

Learner Voice

Learners share their own views in order to steer the curriculum.

For example, learners use symbols to complete a survey to suggest ideas for thematic work. They choose themes, activities, trips and enrichment opportunities which the class team then incorporate into their planning.

We have a School Council who meet regularly to discuss whole school events / developments.

- Personalised Learning
- Person Centred Planning
 - Individual Learning Pathways
- Personalised timetables
- Personal Learning and Thinking Skills (PLTS)

“Differentiated provision for differentiated need”

A personalised approach to supporting young people means:

- “Tailoring learning to the needs, interests and aspirations of each individual
- Tackling barriers to learning and allowing each young person to achieve their potential” (ECM 2007)

Understanding Individual Need

- PSHCE
 - Individual guidance
- Removing barriers to learning through IEP's
- Range of learning and teaching Styles
 - Effective lesson planning

Learner Choice at Fox Wood

Choice gives young people the opportunity to begin to lead their own learning

Curriculum Organisation

The curriculum at Fox Wood is 'chunked' to provide opportunities for cross-curricular thematic activities.

Enrichment

Every Tuesday afternoon pupils choose an enrichment option, examples include: drama, Lego therapy, look good feel good, rebound therapy, walking, sensory science. Enrichment weeks are held once per term and include options within the activities.

Choice

- Choice of how to work
- Choice of where and when to work
- Choice of who to work with: adult / peer
- Choice of outcome
- Choice of resources to complete a task
- Choice of presentation methods
- Choice of tasks / activities

Teachers continually adapt the lessons/ content to engage the learners - so where the learner may not implicitly be choosing - teachers/staff react to and recognise engagement and adapt activities/ lessons accordingly.

- Pupils accept responsibility for the outcome of their learning
- Pupils take responsibility for their own behaviour and learning

Assessment for Learning

Pupils receive verbal feedback as appropriate and use stamps to self-assess their work. AfL and PMLD: Staff watch learner responses and reactions closely and continually self-evaluate. Sensory recall is used during plenary sessions.