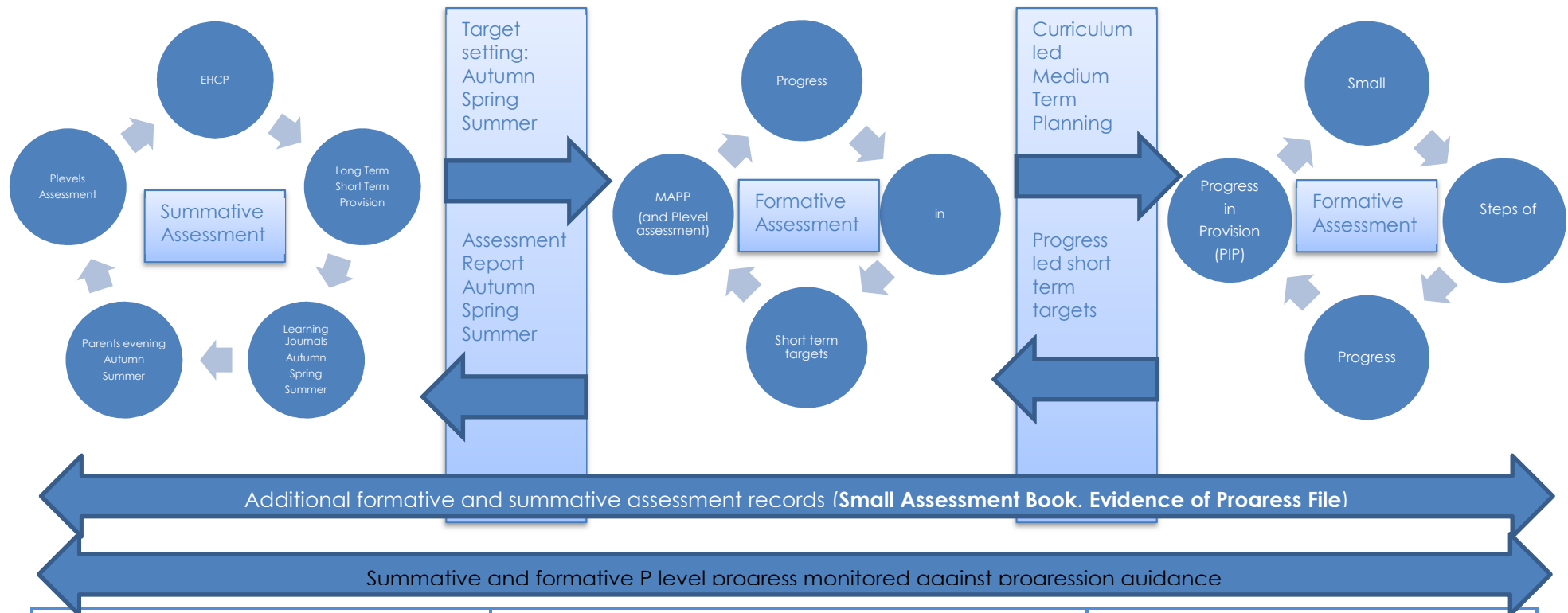


Tracking Progress at Castle Hill School



Long, Short and Provision targets will be agreed in the EHCP against the following areas of development.

Cognition and Learning
Communication and Interaction
Social and Emotional
Sensory and Physical
Health
Transition

The initial learning intention in MAPP will be the short term target from EHCP. This will change as the student progresses. Targets will be set against EHCP areas of development

Learning intention											baseline	00/00/00
											final assessment	00/00/00
Prompting												0.00%
Fluency												0.00%
Maintenance												0.00%
Generalisation												0.00%
C.S.D. Scale	1	2	3	4	5	6	7	8	9	10		

Progression towards achievement of the learning intention is measured on a scale of 1-10. This is informed by PIP progress.

PIP targets change through ongoing formative assessment of small step targets set from the learning intentions.

Towards change of learning intention
Next PIP
Next PIP
First PIP -Small step target towards achieving the learning intention.

Medium Term Plan

Theme 'The World Around Me'						
SMCS- Cross curricula inc British Values wellbeing and student voice						
Week	C+L Speaking and Listening Writing Reading	Numeracy	PSHCE *Citizenship Humanities Sex and Relationships Safeguarding Careers/ Work related learning.	PD	KUW *Science History Humanities Geography Humanities RE Humanities ICT	EAD *Music Music therapy LINK Art/ Creativity Drama
	<p>Objectives: All will express preferences, apply object permanence and make patterns. Some will choose and recognise symbols/pictures to express a preference and make purposeful marks. Few will use prepositions and pronouns. They will understand that marks convey meaning. They will read familiar words.</p>	<p>Objective: All Some Few</p>	<p>Objective: All Some Few</p>	<p>Objective: All Some Few</p>	<p>Objective: All Some Few</p>	<p>Objective: All will express a colour preference Some will learn recognise and name colours using colour symbols and explore colour and materials with help Few will read colour words and build 3D coloured shapes with sand.</p>

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1	MON/THURS Literacy My world (exploring) Song*-He's got the Whole World in his hands. Exploring Sand	MON/THURS Number		MON Acting out parts of the 'Going on a Bear Hunt' story in class			
	TUES: Communication My world-Things I like.	TUES/WED Shape/Space					Tues :Colours Castle Hill rainbow-red Song**: It's a small world/Castle Hill Song (link with sand play)
	WED: Reading All the World- Liz Garton Scanlon						
	FRI: Circle time Locating familiar sounds in the environment. Staff voice x1	FRI-Handling data					
2	MON/THURS My world (hiding and finding) Song* Exploring Sand and water	MON/THURS Number		MON Acting out parts of the 'Going on a Bear Hunt' story in the yard			
	TUES Communication My World. Things I don't like	TUES/WED Shape/Space					Tues :Colours Castle Hill rainbow-red/yellow Song** (link with sand play/mixing paint with sand)
	WED Reading						

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	All the World- Liz Garton Scanlon.					
	FRI-Circle time Locating familiar sounds in the environment- Staff voice x2	FRI-Handling data				
3	MON/THURS:Literacy My world/your world (our influence) Song* Exploring Sand ,water and making patterns with hands.	MON/THURS Number		MON Acting out parts of the 'Going on a Bear Hunt' story in the hall.		
					Tues :Colours Castle Hill rainbow red/yellow/green Song** (link with sand play/mixing paint with sand, making patterns with hands)	
	TUES: Communication My world/your world-Things we like	TUES/WED Shape/Space				
	WED: Reading Where the Wild Things are- Maurice Sendak					
	FRI-Circle time Locating familiar sounds in the environment- Staff voice x3	FRI-Handling data				
4	MON/THURS:LIT My world/your world/our space (using tools) Song-* Exploring sand, water and making patterns with tools.	MON/THURS Number				

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	TUES: Communication My world/your world-Things we don't like	TUES/WED Shape/Space				Etc.
	WED: Reading Where the Wild Things are-Maurice Sendak					
	FRI: Circle time Locating familiar sounds in the environment- Student sounds + voice x1	FRI-Handling data				
5	My world/your world (sharing and looking after each other) Song* Exploring sand ,water ,making patterns with tools. Partner play.	Etc.				
	Etc.	Etc.				
	Etc.	Etc.				
	Etc.	Etc.				

Short term planning

Day	Morning 9.15 -10.30	Morning 11.00-11.45	Afternoon 1.15-3.15
M	<p>Student 1 To give clear/consistent responses to choices: Would you likeor? Where is the ball: here or here? Eyes up for yes and down for no. To complete successfully- 1 out of 5. S+L/C+I</p> <p>Student 2 To give clear and consistent responses to choices- would you like.....or..... One click for yes and silence for no. To complete successfully- 3 out of 5. S+L/C+I</p> <p>Student 3 To communicate using yes/no responses. To eye point to Yes or No symbol on symbol board as a result of questions asked- 2 out of 5. S+L,R/C+I</p> <p>Student 4 understand verb/object instructions- pour sand/hide object/find object -2 out of 4. Recognise symbol for sand out of two choices- 3 out of 5 To mark make without prompts with intention. S+L, W/C+I</p>	<p>Highlight PIP Refer to subject area Refer to EHCP area</p> <p>To recognise the following PCS symbol- Face/C+L/C+I</p> <p>NUM + other cross curricular</p>	<p>Highlight PIP Refer to subject area Refer to EHCP area</p> <p>Other Curriculum areas</p>

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	<p>Student 5 To anticipate an activity, answer the question - 'what am I going to do next?' To follow instructions ;'put this on/under' -2 out of 5 and recognise the preposition word- 2 out of 5. S+L,R/C+I.</p>		
T	<p>As above however you would add changes if necessary.</p>	Do not repeat Only add different	Do not repeat Only add different
W		Do not repeat Only add different	Do not repeat Only add different
T		Do not repeat Only add different	Do not repeat Only add different
F		Do not repeat Only add different	Do not repeat Only add different
<p style="color: red; text-align: center;">REPEAT HERE AND ADD OTHERS</p> <p>Primary example: Break time targets 10.30-11.00 Lunch time targets 11.45-12.30</p> <p>Student 1 To give clear/consistent responses to choices: Would you likeor? Eyes up for yes and down for no. To complete successfully- 1 out of 5. S+L/C+I</p> <p>Student 2 To give clear and consistent responses to choices- would you like....or..... One click for yes and silence for no. To complete successfully- 3 out of 5. S+L/C+I</p> <p>Student 3 To communicate using yes/no responses. To eye point to Yes or No symbol on symbol board as a result of questions asked- 2 out of 5. S+L,R/C+I</p> <p>Student 4 understand verb/object instructions- pour milk/drink milk -2 out of 4. S+L, W/C+I</p>			

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Student 5

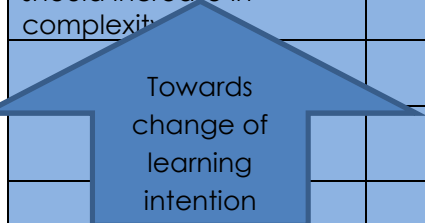
To anticipate an activity, answer the question - 'what do we do next a snack? '

To follow instructions ;'put this on/under' -2 out of 5 and recognise the preposition word- 2 out of 5. **S+L,R/C+I.**

Play time targets 12.30-1.15

ADD IF DIFFERENT

Assessment: This process will track progress in more detail and inform MAPP progress in G/P/M/F

PIP Progress Document					
C+L	C+I	P	S+E	Health	Transition
<p>MAPP TARGET To make consistent intentional choices using eye movement. The choices should increase in complexity.</p>	<p>To recognise the following PCS symbol-Face/C+L/C+I</p>	<p>Learning intention</p>	<p>Learning intention</p>	<p>Learning intention</p>	<p>Learning intention</p>
 <p>Towards change of learning intention</p>					
<p>Student 1 To give clear/consistent responses to choices from 3 Would you likeor? Where is the ball: here or here? Eyes up for yes and down for no. To complete successfully- 2 out of 5. COMMENT:</p>					
<p>Student 1 To give clear/consistent responses to choices from 2: Would you likeor? Where is the ball: here or here? Eyes up for yes and down for no. To complete successfully- 1 out of 5. COMMENT:</p>	<p>First PIP -Small step target towards achieving the learning intention.</p>	<p>First PIP -Small step target towards achieving the learning intention.</p>	<p>First PIP -Small step target towards achieving the learning intention.</p>	<p>First PIP -Small step target towards achieving the learning intention.</p>	<p>First PIP -Small step target towards achieving the learning intention.</p>