



What I learn today, prepares me for tomorrow.

Curriculum, Assessment & Pupil Progress Policy

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	December 2022	September 2023	Mark Phillips, Headteacher Sarah Dickson, Deputy Headteacher All staff

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Additional Policies to be read in conjunction with this policy:

- English Policy
- Calculation Policy
- SRE Policy
- Gateway Curriculum (pupils on residential offer)

Rationale

This policy identifies how, we at Barndale, approach our curriculum to provide a quality education and provision to the pupils who attend the school. As all pupils attending will also have an EHCP it was also explain how the long and short term targets dovetail into our curriculum to ensure our pupils have positive future outcomes and independence into adulthood.

About us

Barndale is a specialist provision for pupils aged 3-19yrs old. The main cohort of students we cater for are those with 'communication & interaction' and 'cognition & learning' as their main area of need. We feel it is important we deliver our learning through a 'primary model' whereby all learning happens in home groups with familiar staff, routines and expectations. This has the additional benefit that pupils feel safe in their environment, specialist resources are available to them and progression can be more carefully monitored.

The school is based across two sites; Howling Lane for our youngest and oldest pupils and Windsor Gardens for the cohorts in between. Facilities and resources are shared between the two sites and pupils still get the opportunity to interact with the larger school community.

Whilst still a relatively small school, we also have a residential provision so that our curriculum offer can be extended beyond the school day- our 24 hour step curriculum programme. This allows us to ensure we are offering a bespoke and personalised approach to every child's learning and special educational needs. The residential provision has also supported parents and families through the increase of time in which pupils attend our school.

The breakdown of pupils who attend Barndale

Over the last few years the cohort of pupils attending Barndale has grown and changed. The school predominantly meets the needs of pupils with specific learning difficulties (SLD), autism spectrum condition (ASC) and those which relate to communication and learning. We do have young people with more complex difficulties and where possible they will be taught alongside their peers.

Intention- What we will offer....and why

The outcomes for adults with any form of disability are significantly less than those who don't. This injustice has formed our rationale of our curriculum offer and the importance of trying to make a difference for the children that attend Barndale.

Six per cent of adults with learning disabilities are in paid employment (March 2019)

The employment rates for adults with disabilities are dismal. In 2018, only 51 per cent of people with disabilities were in paid employment, compared with 81 per cent of the general population.

<https://feweek.co.uk/2019/03/12/education-that-gets-out-of-classrooms-and-into-the-community/>

...children and young people with a disability – including those with a learning disability or SEN – are more likely to be bullied than those without a learning disability (Rose 2011; Fink et al. 2015 Chatzitheochari et al. 2016).

<https://www.mencap.org.uk/learning-disability-explained/research-and-statistics/children-research-and-statistics>

Children and young people with a disability are more likely to live in poverty than those without a disability (Emerson, 2012; PHE 2015).

..an estimated 1,200 people with a learning disability are dying avoidably each year due to a lack of good quality and timely healthcare. Furthermore, people with a learning disability still have a life expectancy that is 29.3 years lower than the general population for women, and 22.8 years lower for men.

<https://www.mencap.org.uk/sites/default/files/2019-11/Mencap%20Annual%20Report%202019.pdf>

Considering the evidence for outcomes for adults with SEND we have carefully reviewed our curriculum to ensure what we deliver supports pupils beyond the school day. As a school we developed the motto 'What I learn today, prepares me for tomorrow'. This is to capture that learning has a purpose and that everything we do will support our young people into adulthood.

Whilst we do follow the National Curriculum it is difficult for us to complete the breadth and depth required. As such we do our very best to ensure all of our young people have a curriculum that is fit for purpose and allows them to have sufficient skills and knowledge that is embedded, connected and transferrable. Our curriculum offer will be highly focussed on the fundamental and functional aspects that will prepare all of our young people for adulthood.

Barndale Curriculum Offer

Core Curriculum Values

Ready to Learn

Meeting Needs

Building Ambition

Developing Interests

Skills Builder

Speaking

Listening

Creativity

Teamwork

Leadership

Aiming High

Problem Solving

Staying Positive

EHCP Targets

Input from Professionals- Occupation Health, Speech and Language Therapy, Hearing/Visual Impairment Service, Physiotherapy, School Nursing, Paediatricians, CYPS

Provision maps- completed for every child
Pupil on a page plan- guidance for every team

Curriculum Pathways

	Engagement	Activate	Consolidate
Coverage	This initial pathway uses the EYFS areas of learning to establish the fundamental areas of learning. Communication is at the heart of the curriculum and the young people will explore their environment and participate in adult led sessions to build their language, experiences and skills around thematic topics.	This pathway will be focussed on the breadth of the National Curriculum. Pupils will learn 'subjects' through topic based approaches, developing depth of learning in the core areas of; English, Maths, Science, Computing, PSHE & PE. The arts and humanities will also be taught as part of Activate and students will be joining up learning experiences.	This is our post 14 curriculum to support the transition into adulthood. This pathway will be built around the key areas of; English, Maths, Digital Skills, PSD, Employability, Preparing Food, Self-Care, Independence and Travel. All areas of the curriculum will be accredited to ensure that the transition to further education/employment can be continued.
Expected Outcomes	<ul style="list-style-type: none"> ✓ Communicate choices and needs ✓ Develop independence exploring the environment ✓ Develop confidence in physical/personal development ✓ Engage with others through play and learning ✓ Understand initial concepts of language, words, numbers and the world around them 	<ul style="list-style-type: none"> ✓ Pupils will have developed a depth of learning in the wider subject areas of the curriculum, at a level appropriate to their developmental stage. ✓ Pupils will show greater independence in meeting their own learning, educational and health/wellbeing needs ✓ Pupils will have developed the skills to be part of a wider community- engaging positively and respectfully with others ✓ Pupils will have developed an understanding of adulthood in preparation for making choices 	<p>Pupils will leave Barndale with the confidence and ability to move onto their own bespoke pathways.</p> <p><u>Accreditations 22/23</u></p> <ul style="list-style-type: none"> ✓ NCFE English- Functional Skills Entry 1-3 ✓ NCFE Maths- Functional Skills Entry 1-3 ✓ NCFE ICT- Functional Skills Entry 1-3 ✓ ASDAN- PSD ✓ ASDAN- Life skills Challenges ✓ Duke of Edinburgh <p><u>Providers</u></p> <p>Supported internship (NCC/NHS), Northumberland College, Brightside, Adult Learning Service, Apprenticeships</p>

Preparation for Adulthood Outcomes

	Engagement	Activate	Consolidate
Life/Employment Skills	<ul style="list-style-type: none"> * Following instructions * Adapting to new environments * Playing with other children * Real world play * Real world visits * Numeracy * Language Development 	<ul style="list-style-type: none"> * Talk about careers * Meeting role models * Building ambitions and interest * Real world experiences and visits 	<ul style="list-style-type: none"> * Careers advisory sessions * Person centred planning * Work experience/tasters * Qualifications * Enterprise projects * Building vocational profiles * Transition work
Independent Living	<ul style="list-style-type: none"> * Feeding & Drinking * Toileting * Real world play * Getting dressed * Making choices 	<ul style="list-style-type: none"> * Personal hygiene * Telling the time * Managing money (shopping) * Cooking * Staying away from home * Travel training * Safety & signs in the community 	<ul style="list-style-type: none"> * Making decisions * Managing incomes and expenditures * Supervised access to the local area * Life skills and planning for the future * Managing time * Safety in the home * Understand types of living arrangements
Friends, relationships & Community	<ul style="list-style-type: none"> * Making friends * Social interaction * Visits and day trips 	<ul style="list-style-type: none"> * Developing reciprocal friendships * Learning to be safe on and offline * Knowing the local area * Walking short distances alone * Understand bullying * Managing change * Making decisions on using free time 	<ul style="list-style-type: none"> * Belonging to different groups * Having safe relationships * Managing social media and technology * Staying safe * Understand risks- drugs and alcohol * Understanding the criminal justice system * Knowing where to go for help
Health & Wellbeing	<ul style="list-style-type: none"> * Diet and food variety * Developmental checks * Immunisations 	<ul style="list-style-type: none"> * Diet and obesity choices and checks * Physical exercise * Medical visits (optician, dentist, CYPS) * Understanding puberty and relationships 	<ul style="list-style-type: none"> * Relationship and sex education * Managing their own health/medical need * Staying physically active and healthy * Managing own wellbeing * Healthy choices- sleep, drugs & alcohol

Implementation- How the Curriculum will be delivered/structured

The table above models our curriculum offer and further to this each class and curriculum area has a more detailed breakdown- these are detailed/referenced in the appendices attached to this policy.

Subject Specific Overviews

For each curriculum area we produce several documents. The Subject Specific Overview demonstrates the curriculum content for our youngest through to our oldest pupils. This overview details the specific rationale for intent, implement and impact measures as well coverage at each key stage. We also have an additional one that covers our Post 14 group due to the diversity of the curriculum in preparation for adulthood.

English

Curriculum Expectations

Intent

In Barndale, we believe that ability to communicate is fundamentally the single most important skill to our children succeeding, enabling them to access the community, the wider curriculum and a richness of life. Our Curriculum has been designed to ensure that pupils have opportunities to develop a love of reading and writing, as well as develop the key skills needed to become able readers, writers and communicators.

Implementation

English is broken into 3 strands; Reading, Writing and Communication.

- Word recognition skills are taught through RWI sessions.
- Language comprehension skills are taught through guided reading sessions.
- Writing skills are explored, when possible, through the wider curriculum and during RWI sessions.
- Communication skills are supported throughout the whole curriculum, while if a greater need is present, pupils are supported by the SLT.

Impact

To evidence that our pupils can do more and know more in English we will:

- ✓ Collate evidence to monitor progress
- ✓ Interview pupils
- ✓ Monitor teaching
- ✓ Review schemes of work
- ✓ Follow achievements through progression skills maps
- ✓ Accreditation pathways

Coverage

The national curriculum for English is extensive and for each of our pupils they will progress along this at the most appropriate pace to them. Our assessment system allows staff to baseline and develop their pathway in respect of what 'they' are working on. These steps mesh from Early Years through to post-14 and accreditation routes. Spoken Language is referred to as Communication to reflect the needs of some of our learners.

Engage	Activate	Consolidate
<p>Communication and Language</p> <ul style="list-style-type: none">• Vocabulary Learning• Ask and answer questions.• Communicate ideas thoughts and needs.• Listen and talk about fiction stories.• Listen to and talk about non-fiction writing. <p>(delivered through focussed sessions & continuous provision)</p>	<p>Reading</p> <ul style="list-style-type: none">• Phonics / Grapheme correspondence.• Decoding / Blending• Word Reading• Comprehension. <p>Writing</p> <ul style="list-style-type: none">• Transcription / Handwriting.• Spelling and Grammar.• Composition. <p>Communication</p> <ul style="list-style-type: none">• Comprehension of communication.• Production of communication (Talking, signing, PECS, etc.)	<p>We currently offer courses from the Northern Council of Further Education for Entry Level 1 –Level 2, with specific teaching following the strands below:</p> <p>Reading</p> <p>Speaking listening and communication</p> <p>Writing</p> <p>Curriculum reviewed annually to identify the needs of pupils and identify any need for further nationally recognised qualifications.</p>

Reading

Reading is at the heart of everything we do at Barndale. Our reading curriculum considers the strands of *Guided Reading* (Rope) (2007).

Language Comprehension

The Read, Write, Inc. scheme and resources are used to meet the needs of our pupils. Pupils progress through a range of groups with a small number of peers with a focus placed on phonic awareness, decoding and sight reading. Pupils that have progressed beyond the Read, Write, Inc. stage continue to practice their word recognition as they read across the curriculum.

Language Comprehension

The Read, Write, Inc. scheme supports the development of comprehension skills. These skills are also taught and honed through guided reading sessions, where comprehension takes precedent.

Reading for pleasure

A range of books are available in the school library for children to choose from, including books which support the RWI scheme for pupils who are working at this level. Pupils are encouraged to read at home frequently and given weekly independent reading time to read for pleasure within school. All classes also have a 'literature' story time' each day, to further engage a love of reading.

Curriculum Design & Progress

Handwriting

Handwriting is taught as part of the RWI phonics programme, with specific handwriting time allocated during every session. Pupils beyond the RWI programme are expected to complete handwriting sessions weekly.

Spelling and Grammar

Spelling is primarily taught during RWI sessions as pupils follow the set writing programme which runs alongside the reading programme. RWI sessions run on a 100 days cycle, week one has a reading focus, while week two has a writing focus. Within writing sessions focus is given to SPaG and Comprehension.

Composition

During composition sessions pupils respond to text, improving writing based on what they have read. Extended writing is also explored in the wider curriculum as opportunity to invent is given termly. A different focus is given each term to ensure a range of genres and styles are explored through the academic year.

Temply Focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional tales	Traditional tales and songs	History	Education Information	Cultural Stories	My Body and Health

Communication

Read, write, Inc.

Within Read, Write, Inc. sessions pupils are supported in their pronunciation of appropriate phonemes and correct production of speech. Pupils build up phonological awareness which they can apply to a range of situations.

Wider Curriculum

Pupils are presented with opportunities to communicate in a range of settings within the school day. Pupils work in small groups, have class debates and discussions as well as question and answer sessions within school. As appropriate, some pupils work on communication interventions to support turn taking within speech.

Special Educational Needs

Staff have received training on the picture exchange communication system, and carry appropriate cards to support communication with pupils with specific language need. Staff also use Makaton, when appropriate, to communicate with pupils who have this need. It is vital that pupils that use PECS and Makaton continue to communicate effectively with those around them and engage fully with their respective curriculum. Pupils with additional needs relating to communication have frequent contact with the SLT, to support development in this area.

Coverage and Progression Map

We have taken the Subject Specific Overviews and delved into these deeper to demonstrate the coverage of knowledge, skills and progression across the school. The coverage and progression maps are produced for each pathway. Each class then has a more detailed topic/theme plan for teachers to plan appropriately for their group.

Barndale Engagement Curriculum Overview											
2022-23		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
Topic		Farms		Festivals and		People Who Help		Travel and			
Engagement		Literacy		Maths		Understanding the World		Expressive Arts & Design		Communication & Language	
Cognition & Learning		Discovery		Science		Computing		Geography		History	
Communication & Interaction		Humanities		Geography		History		PSHE		Self-Awareness	
Social, Emotional & Mental Health		Personal Development		RE		Art		DT		Cookery / Textiles / Design, Ma	
Sensory & Physical		The Arts		Music		Drumming		PE		REAL PE	

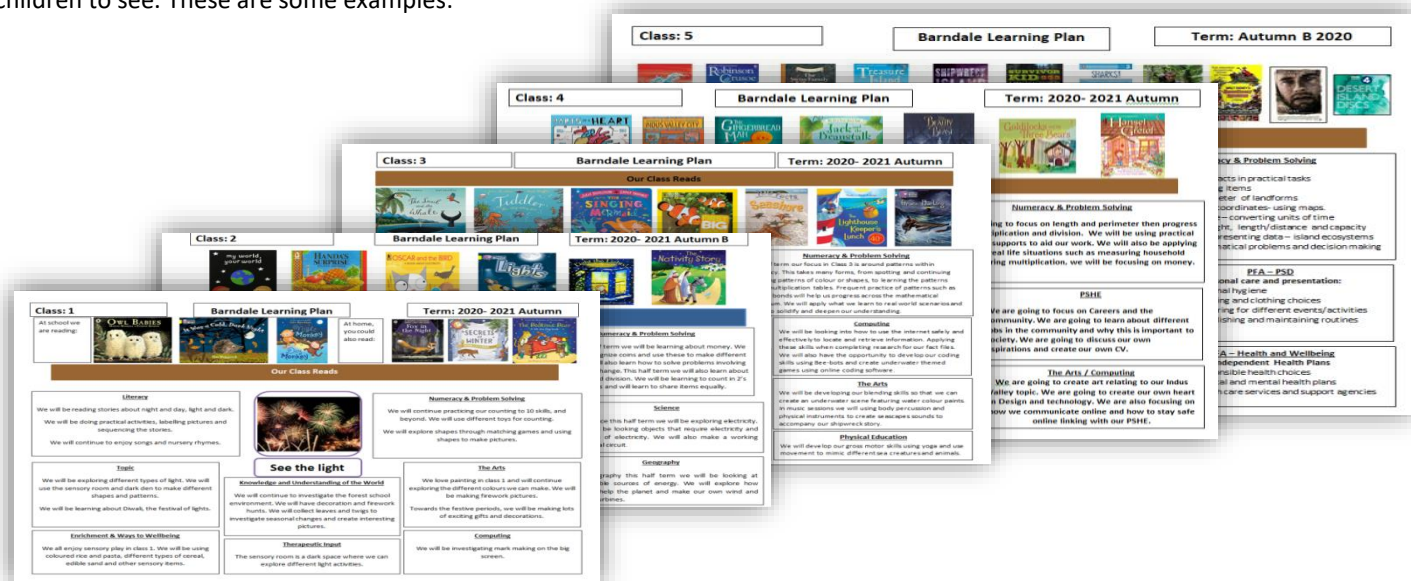
Barndale Activate Curriculum Foundation Subject Overview											
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
NCFE Core Curriculum		English NCFE		Maths NCFE		NCFE IT		Using IT		Find & Select Information	
ASDAN		PSD/RSHE		Lifeskills Challenge Interests		Vocational Skills		Lifeskills Challenge Science		Physical	
Duke Of Edinburgh		Volunteering		Skill		Careers		Skills Builder		Enterprise	
		Reading for Purpose		Disputes & Conflict		Influencers		Environmental Poetry		Instructional Texts	
		Prep 4 Work		Character profiles		Biographies		Job adverts and applications		Recipes Exercises	
		Book/Film reviews		Number		Shape		Data		Number	
		Managing Relationships		Managing Money & Leisure		Environment & Community Action		Healthy Eating & Living		Being Safe	
		Cooking, Workshop, Mechanics, Gardening, Gaming/Films		Hospitality, Catering, Construction, Media, Land based		Physics Materials, clothing and PPE		Chemistry CSI- investigating		Biology Chemicals & Drugs	
		Biology Plants & Animals		Biology My Body		Physics Energy & Safety		Work/Education based Visits		Employability Skills	
		Preparing for next steps		Teamwork		Speaking & Listening		Staying Positive & Aiming High		Problem Solving & Leadership	
		Café- forest school and coffee trailer		Community Project		Summer Fayre					

Skills Builder

As a school we feel it is incredibly important we support all of our young people with core skills that will support their transition into adulthood. We have bought in to Skills Builder, as a reputable and effective programme, to support young people build, enhance and apply their core skills required to be an independent adult. These core skills below will be taught to all children through a half termly focus, with speaking and listening (communication) as a continuous thread throughout the year.

Communicating our Curriculum to pupils and parents/carers

One aspect that we are promoting is our communication with parents/carers and the pupils about the learning that they are doing. For every half term we will produce a topic overview which will be shared with parents/carers and be in the classroom for children to see. These are some examples:



Promoting home engagement with learning and reading

Each overview will be headed with a library of books, texts, media that will support the topic that is being delivered. This is to ensure that parents/carers can actively engage with learning and promote reading skills, develop pre-learning and support with building foundations for learning in school.

We publish these and all of our wider curriculum documents on the school website to ease access for parents/carers and young pupils. http://www.barndalehouse.northumberland.sch.uk/web/what_i_learn_today_prepares_me_for_tomorrow/573223

What will learning look like?

This will vary depending on the curriculum the child/young person is on, the way they learn best and the most effective way to get the high level of engagement and interaction needed to make progress. Each class will have an explanation outside or in the entrance of their room to explain what learning looks like for that class.

What you will see consistently across the school...

- ✓ Children happy and engaged in their learning
- ✓ All adults engaged with pupils throughout their learning, sensory support or regulation activities
- ✓ Children encouraged to be independent in their work, using resources or digital technology
- ✓ Staff feeding back progress and offering support/challenge
- ✓ Purposeful learning environments across the whole site
- ✓ A key focus on communication
- ✓ A steady and consistent pace to learning with adults giving children time to communicate, respond and engage

Marking, Feedback and evidence gathering

For pupils to make the best progress they need instant, quality feedback on their learning so they are able to make changes and have work sufficiently differentiated or made more challenging. In Barndale we use a simple highlighter system as not to make language/reading a barrier to progress being made. See key below:

Green = excellent at riding his red BMX! = **Green** means great work/objective achieved
Pink = dan was eggslent at riding his red BMX? = **Pink** WE (teacher-pupil) need to think/reflect and make changes

Pupils will be aware of what they are learning through the use of objective/enquiry question headers attached to their work or in books. An example is below:

Monday 14 th December 2021	Subject — Literacy	Monday 14 th December 2021	Subject — Science
LO— I can match letter symbols		Q— Is all metal magnetic?	

Impact- How do we know the children are making progress? How do we know our curriculum is working?

How do we monitor the curriculum?

Monitoring learning is equally as important as the planning and delivery. At Barndale we see this as a cycle of curriculum developments and improvements and this involves more than just our class based staff. We have Curriculum Champions rather than Subject Leaders within our school- this is to ensure the role is as much about advocating and promoting than just scrutinizing. We have developed an annual curriculum action plan and monitoring plan that details how the SLT, Curriculum Champions and Governors can ascertain the effectiveness of the curriculum. This is then validated independently by our School Improvement Partner (SIP).

Curriculum Monitoring

RAG rate	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Champions (CC) Learning Evidence	Curriculum Review Book Sweep	Pupil Progress Learning Walk	Book Sweep Resource Audit	Pupil Progress moderation Learning Walk	Curriculum Review Book Sweep	Pupil Progress moderation Learning Walk
SLT Monitoring Learning Walks Observations	Curriculum review/audit/adaptations <u>Generalised</u> learning walks * <u>pupil</u> engagement, resourcing, use of adults		Team Coaching Observations	Focused Learning walk- Reading across the curriculum	Team Coaching Observations	Focused Learning walk- Evidence of progress over time
Governor Monitoring Please ensure each visit is no longer than 30mins. Each visit needs written up on proforma.	Task/s: Assign Curriculum Areas Visit Purpose: Governor Training	Task/s: Meet link teacher/CC Visit Purpose: Develop Subject understanding Review curriculum across the school	Task/s: To review evidence of learning with CC Visit Purpose: To look at evidence of learning. * Books * Photos	Task/s: Subject Learning Walk with CC Visit Purpose: Look at learning across a range of classrooms	Task/s: To gain views of pupils and staff Visit Purpose: To understand learning from staff and <u>pupils</u> point of view	Task/s: Pupil Progress Review with CC Visit Purpose: To understand how the school makes judgements about pupil progress

Key monitoring areas and evidence gathered

Monitoring Planning & Curriculum Design

- Whole school overview- A3 sheet sharing topic/theme coverage over a 3 year cycle
- Curriculum coverage- breakdown of EYFS/national curriculum/P4A outcomes by topic and curriculum subject
- Accessibility- curriculum lead meeting reviewing pupils needs and curriculum routes
- Topic Overviews- A4 topic/theme overview for each ½ term for communication with parents/carers

Monitoring Delivery of Learning

- Teaching- learning walks, peer observations, colleague coaching sessions, formal lesson showcase (video)
- Resourcing- resource audits, digital resources, curriculum topic boxes, abstract/concrete
- Subject knowledge- planning reviews, vocabulary banks, key concepts, pre/post learning
- Differentiation and challenge- bespoke learning plans and timetables, pre learning and stretch activities
- Use of additional adults/therapists- intervention, CPD, reactive and proactive deployment, impact studies

Monitoring Pupil Progress

- Bsquared- tracking (incremental) towards mastery in each curriculum route (Engage, Activate & Consolidate)
- Evisense- photographic evidence library, linked direct to Bsquared, communicated to parents/carers
- Evidence of learning- books, marking & feedback, photo journal, learning/subject trackers

Monitoring Outcomes of Pupils

- Attainment- projections and target setting
- EHCP- provision maps and annual reviews
- Accreditations/Qualifications- quality and quantity
- Further education/Transition/Careers- log of progression beyond Barndale.

Feedback from Pupils

- Interviews- understand their experiences
- Questionnaires- reflecting on learning challenges and successes
- School council items- areas of school and curriculum improvements

Assessment

As a school we use Bsquared as our main assessment (academic) platform. This carefully links to our curriculum offer but also supports the tracking of progress similarly, irrespective of the pathway being followed. We also like Bsquared as our pupil progress transfers as the young people progress onto new pathways.



We recognise that our pupils also make progress in their holistic development. To capture this we use our 'Ready to Learn' holistic tool to see how our young people are developing the skills to be confident, independent and effective learners. We track their progress in:

- Self control
- Social Skills
- Self Awareness
- Skills for Learning
- Approach to Learning

Pupil Progress

It is incredibly difficult for us to measure progress as a set value. As such we have a range of ways to ensure we know if our pupils are making progress. Whilst, for students in mainstream education, there are end of key stage measures we feel these are neither appropriate or obtainable for many of our students. Instead we look at their age, cognitive development, academic progress and holistic development. We pull this together on a whole school spreadsheet and use the professional judgement of our staff, and the evidence they have, to measure progress, set realistic targets and relate these to the EHCP for each child.

Statutory Testing

Our pupils are able to sit statutory testing if it is attainable and appropriate for their needs. Where this wouldn't be the case the school would disapply the young person and ensure their parents/carers were also in agreement.

Continuous Development and Curriculum Review

As a school we feel our curriculum should never be static. The needs, ambitions and interest of our pupils change frequently and as such our curriculum should be adaptive, responsive and appropriate for all of our pupils to make progress. Below is our annual curriculum action/development plan. This ensure each area of the school and subject is continually reviewed and adapted to ensure it is fit for purpose.



Aim: To identify how we plan to develop our curriculum over the academic year (RAG Rated)						
Focus	Who	What needs developed	How will we do it	When	Cost	What will be the outcome
EYFS	Alice Reilly	<ul style="list-style-type: none"> * Adult/s subject knowledge * Specialist provision networking/sharing of good practice 	<ul style="list-style-type: none"> * Team planning time * EYFS consultant visits * Visits to all-through special schools in area * Setup SS EYFS network to share good practice 	Autumn 2022 Spring 23	EYFS SLA Travel/ Cover	<ul style="list-style-type: none"> ✓ All adults know pupils targets ✓ Language rich environment ✓ Fit for purpose curriculum
Post 14	Lucy Embleston & Sarah Dickson	<ul style="list-style-type: none"> * Curriculum Design * Accreditation * Teaching bespoke groups/needs * Pupil destinations/pathways 	<ul style="list-style-type: none"> * SLT curriculum developments * NCFE registration * ASDAN training * D of E Centre * Bespoke plans for groups * TAs leading groups * Careers programme * Provision Visits * PCP (RU) 	Autumn 2022 Spring 1 2023	Centre Cost Travel costs	<ul style="list-style-type: none"> ✓ Young people are engaged in purposeful curriculum ✓ Accreditation offer bespoke to pupil needs ✓ Bespoke careers/pathways plan
Planning	Curriculum Champions & All teachers	<ul style="list-style-type: none"> * Review coverage- long term plans * Detail skills and knowledge on MTP * Teams to develop short term 'weekly overviews' 	<ul style="list-style-type: none"> * SLT review long term coverage- knowledge & skills * SLT and CC detail knowledge and skills on MTP * Teachers to produce weekly overview for TAs 	Autumn 2022 Spring 2023	None	<ul style="list-style-type: none"> ✓ Curriculum is purposeful- knowledge and skills for all ✓ All staff are aware of the curriculum journey for pupils
Teaching & Pupil Progress	SLT & Curriculum Champions	<ul style="list-style-type: none"> * Develop staff subject knowledge * Context for learning (P4A) * Enquiry based questions * Foundation subject assessment (B²) * Skills Builder Passports 	<ul style="list-style-type: none"> * CC lead CPD discussions * Partnership links (DCHS) * All staff use context posters/lesson introductions * Topic Overviews with EBQs and used in books * SLT to review foundation subject tracking/progress * Skills Builder Passports for every child (print) 	Ongoing Autumn 22 Spring 23 Spring 23	B ² £600	<ul style="list-style-type: none"> ✓ All staff have a clear understanding of pupil progress and how we evidence this ✓ Pupil progress is transparent for pupils and parents/carers
Resourcing	Curriculum Champions	<ul style="list-style-type: none"> * Subject specific physical resource review * Subject specific digital resource review 	<ul style="list-style-type: none"> * Complete audit and organise resources in specific location/topic boxes * Order missing resources * CC share resources/materials and key links for staff 	Spring 23 Ongoing	£2000	<ul style="list-style-type: none"> ✓ Curriculum has adequate resourcing to support delivery ✓ Staff know where/how to access specific resources
Monitoring	SLT, GOVs & Curriculum Champions	<ul style="list-style-type: none"> * Curriculum Champions (CC) schedule for subject monitoring * Governors to begin active monitoring alongside CC 	<ul style="list-style-type: none"> * SLT to produce whole school monitoring (on a page) * CCs to RAG rate once completed for their areas * GOVs to directly link with CCs *GOVs to feedback findings at resources (curriculum) meetings 	Autumn 22 Ongoing	None	<ul style="list-style-type: none"> ✓ Curriculum monitoring is clear, systematic and effective ✓ Monitoring is triangulated to ensure clear judgements
Leadership	SLT	<ul style="list-style-type: none"> * Review and develop new curriculum policy * Review and adapt all curriculum documentation to align 	<ul style="list-style-type: none"> * Review and update previous policy * Detail documents that develop/complement the policy * SLT to streamline all curriculum documents to reflect approaches, resources and skill/knowledge progress 	Autumn 22	None	<ul style="list-style-type: none"> ✓ School leaders communicate curriculum intent clearly to all ✓ Staff have sufficient guidance, resources and support to plan

Reporting & Validation

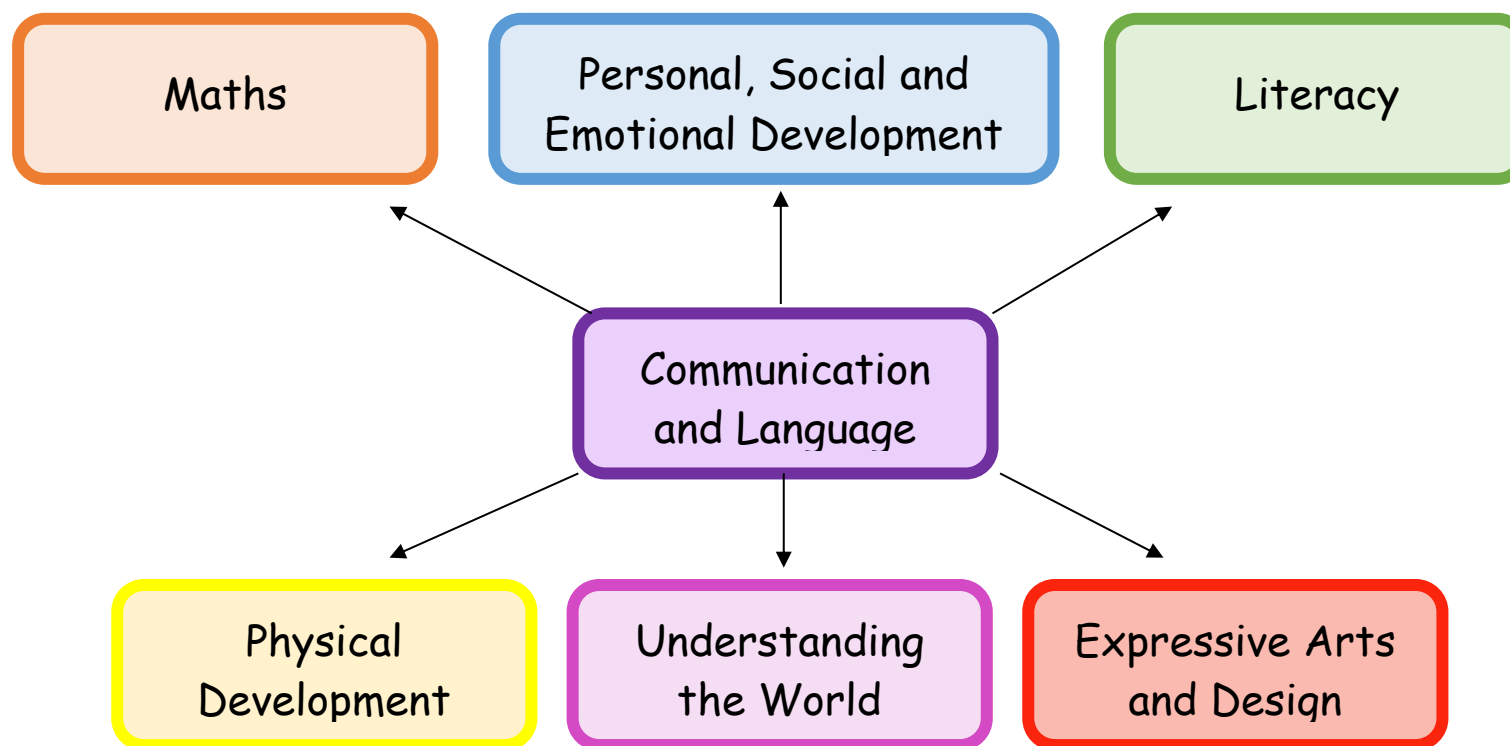
As a school we would want our judgements and achievements to be validated from external partners to ensure we receive sufficient challenge, praise and recognition. As such the following partners will have an active role in providing this:

- ✓ Parents/carers-through feedback, questionnaires, curriculum forums and EHCP reviews
- ✓ Governors-curriculum audits, meetings with curriculum leads, learning walks, evidence scrutiny
- ✓ School Improvement Partner (SIP)- curriculum and evidence scrutinies
- ✓ OFSTED- quality assurance of curriculum offer, pupil outcomes and quality of education

Appendix 1: The Engagement Curriculum

This curriculum is specifically designed for those students at the beginning of their learning journey. It is predominantly for our youngest pupils but it could also apply to older pupils who are not yet ready to transition onto our next pathway. Whilst the majority of this pathway will be drawn from the Early Steps framework it will also incorporate the engagement profile. Pupils could be working at different depths and stages within this pathway. These steps are as follows:

0-3 mnts	3-6 mnts	6-9 mnts	9-12 mnts	12-18 mnts	18-24 mnts	2-2½ yrs	2½-3yrs	3-4yrs	Rec	ELG	Exc ELG
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Appendix 2: The Activate Curriculum

This curriculum is specifically designed to support those students who are able to access the national curriculum. It is aimed at developing core knowledge, skills and understanding in each national curriculum subject. For each subject strand there are specific areas of focus and these are differentiated from Progression Step 1 through to Progression Step 10. Furthermore incremental progress towards mastery of each assessment criteria is embedded in our assessment system.

Core Curriculum

English	Maths	PSHE	Digital Skills
Reading- for pleasure & purpose	Number & Calculation	Self-Awareness	Computing Systems & Networks
Writing	Measurement & Geometry	Self-Care, Support & Safety	Creating Media
Communication- speaking and listening	Statistics & Probability	Managing Feelings	Programming A & B
		Changing & Growing	Data & Information
		Healthy Lifestyles	

Foundation Curriculum

Science	Humanities	The Arts	PE
Biology- Animals inc. Humans, Living things & Habitats, Plants, Evolution & Inheritance	Geography- Place/Locational Knowledge, Geographical Features, Skills & Fieldwork	Art & Craft- Drawing, Colour, Printing, Textiles, Sculpture, Collage	Gymnastics
Chemistry- Everyday material, Properties of Material. States of Matter. Rocks	History- Terminology, Cause & Consequence, Enquiry & Interpretation, Understanding Connection. British History, World History	Design Technology- Cookery, Textiles, Design & Make	Dance
Physics- Seasonal changes, Light & Sound, Earth & Space, Forces & Magnets, Electricity	RE- Creation Stories, Ancient/Historical Religions, Significant Figures, Places of Worship, Pilgrimages, Big Questions	Music- Drumming, Singing, Creating	Games

Appendix 3: The Consolidation Curriculum

Core Curriculum

NCFE English	NCFE Maths	NCFE IT	ASDAN PSD & RSHE
Reading	Number	Using IT	Setting Goals
Writing	Calculation	Finding Information	Managing Relationships
Functional vocabulary -needs and environmental	Shape, Space & Measure	Developing & Presenting	Managing Money & Leisure
Communication- Speaking & listening	Handling Data	Communicating	Environment & Community Action
		Being Safe & Responsible	Healthy Eating & Living
			Being Safe

Specialist Curriculum

Careers	Independent Living	ASDAN Life skills Science	ASDAN Life skills
Pathways & Next Steps	Independence- Chores & Routines, Recreation, News & Affairs	Physics- Materials, clothing and PPE, Energy & Safety	Interests- cooking, workshop, gardening, gaming, home improvement
Enterprise	Preparing Food- Hygiene, Preparing Meals, Using Equipment	Biology- My Body, Plants & Animals	Vocation- hospitality, catering, construction, media, land based study
Experiences of Work	Self Care- Monitoring Health, Managing Clothes, Washing	Chemistry- CSI Investigations, Chemicals & Drugs	
Work/Education Visits			
Employability Skills			
Preparing for Transition			
			Duke of Edinburgh