

Children's Play, Learning and Development Plan – KS5

KEY STAGE 5

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1. How do you ensure consistent delivery of the subject across all classes and Key Stages?

- Applying Rosenshine's principles in all lesson planning and delivery.
- All lessons have the same format following "I, We, You".
- Use subject CPD time to focus on how key skills and content should be successfully delivered.
- Deliberate practice in departmental CPD.
- Key Child developmental terms and definitions used consistently across classes.
- Monitoring consistency through learning walks.
- Regular marking standardisation to ensure marking is consistent across staff.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

- Teachers carefully consider positioning of key students in the room and use the Arbor seating plans to highlight this.
- Time dedicated on training days for staff to review Pupil Passports and talk to staff in department who have previously taught these students to establish strategies which have worked previously.
- Use mini whiteboards to check for understanding so all students can be involved without fear of being singled out.
- Individual help-sheets / or additional information provided as needed.
- Use of live modelling and scaffolded sheets/activities when needed to help engage all students.
- All resources are uploaded onto teams for students to use.

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

- All new topics begin by using retrieval to assess previous knowledge that it is pinned on.
- Homework tasks support to embed key words and content for this subject area.
- Lesson starters regularly contain knowledge retrieval tasks which are planned.
- Regular assessments throughout each topic area to ensure regular revisiting of key material.
- All resources are uploaded onto teams for students to use.

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	September – November	December – March	March - June
13	Unit 3: Play & Learning continued Learning Aim B: Theoretical Perspectives to learning and development Learning Aim C: Demonstrate skills required by early years professionals.	Unit 3: Play & Learning continued Learning Aim C: Demonstrate skills required by early years professionals. UNIT 3 INTERNAL ASSESSMENT DEADLINE – February Unit 5: Keeping Children Safe Learning Aim, A: Investigate legal responsibilities and approaches to health & safety in early years settings.	Unit 5: Keeping Children Safe Learning Aim B: Explore procedures for prevention & control of infection in early years settings. Learning Aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abused. Learning Aim D: Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting
	November Mock Exam N/A – internal assessments/portfolio only	March Mock Exam N/A – internal assessments/portfolio only	ACTUAL A LEVEL EXAMINATION UNIT 5 INTERNAL ASSESSMENT DEADLINE – end of May