



Curriculum Policy Statement

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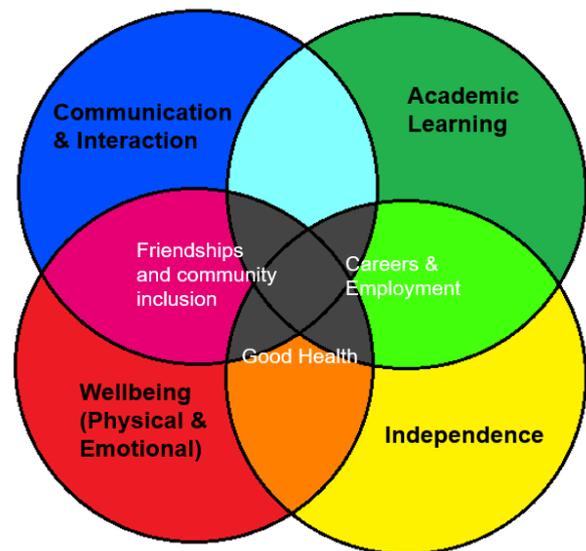


“Learning together, to be the best we can be”

1. Intent - What are we trying to achieve through our curriculum?

- The curriculum at Kelford is designed to enable learners with a wide range of needs to build the knowledge and skills they need for life, in order to be “the best that they can be.” The four cornerstones of Communication, Academic learning, Wellbeing and Independence provide our curriculum with a strong holistic core, which is flexible and adaptable through the use of individual learning plans to ensure that it is relevant to each and every learner. Topic based thematic learning, with a hook, project and celebration for each topic, provides exciting, engaging and experiential learning opportunities for all.
- The curriculum is driven by a determination that we will ensure all learners have the best opportunities beyond school, whether learners’ futures follow a social pathway, further education or employment. The four cornerstones of our curriculum are intrinsically linked to preparation for adulthood providing opportunities for; Employment, Community Inclusion and Good Health as well as Independent Living.

- **Communication** is a key cornerstone of our curriculum. learners are encouraged and supported through a total communication approach to be confident and independent communicators developing key skills that will support them into adulthood. Our personalised approach to learning has the flexibility to adapt to pupil voice, allowing each pupil to be involved in driving the direction of their own curriculum.



- **Academic learning** – Driven by passionate belief that all learners are entitled to high quality education, our academic curriculum, informed from a developmental perspective, reflects the wide range of needs of our pupils and provides breadth and balance across all learning pathways, including social, moral, spiritual and creative learning. The carefully sequenced curriculum is designed to develop pupil’s knowledge and skills, with a focus on mastering and generalising these, to ensure they have the best opportunities into their adult life.
- **Wellbeing** – Learners are not ready to develop if their physical and emotional wellbeing needs are not met. Our curriculum nurtures individuals, encourages resilience, pride, self-regulation and the development of a growth mindset, promotes respect and dignity and ensures that all physical and sensory needs are met.
- **Independence** – The curriculum develops independent living and self-care skills from the early years, ensuring that young people are independent and valued members of the community at school and beyond.



2. Aims

- To recognise that every child is an individual with individual needs and abilities.
- To ensure that every child has access to a curriculum that embraces the development of cognitive, social, moral, spiritual and creative learning.
- To ensure that pedagogy and assessment enable and reflect the progress made by all individuals.
- To provide an environment in which each individual can develop and make progress.
- To provide an engaging, exciting, broad, balanced & relevant curriculum that meets the needs of all of our pupils.
- To provide a knowledge rich curriculum, building knowledge and skills for life for all learners.
- To provide a researched based, developmental curriculum which supports pupils to build on prior knowledge and skills, carefully sequenced into small manageable steps.
- To celebrate and embrace all learning and recognise the importance of mastery and generalisation of skills over and above a race for accelerated progress.
- To provide a curriculum that is flexible and adaptable to meet the needs of unique learners.
- To reflect the importance of all 4 areas of need in the SEND code of practice, providing a relevant curriculum and ensuring opportunities for progression run throughout.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Develop pupils' independent learning skills and resilience in order to best equip them for their life after school.
- To promote high expectations for learning, behaviour and teaching to monitor standards of pupil achievement and the quality of teaching.
- To provide an exciting and enabling environment for learning.
- To ensure that each pupil is able to achieve his or her fullest potential through planning, recording, assessing and monitoring in a systematic way.

3. Legislation and guidance.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) as well as the recommendations for learners working below the standard of the national curriculum tests in the [Rochford review: Final Report](#) .

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children as set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#)



4. Roles and responsibilities

4.1- The Academy Council

The Academy council, in conjunction with the Academy Trusts quality assurance and school improvement partners will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

4.2. – The Multi Academy Trust - Quality assurance and school improvement partners will, in conjunction with the academy council will:

- Ensure a robust framework is in place for setting curriculum priorities and aspirational targets;
- Ensure that the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science;
- Ensure Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- Monitor the implementation and impact of the curriculum through trust led quality assurance processes.
- Ensure courses are provided for pupils below the age of 19 that lead to qualifications, such as Functional Skills
- Ensure that the school implements the relevant statutory assessment arrangements;
- Actively participate in decision-making about the breadth and balance of the curriculum;
- Ensure Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.3 – The Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Academy Council;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The Academy Council in conjunction with Academy Trust school improvement partners are fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The Academy Council is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs.



4.4 – All staff (other staff)

All staff will ensure that the school curriculum is implemented in accordance with this policy and in line with the schools PRIDE values, maintaining high standards and expectations of pupils and of one another, working together to support pupils to be the best that they can be.

- All teachers are responsible for ensuring delivery of the curriculum in line with this policy and individual faculty policies.
- All support staff are responsible for facilitating the delivery of the curriculum as directed by teachers, in line with this policy and the marking and feedback guidance (appendix)
- Faculty leaders oversee policies and schemes of work for individual subjects and areas of need. They are responsible for monitoring coverage within their subject.
- Curriculum leads oversee curriculum review and the work of faculty leads, reporting to the head teacher and Academy Council.

5. Curriculum Offer.

We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations. Our curriculum has been designed with this in mind, drawing upon both research and knowledge of our learners to ensure that the needs of all pupils are met.

We recognise the need for a range of approaches, strategies and resources to support young people with a wide range of learning disabilities including Autistic spectrum Conditions (ASC), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD) Complex needs and profound and multiple learning disabilities (PMLD)

For all learners we recognise that it is essential to offer opportunities for progression within all 4 areas of need as defined in the SEND code of practice, this is reflected in bespoke planning of termly outcomes for all pupils in their Individual learning plans (ILP's) linked to long term targets In Education Health and Care plans (EHCP's)

We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.

Our curriculum reflects our PRIDE values with pupil voice playing a substantial role in the design and ongoing review of our curriculum. The curriculum supports pupils to understand how to treat each other with dignity and respect; Independence runs throughout our curriculum with all learners from EYFS onwards having bespoke independent living objectives within their individual learning plans and all pupils receive their entitlement to a broad and balanced curriculum, including all statutory requirements as highlighted in this policy.



5.1 – Curriculum Pathways

We have developed curriculum pathways, to ensure that just as we recognise that the pedagogy for different learning needs should be personalised, we must also recognise that the key skills, communication systems and formative and summative assessments should also reflect progress for each child / young person. The pathways support the knowledge and skills that individuals need to acquire based on their starting points & learning needs and are designed to provide learners with the support they need to be the best that they can be at Kelford and beyond.

Kelford School – Learning Pathways – curriculum overview.					
Pathway	Characteristic of learner	Communication	Developmental level	Curriculum Areas	Assessment
Yellow	Pre-formal learners with profound and multiple learning disabilities.	Pre – intentional Anticipatory Intentional – purposeful messages	0 – 12 months K1	Non-subject specific communication and interaction, social relationships, self-determination, physical wellbeing and independence.	Engagement model MAPP – Summative Assessment of ILP's & Routes for learning.K1 KS4 – ASDAN sensory transition challenge KS5 – ASDAN Personal progress achievement continuum 1-3
Lime	Informal learners with Severe learning disabilities and Complex attention and interaction needs, exploratory play based	Intentional – some initiation, requesting, turn taking Intentional 1 – 3 key words/signs/symbols.	K2 – K3 12 – 24 months	Communication, language and literacy, early maths and problem solving, social play and shared attention, Independence, Faculty based - foundation exploratory learning.	MAPP – Summative Assessment of ILP's. (Kelford progression grids K2-3) Pre-Key stage standard 1 KS4 – ASDAN sensory/transition challenge KS5 – ASDAN personal progress achievement continuum 2-5
Green	Semi-Formal learners with SLD, engaging in early subject specific learning, initiating and participating in meaningful engagements across a range of contexts and environments. able to tolerate some level of demand.	Intentional 1 – 3 key words, joining words and ideas, beginning to use short phrases/sentences	K4 – 24 – 36 Months K5 – 36 – 48 Months K6 – 48 – 60 Months	Communication, Language and literacy, Early Maths and problem solving, Independent living, physical, social and emotional wellbeing & Faculty based foundation learning.	Summative assessment of ILP's (Kelford progression grids K4-6) Pre-Key stage standards 2 – 3 Phonics screening Y1 KS4 – ASDAN transition challenge KS5 – ASDAN Personal progress Achievement continuum 5-10.
Orange	Formal Learners With SLD/MLD accessing subject specific learning in most areas.	Abstract words and reasoning – 4+ key words uses language to talk about things beyond immediate situation, using more complex sentences and developing grammar.	K7 – 60 – 71 Months K8 – ARE - Y1 K9 – ARE - Y2 K10 – ARE – Y3	Literacy, <u>Maths</u> , <u>Independent</u> living, physical, social and emotional wellbeing & Faculty based foundation learning following national curriculum ARE 1-3.	Summative assessment of ILP's (Kelford progression grids K7-10) <u>Pre-Key</u> stage standards @ end of key stage 1 & 2. KS4 – ASDAN transition challenge and Entry levels functional skills (Eng & Maths) KS5 – ASDAN Personal progress Achievement continuum 8-10 Princes trust PDE award/certificate.
Supplementary pedagogical approaches.					
Blue**	Learners with ASC often unable to tolerate demand and uncertainty	Linked to cognitive pathway (See above)	Linked to cognitive pathway (see above)	Blue learners require a toolkit of strategies, pedagogies and approaches to support with their learning (e.g. TEACCH, SCERTS, Attention Autism) used to support learning linked to their EHCP/ILP Pupils will be on one of the above cognitive pathways in addition to Blue (e.g. Green/Blue)	Autism education trust – Autism progression framework to be used as a toolkit to aid planning and assessment of ILP objectives.

Yellow Pathway

- Learners follow a pre-formal non-subject specific curriculum pathway designed to ensure progression of their knowledge and skills within all areas of needs.
- Topics, Themes and project-based learning are used as hooks for learning to engage pupils; there is no expectation that the national curriculum will be followed, and pupils are not required to take part in subject specific learning.
- Learners have bespoke outcomes for each area of need set in their Individual learning plans
- Progress within cognition and learning is assessed through the use of the routes for learning assessment tool.
- Progress in all areas of need will be assessed via the use of the MAPP assessment tool allowing us to celebrate lateral progress and small steps over time.
- Engagement scales will also be utilised to support assessment and drive meaningful conversations in order to constantly review and adapt approaches and support.
- Pedagogical approaches include guided discovery and play, therapy, sensory and play based learning, allowing processing time with very short periods of 1:1 focused work



Lime Pathway

- Learners will follow an informal exploratory curriculum designed to ensure progression within all areas of need for learners with severe and complex learning disabilities.
- Topics and project-based learning will serve as hooks in to learning, and pupils will engage in informal play and exploration around the topic designed to engage and support learners to make the necessary small developmental steps in progress.
- Learners will be assessed using developmental progression skills, reflecting knowledge and skills aligned with a developmental stage of 12-24 months. They will engage in developing early subject specific knowledge and skills through informal learning.
- The MAPP assessment tool will be used for summative assessment to allow small lateral steps in progress to be celebrated.
- Communication, interaction, building skills for learning (executive functioning) and learning to tolerate others and demands are all core areas of development for pupils on this pathway.
- Pedagogical approaches include informal play-based learning supported by continuous provision, parallel play, intensive interaction, therapy based learning, 1:1 learning with scaffolding and small lateral steps in progress with opportunities for overlearning and generalisation.

Green Pathway

- Learners will follow a semi-formal curriculum, based on subject specific developmental progression steps from 24- 60 Months.
- Elements of learning on the green pathway will follow EYFS approaches and some elements of learning will still be informal, provision and experience based.
- Topics and project-based learning will be used as hooks into learning and foundation learning will be closely aligned to topics rather than being taught as discrete subjects.
- English, Maths, PSD and PE will be taught as discrete subjects
- Progression within cognition and learning will be assessed through ILP targets and developmental trackers K4-6
- Pedagogical approaches include retrieval and review, small group teacher led input and worked examples, building on prior learning. Continuous provision which encourages independence, modelling, scaffolding, 1:1 learning building to paired/small group tasks.

Orange Pathway

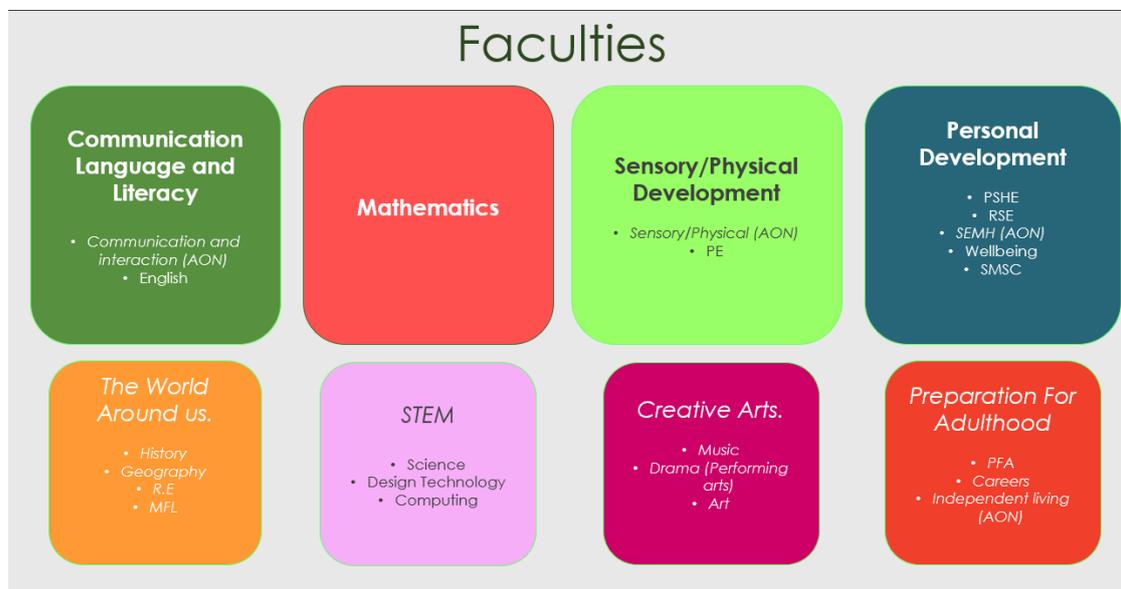
- Learners are engaged in subject specific learning following an adapted national curriculum
- The curriculum is tailored to promote progress within age related expectations years 1-3. Any pupils displaying mastery of ARE year 3 before the end of Key Stage 3 would be supported on a bespoke level, with consideration as to whether an SLD school is the right setting to enable the learner in question to meet their full potential.
- Foundation subjects will be taught through topics and project-based learning.
- English, Maths, PSD and PE will be taught as discrete subjects
- Progression within cognition and learning will be assessed through ILP targets and developmental trackers K7-10.
- Pedagogical approaches include: Teacher led introductions, modelling and worked examples. Small steps approach, overlearning, co-operative play, reduced scaffolding. Small group and whole group activities.

Blue and Rainbow learners. - Supplementary pedagogical approaches

- **Blue learners** require a set of pedagogical approaches and teaching strategies to support and enable young people with ASC to access learning, it does not describe a cognitive pathway and learners developmental level within academic learning may vary.
- Learners on this pathway likely require routine and predictability built in to their curriculum
- Blue learners will be supported using known pedagogical programmes and practices including elements of TEACCH, SCERTS and Attention Autism.
- The Autism Education Trust – Autism progression framework (APF) will be used as a toolkit to support progress, setting of objectives and next steps in learning, this is a holistic tool which will support with all areas of need
- Blue learners may not be ready to engage in any subject specific learning and their cognition and learning objectives may function on focus, attention and readiness to learn.
- **Rainbow learners**, are pupils, often referred to as having spikey profiles. These learners may be working at different developmental stages in different areas/subjects. They may need elements of formal learning in a discrete subject based with informal exploratory play in another area. They may show a clear need for **blue learning** support but also demonstrate that they are capable of swift academic progress in the green or orange pathways if that support is in place.
- At Kelford we recognise and support that learners cannot always be placed into a clear category and these **Rainbow Learners** may follow elements of different pathways. This will be discussed and monitored through annual reviews, discussions with parents/carers and wider professionals and through pupil progress meetings.

5.2 Faculties approach.

All academic and holistic learning at Kelford is aligned to faculties, each of has been developed and is overseen by a team of teachers, led by an experienced practitioner. Subjects have largely been grouped as a continuation of early years practice, reflecting the developmental stages of our learners, however understanding the world has been separated into discrete faculties for the world around us and STEM to ensure that pupils receive breadth and entitlement within these areas. We believe that delivering learning through faculties allows us to offer our pupils engaging cross curricular learning opportunities delivered through high quality, carefully planned long term plans and offers breadth and balance through a quality over quantity approach.



5.3 Developmental progression documents.

In order to support our pupils to develop essential knowledge and skills for life in and beyond school, research based developmental progression documents have been designed by faculty leads. The progression maps include well sequenced step by step objectives that move through key milestones or “threshold concepts.” These incorporate all statutory guidance and assessments for the relevant developmental stage: The Engagement model; Development matters; the Early Learning Goals; Pre-Key stage standards & years 1-3 of the national curriculum and in Read Write Inc. a validated Systematic Synthetic Phonics scheme. In addition to this, birth to five matters, the multiple needs journal and additional documentation researched by faculty leads have been utilised. These documents have been quality assured by curriculum leads and alongside additional planning and assessment tools that support our yellow, lime and blue pathways provide us with a robust overview of progression on which our curriculum is based. This has been tailor made to our school and our pupils in the belief that any one “off the shelf” curricula can not meet the needs of our learners.

5.4 Whole school thematic learning.

The curriculum for all pupils in key stages 1-3 is driven by 15 whole school project-based topics on a rolling 3-year cycle. Each topic has a hook into learning at the start and complete work towards a celebration event at the end of the topic. Projects and their linked celebrations include art galleries; music and film festivals; farmers markets; adventures in space and time and cultural celebration days. Meaningful, project driven work which is celebrated at the end of a topic provides motivation and purpose to our learners. Topics have been determined collaboratively and are designed to engage learners and to offer breadth of focus within foundation learning over the 3-year cycle. The curriculum follows a spiral model, where learners have opportunities to revisit previous learning and build on their knowledge and skills as each topic is revisited during their learning journey. Each topic has been designed with 3 phases, shifting the focus and building on prior learning each time it is revisited.

Kelford School – Whole School Topics					
	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Cycle 1	Who we are and Where we belong	Time travellers	Animal Kingdom	Our Beautiful planet	Lights camera action
Cycle 2	Changes	Power to the people	Out of this world	We are the champions	The Carnival
Cycle 3	Evolution and revolution	Celebrate the world	Shaping the world	From field to fork	Glorious Galleries



5.5 EYFS

As a school for children and young people with SEND there is a relatively small number on role in the EYFS cohort. When compared to mainstream schools within our local community, Kelford School’s **Early Years** cohort is unique due to complexity and size.

The Early Learning Goals (ELG) are developmental aims for children at the end of Foundation Stage 2. At Kelford, it is recognised that children develop at very different rates and thus, may not fully meet each ELG by the end of their EYFS journey. Therefore, continued focus on the ELGs into Key Stage One and beyond is highly important.

Our curriculum is designed with the needs and interests of all learners at the core. EYFS themes have been chosen to promote relevant learning experiences and an understanding of the world directly around them, whilst simultaneously offering captivating and engaging for learning based on individual interests. The characteristics of effective learning namely; *playing and exploring, active learning and creating and thinking critically* will be integral to ongoing observations, assessments and planning for next steps.

All faculties have embedded the EYFS principles within their curriculum, and developmental progression trackers, so that the Foundation Stage element underpins what we do and what children learn. We also want all our EYFS learners to experience quality and consistency in their Early Years journey based on a secure foundation of learning. Their curriculum entitlement and personalised outcomes will interconnect within each curriculum theme to maintain value and relevance for every individual. Faculties will have developed each strand of the curriculum in the following way:

Faculty	Subject	ELG
Communication, Language and Literacy	English	Communication and Language / Literacy / Physical Development
Mathematics/STEM	Mathematics	Mathematics
STEM	Science	Personal Social and Emotional Development / Understanding the World
Personal Development	PSHE	Understanding the World / Physical Development / Expressive Arts and Design
Physical Development	PE	Physical Development

Faculty	ELG
Creative & Expressive Arts	Expressive Arts and Design
World Around Us	Understanding the World

In addition, EYFS will underpin Kelford School’s spiral thematic curriculum in the form of pre-formal units. These are fully integrated into teaching and learning across mixed year groups and within our continuous provision offer. Current school themes have been grouped together so that young people joining Kelford in N2 or Reception can begin their journey alongside their peers.

<u>Five units to rotate over three years:</u>	<u>EYFS Theme (pre-formal unit):</u>
Evolution and revolution & Time Travellers, We are the champions	Past Present and Future
Our Beautiful Planet & Shaping our World, Out of this world	My World and Beyond
From Field to Fork & Animal Kingdom, Changes	Growing and Changing
Glorious Galleries & From Stage to Screen, The Carnival	Curious and Creative
Celebrate the World & Where We Belong, Power to the people	My Place in the World

Our curriculum intends to promote the wellbeing and safety of our pupils whilst providing equality in learning opportunities at a developmentally appropriate stage for each individual. We aim to ensure that all young people in EYFS at Kelford School are prepared for the next stage of their journey. All our young people will feel safe and secure in environments that enable them to develop their Communication & language, Personal Social and Emotional Development & Physical skills before focusing their skills on the Specific areas of learning.

EYFS and SEND are intrinsically linked. The principals involved in ensuring quality provision for those with SEND are similar to the principles that underpin EYFS. It is necessary for all staff involved in delivery to be knowledgeable about, and aware of potential difficulties a child may be facing. This means early years practitioners are able to respond early to concerns and work with other professionals as required. The use of activity plans, enabling environments and continuous provision form a vital part of the EYFS curriculum, as well as being practices that extend beyond EYFS.

Supporting children with SEND in early years is essential. Early identification, followed by providing effective provision, improves a child's long-term outcomes. Effective provision includes high-quality teaching and making reasonable adjustments in order to remove barriers to learning. **The EYFS policy** further outlines all aspects of our EYFS curricular offer at Kelford.

EYFS Assessment

In the Early Years Foundation Stage, assessment of attainment and progress is primarily based on observation, discussion, questioning and evidence of independent learning alongside adult-led activities.

Observations are undertaken by all practitioners who work with the child. Children also have access to areas of continuous provision that enhance and further the learning opportunities available for them. Observations are recorded in a variety of forms; photographic, video and annotations which are uploaded onto the child's Evidence for Learning account. The observation may be part of a shared experience with a learner or group, *have you observed while engaging with me/us?* Analysis of these observations are completed by the teacher and will explore the characteristics of effective learning. They may be responsive, 'in the moment' shared experiences, *what do you think is happening as you listen and engage with me/us?*

Planning for next steps involves deciding how best to support, extend and teach learners. Consideration is given to their interests, the environment and the development of specific skills. Again, this may be part of a responsive and reactive process, *how will you support, extend and deepen play interactions and learning in partnership with me/us?*



Faculty specific developmental progression documents incorporate all areas of the developmental journal. and the early learning goals, these are used to support assessment within EYFS and continue to be utilised into KS1 and beyond. These are also used to support the reception baseline assessment and the early years foundation stage profile.

All pupils in EYFS have individual learning plans with bespoke objectives linked to their EHCP outcomes which support termly summative assessments.

5.6 Key stage 1 – 3

At Kelford School we embrace the philosophy that children are active learners and learn best when they are interested, motivated and inspired. Within each classroom in Key stages 1 and 2, there will be age and need appropriate continuous provision. 'Learning through experience' remains important throughout the Primary department where children have planned opportunities to learn through both adult and child directed activities. Equally, class teams are expected to organise their learning environment to reflect children's interests and allow equality of access for independent learning. In the secondary department the importance of child led continuous provision is still recognised, and teachers are encouraged to promote independence within these.

Reading, writing and number are priority aspects of the curriculum. All classes with learners accessing phonics, are expected to include Phonics sessions following the Synthetic Phonics Scheme (Read Write Inc.). English lessons contain a balance of reading and writing activity at a level appropriate to each child. Mathematic lessons place an emphasis upon the acquisition of number knowledge, skills and understanding. The knowledge, skills and understanding acquired during English and Mathematics lessons is also applied during thematic work and within continuous provision activities.

5.7 Key stage 4.

From year 9 onwards, preparation for adulthood objectives are interwoven within pupil's education health care plan objectives. In KS4 the curriculum shifts with a greater focus on independent living and life skills and social and community inclusion and the curriculum supports learners to explore life beyond Kelford and after school. Careers, employment and social care options begin to be explored by learners on all pathway through visits, experiences, enterprise projects and classroom-based learning. The Key Stage 4 curriculum focuses on developing our pupils as independent, active and valued citizens. The curriculum includes English, Maths, RE, PE, PSD, Work Related Learning, Life skills and Thematic work (incorporating Expressive Arts, Science, Geography, History, Music and ICT).

Pupils in KS4 work towards the ASDAN transition challenge accreditation. The challenge has been mapped to our faculties to ensure that learners still get the breadth of curriculum that they are entitled to. All pre-formal learners and some informal learners (based on individual need) work towards the ASDAN sensory transition challenge. In core subjects, Lime and Green pathway learners continue to work on developing their knowledge and skills using our progression documents to support. Orange pathway



learners' transition are re-baselined on functional skills trackers and begin to work towards their entry level qualifications in English and Maths. Pupils in KS4 do not directly follow whole school topics, however where links benefit delivery of the curriculum and meaningful contributions to whole school projects can be made, these are encouraged.

5.8 Sixth Form Curriculum.

The Sixth Form curriculum focuses on developing students' ability to make choices and decisions about their lives, and developing the confidence, skills and independence, attitude and communication skills to succeed as young adults. Throughout sixth form there is a focus on problem solving and building resilience as part of an holistic approach to prepare them for adulthood.

Within our sixth form offer, we cater for a wide range of pupils with varying needs and as such we offer pathways broadly aligned to the whole school pathways.

Pupils on our Yellow and Lime pathways follow sensory and exploratory learning with a focus on engagement and participation, working towards ASDAN personal progress linked to preparation for adulthood. The focus within transitions often focuses on social care provision for these young people.

Learners on our Green pathway, also work towards the ASDAN accreditation achieving unit accreditation at a higher level on the ASDAN achievement continuum, and completing subject specific units of work. Transitions often follow a blend of social care and further education.

Pupils on our Orange pathway work towards princes trust personal development and employability accreditations, ASDAN personal progress, achieving at the top of the achievement continuum, English and Maths functional skills, Duke of Edinburgh and Sports award.

All pupils within Sixth Form access a varied curriculum closely aligned to preparation for adulthood including work related learning, community inclusion, travel training, independence and life skills, leisure and work experience. RSE, PSHE, Sports and Creative and Expressive art are all part of a balanced curriculum supporting preparation for adulthood and are either linked to accreditations or awards, or delivered as stand-alone sessions, workshops or projects.

Careers and enterprise learning underpin our 6th form curriculum with strong links throughout all accreditations. Pupil led social enterprises and ventures are undertaken, supporting pupils to develop a broad skill set, make decisions about their futures and determine their likes/dislikes as well as their strengths and areas for development in a supportive low risk environment. We have strong links with social care, employers, further education colleges and training providers in accordance with Provider access legislation. This enables us to support pupils to have the best opportunities beyond school. We pride ourselves on consistently high COMPASS results demonstrating an ongoing commitment to meeting all 8 GATSBY benchmarks.

Pupils continue to have Individual learning plans informed by PCR meetings and EHCP outcomes, with strong preparation for adulthood links, which support planning and assessment throughout sixth form.



5.9 Class groupings

In order to best meet the needs of all our pupils, we endeavour to group learners as closely as possible by need/pathway across school. This allows consistency in ways of planning and delivering the curriculum and pedagogical approaches within a class. Pupils are broadly grouped by their key stages, however there are occasions when meeting the needs of an individual is prioritised over and above their key stage. There are many variables to class groupings and pure pathway-based groups are not always feasible, however school leaders, working alongside the teaching faculty will endeavour to match pupils as closely as possible by need.

6. Planning.

Planning at Kelford follows a combined approach to ensure that all pupils on all pathways have the best opportunity to progress, developing life skills alongside the knowledge and skills outlined in developmental progression documents. We plan engaging, purposeful learning opportunities in order to support our learners to navigate and make sense of their worlds. The integral aspects that combine to plan our curriculum are outlined below.

6.1 – EHCP's and ILP's

An Education, Health and Care Plan (EHCP) is a legal document which describes a young person's needs and sets out the education, health and care services required in order to best meet these, as well as the type of educational place that would best suit the individual. EHCP plans can be maintained until learners are at the age of 25 if they remain in education and as a result all of our pupils are in receipt of an EHCP. The EHCP sits at the heart of our bespoke approach to planning, teaching and learning. All pupils have objectives for the end of each key stage within the 4 areas of need as defined in the SEN code of practice, which are then broken down in to termly objectives and form pupils Individual Learning Plans. At Kelford we pride ourselves in encouraging independence and as such all pupils also have End of Key stage and Termly Independent living objectives from EYFS upwards. If a learner does not have any identified needs within a specific area of need an objective is not required in this area but can be in place if it is felt it would benefit. Pupils from Year 9+ have preparation for adulthood objectives weaved in to their EHCP outcomes, ensuring that this is a focus within their curriculum.

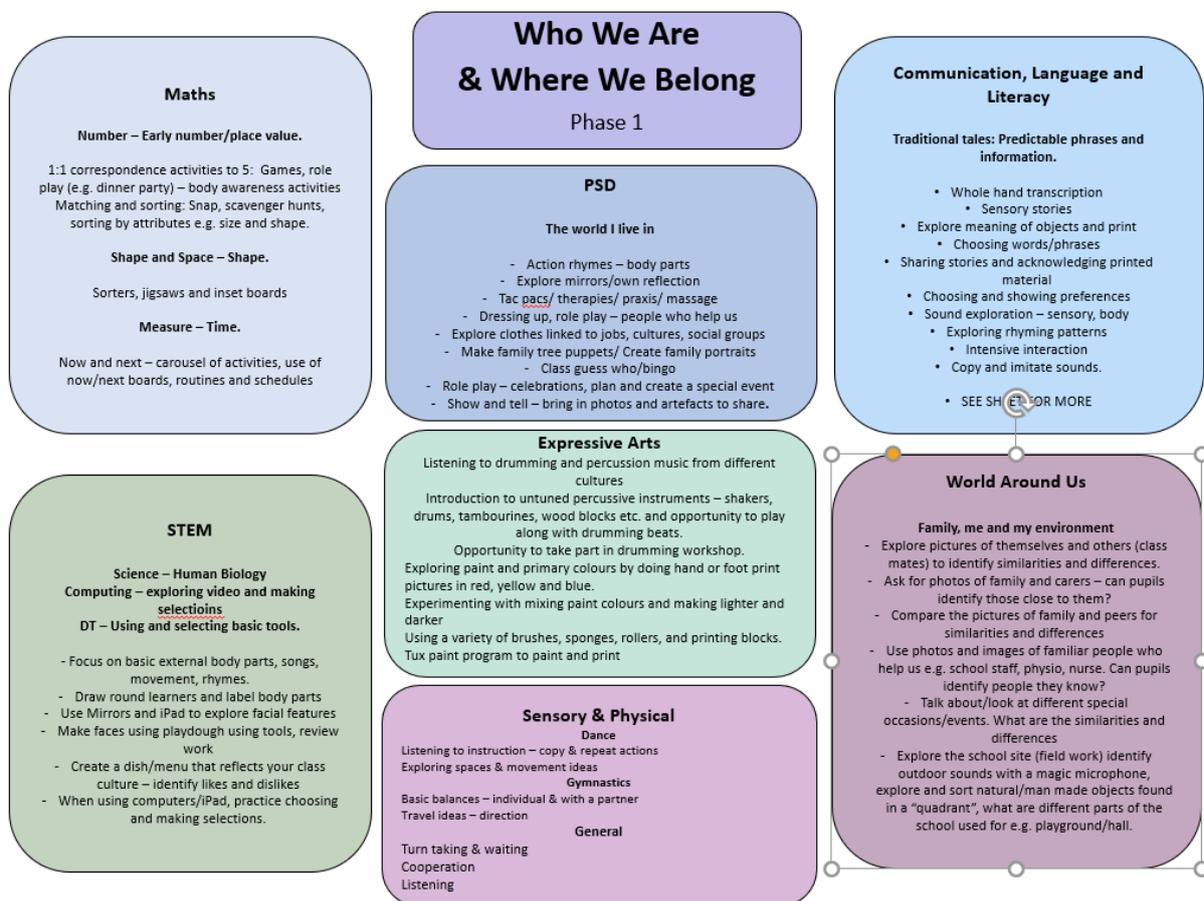
EHCP's and ILP's objectives are set in conjunction with parents/carers and taking pupil voice in to account to look at the next steps for each individual. These objectives support the planning and delivery of our curriculum for each individual.

6.2 Long Term Plans & Curriculum maps.

Long term plans for each Faculty are sequenced to ensure that all pupils on all pathways have the opportunity to develop the knowledge and skills required, as well as ensuring breadth, coverage and statutory entitlement in all subject areas and areas of need. Faculty specific topic overviews then break down the long-term plans to specify what the intended outcomes are for each topic and provide an overview of engaging learning opportunities to support teachers to implement the curriculum and support medium term planning.

Long term planning in EFYS sits alongside whole school themes and incorporates EYFS themes alongside, whereas KS4 & 5 Long term planning maps the curriculum to accreditation units. Both serve to support medium term planning.

Curriculum maps are utilised to give a one-page overview of learning for each topic/unit of work incorporating all faculties/areas of learning.





6.3 Medium term planning.

Medium term planning is based on long term planning and individual learning plan objectives. planning must be completed for each faculty/area of learning and include an overview of what knowledge and skills from the progression documents will be taught during the term/half term. Medium term planning must include the topic/theme/accreditation unit, the faculty/subject and key vocabulary; and a weekly breakdown that provides an overview of the planned sessions. There is no set expectation for detailed step by step planning for each learning activity with bespoke objectives for each pupil. The curriculum has been designed as far as possible to incorporate opportunities to work on bespoke objectives within themes, however it is recognised that there are occasions where ILP objectives require specific planned activities for individuals. When this is the case, teachers are expected to provide medium term planning to show how these objectives will be built in to each pupil's offer.

6.4 Short term planning.

Short term planning/daily plans are intended for the teachers own use. Teachers are encouraged to plan well organised, meaningful and engaging lessons, adapted to meet the needs of all learners. Teachers are required to work with and lead a team of teaching assistants to support learners to make progress within their personalised objectives. There is no set format or expectation for short term planning, teachers are expected to use their own initiative to ensure they are planned and organised as necessary to deliver the curriculum.

6.5 Bespoke timetables.

The curriculum extends beyond the planned learning opportunities in traditional lessons and our approach to timetabling reflects this. Class timetables reflect vital opportunities to extend the curriculum beyond the academic, subject based curriculum and into the holistic curriculum. Opportunities for Therapies, sensory integration, mindfulness and wellbeing as well as chances to build independence and work on bespoke ILP objectives are supported by a flexible approach to timetabling. Each class group has a timetable with set expectations and sitting underneath this, each pupil has a bespoke timetable which shows their own offer and sits alongside planning to ensure that each pupil receives the provision and support they require.



7. Curriculum Delivery and Pedagogy

As described in section 5.1, the pathways approach to curriculum delivery requires differing pedagogical approaches depending on the needs of individuals/cohorts, however there are fundamental approaches that apply to all aspects of curriculum delivery and pedagogy

7.1 **Mastery, overlearning, transfer and generalisation.**

At Kelford, we recognise and fully acknowledge the importance of skill mastery and overlearning. In cognitive neuroscience, it is widely accepted that repeated stimulus impact strengthens synapses between neurons, thus resulting in preserved short term memory traces (David 2019). Memory consolidation of life and learning skills is particularly important to pupils at Kelford due to the individual communicative, physical, sensory or social barriers they have encountered in their lives to date. Once a skill is considered 'mastered' by a pupil, overlearning is then required to ensure that it is transferred in to the individual's long-term memory. In order for this to occur, learners need opportunities to practice and consolidate skills in different settings and situations therefore generalising the skill.

7.2 **Cogitative load and retrieval practice.**

(Willingham 2009) highlights the importance prior knowledge plays in how pupils learn new content. When new information enters the working memory, it is either processed into the long-term memory or it is forgotten. When our pupils are overloaded with information, or their learning is moved at a pace which does not enable information to enter the long-term memory, this causes a shutdown of working memory and a failure to transfer information in to long term memory. The curriculum at Kelford is carefully sequenced in to small manageable steps, linked to prior knowledge and teachers planning allows pupils to take their time with new material, giving plenty of opportunity to consolidate learning.

Repetition and retrieval opportunities are evident throughout the curriculum at Kelford. We are passionate in ensuring mastery and overlearning are achieved as a priority over the perception that moving through progression documents at a fast pace is preferable. Faculty leaders have planned opportunities to revisit knowledge and/or skills throughout the key stages with a focus on supporting learners to retrieve information that is supported by our spiral curriculum. Historical ILP outcomes are easily accessible to all teachers so that past skills in all areas can frequently be revisited to ensure they are not lost



7.3 Threshold concepts and curriculum sequencing.

Faculty developmental documents highlight key milestones or “threshold concepts” that learners pass through on their journey. Once these concepts are understood and mastered then change the way a learner thinks about a topic. The curriculum is designed in such a way to encourage mastery within a concept before expecting learners to develop understanding within the next concept. Teachers ensure that concepts are generalised and are part of an individual’s long-term memory before expecting them to be able to access and progress their knowledge and skills within a higher-level concept. This is of particular importance when adapting long term plans for individuals. The curriculum is sequenced in such a way that would allow a pupil to move through the developmental steps during their school journey and enter KS4 having developed the knowledge and skills required to work towards functional skills qualifications. We recognise that not all of our pupils will follow this developmental path and therefore when adapting learning for individuals, teachers assess where pupils are developmentally and if there are gaps in knowledge, plan to revisit and work towards mastery and generalisation of the concept relevant to the learner’s developmental stage.

7.4 Metacognition.

Thinking about thinking or “metacognition” is highlighted by the EEF as one of the most effective strategies to accelerate pupil progress. At Kelford we endeavour to guide our learners to become metacognitive learners in ways that are relevant to them. Positive relationships, enabling environments, modelling strategies and scaffolding are all ways in which we support learners with cognitive self-regulation. Just as we model emotions and strategies for emotional self-regulation, we also model strategies for learning, helping learning how to break down objectives into rubrics (step by step approaches to achieving an objective) and support them to understand how they best access learning in order to progress and develop.

7.5 Experiential learning, enabling environments and continuous provision.

Cognitive developmental research clearly evidences that children learn through the experiences they encounter and that the cerebral cortex part of the brain is ‘shaped’ by environmental practices. At Kelford, we embrace the concept of learning through playful and enjoyable experiences in order to support the healthy development of each individual child’s skills. A flexible balance of both adult and child directed learning, supported by enabling environments and continuous provision is planned for to ensure that experiences are sufficiently enriching to promote cognitive development and independence. Careful and thorough observations of children during both independent and adult directed learning are imperative in informing the next steps of learning for each child.



7.6 PBS approach

At Kelford we follow a positive behaviour support approach which is fundamental to the delivery of our curriculum. The core principles of positive behaviour support are person centred and involve listening and respecting pupil voice, and working in partnership with learners to maximise their quality of life. We teach pupils how to be polite, courteous and resilient learners, whilst recognising that we need to support them to understand their emotions, communicate when they require support and build strategies to help them self-regulate or seek mutual regulation. All classes regardless of pathway ensure that the zones of regulation receive daily focus, with interactive displays supporting pupils to communicate how they are feeling and recognise what they need in order to be ready to learn. Where appropriate, pupils are involved directly in writing their one page “zones” profiles which describe how they present when in each zone of regulation, and what can help them to regulate.

7.7 Working with professionals

Central to delivering a high-quality holistic curriculum, is close multi agency working. Leaders and teachers work closely with therapists, psychologists and health professional to support ongoing assessment and determine next steps for learning. Advice and support from professionals support the setting of EHCP outcomes and ILP objectives and where possible they are directly involved in the delivery of aspects of the curriculum e.g. physiotherapy. The Kelford inclusion team, behaviour support and therapies team further support through modelling and interventions to ensure that the delivery of all holistic aspects of the curriculum are high quality and support progress within meaningful objectives as highlighted in learners ILP’s

7.8 Timetables

Subject specific learning for KS 1-3 is delivered through timetabled sessions as highlighted in the table below.

Core Subjects	Topic based learning (Foundation subjects) 3 x afternoon sessions weekly
Phonics/comprehension – Daily timetabled session for pupils accessing SSP/RWI Comprehension.	World around us: Geography, History, RE & MFL
English – 45 mins Daily timetabled session for all learners accessing subject specific learning	STEM: Science, DT Computing, Applying Mathematics skills.
Maths – 4 x 45 mins Weekly sessions for all learners accessing subject specific learning.	Creative and Expressive arts: Art Music Drama & Dance (performance)
PSD – 1x 50-minute weekly lesson which is supported and embedded through holistic learning during throughout the school week. SMSC learning has a weekly focus during assembly and in addition, is interwoven throughout all subjects	
PE (Sensory/physical development) – 1 weekly PE lesson, supplemented by daily sensory/physical development opportunities bespoke to learners needs.	



Every pupil receives their entitlement to at least 2 hours of high-quality Physical Education which may be shared between dedicated PE sessions, swimming sessions and daily exercise opportunities (e.g. sensory circuits). All pupils take part in collective worship on a daily basis as part of their circle time in class. Weekly assemblies cover a wide range of social, moral, spiritual and cultural learning throughout the year and whole school immersion days further explore and celebrate a diverse range of SMSC topics including British values and the rule of Law.

When planning and delivering topic-based learning, teachers have the freedom to plan coverage of the long-term plan in the best way to support their learners e.g. working on aspects of a project that heavily lean towards STEM for a “chunk” of the topic and then moving on to work focused on Art. Teachers must plan to ensure coverage of all planned learning over the course of a topic.

Pupils in EYFS will have class and bespoke timetables, but follow provision and play based learning approaches as set out in section 5.5.

Pupils not engaged in subject specific learning rely on bespoke timetables highlighting their therapies/care needs. The **Yellow pathway policy** highlights approaches to core learning linked to ILP objectives, and opportunities for pupils to engage in themes/topic work using the engagement model to support assessment rather than setting subject specific objectives.

Pupils in KS4/5 follow class and bespoke timetables set in accordance with leadership that reflect their curriculum with timetabled opportunities for leisure, community inclusion, independent living, work related learning, core subjects and sessions linked to accreditation units.

In order to deliver a holistic curriculum with opportunities to progress within bespoke objectives such as those linked to: Independence; Readiness to learn; Sensory integration; Mindfulness; Wellbeing; Self-regulation; Communication and developing resilience and a growth mindset. It is recognised that daily timetables require some flexibility and timeslots allocated to non-subject specific learning.

Upon arrival at school in the morning, pupils have differing needs in order to ready them to learn and as such the first slot on daily timetables is dedicated to morning work/readiness to learn. For some learners this may involve sensory integration activities or bespoke activities to support regulation. For learners who are ready to access formal learning from the beginning of the day (this will likely be learners on our green and orange pathway,) this time is to be used to support progression in phonics/comprehension. These will be bespoke planned learning opportunities that will support consolidation and over learning and plan to build on prior learning to support with their next steps in learning. Individual timetables will reflect how this differs from pupil to pupil.



All pupils throughout school access a mid-morning snack and break. This is a vital opportunity to work on communication and independence objectives as part of a wider curriculum. Over dinner time pupils have vital opportunities to work on their independence skills, communication and interaction and social skills, our learners require the time to develop these skills and in order to ensure that learners are not rushed through this essential part of the day, 1hr and 15 minutes is dedicated to Dinner, transitions and break time clubs. This allows pupils to work on ILP objectives linked to the holistic areas of the curriculum.

After Dinner, we recognise that, just as in the morning, pupils require an opportunity to ready themselves for learning or seek support to do so. A 15-minute slot is dedicated for all learners before afternoon learning begins with a focus on readying the mind. Mindfulness and wellbeing opportunities, which will often be bespoke to pupils will be an integral offer during this time in order to regulate and ready for learning after break.

At the end of the day, time is dedicated to reading for pleasure, this could take the form of shared stories, exploring different genre's, sensory stories, audio/video stories, this may be independent, with adult support or adult led. The environment should be made comfortable, relaxing and supportive to encourage engagement in reading for pleasure, and encourage reflection at the end of the day. The day then ends with a short review and reflection of learning.

8. Measuring impact – Assessment

8.1 Impact of the curriculum.

When defining what outstanding learning looks like for our children and young people, knowledge, skills and understanding are only useful when placed in the context of 'Preparing for Adulthood.' This will ultimately enable them to succeed beyond 19 years and into their adult life – a key aspect of our curriculum intent.

We strongly aspire to several key outcomes for our pupils leaving us at 19. These are fundamental to our leavers being successful lifelong learners, confident individuals and responsible citizens. We are confident that our highly personalised and relevant curriculum is able to offer every individual the best opportunities possible in being healthy, active and responsible members of their wider communities beyond Kelford School.

For young people with Profound and Multiple Difficulties, our key aims are that they:

- Can isolate and use their senses to gain information.
- Can communicate their likes / dislikes / wants and needs effectively and clearly to a range of people.
- Can control their environment.
- Can make independent choices.
- Successfully transition beyond school to a setting that enables them to build on their skills and be an active part of the community.

For young people with Autistic Spectrum Conditions, our key aims are that they:

- Can self-regulate through personalised strategies.
- Can communicate their needs effectively with a range of people in a range of situations.
- Can independently undertake tasks using specific skills and transfer these in new situations.
- Can develop an understanding of the world around them and successfully access the community.

For young people with Severe Learning Difficulties and Moderate Learning Difficulties, our key aims are that they:

- Can achieve recognised accreditation based upon their interests and aspirations
- Can develop resilience and respect for others, treating themselves and others with respect and dignity.
- Can make informed choices and influence their own life beyond 19
- Can enter further education and / or employment.

Promoting children's learning and achievement is the principle aim of our school. Assessment is at the heart of this process. It provides a framework within which educational objectives are set and pupils' progress charted and analysed. It provides a basis for planning the next steps in learning in response to children's needs. Learning is the main focus for teachers and pupils in the classroom. Assessment is integral to effective teaching and learning. Effective learning will only occur if everyone is clear about what pupils are expected to learn and what the outcome has been.

8.2 Assessment baselines.

All pupils will be baselined on the school's developmental documents for English and Maths or within Routes for learning/Autism progression framework 6 weeks from their start date at Kelford School. As these documents incorporate Development matters, Pre-key stage standards and the Early learning goals, they enable us to build a clear picture of where a pupil is developmentally. The inclusion team will support with communication and interaction baselining and determining what communication support is required and if a SALT referral is required. Behaviour support will work alongside teachers to ensure a "zones profile" is in place and determine if a PBS plan is required, Teachers will liaise with physiotherapists/occupational therapists where required to ensure the necessary support is in place and seek advice around sensory/physical objectives. All of this information supports decisions surrounding which learning pathway an individual will follow. For pupils in reception, the statutory reception baseline assessment is a statutory requirement. Due to the needs of our pupils, this assessment is not accessible for the majority of our pupils and The Head Teacher is able to disapply individuals from the assessment. For any pupils working below K5 at the start of reception, or for pupils whose individual needs inhibit them from accessing the assessment, the head teacher is likely to disapply learners from these assessments.



8.3 Formative assessment

Formative assessment is the process of seeking and interpreting evidence for use by learners and their Teachers to decide how well they are doing and what they need to do next. All members of staff are expected to undertake observation and recording activity when working with pupils. This may include the use of the Evidence for Learning App or pupil workbooks. Assessment for Learning is a way of informing and involving the learners themselves in the process of assessment and it is expected that, where appropriate, objectives are shared and reviewed with pupils. Peer and self-assessment alongside purposeful feedback are vital tools in order to engage pupils in their own learning and encourage them to reflect on their own successes and next steps. The **marking, feedback and assessment guidance** (see appendix) further outlines the approaches and expectations surrounding ongoing formative assessment.

Each pupil engaged in subject specific study has a mark book (assessment tracker) comprised of the statements in the developmental documents for English and Maths. There is an expectation that these mark books are updated termly (end of term) to support planning for next steps.

Pupils on the yellow and blue pathway will have mark books for routes for learning assessment tool and the AET autism progression framework. There is an expectation that these mark books are updated termly (end of term) to support planning for next steps.

Formative mark books are also in place for STEM, The World Around us, Creative and expressive arts, PSD, Physical education, these are updated twice annually at the mid-year and year end points.

Leaders and faculty leads are able to use data from formative trackers in order to inform where support/CPD is required.

8.4 The Engagement Model

The engagement model is the statutory assessment method for pupils working below the standard of the national curriculum and not engaged in subject specific study. Pupils are assessed using the 5 areas of engagement: Exploration, realisation, anticipation, persistence and initiation. At Kelford we utilise extended engagement observations to track pupil's engagement and inform and update their engagement profile. This fuels discussion surrounding the best way to engage individuals and informs planning, pedagogy and practice. The language surrounding the areas of engagement are also embedded in to practice when writing observations to support summative assessment of ILP's

8.5 Half termly phonics assessments.

A half termly termly tracker must be completed for all pupils following the read write Inc. Systematic synthetic scheme. This is led and supported by the communication, language and literacy faculty lead



8.6 Termly summative assessments.

Summative assessment formally measures the progress made by individual learners. For all pupils at Kelford, progress is tracked through termly assessment against objectives identified in the Individual Learning Plans for all four areas of need with the addition of independent living. Pupils in Y9+ also have preparation for adulthood threads built in to their objectives. The inclusion of the latter two elements reflect our key aims in ensuring learners have the opportunity to become independent lifelong learners and active members of the communities in which they live.

Teachers will plan bespoke outcomes in consultation with parents/carers, pupils and other professionals, representing good progress in each area for an individual. 3 summative data collection points (October, February, and May) will track progress against these outcomes to enable us to analyse pupil progress. Use of internal moderation, collaborative inquiry and pupil progress meetings will fuel professional discussions to ensure that there is challenge and rigour behind both assessment and curriculum delivery. It will also allow us as a school to reflect and identify areas for improvement. Summative assessment follows personalised, ipsative principles informed by past progress and in-depth discussions. Kelford school does not make use of flightpaths, algorithms or internal or external comparisons. Each learner is unique and their learning may not be linear.

For summative assessment to be effective we have agreed that:

- Teachers will be fully aware of, and follow, the current statutory requirements.
- Teachers will make judgements against outcomes in the ILP's which will be used as summative assessment.
- Teachers will make summative judgements, which are consistent with the judgements of others through moderation.
- Teachers will recognise the importance of summative assessment in all areas of learning and give feedback to pupils where appropriate.
- Teachers will use the information from summative assessments to inform planning for the next stage of learning.
- Senior Leaders will use Summative Assessments to analyse progress and inform strategic planning

8.7 Statutory Summative Assessments.

Statutory guidance requires pupils engaged in subject specific study who are working below the standard of the national curriculum (relative to age) to be assessed using pre-key stage standards (at the end of KS1 and KS2). The pre-key stage standards are reflected in our progression documents, and teachers will be expected to use these to support statutory assessments for pupils in Year 3 and year 6. In Early Years Foundation Stage, children are formally assessed at the end of Foundation Stage 2 using the early years profile. A record of each pupil's outcome against the 17 Early Learning Goals (ELG) is submitted to the DFE. ELG's are built in to the school's progression documents and teachers will use these to support assessments at the end of EYFS.

For pupils working at or near national curriculum levels for their age, there are statutory screenings/checks for phonics in year 1 and times tables in year 4. As an SLD school, the majority of our pupils are exempt due to their cognitive level within English at maths as the screening check age. This is accordance with DFE administration guidance and reasons for individuals not taking part are reported to the DFE.



Assessment data does not have to be submitted for pupils working below the standards of the national curriculum who are not engaged in subject specific study. The DFE recognises the progress these pupils make will be personal to them. Pupils assessed using the engagement model are reported to the DFE at the end of KS1 and 2.

8.8 Examinations and accreditations.

Pupils in KS4/5 work towards relevant accreditations and accreditation units as described in section 5. Kelford school is a registered centre for the Princes trust PDE accreditation and works in partnership with Hilltop and Heatherwood school as centres for ASDAN and Open awards (functional skills). All staff delivering, moderation, invigilating, marking, assessing and quality assuring accredited work have received the necessary training and operate within the guidelines of the relevant policies required by the exam/accreditation boards.

9. Assessment Systems recording and reporting.

9.1 EFL and workbooks

At Kelford, a large majority of our cohort engage in practical learning and often their evidence is in the form of pictures, videos and observations. We make use of the “Evidence for Learning” (EFL) application to support the capture of practical evidence. This allows all staff to record evidence of pupil’s progress which can be tagged against subject areas, progression documents and Individual Learning Plans (ILP’s) This supports ongoing formative assessments, reflective practice and summative assessments. EFL is also utilised to support reporting to parents/carers. Pupils who produce written work may have work books alongside their EFL evidence. Work and Evidence in whichever format is the most appropriate should be marked and annotated in accordance with our **marking, feedback and assessment guidance** (See Appendix.)

9.2 Working with parents and carers

As a minimum expectation, Teachers liaise with parents/carers at 3 points during the year to report on progress and discuss progress in order to share and agree termly individual learning plan objectives as broken-down steps of EHCP’s. Parents and carers days are planned to coincide with the end of one assessment window and the start of the next to support this. In addition, and in line with statutory requirements, an annual review of each individuals EHCP is held with parents/carers and professionals to ensure that the needs, provision and placement are all up to data and appropriate for each learner. End of year reports are also shared to celebrate success and highlight some of the achievements of the year. We encourage all teachers and parents/carers to develop trusting relationships outside of the formally agreed meetings and when required, pupils are also assigned key workers from the wider staff team to liaise with and support our families. Parents and Carers are also able to sign up to the EFL parent portal where photographs and evidence can be shared with parents/carers and they can contribute evidence to their child/young persons learning journey.

9.3 Pastoral support plans.

To further support the holistic need of our learners, all pupils will have a Pastoral Support Plan. All pupils will have Individual risk assessments, online safety risk assessments, one page “zones of regulation” profiles and medical information forms. Some pupils will have, as required: feeding/eating plans; personal care risk assessments; Positive behaviour management plans; medical care plans e.g. epilepsy; communication passports; Physiotherapy plans; swimming risk assessments and engagement profiles. These should be updated annually and checked each term to ensure that the information is accurate and up to date. The Pastoral Support Plans are stored centrally on the school’s network.

10. Monitoring, Evaluation and school improvement

In order to ensure that we are continually improving the quality of our provision, we follow a robust and consistent quality assurance process. This is essential to ensure the best outcomes for learners. The school works to a clear and consistent cycle of quality assurance across the year in order to develop a transparent climate of trust and engagement between all involved

10.1 Coaching and “Check-Ins”

We utilise a coaching model to improve the quality of teaching and learning working alongside teachers to develop their practice in collaboration. Teachers are expected to reflect on areas for development and identify priority areas of their practice ahead of a “check in” observation, feedback and discussions following the check in, lead to development points where teachers are encouraged and supported to review their practice.



Skills audits and feedback from previous check in observations across school support the building of a coaching matrix where teachers are grouped in order to share strengths and reflect with their colleagues on the next steps in their professional development journey. This links onto the performance management cycle in line with the SIP.



Coaching sessions can take place wherever the need arises as a result of monitoring following a check in, following a direct request or as a supportive measure e.g. mentoring or as part of CPD.

10.2 Walk Throughs

Informal quality assurance through the use of enquiry focused school walk-throughs, form part of an appreciative approach to measuring the typicality of practice at Kelford. These will not be specifically timetabled; however, staff will be informed ahead of time that walk-throughs will occur and should expect that any classroom could have a short informal visit from leaders or colleagues leading the walk-through. Feedback from walkthroughs will be shared and will support an ongoing cycle of development feeding in to school improvement planning and priorities

10.3 Pupil Progress Tracking Meetings.

Termly Pupil progress tracking meetings (PPTM) are utilised to fully explore outcomes and review specific and meaningful next steps for all learners. Each term School leaders protect designated time to ensure a purposeful and productive conversation takes place for each and every pupil. Teachers meet with leaders to discuss progress, barriers to learning and achievement, to celebrate successes, support parents/carers and ensure needs are being met. The annual review cycle is also reviewed with teachers to RAG rate where their pupils are at in relation to their EHCP/ILP outcomes and the need to re-visit section E and F if/when applicable. Evidence to support the assessments made by teachers is reviewed in these meetings utilising Evidence for Learning, and checking workbooks where necessary. The actions agreed during PPTM often relate to further input required from the special support team (school based) or referral to external professionals.

10.4 Collaborative enquiry

Collaborative enquiries are scheduled at least termly as part of the quality assurance cycle. These enquiries will explore the links between, long term planning and medium-term planning, and triangulate this with pupil's evidence/workbooks. This also serves to quality assure the quality of evidence/work and ensure that the marking and assessment guidance is being applied consistently across school. The enquiries are undertaken in collaboration with faculty leads and teachers are provided with feedback and areas of development. Findings from collaborative enquiries will feed in to SIP priorities and highlight where there is a need for support or CPD. The core subjects of English and Maths will be the subject of enquiry each academic year along with a minimum of one foundation subject. This is a minimum requirement and extra activity will be undertaken should there be a cause for concern or as part of a wider support/CPD programme.

10.5 Moderation

Overall evidence against individual learning plan objectives is moderated through pupil progress tracking meetings and any concerns surrounding teacher judgements or lack of supporting evidence are addressed as part of this cycle. This in line with collaborative enquiry provides a clear overview of the overall standard of assessment. In addition to these processes. Moderation teacher meetings form part of the termly quality assurance cycle. At least one termly moderation meeting is held where groups of 3-5 teachers'



moderate examples of work in the agreed area of focus. Moderation will take a cross section of learners on different pathways with the intent on ensuring consistency of expectations for all learners. Moderated work for core subjects may be the focus of cross MAT Moderation as organised by MAT working party leads.

10. Health and Safety

Everyone shares responsibility for the health and safety of all pupils. This means that we will:

- Take responsibility for recognising hazards in a range of products, activities and environments through the systematic development of risk assessments.
- Encourage pupils to develop positive attitudes to the safety of themselves and others.
- Manage the environment and take control of known risks.
- Report any hazard beyond their control to the Headteacher or Health and Safety Co-ordinator.

11. Equal opportunities.

Equal Opportunities will be promoted throughout the curriculum by:

- Demonstrating that we regard all students as being of equal value.
- Getting to know each child as an individual.
- Allowing boys and girls access to the same activities in all areas of the curriculum.
- Providing resources which will be appropriate to the culture of children from different ethnic groups.
- Treating others in a way that does not reinforce stereotypical images.
- Planning for each child to experience a range of opportunities in mainstream settings and in the wider community.
- Maintaining high expectations of all pupils in all areas of their curriculum.
- Being aware of child's ability and giving them time to do things independently.
- Allowing pupils to make choices and respecting their choices.
- Celebrating difference and diversity.
- Expecting the same standards of behaviour from all pupils.
- Positively resisting racism and sexism.
- Challenging stereotypes.
- Challenging unacceptable language and providing alternatives.
- Recognising the different interest and capabilities of pupils.
- Allowing pupils to make mistakes in such a way that they can learn from them.
- Representing the work of boys and girls of all abilities in displays.
- Reviewing resources with an equal opportunities' awareness.



APPENDIX - Kelford School – Marking feedback and Assessment Guidance.

- All physical work should be marked/annotated in accordance with this guidance
- Feedback and next steps should be offered during and after each learning opportunity as appropriate, we recognise that for some pupils, short concise feedback at the time will be the most appropriate form of feedback, and that next steps can be shared when revisiting the learning.
- All observations should include the steps outlined in this code.

Marking

Marking is the process of responding to the pupils written work using written symbols, Marking is for the benefit of the pupils and they should be able to understand and be able to reflect their marked work.

- Keep it short and simple (KISS)
- Make use of ticks
- Make use of smiley faces for good work
- Short written feedback and next steps where appropriate or use of the VF acronym to highlight that feedback was given as appropriate

Annotation

Annotation is the process of writing notes, levels, information etc. in order to support formative assessment and summative assessment and give information. Physical work will be collected in topic folders and English/Maths books.

- Include the date
- Include level of support required (see prompting key)
- Include the setting e.g. 1:1 or group work
- If appropriate you may include additional information on the level of engagement and success in the learning activity. (progress against objective)
- Respect the learners work when annotating
- Use black or blue ink at all times
- Write neatly
- Check spellings

Feedback

Feedback is the process which involves responding to pupil's work through written and spoken/signed comments. Feedback should be meaningful to the pupil and there is no expectation that there will be a detailed written record of oral feedback given.

- Keep feedback focused, specific and simple
- Be positive and share successes
- Allow opportunities for self and peer-review as and where appropriate
- Make use of symbols, objects of reference AAC etc. as appropriate to the learner
- Personalise feedback to the needs of the learner
- Offer next steps in learning as appropriate (e.g. some learners with autism would take the term "next steps" literally so next steps should be reviewed at the start of the next linked learning opportunity)

Observations



Evidence for learning should be used for observations, particularly where written work is not produced, this will support the use of photos and videos as well as written observations. A wordy and lengthy observation is not necessarily a high-quality observation. Staff should be concise and refer to the ILP target/Learning objectives. Photographs and videos can be used and where videos are high quality and clearly show the learning, this may reduce the need to write in as much detail. A piece of evidence does not have to have a photograph or video to be a good observation, indeed sometimes it is not practical or appropriate.

Observations must include:

- Learners name and class (supported by EFL app)
- Date (supported by EFL app but can be changed if you are back dating evidence)
- Setting e.g. 1:1 or group work.
- TAG(s) for the relevant subject/areas of need (see agreed tags)
- Details of the work task/objective (may be from tagged objective)
- A true reflection of the learner's level of engagement in the activity, using the planning/targets as a guide as to what you are looking for e.g. ILP targets or learning objectives.
- The level of support required (prompting key can be used)
- Feedback in accordance with this marking code (use of VF can be used to highlight that verbal feedback was given)

Written Observation examples:

Example Target: By May 22 I will be able to independently stack 5 or more blocks following only an initial prompt on at least 6 occasions.

Clear Video evidence+ “after initial VP, Pupil stacked 5 blocks IND (see video)”

“During 1:1 work exploring blocks, after Initial VP Pupil was able to IND stack 5 blocks, they did this several times during exploration. VF given” (photographic evidence desirable)

“Pupil was given blocks and encouraged to explore them as part of 1:1 work following group work where we built structures as a class team taking turns, at first pupil explored the blocks knocking them against each other, stacking 2 or 3 blocks and then knocking them down, I then asked pupil if they could stack 5 blocks, they then independently stacked 5 blocks following this prompt, after this they spent more time building and exploring blocks and they showed that they were able to stack 5 blocks on several more occasions. Well done pupil, you were excellent today and showed how independent you can be, your next step is to stack the blocks without any prompting” (photo's provided)

“Pupil stacked 5 blocks”

“Pupil explored blocks in 1:1 learning”

A photo of 5 stacked bricks with no observation

Engagement Scales – Observations.

For pupils who are also assessed using the Engagement Scales, at least one half termly engagement observation is required. This should follow the principles of observations as outlined above however it is best practice to make use of video recordings which can be reviewed and reflected upon. Written observations should also include language linked to the 5 areas of engagement (see appendix). It is also good practice for this language to be used and embedded into all observations for pupils on yellow pathway. Teachers are then



responsible for using the engagement indicator on the EFL app to make Engagement assessments based on the observation.

What constitutes “good” evidence.

Pupils at Kelford School have bespoke learning objectives in the form of an Individual Learning Plan (ILP). These objectives are formed from priority areas linked to Education Health Care Plans in agreement with the pupils and parents/carers and form a key aspect of each pupil’s curricular offer. These objectives are the agreed learning priorities over an assessment period and for many of our learners, traditional physical evidence in the form of workbooks is not an accessible method of evidencing and assessing work. High quality evidence in the form of photographs, videos and written observations collected using Evidence for Learning allows us both to celebrate and share success, as well as carry out quality assurance to ensure that the work that pupils access over time reflects the planned intent. Collection of evidence is not intended to entail prolonged breaks from interaction with children or place an expectation for excessive paperwork. Evidence for learning can be utilised in the moment by teachers and teaching assistants and this guidance highlights the importance of concise observations. There is no expectation that every learning opportunity will be recorded and evidenced however it is important to recognise that for the majority of our pupils, observations are the primary source of evidence for assessment. Our pupils require a high level of support from teaching assistants and high-quality observations play a vital role in the class teacher having an overview of learning and achievement for our pupils. Teachers should make effective use of their staff teams to ensure that evidence collection and assessment is a shared responsibility spread over time, managing workloads so that assessment deadlines do not lead to excessive paperwork.

Evidence against ILP objectives.

- The evidence should be high quality and offer a clear narrative of progress/achievement over a term directly related to the measurable aspect within the objective.
- Teachers may make use of summary evidence, particularly regarding objectives that are practically more challenging to evidence “in the moment” these should be written up as evidence and tagged to objectives, a teacher comment on the assessment deadline alone does not constitute sufficient evidence.
- There MUST be a minimum of 3 pieces of evidence with at least one from each half term. The level of evidence should support teacher judgements. (Teachers should consider carefully if this minimum standard celebrates and reflects a pupil’s achievements accurately, particularly for those pupils where physical evidence e.g. workbooks are not utilised)
- Where Pupils have physical workbooks containing clear evidence of progress and attainment over the assessment period, a teacher comment can be utilised highlighting where this evidence can be found (additional EFL evidence will not be required if this is the case)



- Where SMART targets refer to a specific amount of occurrences (e.g Pupil will greet a peer during circle time without prompting on 10 occasions) there does not necessarily need to be 10 pieces of evidence capturing each occurrence in the moment, A blend of evidence and teacher summary that clearly shows progress and attainment can be utilised (e.g. references specific occasions or a photo of a tracking sheet with a written summary)

Subject specific/ Non ILP evidence.

- Physical work produced by pupils will be collated in topic folders organised by faculties.
- A large proportion of our cohort access the curriculum via practical engaging activities which may not produce physical work.
- There is an expectation that evidence on EFL relating to specific subjects will be “tagged” to the subject so we can celebrate learning in all areas of the curriculum.
- Multiple learners can be tagged against one piece of evidence
- There is no expectation that individual pieces of work will be tagged to specific framework items, however teachers may choose to do this in practice to support their ongoing formative assessment for learning.
- Subject/Faculty leads should be able, through quality assurance of workbooks/evidence for learning be able to see evidence of the planned curriculum being implemented in classes/key stages.

Prompting Key

Prompt used.	Acronym
Full physical prompt (the learner has experienced the activity but required a full physical prompt to complete the task)	FPP
With Support (The learner has completed their work activity with support) <i>Detail should be included of level of support e.g. verbal prompt, use of symbols, gestural prompt</i>	WS
Hand over Hand support	HOH
Hand under hand support	HUH
Gestural Prompt (e.g pointing)	GP
Verbal Prompt (e.g. verbal reminder)	VP
Visual prompt (e.g. symbols)	VIP
Physical prompt (e.g physical modelling)	PP
Independent work	IND
Verbal feedback given	VF



TAGS

Communication	SEMH		Sensory/Physical	Independent Living.
English	Reading	phonics	Writing	Speaking & Listening
Maths	Number		Shape space and measure	Science
D.T	Computing		Art	Music
Expressive arts	PSHE		RSE	P.E
SMSC	History		Geography	R.E
MFL	EYFS specific tags: <i>communication and language.</i> <i>physical development.</i> <i>personal, social and emotional development.</i> <i>understanding the world.</i> <i>expressive arts and design</i>		Friends, Relationships and Community	Good Health
Employment	Routes for learning		Autism Progression Framework	
ILP	VI		Physiotherapy. <i>(including bespoke tags for each therapy)</i>	
Duke of Edinburgh Exploration	Travel Training	Anticipation	Princes Trust PDE.	Initiation
			Realisation	Persistence



Tags need to be downloaded on to individual iPads and all tags being used by class should start Class - or Therapy –

Please do not have any tags that begin with a: and are marked for internal use on your iPads.

ENGAGEMENT SCALE LANGUAGE

Exploration	Looks, Sniffs, Licks, Tastes, Picks up, Touches, Listens to, Reaches for, Startled by
Realisation	Surprise, Excitement, Delight, Amazement, Fear, Takes control, Pushes away, Moves stimuli, Adds more, Tracks
Anticipation	Predicts, Expects, Association, Waits, Reaction prior, Shows Emotion / Expression, Behaviour alters, Eye contact, Visual clue, Verbal instruction
Persistence	Sustained attention, Consistent choice, Longer length of time, Returns, Maintains focus, Doesn't want to end
Initiation	Reach out with purpose, Looks for stimuli, Communicates want/need, Uses eye contact, Vocalisations, Goes to area, Responds to routine



Class team – Assessment Expectations	Frequency
Observations / Marking, annotation and feedback in line with guidance	Daily
Reflective assessment focused discussions	Daily as part of morning time & in class team meetings
Topic books updated – pupil work annotated and correctly filed.	Weekly
Engagement profile to be updated following reflective discussion and engagement observations.	Half Termly
Phonics tracker updated	Half termly
Class team reflection – pupil progress and next steps discussion	Half termly
Update English and Maths Developmental mark books on EFL	Ongoing with Termly deadlines (End of term)
Update alternative curriculum trackers on EFL (APF, R4L)	Ongoing with Termly deadlines (End of term)
Update ILP judgements and set new objectives on EFL	Ongoing with Termly deadlines (Half term points)
Share ILP targets for approval by parents/carers	Termly
Pupil progress meetings - SLT	Termly
Update Faculty progression mark books on EFL	Twice annually (mid and end year point)
Update pastoral plans and one page “zones” profiles.	Annually (amendments to be made in year if required)
Annual review – teacher report and update EHCP outcomes at key stage transitions or as necessary	Annually
Reports to Parents/Carers	Annually
Transition discussions/handover.	Annually.