

Policy and Procedure on Curriculum

Cambian Chesham House School

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Staff Groups Affected	<ul style="list-style-type: none"> All staff (teaching and support staff), the proprietor and volunteers working in the school/college.

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1. Monitoring and Review

1.1. **The** Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above or earlier if significant changes to the legislation, regulatory requirements or best practice guidelines so requires.

1.2. The Head of Service will keep the local content of this policy under continuous monitoring and review

Signed:



Andrew Sutherland – Managing Director
On behalf of Proprietor, Cambian Group



Kicha Mitchell
Operations Director – Education Support
June 2022

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's Home/school/college. Cambian Chesham House School.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Chesham House School have young people attending and/or residing between the ages of 10 -19
Service Head	This is the senior person with overall responsibility for the school at Cambian Chesham House School this is the Head of School, Caroline Sullivan
Key Worker	Members of staff that have special responsibility for Individuals attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Chesham House School this is Ofsted
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

3. Introduction

- The curriculum at Cambian Chesham House School is comprised of all the activities that are organised to develop learning and to promote personal growth and achievement for our individuals. The uniqueness of each individual is recognised and valued – we put the individual at the centre of our curriculum. This provides the basis for the development of an ambitious curriculum that is personalised to meet the needs, interests and aspiration of our individuals.
- The purpose of this policy is to provide all staff (teaching and support staff), the proprietor and governors, families and carers, professionals and other stakeholders a comprehensive document outlining the philosophy, aims and values as well as the approach to the design of our curriculum.

3.1. Context

Cambian Chesham House School is an independent, co-educational, DfE registered day school for up to 20 individuals aged 10 – 19 years, who have social, emotional and/or mental health needs, often presenting with behavioural issues.

Pupil profile:

- Most students have had several educational placements before coming to us.

- For the vast majority of our students, their previous experiences of school, learning and the curriculum have been quite negative. They are often disengaged or exhibit poor learning behaviours as a result, they are likely to have gaps in learning and to be working below age related expectations (ARE).
- The majority of our students will have an Education Health Care Plan (EHCP) with social, emotional and mental health difficulties as their main presenting area of special needs and are funded through their local authorities.
- Our students often have issues with subjects being taught in a traditional manner. The curriculum is therefore adapted to reflect a bespoke approach to individuals' needs.
- In-year referrals mean that the size and dynamics of every teaching group change during the year.
- Our students need dependable, trusting and appropriate relationships in a nurturing environment that guide, reward, motivate and inspire them. They require fair and consistent boundaries to help them engage appropriately with staff and peers and to make positive choices and become responsible citizens in the future.

4. Curriculum Intent

4.1. Vision and values:

At **Cambian Chesham House School** we have designed our curriculum with individuals' learning at the centre. We recognise that a curriculum needs to be broad, balanced and offer students opportunities to grow as individuals as well as within a community. We recognise that it is our responsibility to optimise learning opportunities throughout the school day – our individuals are learning all the time. Through a combination of learning techniques, we aim to ensure individuals enjoy learning and feel prepared for life after school. We also offer our individuals new and exciting experiences through a range of classroom based and out of school activities that are designed to build resilience, confidence and self-esteem. We recognise that individuals should be challenged in their education - learning from failures and celebrating successes. We have designed our curriculum to be empowering, enabling individuals to develop their interpersonal skills, creativity and independence. All teachers and professionals engaged in teaching and learning activities are partners in learning and strive to continuously develop their skills and competencies for providing an appropriate range of strategies to inspire **all** our students.

Due to the vulnerability of our students we recognise the importance of ensuring their safety. For this reason, the curriculum is designed to allow staff to engage in conversations and discussions around a wide range of specific safeguarding issues, such as online safety and bullying, imparting the necessary tools and understanding to keep themselves safe.

4.2. Aims:

At **Cambian Chesham House School** we:

- Keep the individual at the heart of everything we do.
- Provide exciting, motivational and ambitious experiences for students that enable rapid and sustained engagement.
- Address individuals' learning barriers and needs in order to prepare them for the next stage of their education, wherever that may be, their life outside school/college and ultimately their adult life.
- Provide appropriate learning experiences, as well as breadth and depth of subject matter, adapting this and creating bespoke learning where appropriate.
- Seek alternative provisions to support the interests and aspirations of individuals, to develop skills as well as resilience and respect.
- Ensure real-life learning situations to facilitate preparation for future life situations, as well as making our curriculum as practical as possible where we can.
- Ensure we are equipping our individuals with key area development such as literacy, numeracy and Science with the understanding that this is likely to be from the perspective of filling gaps, and providing catch up due to our individuals' previous educational history, as well meeting their age-related needs.

- Support and challenge our individuals by intervening where appropriate in a timely and supportive manner that creates progression and growth.
- Explore our individuals' talents and aspirations and enable them to experience a wide range of opportunities.
- Build confidence, self-esteem and resilience and engender a love of learning for life.
- Develop portable and transferable skills for all individuals in communication, social interactions, independence, personal safety, self-regulation of sensory needs, self-regulation of behaviour, Literacy, Numeracy and using IT as a tool.
- Provide a personalised curriculum that meets the needs, interests, abilities and aspirations of all individuals, ensuring SEND needs are fully met and also provide ongoing support for the next phase of their lives to allow them to make a positive contribution to society
- Ensure that our students know how to make a positive contribution to their community and wider society.
- Promote positive mental health, supporting social and emotional well-being for every member of our school community including, staff, individuals and families.
- Deliver Personal, Social and Health Education (PSHE) sessions around explicit safeguarding strategies to support students in keeping themselves safe.
- Promote equal opportunities to all of our students in line with the Equality Act 2010 throughout our practices.
- Become critical thinkers and independent individuals.
- Find a sense of belonging to the school and its community to promote the knowledge and cultural capital they need to succeed in life.
- Learn how to cooperate with their peers and tolerate and respect one another in school/college and in the wider community.
- Promote Fundamental British Values and Social, Moral, Spiritual and Cultural (SMSC) development throughout our curriculum delivery.
- Seek the input of students, parents/carers, other stakeholders and the wider community with regards to the planning and delivery of the curriculum through questionnaires and consultation.

4.3. Concept:

At **Cambian Chesham House School** we give particular emphasis on the development of the essential skills and knowledge through the promotion of experiences in the following areas:

Linguistic (including English and MFL, but encompassing all areas of the curriculum)

This area is concerned with developing individuals' communication and interaction skills and increasing their command of language through listening, speaking, reading and writing. Reading for pleasure is encouraged and modelled. These skills are most overtly brought into focus in lessons in English, and also in modern languages. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school/college is that teachers of all subjects will encourage good linguistic and literary standards in all individuals' work.

Mathematical (including Mathematics, Science, Food technology)

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific (including science, food technology, Forest School)

This area is concerned with increasing individuals' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Art and Design, IT and Food Technology, Vocational studies)

These skills include information and communication technology (IT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

Human and Social (including Geography, History and Religious Studies, PSHE, SRE, careers)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most school, the subjects of history and geography make a strong contribution to this area. In our school our topic based Personal, Social and Health and Economic (PSHE) education alongside our knowledge and understanding of the world makes a strong contribution to this area. Religious Education is incorporated into distinct lessons available to all individuals. Other religions are also taught, so individuals have a broader understanding of the diverse world that they are living in. The school provides Sex and Relationships education in the basic curriculum. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the school's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in *Sex and Relationship Education Guidance in accordance with the law* the biological aspects of human reproduction remain compulsory for all students, but parents/guardian/carers may withdraw their individuals from any other part of the sex education provided without giving reasons.

Physical (PE, sports)

This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative (including Art, Hair and beauty, Music)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

5. Curriculum Implementation

5.1. Subject leadership and knowledge

Although it is not always possible, due to the small size of our school, we aim to provide specialist teachers particularly for the core subjects. We ensure that all non-specialists are provided with relevant training and support through networking and access to CPD specific to teaching and learning. Subject leads are responsible for the planning, delivery, assessment and monitoring of their curriculum areas, including self-evaluation and action planning. They are required to evaluate and reflect on the learning taking place and make relevant changes to improve the quality of teaching, learning and engagement across the subject area. Subject standardisation and moderation take place with other schools. It is the responsibility of subject

leaders to contribute to the subject related policy and to provide appropriate training in their area of specialism in order to ensure consistency in quality across the school.

5.2. Equal opportunities

Our curriculum is designed to provide equal access and opportunities for all individuals in the school. We adapt the curriculum to meet the needs, aspirations and abilities of individual individuals. Across the curriculum, provision is made to stretch the most able individuals, to address gaps in knowledge and skills and facilitate the learning of individuals with SEND needs.

5.3. Special Educational Needs and Disabilities (SEND)

Our school complies with all legislative and best practice requirements to meet the special educational needs of individuals. The majority of the individuals within our settings arrive with a history of special educational needs and individual requirements already identified. If an individual displays signs of having additional special needs, the teacher makes an assessment in consultation with the Headteacher, Lead Teacher or Special Educational Needs Co-ordinator (SENCo) and, in most instances, is able to provide resources and educational opportunities that meet the individuals' requirements. If an individual's need is deemed as requiring additional support, consideration is given to involving appropriate external agencies, stakeholders and special support teachers. We always provide additional resources and support for individuals with learning difficulties and/or disabilities. Where an individual has a Statement of Educational Needs or Education, Health and Care plan (EHCP) the school ensures that the education he or she receives fulfils its requirements and participates fully in the Annual Review. We ensure that all objectives in the Statement/EHCP are monitored and evaluated (please refer to SEND policy). The school provides a Personalised Learning Passport for each individual. This sets out the nature of the special needs, and outlines how the school/college will address these needs. It also sets out targets for improvement and progression, informed by the Statement or EHCP objectives so that we can review and monitor the progress of each individual. The plans are reviewed half termly to inform improvement and progression.

5.4. English as an Additional Language (EAL)

For individuals with English as an additional language, we are committed to providing the necessary support and resources so they can fully access the curriculum. There is a policy and established practices within the school/college to provide progression in line with other individuals (see EAL policy).

5.5. High achieving individuals (more able individuals)

We aim to create opportunities for all individuals to achieve their full potential. Our curriculum provides the challenge and stretch to enable all individuals to achieve outcomes in line with their abilities. Where an individual shows exceptional ability or talent in a particular area, the school will support the individual by providing additional differentiated resources and opportunities to focus on the development of this particular expertise. This may mean additional tutoring, advanced courses, trips and activities to stretch the individual and cater to his/her needs.

5.6. Mental Health and our curriculum

Due to the increasing number of individuals with mental health difficulties nationally, it is clear that individuals in all settings will face a myriad of undiagnosed mental health issues such as stress and anxiety, depression, drug and alcohol abuse, eating disorders, sleep deprivation, disruptive situations at home, and lack of nutrition. We recognise that a consistent, whole-school approach is needed to support our individuals with their well-being and mental health, regardless of the level of needs

or vulnerability. If necessary, they start on an enrichment-based timetable, to support increased engagement with academic lessons. We monitor their mental health closely and align the curriculum to match their needs.

We encourage the use of a range of strategies to build resilience and coping skills throughout the curriculum and beyond and adapt teaching styles and the environment to support individuals' well-being in line with government guidance:

5.7. Health and safety and Safeguarding

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'
Keeping Children Safe in Education – September 2022.

Safeguarding is an extremely important part of what we do in school every day. All staff are vigilant and well trained. It is also part of our curriculum to deliver understanding about safeguarding issues – encouraging our individuals to adopt safe practices and to recognise when they could be in an unsafe situation. Part of this education involves helping individuals to recognise support services and how to access them. Health and well-being of individuals and staff are promoted through formal curriculum such as PSHE and Science as well as 'informal' curriculum, which encompasses the values and attitudes promoted within the school, and the physical environment and setting of the school/college. Examples might include serving healthier lunches and setting up peer buddying systems to reduce bullying. Through each area of the curriculum we work to develop our individuals' character, defining and modelling positive traits, temperaments and qualities to guide their conduct so that they are able to adopt dispositions that will allow them to flourish in society.

5.8. Personalisation and inclusion

We will adapt the curriculum according to needs and build on individuals' strengths, interests and aspirations to promote personal achievement and success. We strive to provide opportunities to practice and apply learning in many contexts and ensure that individuals are supported by a range of therapeutic inputs.

- arranging timetable through the whole class, group and individual learning
- flexibility in the way that the National Curriculum and other statutory teaching are provided to meet individual needs.
- Increase involvement through the use of pupil voice ensuring that school/college provides positive experiences.
- Extending the skills of teachers through training and SENCo support to develop inclusive teaching and learning approaches across the school/colleges
- We use various technologies to ensure that the curriculum is accessible
- We apply flexibility in teaching approaches and learning environment to meet the children needs,
- use cross curriculum approaches giving individuals to practice across a range of activities and subjects
- Use of learning support assistants and 1:1 support to bespoke the content and the pace of learning to match individuals' needs.
- Develop curriculum entitlement and choices by ensuring that the core curriculum is supported by enrichment activities, vocational options.
- Ensuring that there are choices of subjects/ activities and learning approach cross curriculum approaches.
- Incorporating the interest of the individual to tailor the content to the course, ensuring that examples and exemplar.
- Using baseline and AFL to identify gaps and where individuals are in their learning / tailoring individuals learning journeys.
- intensive key skills programme for CYP with developmental delays

5.9. Organisation

We aim to follow the curriculum for each Key Stage with consideration to the broad areas of SEND need. We link subjects / learning experiences to the following criteria:

- Academic subjects
- Health and well-being, Mental health support,
- Personal PSHE and Sex and Relationship Education (SRE)
- Careers Guidance – Please refer to career guidance policy
- Vocational - Please also refer to our vocational policy
- Extra-curricular– trips, activities, clubs
- Enrichment and Life skills

Students are grouped based on year groups/key stages where appropriate however at times may be grouped by ability/maturity dependant on individual need.

A typical school day consists of core subjects in the morning and practical/vocational/physical options in the afternoon.

5.10. Pathways available

At **Cambian Chesham House School** we offer a range of pathways dependent on ability and SEND requirements. This includes; **Entry level Certificate, AQA unit awards, ASDAN, Functional skills, BTEC, GCSE, Vocational, Enrichment**. We ensure all individuals have an appropriate pathway that prepares them for success in future life and ensures the greatest impact on self-development.

5.11. Timetabling

Where possible we ensure a full timetable. We do however understand the needs individuals may have at various stages of illness, recovery and need who benefit from a phased integration. This may mean that these individuals have a reduced timetable or attendance improvement plan. This may be stated in the EHCP or have been agreed during the PEP process. This is always a short-term plan with an agreed time limit by which point the pupil is expected to attend full time.

'All individuals of compulsory age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet an individual's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.' DfE August 2020

Timetables are individualised where possible, dependent on the pathway and individual needs of the individual.

5.12. Planning

Robust planning is carried out for each subject area and includes 3 stages of planning: *long term, medium term and short term*. Our broad and balanced curriculum gives due consideration to differentiation, progression and provides sufficient depth and breadth to allow all individuals to deepen their understanding.

In planning the curriculum and putting this policy into practice, **Cambian Chesham House School** aims to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the individuals.
- A range of relevant teaching styles are employed to ensure that we meet individuals' individual needs and learning preferences.
- On-going assessment informs planning.
- Individual's learning progresses smoothly through the school
- Individuals are prepared for life beyond school

It is the teachers' role to ensure that they provide a variety of relevant experiences for individuals that serve to develop knowledge, skills and understanding and enable individuals to value themselves as individuals.

5.12.1. *Therapeutic approach* – see behaviour policy

We employ a therapeutic approach in our classroom with due regard for health and safety and safeguarding. We support individuals to develop and improve their emotional literacy skills, enabling them to:

- express their own feelings and their reasons for feeling that way.
- tolerate others and to begin to develop empathetic behaviours towards others.
- understand the impact of their behaviours on themselves and on others
- know that certain behaviours are not acceptable and that alternative actions are possible.

We do this through regular reflection and discussions, either in tutor groups or with **Keyworkers/Tutors**. Target setting focuses on behaviours and the teaching of alternative strategies. We encourage the use of tools and strategies such as time out of lessons, distraction toys and regulation techniques, to help individuals to adjust their behaviours and actions and to positively impact their emotional state. We also offer therapeutic coping strategies to regulate emotions, such as mindfulness, breathing techniques and distraction techniques.

5.12.2. Differentiation

We use a range of strategies to differentiate learning. The use of these strategies is dependent on the individuals' requirements and the knowledge and skills being taught:

- *Dialogue*: All individuals are encouraged to develop high levels of verbal and written literacy. Higher order questioning, related to Bloom's Taxonomy, supports this development, with questions being suited to individuals' needs.
- *Task*: differentiated tasks are set in order to challenge all individuals, whatever their level.
- *Ability groups*: In larger school/colleges, classes can be split into lower, middle and higher ability groups with tasks set accordingly.
- *Choice*: individuals can choose from a selection of activities to ensure interest and engagement. At times this can mean that individuals plan a topic, with teacher guidance, setting their own targets and tasks.
- *Resources*: resources, carefully tailored to individuals' needs, are differentiated to scaffold learning and provide levels of challenge suited to all levels of attainment.
- *Support*: Teachers and Teaching Assistants (TAs) may at times withdraw direct support to encourage greater independence.
- *Pace*: More able individuals, working through at a faster pace than lower ability peers, may be given extension activities to further challenge their learning.
- *Outcome*: Differentiation by outcome on its own is inadequate. However, when combined with other strategies (as listed above) and clear expectations of outcomes suited to the individual individuals, learning is promoted.

5.12.3. Progression (see curriculum model)

Our aim is to ensure progression that develops knowledge, understanding of concepts, acquisition of skills and for individuals to be able to choose and apply these in relevant situations. Our curriculum is based around the National Curriculum and follows the required progression through each subject. Our long-term plans evidence the coverage of the identified knowledge, concepts and skills required to achieve the goals of academic qualifications, relevant experiences, life skills, emotional literacy and social skills in order to be successful in life. We ensure that our individuals progress smoothly from one level to the next by sequencing teaching in lessons, subjects, term, year and key stages, with each step building on prior knowledge. Individuals often come to us with significant gaps in their education, due to having missed education. Teachers in the school are adept at identifying the relevant gaps in education. It is not appropriate that all gaps perceived are addressed and teachers use their

professional judgement and knowledge of the curriculum to judge which skills and knowledge are required to support individuals in reaching their targets and to access the curriculum content.

5.12.4. Breadth and Depth

At **Cambian Chesham House School** we ensure that our curriculum has breadth and depth by maintaining coverage of national curriculum subjects and an appropriate range of experiences. We promote social, moral, spiritual and cultural development by making sure that areas of enrichment, emotional literacy and behaviour support are also implemented throughout the curriculum. We prepare our individuals for later life by teaching social responsibility and behaviour, supporting each individual to be a successful member of society.

The following principles are all taken into consideration when writing schemes of work to ensure the breadth and depth of the curriculum:

- *Challenge and enjoyment* – encouraging high aspirations and ambitions for all through being active in their learning and having opportunities to develop and demonstrate their creativity.
- *Coverage* - all individuals have the opportunity to experience a broad range of experiences. Learning is planned and organised to encourage learning and development through a variety of contexts within the classroom and other aspects of school life.
- *Progression* - each lesson is designed to build upon earlier knowledge and achievements.
- *Personalisation* - the learning planned for our individuals responds to their individual needs and supports particular aptitudes and talents. It also provides opportunities for exercising responsible personal choice.
- *Complexity* - opportunities for individuals to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.
- *Coherence* - learning activities are designed to form a coherent experience, with clear links between different aspects of learning.
- *Relevance* - individuals understand the purpose of their learning and related activities through discussion, thereby seeing the value of what they are learning and its relevance to their lives, present and future.

5.13. Teaching

We offer high quality teaching at **Cambian Chesham House School**. Our small classes (4-6 individuals) offer the advantages of individual focused teaching with a high level of resources and technological support for all individuals. The structure of a lesson is a 3-part approach with a starter, main teaching and plenary which encourages pace and assessment for learning. Our robust behaviour management reduces the negative impact of behaviour on the learning.

Individuals are set realistic but challenging goals and are involved in setting their targets. We intervene to support individuals who underachieve and we seek opportunities to stretch the most able. This is based on a clear assessment of individuals' needs; intervention programmes are tightly focused on improving the progress and outcomes for individuals. Staff regularly engage individuals in conversations about their learning and time is set aside for individuals to reflect upon where they are and where they would like to be. The emotional and learning needs of every child are at the heart of everything we do and the school promotes high aspirations in order that all individuals succeed.

5.14. Marking, Feedback & Assessment:

In formulating processes around marking and assessment, consideration is given to teachers' work-life balance as well as the individual learning needs of individuals, taking opportunities to mark face-to-face where appropriate. Marking and feedback relates to learning objectives and the individual targets for each individual. At **Cambian Chesham House School** we give recognition and praise for achievement and clear strategies for improvement. We allow specific time for individuals to read,

reflect and respond to marking where appropriate and encourage individuals to strive to improve by giving help, encouragement and constructive comments that direct individuals to what they need to do to improve their work.

Our assessments have a range of summative and formative approaches which are planned in order to ensure we have accurate tracking in place. We aim to use our cycle of assessment to ensure that we check individuals' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. This allows us to respond and adapt teaching as required.

Assessment for learning is embedded within each lesson. Teachers make on-going assessments of the individuals' progress each lesson and use this information to plan subsequent lessons to facilitate further development of knowledge and skills. We strive to ensure that all tasks set are appropriate to each individual's level of ability. Techniques used are:

Questioning – this enables the individual, with teacher support, to find out what level they're working at.

Feedback - each individual is given targeted written and/or verbal feedback about how to improve their learning.

Modelling – teachers will work on an exemplar with individuals, so they understand what successful work looks like for each task they are doing.

Self-assessment/Peer assessment – this encourages individuals to become more independent in their learning.

Summative assessments – end of unit tests, portfolios and exams are used formatively to help individuals improve.

We use past papers and GL assessments to give us accurate attainment data for the core areas of English, Maths and Science. For other areas of the curriculum we use past papers, practical assessments and end of unit assessments (summative assessments) or learning descriptors. For practical subjects a portfolio of evidence may be used as assessment.

Specialist assessments, such as Wide Range Achievement Tests (WRAT5), Wide Range Intelligence Test (WRIT) and Detailed Assessment of Speed of Handwriting (DASH), provide enhanced information, which is standardised. We also assess behaviour and emotional literacy through specialist tests, such as Strengths and Difficulties Questionnaire (SDQ) and QCA (Behaviour Scales). This gives us a holistic overview of the individual.

To further improve the teaching and learning in the school/college we track and analyse data using Behaviour Watch, or excel spreadsheets. This allows us to look at whole school/college progress and attainment data. We carefully assess the barriers to our individuals' ongoing education and plan effective support strategies to overcome these barriers, addressing vocabulary deficits, retrieval skills and helping them to close the gap between their current performance and where they want to be. We check understanding and use this to inform our planning to help embed knowledge and develop their understanding further, making explicit links between different parts of the curriculum and across curriculum areas to make knowledge transferable and practical.

5.15. Home based learning

We use home-based learning not just to complement class-based experiences but also to extend the coverage of the curriculum and to support individuals who are not able to fully access the school environment. Individuals may not be able to attend site due to being physically or emotionally unwell, due to covid-19 isolation, exclusion or other extenuating circumstances. We use a number of strategies to facilitate learning outside of the classroom, providing opportunities for the individuals to work independently, to take responsibility in organising their work and recognising the link to good study habits and higher achievement.

These include:

- Deploy online resources and lessons that individuals can access for e.g. Google classrooms or links sent through emails.
- Access to learning apps
- School staff provide tutoring at home with agreed level of supervision and support
- Drop off hard copies of work and/or workbook
- Remote virtual lessons delivered by school staff through Zoom or Teams platform
- One to one tutoring by external tutors
- One to one tutoring by school staff

- Life skills activities and supported tasks such as Home-based cooking or shopping with parents/ carers and staff for those children who live in residential children's home.
- Research activities in the communities and structured learning trips for e.g. museum

6. Curriculum Impact

At each stage of their education our students are prepared for the next stage whether this be further education, employment or training by equipping them with requisite knowledge and skills regardless of their disadvantages. We also prepare our students for appropriate qualifications to ensure positive destinations. We recognise that qualifications are vital outcomes and we work hard to support our students in achieving well but equally recognise the impact our curriculum has on developing resilient, caring, well-rounded, culturally aware citizens who understand the contribution they can make to society.

Our curriculum provides for students' broader development, encompassing their interests and talents; it develops their confidence, independence and resilience – their very character.

The curriculum enables our individuals to recognise the dangers inherent in the inappropriate use of social media and mobile technology, to recognise unsafe situations and how to avoid these. Individuals are taught about online and offline risks to their wellbeing and safety: criminal and sexual exploitation, female genital mutilation, forced marriage, domestic abuse, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them to enable them to keep safe and to recognise and form healthy relationships.

Through our curriculum design we develop young people with an understanding and appreciation of diversity, of social justice issues and of fundamental human values. In addition, our curriculum develops and deepens individuals' understanding of the Fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance. This allows individuals to thrive together and to recognise and respect the differences that make each one of us unique.

7. Standard Forms, Letters and Relevant Documents

- Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School/college Standards Compliance Record) (England) (Amendment) Regulations.
- Department for Education, Mental Health and behaviour in school, 2018
- Department for Education, Statutory guidance on relationships education, relationships and sex education (|RSE) and health education, 2019, reviewed 2021

Related policy

- Educational Visits and Off-Site Activities Policy,
- English as an Additional Language Policy,
- Special Educational Needs and Disability (SEND) and Inclusion Policies
- Individual Subject Curriculum Statement, including, where relevant, Schemes of Work (Programmes of study)
- Marking Policy, Homework Policy