

St. Joseph's Specialist School and College - Foundation Learning Curriculum Big Picture

		College									Transition Post 19	Extended Learning	Staff Learning	
What are we trying to achieve?	ECM	STAY SAFE		BE HEALTHY		ENJOY & ACHIEVE		MAKE A POSITIVE CONTRIBUTION		ECONOMIC WELL BEING		ECM FOLDERS	RESEARCH CHARTER MARK	
		PSHCEE												
		Safeguarding	Personal Skills	Healthy Schools	FFL	Person Centred	Learning Progress	I.I.C	Work Experience	Vocational Learning	Work Experience			
FOCUS FOR LEARNING	PROMOTING INDEPENDENCE										PROMOTION OF CHOICE AND PERSONAL RESPONSIBILITY	PARTICULAR FOCUS ON ELECTRONIC MEDIA	Coaching and Solution Focussed Thinking	
	ATTITUDES AND ATTRIBUTES eg. adaptable and confident			KNOWLEDGE AND UNDERSTANDING eg. fit for the mid 21st Century				Life Skills						
				Functional Skills				SKILLS eg. PLTs, Enterprise and ICT						
How do we organise learning?	SUBJECTS & TOPICS	FOUNDATION LEARNING INCLUDING VOCATIONAL SKILLS, PERSONAL SOCIAL DEVELOPMENT, FUNCTIONAL SKILLS										SPECIAL PROGRAMME AVAILABLE PROMOTING INDEPENDENT LIVING	VLE ROOMS, CARE TEAM PROJECTS	NC SUBJECT SUPPORT, CPD POLICY ANNUAL THEMES
	DELIVERED THROUGH ASDAN/WJEC TO ACHIEVE CREDITS TOWARDS AWARD, CREDIT AND DIPLOMA QUALIFICATIONS													
	Personalised Pathway - Pre-Entry													
	Personalised Pathway - Pre-Entry/Entry1													
	Personalised Pathway - Entry 2 & 3, Level 1 & 2													
X-CURRICULAR	Enterprise	Work Experience/Placements	The Spiritual Dimension to Life	Daily Living Skills Lessons	Electronic Media as enablers	Global Dimension/Sustainability	Life Skills	Creativity in all areas	Esp. Electronics and Enterprises	ASDAN Units, Independence Skills				
HOW AND WHERE	Timetables	St. Joseph's Grounds	Collective Worship	Sport Centres	Extended Learning	Residential Trips	Nurture Room	Individual Programme	E.L.As (Projects)	FLEXIBLE APPROACH				
APPROACHES	Progression Pathways	Ethos and Values	Choices and Options	Virtual World	Chapel	Interdepartmental Integration	Matching needs of Learners	REFLECTIVE AND RESEARCH BASED LEARNING		PERSONALISED				
EVALUATING IMPACT	Range of evidence measures - qualitative and quantitative	PIES	Look at the whole learner - Spiritual, Social, Emotional, Physical and Cultural	Mean = 1 Sublevel in 20 - 40 weeks	Whole learner's needs focus of evaluation	SELF AND EXTERNAL EVALUATION PROGRAMME	PARENT FEEDBACK	1:1 INTERVIEWS						
How well are we doing?	MEASURING IMPACT	1. BEHAVIOUR AND SAFEGUARDING	Close monitoring of behaviour	High levels of attendance	AUTISM APPROACHES AND STRATEGIES USED ACROSS THE WAKING DAY			Independent living skills	INDEPENDENT LIVING SKILLS	E-safety				
		2. PROGRESS	Safeguarding consistently outstanding	Social Progress Tracker	Focus on Individual Needs	Aim Higher & Red Alert	Progression Pathways	Focus on Groups	Topics & Discrete Subjects	Self-defined	PROGRESSION GUIDANCE			
		3. LEARNING AND TEACHING	Lesson Observation Data	CASPA	Reflective Teaching using IRIS to enhance practice	Sharing Good Practice	Lead Practitioner Role	LIFE COACHING	PARENT CARER IMPACT	PEER & PAIR SUPPORT				
		4. LEADERSHIP MANAGEMENT	SUBJECT LEADERS INTERVENTION	COACH	KS LEADER	MENTOR	VISIONARY	FACULTY LEADER	DEPUTY KS LEADER - SPECIALIST DATA	FACILITATION	LIFELONG LEARNING	Coaching and Specialist Skills		

* See Romero Prayer

** Enrichment Themes - 1. Arts Week (Movement and Dance). 2. Christmas. 3. Oscars. 4. Easter. 5. Olympics. 6. Feeling Good Week.

***Liturgies - 1. Harvest Mass 2. Our Lady Liturgy 3. Advent Mass 4. Education Liturgy 5. Ash Wednesday Liturgy 6. Resurrection Liturgy 7. Asc. ention & Pentecost Liturgy 8. St. Peter and St. Paul Liturgy