



Teaching,




1.3 Our curriculum and assessment model aim to:

- Prepare learners for their identified destinations post St [redacted] College.
- Give learners the opportunity to learn in workplaces and in the community where relevant and possible
- To apply learning in both familiar and new contexts
- Skills build and progress through rigorous baseline assessment and target setting.
- Plan and deliver learning so that is sequenced and broken down in to appropriate steps in order that we understand where learners are on their journey towards target achievement.
- Prepare learners to work with greater independence in all areas of their life.
- Attain accredited achievement, where relevant and meaningful
- Support and increase a quality of life for all learners.

1.4 Our curriculum process

All learners are assessed for a suitable programme during the admissions process, taking in to account prior learning and achievements.

When learners first start with St [redacted] College they are assessed in all Subject Areas.

In the first six weeks of term year one learners are assessed as to the appropriateness of the programme and tutor group they are in.

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### 3.2.6 Principles of assessment

Is functional for small cohorts;  
Is in line with current educational thinking/research;  
Is accurate (or honest about what it be) and has internal integrity so that when learners complete accredited assessments then the outcome is predictable/coherent;  
Is sustainable (workload)  
Produces information that makes sense/useful to a range of stakeholders. Each stakeholder has different ways they engage with the system/information and different priorities  
Uses a range of assessment:

- Holistic assessment
- Resilience assessment
- Community Inclusion assessment framework (Earwig)
- Travel Training assessment framework (Red, Amber and Green)
- Social Skills Analysis
- Critical Communication Checklist
- Literacy assessment
- Numeracy assessment
- Special Interest assessment framework (Earwig)
- Motor and Process Skills assessment
- Sensory Processing assessment
- Independent Living Skills assessment framework (Earwig)
- Learner feedback and questionnaires

### 4. Assessment approach

**Initial Assessment**, in the form of baselines, are conducted for all learners in all




	<b>Curriculum</b>	<b>Teaching and learning</b>	<b>Assessment</b>
Governing Body	Oversee that a robust framework is in place for setting curriculum priorities, which are ambitious, complies to its funding agreement and teaching a "broad and balanced curriculum" which includes Functional English and maths, RSE and Personal Development and enough teaching time is provided for learners to cover the requirements of the		











