



## **INTRODUCTION**

In September 2014, the National Curriculum was reviewed, updated and rewritten bringing many changes and improvements. One of the most significant changes has been the removal of levels. It is now left to schools to decide how they will measure children's progress.

The government also reviewed the P Levels, for pupils working below the national curriculum level, and decided that they need adjusting to meet pupils' needs. This of course, affects many of our pupils at Eagle House Schools.

We, like every other school in the UK, have had to decide how we think we should best use the new national curriculum and develop our own measurements of progress and target setting.

This guide is to support you, as parents, to understand how we measure your child's progress in school.

## **WHAT HAVE WE DONE**

We have been working on a new curriculum for Eagle House and we have developed a new way of measuring progress and setting targets.

First we:

- reviewed the new National Curriculum
- reviewed the P Levels
- looked closely at our pupils' needs and skills
- looked at Autism friendly teaching and learning
- looked at Education, Health Care Plans and our pupils' and their families' aspirations
- reviewed the Autism Education Trust (AET) guidance

Then we:

- worked as a team with our education and therapy staff across both of our schools
- devised an Autism friendly, skills centred curriculum that flows from Early Years to our Sixth Form provision to ensure that we provide a meaningful foundation for the skills and knowledge that our pupils will need as they prepare for adult life after school.

Now we have:

- incorporated academic steps with personalised steps of individual development so that we can work with our therapy teams and families, using EHC Plans and sharing the steps of progress in a holistic way.
- To measure the steps along our curriculum route, we have devised our own E Levels (Eagle House Levels)

**WHAT DOES THIS MEAN FOR OUR PUPILS**

Each of our pupils has a highly personalised curriculum from the Early Years until they leave our schools.

**WHAT DOES THIS MEAN FOR OUR FAMILIES**

Families will have one set of levels to refer to as their children transition around school, therapists and teachers will use the same language and levels when talking to you about your child.

Families will be able to see clearly where the curriculum is supporting the aspirations of their Education Health Care Plans.

When you see your child’s Level on their End of Year Reports or in their Annual Review Reports, the Level is likely to be similar to their old P Level, or if they were working on the old national curriculum their E Levels will be from 10 – 18.

OLD LEVELS	NEW E LEVELS	ACCREDITATION
P 1 – 8	E 1 - 9	
NC1	E 10 - 11	
NC2	E11 – E12	
NC3	E 12 – E13	
NC4	E14 – E15	
NC5	E16	GCSE Levels
NC6	E17	
NC7	E18	

Our Curriculum is designed to flow across our primary and secondary schools to prepare pupils for life beyond school:

	SENSORY PATHWAY	PATHWAY 2	PATHWAY 1	
Key Stage 4 and 5 (Sixth Form)	Unit awards		Entry/Functional Skills/GCSE Maths	
	ASDAN			
	Moving On	Functional Skills	Entry/Functional Skills/GCSE English	
	WJEC Arts and DT	Foundation Skills		
				Entry/Functional Skills/GCSE English Literature
				iCreative Media /GCSE Computing
				Entry/GCSE Science
				WJEC Art
Trinity Music				
			Entry Awards for PSHE	
		Entry Levels		
Key Stage 3	AET E Levels 3 - 6 Sensory Curriculum	AET E Levels 7 – 12 ASDAN Key Steps	AET New National Curriculum E Levels 10 - 18	

TRANSITION TO SECONDARY			
Key Stage 1 and 2	AET Sensory Curriculum E levels 1 – 6 incorporating EYFS Specific Areas	AET E Levels 7 - 10	AET New National Curriculum E Levels 10 - 16
Early Years (EYFS)	Early Years Foundation Studies Curriculum		

### HOW DO WE CHECK OUR WORK

We work closely with our Special Learning Partnership – a cluster of local special schools – sharing good practice, to make sure that the opportunities that we offer at Eagle House are challenging and motivating. By meeting with our Special Learning Partnership colleagues every term, we ensure that we are at the forefront of curriculum development for pupils in special schools and in particular for pupils with autism.

We are members of the National Autistic Society and our schools are accredited by them. This means that they quality assure the autism practice we use and support us to continually develop and improve what we do.

We attend regular training and update sessions with the National Association of Special Schools to ensure that we are aware of new developments in special education.

We attend the termly Head Teachers’ conferences of Pan London Autism Schools Network (PLASN) to keep abreast of current advances and ideas in the field of autism.

This means we work hard to ensure that our schools are at the forefront of excellent and innovative practice to ensure that every child receives the highest standards of education possible.

**If you have any questions please don’t hesitate to speak to your child or young person’s teacher.**