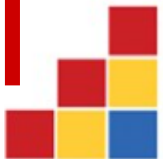


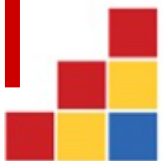
Step by Step School

Curriculum and the 3
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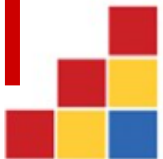
Aims

- To understand the concepts of Intent, Implementation and Impact
- To identify what we are trying to achieve through our curriculum (Intent)
- To recognise the different ways we deliver our curriculum (Implementation)
- To gain an understanding of how we know our curriculum is having an effect across all pupils (Impact)



Context

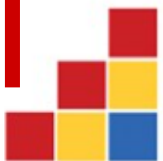
- Ofsted published a new Education Inspection Framework (EIF) which came into effect in September 2019.
- The new 'quality of education' judgement looks at our curriculum, which includes teaching, assessment and standards.
- Ofsted's definition of 'curriculum' centres around the concepts of 'intent', 'implementation' and 'impact'.
- Step by Step School's curriculum has been recently revised



Intent

What we are trying to achieve with our curriculum

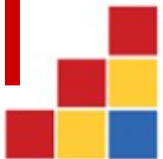
- Curriculum intent is the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage.
- What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave?



Intent

The curriculum at Step by Step is designed specifically to teach children and young people with autism and has been developed from our mission:

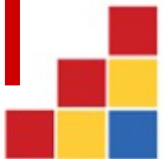
To maximise the potential of pupils with Autistic Spectrum Conditions (ASC) through evidence based, individually tailored, outstanding teaching to enable them to thrive and live happy, confident lives.



Intent

We aim to achieve this through our shared values which guide our day to day actions:

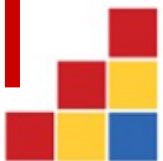
L	E	A	R	N	S
<i>Laughter</i>	<i>Evidence</i>	<i>Aspire</i>	<i>Respect</i>	<i>Nurture</i>	<i>Safe</i>
Motivating learning that builds confidence	Evidence-based practice for effective learning and progress	To achieve their full potential, through realistic, ambitious targets tailored to the individual	For every person to be treated with dignity	Every success is recognised, praised and celebrated	An environment where the pupils and staff feel safe and supported
'Building Skills, Maximising Potential'					



Implementation

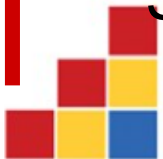
How do we deliver our curriculum?

- Curriculum implementation is concerned with curriculum delivery, including teaching, assessment and feedback
- Implementation is how we put our aims into practice

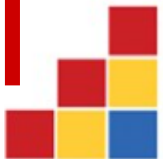


Implementation

- Our fundamental teaching approach is Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB) which is incorporated into all areas of teaching.
- Our curriculum is comprised of academic learning (including English and Maths) as well priority learning areas (including communication, behaviour, social skills, community participation, independent/daily living skills)
- As an independent school we ensure that all Independent School Standards are met.



Implementation



How our curriculum is implemented?

Individualised programs

Pupil centred and built on the targets set at the annual reviews of pupils Education, Health and Care Plans (EHCP)

Integrated Therapy

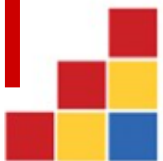
Occupational Therapy and Speech and Language Therapy are an integral part of the curriculum

Group Learning

Based on termly topics and curriculum weeks to provide breadth and balance of coverage.

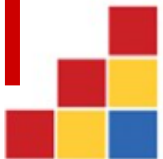
Whole School Events, and experiences

Enrichment activities including whole school events and community visits

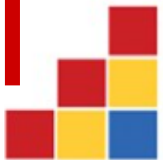


Curriculum Phases

- At each age phase, our curriculum is set out incrementally so that each target area can be broken down into small, achievable steps.
- It is accessible to all pupils, regardless of their level of ability or learning style.
- The balance between 1:1 sessions, group work and community outings are varied according to individual pupil needs.
- See Curriculum Diagram



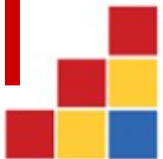
Curriculum Diagram



Impact

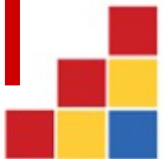
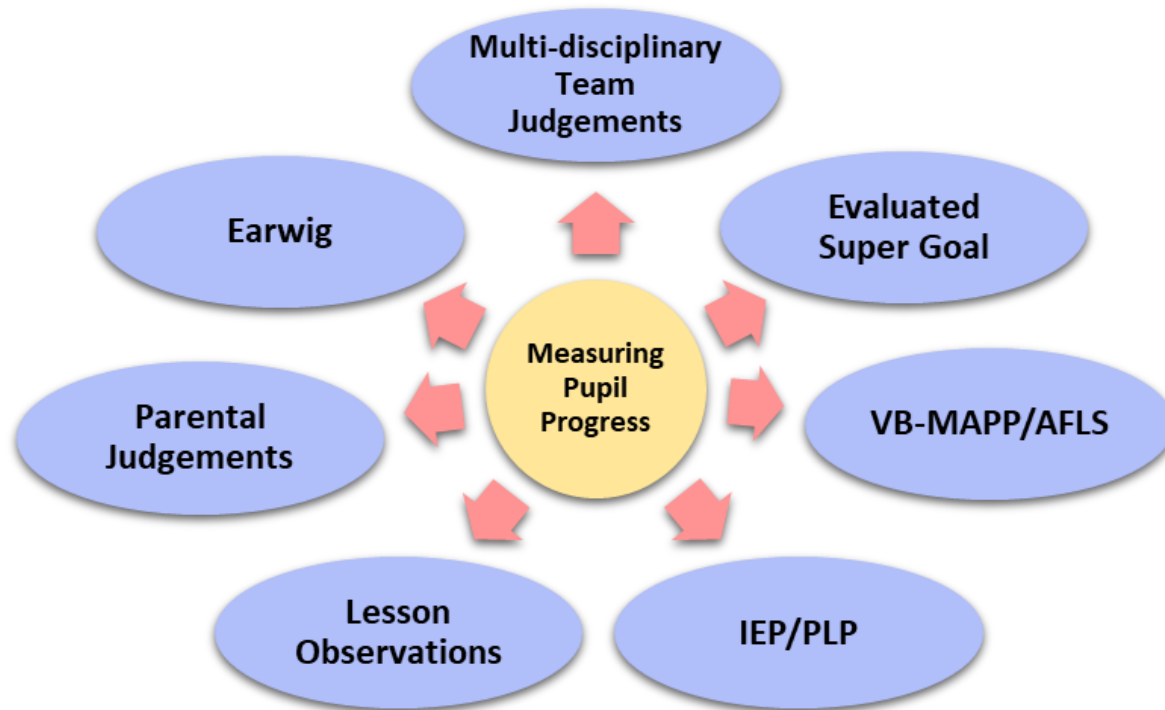
What difference is our curriculum making to pupils?

- The outcomes that pupils achieve as a result of the education they've received. Pupils should be able to demonstrate progress.
- What evidence do we use at Step by Step to capture progress?



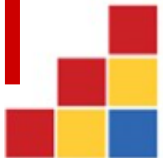
Impact

The School uses a range of evidence to capture the full picture of pupil progress. The range of measures and assessments used includes:



Impact

- Multi-disciplinary progress meetings are held to analyse all sources of information and provide an overall judgement regarding pupil progress. Progress is discussed, evidence reviewed and next steps/targets set.
- In order to ensure consistency these judgements are moderated by the Senior Leadership Team which includes triangulation of the available data.
- External Moderation is achieved through our work with The School Partnership Advisor (SPA) and two other ABA schools



Further Information

Please see our Curriculum Policy for more detailed information including our curriculum diagram which outlines the components of our curriculum across the primary, secondary and sixth form phases

Additionally please see our presentations on the school website including reading, behaviour, social skills, pupil voice, community participation and medical desensitisation

