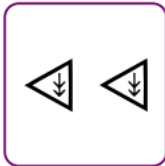


# Ysgol Maes Hyfryd Curriculum Summary Document



Skills

Sgiliau



Wellbeing

Lles



Attitude

Agwedd



Knowledge

Gwybodeath





# Our school curriculum rational

Our curriculum at Ysgol Maes Hyfryd is designed to reflect the needs of the whole child, meeting the individual needs at their point of learning. The curriculum strives to be responsive and personalised to each learner in direct response to a pupil's personal learning goals, individual strengths, needs, interests and their barriers to learning. It is developmental in nature and open to personalisation – all learning opportunities start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible.

Pupils fit into education opportunities according to their individual abilities, interests and learning journey.

We address the national priority of 'challenge for all learners' in order to ensure that all learners are appropriately and equitably supported to meet their full potential. All our pupils are entitled to be supported in their progress and enabled in realising their aspirations, regardless of their starting point. Our curriculum is skill and context based and where developmentally appropriate it aims to teach new curriculum knowledge, addressing the what matters statements in the various AoLEs and the progression steps. The whole curriculum regardless of curriculum pathway encourages active engagement in learning. It focuses on the development of key skills of communication, cognition, independence, physical development and self-care, all transferrable skills that equip our pupils for life beyond the school. Our curriculum aims to introduce, teach and enable our pupils to apply their skills in the classroom and in real life, authentic contexts. Supporting our pupils to achieve the four core purposes identified by the Curriculum for Wales



# Our school curriculum vision

Each pupil enters Ysgol Maes Hyfryd with unique and significant challenges and obstacles to learning. Each pupil will leave Ysgol Maes Hyfryd equipped with the necessary skills to fulfil their own unique potential.

At Ysgol Maes Hyfryd we strive towards the four purposes of the curriculum for Wales maximising our pupils' life chances, supporting their individualised future plans, by developing the four purposes of the curriculum for Wales in their own individual way.

We aim to support and address our vision within a holistic approach to learning encompassing the whole environment and school day. This encompasses discrete learning opportunities and the whole school experience.

What Matters Statements drive the purpose and ethos of the new Curriculum for Wales.

At YMH, we have undertaken analysis of each of the 'What Matters Statements' (WMS) and interpreted them as appropriate for our learners accessing the various curriculum pathways.

# Our school curriculum rational

To make our vision a reality for our pupils, our curriculum will:

- enable our pupils to realise the four purposes and equip them to for ongoing learning and life beyond school
- build high expectations and enable all pupils to achieve their full potential
- support the pupils to become successful in their own character
- offer a broad and balanced education, which enables our pupils to make links between the different areas of learning and experience (AoLEs) and apply their learning to new situations and to more complex issues
- support progression along a continuum of learning
- support our pupils' health and well-being, including their mental health and well-being
- support our pupils' development of knowledge according to their needs - that is the foundation of being an informed citizen
- recognise our pupils' identity, language(s), ability and background and the different support they may need given their particular circumstances
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world
- enable our pupils to make sense of growing up in contemporary Wales and of issues which will be important in the future.
- support our pupils to engage with a range of information
- enable our pupils to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders (learners, families, the wider community and our feeder schools).

# What do we mean by curriculum?

Ysgol Maes Hyfryd's curriculum encompasses every opportunity our pupils experience whilst at school, supporting the development of the four purposes. It is not simply what we teach, but how we teach and why we teach it.

The basic tasks of personal needs and daily life (e.g., moving from place to place, transport, effects of medication, management of seizures, time it takes for a pupil to complete a meal, concentration span, time it may take for a pupil to respond etc.) are viewed as learning opportunities within the whole curriculum. Any such activities and routines are recognised as teaching opportunities will be valued as such and not be rushed.

The curriculum at Maes Hyfryd aims to meet the range of ability and needs of our pupils through a creative, flexible and responsive approach, supporting progression and personal development. The curriculum also responds to the requirements of the Curriculum for Wales

Our curriculum does its best to meet the personal unique needs of all pupils providing them with the skills and knowledge required to enable independence and confidence on leaving Ysgol Maes Hyfryd

# Our school curriculum

An identified connector AoLE supports planning and curriculum delivery across the school however teachers are best placed to make decisions about the needs of their specific pupils, ensuring activities and skills linked to the curriculum connector are meaningful and purposeful to the individuals needs, all AoLEs are taught termly.

Teachers select content, enabling them to use their professional skills to drive improved learning and outcomes. This provides pupils with personalised, meaningful learning opportunities with content taking into account pupil interests, needs and pupil voice.

This approach supports delivery of a broad and balanced curriculum with stimulating contexts for learning.

# The four purposes - our school aims:

Ysgol Maes Hyfryd continually reviews, develops and evolves its curriculum to meet the needs of its pupils, ensuring we support the four core purposes of the Curriculum for Wales (CFW) :-

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Whilst the four purposes are the starting point for our curriculum, their interpretation requires staff to adapt them to the context of our school, its pupils and the curriculum pathways. We have looked as a school what the four purposes mean to our individual learners and their needs and deliver a curriculum to support the development of this.

Each pupil is an individual, with individual learning, social and emotional needs and we continually look to better ourselves as a school to meet those needs and prepare for life after Ysgol Maes Hyfryd.

# The four purposes – our curriculum

For all our learners, we provide a curriculum that reflects the needs of the whole child.

Our curriculum aims to prepare our learners for life as adults by offering functional and personalised learning to enable them to hold a positive place in their community. The curriculum has a strong foundation of life skills and promoting independence in our learners. Our curriculum also includes functional English and functional Maths. We provide real-life opportunities for the pupils to feel part of and understand their community and wider world as well and encouraging social communication and opportunities to apply these skills in their local community. The curriculum also provides opportunities for creativity and the development of the AoLES through the identified curriculum pathways. With the right environment and support, we strive for our pupils to become:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



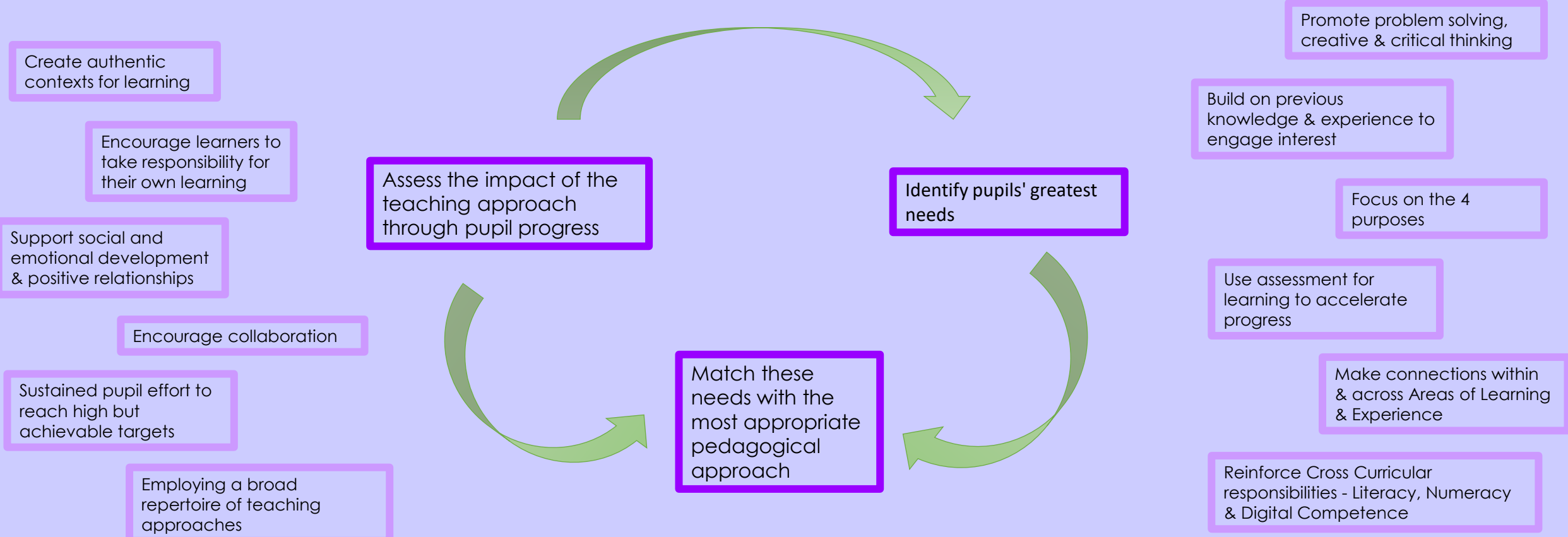
# The four purposes - our school aims:

At Ysgol Maes Hyfryd we .....

- Value every pupil as an individual
- Create an atmosphere of happiness and security where success is celebrated
- Maintain high expectations to develop the potential of each pupil
- Ensure that everyone is treated fairly and with respect.
- Make sure that our school is a safe, secure and stimulating place for everyone.
- Retain a supportive and approachable relationship for staff and parents to work together.
- Strengthen our links with the community
- Work with an inter-agency team of professionals to the benefit of the pupil and his/her family
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- Make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, through our pupil voice meetings and external support agencies
- Ensure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation and gender reassignment.

# The 12 pedagogical principles

The 12 Pedagogical Principles are central to the curriculum for Wales, and to teaching and learning at Ysgol Maes Hyfryd. The principles address teaching and learning approaches. Daily teachers at Ysgol Maes Hyfryd will:



The curriculum model at YMH will not imply an emphasis on any teaching approach – the decision about teaching and learning are very context and purpose specific and will be taken by the class teachers.

# Our school environment

YMH shares the campus with Flint High School (FHS) strong positive links benefit all of the pupils. The building has 13 individual classroom spaces all of which have interactive whiteboards and a considerable amount of specialist ICT equipment.

Ysgol Maes Hyfryd also offers specialist facilities:

- Independent Living Skills (ILS) room
- light and dark sensory rooms
- therapy room
- medical room
- parents' room
- outdoor gym
- Sensory regulation area

As well as access to a hydrotherapy pool which is at our primary feeder school.

Externally the school has its own designated outdoor spaces, but pupils also access the trim trail; traversing wall; Astro turf, playing fields and basketball courts within FHS outdoor areas.

# Functional skills: Communication at Ysgol Maes Hyfryd

## **Preparing for life:**

Communication and enabling our pupils to communicate is a priority at Ysgol Maes Hyfryd. Enabling our pupils to communicate is imperative to their independence skills in all curriculum pathways. At Ysgol Maes Hyfryd we use a total communication approach to 'listen' to the pupils this enables them to influence the curriculum content.

## **Our school communication aims are to:**

- Adopt a Total Communication approach throughout the school, where students have access to their own means of communication throughout the day.
- To develop a means of communication appropriate to each students' individual needs.
- To create opportunities for communication throughout the curriculum to enable each student to communicate to the best of their ability.

# Functional Skills: communication at Ysgol Maes Hyfryd

**All pupils have the following specific communication rights in their daily interactions:**

- Be spoken to with respect and courtesy
- Be in environments that promote one's communication as a full partner with other people, including peers
- Request and receive another person's attention and interaction
- Receive a response to any communication, whether or not the responder can fulfil the request
- Express personal preferences and feelings
- Ask for and receive information about changes in routine and environment
- Be offered choices
- Request desired objects, actions, events and people
- Refuse undesired objects, actions or events
- Receive intervention to improve communication skills
- Have access to AAC (augmentative and alternative communication) if required
- Have AAC that function properly

# Functional skills: communication at Ysgol Maes Hyfryd

## Communication in the curriculum:

Our curriculum incorporates many approaches that support pupils in developing their communication skills.

This list is not exhaustive:

- Attention autism
- Colourful Semantics
- Narrative therapy
- Lego Based Therapy
- Minecraft based Therapy
- Drawing and talking therapy
- Sand based therapy
- Intensive Interaction
- Blank Levels
- Language for Thinking



# Cross curricular skills

We believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence support pupils in accessing the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of life outside of school and work, enabling our pupils to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables pupils to develop competence and capability in the cross-curricular skills and extend and apply them across all areas. At Ysgol Maes Hyfryd we focus on supporting our pupils to develop functional skills and make sense of how these skills can be used in the world.

Across our curriculum, pupils will be given a range of developmentally appropriate opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

We will use the Literacy, Numeracy and Digital Competency Frameworks to guide our approach to the development of the cross-curricular skills.



## Cymraeg at Ysgol Maes Hyfryd

At Ysgol Maes Hyfryd we recognise that being Welsh means we are part of a rich history, full of heroes, saints and ordinary people who have built and preserved our ancient culture.

Being Welsh means exploring castles, monuments and more just beyond our doorstep.

Being Welsh means experiencing and taking part in colourful and vibrant events like Eisteddfodau, and St David's Day celebrations which stimulate our senses as we celebrate our culture.

Being Welsh means that we can hear, read, speak and sing in what is most likely the oldest living language in Europe.

As staff and pupils, we aim to increase our understanding and experience of what it means to be Welsh and to call Wales our home.

Wherever possible and appropriate, we will use the Welsh language as a natural part of all aspects of school life.





## Cynefin at Ysgol Maes Hyfryd

Our curriculum will work to instil our pupils with a pride and passion in themselves, our school community, the wider community and Wales.

Our curriculum will allow our pupils to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their Cynefin / belonging.

This will support pupils in developing their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

# Curriculum enhancement opportunities

To enhance our curriculum, we provide curriculum enhancement opportunities and use specialist facilities which support the wide range of needs across the school.

Sensory circuits  
Lego based therapy  
Minecraft based therapy  
Drawing and talking  
ELSA  
Tac Pac  
Bwyd Hyfryd – community food bank  
Travel Training  
Forest Schools  
Work experience  
School dog  
School Counsellor service  
School nurse  
Family engagement worker  
Sensory provision  
Residential



# Curriculum structure

Ysgol Maes Hyfryd adapts the curriculum structure, the curriculum delivery and timetable to ensure it meets the changing needs of the pupils while responding to curriculum developments.

Pupils are predominantly based in age-related class groups according to their identified curriculum pathway. However, it is acknowledged that some pupils require a specialist setting offering predominantly sensory and therapeutic approaches to be able to access the curriculum. A sensory approach to the curriculum aims to engage learner's exploratory skills and increase engagement levels.

# Curriculum Pathways

## Curriculum access

We have devised a dynamic supportive curriculum with various pathways to ensure our pupils receive the optimum support needed, through:

- The provision of various pathways offering bespoke purposeful learning opportunities.
- The provision of appropriate information technology resources – computers, relevant software and switches.
- Appropriate use of resources to support learner's sensory challenges, in line with their individualised sensory profile which enables them to be 'ready to learn.'
- An environment which supports total communication using signs, speech, symbols, objects of reference, communication aids, Picture Exchange Communication System (PECS), DUCB etc
- A positive behaviour support approach to all behaviours.
- Our commitment to essential therapeutic and curriculum enhancement approaches – Speech and Language Therapy, Occupational Therapy, Music Therapy, Rebound Therapy, Lego Based Support, Mine Craft Support, Drawing and talking etc
- The use of strategies to minimise or alleviate sensory impairments, such as access to the sensory areas, specialist equipment and the use of sensory integration strategies.
- A commitment to collaboration with parents, professionals and agencies, with the community and with the pupils themselves.

# Our school curriculum – curriculum pathways

Due to the diverse and complex needs of our pupils we employ methods of modification and differentiation in order for the whole curriculum to be accessible to all pupils. At Ysgol Maes Hyfryd we use personalised pathways for curriculum and assessment to ensure all pupils have an appropriately personalised and challenging curriculum. Our Pathways are developed to meet the learning needs of pupils who are working at engagement through to application of skills and development of knowledge. They are broken down into pathways

- Pre-Formal
- Informal
- Bridging and beyond ( incorporating the developmental pathways)
- Formal
- 14-16 Learning to live
- 16-19 Independence, Further Learning and Workplace

We also recognise that at times any pupil on any pathway may need to be supported by learning in the moment and focusing on engagement rather than a specific curriculum content delivered approach

The complete curriculum journey is progressive, the teaching of skills and knowledge where developmentally appropriate enable progression through the curriculum into our 14-19 age groups, encompassing the range of pathways within the school increasing the authentic learning opportunities such as work experience and transport training to support our pupils transition to life beyond school. Pupils pathway offer is always reviewed and if required a pupil will move pathways to ensure the best learning opportunity for each individual is provided.



# Pre-formal curriculum pathway rationale

The pre-formal curriculum pathway recognises that our pupils with Profound and Multiple Learning Difficulties (PMLD) have unique abilities and ways of learning.

*'Our learners (with PMLD) are entitled to access a curriculum and assessment framework which is fit for purpose and meets their specific needs -there is little benefit or increase in entitlement if they are included in structures which fail to do this.(p.46 our emphasis). '*

## **Routes for Learning (Welsh Assembly Government, 2006)**

We take this to mean that for those who will remain within developmentally early intellectual parameters for the whole of their lives, curriculum development must be specifically related to the difficulties faced. Any model based on linear developmental progression will come nowhere near to explaining or doing justice to the real progress and development which we know that those with PMLD can make, irrespective of their age.

# Pre-formal curriculum pathway rationale

This curriculum is 'content free' and constructed around the individual needs, interests and motivations of the learner..

It recognises the importance of play and the need for multi-sensory resources, enabling pupils to explore and make sense of the world around them. There is a significant focus on specialist provision such as hydro therapy , rebound therapy, physiotherapy, massage stories, intensive interaction and physical development programmes.

It is designed to meet the needs of pupils through this personalised learning approach with the overarching aims being:

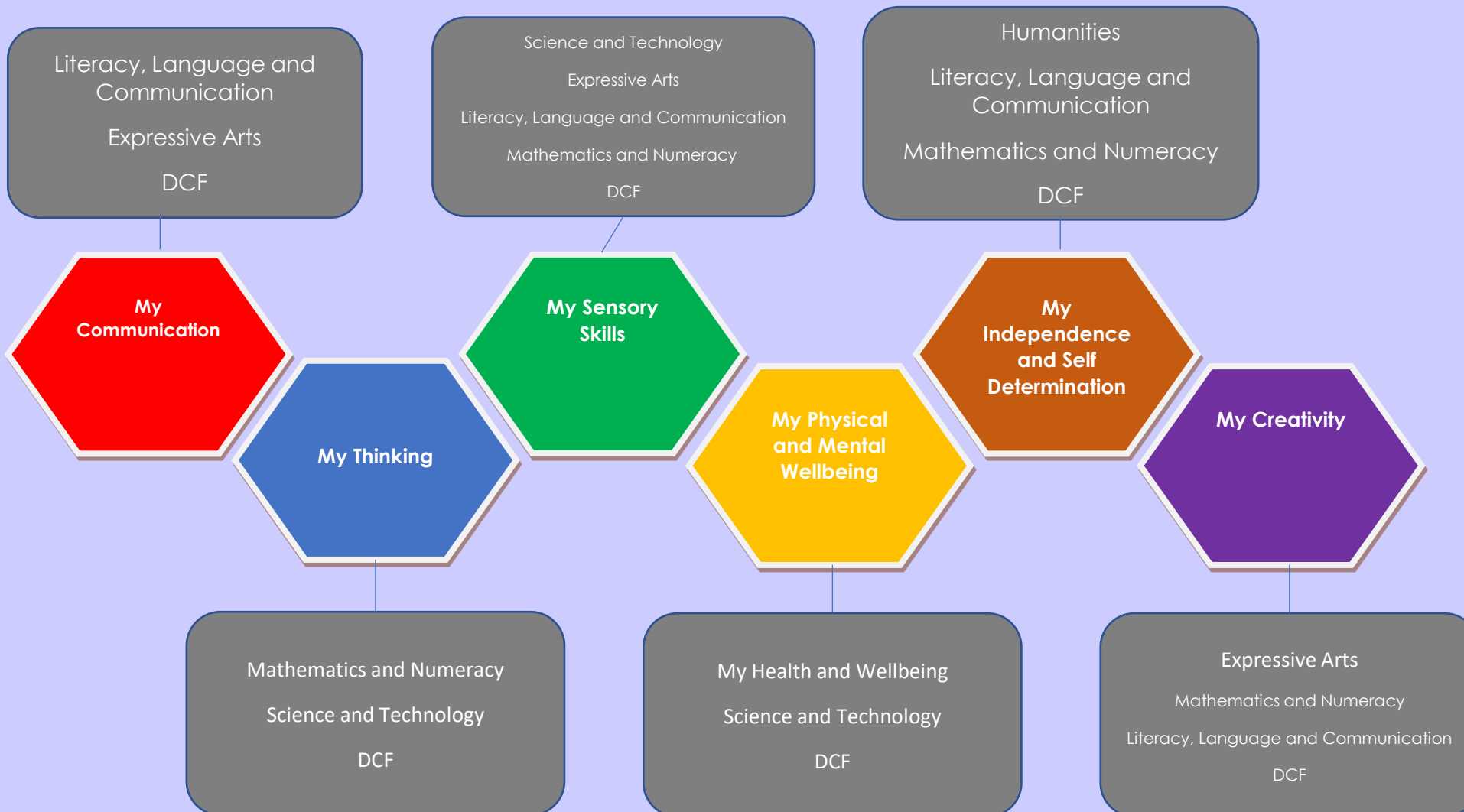
- To develop personalised communication at a pre-intentional stage.
- To develop communication awareness – flit between pre-intentional and intentional (where appropriate).
- To develop early cognitive skills
- To engage and enjoy!
- To develop (or maintain) physical and sensory skills

*It should be noted that those following a Pre-formal pathway do not follow the curriculum domains set out by AoLEs, however the pre-formal domains have been mapped against the AoLEs*

*Further detail on the Pre-formal curriculum domains and referencing to AoLEs is set out in the full Pre-formal Curriculum document.*

# AoLEs and the Pre-formal Curriculum Provision

Curriculum for Wales Cross Cutting Themes to be experienced or delivered in a way that is meaningful, relevant and appropriate for each individual learner







# Informal Curriculum Pathway Rationale

For pupils, who are all working above the informal curriculum offer however consistently and over time below the curriculum for Wales progression steps we recognise that the curricula needs to be different rather than differentiated, because the way such pupils learn is different.

Our informal learners need to learn to 'be' before they can 'do'. At Ysgol Maes Hyfryd our aim is to provide a curriculum for our informal learners that enables them to develop self-awareness, self-regulation, confidence, problem solving and communication skills through a pupil led and process-based approach to learning.

These are the core aims of the informal curriculum which is designed to meet the needs of learners with complex learning disabilities who are at early stages of communication and have difficulties with communication, processing information, strategies for thinking and learning, generalisation and problem solving. It provides a highly personalised approach to learning, focusing on early communication, social, emotional, and cognitive skills that lay the foundation for further learning.

*It should be noted that those following an informal curriculum pathway do not follow the curriculum domains set out by AoLEs. Further detail on informal curriculum domains and referencing to AoLEs is set out in the full Informal Curriculum document.*



# Informal Curriculum Delivery

The approach to the informal curriculum places each learner at the centre.

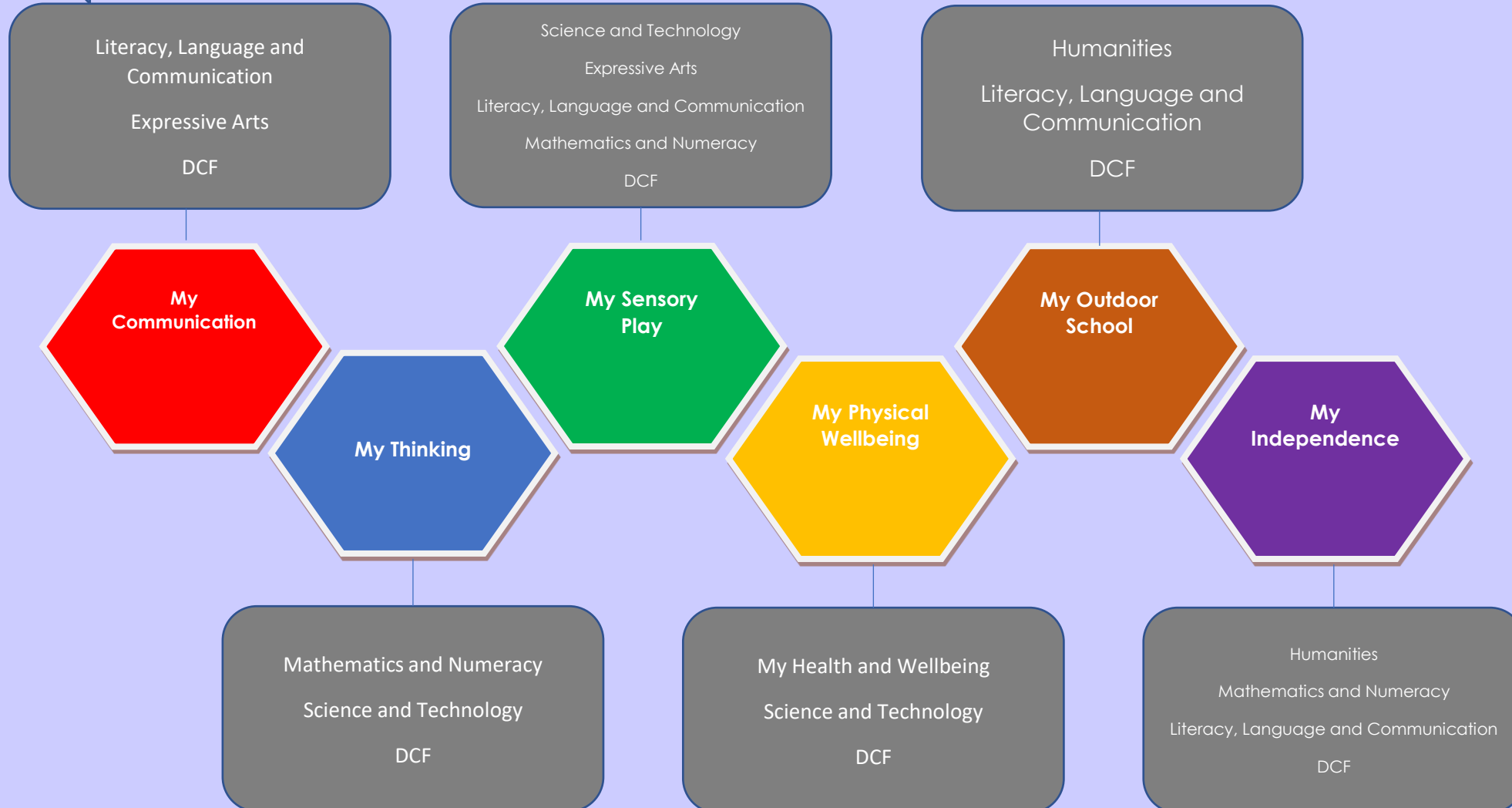
It is not a prescriptive curriculum model. The learners will decide the pace of the learning and the direction it will take. This curriculum model promotes process-based learning. Learners who access this curriculum pathway will typically make lateral progress with the correct support (though progress may be captured retrospectively).

Developing learner's ability to 'be' lies at the core of this curriculum and teaching approaches will aim to develop each learner's ability to self-regulate and communicate. Many of the learners accessing this curriculum pathway will have a diagnosis of autism and may communicate through their behaviour.

This curriculum is not based on behaviour modification; however, learners will be supported to develop their symbolic understanding and problem-solving skills with the aim to reduce and prevent crisis and to increase positive communication. Staff supporting our informal learners will listen to behaviour and interpret their communication. They may have sensory rooted behaviours which will be supported by providing a sensory diet to promote effective regulation.

# AoLEs and the informal curriculum provision

Curriculum for Wales Cross Cutting Themes to be experienced or delivered in a way that is meaningful, relevant and appropriate for each individual learner



# Bridging and beyond curriculum pathway delivery

Learners who access this curriculum pathway will be typically operating below progression step one and just reaching the progression steps. This curriculum model promotes process-based learning with due regard given to the developing pathways documents a focus of teaching and learning including the traditional areas of child development:

belonging, communication, exploration, physical development and well-being incorporated into the appropriate AoLEs.

The pathways are child-centred and are interdependent, having equal value in supporting overall development and progress. We recognise pupils on this pathway will make lateral progress with the correct support (though progress may be captured retrospectively).

The bridging and beyond curriculum is designed for a wider ability range of learners. Pupils will develop both skills and knowledge in various AoLEs.

Consideration to the AoLEs and what matters statements will be incorporated for pupils on the bridging and beyond pathway they will often have cross over between the formal and informal curriculum. Pupils following this pathway will incorporate the developing pathways document along side AoLE statements of what matters where appropriate.

# Bridging and beyond pathway curriculum rationale

The approach to the bridging and beyond curriculum is to place each learner at the centre. The aim of this curriculum is to develop each learners' skills and enable each learner to apply them in a functional way, in real life contexts.

The bridging and beyond curriculum advocates that engagement is a pre-condition for learning. Engagement will lead to active learning with learners who are intrinsically motivated. Particular attention is paid to the following key features, which are essential for this period of learning:

- play and play-based learning
- being outdoors
- observation
- authentic and purposeful learning

The bridging and beyond curriculum model acknowledges that the vital primacy of literacy and numeracy for all learners may be a false premise. All learners will be encouraged to develop their academic skills as realistically as possible, but the overall aim is that learners can apply their skills and knowledge in authentic real life contexts.

## Formal curriculum rationale -

The Formal Curriculum offers the subject range through the AoLEs, it is delivered through discrete and multi disciplinary subjects each curriculum offer considers pupils' age, ability and aptitude.

We recognise that Curriculum for Wales Framework gives the opportunity to design our own curriculum that meets the needs of pupils at their starting point. Therefore the pathway will look different according to pupil needs and will start at the early infancy of learning through implementing pedagogically appropriate learning methods.

Due to the diverse and complex needs of our pupils we employ methods of modification and differentiation in order for the whole curriculum to be accessible to all pupils. Although there may be elements of a mainstream model, consideration is given to an adapted curriculum which reflects the whole child's needs, the content and context in which the lessons are delivered will vary according to the pupil needs. The formal curriculum works together to provide pupils with an excellent education, whilst nurturing and caring for their needs as they develop and grow.

## Formal curriculum rationale -

The curriculum promotes an environment where everyone can live and work together supportively, to enable all to reach their full potential, emotionally, socially and intellectually. Many of our formal learners will straddle the approaches and processes of 'Enabling learners'

Learning through:

Play based learning

Being Outdoors

Observation

Authentic and purposeful learning opportunities

As with the bridging and beyond curriculum our formal learners are likely to have a greater focus on the areas of :

Belonging

Communication

Exploration

Physical development

Well-being

We have high aspirations for all of our pupils, and they will have the opportunity to access work at their level according to their needs.

# Formal curriculum delivery

A Formal pupil is provided with Language and literacy, digital experiences and maths lessons which are functional to their life. They cover a range of focus themes through the AoLEs that will enable them to be as independent as possible in their community and wider world.

Pupils will also have regular lessons of independence skills, which will better equip them with the progressive knowledge and skills they need to prepare for life.

Lessons are taught both disciplinary and multi-disciplinary whilst working towards multiple targets which are relevant to their individual needs.

The key question continually asked of learning is:

Is it meaningful?

Is it purposeful?

Are their opportunities to transfer the taught content into everyday life?

The formal curriculum will be led by the AoLEs, the statements of what matters (these are used to identify the experiences), knowledge and skills to provide a coherent and sequenced curriculum.

All cross curricular and cross cutting themes will be addressed through the school year, according to the pupils needs.



## 14-19: Independence, further learning and workplace curriculum pathway

We aim to provide our 14-19 pupils with learning opportunities that build skills for life and fulfil their personal long-term outcomes, post 25 years old.

At 14-16 all formal learners follow the 'learning to live' certification process which is closely mapped to the AoLEs. Many pupils on different pathways will also have access to this curriculum certificate.

At 16-19 all formal pathway learners follow the independence, further learning and workplace curriculum pathway offers and where appropriate pupils from differing pathways will also follow or have experience of the offer.

We undertake a yearly overview analysis of the cohort from their IDP's to inform our curriculum planning

We identify needs to incorporate areas such as communication, independence and vocational skills and adapt the curriculum offer accordingly. We look to develop skills in the context of living within the community and preparing for work.

We aim to develop the pupils' personal effectiveness and independence skills through supported programmes that help them to become increasingly confident in themselves and develop their communication, independence and work skills to be able to make a positive contribution to their community.

# 14-19: Independence, further learning and workplace curriculum pathway

We have thought about independence around the three pillars of independence when developing our curriculum offer

**Communal independence:** family, school community and local community experiences

**Pre workplace:** communication skills, independence, enterprise and introduction to supported workplace

**Exposure to the workplace:** work experience in a range of work placements

The programmes are not prescriptive and allow the pupils to follow an individual learning pathway to develop their personal independence skills, their vocational skills, or both. The route the pupils take through the programmes will be child led, considering pupil voice.

## 14-19: Independence, further learning and workplace curriculum pathway

Our curriculum supports the four core purposes of the curriculum for Wales.

Skills and knowledge are taught both discreetly and across the curriculum to enable pupils to learn the knowledge and deepen their understanding to use and generalise skills across all areas of their daily lives.

Areas of learning experience are cross referenced across the modules of both learning pathways.

Options lessons provide further enrichment for our pupils across the Areas of learning experience

Additional assessment is recognised and recorded using the RAPA process. Long term outcomes are taken into consideration when designing their personalised learning journey.

# Progression and assessment across the pathways

## Progression

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than purely covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each area to inform our approach to progression.

- Making connections and transferring learning into new contexts
- Increasing effectiveness as a learner
- Deepening understanding of the ideas and disciplines within the areas
- Refinement and growing sophistication in the use of application of skills
- Increasing breadth and depth of knowledge

At Ysgol Maes Hyfryd we use assessment as defined in the supporting learner progression: assessment guidance section, following the three key reasons to assess:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

# Assessment across the pathways

## Whole School Assessments

- LNF
- DCF
- MAPP Section 2 – Skills Continuum (Individual Pupil Targets)
  - Evidence for Learning
    - Pupil Voice
  - Assessment for Learning
- Curriculum Skills and Knowledge (termly)

## 5 Principles of Progression

1). Increasing breadth and depth of Skills and where appropriate, knowledge

2). Deepening understanding of the ideas and disciplines in the areas.

3). Refinement and growing sophistication in the use and application of skills

4). Making connections and transferring learning into new contexts

5). Increasing effectiveness

# Pathway Assessments

Pre-formal Basket Approach	Informal Basket Approach	Bridging and beyond	Formal Basket Approach
<b>Communication</b>	<b>Communication</b>		<b>Language, Literacy and Communication</b>
Routes for Learning ACA Pragmatic Profile Ors YMH Pre-formal assessment	Communication Matrix Pragmatic Profile Blank Levels Colourful Semantics YMH Informal / Bridging and beyond		MAPP (Section 1 Communication) Blank Levels Colourful Semantics Pragmatic profile Reading assessments / Phonics Narrative therapy Personalised standardised tests All Wales reading test
<b>Cognition</b>	<b>Cognition</b>		<b>Mathematics and Numeracy</b>
Routes for Learning Switch Progression Road Map	MAPP (Section 1 – My Thinking) Switch Progression Road Map		MAPP (Section 1 My Thinking) Literacy and numeracy framework (LNF) Personalised standardised tests Abacus
<b>Sensory</b>	<b>Sensory</b>		<b>Sensory</b>
MDVI Assessments – Positive Eye and Vision for Doing Sensory Profile	Sensory Profiling (OT assessment) Sensory Integration and Praxis Test		Sensory Profiling (OT assessment) Sensory Integration and Praxis Test
<b>Other</b>	<b>Other</b>		<b>Other</b>
Engagement Model MOVE Sounds of Intent Observation Literacy and numeracy framework (LNF) Digital competency framework (DCF)	Engagement Model Pupil Voice Venturing Into Play Attention Autism Observation Literacy and Numeracy Framework (LNF) Digital competency framework (DCF)		Engagement model Life Skills Travel Training Venturing into play Attention Autism AoLE curriculum books RARPA Digital competency framework (DCF)

# Acronym - Definition and Meaning

YMH: Ysgol Maes Hyfryd

PMLD: Profound and Multiple Learning difficulties

SLD: Severe Learning difficulties

EFL: Evidence for Learning

AoLE: Areas of learning experience

LNF: Literacy and numeracy framework

DCF: Digital competency framework

AAC: Augmentative and alternative communication

ACA: Affective communication assessment

ORs: Objects of reference

MDVI: Multiple disabilities and visual impairment

MAPP: Mapping and assessing personal progress

RARPA: Recognising and recording progress and achievement