

Intent, Implementation and Impact:

**What do they mean for learners with
PMLD, SLD and MLD?**

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Curriculum and the new Ofsted Education Inspection Framework

'leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life..... the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their needs' (Ofsted, 2019, p9).

We must constantly ask three key pedagogical questions regarding the curricula on offer

- 1. INTENT = Why are we teaching what we're teaching?**
- 2. IMPLEMENTATION = What are we trying to achieve?**
- 3. IMPACT = Are we making a difference?**

The Pre-Key Stage 2 Standards at Standard 6

- Are the standards expected of a neuro-typical, conventionally developing child at the end of KS1, aged 7
- The Pre-Key Stage Standards are not best fit, they are achieve all
- We as responsible and professional educators, need to assess whether our learners are at this level
- And if they are not, whether they will ever be able to achieve this level and therefore, ever be able to be literate and/or numerate.

REALLY IMPORTANTLY

- If your pupils **with SLD** cannot achieve this level **IT IS NOT YOUR FAULT**
- Nor is it the fault of the school, or the curriculum, or the quality of the teaching, or the resources, or the parents, or of society
- It is what it is
- It is a definitional issue. **If pupils with SLD could do these things they wouldn't have SLD**
- And no amount of Read Write Inc or Numicon will change that!

Severe Learning Difficulties

- Consistently and over time working between P4 ish and at or below Level 1 ish of the National Curriculum
- Difficulties with communication
- Difficulties with concentration and attention
- Difficulties with abstract concepts
- Difficulties with short and long term memory
- Difficulties with sequential memory
- Limited working memory
- Poor general knowledge
- Difficulties with problem solving
- Difficulties with generalising understanding.

Imray and Colley (2017)

KS2 Pre-Key Stage Standard 6 for Mathematics

- read scales in divisions of ones, twos, fives and tens. The scale can be in the form of a number line or a practical measuring situation.
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)

- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.

KS2 Pre-Key Stage Standard 6 for English Reading

Word reading

- The pupil can read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words
- In age-appropriate books, the pupil can:
 - read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
 - sound out most unfamiliar words accurately, without undue hesitation.

Language comprehension

- In a book that they can already read fluently, the pupil can:
 - check it makes sense to them, correcting any inaccurate reading
 - answer questions and make some inferences
 - explain what has happened so far in what they have read.

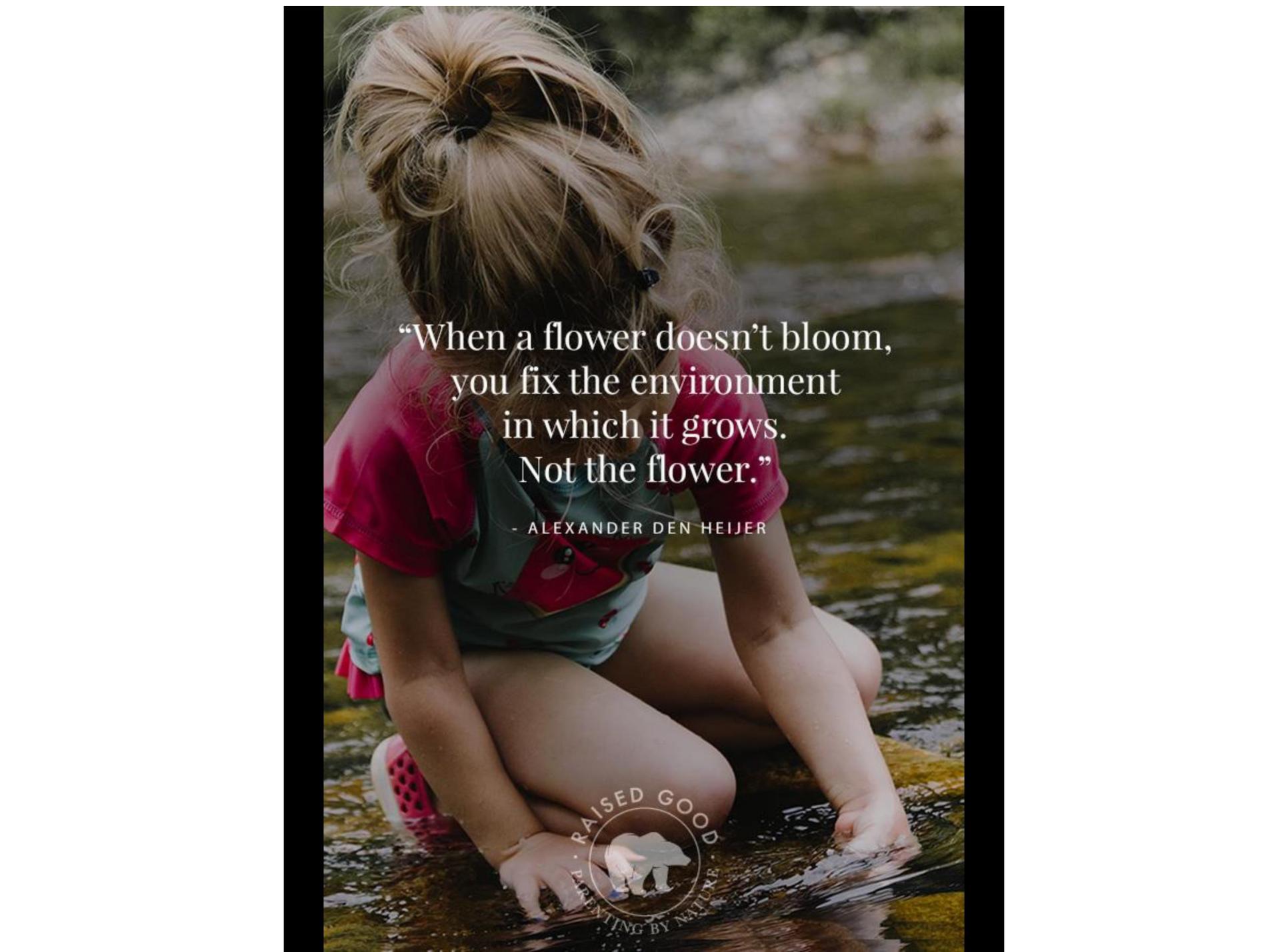
KS2 Pre-Key Stage Standard 6 for English Writing

Composition

- The pupil can, after discussion with the teacher:
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

Transcription

- The pupil can:
 - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
 - spell many common exception words
 - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
 - use spacing between words that reflects the size of the letters.



“When a flower doesn’t bloom,
you fix the environment
in which it grows.
Not the flower.”

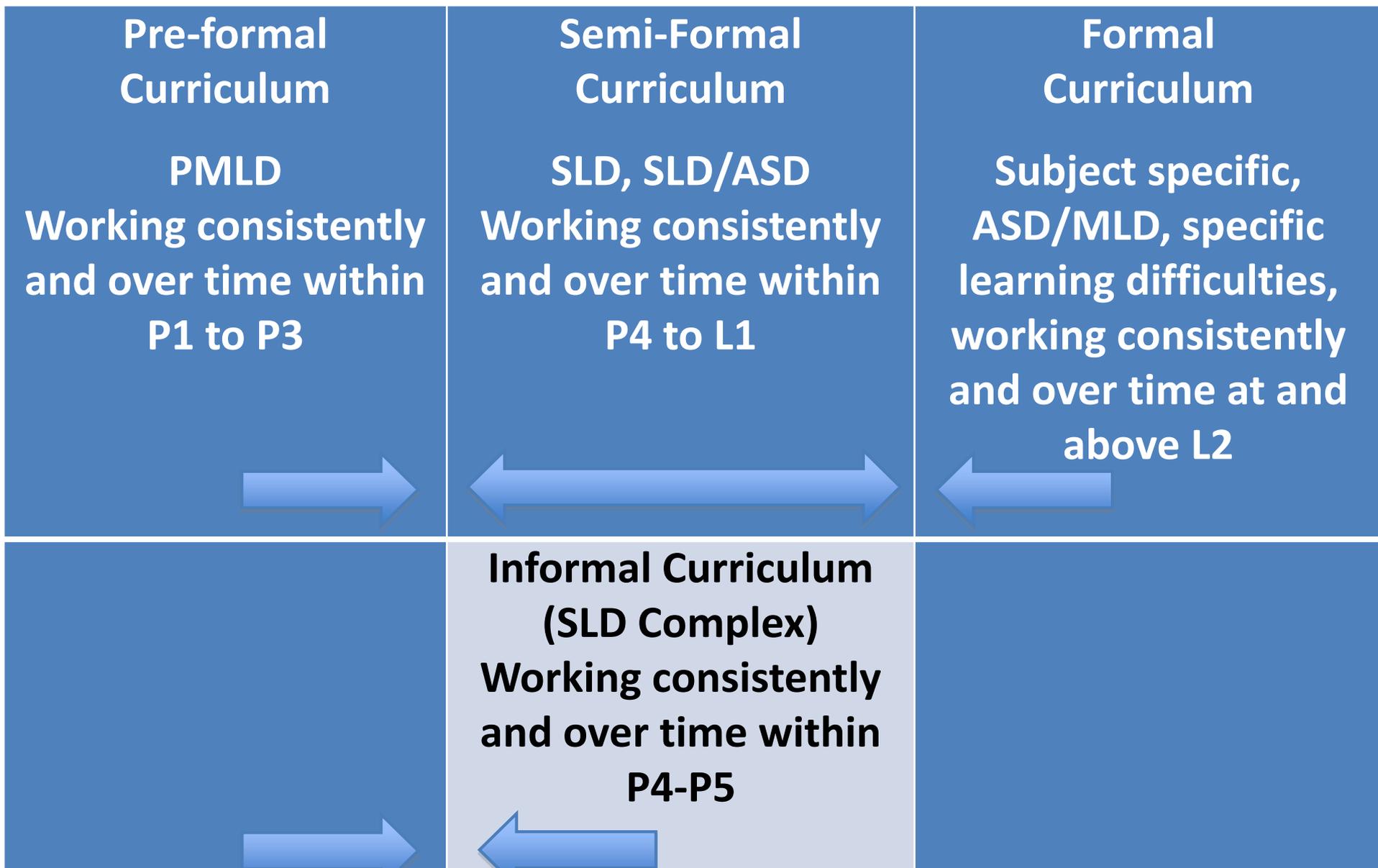
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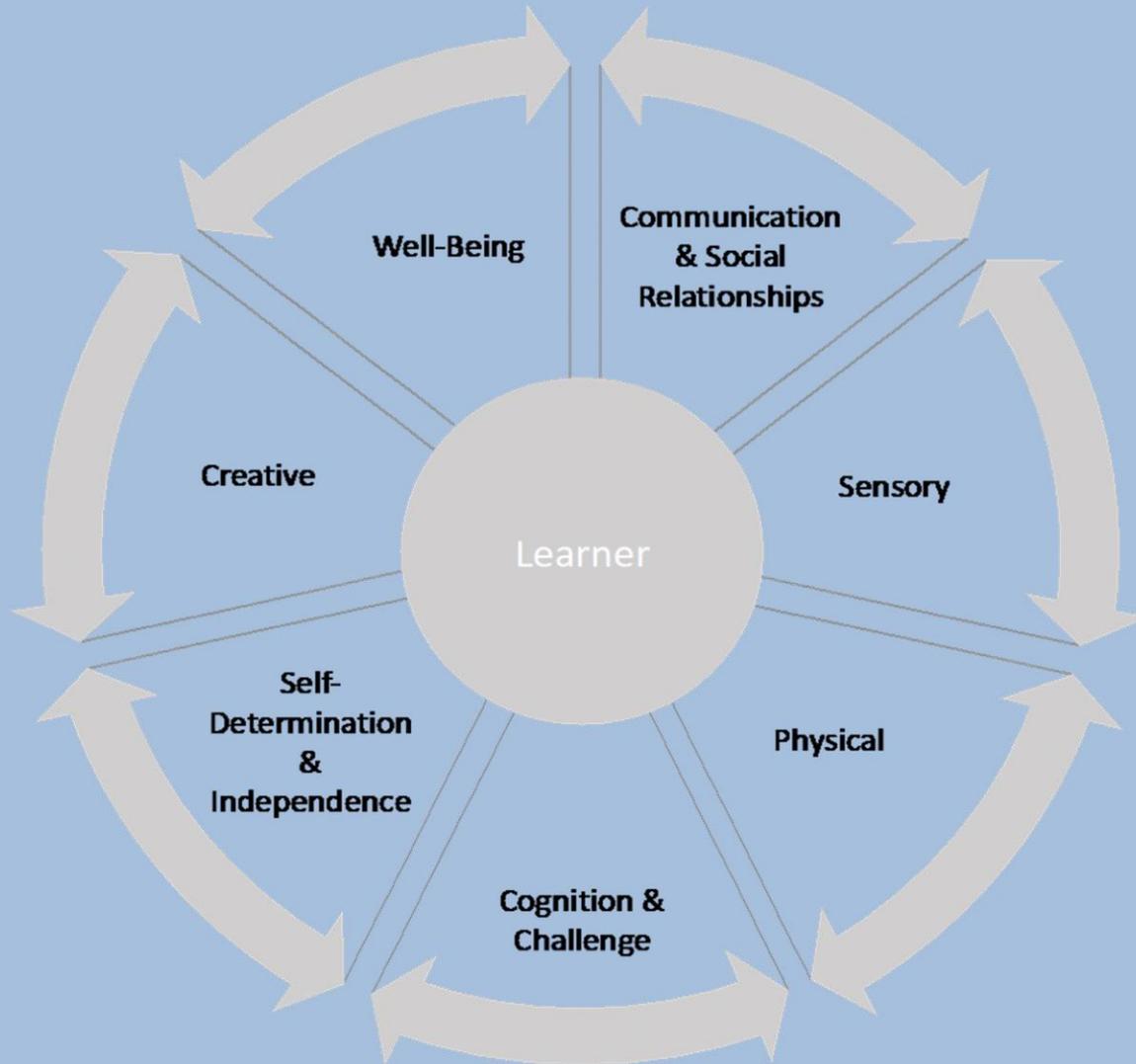
Conclusion

- Children, young people and adults with severe and profound learning difficulties learn VERY differently from neuro-typical conventionally developing learners (Imray and Hinchcliffe, 2014)
- If they learn very differently, we ought to be teaching them very differently and teaching them very different things
- **This is NOT differentiation. This is DIFFERENT!**
- It takes a considerable amount of specialist knowledge and works on an entirely different time frame to mainstream education, no matter how differentiated the curriculum.

The relationship between curricula in a multi-tiered curriculum approach



Equals Person Centred and Holistic Curriculum



Equals Semi-Formal Curriculum

My Communication



My Thinking and Problem Solving



My Play and Leisure



My Independence



My Music



My Dance



My Art



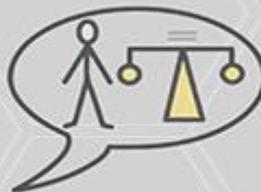
My Drama



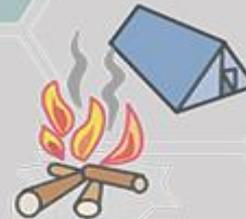
The World About Me



My Citizenship



My Outdoor School



My Physical Well-being



References

- Imray P and Colley A (2017) **Inclusion is Dead: Long Live Inclusion**. London. Routledge.
- Ofsted. (2019) **The Education Inspection Framework**. Manchester. Ofsted. Available at www.gov.uk/government/organisations/ofsted.