

# EQUALS CURRICULUM AND ASSESSMENT MATERIALS



Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	National Curriculum
<b>PMLD</b>	<b>Complex SLD, SLD/Autism</b>	<b>SLD, SLD/Autism</b>	<b>SLD/MLD Autism</b>	
Profound and Multiple Learning Disabilities	Working consistently and over time at the most complex end of the SLD spectrum	Working consistently and over time at or below the earliest reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations
➔	↔	↔	↔	←

**Fig 1. The relationship between curricula in Equals multi-tiered curriculum approach**

# EQUALS PRE-FORMAL (PMLD) CURRICULUM

“ Let’s focus on the things that matter. ”

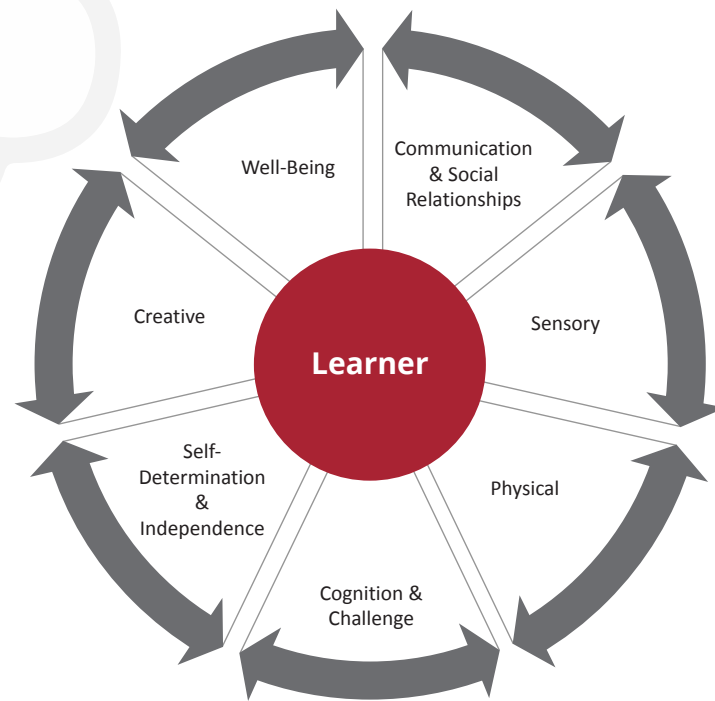
A curriculum of ideas for learners with profound and multiple learning difficulties to help teachers/TAs to:

- build routines
- facilitate change
- offer alternatives
- observe and guide

Our aim is to put the learners in control by giving them an environment that they can understand and they are allowed to keep changing in order to encourage development.

A Person-Centred and Holistic Curriculum for Learners with Profound and Multiple Learning Difficulties.

For those with a profound learning difficulty, learning is best done when the learner is placed at the centre of the Curriculum.



# EQUALS INFORMAL/SEMI-FORMAL CURRICULUM

For pupils who are working consistently and over time below or very near the start of their national curriculum, curricula **NEED TO** be different rather than differentiated, because the way such pupils learn is different, and often very, very different from neuro-typical, conventional developing learners for whom a national curriculum is designed.

Any curriculum must be wholly appropriate to the needs of each learner. Ongoing assessment may point to a need for concentration and intensity in one or two particular areas for some learners for a part, and sometimes a considerable part of their time in education.

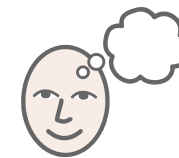


# EQUALS SEMI-FORMAL (SLD/MLD) CURRICULUM

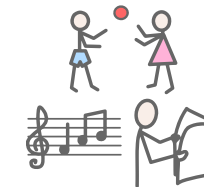
**My Communication**



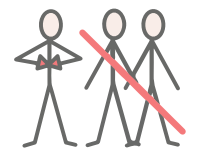
**My Thinking and Problem Solving**



**My Play and Leisure**



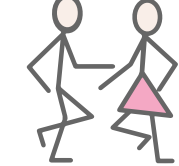
**My Independence**



**My Music**



**My Dance**



**My Art**



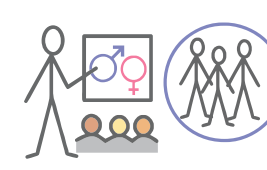
**My Drama**



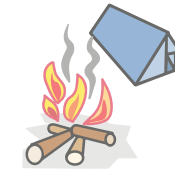
**The World About Me**



**Relationships and Sex Education**



**My Outdoor School**



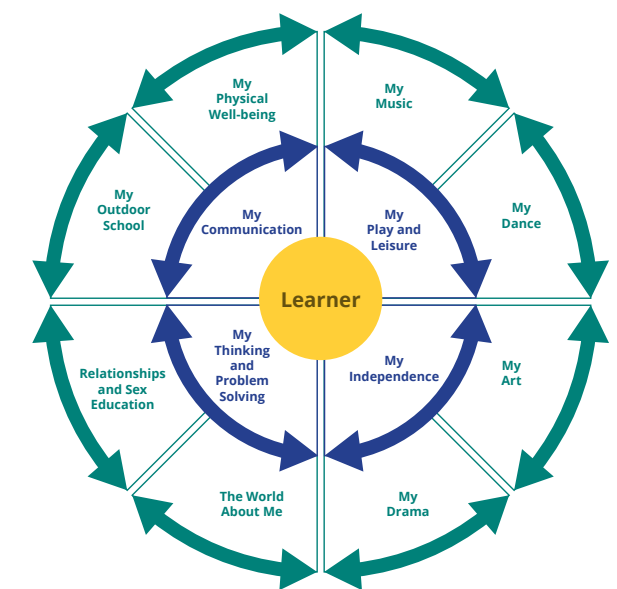
**My Physical Well-being**



- are developmental in nature and open to personalisation - they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey



**Informal Curriculum  
Complex Learning Difficulties  
(CLD)**



**Semi-formal Curriculum  
Severe Learning Difficulties  
(SLD)**



# EQUALS FORMAL CURRICULUM

- Specifically designed for pupils working consistently and over time below age related expectations
- Non key stage specific, so that pupils work at levels appropriate to their developmental stage




**Includes a bespoke SoW for Mathematics, English, Independence, The World About Us, Outdoor Schooling, Physical Well-being & Play and Leisure**




## MAPP

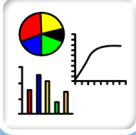
**For learners of all ages working within Semi-formal or Formal curriculum's models.**



Equals is committed to improving the lives of children and young people with learning difficulties and disabilities through supporting high quality education.

Written by Mike Sissons  
and originally developed at The Dales School (North Yorkshire)






### MAPP — Semi-Formal

Mapping and Assessing Personal Progress  
For learners of all ages working within a Semi-Formal Curriculum Model


MAPP (Semi-formal) is a suite of materials developed to facilitate the planning, assessment and recording of progress in relation to personal learning intentions.


- Section 1: MAPP (Semi-formal) Planning  
MAPP Milestones
- Section 2: MAPP (Semi-formal) Assessment  
The Assessment of Lateral Progress (ALP)
- Section 3: MAPP (Semi-formal) Recording  
Guide to the Spreadsheets
- Section 4: MAPP (Semi-formal) Principles and Processes



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### MAPP — Formal

Mapping and Assessing Personal Progress  
For learners of all ages working within a Formal Curriculum model

MAPP (Formal) is a suite of materials developed to facilitate the planning, assessment and recording of progress in relation to personal learning intentions.

- Section 1: MAPP (Formal) Planning  
MAPP Milestones
- Section 2: MAPP (Formal) Assessment  
The Assessment of Lateral Progress (ALP)
- Section 3: MAPP (Formal) Recording  
Guide to the Spreadsheets
- Section 4: MAPP (Formal) Guidance on writing and assessing personal learning intentions
- Section 5: MAPP (Formal) Quality Assurance