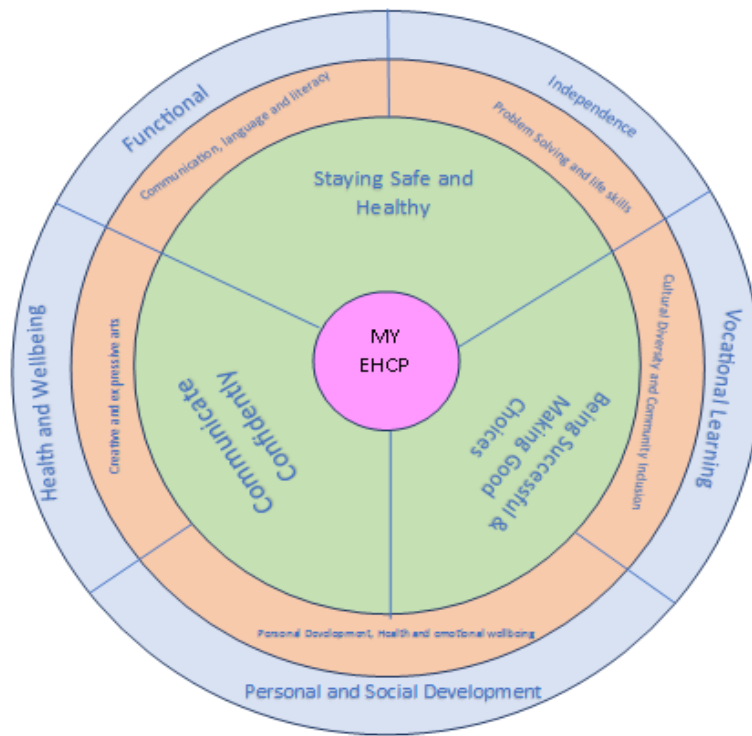
- Participating in society, including promoting pastime interests, having friends and/or supportive relationships, and participating in, and contributing to, the local community
- Work related learning and, where appropriate, employment – this includes exploring work experience, enterprise opportunities, accreditation, and/or different employment options
- Being as healthy as possible in adult life; and
- Increased independent or supported living – having choice, control and freedom over their lives and the support they have, accommodation and living arrangements (as appropriate)

Curriculum Structure (Individual Pupil Level)

Our Curriculum Structure is based on the principle that we need to provide a personalised learning approach, flexible and responsive to each individual. At the centre ([Figure 1](#)), you can see each pupil and their EHCP. Moving out, you can see the developmental areas. Around this you can see the School Curriculum, which links with the National Curriculum (adapted) and emphasises the balanced approach we place on developing the whole child, with a strong focus on positive mental health and wellbeing. Carpenter supports this strategy, stressing that schools should, through their curriculum, support mental health in CYP and recognise that, *'underpinning success and achievement for any student of any ability is the quality of mental health'* (Carpenter, 2020).

Finally, on the outside, you can see a range of skills for life, accredited learning, qualifications and work-related learning which support and prepare CYP for adulthood.

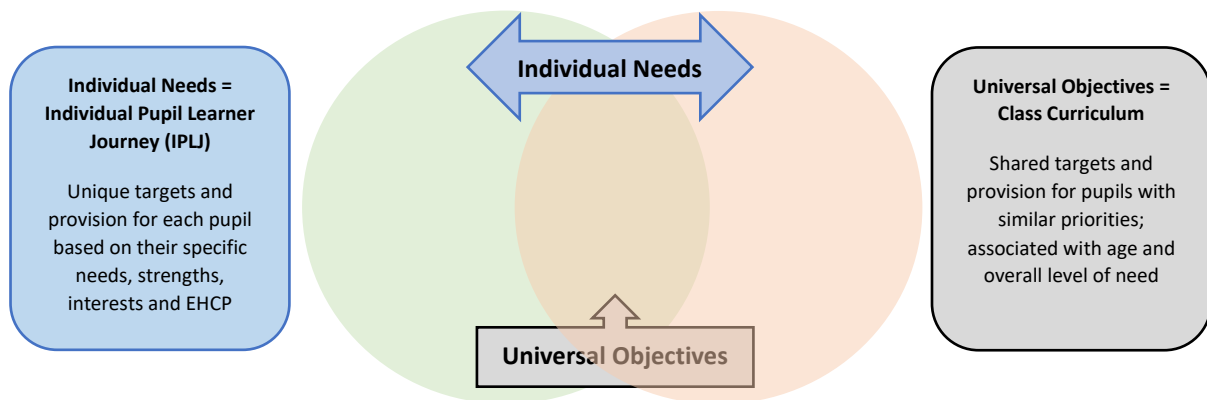
Figure 1. The Structure of the Rosehill School Curriculum Offer



Curriculum Structure (Individual and Universal Level)

The curriculum structure outlined above is made concrete and deliverable in practice through the planning that takes place at two levels across the school; the *individual* and the *universal*. We aim to deliver a broad and balanced curriculum that serves each pupil's *individual needs*, and within class groups, that offers a broader learning framework of *universal objectives* (Figure 2).

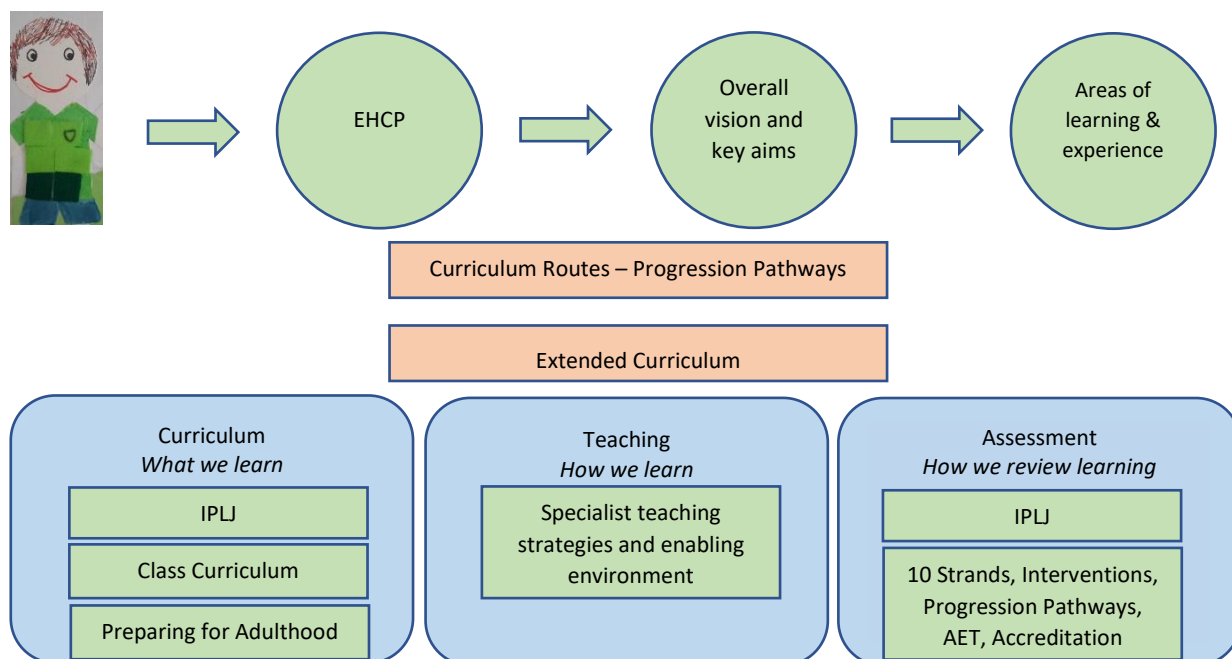
Figure 2. Balancing Individual Needs and Universal Objectives



Pupil-Centred Learning Model

In the ideas presented above, a number of key concepts have been introduced; the four areas of need (EHCP), the necessity of coherence between curriculum, teaching and assessment, our vision, intent and key aims, curriculum routes and progression pathways, areas of learning and experience, individual and class curriculum and preparing for adulthood. These principles combine to form our Pupil-Centred Learning Model (Figure 3) which is explained in more depth throughout this policy.

Figure3. Pupil-Centred Learning Model



Curriculum Routes

The curriculum is organised into three Curriculum Routes:

- Route 1 - The **Discovery** Curriculum (for pupils working within/across the Engagement Steps and Progression Pathway 1)
- Route 2 - The **Explorers** Curriculum (for pupils working within/across Progression Pathways 2-4, which includes the pre-key stage standards)
- Route 3 - The **Investigators** Curriculum (for pupils working within/across Pathways 5-6, which includes the pre-key stage standards and aspects of the National Curriculum objectives)

The Routes can overlap to allow for sequence and progression.

This approach enables learning to be tailored to meet the developmental needs of differing learner profiles and offers all pupils appropriate and meaningful opportunities to practice, rehearse and to generalise their understanding and commit learning to their long-term memory. The emphasis is on building routine and structure, which enables learners to use more of their working memory in order to undertake and connect learning tasks.

For further information about our Curriculum Routes, [see Appendix A](#).

Across the Curriculum Routes there are 5 areas of learning and experience which form the curriculum delivery for pupils in **Key Stage 1-3** which encompass the National Curriculum Subjects, these being;

- Communication, Speech, Language & Literacy
- Problem Solving, Maths, Science & Technology
- Creative Arts
- Personal Development, Health & Emotional Wellbeing
- Cultural Capital & Diversity

In **Key Stage 4 and 5** students are also given the opportunity to gain accreditations, this can be in the form of AIMS or AQA modules. The Key Stage 4 and 5 (Sixth Form) curriculum is delivered via 5 areas of learning and experience, these being;

- Functional Skills
- Vocational Learning
- Independent Living
- Health & Wellbeing
- Personal & Social Development

By offering a broad range of teaching, learning and experiences, across the Pathways, CYP learning is strengthened and deepened as they progress through the school from the Early Years to Key Stage 5.

Progression Pathways

We have identified 6 main assessment Pathways for learners ([See Appendix A](#)). Prior to this, pupils will follow the [Engagement Steps](#). Although the Progression Pathways are not age-related, the content of the curriculum will change as a pupil progresses through the school. This is to ensure learners receive varied and engaging input over-time that is age appropriate, even when they might remain in the same cognitive pathway, to ensure that existing skills and knowledge are consolidated, and new learning is acquired.

Progress for our learners is assessed in terms of their ability to generalise and maintain the skills and knowledge they acquire across the curriculum, and within different contexts and experiences.

Areas of Learning and Experience

Early Years Foundation Stage (EYFS)

At Rosehill, Our Early Years Curriculum follows the statutory framework and guidance detailed under the [Early years foundation stage statutory framework](#) (September 2025) and the [SEND Code of Practice](#) to ensure all requirements outlined are incorporated into all aspects of our provision. We also conduct our own research regarding children’s learning and development.

Children in the EYFS will be learning skills, acquiring new knowledge and demonstrating their understanding through the 7 areas of learning and development. Children should mostly develop the **3 prime areas** first. Communication and language; Physical development; and Personal, social and emotional development. These prime areas are those most essential for a child’s healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are: Literacy; Mathematics; Understanding the world; and Expressive arts and design.

These 7 areas are used to plan a child’s learning and activities. At Rosehill, we ensure that the activities are designed to be really flexible so that staff can follow each child’s unique needs and interests. Our plans and activities take into account how each child develops, their strengths, challenges, ways of learning and what we can do to address the barriers around physical, emotional, sensory, communication, health and medical needs. We work closely with colleagues in the health and therapy teams in order to achieve progress.

Key Stage 1 – 3

Rosehill’s Curriculum Programme in Key Stage 1-3 is structured as a 3-Year Plan based around themed topics combined with National Curriculum Subjects and Autism Education Trust Progression Programmes and includes the following Areas of Learning and Experience:

- **Communication, Speech, Language & Literacy**
 - ✓ Communication (Including signs, symbols and Makaton)
 - ✓ English and Early Reading

- ✓ Foreign Languages (KS2) / Modern Foreign Languages (KS3) & Cultures
- **Problem Solving, Maths, Science & Technology**
 - ✓ Mathematics
 - ✓ Science
 - ✓ Design Technology/ Food Technology
 - ✓ Computing Including E-Safety
- **Creative Arts**
 - ✓ Art & Design
 - ✓ Dance, Movement & Drama
 - ✓ Music
- **Personal Development, Health & Emotional Wellbeing**
 - ✓ PSHE & Citizenship
 - ✓ RSE (Including Health Education)
 - ✓ Physical Education
 - ✓ Sensory Regulation
- **Cultural Capital & Diversity**
 - ✓ Geography (Including use of the MILE - Multi Immersive Learning Environment)
 - ✓ History
 - ✓ Religious Education, SMSC, FBV
 - ✓ Community Inclusion
 - ✓ Personalised Enriched Learning Opportunities

The content of these areas changes as pupils progress through schooling in line with their developmental and cognitive needs.

In the Primary School department (classes 1-4) there is an additional focus on developing pupils' skills to learn, motor and social skills, so they can access the adapted Curriculum content to a greater extent and are prepared for the next step in their education.

When they move to the Middle School department (classes 5-8) pupils further develop their ability to work as a group and concentrate on learning activities for the extended periods of time. They begin to work on tasks with less support or independently. Their self-regulation skills improve, so they are able to tolerate larger groups and access a wider variety of activities. Learners who are engaged in subject-specific study work towards pre-key stage standards. Pupils in year 5/6 access swimming lessons.

The successes achieved during Key Stage 2, are built on within the Key Stage 3 curriculum; this ensures continuity and progression giving pupils a greater depth of learning. This curriculum places a greater emphasis on developing specialist interests and building community links, moving towards adulthood. The focus is on continued progress for learners whilst supporting them through the emotional and physical changes associated with adolescence and growth.

Generally, by the end of Key Stage 3, pupils have moved into the Upper School.

Key Stage 4 – 5

Rosehill's Curriculum Programme in Key Stage 4-5 is structured as a 3-Year Plan based around themed topics combined with a range of National Curriculum Subjects, Careers Education and Accreditation (AIMS and AQA) and includes the following Areas of Learning and Experience:

- **Functional Skills**
 - ✓ Communication (Including signs, symbols and Makaton)
 - ✓ English

- ✓ Maths
- ✓ Computing (Including ESafety)
- **Vocational Learning**
 - ✓ Work-Related Learning
 - ✓ Enterprise Education
 - ✓ Careers Education
 - ✓ Accredited Qualifications
- **Independent Living**
 - ✓ Home Management, Food Preparation & Hygiene (Including Science & DT Links)
 - ✓ Community Inclusion
- **Health & Wellbeing**
 - ✓ Leisure & Recreation / Physical Education
 - ✓ The Arts
 - ✓ Humanities (Including MFL, Cultures, Project Links)
- **Personal & Social Development**
 - ✓ PHSE, RSHE & Citizenship (Including Drugs Education Links)
 - ✓ RE, SMSC, FBV & Cultural Capital

We realise that not all of our students progress along their learning pathway vertically. For this reason, our Key Stage 4- curriculum focuses on an array of skills and vocational opportunities to offer greater knowledge and experience of pathways whilst developing confidence and a greater level of independence.

As most of our students remain at Rosehill following their education in Key Stage 4, we do not focus on entry requirements in to our sixth form. We do however, look at individual interests, talents and achievements made when considering a student's chosen programme of study, as this will ensure that a proposed route forward is supported.

The Career Programme ensures that all learners have access to a wide range of Work-Related Learning options. Pupils learn about the world of work and careers in retail, catering, grounds maintenance, hair and beauty, office work, through running the school café and gardening sessions, also working in the school library or salon. Alongside the Career Programme and transition work, Accredited and Work-Related Learning options support pupils in developing their understanding of the talents, skills and preferences they have and can apply when leaving Rosehill.

Our Upper School offers employability opportunities, developing young people's skills and interests through the LIVE curriculum (Learning, Interests, Volunteering and Enterprise).

Section 2: Teaching - Implementation

How We Organise Learning

Our shared vision is central and fundamental to the organisation of learning. This means putting the CYP at the centre of everything. To support and fulfil this we ensure that we:

- Have a clear curriculum structure - keeping each learners' EHCP at the centre of plans
- Use a 'total communication approach' which includes Makaton, PECs, intensive interaction, discussions, questions and answers, feedback, written tasks – maximising each CYP communication potential and independence
- Promote pupil participation, leadership, pupil voice and celebrating achievements - developing CYP character

- Deliver high quality planning and teaching – sustaining excellence in teaching and learning through CPD and learning and development of staff
- Offer personalised learning and intervention sessions – being flexible and responsive to individual needs and interests, developing essential life skills
- Provide a creative curriculum, which includes role play, themed events, projects and productions - making learning inspiring, diverse and memorable
- Use the National Curriculum, EYFS Framework, Preparing for Adulthood, Autism Education Trust, Rosehill Schemes of Work, Skills Builder Framework, Phonics, Reading and Maths Programmes and Accredited Learning as the foundation of the curriculum, but interpret them in the most creative sense
- Have a highly organised curriculum designed to be broad, balanced, coherent and interactive (which includes learning outside the classroom i.e. trips and visits) - [Discovery](#), [Explorers](#) and [Investigators Curriculum](#). Progression for pupils through Rosehill is via different Pathways
- Offer a ‘thematic’ approach – learning filled with rich first-hand, purposeful experiences - promoting engagement, exploration and investigation
- Promote SMSC and FBV – emphasis on the whole CYP
- Provide visual daily timetables – enabling interaction and participation, and building of structure and routine
- Provide an enabling and immersive learning environment and engaging resources – providing opportunities for pupils to use all of their senses to engage with the world around them
- Systematically complete curriculum and learning reviews – having a flexible framework and assessment systems which embed the principle of sustainability
- Build partnerships – through a collaborative approach and sharing of practice

Individual Pupil Learner Journey (IPLJ)

A core component of our curriculum intent is that each pupil will work towards meeting the personalised outcomes set out in their EHCP. These outcomes are usually quite broad and long-term, so in order to translate them into effective classroom practice, we break things down into smaller steps by implementing an Individual Pupil Learner Journey⁶ for every pupil.

Clear guidance is in place regarding the approach we take to identifying suitable targets, and there are moderation systems to ensure relevance and to maintain high standards. A crucial part of the process is that we seek input and collaboration from pupils and families, aiming to establish agreement between home and school over the particular learning priorities for each pupil.

Teachers are expected to ensure that over the course of their regular weekly timetable, each pupil in their class has sufficient opportunity to work on and make progress towards their IPLJ targets. In some cases, this may mean daily practice, but in others it may mean once or twice a week. Targets might be worked on as part of an independent or 1:1 activity, or they might be addressed within whole class sessions with broader learning objectives.

Refer back to [Curriculum Structure for further details](#).

Class Curriculum

As well as meeting the needs of each pupil through individually targeted provision, we aim to create valuable group learning experiences based around the universal objectives within each class. Each class operates its own curriculum in accordance with our Whole School Curriculum Programme, which offers guidance on lessons to teach, topics to cover, and planning for progression in different classes around the school. This is how we support teachers to build a unique learning programme, comprised of the skills, knowledge and experiences that are most appropriate for their group.

⁶ Through this document Individual Pupil Learner Journey will be referred to as IPLJ.

For this approach to be possible and effective, pupils in each class must have some things in common with each other, and there are two primary principles we aim to affirm when we organise class groups:

- *Age* - We recognise the importance of promoting social interaction and communication by grouping pupils with peers their own age. Mixed ability groups value diversity, offering all pupils the opportunity to build valuable connections with those who may be different to themselves
- *Need* - We also recognise that the best quality educational provision is often most effectively delivered within groups of pupils with similar needs. This allows class staff to specialise in a particular area and not be over-stretched by a requirement to teach hugely diverse material within a single class.

There are some exceptions necessary to accommodate individual behaviours and other factors such as health needs.

At Rosehill, we believe in the value of both these principles, and we therefore refrain from pursuing just one approach at the expense of the other. Our aim, as far as possible, is to balance both considerations in the way the school is structured, so that pupils may get the best of both worlds. The make-up of class groups is reviewed on an annual basis in order to meet the changing needs of the pupils and the school, and at all times we ensure that pupils access appropriate provision for both their chronological age and their level of need.

Curriculum Content

We offer a wide range of subjects including the Arts, PE, Music, SMSC Education and FBV. Integrated teaching and learning are used to facilitate the generalisation of skills and concepts. It makes learning more cohesive and enables continuous reinforcement of learning across a range of subjects. Many subjects are therefore linked together by topics or themes, to give meaning to pupils' learning. The topic programme is pre-planned to ensure appropriate inclusion of the adapted National Curriculum/Preparation for Adulthood, where appropriate. It also takes account of the fact that some pupils may remain in a class for more than one year. All subjects are not covered in the same depth all of the time. Subject Leads plan "curriculum maps" to ensure coverage outlined in the Curriculum Programme is met.

Our curriculum uses Rosehill Programmes of Study and Schemes of Work, the National Curriculum (where appropriate, and adapted), EYFS Framework, Preparing for Adulthood, Autism Education Trust, Skills Builder Framework, Phonics, Reading and Maths Programmes and Accredited Learning as the foundation of the curriculum, but interpret them in the most creative sense to ensure that our learners receive experiences and opportunities to develop their knowledge, skills. We also embed the Career Education from Early Years through to KS5.

The Schemes of Work at Rosehill are well sequenced and designed in a way that allows for ambition. In all subject areas, topics build on prior learning as pupils move up the school. Where, it might appear that topics are re-covered (for example – in maths, where number is covered termly) the school has a systemic approach to ensuring that whilst the overarching topic may be repetitive (to help pupils remember more) the specific learning objectives are personalised to achieve progression in the pupils' learning. In the example of number, whilst the same topic is purposefully covered numerous times, one pupil might be learning to estimate a small number of objects, whilst another is partitioning numbers.

Curriculum Routes and Progression Pathways

For an overview of the [Curriculum Routes and Progression Pathways See Appendix A](#).

Depth and Progression

The purpose of our Pathways approach is that it allows pupils to generalise their understanding and commit learning to their long-term memory. Emphasis on routine and structure enables learners to use more of their working memory in order to undertake learning tasks. Pupils working at basic concept and applying knowledge levels have opportunities for building and consolidating knowledge and associated skills in each area of the curriculum. Pupils are encouraged to apply their understanding, experience, knowledge and skills to their learning in order to strengthen cognitive connections. All pupils build on the foundations of their prior learning in order to be able develop a greater depth of understanding or transfer learning to new contexts.

Timetables, Lessons and Activities

Teachers plan for pupil progress within the curriculum by designing creative lessons and a weekly timetable to suit the needs of their pupils. It is the responsibility of the teachers to decide which activities will best support their pupils to meet targets and make progress in a holistic sense.

Pupils can expect high-quality teaching and learning. Staff are highly skilled in supporting pupils to overcome their barriers to learning and social interaction and in modifying the environment to ensure it is enabling, conducive to learning and maximises pupil independence. Staff use a range of strategies, which help pupils to deepen their understanding and embed learning. This increases their confidence in themselves, enabling them to apply this to different aspects of their life, and make a valuable contribution to the school community and wider society.

In each classroom we adopt the model of a class teacher, L3 and L1 teaching assistants, delivering the vast majority of the curriculum to the pupils. The school also works with other specialist practitioners who deliver specific and specialist aspects of teaching and learning and interventions, including but not limited to; Sports Coach, Maths and English Tutors, Careers Officer. Through this approach we can offer a full complement of subjects that reflect the breadth of the curriculum, whilst ensuring that wellbeing and pastoral support underpin everything that happens in a pupils individual learning journey (IPLJ).

Our [‘Whole School Curriculum Programme’](#) provides an overview of the range of opportunities we aim to provide pupils of different age groups and across the ability spectrum, and details the sort of activities you might expect to see in different classrooms. This document clarifies which activities are compulsory for which groups, and offers inspiration for teachers regarding the optional sessions they might wish to include within their timetable to best meet the needs of their pupils.

This Curriculum Programme (designed collaboratively by Subject Leads), is highly flexible, and therefore offers guidance to help families understand what teaching looks like on a day-to-day basis. Teachers and senior leaders review timetables and medium-term plans together on a regular basis.

Personalised Learning

There is a high degree of ownership and flexibility in learning experiences planned. We use personalised interventions as this allows teachers to plan in direct response to a pupil’s individual needs and interests, taking account of their barriers to learning; communication, personal development, therapies and life skills. This personalisation may involve both adaption of work and programmes/accreditation which are relevant to the learners needs.

Visual timetables are a common element of this practice, supporting each CYP understanding of routines, learning, tasks, expectations, changes, transitions, school life. They are implemented to enable interaction and participation and learning is delivered in small groups with a high level of support staffing; our approach to learning is underpinned, not only by good practice, but within the context of positive behaviour support.

Thematic Approach

This is the way we use teaching and learning, whereby areas of the curriculum are connected together and integrated within a theme. This is to support learners to understand the relevance of a focus and be able to 'place' their learning within real life and familiar contexts. It also promotes opportunities for collaborative work with other peers.

The themes are linked to natural activities/events throughout the year and the wider world i.e. seasons and festivals, local, national and international dimensions and global events that affect the lives of the children and help them make sense of their surroundings. Each theme is developed to facilitate the mastery of core skills as well as providing pupils with opportunities to investigate, apply knowledge, solve problems and think and learn at the highest levels. For our learners 'linking of concepts' (within an overarching theme) with meaningful everyday activities ensures learning is both enjoyable, memorable and meaningful.

Total Communication Approach

We recognise that each pupil is a unique individual; however, the underlying difference for every Rosehill pupil lies in the area of communication. We provide an enabling environment where spoken language is clear and precise and written communication, signs, symbols, objects, gestures, intensive interaction and music interaction are used to reinforce expressive and receptive language. This 'total communication approach' reinforces and strengthens meaning; helps form connections, ensures successful interactions and supports information exchange and conversations. Staff take pride in getting to know pupils well, and forming good relationships in order to find and use the right combination of strategies to maximise their speech, language and communication skills.

Pupil Participation & Pupil Voice

The curriculum is designed to enable learners to learn, relearn and revisit themes across different year groups, adding layer upon layer of learning to reinforce and develop subject knowledge and to maximise independence. Ultimately, this leads to excellent levels of engagement and participation.

We offer a range of opportunities to develop knowledge, skills and understanding, which lead to CYP making good/positive decisions, taking ownership, and developing responsible attitudes.

We have high expectations and standards for behaviour and learning. Pupil's achievements are regularly celebrated and shared with parents and carers. The school has Student Ambassadors nominated by each class and there is a strong emphasis on promoting the health, safety, wellbeing and progress of all learners.

Essential Skills

Independence

The Rosehill curriculum framework places the development of independence at the heart of all that we do. Independence is about enabling CYP to develop autonomy, control and a sense of organisation in a way that is meaningful to them.

Learning Skills

Teaching skills for learning is fundamental to CYP growth and continued independence. Across the curriculum pupils are taught the skills that are required to be able to acquire knowledge and take care of themselves; these are broken down in Rosehill's Curriculum through meaningful steps. Learning skills are centred on individual need to enable CYP to draw upon strategies that will help them to learn more effectively.

Social Skills

Opportunities to develop social skills are threaded throughout the day. Planned and integrated teaching of this area facilitates an awareness of oneself and others. Social skills are taught through planned opportunities to develop social awareness and an understanding of simple social rules. Motivating social communication and play activities, in and out of the classroom environment, help CYP to develop an awareness of others and build relationships. This enables skills to be practiced in a meaningful way.

Self-Help Skills

Self-help skills are learning experiences that are both planned and unplanned, such as eating, drinking and personal care routines. CYP dignity and independence are fostered by practicing and developing these skills.

Teaching Strategies

The Curriculum will use a range of specialist strategies and teaching approaches, which motivate each learner (interest/aspirational led), support their learning needs and improve access requirements of any individual pupil. These include, but are limited to; immersive environments, life skills, therapeutic and enrichment Curriculum, play, teacher/pupil led activities, trips and visits, discussion, question and answer activities, written tasks, the use of intensive interaction and PEC's, themed events and weeks, intervention sessions and phonics, reading and Maths sessions.

Teachers will look at matching their teaching approaches to individual pupils' learning styles. Different approaches are suitable for different pupils, and we work collaboratively with other specialists and practitioners to establish the methods that work best for each individual.

Our Programmes of Study, Schemes of Work and resource bank for teachers, outlines the eclectic teaching approaches that might be effective for working with our pupils. These include ways to provide opportunities for generalisation across settings, the use of a total communication approach, behaviour support and therapeutic strategies appropriate for autistic learners who experience a wide range of co-occurring needs. Many of the approaches included are widely established as good practice, and we therefore employ them as universal strategies for working with whole class groups, or as particular techniques for supporting individual pupils.

Teachers and some teaching assistants are trained to deliver Attention Autism – an approach that helps children to understand and respond to a structured, adult directed routine. Attention Autism will help support and build attention and listening skills at an appropriate developmental level. It will also support and develop the child's social communication skills, such as taking turns or using vocalisations and promote independence.

Our Creative Curriculum

Creativity is what drives the curriculum at Rosehill and is central to what our curriculum is about. In using creative and exciting themes/projects as the starting point for our planning we give meaning and motivation to learning, developing the curiosity and creativity of each CYP through real life experiences.

We believe that being creative is about:

- C** Connecting: *Building relationships (e.g. Curriculum Projects, Student Council)*
- R** Risk Taking: *Having the self-confidence and freedom to fail and keep trying (e.g. Choir, Productions)*
- E** Envisaging: *Being original and imaginative (Projects- 'Too Many Cooks', 'Flight of Dreams')*
- A** Analysing: *Asking critical and challenging questions (e.g. Maths through Dance, Science Week)*
- T** Thinking: *Taking time for reflection and thinking (e.g. The MILE, Sensory Circuits, Dance Equation)*

- I** Interacting: *Sharing ideas and collaborating with others, role play (e.g. Art Projects, Rosehill Cafe)*
- V** Valuing: *Enjoying being with others and trying things out that are important to others (e.g. PE, Rebound)*
- E** Engaging: *Developing good relationships and respecting the differences between people (e.g. Assemblies)*

We enable pupils and staff to develop their own creativity by encouraging imagination, making time for staff and pupils to reflect, allowing space for thinking and choice and promoting a culture of risk taking with no fear of failure or trying again.

Spiritual, Moral, Social & Cultural Capital and Education (SMSC)

We believe that personal, social and spiritual aspects of the curriculum are as important as academic aspects; our intention is to educate the school community in a holistic way, joining together these strands in our everyday practice. We provide opportunities to explore and develop an appreciation of the diversity and richness of all cultures and FBV.

We focus on enhancing and developing opportunities for cultural capital both within the school and by accessing the local community, for example by;

- Walking in the local community e.g. accessing parks, shops
- Visiting places of interest e.g. attending the school library/local library, cinema, MILE, cafes
- Learning about cultures/visiting places of culture e.g. bringing artefacts into school, visiting museums, accessing theatre and art clubs, joining or listening to the school choir/music
- Actively promoting the importance of dynamic partnerships, involving parents and carers at every opportunity, focusing on the importance of the learning environment and extending involvement into the local community and beyond
- Striving to make learning vivid, real and meaningful with many first-hand experiences

Enabling Learning Environments

We provide a physical environment (indoor & outdoor) that is appropriately structured, organised, comfortable and resourced to promote learning. We know that our CYP learn and develop in different ways, have different strengths and interests and our learning environments reflects this.

The use of specialist environments such as the MILE immersive room and the Dance Studio, provide communication-rich opportunities which motivate and engage pupils in their own learning. These specialist rooms play a key role in supporting and extending each CYP development and learning.

Curriculum Review

Senior leaders, subject leads and teachers consistently check the curriculum and teaching and learning to ensure all learners are making sustained progress over time. This leaves scope for teams and individual teachers to introduce well-considered projects to meet the needs of all learners and for the school to keep it under review, to ensure it is fit for purpose and has an eye on the future and the needs of future pupils.

Training and Continuing Professional Development (CPD)

Through rigorous recruitment, induction, CPD, training and reflective practice, all staff and subject leads develop their experience, expertise and knowledge. Our teachers are regularly trained in understanding Autism, its individual presentations and its impact on learning; as such, they deliver their lessons with a unique style to engage, challenge and progress learners. The school builds partnerships and has a collaborative approach, ensuring that learning and outcomes are shared and have a wide and positive impact on the autism community (within and beyond the school).

Building Partnerships

We aspire to build and maintain excellent partnerships with parents and other professionals in order to ensure advice and support is readily available. This approach enhances and improves outcomes for CYP and their families.

Section 3: Assessment - Impact

Our Assessment Framework

As described above, the curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning. To ensure we maintain high standards in relation to assessment of progress and attainment we have invested heavily in developing an assessment framework that will record, track and monitor pupil engagement and progress alongside gaining knowledge and applying skills.

Our Assessment Framework tracks:

- Progress towards EHCP outcomes
- The '10 Strands' of outcomes and progress (which captures holistic assessment across all areas of a pupils learning)
- Progress within and across our Progression Pathways
- Achievement of vulnerable groups or other sub-groups against whole school data
- Accredited learning, including accreditation attained over the last three years
- Leavers' destinations data

To ensure our assessment framework is effectively supported by teaching evidence, yet fully supports teacher workload and wellbeing, we use an assessment software system across the whole school, called [Earwig](#). This commercial package is appropriate for all attainment levels and has been tailored to support Rosehill's own assessment framework. The system not only allows leaders to track, benchmark, analyse and report progress throughout and across year groups, it also enables teachers to stay abreast of their pupil's attainment through the form of continuous evidence tracking. As the software is flexible and allows teachers to record learning, achievements, outcomes and teaching evidence easily i.e. multimedia, it can be used throughout the day to make comprehensive assessments, including measurement of engagement as well as progress and setting targets. Progression towards attainment levels can therefore be monitored on a daily basis, enabling teachers to make recommendations for additional interventions or support.

New pupils will be baselined on arrival using any previous attainment information alongside support from the Assessment Lead using the various assessment bases within Earwig.

Our Assessment Rationale

Rosehill has created an assessment framework - '**The 10 Strands of Outcomes and Progress' and 'Progression Pathways'**.

The intention of these initiatives is to form the basis of individual assessment profiles for all learners and to measure and inform a CYP progress over time, including a CYP progress towards achieving the outcomes specified in their EHCP. This ensures that there is reference to all areas that contribute to learning and wellbeing for pupils at the school; core learning attainment, accreditation, therapy outcomes (including communication and behaviour support), health and community aspects of progress. This exemplifies the impact of working in partnership across settings and with parents/carers, where consistent feedback creates opportunities for adopting new interventions/strategies. Teaching

staff review each learner's progress termly and, in relation to the 10 Strands, agree on an annual overall outcome.

As part of the overall assessment process, we do conduct other formal assessments, and the data we collect from these activities plays an important role in informing our discussions about the overall impact of our curriculum.

As the 10 Strands system has been running successfully for a number of years, there is strong evidence to confirm that not only does this system inform the school's own performance and self-evaluation, it also enables effective target setting for learners where areas are identified as requiring additional support.

End Points

Ultimately, it is our goal that learners will leave Rosehill with:

- A vast array of skills and knowledge, which they can transfer and apply in different contexts
- As many qualifications as they have been able to achieve within the context of their Autism
- An ability to express themselves confidentially, appropriately, positively and with maturity
- An understanding of their social/relationship needs and appropriate behaviour within these
- An understanding of emotional health and wellbeing and the strategies needed to achieve this
- A developed sense of sensory regulation
- Knowledge of staying safe and a greater depth of understanding for implementing and maintaining a healthy lifestyle
- A positive self-esteem and an understanding of social interaction and communication
- A range of self-help and independence skills
- Aspirations for their future, and a pathway into adulthood and understanding of their next steps, supported by parents/carers/key people/extended services

We believe that assessment should celebrate achievement, and that pupil voice and input from families should play a central role in discussions about progress, outcomes and next steps for pupils. These discussions take place in settings such as Annual Review and parents' meetings, where we tend to focus on discussing aspects of development that are harder to quantify. Are our pupils becoming more secure and confident as they grow? Are they forming meaningful relationships? Are they gaining independence and self-advocacy skills? Are they pursuing interests and ambitions? Are their health and social care needs well catered for? Are they, overall, making good progress over time in relation to their starting point?

Types of Assessment

At Rosehill, we understand the important differences between two principal types of assessment;

Assessment for Learning (Formative Assessment)

- This is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there
- Assessment becomes formative when the assessment information is used to adapt teaching and learning to meet pupil needs, to make necessary adjustments, such as re-teaching, trying alternative approaches, or offering more opportunities for practice. These activities can lead to improved pupil progress

Assessment of Learning (Summative Assessment)

- This is any assessment that summarises where learners are at a given point in time and is carried out periodically, e.g., end of term or key stage - it provides a snapshot of what has been learned
- Attainment will be measured through the 'IPL' and 'Progression Pathways'. These stages are bespoke to the individual needs of pupils at Rosehill and are a means of measuring progression, specifically in core curricular subjects. Conclusions may be set alongside other national standards (i.e. AIMS and AQA), so that we can evaluate performance against that of others

We recognise the importance of both types of activity, and our arrangements require both to be taking place as outlined below.

Assessment Systems

Earwig

As we use many different assessment activities to gain insights to feed back into the curriculum, drive pupil progress in class and inform school development planning, we have implemented a new assessment platform. [Earwig](#) enables us to collect, evidence and measure progress against: EHCP outcomes, 10 Strands and Progression Pathways. Teaching and support staff can use this system to regularly upload English and Maths work, as well as other subject specific evidence, personal achievements and developments, and qualifications.

Class assessments will be detailed within teacher files, and will be regularly monitored by school leaders.

Evidence uploaded to Earwig should be purposeful, relevant and provide evidence of progress. Example of evidence can include:

- Photos and videos
- Scanned/photographed work
- Teacher statements/ comments
- Marking sheets and statements
- Home/school diary entries

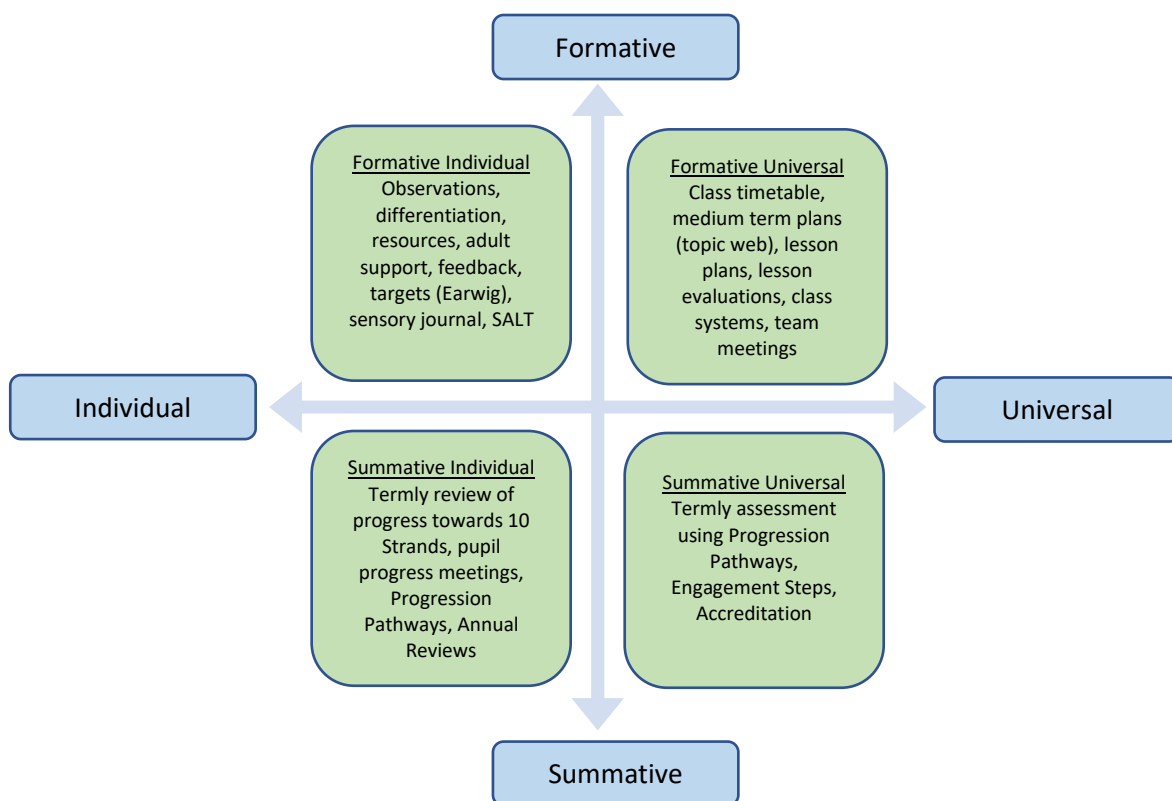
Earwig assessments inform planning and the teaching that take place within the class, ensuring work/ activities are adapted as required, allowing learning gaps to be identified therefore enabling interventions and support to be implemented.

Individual and Class Assessments

The most common assessment activities at Rosehill take place on a continuous basis within each class. Teachers use formative assessment principles to identify pupils' needs, abilities, next steps in learning, and plans for getting them there, and they use summative assessment principles to review work, monitor progress, retain evidence and collect data. Both activities take place at an *individual needs* level and a *universal objectives* level ([Figure 4](#)).

Each class has its own distinct character and each teacher has their own working preferences. Our approach aims to respect these facts, and we encourage teachers to develop assessment systems that will best serve the needs of their pupils and their own approach to teaching. There is some flexibility here, but teachers must work in accordance with the guidance set out in our Curriculum Framework and our Effective Marking and Feedback Policy.

Figure 4. Formative and Summative Assessment at Individual and Universal Levels



10 Strands of Outcomes and Progress

As described above, the 10 Strands of Outcomes and Progress ties together 10 areas of assessments within Rosehill (Figure 7):

Figure 7. 10 Strands Model

Outcome Aspects		
1.	Cognition & Learning	My Attainment
2.		My Achievements (Including Accreditation/ WRL)
3.	Communication & Interaction	My Speech, Language & Communication
4.	Social, Emotional Wellbeing & Mental Health	My Behaviour
5.		My Emotional Wellbeing
6.	Sensory, Physical & Health	My Sensory Regulation
7.		My Health & Physical Development
8.	Preparing for Adulthood	My Social Interaction Skills
9.		My Independence & Skills for Living/ Skills for Life
10.		Parent/Carer & Wider Partnerships

The process for evidencing each pupil’s progress within the 10 Strands framework is as follows:

The 10 Strands summary for each pupil is kept as a 'live' document on the Earwig system. This means that throughout the term the relevant practitioners input new streams of evidence into each pupil's file to ensure it is up-to-date. The staff team will use the criteria set out within each of the Strands to make their judgement ([Figure 8](#)). At the end of each academic year, an overall judgement will be made for each Strand using the criteria in Part 3 of this guidance.

Figure 8. 10 Strands Assessment Markers

Progress markers within each Strand:
<p>Exceeded:</p> <ul style="list-style-type: none"> ➤ Pupil meets 100% of expected learning targets, and has exceeded, or is clearly on track to exceed expectations
<p>Expected:</p> <ul style="list-style-type: none"> ➤ Pupil meets 75% of expected learning targets, and is on track to meet expectations
<p>Below Expected:</p> <ul style="list-style-type: none"> ➤ Pupil does not meet criteria for expected progress outlined above

Progression Pathways

As stated above, we have identified 6 main assessment Pathways for learners. Prior to this, pupils will follow the [Engagement Steps](#). Although the Progression Pathways are not age-related, the content of the curriculum will change as a pupil progresses through the school. This is to ensure learners receive varied and engaging input over time that is age appropriate, even when they might remain in the same cognitive pathway, to ensure that existing skills and knowledge are consolidated, and new learning is acquired. Progress for our learners is assessed in terms of their ability to generalise and maintain the skills and knowledge they acquire across the curriculum, and within different contexts and experiences.

Progression Pathways are set in the subjects of Maths and English; all teachers are in receipt of individual data tracking information (via Earwig) which determines a pupil's current level and the level required to remain within the expected/exceeded quartiles of learning. Through such means, teachers are secure that the data collated informs planning at an appropriate level, provides challenge within all learning presented and identify opportunities to 'close the gap' if/as required.

Autism Education Trust Progression Framework

The [AET autism progression framework](#) is an interactive assessment tool to support autistic learners. At Rosehill, we have embedded the tool within our assessment framework as it enables staff to identify learning priorities and measure progress in areas that fall outside the National Curriculum. This includes progress our pupils make towards life skills such as accessing the community, cooking, and managing their own health. We can also show progress in areas such as social skills and communication and interaction. These areas relate closely to 'differences' and the impact of these on pupils' social, emotional, independence and learning needs.

Assessment Structure

Targets

Pupils' progress towards their EHCP outcomes is assessed 3 times per year (in line with each academic term) and are discussed and reviewed at the annual reviews.

Early Years Foundation Stage (EYFS)

Each pupil in the early years has an EHCP. This sets out targets for them which are long-term (lasting around 3 years). From the EHCP, targets are broken down into yearly targets, which are then broken down into termly targets in the [3 prime areas](#) and [4 specific areas](#).

These targets are all monitored through Earwig.

Throughout the EYFS, we plan activities to give pupils learning experiences and opportunities to work towards the Early Learning Goals in all areas. All subjects are monitored through an IPLJ. As a pupil makes progress through a band descriptor, Earwig captures this evidence, showing progress over time. This is supported by evidence in the form of observations, photos and work samples.

In addition, we also examine the overall development of the pupils and consider a pupil's emotional wellbeing through their 10 Strands review, which includes progress within their Sensory Journals.

Key Stages 1 – 3

In Key Stages 1-3, pupils will follow the Discovery, Explorers or Investigators curriculum. The content and balance of each learning area is adapted as required. The processes of formative and summative assessment are the same across the key stages, using the above areas as describe in [Figure 4](#).

The Key Stage 3 curriculum, recognises the need for pupils to move towards a higher proportion of life skills and independence, and where deemed relevant, pupils may engage in elements of Work-Related Learning.

Key Stage 4 – 5

Our Key Stage 4 and Sixth Form curriculum builds on the life skills and independence that runs through the curriculum, especially since key stage 3, providing new opportunities for our pupils.

This curriculum follows the structure of Key Stages 1-3 with the Discovery, Explorers or Investigators curriculums. Subjects on offer to the pupils fall within the 5 Areas of Learning and Experience for Key Stage 4-5 (described in [Appendix A Curriculum Routes](#)) to access as a teacher deems necessary. This is supported by AIMS and AQA modules, to enhance the curriculum, and for pupils to have the opportunity to gain accreditation for their work.

As in the other key stages, teachers use the areas described in [Figure 4](#) to support their monitoring and assessment as well as building an accreditation portfolio and using Earwig to record the life skills curriculum.

Our Sixth Form focus on their AIMS and AQA accreditations, using their progression through the accreditation portfolio for assessment.

Career Education

At Rosehill, in line with the Government's careers strategy, we aim to make sure that all pupils, from the age of 4 to 19 access and embed our bespoke education through our development of an [Employability Curriculum](#).

We use the Gatsby Benchmarks to measure the quality of our provision in order to develop it further. We believe high quality careers advice and practical support in terms of access e.g. pupils are supported with arranging and attending college visits, which is absolutely essential if pupils are going to achieve their potential.

Pupils from across the school have the opportunity to engage in jobs and work experience and this is a really important part of our curriculum. Pupils greatly benefit from a custom-built environment offering specially designed work experience zones such as the café and training flat within which they can learn about and develop transferable work skills in a safe and secure

environment. This opportunity to go and work in the wider community is invaluable and allows pupils the opportunities to achieve the following aims:

- To apply the transferable skills learned in the classroom in a real-life context
- To further improve skills by making learning more relevant and practical
- To offer further opportunity to develop personal and social skills
- To develop an understanding of work and its related responsibilities
- To broaden awareness of the world of work
- To introduce students to the knowledge and skills of particular occupational area/s
- To help pupils to make the transition from school

Accreditation

We ensure that the accreditation and the associated modules of work identified are meaningful and clearly reflect the skills, understanding and progress that students are making. It is imperative that accreditation provides the evidence of the work that students have undertaken through our curriculum and all accreditation strengthens learning.

Within Key Stage 4 and 5 students participate in a range of courses and activities building up a portfolio of evidence to support accredited learning at a level to suit their learning needs and ability. The vast majority of our courses are accredited by AIMS and AQA this year and include modules to support achievement of awards, certificates and diplomas in Personal Progress, Employability and Personal and Social Development.

Overall, the impact of the curriculum shows that the majority of young people successfully move on to a range of post-19 education and adult social care providers from Rosehill being more independent and confident, better able to communicate, and more able to go out into the world and make a difference in their own life and to others.

Teacher Judgements

Teachers are expected to make informed judgements through effective differentiation and personalisation in relation to their own particular class groups. These judgements will be based upon robust assessment measures which will be informed by the schools 10 Strands; all data outcomes will be scrutinised by the Governors of the school, and the school's designated improvement advisor to strengthen our quality assurance measures.

Work books and files are maintained by the class teacher which clearly determine current levels with examples of dated, annotated and moderated work within English and Maths and the outcomes of pupils personalised learning plans including the IPLJ and 10 Strands.

General Reporting

Pupil/student progress is reported through formal and informal ways;

Informally we use;

- Home/school diaries
- Talking to parents and carers in school/on phone
- By liaising with multi professional teams

Formally we use;

- Earwig

- Individual Pupil Learner Journey
- Sensory Journal's
- EHCP's and Annual Reviews
- Curriculum Impact Reports
- End of Key Stage assessments
- Parents meetings/consultations

Governors receive formal, in-depth reports based on data analysis at mid-year and end of year milestones, however ongoing conversations and updates are held termly.

The EHCP and the Annual Review are the most important and formal opportunity for the school to report to parents and carers, however we provide opportunities throughout the year for parents to meet with teachers about their child's progress.

Monitoring, School Self-Evaluation and Subject Development

As an Outstanding School, we routinely review our curriculum and adjust accordingly to ensure it remains wholly appropriate both to the current and future needs of our pupils.

Subject teaching and learning are monitored on a cycle; with one subject being addressed each half term. The process identifies strengths and areas for development. Subject action plans are produced and submitted to senior leaders on an annual basis. They can be updated at any time, for example to respond to local or national initiatives.

The Curriculum Leader coordinates subject monitoring to include:

- Auditing
- Moderating assessment data
- Pupil voice, Student Council and Class Ambassadors feedback/ input
- Analysing progress data
- Observing lessons
- Learning walks
- Work and planning scrutinises
- Curriculum development and planning
- Initiating training/workshop opportunities with specific focus

Whole school staff meetings form the basis for continual self-evaluation, in line with the OFSTED Framework, where staff are encouraged to share best practice and contribute to school improvement and development plans.

The Curriculum Lead is responsible for the whole-school coordination of the curriculum. Phase Leaders oversee and review Key Stage curriculum developments. Each subject has a Lead, responsible for ensuring its maintenance and development. Class teachers are responsible for delivering the school curriculum to their classes. Teaching assistants take responsibility for delivering aspects of the curriculum for their classes, under the direct supervision of the class teacher.

This Policy will be reviewed as part of our compliancy checks on a yearly basis.

Appendix A: Curriculum Routes & Progression Pathways

Curriculum Routes

The curriculum is organised into three Curriculum Routes;

- Route 1 - [The Discovery Curriculum](#) (for pupils working within/across the Engagement Steps and Progression Pathway 1)
- Route 2 - [The Explorers Curriculum](#) (for pupils working within/across Progression Pathways 2-4, which includes the pre-key stage standards)
- Route 3 - [The Investigators Curriculum](#) (for pupils working within/across Pathways 5-6, which includes the pre-key stage standards and the National Curriculum objectives)

The Routes can overlap to allow for sequence and progression. The transitions between routes can be gradual and there are no distinct boundaries between them.

This approach enables learning to be tailored to meet the developmental needs of differing learner profiles and offers all pupils appropriate and meaningful opportunities to practice, rehearse and to generalise their understanding and commit learning to their long-term memory. The emphasis is on building routine and structure, which enables learners to use more of their working memory in order to undertake and connect learning tasks.

The Discovery Curriculum

The Discovery Curriculum is designed for pupils who require a more sensory and interactive based curriculum. Children working at an early development level are developing the foundations of communication, social interactions and cognitive processes and skills on which all future learning is built. These children are assessed using the Engagement Steps and Pathway 1.

The Discovery Curriculum is broad and balanced, and seeks to meet the needs of each individual through a personalised approach, and intends to develop and build on pupil's independence in the context of self-regulation and self-awareness taking into account their sensory processing requirements and/or health needs. Learning focuses primarily on their EHCP targets in addition to;

- The foundations of learning- communication, cognition skills, social and emotional wellbeing, physical development and independence skills
- Developing social communication and interaction skills and the need for sensory approaches to learning
- Developing engagement for learning which is the pre-requisite to subject specific learning
- Identifying and supporting emerging skills, knowledge and understanding

Our Discovery Curriculum ensures learners working at the earliest stages have sensory and communication-based opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow pupils to develop familiarity, feel confident to interact and acquire meaningful skills and knowledge that they can apply throughout life to be positive and successful citizens.

The Explorers Curriculum

The Explorers Curriculum has been designed for pupils who are functioning at a level below the requirements of the National Curriculum, but above the requirements of the Discovery Curriculum. These are the pupils that will be assessed against the pre-key stage standards at the end of Year 2 and 6 in Reading, Writing and Maths.

The Explorers Curriculum is broad and balanced and follows a thematic approach that promotes independence, communication and confidence encompassing the development of thinking skills, understanding concepts, creative learning and social understanding and is designed to be developmentally appropriate. It enables all pupils to take part in activities that are engaging and meaningful to them, whilst providing them with relevant and challenging goals. This is a life skill-based curriculum where pupils learn from their experiences, explore and follow a topic-based approach.

Pupils working in the early stages of the Explorers Curriculum, at an emergent concept level, are developing more refined communication, cognitive and social interactions skills with greater intentionality. They are beginning to use more formal and representative systems for language-based concepts, which may include symbols and signing. Children are developing a greater understanding of how their actions can impact on people and the environment. They are assessed using Pathways 2 and 3.

Pupils working at a basic concept level at the higher end of the Explorers Curriculum, have started to secure early concepts such as colour, shape, size and number, and they are beginning to refine and apply their learning. They are developing more sophisticated understanding and the use of language including combining words. They are assessed using Pathway 4.

The Explorers Curriculum acknowledges that there will still be a need for the use of sensory based specialist provision, such as rebound therapy and sensory circuits, for some pupils accessing this Route.

The Investigators Curriculum

The Investigators Curriculum has been designed for pupils who are working at, at least Year 1 National Curriculum objectives, building on thinking skills, understanding concepts, creative learning and social understanding, which enables them to maintain, generalise and apply their skills more consistency in context.

Pupils working at an investigative level are developing more formal, subject based knowledge and skills within the National Curriculum. They are learning how to use and apply the knowledge they have and make connections between concepts and ideas. These learners will still need significant support to apply knowledge flexibly and in more than one context. They are assessed using Pathways 5 and 6.

Investigators follow a curriculum that provides a blend of academic and life skill experiences, building strong foundations to enable our learners to successfully move onto their next phase of learning and adulthood.

It is delivered through The Rosehill Programmes of Study, adapted from the National Curriculum. These Programmes are differentiated to support our pupils to progress from their individual starting points towards age related expectations. In order to ensure our pupils, have access to a knowledge rich curriculum Subject Leaders seek to extend the knowledge to be taught within topics through the creation of detailed and well differentiated Schemes of Work.

Progression Pathways

We have identified 6 main assessment Pathways for learners. Prior to this, pupils will follow the [Engagement Steps](#). Although the Progression Pathways are not age-related, the content of the curriculum will change as a pupil progresses through the school. This is to ensure learners receive varied and engaging input over-time that is age appropriate, even when they might remain in the same cognitive pathway, to ensure that existing skills and knowledge are consolidated, and new learning is acquired.

Progress for our learners is assessed in terms of their ability to generalise and maintain the skills and knowledge they acquire across the curriculum, and within different contexts and experiences.

Curriculum Routes						
Discovery Curriculum		Explorers Curriculum			Investigators Curriculum	
Progression Pathways						
Engagement Steps (Engage)	Pathway 1 (Discover)	Pathway 2 (Explore & Create)	Pathway 3 (Refine & Initiate)	Pathway 4 (Consolidate & Apply)	Pathway 5 (Investigate)	Pathway 6 (Embed)
Overview of how learners would typically present within each Progression Pathway						
The Engagement model is used to assess progress of children in 5 key areas: exploration, realisation, anticipation, persistence and initiation. Using the AET objectives from the learning and engagement strand, you will closely assess how	Learners begin to complete elements of familiar learning tasks, such as copying or imitating actions, with greater confidence, although they still require adult modelling and prompts.	Learners are starting to explore and create, with less support. They can name actions that they are directly observing using a method of communication relevant to their needs. They begin to show a preference for	Learners are becoming more refined in their actions. They can recognise and predict elements of tasks. They will know how to retrieve items if they are about to undertake certain activities e.g. for a	Learners are beginning to apply their skills and knowledge. They can use resources and equipment purposefully and will generally complete what is asked of them without negotiate techniques,	Where learners progress to pathway 5, it may be appropriate to access some of the more formal National Curriculum programmes. The focus will depend on the age of the learner and whether this relates to specific	Learners are accessing more formal National Curriculum programmes. They can refer to prior learning and apply knowledge and skills to new activities. They begin to demonstrate reasoning skills and

<p>we can best meet the needs of learners with autism and identify next steps.</p> <p>At this stage, learners are encountering and making sense of the world around them. They require support and modelling to complete daily routines and functions, although they become more co-operative, or may be extrinsically motivated to complete a task if there is an immediate reward.</p> <p>See Engagement Steps Pathways for more information.</p>	<p>They begin to follow routines and predict now and next events with support.</p> <p>They begin to categorise items using tangible objects and some familiar photos/symbols.</p>	<p>activities they enjoy (e.g. through using 'like' and 'dislike' symbols or through use of gestures).</p> <p>They often require a motivator to complete a given task but can complete some actions linked to a subject of interest with minimal prompts.</p> <p>They can copy some enquiry related tasks, but are not yet predicting or anticipating what needs to be done unless supported.</p>	<p>reading session, get a story book.</p> <p>They can show a preference for which activities they enjoy and complete what is asked of them with limited negotiation or support.</p>	<p>although they still may need verbal reminders and reassurance.</p> <p>With prompts, they start to organise their own learning and are able to choose and find the correct equipment or items with ease. With support they will begin to self-assess their achievements.</p> <p>They can recall previous learning and begin to apply knowledge to new experiences. They begin to express opinions and question information more frequently.</p>	<p>skills or more general input.</p> <p>Typically, within this pathway, learners are able to independently complete tasks and make informed decisions during learning.</p> <p>Learners at this level will self-assess and at times elaborate on this i.e. I can do it because I knew which were plants.</p>	<p>logical thinking when presented with a challenge.</p> <p>Learners embed skills within a real-life context and regularly complete tasks independently.</p> <p>Learners are aware of their individual targets and begin to assess their own work with support.</p>
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A more detailed breakdown of the learning intentions within each Progression Pathway are available for each subject.