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Aurora Ivy Lane School Curriculum Policy

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This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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1   Policy

At Ivy Lane School we are very aware that the quality and range of educational inputs students receive during their time with us will have significant impacts on the quality of their childhood and their future quality of life. Our curriculum is driven by the five key principles of:

- accesibility
- engagement
- relevance
- variety
- demonstrable progression.

We do not apply a 'one size fits all' approach to achieving these principles. We apply a pathway approach. Our four pathways describe the need to consider the individual needs and abilities of each student on admission to school and will determine the aims they should work toward during their education. All education staff will receive professional development to ensure they are able to deliver each pathway and our ongoing assessment/quality assurance work will continually check if each of the key principles is being achieved for each student. Should assessment identify at any point that changes in provision can improve a student's experience or progress with their learning then we will offer a flexible approach to ensure this happens.

2   Curriculum – Foundation Principles

Accessibility – When planning for learning in the medium and short-term we seek to provide every student with learning in an environment and style which they can access comfortably. Teachers will receive specialist ongoing professional development to ensure they use specialist methodologies, including PECS, Makaton, SPELL and ABA to maximise inclusion within every whole class, small group and 1:1 learning opportunity.

Engagement – Given the strongest and most effective learning takes place when students are engaged our teaching team will personalise opportunities to make them individually relevant to students and focus on providing learning opportunities relevant to the strengths and interests of the students within their class.

Relevance – During our initial assessment of a student we will aim to identify their ambitions for leaving school. Within this we will cover:

- The academic acheivements they seek to achieve;
- The skills they will need to live in their preferred community as an adult;
- Their maximum potential relating to communication and sensory needs and the skills they need to maximise their independence and quality of life as adults.

When the assessment is in place we will establish the correct pathway, individual learning plan and identify the support required for each student.

Variety – We aim to develop independent learners who respond positively to a range of learning opportunities. Classroom-based methods such as ABA, TEACHH and work boxes may be used to build confidence in core skills. Care will be taken to ensure students can apply

skills learned in these settings in a range of domestic, community, work place and learning scenarios. We will seek to maximise our urban location to develop students who are comfortable and confident learning here at Ivy Lane and locally in Wakefield as well as

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developing skills which they can continue to use as adults in future settings.

Demonstrable progression – We seek for our students to leave Ivy Lane School with a greater range of skills, abilities, interests and confidence than when they joined us. Termly progression checks will be used by leadership to assess student progress on subject specific and non subject specific pathways. Each lesson will contain assessment opportunities during which learning can be reshaped as required to maximise opportunities for progression.

3   Curriculum – Specific Aims

Achievement of outcomes identified within EHCPs. All long-term outcomes will influence short/medium term planning. Rigorous annual review of EHCP content is required whilst working alongside placing authorities to agree and make amendments.	**Acting on views of parents/carers to shape learning opportunities.** Parents have access to assessment information through annual review and annual reporting processes. Parental consultation events and open communication encourage parental views to be expressed.
Responsiveness to identified needs by a range of internal professionals including therapists, clinicians and care teams. Teams are formed around the child to ensure each child receives multi-disciplinary support and development opportunities.	**Holistic planning to deliver actions and outcomes identified by placing authorities and external professionals.** We will work closely with professionals from placing authorities to ensure we are delivering a curriculum which matches their own long term aims for a student.
Shape in response to student voice. At all stages in a student's education we will encourage them to shape their learning by identifying individual next steps and involvement in the setting of targets and long-term objectives.	**Personalise planning based on individual needs**. Detailed assessment procedures will enable teachers to recognise and respond to students with inconsistent levels across the curriculum and to plan to address this.
Prioritise transition to next steps after school. Whilst in school the annual review process alongside independent advocacy and careers advice will help students identify their initial steps in adulthood. We will then strive to build strong links to help the student prepare.	**Personalise Individualised Learning Plans (ILPs) promote learning in key areas across daily life.** To help ensure students' learning is transferable staff will be asked to promote and record key communication, behavioural and sensory skills across a students' waking day.
Be inclusive of all relevant aspects of the National Curriculum. Our broad and balanced curriculum will also be designed to show it complies with all requirements of the national curriculum.	**Promote Fundamental British Values.** Throughout our curriculum we will promote the fundamental British Values of democracy, rule of law, individual liberty, mutual respect.

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Support achievement of nationally recognised qualifications.	Develop technologically confident learners.
Our programs of study will compliment nationally recognised qualifications across the curriculum to help students achieve these as recognition of their personal success.	Mainstream and adaptive technologies will play a major role in our students' lives. Our curriculum will help them learn what is on offer and be ready to use it effectively in their adult lives.

4   Relevant Guidance

The relevant guidance that informs our curriculum planning is set out below.

The National Curriculum

All our programs of study and planning will be designed to maximise individuals' access to the national curriculum and provide our students with every opportunity to experience the curriculum offer agreed as in the best interest of all age equivalent students nationally. Care will be taken to adapt the national curriculum so experiences for our students are meaningful, accessible and promote progress relevant to achieving their individual needs. Where students are not ready for the curriculum set nationally for their age group, learning will be presented that fits with the student's abilities from the national curriculum for earlier ages. This will be presented in an age appropriate format which is respectful to the student's chronological age. Where students' specific needs place their targets as being before the subject specific learning specified by the national curriculum their curriculum will focus on developing the skill specific learning required to progress to subject specific learning. In key stage 5 students may more frequently divert from the national curriculum to access learning opportunities specified in their EHCPs as central to their developmental needs to succeed in adult life.

Guidance on promoting fundamental British Values in Schools

Throughout our curriculum we aim to reinforce the messages required to develop students who not only understand but believe strongly in the need for:

- democracy
- rule of law
- mutual respect
- tolerance
- individual liberty.

We are committed to all staff supporting these values and ensuring their conduct and role modelling reinforces them to our young people. This commitment is reflected in our safeguarding policy and practice.

Relationships education, relationships and sex education (RSE) and health education

In line with this guidance our curriculum presents repeated opportunities for students to develop their knowledge and understanding of RSE. PHSE schemes of work ensure

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RSE is covered annually at a level and with content which is relevant for students given their age, individual learning needs and preferred learning style.

SEND Code of Practice

Our curriculum is planned to enable students to access a package which is compliant with the statutory guidance of the code of practice. All our students will have Education, Health and Care Plans. Our curriculum offer is designed to integrate outcomes which may come from these without the need for additional timetabled sessions. In line with Part 8 of the guidance our curriculum will focus on preparation for adulthood from the earliest years with increasingly personalised learning opportunities being available in Key Stage 5.

5   Pathway Approach

In acknowledgement of the individuality of our students our curriculum is divided into 4 pathways. These pathways reflect a combination of:

-   A student's age
-   Their past learning achievements
-   Their preparation needs for adulthood.

Please see Pathways Chart, ReS 3.1D.1, for the detailed pathway chart.

5.1   Pathway Assessment

Prior to admission school leaders will place a student on an appropriate pathway based on the following sources of information:

- Education Health and Care Plan (EHCP)
- Student's age
- Annual Review documentation
- Consultation with previous provider
- School visit
- Consultation with parents/ carers
- School reports
- Information from virtual schools
- Professionals reports

Other relevant sources of information.

The following provides guidance on how sources of information can inform pathway decisions:

	Age range	Environmental needs	Attainment levels	Community Access	Outcomes
Ignite – Lower School	11-16	Accesses learning in adapted environments beginning to access mainstream learning environments.	Pre subject specific levels (e.g. <=P6 or engagement steps 1-6).	Working towards accessing learning in the community.	Focussed on personal development, communication, independence and life skills.

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Ignite – Upper School	16-19	Able to access a range of learning environments across the school site and curriculum with support.	Pre subject specific levels (e.g. <=P6 or engagement steps 1-6).	Able to access community learning with support.	Focussed on personal development, communication, independence in the community and life skills.
Aspire – Lower School	11-16	Comfortable with and responds well to classroom-based learning with some sessions in the community.	Close to or working at Entry Level 1-3.	Able to access community learning with support.	Personal development alongside entry levels qualifications in core subjects.
Aspire – Upper School	16-19	Comfortable with and responds well to classroom-based learning able to access workplace learning with support.	Close to or working at Entry Level 1-3.	Able to access community and workplace learning with support.	Personal development alongside entry levels qualifications in core subjects and employability.

5.2   Review of Pathway Assessment

The correct pathway for an individual student will be reconsidered at each annual review. Should this not be timely, earlier review can be considered providing all relevant stakeholders are consulted.

5.3   Impact of Pathway Assessment on Timetable Arrangements

Prior to the start of the school year class teachers will meet with school leaders to ensure their class timetable provides the relevant learning opportunities for the pathways they accommodate. Where possible each class will accommodate a single pathway. Should this not be possible then students in compatible pathways will be placed together and additional staff will be used to facilitate 1:1 or small group sessions.

6   Learning Opportunities – Pre Formal Learning on the Ignite Pathway

Teachers will present students on the ignite pathway with learning experiences promoting development against the seven aspects of engagement, namely:

- Responsiveness: as a pre-requisite for learning students need to be taught to follow inputs from a variety of sources, understand communication from others and respond appropriately.

- Curiosity: this supports positive engagement with learning and helps students develop the approach required to engage with learning opportunities, particularly opportunities where learning through play or experience is important.

- Discovery: to acquire new skills and knowledge students will need to be confident in exploring activities, concepts and equipment.

- Anticipation: to communicate and engage effectively students need to develop their understanding that certain pieces of communication or action on their behalf elicit

responses from others.

- Persistence: to successfully engage with a range of learning opportunities students will need to develop the ability to maintain focus and on stimulus/ activity and attempt requested activities for long enough to benefit from the opportunity.

- Initiation: several of our learning experiences in 1:1, small group or whole class situations such as TEACHH, ABA and regular lessons require students to be confident in proactively initiating actions to generate outcomes.

- Investigation: the strongest learners are capable of prolonged, independent, experimentation to engage positively with learning opportunities on offer.

6.1 Presenting pre formal learning to students:

Learning opportunities of this type can be presented in a variety of formats including:

- Work boxes including 1:1 or independent tasks.
- Opportunities to learn through play.
- Group or 1:1 clinical sessions, such as Autism Awareness or Lego Therapy.
- Subject specific lessons where subject specific content is presented alongside learning opportunities in line with the seven aspects of engagement.
- 1:1 or small group focussed academic learning interventions.
- Supported community based learning opportunities in a range of locations accessible to the individual student.

6.2 Review of outcomes

Progression against the seven aspects of engagement will be completed and moderated on a termly basis. Planning will respond appropriately to findings of the assessment. Once a student reaches engagement step 5, the EHCP review process will consider whether remaining on skills for learning pathway and being judged against engagement steps remains the most relevant pathway or whether transition to a subject specific pathway is appropriate.

7   Managing different age ranges within each pathway

At Ivy Lane School we are conscious that our learning experiences need to accommodate

students across a range of ages at all stages and that our curriculum and consequently that our school cohort will not necessarily follow neat linear progression in line with their age.

To accommodate this, the age range of students each pathway will have to provide for is broad. As a consequence, teaching will be supported to provide learning environments and opportunities which meet the curriculum outcomes yet provide students with an age appropriate experience. Additional emphasis will be given in planning to ensure that students who have been at the school for a number of years or have been making small step progress within a similar level receive variation in experience which reflects their individual learning needs.

Subject specific considerations are detailed below. Across all subjects the following principles should be applied:

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- The youngest students (key stage 3) should be presented with a childlike learning environment and experiences. Learning by play and exploration should be encouraged as this will promote learning and the development of positive mental health.

- The oldest students (key stage 5) should be presented with learning situations which replicate those they will experience in adult life and where possible be encouraged to learn to transfer skills learnt across a range of settings and scenarios.

- Planning for students in key stage 4 should have a personalised combination of the factors relevant for key stages 3 and 5 dependent on their individual needs and past learning.

- The curriculum map should be revised on a biannual basis. Careful consideration should be given to the needs of the cohort at that point to avoid repetition of subjects and content in their learning experience.

8 Subject specific considerations

Subject	Youngest Students (KS3)	Oldest Students (KS5)
English	All texts should use accessible language and explore understandable concepts to the child. Use of texts for a younger audience may be permissible if the student finds them relevant and it promotes learning effectively.	All texts should use accessible language and explore understandable concepts to the child. Texts of types of writing aimed at significantly younger students should be avoided. Texts and written tasks should be promoted which replicate 'real world' tasks the students will experience on leaving school.
Maths	At this stage the emphasis will likely be on acquiring skills in a controlled classroom environment. However, from an early stage students should be encouraged to apply all skills learned across a range of community and home settings.	At this age the emphasis will be on the development of 'real world' applicable maths with a particular emphasis in the teaching on the skills and techniques a student will require for the outcomes identified in EHCPs for students' long term futures.
ICT	At this stage, students will learn to become effective users of a range of ICT devices supporting communication, information sharing and also commonly found public devices such as self-service checkouts and road crossings.	At this stage, students will continue to build on previous learning with particular regard being made to independent usage and safe usage of the full range of ICT resources they will have access to as adults.

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9   Planning learning opportunities at Ivy Lane School

Our induction process, refresher CPD and professional support will help and enable staff to deliver our schemes of work. Staff will follow the process below to ensure each student receives an education which is meaningful, supports their progress towards adulthood and gives them an enriched, positive and memorable school experience.

Step	Action	By whom?
1	Initial assessment or annual review identifies a student pathway.	Senior leadership.
2	Class and individual timetables are constructed to support outcomes required by pathways and individual EHCPs.	Senior leadership and class teacher in collaboration.
3	Long term planning: curriculum map is used to map learning over a 4-year period to ensure opportunities systematically build on each other and learning is broad/varied avoiding repetition.	Senior leadership and class teacher in collaboration.
4	Medium term planning: Using schemes of work, relevant lesson objectives are selected and plotted across a term. Consideration given at this stage to age appropriateness and variety of experiences offered.	Class teacher.
5	Short term planning: lessons are planned based upon termly and ongoing assessment and student response to learning experiences.	Class teacher and teaching assistant.

Planning Templates

These are the templates to be used by school leaders and teaching staff to:

- Communicate the thinking behind their planning including how sequential learning benefits a student over time.
- Break learning down into manageable chunks to make it accessible to their students.
- Instruct support adults on how learning is organised and the role they can play in supporting learning experiences.

The templates can be located within this policy as follows:

- Ivy Lane School Long Term/Annual Planner
- Ivy Lane School Medium Term Planner
- Ivy Lane School Lesson Plan/Short Term Planning

Long term planners at Ivy Lane School

Introduction

Our long term planners aim to ensure our students experience learning opportunities in a balanced and varied manner across each subject. Each map is pathway specific and covers four years, the maximum time a student can spend in one pathway. To ensure continuity between pathways planning is done by suitably qualified and experienced subject leads who plan a holistic learning experience whereby students can build on their learning across a full school pathway from school years 7 to 14 with experiences which provide spiral/ sequential learning and avoid repetition.

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Guidance on usage of long term planners

- Long term planners provide a start point for subject leaders and teachers in both medium term planning and individual lesson planning. To transfer the long term plan into effective learning experiences the following need to be in place:

    - Subject leads should provide unit overviews for each unit summarising: the relevance of the unit to a child's development and long-term goals; objectives to be covered in the unit; resourcing required; ways to 'bring learning to life' and produce consistently good/outstanding learning experiences; links to other curriculum areas.
    - Class teachers should ensure curriculum presentation is age appropriate and respects the different stages in their education of individual students.
    - Class teachers should use and ensure their assessment builds on prior learning and avoids situations whereby a student repeats past learning or commences a topic where they are unlikely to succeed due to gaps in prior learning.

Review of Long Term planners

The curriculum map should be reviewed as a minimum bi-annually and revised based on:

- Student progress against the current map.
- Student engagement with past topics
- Innovation and developments in educational practice
- Local or national events to which learning can be linked (e.g. Olympics, memorial events)

Current student cohort.

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Example Subject and Pathway Specific Curriculum Map

Subject: ICT   **Pathway: Aspire - Upper**

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1		**Digital literacy**	**Communication multimedia**	**e-safety**	**Programming**	**Communication data**	**Digital literacy**
		To know how computers help to make our lives easier Where and how is ICT used Schools, businesses, leisure centres, supermarkets, restaurants etc	To take photographs and insert them into a poster	To demonstrate how to use the internet safely	To confidently use discovery coding to demonstrate confidence in generating instructions	To continue developing numeracy skills To use Spreadsheets to complete tasks To add simple formula into spreadsheets to complete basic functions	To receive and open electronic messages To act on given instructions to complete a simple task

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 2	**Using ICT**	**Using ICT**	**Finding and selecting information**	**Finding and selecting information**	**Developing, Presenting and communicating information**	**Developing, Presenting and communicating information**
	To interact with ICT for a given purpose To recognise and use	**To follow recommended safe practices** To minimise the physical stress of	**To complete simple internet based searches** To find and open previously saved	**To find given information from an ICT based source** To use text	**To enter and edit single items of information** To identify and correct simple errors.	**To use ICT based communication** To receive and open electronic messages

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interface features with confidence	seating, lighting and hazards To keep access information secure by using passwords	files	messages, voicemail, and on screen information	To label an image using software	To edit

Year 3	Using ICT	Using ICT	Finding and selecting information	Finding and selecting information	Developing, Presenting and communicating information	Developing, Presenting and communicating information
	To interact with ICT for a purpose To use competently computer hardware and software applications for a purpose	**To follow recommended safe practices** To minimise physical stress To keep access information secure by using passwords To understand the need to stay safe online	**To use ICT based sources of information** Use simple ICT search facilities	**To find specified information from ICT based sources** To select information relating to a specific task	**To enter and edit information for a simple given purpose** To use simple editing and formatting techniques To use multimedia to communicate remotely	**Bring together two given types of information** To print, preview on screen To identify and correct simple errors

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Year 4	Using ICT	Using ICT	Finding and selecting information	Finding and selecting information	Developing, Presenting and communicating information	Developing, Presenting and communicating information
	To interact with and use an ICT system to meet given needs To use correct procedures to start and shut down an ICT system To use input and output devices To use software applications to meet needs and solve given problems To recognise and use interface features	**To store and retrieve information using safety and security practices** To change simple software settings To open and save files To demonstrate the knowledge of how to insert and remove media To use and change passwords To minimise physical stress	**To use simple searches to find information** To search for stored information To search web – based sources of information To select relevant information that matches requirements of a given task	**To select relevant information that matches requirements of a given task** To select different types of information for a given purpose	**To types of information to achieve a specific outcome enter and develop different** To enter, edit and format information including text graphics, numbers or other digital content to achieve the required outcomes To insert positional graphics or other digital content to achieve a purpose To process numbers to meet needs	**To collate and edit information for specific purposes** To read, send and receive electronic messages To confidently save attachments. To retrieve previously saved attachments To use lists of contacts to create

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10   Thematic Approach

Ivy Lane School will support a thematic approach to learning to help staff and students link learning from multiple subjects and give all classes across school a unified approach to their learning. The thematic approach will also support learning experiences which bring value to students' learning such as visitors to school, educational visits and/ or whole school events.

In planning, subject leads and class teachers should where possible link their medium and short term planning to the topic. Every half term school leaders should ensure assemblies and other events provide a rich range of communal learning experiences for the whole school linked to the current theme.

Ivy Lane School – Draft Long Term Topic Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	All about me	Wild things	Our Home	Our world	The seaside	Olympians
Year 2	Animal kingdom	Food, glorious food	Plants	Water world	Fire!	Going green
Year 3	The weather	Africa	Chocolate	Capital adventure	From farm to fork	Our planet
Year 4	Great machines	Britain at War	Out of this world	Dinosaurs and dragons	Green spaces	Helping our community

11   Schemes of Work

Schemes of work are available for all subjects. They are constructed by teachers and leaders with strong subject knowledge in each subject. Content will be based up on:

- key learning points within a given subject;
- learning opportunities known to be pertinent and positive for SEND students;
- intent, implementation and impact for each subject
- clearly structured and well sequenced learning opportunitities

Content of schemes of work should include:

- 4 year curriculum map for each pathway.
- Specific details on which skills/learning objectives are to be taught in each of the four years to avoid repetition in learning and promote spiral learning.

For non–subject specific learners, learning objectives will be taken from the engagement steps framework. This will be consistent across all subjects with teachers then being supported to provide planning and learning experiences which enable the objectives to be taught within the theme of each specific subject.

Whole school schemes of work will include learning objectives pitched at what is anticipated to be the average ability within a pathway. Subject leads will support class teachers inadapting/differentiating these to support and challenge students assessed at lower or higher levels.

Schemes of work are to be reviewed annually alongside the curriculum policy. As part of this review process feedback should be sought from:

- Subject leaders' self-evaluation of the subject.
- Class teachers regarding ease of use and supportiveness of scheme of work.
- Support staff on their perceptions of curriculum within the subject.
- Students' views on learning opportunities and progress made in the subject.

12   Review of curriculum policy at Ivy Lane School

The policy will be reviewed annually by the Head Teacher in consultation with the senior leadership team and school advisor alongside associated schemes of work, pathway plans and all associated documentation. The review should focus on the ongoing relevance of the policy given the current cohort of students attending the school, local or national education developments and newly emerging learning opportunities

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Pathways Chart

Ignite	Aspire

Upper School Years 11-14

Ignite – Upper School		Aspire – Upper School	
Pathway Outcomes	**Learning Experiences**	**Pathway Outcomes**	**Learning Experiences**
- Expressive and receptive communication enables the student to maximise their ability to communicate effectively. - Students are able to access and interact effectively in a range of community settings. - Students have developed a range of skills and interests which will add variety and engagement to their adult lives in vocational and leisure contexts. -Students are prepared to live their adult home lives with maximum independence in line with their personal wishes.	Classroom experiences teach skills to be applied in community, home, leisure and workplace settings. Structured weekly sessions in home and community environments allow students to practice and develop their skills in settings they will experience as adults. **Subjects Taught** - English - ICT - Maths - Citizenship inc. RE - Food tech - Arts and Crafts - Sports and Leisure - Performing arts - Home skills	- Student has strong communication skills underpinned by the literacy and numeracy skills required to make home, workplace and community setting accessible. - Students have developed the skills and confidence required to access paid, voluntary or supported employment and/ or further training. - Students are able to care for themselves with maximum independence and minimal support in their daily lives. -Students have a strong understanding of the opportunities presented in modern British society and can access communities for their individual work, leisure and everyday needs.	Classroom learning gives students strong theoretical knowledge for their adult life. Meaningful work experience alongside employability studies prepare them for the workplace. Citizenship in school and community settings prepares them to access the world alongside their peers. **Subjects taught** - English - ICT - Maths - Food tech - PHSE - Citizenship - Work experience - Enrichment - Employability

Lower School Years 3-10

Ignite – Lower School		Aspire – Lower School	
Pathway Outcomes	**Learning Experiences**	**Pathway Outcomes**	**Learning Experiences**
- Students are well skilled as learners with underlying skills including focus, communication, behaviour and confidence. - Students are experienced and effective in a range of learning environments including the classroom, school resources and community resources. - Students are experienced in/ hold basic skills in the curriculum areas they will require in the next stages of their education and development	Students who are new to the pathway and/ or younger will experience their learning in a limited number of environments with which they are familiar. As confidence grow this will broaden. Learning will be highly personalised and use additional adults considerably. **Subjects Taught** - English - ICT - Maths - Music - PHSE - RE - Food tech - Arts and Crafts - Sports and Leisure - Expressive arts	- Students have developed the fundamental literacy and numeracy skills required to access learning in a range of settings. - Students have strong learning habits and the confidence to apply these in a range of learning experiences. - Students have strong recall of subject specific knowledge required to access higher learning in each subject. - Understand the options available to them as older learners and be capable of participating in the setting, monitoring and assessment of personalised learning targets. - Be prepared for formal accreditation programs including entry level and level 1 qualifications.	Students will focus on building their core skills in school-based sessions. Community based sessions will help them to begin to understand how these skills can be applied outside of the classroom. **Subjects taught** - English - Geography - Maths - Art - PHSE - ICT - Science - Music - History - PE

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Ivy Lane School Long Term/Annual Planner

Class: _____ **Pathway/Pathways covered:** _____

Subject	Unit Covered					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Ivy Lane School Medium Term Planner

Setting the scene Use this section to sell the learning. How is it relevant? How is it fun? What unique opportunities does it promote?	[Picture]
By the end of the unit pupils will be able to: List, end of unit outcomes in such a manner they can become objectives/ outcomes for lessons within the unit.	Overview of learning experiences: How will the learning be presented? Classroom based, community focussed, other? What sort of activities are involved?
Creating meaningful learning/ bringing the learning to life: Consider how events learning can work towards/involved in: visits, events, opportunities? Can the unit work towards something as a culmination? Should the learning environment be adapted during the unit?	Unit preparations: What resources need to be prepared? Any events/visits need to be booked? Any prep assessment required?
Resources: Is there a school box/file? Here is where any required resources need to be listed in preparation for the unit	Links to community life, work experience, other subjects and home learning Highlight relevant links to aid cross curricular planning.

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Ivy Lane School Lesson Plan/Short Term Planning

Class:		Subject:		Pathways:	
Lesson Objective:					
Lesson Outcomes:					
Summary of relevant prior learning:					
	What is the teacher doing?	What is the role of additional adult support?	What are the students doing?	How are we providing differentiation?	What are the assessment opportunities?
Introduction/Starter					
Main body of the lesson (inc. timings for each stage)					
Plenary					
Plan for end of lesson assessment and impact on future learning opportunities:					