



# Sandgate Curriculum Offer

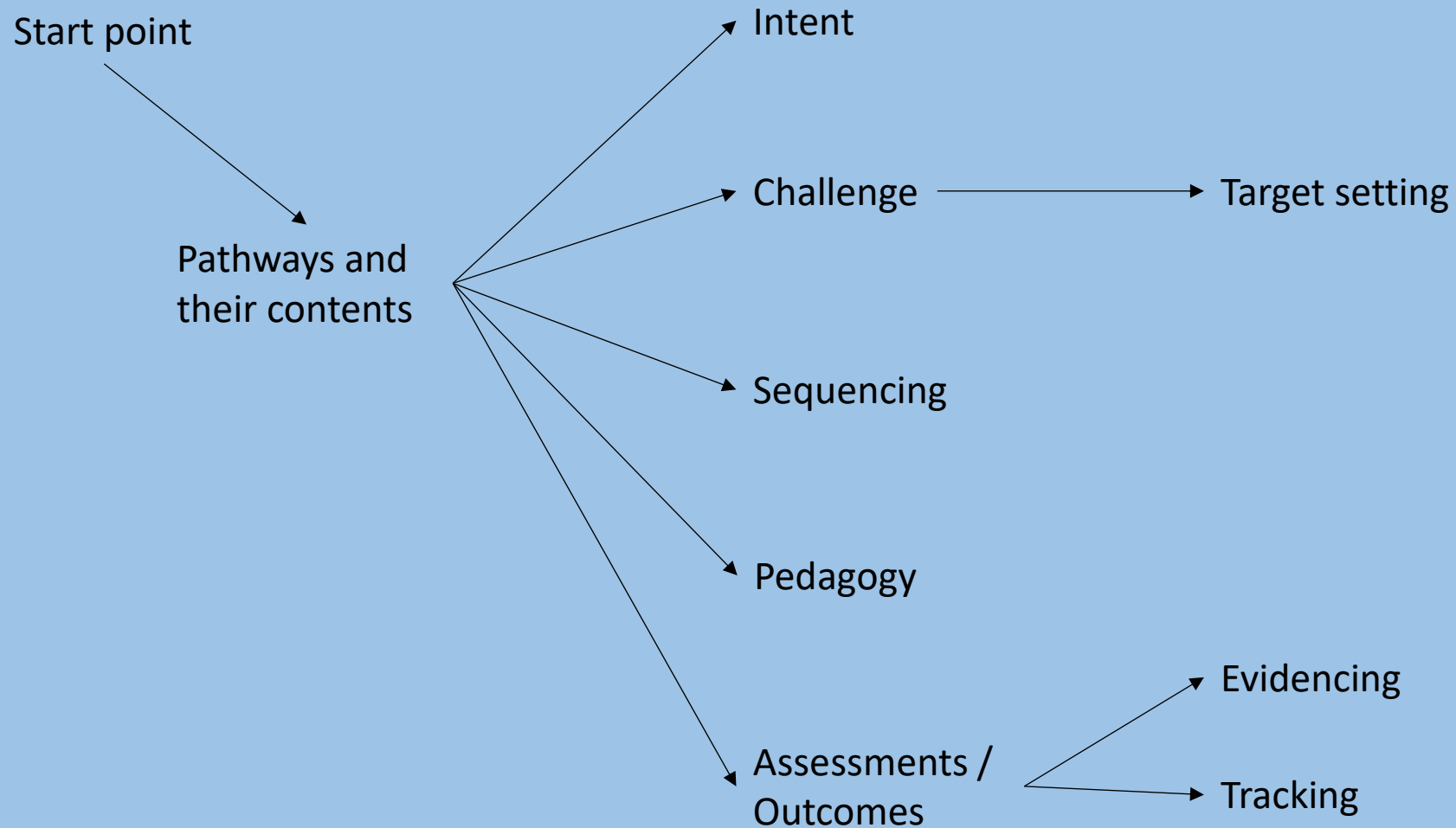
How the Sandgate Curriculum offer has been developed

# Presentation Aim













- To explain our offer from the Start point (Student) to the End (Assessment and Outcomes).
- School Staff to see how our processes will lead to an Outstanding curriculum offer with rigor.
- Staff to be able to articulate our offer
- Staff to understand where our next steps should be.

# Curriculum Map - Contents



# Start point

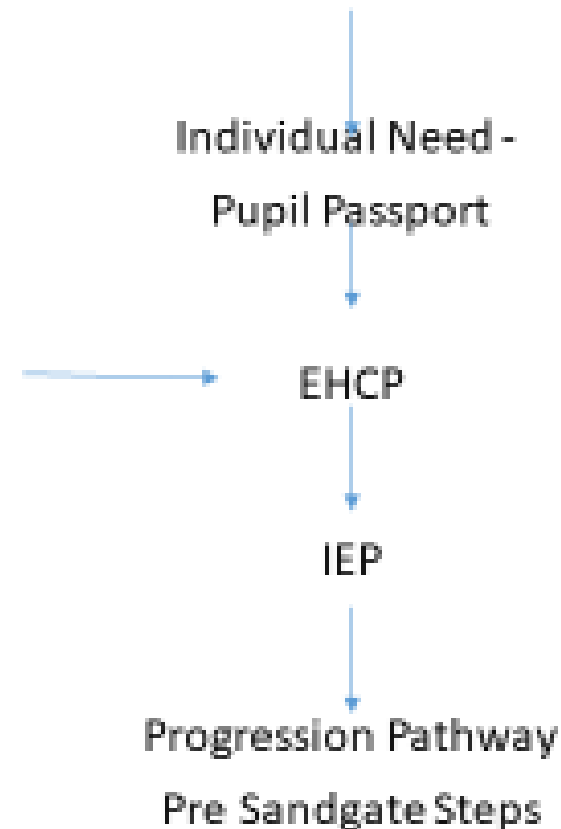
The curriculum offer begins with the Student

PUPIL PASSPORT		Student:		Sandgate School Achievement for all	
 <b>Strengths:</b> <ul style="list-style-type: none"> <li>- Humor</li> <li>- Running</li> <li>- Climbing</li> <li>- Opportunist</li> <li>- Music/ dancing</li> </ul>	 <b>Communication Preferences:</b> <ul style="list-style-type: none"> <li>- Can be verbal but often chooses not to.</li> <li>- Single words or short phrases.</li> <li>- Beginning to use symbols.</li> </ul>	 <b>Regulation Strategies:</b> <ul style="list-style-type: none"> <li>- Floaters - Ribbons, scarves</li> <li>- Fans</li> <li>- Sensory bottles</li> <li>- Water</li> </ul>	<b>Behaviour Support</b>		
 <b>Needs:</b> <ul style="list-style-type: none"> <li>- Clear transition</li> <li>- Boundaries/ Firm voice when needed</li> <li>- Clear rewards/ motivation</li> <li>- Male interaction/ role models (Peers and staff)</li> </ul>	 <b>Visual Support Needs:</b> <ul style="list-style-type: none"> <li>- Now, Next, Then</li> <li>- Symbols</li> <li>- PECS level one</li> <li>- Social Stories</li> </ul>	 <b>Social Interaction Preferences:</b> <ul style="list-style-type: none"> <li>- Ben initiatives interaction</li> <li>- Tried really hard to make friends</li> <li>- Take up time</li> </ul>	<b>Motivators:</b> <ul style="list-style-type: none"> <li>- Food</li> <li>- Dangle (something that flaps e.g. ribbons).</li> </ul> <b>Triggers:</b> <ul style="list-style-type: none"> <li>- Health</li> <li>- Tired</li> <li>- Transitions</li> <li>- Not interested in activity.</li> </ul>		
 <b>Cognitive/ Learning Strategies:</b> <ul style="list-style-type: none"> <li>- Vestibular – Movement Timetable</li> <li>- Take up time</li> </ul>	 <b>Medical Information:</b> <ul style="list-style-type: none"> <li>- ASD</li> <li>- Down Syndrome</li> <li>- Bowel issues</li> </ul>	<b>Challenging Behaviour</b> <ul style="list-style-type: none"> <li>- Damage to property</li> <li>- Climbing</li> <li>- Sexual intimacy</li> <li>- Running</li> <li>- Throwing missiles</li> <li>- Sulking</li> </ul>			
 <b>Physical Supports:</b> <ul style="list-style-type: none"> <li>- Changing</li> </ul>	 <ul style="list-style-type: none"> <li>- Toileting</li> </ul>	<b>Physical intervention:</b> <ul style="list-style-type: none"> <li>- Single/ double elbow</li> </ul>			

# Curriculum Offer

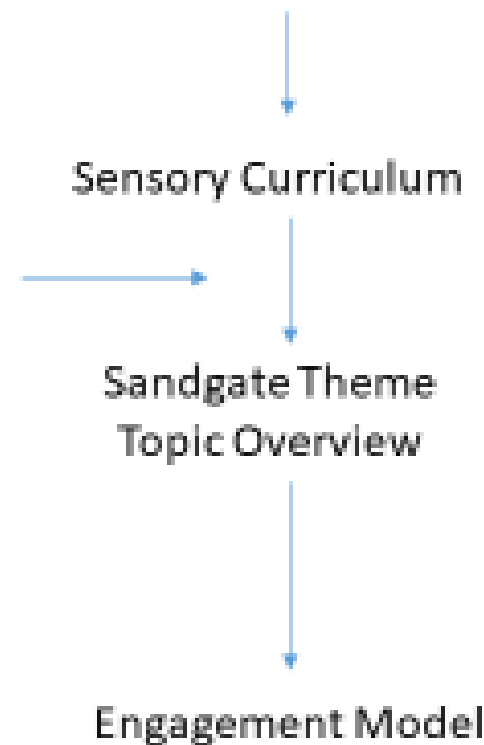
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## Personal Curriculum



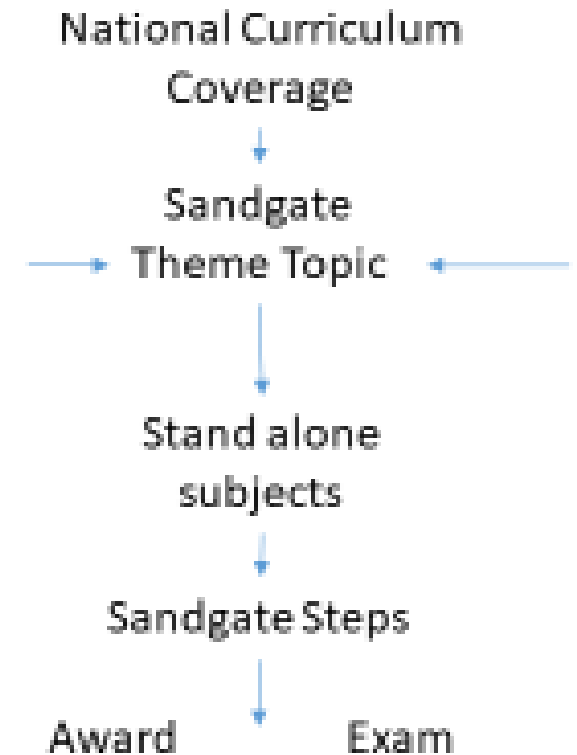
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## Non-Subject Specific Curriculum



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## Subject Specific Curriculum



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# Intent



## What it means

1. Your subject is well planned and Sequenced
2. Adapted for our Students
3. Ambitious / Challenging
4. Broad and Balanced

- Notice the use of the word adapted rather than differentiated...

## Sandgate Evidence

1. Theme programs, theme documents, knowledge organisers, medium term planning
2. Golden threads adapting / individual adaptations made from 'Student should be taught' statement.
3. Daily Diet – SLT moderated targets
4. Curriculum Coverage document associated to the programme of study.

# Challenging Daily Diet



## What it means?

- Deep understanding of essential knowledge from a set of aspirational targets.
- The day to day work that a child receives is demanding.

## Sandgate Evidence

- Essential knowledge is set round 'Students should be taught' statements.
- Aspirational targets are set with Julia – Progress meetings.
- Students are all on a pathway towards – 'SSBT' statements
- Once a student masters an element, they move on a building block on the path towards SSBT.
- Student masters a building block– Emerging, Developing, Secure. Secure means can independently perform.

## Example of Daily Diet / Challenge – JT KS3

ASPIRATIONAL TARGET-This comes from the Programme of Study

**Student should be taught statement – Essential knowledge**

Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Move on when secure

1. Matches a picture of a **mountain to a model** /object
2. Matches picture to picture

This comes from a Sandgate steps assessment

Building Block – P6 Geography – Sandgate steps.  
Move on when secure – 3 Stars (Deep understanding)

Our Assessment is linked to our curriculum, we are not teaching to our assessment model.

This is how we know our curriculum is adapted to the needs of our pupils.



# Sequenced



## What it means?

- Elements of the curriculum have been placed in a specific order to effectively allow progression.
- There are specific touch points over the course of a child's education that reaffirm prior learning.

1. Horizontal
2. Diagonal
3. Vertical

## Sandgate Evidence.

1. Within a set of lessons over a half term lesson content is based on prior learning
2. Across a Sandgate theme cycle e.g. Lower KS2, knowledge and concepts are 'touched on' a number of times.
3. Over a school career (over 5 Key Stages), knowledge / concepts will be re-learned / gone over again

(Evidence of this can be seen in the accompanying document associated to Physical Geography)



## **Essential Geographical Knowledge**

### **Key Stage 1**

**Essential Knowledge Programme of Study -Student should be taught statement** - use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

**Theme** – Neighbourhood watch

**Concept flow statement** – Name a mountain, hill, river, Sea

**Key Knowledge** - What is a - Mountain, hill, river, Sea

**Sequencing** – Horizontal – Only based on prior learning from this theme. Lesson to lesson sequencing



## Key Stage 2

**Programme of Study -Student should be taught statement** - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

**Theme** – Never Eat Shredded Wheat

**Concept flow statement** - Look at aerial photographs and plan perspectives to recognise landmarks and basic physical features

**Key Knowledge** - What is a - Mountain, summit, valley, Glacier, ridge

## Key Stage 2

**Programme of Study -Student should be taught statement** - Locational knowledge ☐ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

**Theme** – Three Giant Steps

**Concept flow statement** - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

**Key Knowledge** - Identify - Mountain, summit, valley, Glacier, Lake. (on a simple map)

**Sequencing** – Horizontal, Diagonal (across themes in a key stage), Vertical (between Key stages).

### Key Stage 3 Cycle A

**Programme of Study -Student should be taught statement** - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

**Theme** – Location Location Location

**Concept flow statement** - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time

**Key Knowledge** - Identify the height of mountains, steepness of slopes, contour lines, Rock faces, rivers

### Key Stage 3 Cycle B

**Programme of Study -Student should be taught statement** - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

**Theme** – In your element

**Concept flow statement** - Name and locate main UK and world mountains

Learn about different types of rocks, soils and minerals

Learn about earthquakes

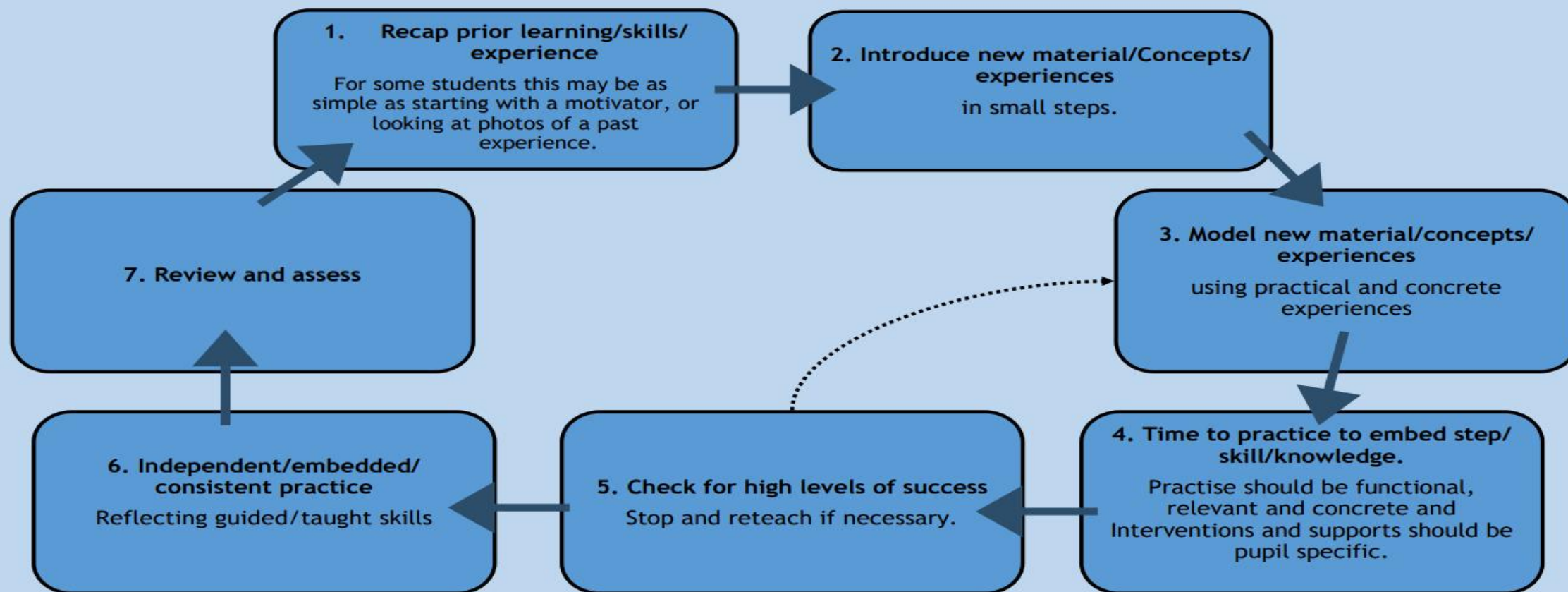
**Key Knowledge** - Identify key mountain chains of the world and their highest peaks.

**Sequencing** – Horizontal, Diagonal (across themes in a key stage), Vertical (between Key stages).

# Pedagogy

This flow chart reflects our current pedagogical thinking as to how learning occurs at Sandgate School.

It is important to remember that the learning cycle will take different lengths of time for different students; some groups will spend longer on a learning cycle than others to ensure the skills and learning taking place are fully embedded before moving on.



# Target Setting

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[Save All](#)

Sandgate Steps  
All Subjects  
FELLS

Science - Physics [Smart Fill](#) [Clear Targets](#)

Year Start	Level Now	Term 1	Term 2	Term 3	Year
P10 + 0%	P11 + 40%	P10 + 39%	P10 + 60%	P10 + 84%	P10 + 84%

Science - Enquiry [Smart Fill](#) [Clear Targets](#)

Year Start	Level Now	Term 1	Term 2	Term 3	Year
P10 + 30%	P11 + 73%	P10 + 51%	P10 + 60%	P10 + 84%	P10 + 84%

Science - Chemistry [Smart Fill](#) [Clear Targets](#)

Year Start	Level Now	Term 1	Term 2	Term 3	Year
P12 + 0%	P13 + 0%	P12 + 33%	P12 + 66%	P13 + 18%	P13 + 18%

Science - Biology [Smart Fill](#) [Clear Targets](#)

Year Start	Level Now	Term 1	Term 2	Term 3	Year
P4 + 0%	P10 + 57%	P5 + 54%	P7 + 24%	P9 + 0%	P9 + 0%

CAT  
SALLOWS  
GRASSMOOR  
BESSY BOOT  
ROBINSON  
LINGMELL  
GLARAMARA  
BLEN

13:31 PM 26/04/2022



# Assessments, individual progress and adding exemplar work



Solar browser window showing the Sandgate School assessment interface.

URL: sandgate.solarforschools.org.uk/assessment/8/238

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Left sidebar menu:

- ASSESSMENT
- TARGETS
- ROUTES FOR LEARNING
- IEP
- BEHAVIOUR
- CLM
- REPORTING
- ADMIN
- HELP

Assessment Details:

- Sandgate Steps
- Literacy - Writing
- FELLS
- CAT
- SALLOW
- GRASSMOOR
- BESSY BOOT
- ROBINSON

Assessment Items:

Item	Star 1	Star 2	Star 3	Star 4
8. Increase the legibility, consistency and quality of their handwriting ( by ensuring that the downstrokes of letters are parallel and equidistant )	★	★ ✓	★	✖
9. Discuss writing and beginning to learn from its structure and grammar	★	★	★	✖
10. Discussing and starting to record ideas	★	★	★ ✓	✖
11. Composing and rehearsing sentences orally (including dialogue) and building an increasing range of sentence structures based on English Appendix 2 Year 3	★	★	★ ✓	✖
12. Starting to organise paragraphs around a theme	★	★	★ ✓	✖
13. In narratives, beginning to create settings	★	★ ✓	★	✖
14. In non-narrative material, starting to use simple organisational devices [for example, headings and sub-headings]	★	★	★	✖
15. Developing the skills to assess the effectiveness of their own and others' writing and suggesting improvements	★	★	★ ✓	✖
16. Improving consistency, through the accurate use of pronouns in sentences	★	★	★	✖

Right sidebar:

Year: Year 8, Key Stage 3

Progress

40/63

★ → ★

P11 63% P12

Targets

Term: P10 + 84%

Year: P10 + 84%

Key: NOT SET

Stage:

Set Targets

Star Chart

Pie chart showing progress distribution.

# Whole School Data example – Progress against targets



## Matrix Report

for 52 pupils, generated at 10:27 20/04/2022 by Julia McDonald

Tutor Groups: FELS , SALLOWS, GRASSMOOR, ROBINSON, LINGMELL, GLARAMARA, BLEN,  
FAIRFIELD,

Subject	Below Target	Just Below Target	On Target	Exceeded Target
Sandgate Steps   Science - Biology	22%	11%	15%	52%
Sandgate Steps   Science - Chemistry	38%	4%	13%	45%
Sandgate Steps   Science - Enquiry	44%	5%	15%	36%
Sandgate Steps   Science - Physics	33%	15%	17%	35%



# Evidencing work on Solar



## Star Card 541794

(Added on 18/03/2022 12:16:21 by James McCann)

32012024)

Sandgate Steps » Literacy - Writing

Date: 18/03/2022



### Secure

Can demarcate most sentences with capital letters and full stops

### Status

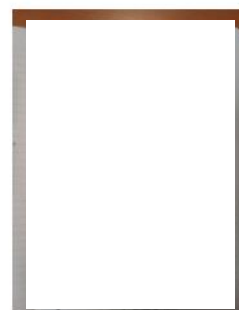
Completed

### Context

:an write confidently, using correct grammar, punctuation and sentence structure most of the time. He can plan his work, and create setting and character in his plot. In this piece of work he has rewritten The Great Kapok Tree, from the point of view of the sleeping man.

### Evidence

Attached




Staff name - person adding evidence.:  
KW Level of Support : VP

# IEP Monitoring



[< Back](#)   Text Size: [+ increase](#) | [- decrease](#) [PDF](#) [Print](#)



IEP

for (C909700618004)

set on 01/09/2021 for Autumn Term 2021-2022

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**1** **Target:** EHCP Target: To communicate clearly his basic needs and wishes through the use of spoken words and alternative communication systems such as signs and pictures. IEP Target: To request snack using PECS from a choice of 2.

**Focus Area:** Communication & Interaction

**Strategy:** will be encouraged to use PECS symbols, signing or use of single word to communicate his snack items

**Success Criteria:** will use PECS symbols, signing or single word to request his snack

**Evaluation:** Autumn 21 - can choose from the physical object by pointing y needs support using PECs and choosing. Partially achieved. Spring 22 - consistently chooses from 2 PECS symbols for snack time. will also vocalise his choice if it's something he recognises like apple or orange. Achieved.

**Status:** Achieved

:

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**2** **Target:** EHCP Target: To engage in a wider range of play activities, including sharing with his peers IEP Target: To play alongside another child with cars or trains for up to 3 mins.

**Focus Area:** Communication & Interaction

**Strategy:** will have the opportunity to play alongside other students, facilitated by staff.

# Progression Pathway Tracking

SOLAR

← → ↺

sandgate.solarforschools.org.uk/assessment/628/215?tutor\_group\_id=1

🔖 ⭐

Sandgate School

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ASSESSMENT

TARGETS

ROUTES FOR LEARNING

IEP

BEHAVIOUR

CLM

REPORTING

ADMIN

HELP

Progression Pat...

Self-occupation

FELLS

CAT

SALLOWES

GRASSMOOR

BESSY BOOT

ROBINSON

LINGMELL

Support Pupil

View Baseline

Sandgate School

Achievement for all

Year: Year 8, Key Stage

Progress

3/18

NL → 17%

Targets

Term: NOT SE

Year: NOT SE

Key: NOT SE

Stage:

Set Targets

Star Chart

Independent Learner Traits CURRENT

17%

Edit

Level Evidence

PDF

	Emerging	Developing	Secure	
1. Demanding adult attention 100% of time	★	★	★	×
2. Engagement in self occupation task for up to 1 min	★	★	★	×
3. Engagement in self occupation task for up to 5 mins	★	★	★	×
4. Engagement in self occupation task for an extended period of time	★	★	★	×
5. Seeking Transactional Supports to self-occupy – adult led	★	★	★	×
6. Seeking Transactional Supports to self- occupy independently (I.e. student engages in given task without adult support)	★	★	★	×

10:33

20/04/20

# Next steps in curriculum development

- Tracking the 'Golden Moments', ensuring consistency in offer.
- Tracking functional curriculum based visits across the curriculum
- Ensuring that IEP evaluations are consistent across the teaching team.
- Evidencing the personalized journey more effectively.
- All subject leaders have completed their SEF
- All subject development plans are complete
- All Subject Leaders have been moderated and monitored.
- All Knowledge organisers are on the system