*Park Lane School Schemes of Work Evaluations*

**Curriculum area: Challenge Term: Spring 2020**

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| **Key Stage**  | **WWW****(What’s Working Well)** | **H** | **M** | **L** | **EBI****(Even Better If)** | **Educational Visits**  |
| **1** | Launch activity worked really well. Switch storiesHelpkidzlearn ICT activities | FA, SRC, LML | TD, AP, CM | JA. CH, JW | More detail on how to make the activities sensory for lower achievers | Not yet |
| **L2** | Charity shop visit was a great experience for all pupilsCompleted fashion show in assembly, which was put on Facebook for parents and carers to see.Students all developed and learnt how to adapt fabrics, HA could talk you through ironing on motifs. M and L ability could all alter fabric with increased indepednece e.g fabric pens and Weather sessions were good too. | BL, SA, ST, ERC | JJ, OM, TL | AG, AE, KB | Slightly too much focus on the DT part so we did not get through too many Science and ICT Targets. We didn’t get round to doing the TV advert but our fashion show was put on Facebook and performed in assembly.  | Local charity shop |
| **U2** | Launch activity and reading materialsParental responseDream catchersSensory experiencesIndpendence in digital recordingRock sorting | IA | AM, MM, EA, OJ | MD, OS, IR, NC, AK, MB | Include Rights Respecting Schools points |  |
| **3** | * some joint planning allows for cross fertilization of ideas
* Drama in Creativity SOW used in English session to enhance story and develop reading and speaking and listening.
* Potential to develop individualised timetables and personalized planning without restrictions of narrow National curriculum subjects
 | Allows the theme to be explored across the curriculum so students can make links across areas of the curriculum.Higher level students can apply functional key skills in practical sessions opportunities for problem solving andallows potential for staff to explore areas of interest specific to individuals or groups of students A  | Provides a context for learning through themes.themes provide some continuity of learning across each day /week Potential students to focus on specific areas of need  | Themed activities provide interesting topics for delivery of sensory activities. | * Smaller groups
* Broader focus for themes
* Less overlap of activities
* Broader range of activities required to meet the needs of very large group with such diverse needs
* Separate curriculum focus for students with sensory and ASC needs
* More Targeted groups rather than age specific groups might benefit from different aspects of the curriculum as with creativity and Fallibroome group
* Timetabling and rooming to match values. E.g. Hall available for PE on individuality days.
* Greater differentiation of long term curriculum aims for KS3 to reflect realistic aims for sensory and ASC students.
* *Different curricula for ASC and PCLD students .*
 | Visits proved difficult due to the logistics of having 13 students with lots needing 1:1 support in the community and no bus being available.visit to the charity shop with small group and additional support was successful Local community visits work best.  |