

# Primary Semi-formal

We support a diverse range of learners, including sensory learners and emerging formal learners. Learners are grouped according to their individual learning styles and strengths to provide targeted support.

- The primary semi-formal curriculum provides a rich and engaging learning experience tailored to pupils' developmental needs, with its foundation in the National Curriculum.
- Strong emphasis on early learning and communication skills, recognising them as crucial foundations and working on that pupils can transfer these skills beyond the school environment.
- Pupils are introduced to the beginnings of subject-based learning through carefully planned schemes of work, often structured around storybooks or themes that capture interest.
- This curriculum fosters curiosity and independence, promotes communication, supports students in learning self-regulation skills, enables pupils to learn at a pace that suits them.

## Assessment & accreditation

Students' progress is assessed through their personal EHCP targets, along with the Castle Rainbow and Gemstone Assessment tools in English, Maths, Communication and PSHE.



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## Semi-formal Literacy aims:

- Establish the building blocks of reading and writing through sensory stories, communication aids and use of colourful semantics.
- Focus on Phonics as well as implementing Whole word reading technique according to students' learning style.

## Semi-formal Numeracy aims:

- Develop practical skills and build confidence in early number and math concepts.
- Explore math ideas through story
- Engage with math across real-life contexts.
- Apply and transfer these skills beyond the school environment.

## Semi-formal PSHE aims:

- PSHE is embedded throughout the school day and delivered in a responsive manner, alongside taught sessions where appropriate.
- Strong focus on developing social skills, communication, understanding acceptable behaviour, personal safety, well-being, self-awareness, and emotional regulation.



## Semi-formal Creativity aims:

- Art projects are linked to stories or celebrations, exploring different techniques and media.
- Contribute to whole-school projects,
- 1:1 input from art or music therapists where appropriate.

## Semi-formal Physical Health and Well-Being aims:

- Participate in structured PE, swimming, cycling, and horse-riding sessions.
- Self-regulation strategies and OT input embedded as part of daily routines in line with individual EHCP targets.

## Semi-formal Our World aims:

- Explore the local area, participate in community visits
- Learning experiences in Forest School.
- Participate in sessions that focuses on humanities, computing, food technology, and science.