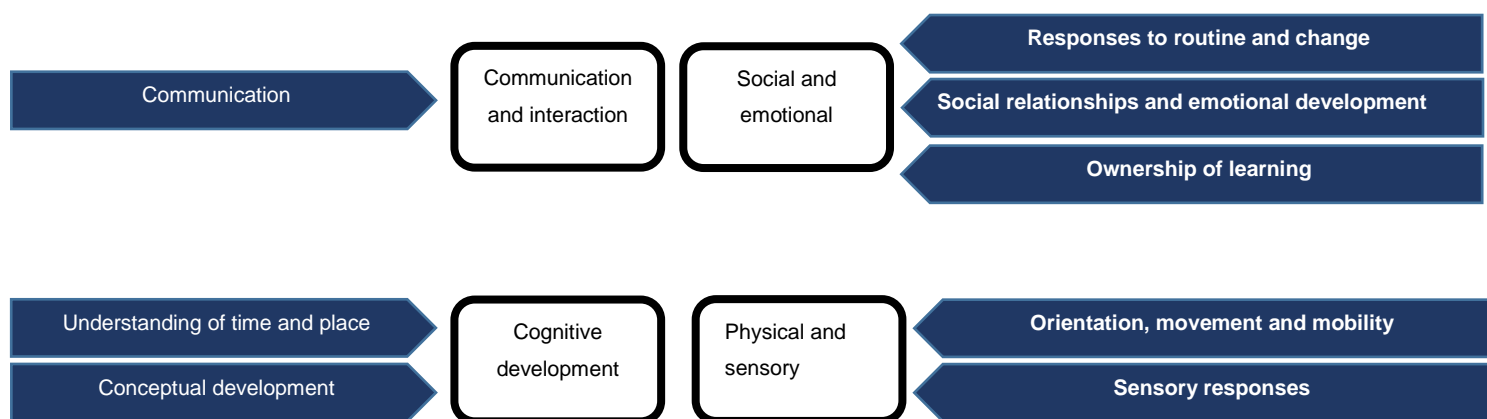


Annual Targets / Personal Learning Goals

The students' personal learning goals are decided following assessment using MSI Curriculum Profiles and/or Routes for Learning as appropriate + any other assessment tools as deemed necessary (e.g. the communication matrix, pragmatics profile, etc). To this, therapists, following conversations with teachers and parents, may add other individualised targets, i.e. physiotherapy targets and/or OT targets, that will be incorporated in the students' learning opportunities to support their development.

Teachers use their knowledge of the students to select 8 to 10 targets from the 8 MSI curriculum domains. Depending on the students' needs, some of the curriculum domains will be prioritised when selecting targets and programmes of learning. Because of the particular impact of their multisensory impairment, the domains of **Understanding of time and place, Orientation, movement and mobility, Ownership of learning and Responses to routines and changes** need to feature within the students' targets.

The figure below provides a visual representation of how the 8 MSI curriculum domains relate to the 4 learning areas of the Education Health and Care Plans.



Students will have long-term targets set for the key stage with a minimum of one annual short term target per long term target, with up to 10 annual short term targets.

For the purpose of assessment and tracking, these short-term annual targets are, then, broken down into 4 small steps measured as percentages towards achievement of the target. The level of progress (below expected, expected, above expected) is determined by the overall review of the student's achievements for each of the annual targets.

To show progress, one of the tools used at the Alba Centre and across the school is Earwig, an online tool. We use the headings of the EHCP to group the targets in Earwig to make it user friendly, especially when a multidisciplinary group of professionals and parents who might not be familiar with the 8 domains of learning could be inputting evidence or information. This also makes reporting on the progress of the targets easier.

It is important to state that in the Alba Centre we do not teach to a set of targets. We provide a holistic and relevant learning environment for the students that reflects the students' phase of learning. We then plan and timetable learning opportunities that support the development of the 8 MSI domains for each student. The EHCP targets are, then, used as a guide to assess and track learning along with other tools. Instead of a focus on **what** pupils will learn, with a clear set of linear, product-based learning outcomes on which to measure progress, the MSI Curriculum focuses on **how** children learn and especially on the development of effective learning and interaction skills. It is a process-based, branching, learner-centred curriculum, which specifies staff behaviour rather than learner behaviour, and emphasises cross-curricular working.

Below is a visual representation of how the 8 domains of the MSI curriculum are linked to both the EHCP targets and National Curriculum subjects.

