

Aspirational Aims, Curnow Pledge and Assessment

At Curnow School we have a clear rationale for assessment to ensure all learners make outstanding progress from their starting points. Our learning pathways ensure that the curriculum content, delivery and learning environments support all learners. This ensures we know what pupils are learning now and why, the next steps and aspirational outcome for when they leave school and education.

Weaving through all our assessment we have our Curnow Pledge which links to our different learning pathways and the aspirational aims to ensure long term outcomes are impactful for all learners. Assessment will be meaningful and relevant using the aspirational aims to inform and guide outcomes within the EHCP for all pathways and core curriculum assessment where pupils are ready for subject specific learning.





Learning Pathway

We have 3 Learning Pathways at Curnow School which ensure the curriculum delivery, strategies and environment fully support the needs of the pupils. Our Pathways are:

- **Engagement Pathway** – ‘pre formal’
- **Exploration Pathway** – ‘semi-formal’
- **Discovery Pathway** – ‘formal’

The assessment for each of these Pathways will ensure that it is appropriate, challenging and will support both small steps as well as a clear focus on long term outcomes that impact post school and education



Aspirational Aims and Curnow Pledge

The Curnow Pledge which runs as a thread through all learning and assessment for each pathway. These pledges clearly identify the outcomes that will have the biggest impact on pupils in the future and support a clear focus on these outcomes.

Our Pledge is based on 3 areas for each pathway:

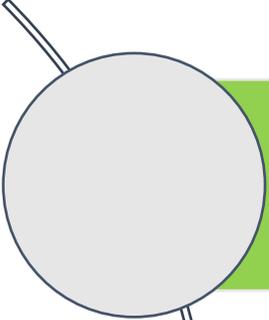
- **Independence and Interdependence**
- **Communication**
- **Sense of self**

The pledge will be delivered through the EHCP and the outcomes within the plan for every pupil at Curnow School. The focus is destination led and specific to the pathway that the pupil is following.

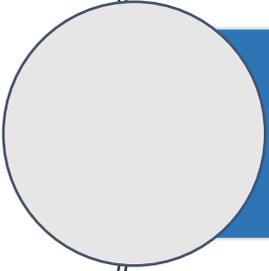
This process allows us to know where pupils are, what their next steps will be and the impact longer term to support post school aspirations



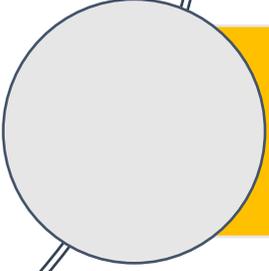
Curnow Pledge



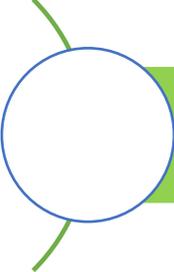
Independence and Interdependence



Communication



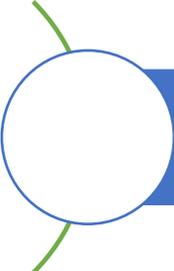
Sense of Self



Independence and Interdependence

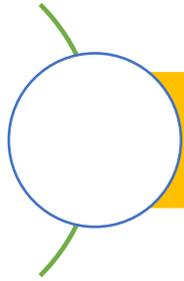
We will ensure that all pupils are able to be as independent and/or interdependent as possible within their everyday lives. We will ensure that outcomes support individual pupils to develop understanding and/or skills to be as involved in all aspects of their lives as possible.

We will ensure that supporting independence and interdependence starts as early as possible and continues through their educational journey, through to their preparation for adulthood within our Post 16 provision.



Communication

It is paramount that every pupil at Curnow School has a voice and that they are able to communicate in different contexts, situations and with different people in their most effective way. We need to ensure pupils are supported both within their receptive and expressive communication skills to ensure that they lead informed lives, feel connected to others and are able to make key decisions about their own lives at what ever level that are at.

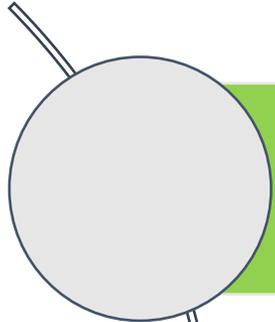


Sense of self

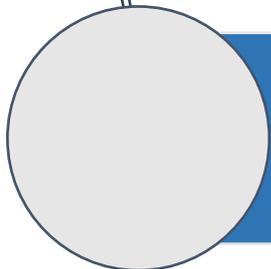
We will ensure that every pupil has a 'sense of self' which supports their understanding of positive and healthy relationships, developing, exploring and widening of their interests and supporting their ability to regulate within different contexts. Pupils priorities will be dependent upon the pathway that they are following, ensuring that key areas are supported and developed over time so that they can access a full and meaningful life.



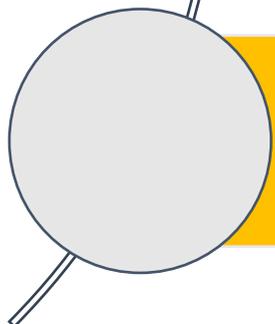
Curnow Pledge - Engagement Pathway



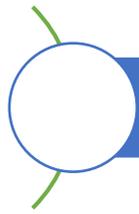
you understand your part of interdependence, physical and sensory skills.



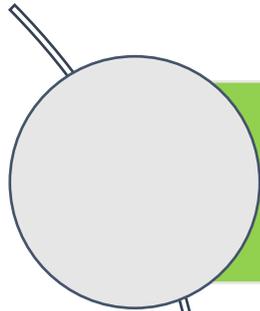
you have an independent voice and choice.



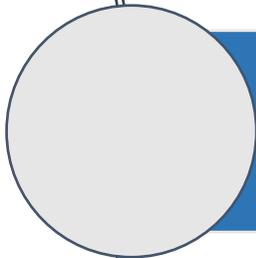
you are a valued member of community with a sense of self worth and purpose and your interests and choices are developed and expanded through your school journey



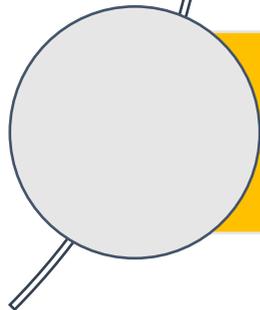
Curnow Pledge - Exploration Pathway



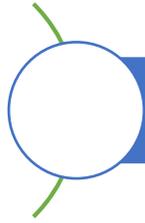
you develop independence skills and wider interests beyond your personal interests



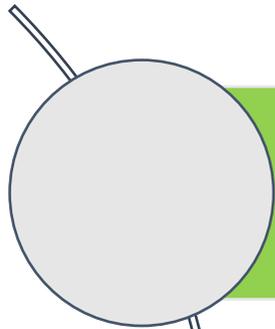
you are able to communicate effectively



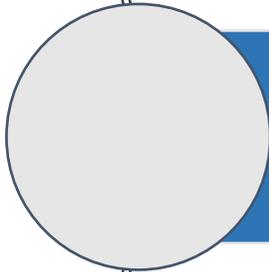
you develop supportive relationships to allow you to feel safe to access and enjoy the wider community. You recognise when you need to self-regulate and respond using learnt strategies including seeking help



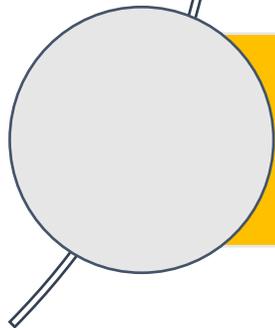
Curnow Pledge - Discovery Pathway



you are as independent and autonomous as possible



you have effective functional and social communication

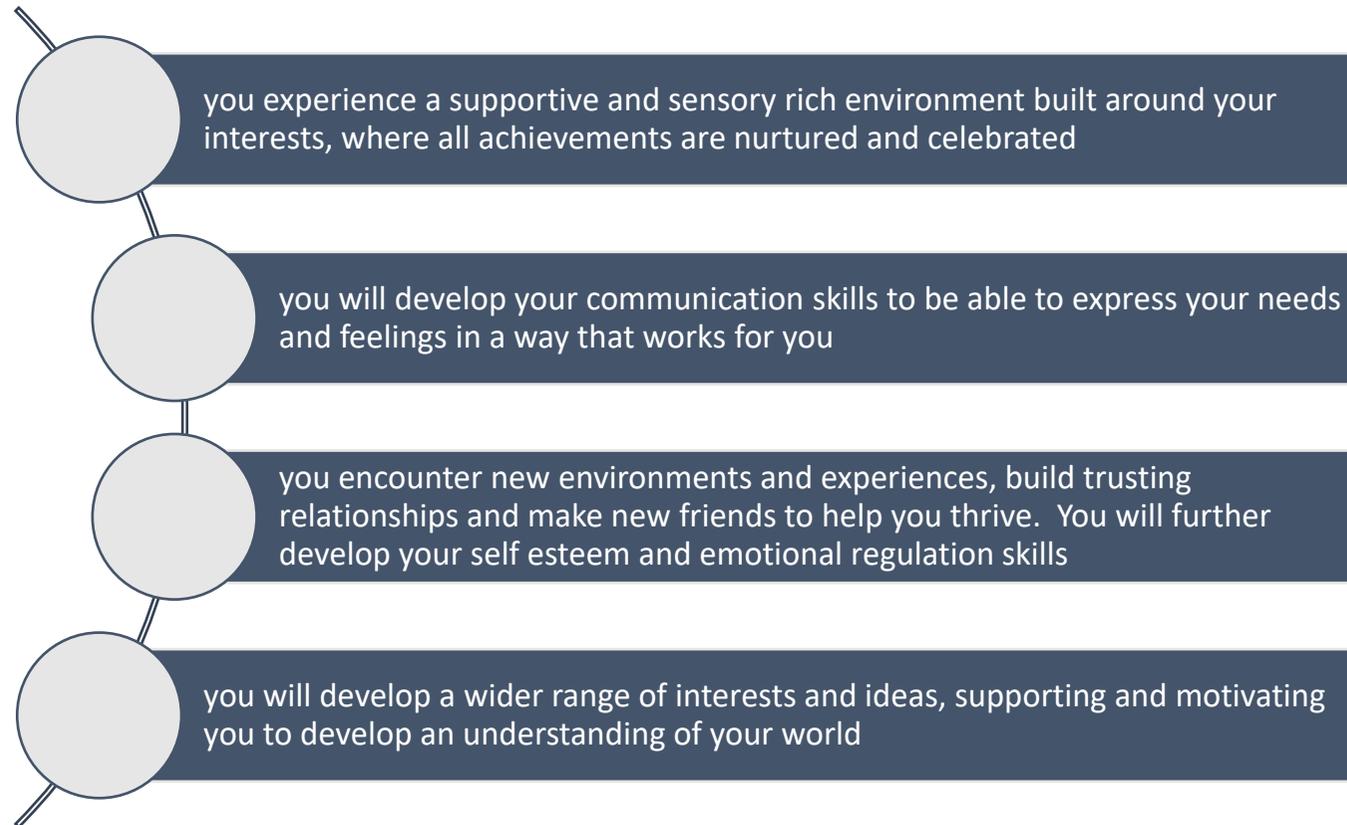


you have a sense of identity - a voice, interests and emotional regulation to lead a happy and healthy life being an active and respected member of your community

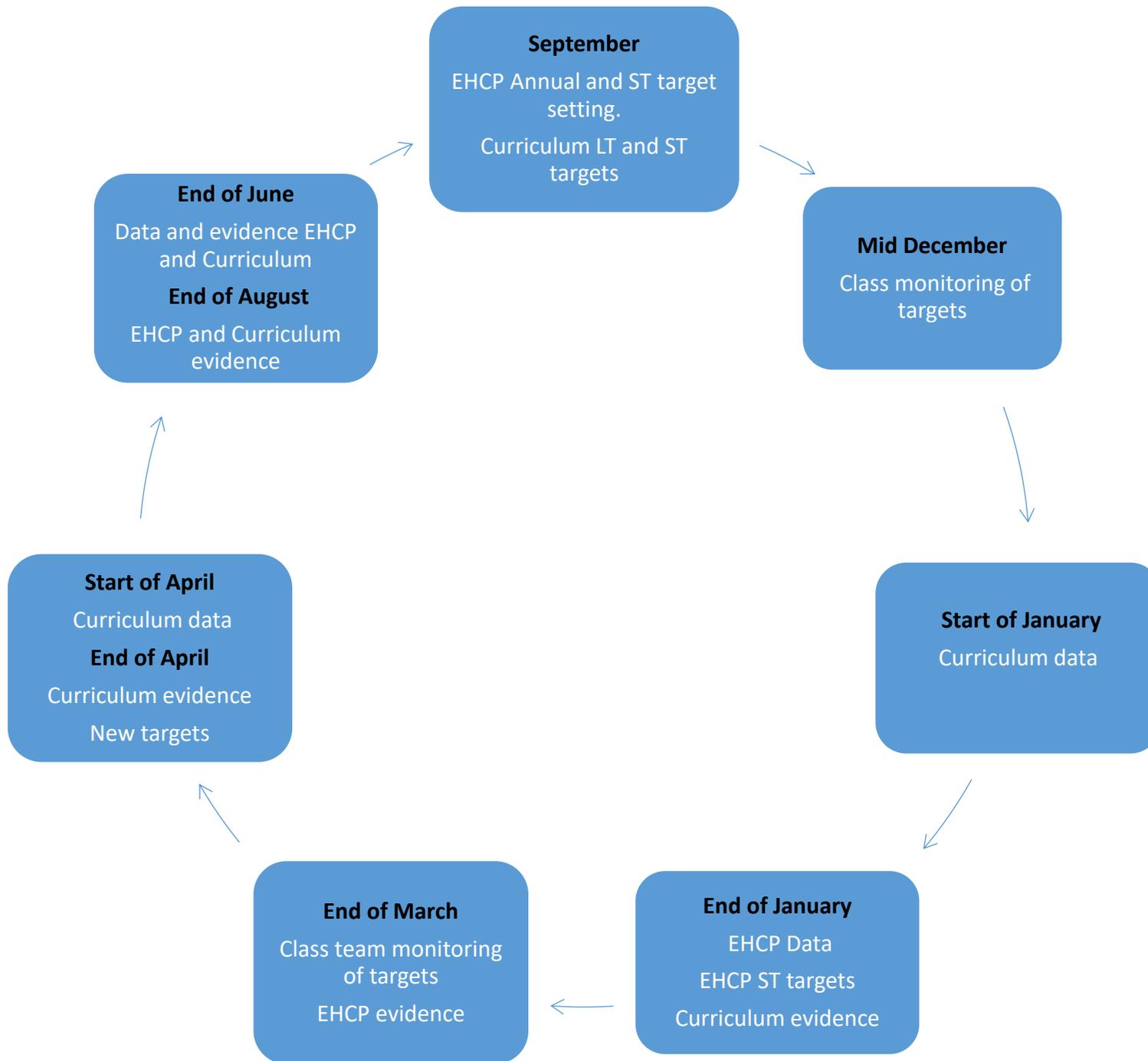
Early Years Foundation Stage (Year R to 2), Aspirational Aims and Pledge

In the Early years we know how important it is for our students to transition happily into school life. We aspire to making this transition as easy and successful for the children and parents as possible by thorough information gathering, developing good relationships and using what we learn to plan a well paced and successful transition. We aspire to find which communication system is most successful for each child, teaching this through modelling in daily activity. We provide a curriculum that is both interest led and that further develop interests through exciting opportunities. We will set each student on the pathway that meets their individual learning need and therefore prepare them for their next steps in their school journey.

We Pledge to ensure:



EYFS	Engagement	Exploration	Discovery	Post 16
EYFS EHCP – 4 targets (informed by aspirational aims/pledge) Prime areas	EHCP - 8 targets (informed by aspirational aims/pledge) Evidence and data	EHCP – 4 targets (aspirational aims/pledge) Evidence and data	EHCP – 4 targets (informed by aspirational aims/pledge) Evidence and data	EHCP – 4 targets (informed by aspirational aims/pledge) Evidence and data
Prime areas Communication and Interaction PSED Physical development Evidence and data	Engagement profile (Annual)	Maths and English (termly) Evidence and data – Lower Data - Upper	Maths and English(termly) Evidence and data	P2 - Preparing for adulthood outcomes (incl. maths and English Evidence and data
		AET profile/targets (termly) Data – Lower Evidence and Data - Upper	Curriculum tracker PSHE – floor book (half termly topic 1 page)	P1 – Engagement profile
Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My CV



Evidence of Pupil progress

EHCP	Maths	English	EYFS/Prime	PSHE	AET
EfL/Learning journal	EfL or workbook	EfL or workbook	EfL/Learning Journal or Floor book	Floor book	EfL
January – (2 or 3 photos)	1 Number per term	1 Writing per term	Prime areas 1 page/term	1 page/half term	1/term for each of the 4 areas
June – (2 or 3 photos)	1 Geometry/Measure per term	1 Reading per term			
My Views/CV at Annual review to include Aspirational aims	Post 16 - PfA	Post 16 - PfA		Health and Wellbeing strand	



Impact

How do we know, what will we see?

For each pathway we will have clear progress data and evidence to support the outcomes for pupils, which are rigorously monitored through our QoTQoL process.

Longer term outcomes, the aspirational aims and Curnow pledge are monitored through the annual EHCP process to ensure pupils are making progress and this is evidenced and tracked through the 'My Views/CV' document. This document is shared with the pupil and their family and clearly evidences progress towards the aspirational aims for each pathway and every pupil.

Our comprehensive assessment system and cycle ensures that we accurately know where pupils are and where they are going, what they need to learn next with respect to short term targets and their pathway journey through the school. This ensures that we focus on the areas that have the biggest impact, the aspirational aims for all pupils.