

## Types of Support

**Physical Support** (hand over hand, use of equipment)

**Gestural Support** (simple signs or gesture, pointing, demonstrating)

**Visual Support** (using objects, photos, pictures, symbols)

**Verbal Support** (prompting and cues, expectant pauses)

**Support via Technology** (use of switches, apps, communication aids)

**No Support** (no support required, can work independently)

## Find Out More

Google 'Education Scotland Milestones' or go to [www.education.gov.scot](http://www.education.gov.scot)

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# Park School



Parent Guide To  
Curriculum For Excellence  
Milestones

## The Continuum of Engagement

The continuum outlines broad forms of engagement which learner may go through in their learning.

|                     |                            |                                                                                                                                        |
|---------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Experiences         | Encounters                 | Learner is present during an activity or experience                                                                                    |
|                     | Notices                    | Learner appears to be aware of what is happening around him(er)                                                                        |
|                     | Shows interest             | Learner demonstrates some interest in people, events or objects                                                                        |
| Actively Engages    | Responds                   | Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects             |
|                     | Focuses attention          | Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects                |
|                     | Participates actively      | Learner begins to be proactive in his(er) interactions with people, events and objects. He/she anticipates familiar sequence of events |
|                     | Initiates                  | Learner initiates activities and interactions more regularly and respond to options and choices                                        |
| Applies and extends | Demonstrates understanding | Learner demonstrates his(er) understanding and skills in a specific learning setting                                                   |
|                     | Consolidates               | Learner recalls previous learning and can use it in familiar situations.                                                               |
|                     | Extends                    | Learner becomes more confident in his(er) learning and can apply skills in a range of unfamiliar settings.                             |

## What are the milestones and how are they used?

The Milestones have been designed to support a learner-centered approach to progression, which celebrates the diverse ways in which children with complex additional support needs learn.

The Milestones help teachers to track pupil's progress, in addition to the other ways they use to capture learners' progression.

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You will see lots of terminology from Milestones in your child's Individual Learning Plan and Annual Review. This guide will help you become familiar with some of these terms.

The Foundation Milestones focus on early communications, making connections, self and emotions and functional movement.

The Literacy & English and Numeracy & Mathematics Milestones support progression from the pre-early stage into the Early Level of Curriculum for Excellence