



pupil voice



respect



independence



dignity



entitlement

Kelford School Whole School Curriculum Policy



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Version:	2
Policy Review Period:	Every 3 years
Last review date:	December 2020
Next review due:	December 2023

Intent

1. Curriculum Statement:

Kelford School provides education for pupils aged from 2 to 19 years. All our pupils have severe, profound, complex or moderate learning difficulties. We are passionate about providing the best quality of education and care for all our pupils and put them at the centre of everything we do.

How do we want the world to see our young people?

We want all our young people to be valued, visible and fully included in our community and in the communities where they live. We want them to be active and responsible citizens.

What do we want for them?

We want all our young people to be 'the best they can be'. We want them to be confident and successful learners who are proud of their achievements. We want them to be safe, healthy and happy. We want all our young people to have strong and influential voices and have the confidence and ability to make good choices and decisions. We want them to be fully prepared for adulthood.

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 and 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 reflect the importance of all 4 areas of need in the SEND code of practice, ensuring opportunities for progression run throughout the curriculum.
- 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 2021](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

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

3.2 Headteacher

The headteacher 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 governing board;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy:

- All teachers are responsible for ensuring delivery of the curriculum in line with this policy and individual subject policies.
- Subject leaders oversee policies and schemes of work for individual subjects and are responsible for monitoring coverage within their subject.
- Curriculum leads oversee curriculum review and the work of subject leads, reporting to the head teacher and governors.

Implementation

3. Pedagogy, curriculum and assessment:

We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations. In order to identify these, an individual provision Venn diagram is produced, (fig 1), following a baseline assessment undertaken by the inter-disciplinary team within 6 weeks (FTE) of entry.

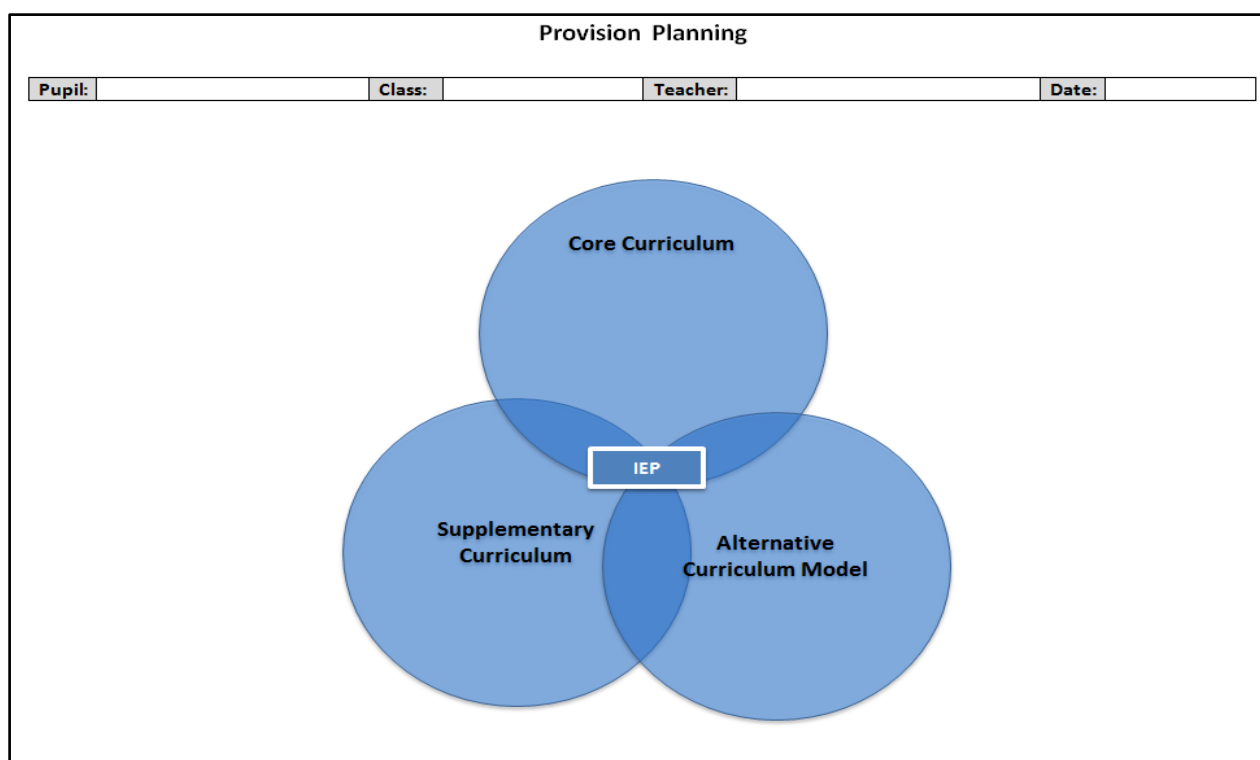
This identifies the learning priorities for each pupil / young person.

Core curriculum: Pupils engaged in subject specific learning in line with the national curriculum, progress will be monitored through formative (all subject areas) and summative assessment (English and Maths) in the cognition and learning section of pupils Individual Learning Plans (ILP's)

Alternative curriculum means learning through an alternative model including Routes for learning and a sensory approach, TEACCH and/or SCERTS. Progress will be measured through summative assessment linked to cognition and learning in the ILP's.

Supplementary curriculum refers to the therapeutic and additional provision that a child / young person will need to enable them to be ready to learn and / or to access learning. They will have personal priority needs that are central to their learning and quality of life. Such personal priority needs are highlighted within each pupils' EHCP and will be a central feature of their Individual Learning Plan. Such needs will be met through working with trained professionals either out of the classroom or through a discrete programme incorporated into classroom activities. Examples include rebound therapy, hydrotherapy, sensory circuits, sensory integration and Speech and Language therapy. Progress will be measured through summative assessment linked to ILP's

Fig 1:



On the basis of baselining and provision mapping, a curriculum pathway is decided upon which meets the needs of the individual child or young person.

3. Curriculum Content:

At Kelford School we provide a needs-led, person centred curriculum which is flexible and creative that caters for children and young people with a range of learning disabilities including Autistic spectrum Conditions (ASC), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties / Complex Needs (MLD). We continue to develop our specific pre-formal, non-subject specific curriculum based on Routes for Learning for our pupils with Profound and Multiple Learning Difficulties (PMLD).

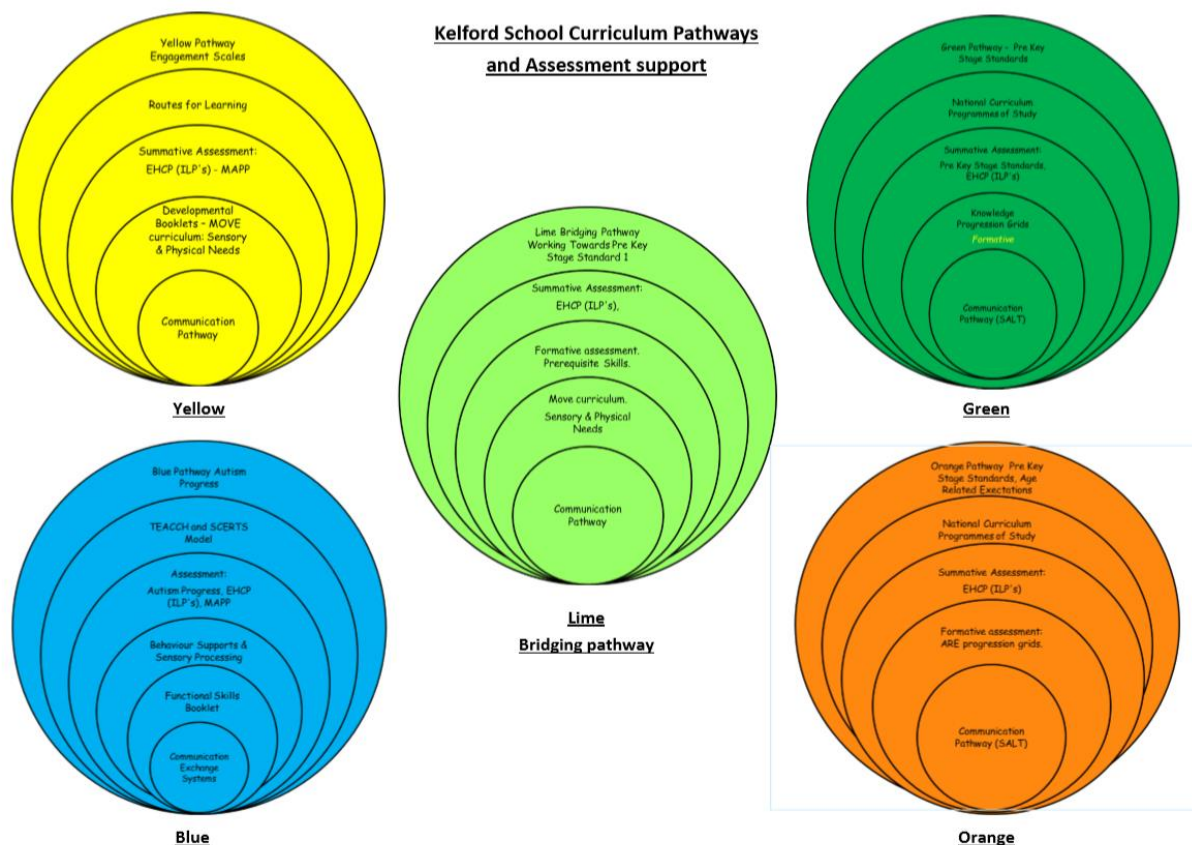
We recognise the need for a range of approaches, strategies and resources and the need for Teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.

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 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.

We have developed a Curriculum Pathways Framework, (Fig 2) 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, formative and summative assessments should also reflect progress for each child / young person.

Fig 2: Larger version can be seen in appendix 1



Pupils across all pathways will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to practise and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.

These skills include:

- Communication skills (including the use of AACs, developing signing skills, developing verbal skills and the ability to reason).
- Physical development (including positioning, maintenance of posture, muscle tone, ease of movement and fine and gross motor skill development).
- Personal learning and thinking skills (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills).
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).
- Independence skills (linked to preparing for adulthood objectives Y9+).

3.1. 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 planned through the use of the routes for learning curriculum 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.

***** a detailed review of the yellow pathway curriculum is currently a School development priority; further review of this section and the publication of a yellow pathway curriculum policy will follow.*

3.2. Lime, Green and Orange Pathways

- Learners are engaged in subject specific learning following the national curriculum.
- Topics, themes, and project-based learning are used as hooks for learning to engage pupils.
- Progression within ILP outcomes linked to the 4 areas of need & independence will be planned for as part of the curricular offer and tracked through summative assessment of ILP's.
- Progress within cognition and learning is planned for through the use of:
 - Lime Pathway: Prerequisite skills framework
 - Green Pathway: Green Pathway progression objectives
 - Orange Pathway: Age Related Expectation objectives (years 1 -4)

3.3. Blue Pathway

- Learners with complex ASD needs follow a blend of alternative and core curriculum depending on their needs.
- Topics, themes, and project-based learning are used as hooks for learning to engage pupils.
- Learners are engaged in subject specific learning following the national curriculum.
- Progression within ILP outcomes linked to the 4 areas of need & independence will be planned for as part of the curricular offer and tracked through summative assessment of ILP's.
- A TEACCH approach (*Treatment and Education of Autistic and related Communications Handicapped Children*) is utilised to promote meaningful engagement in activities, flexibility, independence, and self-efficacy as well to help them have a better understanding of his/her environment
- A SCERTS approach (*Social communication, emotional regulation and transactional support*) is followed to ensure pupils have opportunities to progress with their ability to interact socially, and regulate their emotions and to ensure that supports are put in place to respond to the child's interests and modify and adapt the environment to enhance learning
- Progress within cognition and learning is planned for using the autism progression framework, which is based on the SCERTS model.
- Some learners on the blue pathway will also have subject specific cognition and learning outcomes. (taken from the lime, green or orange pathway)

4. Curriculum Planning:

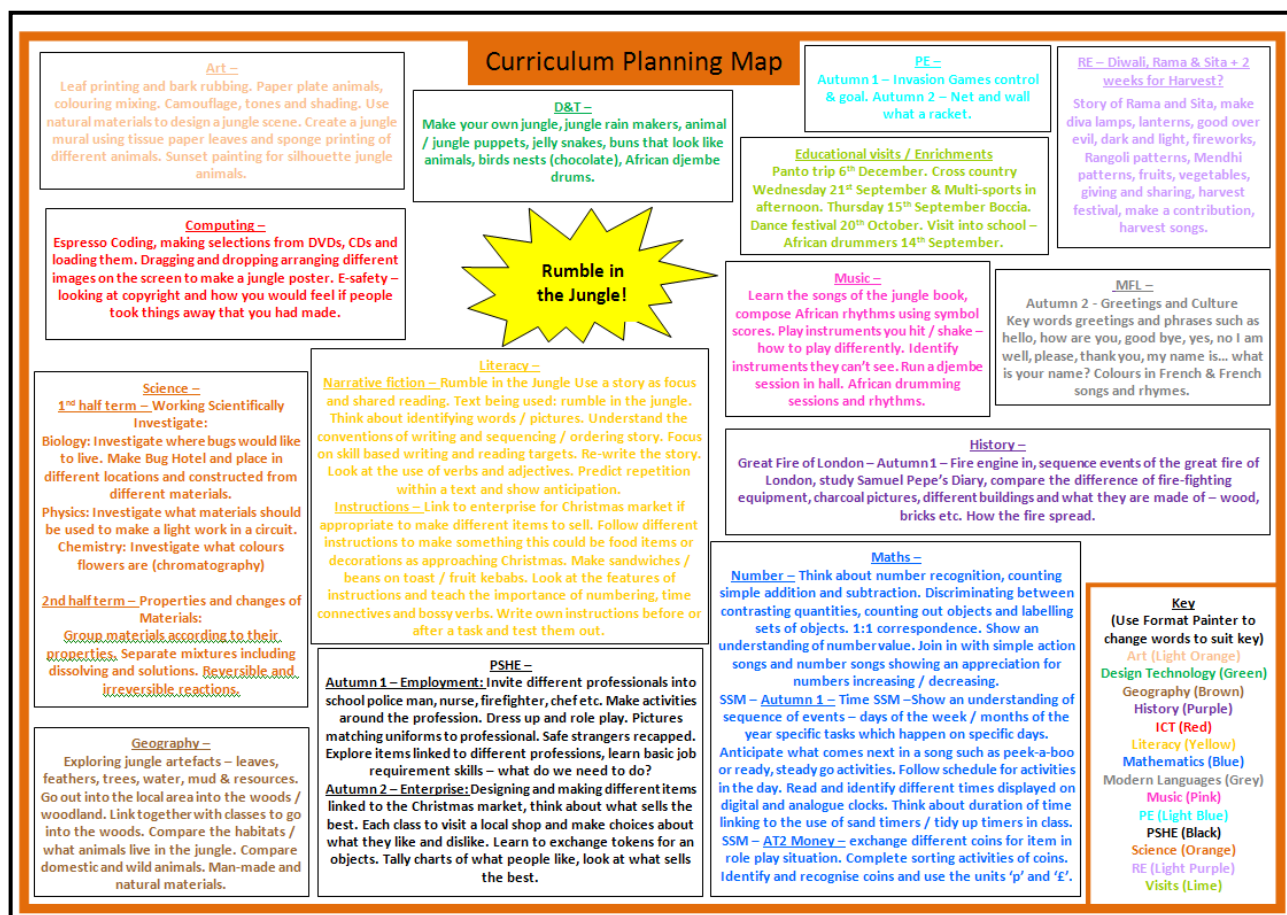
4.1 Core and Thematic Areas.

The subjects of English, Maths, Science, MFL (KS2 and above), RE, RSE/PSHE and PE are taught as a discrete subject following a scheme of work. There is a strong focus upon the development of Reading, Writing and Number skills throughout the curriculum. The application of these skills, in addition to other Foundation Subjects, is taught through Thematic Units of work.

4.2 Long Term Planning and Schemes of Work:

The Curriculum Team have developed long term plans, which include a Scheme of Work providing coverage within each subject of the National Curriculum. This means that each subject will have full coverage across each Key Stage. This may mean that Programmes of Study are used from an earlier Key Stage, but vertical and lateral progression is evident throughout the Long-Term Plans. Each Key Stage completes a curriculum map termly, detailing which elements will be covered through a thematic unit, separated into subjects. An example of this can be seen in Fig 3

Fig 3:



4.3 Medium Term and Long-term Planning:

- Medium Term planning is based on long-term planning collated onto a curriculum map. These include an overview of what knowledge and skills will be taught during the half term/term. Subject leads supported by curriculum leads monitor medium term planning over time to ensure that coverage is in line with the long-term planning.
- Short-term planning is intended for the Teacher's own use. Teachers are encouraged to plan well differentiated sessions with an awareness of personalised outcomes. Whilst there is no expectation that short term planning will follow a specific format, careful

planning ensures that the subject content is suitably personalised to provide meaningful, relevant, and challenging learning opportunities.

4.4. Individual Learning Plans

- All learners at Kelford have an individual learning plan with priority outcomes in: Communication and interaction; Cognition and learning; Social emotional/Mental Health; Sensory and/or physical development; Independence/Preparing for adulthood.
- Teachers are expected to plan opportunities for progress against all outcomes into each child's curricular offer.
- Bespoke timetables will demonstrate and support these opportunities.
- Teachers may choose to create short term plans to further demonstrate curricular opportunities.

5. Curriculum Delivery:

All planning involves a careful and deliberate sequencing of curriculum content and experiences that build on previous learning and achievements to promote future learning.

5.1 Early Years Foundation Stage:

The Foundation Stage encourages our children to develop the fundamental and pre-requisite skills for all future learning. Kelford School follows the four guiding principles as outlined by the [EYFS Statutory Framework \(2021\)](#):

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in Enabling Environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

Teachers in Early Years plan using an 'interest led' approach in order to 'respond to their individual interests and needs.' Upon entry, Education and Health Care Plans (EHCPs) inform initial target setting. Teachers work with families to establish the priorities for each child before formulating the first Individual Learning Plan (ILP) at Kelford School. Targets are delivered through an interest led thematic approach, making use of themed planning where appropriate (Fig 4).

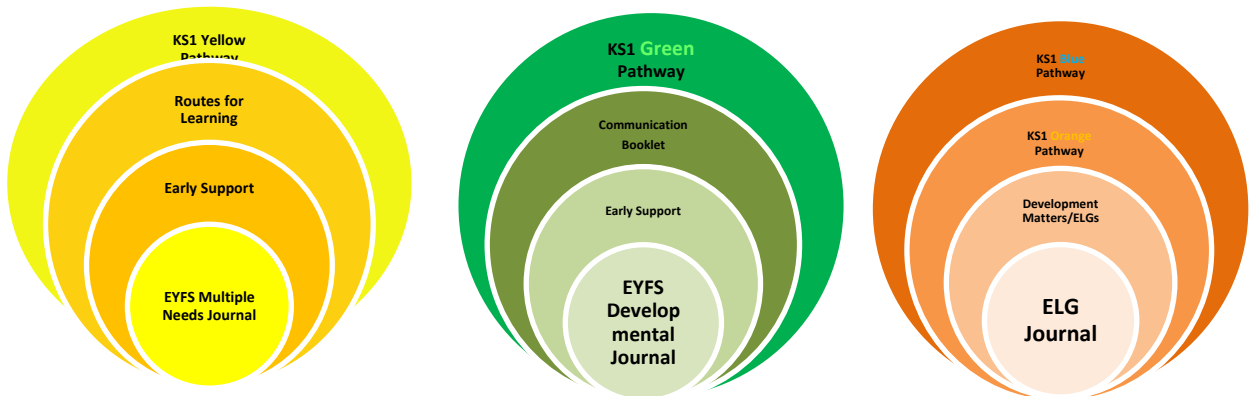
Fig. 4

Literacy—Reading & Writing		Understanding The World	
<p>Action Rhymes and Songs</p> <p>Old MacDonald had a farm</p> <p>This Little Piggy</p> <p>The Farmyard Jamboree- Barefoot Books</p> <p>Driving My Tractor- Barefoot Books</p>	<p>Symbols & Signs/Information Texts</p> <p>Fiction and Non-fiction books about pigs</p> <p>Farm books</p> <p>Peppa Pig books and annuals</p> <p>Books about families</p>	<p>People and Communities</p> <p>Learn the Makaton signs for pig, mummy, daddy, brother, sister, baby</p> <p>Who is in my family? Family photographs to be sent into school. Who is in Peppa's family?</p>	<p>Technology</p> <p>Purple mash, espreso programmes</p> <p>Jigsaw making- different breeds of pigs, Peppa Pig characters</p>
<p>Repetitive Pattern Stories</p> <p>Hide and Seek Pig- Julia Donaldson</p> <p>What the Ladybird Heard- Julia Donaldson</p> <p>A Squash and a Squeeze- Julia Donaldson</p>	<p>Traditional Tales</p> <p>The Three Little Pigs</p>	<p>The World</p> <p>Class visit to a farm- Cannon Hall/Wentworth/Butterfly House</p> <p>Looking at pictures of pigs- Where do they live? What colour? How many legs? What are baby pigs called?</p>	
Maths		Expressive Arts and Design	
<p>Shape Space & Measure</p> <p>Can you help... Peppa find a square/George find a hexagon/ Daddy Pig find a triangle</p> <p>Farm themed jigsaws and insert boards</p> <p>Grouping animals together using farm animal figures</p> <p>Can you build a house of bricks using 2D shapes?</p> <p>Sequence the story of The Three Little Pigs, cut out and stick on card</p>	<p>Numbers</p> <p>Glitter numbers in coco mixture tray. What numbers can you find?</p> <p>Order numbers 1-10 or higher using Peppa Pig number cards</p> <p>Large number line with ten pig small world figures</p> <p>Number line with missing numbers, can you find the correct number?</p>	<p>Exploring And Using Media and Materials</p> <p>Exploring gloop and creating the consistency of 'muddy puddles'.</p> <p>Mixing paint to create pig pictures</p> <p>Class art work, working together to create a pig collage using tissue paper, felt, cellophane, Paper plate pig faces and a wolf</p> <p>Making pig puppets using felt</p> <p>Using boxes- Can you make a house of straw/</p>	<p>Being Imaginative</p> <p>Tuff tray filled with coco powder mixed with water to create 'muddy puddles'. Peppa Pig characters.</p> <p>Roleplay area set up as a Homecorner.</p> <p>Wearing wellingtons, go for a walk around school- can we find some muddy puddles? (waterproof clothing depending on the weather)</p> <p>Musical instruments to sing along to 'Bing</p>

Peppa Pig

Once teachers have a secure grasp of the individual needs of each child, an EYFS pathway (Fig. 5) is selected to ensure that teachers are able to focus targets with the appropriate amount of balance for each ILP area. This will take place within the first 6 weeks (FTE) of a child starting at Kelford.

Fig. 5



Children following the Yellow pathway route will have targets taken from Routes for Learning and/or the Early Years PMLD Developmental Journal. For those following the Green pathway, targets will come from the Green Pathway Developmental Journal and for those on the Orange Pathway, targets will come from the Orange Pathway Developmental Journal. All of these are based on the DfE [Development Matters Framework \(2021\)](#) using the EYFS Prime and Specific areas (see Fig 6).

Fig. 6

EYFS Prime areas				EYFS Specific areas			
C & L	Physical Development	PSED	PSED	Literacy	Maths	UtW	EAD
ELGS: 1) Listening, Attention & Understanding 2) Speaking	ELGS: 1) Gross motor skills 2) Fine motor skills	ELGS: 1) Managing Self	ELGS: 1) Managing Self 2) Self-regulation 3) Building Relationships	Literacy ELGS: 1) Comprehension 2) Word Reading 3) Writing	Maths ELGS: 1) Number 2) Numerical Patterns	UtW ELGS: 1) Past & Present 2) People, Culture & Communities 3) The Natural World	EAD ELGS: 1) Creating with materials 2) Being Imaginative & Expressive

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 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. Teachers and support staff use the Evidence for Learning app to record such observations which may then be shared with colleagues and families.

5.2 Key Stages 1, 2 and 3:

Balancing the needs of the pupils and the statutory entitlement of the National Curriculum requirements underpins the curriculum for 5–14-year-old pupils. 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 there will be age and need s 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.

Class teams are expected to know and understand how each child learns best within their class through sharing information and careful analysis of observations. It is expected that a range of teaching strategies will be employed within each lesson to address the learning styles of each pupil. Reading, writing and number are priority aspects of the curriculum. All classes are expected to include Phonics sessions using the Phonics Long Term Plan. This is based upon one primary Synthetic Phonics scheme (Read Write Inc.). Please refer to Kelford's Phonics Policy for further information. 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. Numicon is widely used within the school to facilitate this. The knowledge, skills and understanding acquired during English and Mathematic lessons is also applied during thematic work and within continuous provision activities.

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, whilst half termly immersive RE days provide further opportunity and access to religious education.

The school has re-organised its curriculum to combine and adapt programmes of study so they can be taught thematically. Key Stage teams plan topic learning together always beginning the term with a hook into learning and working towards a project to end the topic. Coverage and entitlement is ensured over a Key Stage following long term schemes of work. Coverage is monitored by subject and curriculum leads; progression is mapped through the use of progression grids (formative assessment) on the Evidence for Learning application. Progress in English/Maths/Routes for learning and Autism progression are also tracked through Cognition and Learning in the ILP's (Summative assessment). Achievement and standards are further monitored by the Senior Leadership Team.

Subjects taught discreetly:	Thematic Subjects:	Cross-curricular themes:
English	Application of English skills	Communication
Mathematics	Application of Mathematic skills	Sensory Inputs
RE – Immersive days.	Art	Therapeutic Inputs
PE	Design and Technology	Computing
Science/STEM	Music	SMSC
MFL (Key Stage 2 and 3)	Geography	
	Expressive Arts	
	History	
PSHE and Citizenship		

5.3 Key Stage 4:

The Key Stage 4 curriculum focuses on developing the six Key Skills in ways that develop our pupils as independent, active and valued citizens within our school. The curriculum includes English, Maths, RE, PE, PSHE, Work Related Learning, Life skills and Thematic work (incorporating Expressive Arts, Science, Geography, History, Music and ICT).

The cross-curricular Key Skills are developed across all these subjects and areas of learning. These are Communication, Numeracy, ICT, Problem Solving, Working with Others and Improving own Learning and Performance. ASDAN Transition Challenge is used to accredit pupils' learning and achievements at Key Stage 4.

Pupils continue to have Individual learning plans and progression in English and Maths is planned for within cognition and learning. All pupils have end of key stage objectives within Preparing for Adulthood (set in Y9) and curricular opportunities to progress within these are built in to the offer.

5.4 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. The curriculum includes Expressive Arts and Music, PE, Lifeskills, English, Maths, PSHE, Work Related Learning (Fitness and Leisure, Enterprise, Careers and Work Experience), College Courses.

This curriculum continues to focus on the development of the six Key Skills. ASDAN Towards Independence, Prices trust Personal development and employability skills qualifications, Entry Level Qualifications and AQA Units are used to accredit students' learning and achievements in the Sixth Form.

Pupils continue to have Individual learning plans. All pupils have end of key stage objectives within preparing for adulthood and curricular opportunities to progress within these are built i to the offer.

5.5. Repetition, Mastery and Overlearning.

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 embedded in to the individual's long-term memory, leading to automaticity and spontaneous retrieval.

Repetition is therefore 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 grids at a fast pace is preferable. Subject leaders have planned opportunities to revisit knowledge and/or skills throughout the key stages, and 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. In acknowledgement of our commitment to this aspect of cognitive neuroscience, we address prior skills during Pupil Progress meetings to ensure that it is systematically addressed for all of our children and young people.

Impact

6. 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.

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 conduct themselves in a socially accepted way.

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 make informed choices and influence their own life beyond 19
- Can enter further education and / or employment.

7. Recording, Reporting and Assessment: (*Measuring Impact*)

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. In addition, it is an integral part of the National Curriculum statutory procedures.

7.2 Summative Assessment (Assessment of Learning):

Summative assessment formally measures the progress made by individual children.

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) these assessment documents are not formative trackers and will need to be completed by teachers for pupils at the end of KS1 and 2. In Early Years Foundation Stage, children are formally assessed at the end of Foundation Stage 2 against the Early Learning Goals.

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 and that it is not possible to meaningfully consider data for these pupils.

For these pupils we are developing our use of Engagement Scales to aid our assessment of how engaged pupils are in their learning. From 2021/22 we will have a statutory duty to inform the DFE of these pupils, but not to submit any specific data.

For all pupils at Kelford, progress is tracked through termly assessment against targets identified in the Individual Learning Plans for all four areas of need with the addition of independence (EYFS – Y8) and preparing for adulthood (Y9+). 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 and other professionals that represent 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, workbook scrutiny 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.

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.

7.3 Alternative Assessment Methods

Pupils following an alternative curriculum model and learning pathway such as Routes for Learning will require a more detailed approach to measure their progress and attainment. This will be done through collating Mapping Assessment and Pupil Progress (MAPP) information and analysing the rates of progress towards mastery through Prompting,

Fluency, Generalisation and Maintenance towards the individual Routes for Learning or TEACCH targets. These will be analysed against expected outcomes set by teachers and moderated by senior leadership and moderation groups.

7.4 Formative Assessment (Assessment for Learning):

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 during each lesson. This may include the use of the Evidence for Learning App or pupil workbooks. These can be tracked on the progression frameworks described in section 3 and will be used to inform teachers and subject leaders of progress. 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 with pupils and they are included as part of the reviewing progress.

8 Recording and Reporting:

Kelford School utilises the application/software package, Evidence for Learning, to aid recording and reporting. All pupils have a virtual file containing evidence towards their ILP objectives and wider curricular learning. All progress stored via the app will be used to inform teaching and learning. Individual learning plans are contained within the app and are monitored by the senior leadership team via ILP scrutiny and pupil progress meetings.

8.1 Pupil Progress Meetings:

Each term a Senior Leader meets with the class teacher to review every child's ongoing learning and achievement. Any areas of underachievement or barriers to learning are identified and discussed. An action plan is agreed and this is reviewed the following term (Monitored each term by Headteacher).

8.2 Pastoral Support Plans:

All pupils will have a Pastoral Support Plan. This will contain plans for feeding and/or eating, care, risk assessments, behaviour and communication. These should be updated or 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 computer network (Monitored each term by SLT)

8.3 Individual learning plans.

ILP learning objectives will be set at the Annual Review. Prior to the review, priority areas for the child will be identified by parents/carers and the professional team around the child. ILPs have up to six objectives which focus on the priority needs and areas of learning. The ILP targets are broadly cross-curricular and are planned for and practised using a cross-curricular and interest led approach. The targets are reviewed at each termly data collection points and discussed at the Pupil Progress Meeting (Monitored each half term through Pupil Progress Meeting or Annual Review).

8.4 Reporting to Parents and Carers:

Parents and Carers should be well-informed about their child's progress at school. To achieve this, we will:

- Invite parents to their child's Annual Review where their progress will be discussed and their EHCP reviewed;
- Invite parents to a meeting with their child's class teacher each term to set, review and evaluate ILP objectives and discuss progress;

- Provide an annual report which provides a summary of their child's progress and achievements throughout the curriculum;
- Provide annual assessment information for all pupils;
- Send a parental questionnaire seeking views about the school;
- Communicate informally through the home school diary or personal contact;

The Reports to Parents and Carers will:

- Provide clear information about their children's progress, outlining strengths and the areas they need to develop;
- Be written using appropriate vocabulary which can be read and understood by most parents;
- Include realistic and challenging targets;
- Promote parents' involvement in their children's learning and provide scope for dialogue with both pupils and parents;
- Meet statutory requirements for reporting to parents.

9. Monitoring and Evaluation:

- A report to parents will be included in the Annual Review.
- All ILP's will include learning outcomes for each child.
- Pupil's progress towards the learning outcomes will be evaluated termly.
- Class teams will formatively track and record pupil progress using pathway progression grids, autism progression framework or the Route map, depending on pathway (see section 3).

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.

13. Evaluation:

This policy will be reviewed tri-annually or before in response to any review of the whole school curriculum.