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Supplementary curriculum planning guidance

Learners with additional learning needs



Guidance

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Supplementary curriculum planning guidance

Audience	Primary, secondary and special schools in Wales; Welsh local authorities and regional education consortia; unions; various organisations that have an interest in literacy and numeracy; and members of the public.
Overview	This supplementary curriculum planning guidance is to accompany and help schools in Wales to implement the National Literacy and Numeracy Framework (LNF).
Action required	None – for information only.
Further information	Enquiries about this document should be directed to: Foundation Phase and School Curriculum Branch Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 5447 e-mail: curriculumdivision@wales.gsi.gov.uk
Additional copies	This document is only available on the Welsh Government's website at www.wales.gov.uk/educationandskills
Related documents	<i>National Literacy Programme</i> (Welsh Government, 2012); <i>National Numeracy Programme</i> (Welsh Government, 2012); <i>The Skills Framework at key stage 2: An evaluation of the impact of the non-statutory Skills framework for 3 to 19-year-olds in Wales at key stage 2</i> (Estyn, 2011); <i>The Skills Framework at key stage 3: An evaluation of the non-statutory Skills framework for 3 to 19-year-olds at key stage 3</i> (Estyn, 2012); <i>Routes for Learning routemap</i> (Welsh Assembly Government, 2006); <i>Assessment of 5- to 14-year-old children's mathematical progress in schools in Wales</i> (Welsh Government, 2012); <i>Language, Literacy and Communication Skills</i> (Welsh Assembly Government, 2008); <i>Guidance on the teaching of writing skills</i> (Welsh Assembly Government, 2010); <i>Developing higher-order literacy skills across the curriculum</i> (Welsh Assembly Government, 2010); <i>A curriculum for all learners: Guidance to support teachers of learners with additional learning needs</i> (Welsh Assembly Government, 2010).

This document is also available in Welsh.

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What is the purpose of this document?

This document is intended to supplement the *Curriculum planning guidance* on the National Literacy and Numeracy Framework (LNF) by providing further specific information in relation to learners with particular additional learning needs (ALN).

The Welsh Government intends in the future to replace Part IV of the Education Act 1996 with new legislation giving a statutory footing to the concept of 'additional needs'. However, current terminology is retained in this document.

This supplementary guidance is intended principally for special schools and (mainstream) specialist settings for learners who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). It may also be helpful to teachers in primary or secondary schools who have in their class one or more learners who are not meeting age-related expectations for Reception.

The structure of the National Literacy and Numeracy Framework (LNF)

An inclusive framework

Great care has been taken to ensure that all learners are fully included in the scope of the LNF. In both literacy and numeracy, the LNF has been designed to be fully inclusive of the needs of all learners. In each case, the LNF encompasses the following.

Routes to ...				Foundation Phase			Key Stage 2				Key Stage 3			Extension
Progression statements (not age-related)				Age-related expectations			Age-related expectations				Age-related expectations			Progression statement (not age-related)
<i>Routes for Learning (RfL) routemap</i>	A steps	B steps	C steps	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	

For the overwhelming majority of learners in Wales, the expectations relating to their age will be appropriate. Although a learner's current achievements may be distributed across more than one column, for example Year 1/Year 2, for different aspects (of literacy) or elements (of numeracy), progression can nonetheless be planned for within the age-related expectations for their key stage, for example Foundation Phase.

In cases where learners (for instance in a Reception class) are not yet reaching the age-related expectation in some elements or aspects, and a more individual intervention is required, teachers may find it helpful to consider the progression statement for that element or aspect in the 'C steps' column of the 'Routes to literacy' or 'Routes to numeracy' component of the LNF.

In special schools and specialist settings in mainstream schools, many learners will be working below the age-related expectations but most will progress at some point of their school career to levels of literacy and numeracy skill that are consistent with the Foundation Phase section of the LNF. A much smaller number will progress further and begin to apply some of the statements within the Key Stage 2 section.

However, for many learners with SLD or PMLD, it is the earliest columns of the LNF in the 'Routes to literacy' and 'Routes to numeracy' component which will provide the best guide to progression for most, or all, of their school careers.

Building on *Routes for Learning*

The LNF builds on *Routes for Learning* (RfL), published in 2006 by the Welsh Assembly Government. The RfL assessment materials were designed for teachers of learners with profound and multiple learning difficulties (PMLD).

The RfL routemap consists of 43 items which enable teachers to plan a suitable progression through early communication and cognitive skills. As learners move on to the more advanced items of the routemap, they will begin to achieve those which are shown in the first column of the LNF. These have been selected to reflect important early pre-cursors for (literacy) aspects or (numeracy) elements which appear in subsequent columns of the LNF. The selected items are shown in the LNF next to their corresponding number on the routemap, e.g. Selects from two or more items [RfL 36].

Subsequent columns in the LNF (ABC steps) provide progression statements describing the steps learners may take as they consolidate and apply their skills and progress towards the levels of performance described in the Reception column and beyond.

Skills are applied in a range of more specific contexts as learners progress from more generalised milestones in the RfL routemap to the ABC steps. Some RfL items therefore appear as the pre-cursor for multiple elements/aspects of the LNF (as in the example below).

RfL routemap	A steps
Shared attention [RfL 40] When the adult and the learner share a stimulus, the learner can attend to the stimulus and then the adult in turn.	Reading across the curriculum Learners are able to attend with interest as an adult reads a story, look at, touch and manipulate the book at intervals.
	Writing across the curriculum Learners are able to look at/acknowledge their 'drawing' when an adult talks about what they have done.
	Numeracy Learners are able to show an interest in number activities and counting with an adult, copy some actions, and/or vocalise at appropriate moments.

The progression statements show how aspects (literacy) and elements (numeracy) develop along a continuum for all learners. For learners with SLD or PMLD, progression from one column of the LNF to the next column (e.g. 'A steps' to 'B steps') is likely to require a long period (for instance, several years). However, small steps of progress can be planned for within and between progression statements in the same column as skills are first 'introduced' (probably in a tightly defined context with significant support), consolidated (with diminishing support) and then applied appropriately across a wide range of contexts.

For instance, in Oracy across the curriculum, the aspect 'speaking' is exemplified in 'B steps' through a number of progression statements. One of these is *'use single words/signs/symbols and some two-part phrases, e.g. to signal repetition or recurrence'*. Learners may show progression in this skill in any of the following ways as they begin to consolidate and apply it:

- with growing confidence
- for an increasing range of purposes
- in relation to a growing range of materials and resources
- with a range of different people, including peers and adults
- in an increasing range of locations (within and outside the classroom)
- through words, signs, pictures, symbols or some of these in combination
- with increasing use of two-part phrases
- with diminishing levels of support leading to proactive and independent use
- in a growing range of contexts drawn from different areas/subjects of the curriculum.

Whether learners are working on the RfL routemap, ABC steps or Foundation Phase columns, it is therefore important that statements are not simply 'ticked off'. Teachers will need to observe learners' current performance and use this information to plan tasks and experiences which will enable them to further consolidate and apply their skills. Evidence that a skill is being applied in a range of different settings across the curriculum needs to be gathered over time before

the skill that is described in a particular progression statement can be considered an area of strength. If more than one teacher works with a learner, it is important that all teachers are aware of and can contribute to an understanding of the learner's current performance on the LNF.

Because learners with differing needs will demonstrate their skills according to the means at their disposal, teachers will need to use their professional judgement when interpreting progression statements. For instance, a learner with physical disabilities who cannot easily manipulate objects may demonstrate their ability to '*count reliably up to 5 objects*' by eye-pointing to numerals which are widely spaced (so that the teacher can clearly distinguish the learner's response). Alternatively, they may use a switch to choose a number on a display screen. The same learner may be able to show they can '*recite numbers from 1 to 10*' by ordering numerals which are displayed in random order in a switch-controlled programme on a computer. The challenge in such cases will be to enable the learner to apply these skills in a broader range of situations.

'Assessment activities/things to try' and 'things to look for' are available to help clarify each progression statement. These provide examples of possible contexts and learner responses in each case. Teachers should refer to these when considering what learners can do. They can be found:

- (for learners working on the routemap) in the 'Assessment Booklet' which forms part of the *Routes for Learning* materials
- (for learners on ABC steps) in the exemplification materials for Routes to literacy and Routes to numeracy that will be available spring 2013.

Learners may well progress at different rates for different elements or aspects of the LNF. Each learner is likely to show their own individual 'profile' and may display varying degrees of competence in different progression statements – these may spread across more than one column. There is no requirement for learners to achieve **every** item within a column (e.g. all the aspects relating to the 'B steps' column in Oracy across the curriculum) before items in the subsequent column ('C steps') are considered.

A curriculum planning tool

Special schools and specialist settings have always given prominence within the curriculum to communication and cognitive skills and have recognised their crucial contribution as the foundations of literacy and numeracy. Much good practice focuses on these critical skills and many schools already use the contexts provided by curriculum areas/subjects as vehicles for introducing, consolidating and applying these skills. The LNF will encourage schools to further develop this approach. In some schools, planning may currently be more focused on addressing literacy and numeracy skills within subject lessons for English (or Welsh in Welsh-medium schools) and mathematics. All schools will now need to ensure that opportunities for progression in literacy and numeracy skills are mapped across all relevant areas/subjects of the curriculum and that the LNF becomes the starting point for planning.

An assessment tool

Although primarily a curriculum planning tool, the LNF will also help teachers to identify the literacy and numeracy skills a learner has acquired and the ways in which these skills are currently applied in different situations and contexts across the curriculum. Whatever the learner's starting point, the LNF will help teachers to identify appropriate and achievable next steps along a continuum which is common to all schools. In special schools and specialist settings, it will help to inform the targets teachers set, with the learner's involvement (to whatever extent this is possible), within their individual education plans (IEPs).

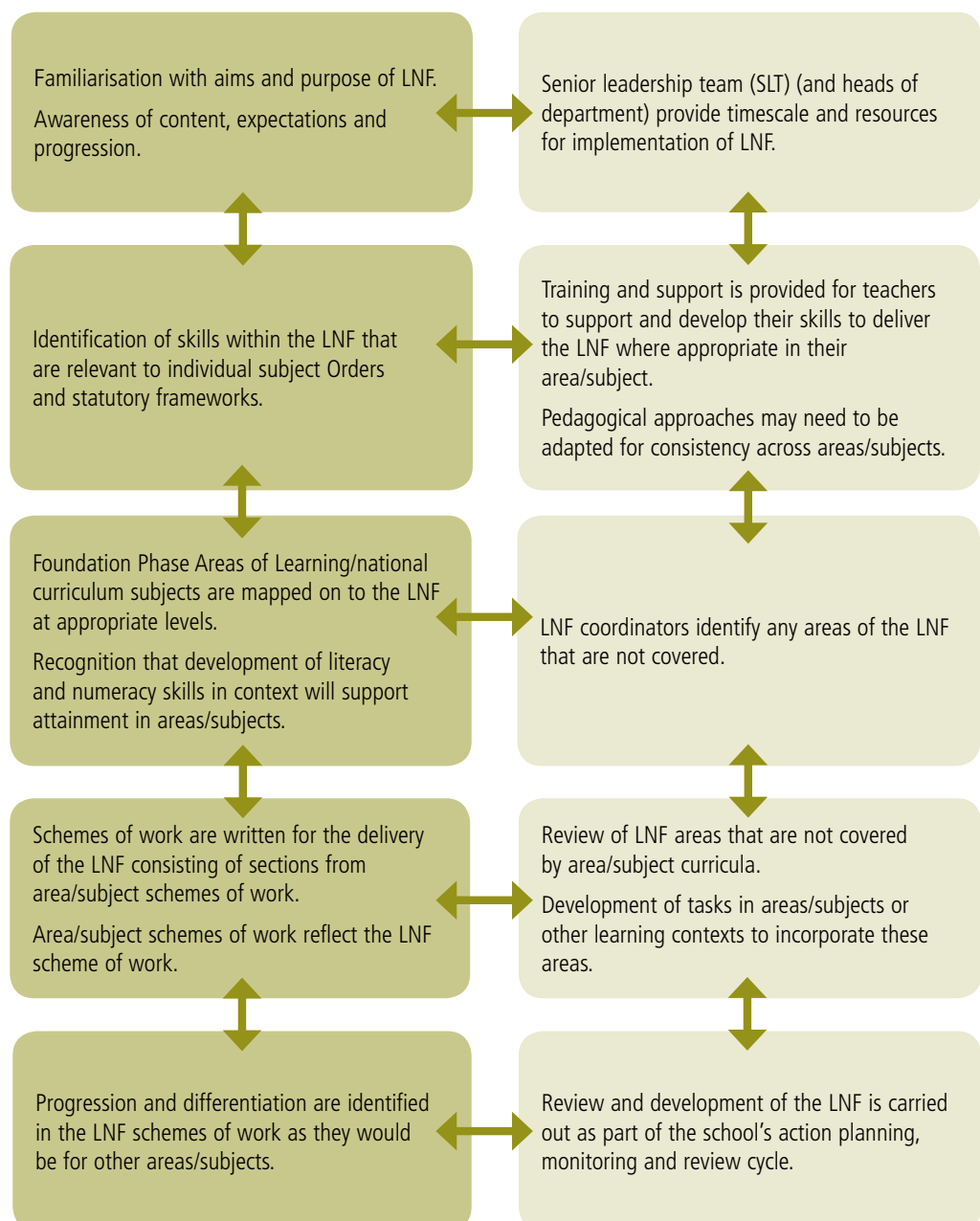
Formal assessment against the LNF will become a statutory requirement from September 2014. This means that schools will have a full academic year to focus on embedding the LNF into their curriculum planning and their teaching and learning before being required to assess learners' progress against it.

Schools should still use the LNF to support Assessment for Learning (AfL) as part of good teaching practice. This will inform reports to parents/carers on their child's progress in literacy and numeracy, which will still be required on an annual basis from September 2013. The reports to parents/carers should include information based on the numeracy and reading tests (if the learner has taken the tests) and a narrative report on literacy and numeracy based on the LNF.

Planning for the delivery of the LNF

The section 'How can we plan for delivery of the LNF?' and Appendices 1 and 2 of *Curriculum planning guidance* together provide an overview and specific actions to be taken by schools in order to ensure that the LNF becomes the starting point for their planning. It is made clear that this is a long-term process and requires each school or setting to create an action plan for achieving this over time. A diagram is provided which summarises the steps to be taken.

Curriculum implementation



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Setting the context

When reviewing their current provision, some special schools and specialist settings will find the models for developing progressive long-term plans, presented in *Curriculum planning guidance*, will also suit their contexts. In all-age special schools this will entail reviewing arrangements throughout the 5–14 curriculum.

However, for many schools and settings where learners have SLD or PMLD, progression is generally managed through medium-term and short-term planning – especially individual education plans. In these schools:

- learners begin to develop and apply the skills of literacy and numeracy significantly later and at a slower pace than their (typically developing) peers
- classes often include learners of differing ages, drawn from a number of year groups or even different key stages
- learners' needs are very diverse within any class, therefore, rather than reflecting an age-related 'expectation', the levels of skill demonstrated by different learners within a class are likely to span many columns of the LNF.

These factors present such schools with significant challenges for curriculum management and they will have adopted a number of different approaches in response. In order to ensure that their curriculum is meaningful, relevant and motivating for all learners, they may currently:

- select content from the Foundation Phase or any key stage within the curriculum and use it flexibly
- link content from different areas or subjects and present it thematically
- group learners within the class by ability and provide differentiated learning outcomes in schemes of work
- bring together learners of differing ages but similar levels of development for the teaching of key skills (setting learners)
- focus on skills in one part of the school day and topic-based work at another
- assign a 'planning' year to each mixed-age class and use specific mechanisms to ensure that learners experience progression and continuity as they move through key stages.

A curriculum for all learners: Guidance to support teachers of learners with additional learning needs (Welsh Assembly Government, 2010) provides more detailed guidance on all aspects of planning an appropriate curriculum.

The first step in creating an action plan will be to consider how making the LNF the starting point for planning will impact on existing arrangements for managing the curriculum and whether these need to be amended in any way. If, for instance, setting or other discrete approaches to teaching literacy and numeracy are currently used, or if learners are taught by a number of different teachers, how will planning for the application of skills across the curriculum be managed?

The following case study describes one school and the actions being taken to incorporate the LNF in its planning.

Case study

All-age special school

Context

In this school, Red Group is a typical class. It includes learners' ranging in age from Year 3 to Year 7. In terms of the LNF, some learners are working to achieve items on the RfL routemap, several demonstrate skills consistent with the 'ABC steps' and one learner's skills match statements in Year 1 of the LNF. Their specific targets are set out in individual education plans.

The school currently has long-term plans which identify relevant content from Foundation Phase Areas of Learning or national curriculum subjects. These are used as 'contexts for learning', emphasise breadth and balance, and group content thematically where relevant. Schemes of work are organised into modules by year group and term. Although most classes consist of mixed year groups, modules from a specified year group are used as contexts for the whole class. For Red Group, the current specified year is Year 4. The school has in place a mechanism which ensures that learners experience age-appropriate contexts and do not repeat the same content in the same way.

Reviewing current provision against the LNF

Some time has already been spent ensuring that all staff in the school are familiar with the LNF. Initial discussions have led to a shared view that current planning for numeracy has been largely focused on mathematics subject lessons and that the LNF provides the means to strengthen the application of numeracy skills within other subjects.

Working together, teachers decide to focus initially on the 'using data skills' elements, identifying where opportunities currently exist across the curriculum to address them.

Their initial analysis is shown here.

Mapping opportunities for progression in numeracy elements across the curriculum

Year 4: Summer term

LNF numeracy strand: Using data skills

Elements: Collect and record data, present and analyse data, interpret results

Learners are able to:

<ul style="list-style-type: none"> match objects, pictures, words and letters from a story match animal sounds to their pictures. 	Themed	English <i>The Pig in the Pond</i> (Walker Books Ltd., 2006)
<ul style="list-style-type: none"> sort animals into groups match a number to a group record what they have done in a variety of ways. 		Mathematics Farm
<ul style="list-style-type: none"> select, sort, gather, separate and classify pictures, models and objects relating to the pond. 	Science Pond life	
<ul style="list-style-type: none"> select and match utensils, sort vegetables, tins and ingredients make shopping lists and recipes by sorting and ordering pictures, words and objects vote for their favourite flavour and record in a simple table. 	Design and technology Soup	
<ul style="list-style-type: none"> use a camera to make a record of objects and well-known locations from different angles sort the photos into groups and organise them into collections record sounds and match them to objects/photos of the locations with which they are associated. 	Themed	ICT Create and communicate local information
<ul style="list-style-type: none"> match, sort and label photos showing their own houses match photos to video and sound recordings of family members. 		Geography Where I live
<ul style="list-style-type: none"> visit and photograph nearby locations, collecting 'found' objects organise, present and label what they have found. 		Art Welsh landscapes
<ul style="list-style-type: none"> match instruments to the sounds they make indicate a preference for an instrument match instruments to their means of storage (case or box). 	Music Showing enjoyment (instruments)	
<ul style="list-style-type: none"> move parts of their body in turn, matching their movements to the movements of a partner. 	PE Dance – mirror work	

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Mapping progression in literacy and numeracy elements/aspects of the LNF

While mapping these opportunities, teachers consider progression through the LNF for the 'Using data skills' elements, focusing on the most relevant sections of the LNF for their school (the range from pre-cursors in the RfL routemap through to the end of the Foundation Phase).

Because of the wide diversity in age and need within classes, they want to ensure that planned activities incorporate rich tasks which enable learners with very differing levels of skill to be introduced to, consolidate, and apply these elements according to the progression statement which best describes their current performance.

They assess the extent to which each task facilitates learners throughout this range and identify adjustments which can be made to improve some tasks.

In carrying out this process, teachers throughout the school:

- enhance their understanding of progression for these elements
- reach a shared view about how progression can be recognised and interpreted in all learners
- identify the need to ensure that learning and teaching assistants (LTAs) are also able to develop their awareness and understanding of progression.

The school intends to continue the mapping process for each planning year and term. Schemes of work will then be reviewed to ensure that 'Using data skills' is appropriately represented throughout all planning.

In order to manage the review of all elements and aspects of the literacy and numeracy components of the LNF, the school's action plan will focus first on reviewing the planning years selected for classes to follow in September 2013.

Classroom organisation

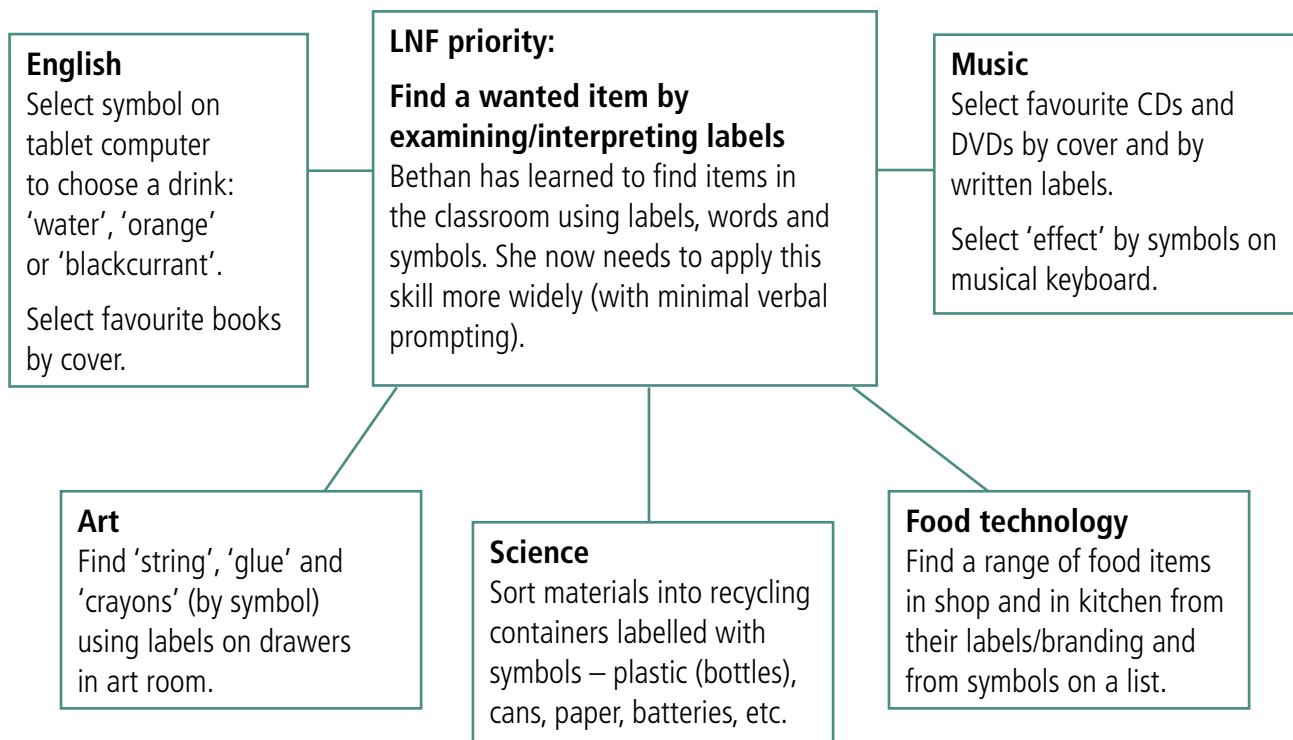
The curriculum mapping process will clarify the range of opportunities which exist for introducing, consolidating and applying the LNF and will assist teachers in their short-term planning. When tasks are presented in the classroom, teachers will need to be aware of each learner's current profile of skills across all the elements and aspects of the LNF, and the way in which tasks can be differentiated to match them.

IEPs will highlight selected elements or aspects which are priorities for particular learners, including the degree of support they currently require. IEPs are an important means of communicating this information between teachers and LTAs so that everyone working with a learner facilitates in a similar way.

Schools and settings will use a variety of means for capturing learners' responses to items targeted in IEPs (e.g. through sticky-note comments, learner logs or periodic evaluation). Which ever way(s) they choose to do this, it is essential that all those working with a particular learner know when and how to reduce support and increase challenge to ensure both success and progression.

Where a skill has been introduced and consolidated in one subject and the priority is now to encourage its application in a wider range of contexts, this needs to be made clear to all those involved. One possible format for doing this is shown here.

Literacy	
Strand	Reading across the curriculum
Element	Locating, selecting and using information
Aspect	Reading strategies
Column	C steps



Reporting

Teachers will be required to report annually to parents/carers about learners' progress through the LNF. The report is intended to be narrative in nature and should highlight a learner's strengths in elements/aspects of the LNF, as well as areas for further development. Schools should now review their reporting arrangements accordingly.

For learners with a statement of special educational needs (SEN), schools already produce a narrative report about each learner's overall progress which is discussed with parents/carers at the learner's annual (statement) review meeting. This report may already focus on key skills. With the introduction of the LNF, the format of the annual review report may need adjustment to ensure that it meets the new requirement. The requirement can also be met through an end of year report, provided that its format supports this.

It is not intended that the report should assign learners to a 'level' or that a 'best-fit' approach be adopted. There will be no national data collection in relation to assessments made against the LNF.

Summary

The introduction of the LNF provides an opportunity for schools, including special schools and settings for learners with ALN, to review their current arrangements for planning the curriculum and consider what changes they need to make to ensure that:

- all staff (teachers and LTAs) have a clear understanding of progression through the elements and aspects of the LNF
- learners have appropriate opportunities to develop, consolidate and apply literacy and numeracy skills in all areas/subjects
- learners' progress through the LNF is appropriately assessed and monitored
- all staff working with a learner are aware of their individual priorities on the LNF and the degree of 'support' and/or 'challenge' they currently require if they are to succeed and progress
- parents/carers are informed and understand the way in which their child is progressing through the LNF.