



Curriculum Policy

Policy Number	CPMHS (version 1.1)
Review Date	September 2020
Owner	Lyndsey Jeffries



Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2018
1.0	Version 1 reviewed – review again in September 2019	Lyndsey Jeffries	June 2019
1.1	Version 1.1 – updates made to the Planning guidelines and Literacy Intervention	Frankie Kelly	Sept 2019

Curriculum Policy

Introduction

One of the principles underlying Mountfield Heath School's approach is the belief that students' self-esteem, confidence, and emotional stability can be greatly improved through academic achievement. Students are encouraged and supported to achieve in terms that they recognise as success. As the school grows, the curriculum will continue to be a major area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We fundamentally believe that academic achievement will increase our students' chances of living a happy life as independent, responsible members of society.

Aims

The curriculum policy is based on the following aims;

To develop awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future.

To develop awareness in our students of their needs and help them develop strategies to support themselves.

To encourage an atmosphere of mutual support where students are sympathetic to each other and stronger through the unity of the group.

To help our students develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.

To provide all students with a broad, balanced, and differentiated curriculum in line with the requirements of the National Curriculum and their individual needs.

To assist students, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.

To equip all students with the skills, qualifications, emotional strength, and self-confidence required for the transition from the School to the next phase of their lives, be it re-integration to a mainstream school, college or work or another form of positive engagement in society.

To enable those not achieving age-related expectations to narrow or close the gap.

To enable students to progress based on ability not age.

To be challenged and stretched to achieve their potential.

Objectives

The curriculum policy is based on the following objectives;

- To provide a broad and balanced curriculum in line with the National Curriculum framework 2014.
- To enable students to fulfil their potential.
- To meet the needs of young people of all abilities.
- To provide equal access for all students to a range of learning experiences beyond statutory guidelines.
- To develop independent learners to move forward confidently and competently with their lives.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help students to use language and number effectively.
- To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Groupings

Students are grouped within the school according to National Curriculum Key Stages and according to their needs, with consideration given to the students' emotional development, prior academic achievement, potential, social, emotional, well-being and special educational needs. At Key Stage 1 and 2 students have five well-being lessons which include the Thrive approach, mindfulness, yoga and Lego therapy.

Curriculum and Subject Allocation

At Key Stage 1 and 2 students are taught Literacy, Numeracy, Physical Education, Thematic study (Topic) which includes the Humanities, DT and the Arts. They also have wellbeing lessons which include Thrive activities and Awe and Wonder lessons which support development of student's soft fascination and promote Biophilia. Lego Therapy and Awe and Wonder lessons are also part of some of the groups' curriculum as appropriate.

Lessons vary in length from 20 minutes (a half lesson) to 100 minutes (a double afternoon lesson) depending on subject. Practical subjects often require double lessons. Single lessons are 40 to 60 minutes long depending on key stage. The school believes it is important to offer students a curriculum, which is broad and balanced in line with our aims and objectives.

The nurture provision operates a more personalised timetable that blends; cognition and learning, communication and social skills to support the students with their SEMH needs. KS1 and 2 students follow the NC framework 2014.

Planning

Students follow a rolling curriculum plan which links to the National Curriculum Framework 2014. Planning is the responsibility the teaching staff as directed. All planning is completed on the Mid Term Planning and Weekly Planning pro forma.

Mid Term Plans:

Subject	Key Vocabulary	Key Learning Outcomes	Suggested Tasks	NC Links	SMSC Links

Weekly Plans:

	8.50 - 9.00	9.00 - 9.30	9.30 - 10.00	10.00 - 10.15	10.15 - 11.00	10.40 - 11.00	11.00 - 11.20	11.20 - 11.55	11.55 - 12.15	12.15 - 12.30	12.30 - 12.50	12.50 - 1.20	1.20 - 1.50	1.50 - 2.20	2.20 - 2.50	2.50 - 3.00
Monday	Arrival Tutorial/ Breakfast		Subject: Speed Sound Phonics LO: Task:	Subject: Handwriting LO: Task:	Subject: English LO: Task:	Break Snack		Subject: Maths LO: Task:	RWI Storybook Session	Snack and story time	Lunch - Play Lunch - Eating		Subject: Topic LO: Task:		Golden Time/ Reflection	Tutorial
Tuesday			Subject: Speed Sound Phonics LO: Task:	Subject: Handwriting LO: Task:	Subject: English LO: Task:			Subject: Maths LO: Task:	RWI Storybook Session				Subject: PSHE LO: Task:	Subject: B&V LO: Task:	Golden Time/ Reflection	Tutorial
Wed			Subject: Speed Sound Phonics LO: Task:	Subject: Handwriting LO: Task:	Subject: English LO: Task:			Subject: Maths LO: Task:	RWI Storybook Session				Subject: Science LO: Task:	Golden Time/ Reflection	Tutorial	
Thursday			Subject: Speed Sound Phonics LO: Task:	Subject: Handwriting LO: Task:	Subject: English LO: Task:			Subject: Maths LO: Task:	Maths Intervention				Subject: PE LO: Task:	Golden Time/ Reflection	Tutorial	
Friday			Subject: Speed Sound Phonics LO: Task:	Subject: Handwriting LO: Task:	Subject: English LO: Task:			Assembly	Subject: Maths LO: Task:				Maths Intervention	REWARDS/REFLECTION		Tutorial

All plans have Learning Objectives, learning activities, SMSC links and the relevant NC framework guidance for the key stage.

Planning is monitored on a termly basis and feedback given.

Literacy Intervention

Many of the students referred to the school have literacy needs that can affect their ability to access the curriculum. We use the Read, Write, Inc. phonics programme to develop literacy across the school and promote group and individual reading times. The programme is used as a core input and additional activities, tasks and adaptations are made to meet the needs of each individual student. Students are regularly assessed and their study programme is individualised based on need. Integral to delivery of literacy teaching is the personal encouragement and support available during these sessions. Students' progress is tracked and independence encouraged. There is an ongoing programme of RWI INSET to ensure staff are able to best meet the students' needs.

At Mountfield Heath School, Speech & Language Therapy is used to support the following; the development of active listening skills, the development of vocabulary and concept knowledge – topic words, spatial and descriptive words through Lego Therapy, sequencing and joining words through narrative work, the ability to make inferences and deductions, understanding of figurative speech such as idiom, the ability to relate a narrative, to set the scene and describe the events in sequence, the development of grammar skills and creating more grammatically accurate sentences, phonological skills- developing an awareness of sounds in words, and the ability to manipulate sounds in words, identification of key information, leading to better expression of thoughts, which in turn supports better written outcomes and the comprehension of verbal information which supports the development of comprehension of text.

Differentiation

Differentiation is defined by the Training and Development Agency for Schools as ‘the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning’.

At Mountfield Heath School we use a range of differentiation techniques. One method is, differentiation by task, involving setting different tasks for students of different abilities or different sets of worksheets or exercises depending on students’ abilities or needs. An alternative method is to use a single worksheet comprised of tasks which get progressively harder. The more advanced students will quickly progress to the later questions whilst the less able can concentrate on grasping the essentials. Small, mixed-ability groups allow lower achievers to take advantage of peer support whilst higher achievers gain the opportunity to organise and voice their thoughts for the benefit of the whole group (known as peer modelling). Grouping also allows roles to be allocated within the team which cater for each member’s skill set and learning needs. Resources are also used to differentiate in the classroom. This means that while some may require quite basic texts with illustrations, others are capable of working with more advanced vocabulary and complex ideas. Differentiation of this kind allows a wide spectrum of materials to be used to attain a single learning outcome. It’s a method that is greatly assisted by advances in technology which our students really enjoy using. In the differentiated classroom, rather than assessment taking place at the end of learning, students are assessed on an on-going basis. There are of course other methods of differentiation and we adjust our approach according to the students’ needs.

At Mountfield Heath School we understand that we are dealing with a group of diverse individuals and adapted our teaching to ensure that all of them have access to learn. This is an on-going and flexible process which not only profiles students initially but also recognises progress and areas for improvement and adjusts accordingly to ensure learning needs continue to be met. In short, it shifts the focus from teaching a subject to teaching the students.

Thrive

All teaching is child centred, the child is at the heart of what we do. Social, emotional and academic qualities are promoted. Throughout the school the Thrive Approach is used. ‘Thrive’ helps adults prepare children and young people for life’s emotional ups and downs.

Using the 'Approach' with we are able to work with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning. Based on neuroscience and attachment research, 'Thrive' provides a targeted intervention.

Assessment, Recording and Reporting

Our approach to assessment will guide practice in several areas: successful personalisation, building up a unique picture of each student's strengths and areas for development, enabling the school to offer the right curriculum and the students to make well-informed choices. Within curriculum planning, staff are clear on what students will achieve, and on the next steps for success. Using pupil tracking, staff form a view of both the general progress of individual students; of their progress in relation to particular targets (for example in their IEP) and of their response to particular interventions. This can in turn inform future planning for the individual, as well as reporting to parents, carers, other professionals and local authorities. It also provides an evidence base for school improvement, as pupil progress, in its widest sense should confirm the effectiveness of the curriculum, the impact of school improvement priorities and the contributions of members of staff.

Mountfield Heath School's approach to assessment is to: enable students to understand their strengths and weaknesses, their achievements and their targets, and thus to be actively engaged in their own learning; enable staff to know their students well and to monitor progress and planning for both individual students and classes; enable teaching staff to monitor and evaluate the impact of their planning and the student progress in the subjects taught; give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management; gather and triangulate the diverse evidence available of the students' development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to pupil self - evaluations about attitudes and achievement; and inform the IEP process and show progress in relation to the statement of special educational need objectives or EHCP outcomes.

The Assessment Process

During a student's first half term at the school, teachers establish a baseline for each subject. At KS1 and 2 students are baselined using BSquared. This is measured in either P Scales or BSquared Steps. Key documentation is reviewed, including: any health records; CAMHS reports; information from previous school/family/carers, attendance records and achievement; the statement of special educational need or ECHCP. The students will be tested for their reading and spelling age and a RWI assessment will also be completed as appropriate. Where prompted by the Statement or EHCP or identified by the form teacher and the Senior Leadership Team, additional testing with an Educational Psychologist can be arranged. Students are also assessed using Thrive online, this can be undertaken as a group assessment or individually as appropriate. An action plan is then developed highlighting learning targets, strategies and activities to be used in order to support a student's social and emotional regulation. These are reviewed on a regular basis.

As mentioned, academic progress is assessed in the following way; KS1 and 2 are assessed using BSquared which uses P Scales and Steps to monitor progress. In Key Stage 1 and 2 students' attainment is measured in (currently P Scales, but this will be phased out by the 2018 to 2019 academic year and replaced with interim pre- key stage standards or Progression Steps, in line with the 'Primary school pupil assessment: Rochford Review recommendations Government consultation response - September 2017') and BSquared Steps. Progress begins with P Scales.

PScale 5	PScale 6	PScale 7	PScale 8
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And then moves on to BSquared Steps.

In English, Maths and Science the Steps are as follows;

Step 1C	Step 1B	Step 1A	Step 2C	Step 2B	Step 2A	Step 3	Step 4	Step 5	Step 5+
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In the other subjects the Steps are as follows;

Step 1	Step 2	Step 3	Step 4	Step 5	Step 5+
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Teachers are able to record progress and achievement using the following scale;

Encounter
Awareness
Attention and Response
Engagement
Participation
Involvement
Gaining skills and Understanding
Mastered
Confirmed

This scale is used to explain the students' progress in relation to a wide range of statements within each P Scale or BSquared Step and within a wide range of subjects.

“Even when broken down into sublevels, the steps from one level to the next can be too large for some learners. Therefore, making judgements about progress based on the data alone will not be the most effective means of evaluation.”

Progression 2010–11 Advice on improving data to raise attainment and maximise the progress of learners with special educational needs pg. 10.

Being able to record progress from 'Encounter' to 'Confirmed' means that even the smallest amount of progress can be recorded and the achievement celebrated. Subjects are also subdivided so progress and targets can be pinpointed. BSquared allows teachers to report on assessments mastered and assessments to be mastered. The example below shows a student working at Step 2A in English – Reading. The example shows how subjects are

subdivided. The report easily shows the scale of progress being made in each area, and links to the colour coding on the scale.

Word Reading: Apply knowledge	Word Reading: New words & exceptions	Word Reading: Fluency & accuracy
<input type="checkbox"/> Reads common initial consonant clusters consistently <input type="checkbox"/> Reads common final consonant clusters <input checked="" type="checkbox"/> M Decodes the majority of phonic based CCVC words accurately <input checked="" type="checkbox"/> M Use preceding text to investigate words that may "fit" <input checked="" type="checkbox"/> A Re-reads and uses contextual knowledge	<input checked="" type="checkbox"/> A Blends sounds to build longer words <input checked="" type="checkbox"/> U Recognises and reads plurals <input checked="" type="checkbox"/> U Recognises and reads simple prefixes without overt sounding <input checked="" type="checkbox"/> A Recognises and reads simple suffixes without overt sounding <input checked="" type="checkbox"/> A Recognises common endings i.e. -ing , -ed, -er <input type="checkbox"/> Reads high frequency exception words	<input checked="" type="checkbox"/> U Reads aloud with confidence <input type="checkbox"/> Uses appropriate expression <input checked="" type="checkbox"/> M Reads silently mouthing the words <input checked="" type="checkbox"/> A Reads picture captions in non-fiction books <input checked="" type="checkbox"/> A Re-reads favourite stories <input checked="" type="checkbox"/> M Sounds out unknown words, generally accurately <u>Sight Vocabulary -high frequency word list -</u> <input checked="" type="checkbox"/> U 175 words <input type="checkbox"/> 200 words
Comprehension: Attitudes to reading	Comprehension: Understanding	Comprehension: Responding
Listens to and reads a wide range of fiction and non-fiction i.e.: <input type="checkbox"/> - poetry <input type="checkbox"/> - plays <input checked="" type="checkbox"/> U - reference/text books <input type="checkbox"/> - encyclopedias <input checked="" type="checkbox"/> M Is aware of difference between fact and fiction <input checked="" type="checkbox"/> U Is aware that not all stories are fiction <input type="checkbox"/> Can state how texts are organised <input checked="" type="checkbox"/> U Knows to use a dictionary to check spelling of a word <input checked="" type="checkbox"/> U Knows to use a dictionary to check meaning of word <input type="checkbox"/> Discusses the appearance of a poem	<input type="checkbox"/> Compares story beginnings <input type="checkbox"/> Compares story endings <input type="checkbox"/> Explains the actions of a story character <input type="checkbox"/> Rearranges words to create different meanings <input checked="" type="checkbox"/> U Asks questions to clarify meaning <input checked="" type="checkbox"/> P Finds evidence to support their answer <input type="checkbox"/> Distinguishes between a contemporary story and one written long ago <input checked="" type="checkbox"/> U Retells key elements of the text <input checked="" type="checkbox"/> U Predicts what might happen after reading the beginning of a story <input type="checkbox"/> Finds a word/phrase in the text to support their ideas <input type="checkbox"/> Aware of similes <input type="checkbox"/> Re-reads text when attempting to understand new	<input type="checkbox"/> Uses story beginnings and endings <input type="checkbox"/> Uses description of character <input checked="" type="checkbox"/> U Describes character and recounts from text giving reasons for comments <input checked="" type="checkbox"/> M Uses contents page in a book <input type="checkbox"/> States position of letter in alphabet i.e. beginning, middle or end <input type="checkbox"/> Uses knowledge of alphabet to open dictionary in an appropriate place <input checked="" type="checkbox"/> M Locates a word in a dictionary <input checked="" type="checkbox"/> M Follows a set of instructions <input type="checkbox"/> Reads a simple index <input checked="" type="checkbox"/> M Is aware of groupings in catalogue <input type="checkbox"/> Relates to character's dilemma

This information is meaningful and shows what the student knows and what they have understood or what they need to focus on or what they need to gain a deeper understanding of to progress. This enables us to support more informative and productive conversations with students and other stakeholders.

“Good practice - Ensuring assessment directly evaluates pupils’ knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils’ understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils’ understanding. This, in turn, informs the teacher’s thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement. The challenge for schools to create an approach to assessment which works for pupils with SEN and disabilities, some of whom may be following an alternative curriculum, is often greater. Any assessment methods and tools used should reflect this and support a more suitable approach. The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. This is particularly beneficial for pupils with special educational needs. It leads to a much more focused approach where early intervention can be provided promptly to address any concerns about pupils’ progress. Teachers become much better informed about pupils’ understanding of concepts and ideas and can build a more accurate picture of their individual needs.”

Final report of the Commission on Assessment without Levels September 2015 pg 16

Reporting

Teachers complete three reports per year, these focus on academic progress with subject specific targets linked to, in KS1 and 2 Bsqared P Scales or Steps. The other focuses of the report are personal development, behaviour and welfare. Current reading and spelling ages, and progress in relation to IEP targets are also reported on.

Termly reports include the following information for each subject; current P scale, BSquared Step or relevant grade, as well as if the student is working below individual expected progress, towards individual expected progress, at individual expected progress or above individual expected progress), there is also an indication as to whether a student has achieved an Effort Award and/or a Progress Award for each subject reported on.

“Good practice - Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically... standardised tests (such as those that produce a reading age) can offer very reliable and accurate information...”

Final report of the Commission on Assessment without Levels September 2015 pg. 21

Students in KS1 and 2 are assessed on the following areas depending on achievement or key stage (areas are measured in BSquared steps);

English Reading, Writing, and Spoken Language,	Mathematics - Number, Measurement, Geometry, Statistics
PHSE	Science

Formative and Summative Assessment

The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to triangulate.

We use different forms of day-to-day in-school formative assessment, each with its own purpose, for example: one-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module), questioning of the class during an activity, scanning work for pupil attainment and development, marking of pupils' work, observational assessment, regular short re-cap quizzes, observation of pupils engaged in a task, pupil self-assessment or peer assessment: perhaps based on an assessment checklist or list of next steps and review of learning with a class or group – for example in a plenary session.

We also use in-school summative assessment, for example: end of year exams as well as reviews for pupils with SEN (as suggested in Final report of the Commission on Assessment

without Levels September 2015 pg. 18). Students do not sit nationally standardised summative assessment, for example the National Curriculum tests at the end of Key Stage 2 (as recommended in the Interim Rochford report December 2015, figure 1 and 2).

Read, Write, Inc. assessments are conducted depending on need.

As much as possible we follow the reporting, improvement and best practice guidance set out in Assessment Principles published April 2014.

Assessment and Curriculum Planning

“Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations.”

Assessing pupils’ progress: learners at the heart of assessment, February 2010.

BSquared assessment is updated on an ongoing basis and is used to inform the termly reports and curriculum planning, as are accredited courses.

“One of the most important purposes of assessment is to inform teaching and learning. Assessment enables schools to track pupil progress accurately, to design future learning, to adjust, commission new or decommission existing provision and to review expectations and learning trajectories.”

Progression 2010–11 Advice on improving data to raise attainment and maximise the progress of learners with special educational needs pg.8

Assessment and pedagogy are inextricably connected. Assessment of students’ attainment and progress is directly linked to our curriculum. The national curriculum (2014) puts greater emphasis on the specific knowledge pupils should acquire by the end of each key stage and requires greater depth and detail of learning. This is built into our planning so staff are clear on the learning attainment targets for the students for each year or key stage.

Feedback and Marking

Written and oral feedback, celebrates achievements, but also constructive, explaining what they have done well, and what they can do to improve (next steps).

Best practice would see students taking an active role in their assessment; students understanding the assessment criteria and judging where they are in meeting those criteria.

See Marking and Feedback policy for further details.

Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage students and help them become better learners. At Mountfield Heath School, we use strategies such as: objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or picture prompts around the room and/or in students’ work; revisiting of objectives in relation to tasks

and activities that punctuate the lesson. These are contained in Mid-Term plans and staff weekly planning and relate to either P Scales, B Squared steps or assessment objectives for accreditation. Success criteria also help students to see where their learning fits, in terms of the bigger picture.

We are working towards AfL displays around the school which link to assessment criteria and demonstrate next steps. We are working towards students taking a more active role in self and peer assessment. Best practice would demonstrate students having the opportunity to evaluate their own and others work, using assessment criteria, (students might know this as success criteria or learning objectives/intentions). Plenary discussions, should allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what next steps they need to follow.

Tracking

Effective tracking of academic progress using B Squared and assessment criteria for accreditation, and tracking of personal development (taking account of classroom behaviour, response, attendance and punctuality) is essential. Emotional, social and behavioural development is a key focus; the Thrive Approach integral in the development and monitoring of targets.

Mountfield Heath School has built links with local schools and schools within the Acorn group that will allow planned opportunities for moderation within and across subjects.

Individual Education Plans

The IEP is prepared by the student's form tutor, who sets SMART targets which are stepping stones to achieving the student's EHCP outcomes or Statement objectives. Each IEP target relates to an EHCP outcome or Statement objective. Most IEPs contain targets for the following areas; cognition and learning; literacy and numeracy, (social, emotional and well-being (SEWB), Sensory /Physical and Communication and Interaction. The targets are monitored and reviewed and evidence is recorded in the monitoring section of the IEP. IEPs are reviewed on a termly basis, and are available to foster carers, supervising social workers, social workers and parents (if appropriate).

Wellbeing Support Plans

Wellbeing Support Plans (WbSP) which include targets are developed for each student to manage their learning and wellbeing. The targets are developed from IEP targets and EHCP outcomes and where appropriate informed by Thrive assessments.

Staff

Teaching staff are expected to keep up-to-date with developments in their subjects as well as monitoring and absorbing developments in the teaching of children with SEN. They should deliver a broad, balanced curriculum, differentiated for each individual teaching group

and student. Support staff assist the teaching staff supporting classes and individual students with specific needs.

The Senior Leadership Team consists of Mrs L. Jeffries, Headteacher.

Assessment Monitoring

The Senior Leadership Team (SLT) will: have overall responsibility for the monitoring and evaluation of pupil progress and achievement; monitor regularly the school processes for assessing pupil performance; ensure that judgements about assessment are regularly made, moderated and recorded; that evidence of pupil achievement is kept both at the individual pupil and the subject level (see Raspberry files); report regularly to Acorn Care and Education on pupil performance; ensure that Local Authorities, parents and carers receive timely reports on pupil achievement; work with form tutors and subject teachers to develop IEPs and other plans that inform classroom teaching and interventions; and approaches to care, enable regular reviews against targets set in IEPs, which take into account the range of evidence available of academic and personal progress.

Teachers will: contribute to baseline and ongoing assessments; use subject assessments to inform planning, building assessment into their schemes of work; moderate teacher assessments; contribute to PEP reviews; prepare termly reports on pupil progress; report on pupil progress in IEP reviews; ensure assessment underpins all lessons; give feedback to students, conduct effective plenary reviews; offer regular written or oral feedback which is positive, explicit about what has been achieved and about next steps; give students opportunities to reflect on their learning and understand what progression means in that subject; provide weekly planning, detailing lessons so that support staff can best support the students; monitor and evaluate pupil progress in the classes they are responsible for, and use the findings to inform planning; and be aware of and assess both academic and personal progress;.

Support staff will: be aware of the learning objectives and their specific role within the lesson; e.g. working with a target group or specific individuals; be aware of the assessment objectives for the group or individual that they are working with; be aware of personal progress (in relation to EHCP outcomes, IEPs and Thrive assessments; and contribute actively to periodic reviews of progress for students.

External staff (EP, Therapy, SLC) will: contribute to the admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter; play a part in the target setting process, and offer guidance to other staff on how they can support any therapy-related target; advise education staff on how best to interact with young people in question and enable them to flourish; conduct appropriate observation assessments and contribute formally to reviews.

Students will: be able to offer their own views of progress, know what their own targets for development are and understand how they are going to work towards them (in an age appropriate manner); play an active part in assessing themselves and each other during lessons and at the end of modules of work; be able to discuss achievements, difficulties and attitudes to learning and make a contribution review processes.

Parents and Carers will: respond to reports provided by the school; sharing their perceptions of progress made and areas for development identified; be aware of key targets for

development set through EHCP and PEP or LAC review processes, and contribute as actively as possible.

Local Authorities should: provide as much relevant information as possible of the student's prior attainment, background, learning and behavioural needs, as they join the school; play an active part in periodic reviews of progress; be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.

Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014, Equality Act 2010 and Improving the spiritual, moral, social and cultural development (SMSC) development of pupils 2013 (supplementary information 2014) with regards to:

Curriculum:

- a. full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b. that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally;
- c. where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;
- d. where a pupil has an Education, Health and Care Plan, education which fulfils its requirements;
- e. personal, social and health education which –
- f. reflects the school's aim and ethos
- g. encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- h. that all pupils learn and make progress at the rate expected of pupils nationally;
- i. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society by explicitly teaching and promoting British values of democracy, the rule of law, individual liberty.

Teaching:

- a. enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- b. fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- c. involves well planned lessons and effective teaching methods, activities and management of class time;

- d. shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- e. demonstrates good knowledge and understanding of the subject matter being taught;
- f. utilises effectively classroom resources of a good quality, quantity and range;
- g. demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;
- h. utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- i. does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (Improving the spiritual, moral, social and cultural development (SMSC) development of pupils 2014);
- j. does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- a. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- b. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- c. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- d. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- e. lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- f. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- g. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views —

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.