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1. Introduction

At Esland Daven, students are entitled to a curriculum which contributes to a well balanced education, developing the abilities and life skills of individual students so that they may become valuable, positive and active place in society. The entitlement is for all students at regardless of age, gender, race, religion or disability.

Our objective is to provide an inspirational learning environment where students are encouraged to actively participate in all learning opportunities; where students will enjoy learning, celebrate achievement, and recognise the importance of education; and to nurture the qualities that will enable each student to become confident and competent members of society.

These objectives are central to our curriculum which focuses on students' well-being, learning and preparation for adulthood.

All children on roll at Esland's Daven school are accessing their education via our Turning the Curve model of education. The students are placed at the school via Local Authority Commissioning Teams as they are unable to access formal learning environments with a school setting. Students will be on roll for relatively short periods where they will receive education whilst social & emotional and communication & interaction interventions are delivered by a therapeutically informed clinical and intervention team. All students are working significantly below age related expectation due to significant absences from education along with social and emotional difficulties. Although students may not have cognitive disabilities their global delay in development has resulted in the absence in learning of many of the building blocks for students which are taught at pre-key stage and Primary schools.

2. Aim

Our aspirations are that students leave with a range of academic qualifications and social skills that will stay with them throughout their adult life. Students' progress in these areas will form the foundation of future success in their employment, their independence and will enable them to become effective members of their local communities.

3. Curriculum Vision/Values

- **Be Kind** – We treat everyone with respect, we are always **Kind!**
- **Be Bold** – Be brave, speak up. Be honest and be **Bold!**
- **Be Curious** – Curiosity is at the heart of what we do. Be **Curious!**
- **Be Fun** – Life at school shouldn't be dull; let's have and be **Fun!**

4. The Curriculum Shall Demonstrate:

Breadth

Our students will be introduced to the elements of knowledge, learning, understanding, concepts, skills and attitudes, incorporating human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual, technological and creative aspects of the curriculum.

Balance

All students will benefit from an appropriate whole school curriculum that can be tailored to suit the needs and abilities of individual students. Amendments to an individual student's curriculum will be done in consultation with the young people so they can help influence their own learning pathways

Coherence

Careful planning will ensure that students know how to progress and have the opportunity to maximise their potential and overall attainment.

Relevance

The curriculum will be appropriate to students providing opportunities to respond to changes in modern society and allowing reflection on previous experience.

Pedagogy

We will always remain child focused. The needs of individual students will remain central to what we do. Students are encouraged to take an active role in their personal development, sharing with teachers how they learn and evaluating their progress.

Linguistic:

Esland Education is relentless in its commitment to ensuring that, through its English curriculum, young people learn to communicate effectively whether this be when speaking and listening, reading, and writing with confidence, or in reading with fluency and understanding. We wholeheartedly believe that having an interest in books and reading for enjoyment gives young people a sense of identity, set within our social, political, cultural, and economic relationships.

A growing vocabulary, in spoken and written forms, fires curiosity about our language and plays an essential part in preparing young people for living and working in the contemporary world. During their journey through our English curriculum, young people consider and understand a range of text types and genres; developing the confidence and skills to write in a variety of styles and forms appropriate to the situation. As they do this, students develop powers of imagination, inventiveness, and critical awareness. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions and personal choices, their attitudes, and values.

Our English curriculum aims to provide young people with the knowledge, skills, and aptitudes to access the broader curriculum, including developing an understanding of technical vocabulary so that they can communicate all that they know and have learnt.

Ultimately, our aim is to ensure that children become literate and develop the essential skills that allow them to communicate and function in society, both now and in the future.

At Esland Daven we follow the Schemes of Learning (SOL) set out by CLPE's Power of Reading and use a text-led approach to all our English in both the 'Stepping Stones' and 'Elements'. We continue this approach until the end of year nine when students follow a pathway accredited by AQA, most frequently this will be Functional Skills Level 1/2.

English lessons are text-based to allow the children to enjoy reading and become fully immersed in text. This can provide a deeper understanding of a range of texts, writer styles and vocabulary. Some students also use technology to help them communicate and build skills such as 'Proloquo' and other aids and apps via a tablet. Those students with English as an additional language (EAL) will be supported to access lessons using a range of resources whilst making sure that this doesn't become a barrier to learning.

Reading at Daven School is first assessed to get a reading and comprehension age and then text in lessons are based around these and then those that are identified as needing additional support in reading will be placed on an intervention such as phonics, 'Read Write INC' or reading programme to increase their reading and comprehension age. These interventions are reviewed every 6 weeks and reading age assessment completed twice a year. At Daven School students also have the opportunity to choose books, comics or other reading material to encourage a love of reading. Teachers/staff are also encouraged to read to students who struggle to support them in lessons.

Mathematical:

We believe that every child and young person should be enabled to develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond the bounds of education.

We strive to provide our children and young people with an engaging, exciting, and empowering curriculum that equips them for today AND tomorrow. We deliver lessons that are creative and engaging. We want children and young people to make rich connections across mathematical ideas to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems. We intend for our students to be able to apply their mathematical knowledge to science and other subjects. Children and young people are encouraged to solve problems each day using concrete resources, pictorial representations and abstract thinking.

At Esland's Daven School we follow the Schemes of Learning (SOL) set out by 'White Rose Maths'. 'White Rose Maths' is an organisation that provides maths resources for students of all ages, from early years to secondary school. The yearly frameworks break down what children need to learn during each week of each term to master the learning objectives laid out by the National Curriculum. At the heart of their resources and frameworks is the motto "Everyone Can Do Maths: Everyone Can!" We continue this approach until the end of year nine when students follow a pathway accredited by AQA, most frequently this will be Functional Skills Level 1/2.

Scientific:

We believe that our young people deserve a broad and ambitious Science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment.

Our science curriculum will give students the opportunity to develop practical skills by working scientifically, articulate scientific concepts clearly and precisely, address misconceptions and accurately read and interpret technical vocabulary.

The science curriculum will help students to understand the nature, processes and methods of science whilst developing an understanding of the uses and implications of science today and for the future. Students will see connections between subject areas and become aware of the big ideas underpinning scientific knowledge and understanding. They will learn to challenge received wisdom by considering new evidence and ideas. Our science curriculum will provide students with the opportunity to use their developing problem-solving skills and numeracy within the realms of fascinating scientific concepts. Science is taught in all key stages.

Technological:

We recognise that computing is changing the lives of everyone. The use of computing is an integral part of the national curriculum and is a key skill for everyday life. Through teaching computing, we equip children and young people to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for students to be able to use information in a selective, safe and effective way. Computing skills are a major factor in enabling children and young people to be confident, creative, and independent students. Computing is used to enhance the learning power of young people at Esland Education through the application of their computing skills and knowledge to their learning in other areas. The aim of our computing curriculum is to equip young people with the confidence and capability to use computing throughout their later life, developing the understanding of how to use computing safely and responsibly.

Human and Social:

This area includes PSHE at all key stages, Employability and Enterprise study of the humanities throughout the 'Stepping Stones'. Personal, Social, Health and Economic (PSHE) education is taught at all stages of a young person's educational journey at Esland Education.

PSHE is a subject through which students develop the knowledge, skills, and attributes they need to manage their lives, both now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

During key stage 2, our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect students' increasing independence and physical and social awareness, as they move through the primary phase. Children are supported to develop effective relationships, assume greater personal responsibility, and manage personal safety, including online.

PSHE education helps students to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. At key stage 3, students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE

education acknowledges and addresses the changes that young people experience, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life.

Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3.

PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By the end of key stage 5, many young people will leave home or be preparing to live independently. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences.

As students' progress through the key stages, this balance shifts towards teaching related to young people's current experiences. At this stage, it is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies, and attributes they need for independent living and the next stage in their education or career.

Physical:

We believe that, through physical and sporting activities, young people can experience a greater sense of physical, mental health and wellbeing. Through the building of body-awareness and the skills associated with specific sports, a young person's knowledge of their body grows and this, in turn, inspires them and builds confidence. They can tap into their physical super-powers and excel in their chosen sport if that is what they wish to do. Our PE, Outdoor and Adventure Curriculum, aims to inspire and engage young people's interest in a broad range of physical, outdoor, and sporting activities. Through our curriculum we will foster children's interest in physical wellbeing and healthy lifestyles to establish long lasting lifestyle messages. PE and outdoor activities will also promote character strengths and personal values, encouraging young people to share, respect, support, trust and work together. We aim to ensure that our young people are physically active for sustained periods, try different activities to find ones in which they can excel and enjoy, enabling them to lead busy and active lives. This in turn impacts positively on mental health and emotional wellbeing. For these reasons, all our young people will take part in weekly PE and outdoor education sessions.

Aesthetic and Creative:

Students benefit greatly from immersion in the creative arts. It provides them with a new way of looking at and experiencing the world and provides them with a means of communicating creatively.

Throughout their time with us, we aim to provide young people creative and artistic experiences through the Art and Design and/or music programmes that they study. Art and design provide visual, tactile, and sensory experiences and embodies some of the highest forms of human creativity.

Art and design education aims to engage, inspire, and challenge student, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft, and design. As students progress, they will be able to think critically and develop a more rigorous understanding of art and design. Students will have the opportunity to also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation.

We aim to ensure that all young people have the opportunity to produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft, and design techniques. Skills in evaluation and analysis of creative works using the language of art, craft, and design. In addition, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Music education also provides a means of exploring, appreciating, and understanding the cultural and creative world in which we live and how it has evolved. Music explores the relationship between the Earth and its people through the study of place, space, and environment. It is a unique way of communicating that can inspire and motivate young people. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables young people to better understand the world. Besides being a creative and enjoyable activity, music plays an important part in helping young people to feel part of a community. We provide opportunities for all young people to create, play, perform and enjoy music, to develop skills and to appreciate a wide variety of musical forms.

Young people who have a specific talent and interest in the creative arts will be provided with additional opportunities to continue their journey in these curriculum areas (usually through peripatetic teachers).

Art is taught across all Key Stages. Music is offered on a weekly basis as either an additional lesson, or through music therapy sessions.

5. Curriculum Intent

The Curriculum Intent was carefully devised to consider the skills and qualities that we consider to be essential in order to become a healthy and successful adult. Our curriculum has been developed to support each student's holistic development. The curriculum allows us to focus on academic achievement, personal wellbeing and relationships and recognizes the core characteristics which we feel are essential to be developed if young people are to become successful adults. Our curriculum includes all elements of British values and SMSC and each subject has a curriculum which incorporates progress towards these elements.

6. Implementation

Our students engage in education for 2 sessions per day, up to 3 hours per session. Many of these sessions are delivered 1-1 at the Daven School, in the care placement or in a suitable local venue. We utilise local alternative provision to shape out our curriculum, such as Inside Out Forest School. Other local providers of education are utilised as necessary to match the needs and interests of the young people.

Following the 6-week assessment period, a personalised curriculum is designed for each of our young people. Dependent on prior attainment, gaps in learning and previous experiences of education, there are three Daven Streams available:

The Stepping Stones Curriculum: Aimed at Key Stage 2 or Entry Level Students. The aim of the Stepping Stones curriculum is to ensure that young people become confident communicators. Students read fluently, effortlessly and with understanding. They read a range of texts and reflect on the concepts and issues raised within them. They develop a love for reading that stays with them as they move on. Young people communicate effectively both verbally and in writing, ensuring that their voice is heard. They develop the skills of transcription through creative writing opportunities that have meaning and purpose. Young people learn key mathematical concepts through varied fluency and problem-solving for mastery. The core skills of mathematics and English are embedded in broader curriculum opportunities that provide focus and challenge, deepening young people's knowledge and understanding of the world and enhancing the ways in which they communicate with it. At the end of the Stepping Stones curriculum, young people are ready for the challenging subject specific content of the Elements Curriculum at KS3 or to begin to plan for adult life through the Futures Curriculum. The aim of the Stepping Stones curriculum is to ensure that young people become confident communicators. Students read fluently, effortlessly and with understanding. They read a range of texts and reflect on the concepts and issues raised within them. They develop a love for reading that stays with them as they move on. Young people communicate effectively both verbally and in writing, ensuring that their voice is heard. They develop the skills of transcription through creative writing opportunities that have meaning and purpose. Young people learn key mathematical concepts through varied fluency and problem-solving for mastery. The core skills of mathematics and English are embedded in broader curriculum opportunities that provide focus and challenge, deepening young people's knowledge and understanding of the world and enhancing the ways in which they communicate with it. At the end of the Stepping Stones curriculum, young people are ready for the challenging subject specific content of the Elements Curriculum at KS3 or to begin to plan for adult life through the Futures Curriculum.

The Elements Curriculum: AIMED AT KS3-READY STUDENTS

The aim of the Elements Curriculum is to provide robust challenge for students who can access the KS3 National Curriculum in English, mathematics, and science. Students will have few gaps in knowledge and understanding from KS1/2 and where they have, this can be addressed whilst accessing KS3 content. This curriculum is aspirational and is targeted at students who will ultimately sit level 2 qualifications at the end of KS4. Throughout the Elements curriculum, students will read and explore a range of challenging texts including those from pre-1914. They will continue to be encouraged to read widely and often. In mathematics, they will continue to access the White Rose Schemes of Learning and will be encouraged to master key concepts from KS2 and to develop varied fluency and mastery within the content at KS3. In science, students will study some of the key elements of science in the KS3 National Curriculum Programmes of Study, but they will particularly focus on developing their enquiring minds and working scientifically. They will, in this way, be provided with additional opportunities to apply their mathematic, linguistic, and computing skills.

The Futures Curriculum: AIMED AT KS4/5 STUDENTS

Our Key Stage 4 students bring a wealth of character attributes, skills, and talents that we aim to celebrate and champion throughout their time with us. However, we recognise that previous experiences and recent or historic trauma may impact significantly on a young person's confidence and aspirations along with their trust of education. For our key stage 4 students, the next steps of preparing for adulthood are often the most daunting and therefore our Futures curriculum is focused on delivering personal, social, health and economic education, goal-casting, accreditation in maths and English (usually at a Functional Skills level), employability skills and enterprise opportunities. This ensures that young people are fully prepared for the next step in their journey. To supplement this, our

KS4 students have access to a range of vocational courses, currently offered through our links with local colleges. Current vocational options include Multi-Trades, Motor Vehicles, Hair and Beauty and Public Services.

7. Teaching and Learning

Our school, across each key stage, is based on the principles of 'nurture' with a clear focus on understanding behaviour, improving communication, building strong learning foundations and developing self-esteem. The school provides a safe and supportive space with key adults. As students move through the school the level of independence expected increases and support offered becomes more tailored to the needs of each student.

Students at Esland's Daven school can access Unit Award Schemes, ASDAN, GCSEs, Project Qualifications, Functional Skills or Entry Levels dependent on their ability levels and aspirations. Subjects taught include; English, Mathematics, Science, PE, PSHE, Computing, Creative Arts, Humanities and Employability and Enterprise.

Students are expected to contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. Extra-curricular activities enrich the students' experience and are an integral feature of the school's ethos. All students and adults are encouraged to participate in the many experiential learning opportunities and off-site learning experiences offered.

8. Future

We encourage students and provide opportunities to focus on careers throughout their time at school with specific work targeted at Y9. During Y9, students have the opportunity to undertake vocational courses at college to prepare them for life after school. In terms of careers we work hard to ensure compliance with the 8 Gatsby benchmarks.

Our Curriculum includes a great deal of additional opportunities including those which are social, moral, spiritual and cultural. Students contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. We also ensure that students have accurate Sex and Relationships Education through PSHE.

Extra-curricular activities enrich a student's experience and are an integral feature of the school's ethos. All students and teachers are encouraged to participate in the many experiential learning opportunities and off-site learning experiences offered.

9. Planning

Each subject curriculum is designed to detail the progress students will make across their time at school in regard to the acquisition of knowledge and the development of core skills.

Curriculum Intent is identified in all subject planning.

At Esland Daven the Curriculum Intent is identified on all student books and in classrooms. This is referred to throughout lessons. On our lesson outline in student books for every lesson this is identified. Wellbeing- all elements of our curriculum are therapeutic. Staff support students throughout the school day. We eat in family groups at lunch times and carefully structure break

times. We also have more specific therapeutic opportunities which include Forest School, animal therapy, play therapy, resilience programmes and social-story time.

10. Impact

The impact of our curriculum can be tracked in lots of ways focusing on academic and non-academic achievement.

We have a very strong sense of community, and we encourage students to consider the importance of contributing. We use photographic evidence to track some of the experiences which students have accessed, in addition to the curriculum, which have supported them to make progress against the Curriculum Intent. This also shows how we have supported students to develop in regard to SMSC and British Values.

At Esland Daven, student progress is recorded at 3 points across the academic year (depending on provision) and learning is planned around their identified next steps. In lessons, students are encouraged to collaborate and support each other and are afforded opportunities to foster independent learning skills. The qualifications students achieve allow us to assess the impact of our provision. Simply sitting exams, when considering the lived experiences of many of our students, shows commitment to learning and, in some cases represents significant progress.

11. Inclusion

All lessons at Esland's schools are inclusive. Teachers have high expectations for all students in accordance with their stage and/or ability level. School staff will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able students, students with low prior attainment, students from disadvantaged backgrounds and students with an identified SEN. Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject offered, wherever possible, and ensure that there are no barriers to student achievement.

Lessons will be planned so that teaching opportunities help students to develop their literacy skills, and to support students to take part in all subjects. Differentiation provides appropriate tasks for each student and a level of challenge which will maximise academic achievement. Each student should be sufficiently equipped to make informed and realistic decisions at each stage in their development so that they can take an active role in contributing to their progression.

12. Assessment

Teachers use assessment to inform lesson planning and to set appropriate targets that provide realistic targets for each student. Assessments and planning are reviewed regularly by the senior leadership team and used to aid whole school progress tracking. There will be regular communication with parents/carers with updates provided each half term and also during bi-annual parent/carer information days.

13. Staff CPD

The curriculum is supported by appropriate INSET for teachers, and the school will make available appropriate resources to support effective teaching and learning.

Staff are encouraged to take risks and try new things in order to be innovative across all areas of the curriculum.

Subject Co-ordination – Roles and Responsibilities

Subject co-ordination 2023-2024		
Subject	Curriculum co-ordinator	Additional Support
English		Kelly Pope
Mathematics		Kelly Pope
Science		Kelly Pope
Computing		Kelly Pope
Humanities		Kelly Pope
Physical Education		Marc Hopkin
Creative Arts		Ginette Carter
PSHE		Kelly Pope
Careers & Life Skills		Zoe Jefferson

Accreditation:

When students reach Key Stage 4, our students begin to study for Functional Skills qualifications in mathematics and English however there are options for Entry Level if required. Some students may wish to work towards a GCSE in mathematics. Teachers often use close links with exams boards who run regular moderation and standardisation courses to ensure their individual accuracy.

We also offer access to courses from ASDAN, the AQA Project Qualification and AQA Unit Awards, which enable us to build a more practical and vocational timetable for some students. It is targeted at the 14–19 student population and can, therefore, be used as part of the Key stage 3 and 4 curriculum.

Attached to this are charity initiatives, which builds both practical and life skills for the same group of students. Items made within this group are regularly sold at school events.

Access to outside agencies, providing suitable alternative courses, such as City and Guilds can be accessed when required. This is often provided through links with local colleges. As a school, we utilise a variety of examination boards, chosen by the subject coordinators to best match the style and content of the course with the profile of the students within each class.

Resources

Resources are the responsibility of the subject co-ordinator and class teacher. As a school we are constantly expanding resources to meet basic subject needs and the wider implications of government initiatives. A yearly subject-specific audit is carried out by the curriculum co-ordinator. This audit provides an overview of the subject requirements over the coming year and provides a breakdown of costs and needs both essential and desirable. Where possible, those subjects taught in modular format are resourced on a termly basis linking to the specific programme of study.

Documentation

Without effective planning, monitoring, reporting and assessment, the curriculum would be less effective. Planning is the method of ensuring lively, reflective delivery with appropriate pace and continuity, leading to a positive and rewarding learning experience for the student. The system of curriculum documentation at Esland Daven School is designed to streamline planning, assessment, and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Curriculum documentation at Esland Daven School forms the physical backbone of the planning for continuity and effective progress in education through Key Stages 1-4. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year.

It is broadly split into the following main areas:

- Annual Review documentation:
- Education Health and Care Plans (EHCP)
- Positive Support Plans (PSP) incorporating time-out procedures
- Personalised Learning Plans

Curriculum planning

- Long-term plans based on 2014 National Curriculum and subject specific schemes
- Medium-term plans completed termly and detail objectives, activities, differentiation, outcomes, assessment opportunities, resources, and evaluation.
- Short-term plans are managed daily using medium term plans and within teacher planning.

Assessment & recording

- From work completed and annotated in exercise books, levelled by teachers to support teacher assessment
- From curriculum planning
- Formal testing; mock examinations; assessment activities; skill specific testing relating to reading and spelling

Reports

- Academic end of term reports, including current attainment and comments on progress and next steps are sent to parents three times a year.

The progress tracking system enables teachers to plan and record student progress and assessment results together with evidence of teacher assessed levels. When possible, teachers will utilise each other's expertise to moderate levels given.

The school tracks assessment termly using the IMS (Behaviour Watch). It also records results from Literacy assessments. These results are used, in conjunction with the teacher assessment to provide an 'expected level' that can be used to inform planning. Teachers can use this information to inform their planning.

Curriculum Documentation

Most documentation pertaining to planning is kept on the school server, where it can be easily accessed, shared, and developed. Individual teachers have their own physical planning files, allowing them the flexibility to adapt medium- and short-term planning on a daily basis.

Syllabus – Subject Specific

Subject Schemes of Learning

Programmes of Study (Long term plans) Termly planning (Medium term plans) Teacher Planning (Short term plans) and session records.

IEP, Assessment and Recording Documents

Education, Health and Care Plan

Initial Screening e.g., literacy testing, OT and SALT assessments Review

Recommendations/targets

Personalised Learning Plans

Assessment Evidence in Exercise books

Mock examinations

End of unit/year tests Student tracking

Assessment tasks

Collected into progress files

Bench Mark Grade Using the GL Assessment

End of term and Annual Review reports

Social communication programmes

Occupational Therapists/ Speech and Language Assessment

- Individual Assessments
- Individual Programmes
- Group Programmes
- SCERTS Assessments

Monitoring and Evaluating Practice

The following will be monitored by the Senior Education Team:

- SMART PEP targets are in place and reviewed each term
- Subject teachers set individual targets for the subject area
- Long term, medium term and lesson planning is in place and fits the Scheme of Work
- Marking gives constructive feedback and guidance to attain at the next level
- Practice and provision is consistent throughout the school

Monitoring will include:

- Work scrutiny
- Planning scrutiny
- Marking scrutiny
- Learning walks
- Lesson observations