Curriculum Policy

Introduction

One of the principles underlying Heath Farm School's approach is the belief that students' self - esteem, confidence, and emotional stability can be greatly improved through academic achievement. Students are encouraged and supported to achieve in terms that they recognise as success. As the school grows, the curriculum will continue to be a major area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We seek to gain accreditation for the courses the students study from key stage 3, 4 and 5. We fundamentally believe that academic achievement will increase our students' chances of living a happy life as independent, responsible members of society.

Aims

The curriculum policy is based on the following aims;

To develop awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future.

To develop awareness in our students of their needs and help them develop strategies to support themselves.

To encourage an atmosphere of mutual support where students are sympathetic to each other and stronger through the unity of the group.

To help our students develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.

To provide all students with a broad, balanced, and differentiated curriculum in line with the requirements of the National Curriculum and their individual needs.

To assist students, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.

To equip all students with the skills, qualifications, emotional strength, and self-confidence required for the transition from the School to the next phase of their lives, be it re- integration to a mainstream school, college or work or another form of positive engagement in society.

To enable those not achieving age-related expectations to narrow or close the gap.

To enable students to progress based on ability not age.

To be challenged and stretched to achieve their potential.

Objectives

The curriculum policy is based on the following objectives;

To provide a broad and balanced curriculum in line with the National Curriculum framework 2014.

To enable students to fulfil their potential.

To meet the needs of young people of all abilities.

To provide equal access for all students to a range of learning experiences beyond statutory guidelines.

To develop independent learners to move forward confidently and competently with their lives.

To prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.

To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.

To help students to use language and number effectively.

Groupings

Students are grouped within the school according to National Curriculum Key Stages and according to their needs, with consideration given to the students' emotional development, prior academic achievement, potential, social, emotional, well-being and special educational needs. At Key Stage 1 and 2 students have five well-being lessons which include the Thrive approach, mindfulness, yoga and Lego therapy. Within Key Stage 3, students have lessons focusing on the Thrive approach and Lego therapy as appropriate. At Key Stage 4, each group has a particular focus, for example academic achievement or the development of social, emotional, wellbeing and life skills. At Key Stage 5, students' lessons are tailored to meet individual need. Students are guided to select a range of college courses, GCSEs and BTECs that best meet there needs.

Curriculum and Subject Allocation

At Key Stage 1 and 2 students are taught Literacy, Numeracy, Physical Education, Thematic study (Topic) which includes the Humanities, DT and the Arts. They also have wellbeing lessons which include Thrive activities and Awe and Wonder lessons which support development of student's soft fascination and promote Biophilia. At Key Stage 3, English, Maths, Science, Thrive and wellbeing, Art, History, Geography, Language provision, DT / Life skills, IT, PE and PSHE. Lego Therapy and Awe and Wonder lessons are also part of some of the groups curriculum as appropriate. Students in Key Stage 4 and 5 (dependent on need), have the opportunity to study English, Maths, Science, Art, RE, Home Cooking, Life skills, ASDAN, PE, PSHE and Thrive approach sessions. They can also select a vocational course from the following options: Child Care, Catering, Motor Mechanics, Hair and Beauty, Land Management, Building and Construction. Students are able to gain accreditation from year 7 onwards, this includes Entry Level Certificates, BTECs , Functional Skills and GCSEs.

Lessons vary in length from 20 minutes (a half lesson) to 100 minutes (a double afternoon lesson) depending on subject. Practical subjects often require double lessons. Single lessons are 40 to 60 minutes long depending on key stage.The school believes it is important to offer students a curriculum, which is broad and balanced in line with our aims and objectives.

The nurture provision operates a more personalised timetable that blends; cognition and learning, communication and social skills to support the students with their SEMH needs. KS1 and 2 students follow the NC framework 2014 as do KS3. Key stage 3 students also have the opportunity to study Entry Level Certificates English, Maths and Science. Students have the prospect of improving their level throughout the key stage. At Key Stage 4 students study English, Maths, Science, Art, Physical Education at the most appropriate level e.g. GCSE, Functional Skills level 1 & 2 or Entry Level Certificates level 1, 2 or 3. Students also have the opportunity to study horticultural, sporting activities, independent living skills, skills for employment, charity work and community service.

Within Key Stage 3, 4 and 5 students (dependant on need) have the opportunity to enhance their knowledge and understanding of a variety of trades and industries. Options, such as; Land base management, Motor vehicles, Hair and Beauty, Health and Social Care, Building and Construction are available. Work placement in a range of industries and companies is available and can be linked to the ASDAN accreditation. The courses closely link to industry and learning outcomes are based on offering successful progression routes, linking education to employment through ASDAN, BTECs, and work experience opportunities.

Student preferences for option subjects are sought and they are offered as choices and delivered using alternative education providers such as East Kent College and Canterbury College. This enables us to give students a wider variety of choices and to give them the opportunity to receive training by industry professionals outside their familiar school surrounding, thus facilitating transition and developing independent skills.

The BTECs are multi-skilled, offered to develop learner progression and sustainable pathways. There are three levels of achievement available, which allows good differentiation and suitability for all learners. The courses are delivered by team of skilled trade based tutors, which means trades will be taught by tutors with expert trade specific knowledge. Skills for employment and vocational studies also includes a week long `Work related' learning experience to year 10 students and two week long placements for year 11 students. Heath Farm School has excellent links with various industry and companies. Skills for employment and vocational studies provides, advice and guidance on the application and interview process and work placements where learners will benefit from real work related learning provision.

HFS Accreditation Map
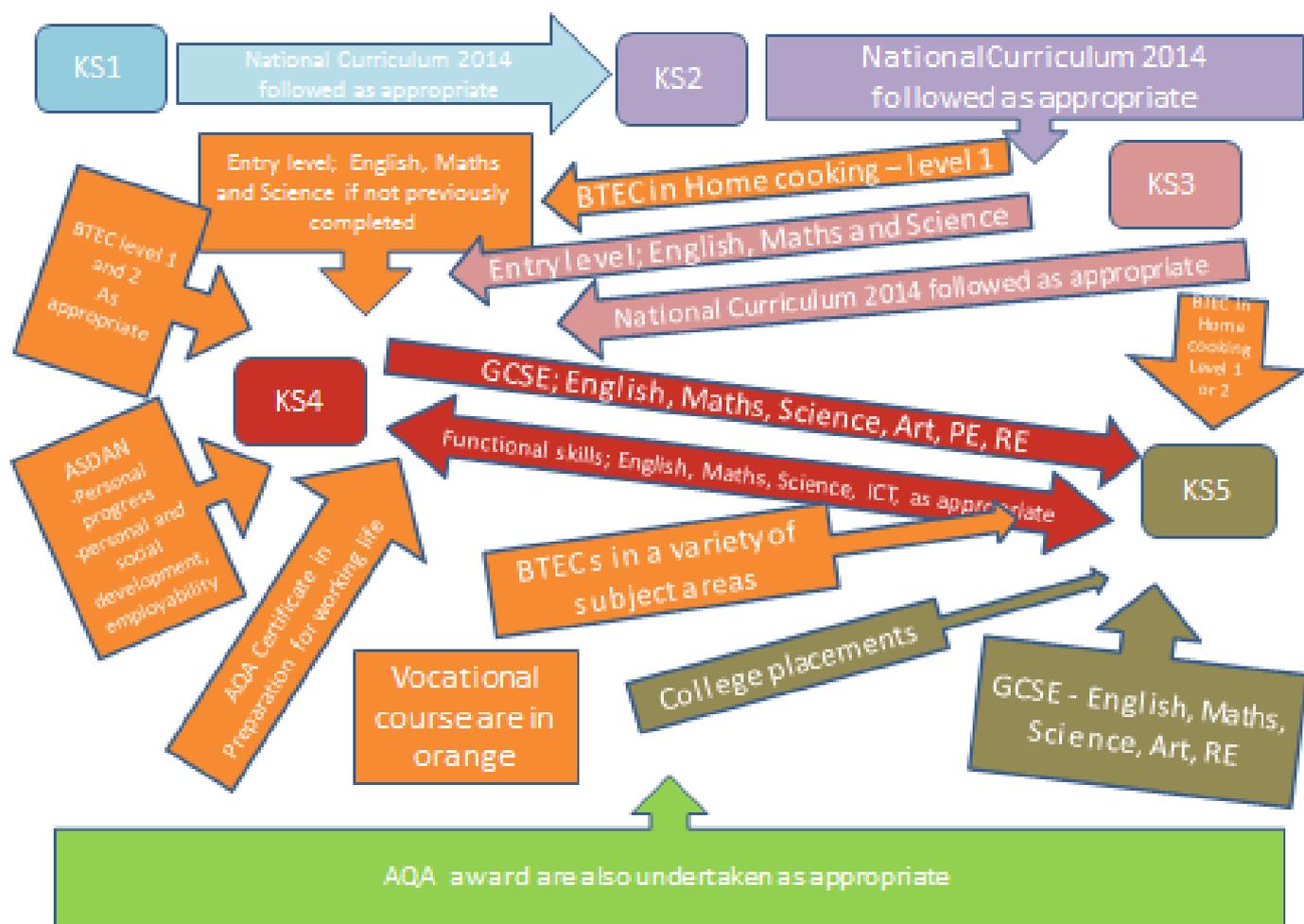
Heath Farm School Accreditation Map

Post 16

Some of our students at Post 16 need further support in order to manage a transition to college education and to develop their independent learning skills, personal organisation and a more independent lifestyle. Post 16 education requires both willingness and ability to take personal responsibility. The same applies to transfer to the world of work. Some students are ready for this, but others are not. Our Post 16 provision provides a bridge between the world of school and the world of further education. The aim of Post 16 is to support the pupils by combining social support, supporting in accessing the academic environment; leading our students toward more independent study and living.

The distinctive feature of this model is the fact that Heath Farm School takes responsibility for co-ordinating and supervising college placements by providing support both in and beyond school. Staff continually support and encourage students towards their goal of independence.

In our Post 16 provision, students participate in level 1, 2 or 3 courses depending on their previous attainment. Students either attend school full time or divide up their week with college courses and school based learning; timetables are bespoke dependent upon the individual needs of the student and objectives contained within the Statement of Educational Need or outcomes from their EHCP. The days in school will be spent working on college assignments, appropriate accreditation and enable students to meet the challenges they face in accessing mainstream FE environments and prepare students to become active members of society.

Career Guidance

We organise access to accurate, up-to-date, career guidance that is presented in an impartial manner. We enable our students to make informed choices about a broad range of career options; encouraging them to fulfil their potential. We organise visits to career and jobs exhibitions, to further education colleges and vocational courses centres to enable our students to widen their horizons. They are able to discover new opportunities and make their own choice of post 16 pathway.

Planning

Students follow a rolling curriculum plan which links to the National Curriculum Framework 2014. Planning is the responsibility the teaching staff as directed. All planning is completed on the scheme of work (SOW) pro forma below.

Lesson	Learning Objectives/ Intentions To know .. to be able … to understand…	Success Criteria Steps to achieve LO/I Or I can statements	Starter (relating to previous learning or introducing new learning)	Teaching and Learning Activities/ Strategies (content and process) Ensure there is an opportunity for students to investigate ideas and record and reflect their learning	AfL opportunities	Plenary Critical steps questions to enable progression, independence and to 'close the gap', see Bloom taxonomy guidance	Vocabulary	References & Resources	Differentiation, Consider Bsquared levels Alternative strategies – choice of tasks

All SOW have assessment criteria for the subject and the relevant NC framework guidance for the key stage or relevant accreditation guidance. The lemon shaded areas are the compulsory and the white are optional.

SOW are monitored on a termly basis and feedback given. Staff also submit weekly planning detailing, the learning objective, the main learning activities and the deployment of support staff, which is audited on a weekly basis, feedback is given as required. SOW also include the relevant NC framework assessment targets or accreditation objectives for the year or key stage.

Literacy Intervention

Many of the students referred to the school have literacy needs that can affect their ability to access the curriculum. We use the Read, Write, Inc. phonics programme to develop literacy across the school and promote group and individual reading times. Students are regularly assessed and their study programme is individualised based on need. Integral to delivery of literacy teaching is the personal encouragement and support available during these sessions. Students' progress is tracked and independence encouraged. There is an ongoing programme of RWI INSET to ensure staff are able to best meet the students' needs.

At HFS, Speech & Language Therapy is used to support the following; the development of active listening skills, the development of vocabulary and concept knowledge – topic words, spatial and descriptive words through Lego Therapy, sequencing and joining words through narrative work, the ability to make inferences and deductions, understanding of figurative speech such as idiom, the ability to relate a narrative, to set the scene and describe the events in sequence, the development of grammar skills and creating more grammatically accurate sentences, phonological skills- developing an awareness of sounds in words, and the ability to manipulate sounds in words, identification of key information, leading to better expression of thoughts, which in turn supports better written outcomes and the comprehension of verbal information which supports the development of comprehension of text

Differentiation

Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning'.

At HFS we use a range of differentiation techniques. One method is, differentiation by task, involving setting different tasks for students of different abilities or different sets of worksheets or exercises depending on students' abilities or needs. An alternative method is to use a single worksheet comprised of tasks which get progressively harder. The more advanced students will quickly progress to the later questions whilst the less able can concentrate on grasping the essentials. Small, mixed-ability groups allow lower achievers to take advantage of peer support whilst higher achievers gain the opportunity to organise and voice their thoughts for the benefit of the whole group (known as peer modelling). Grouping also allows roles to be allocated within the team which cater for each member's skill set and learning needs. Resources are also used to differentiate in the classroom. This means that while some may require quite basic texts with illustrations, others are capable of working with more advanced vocabulary and complex ideas. Differentiation of this kind allows a wide spectrum of materials to be used to attain a single learning outcome. It's a method that is greatly assisted by advances in technology which our students really enjoy using. In the differentiated classroom, rather than assessment taking place at the end of learning, students are assessed on an on-going basis. There are of course other methods of differentiation and we adjust our approach according to the students' needs.

At HFS we understanding that we are dealing with a group of diverse individuals and adapted our teaching to ensure that all of them have access to learn. This is an on-going and flexible process which not only profiles students initially but also recognises progress and areas for improvement and adjusts accordingly to ensure learning needs continue to be met. In short, it shifts the focus from teaching a subject to teaching the students.

Thrive

All teaching is child centred, the child is at the heart of what we do. Social, emotional and academic qualities are promoted. Throughout the school the Thrive Approach is used. 'Thrive' helps adults prepare children and young people for life's emotional ups and downs. Using the 'Approach' with we are able to work with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning. Based on neuroscience and attachment research, 'Thrive' provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes.

Assessment, Recording and Reporting

Our approach to assessment will guide practice in several areas: successful personalisation, building up a unique picture of each student's strengths and areas for development, enabling the school to offer the right curriculum and the students to make well-informed choices. Within curriculum planning, staff are clear on what students will achieve, and on the next steps for success; this information forms the starting point for SOW. Using pupil tracking, staff form a view of both the general progress of individual students; of their progress in relation to particular targets (for example in their IEP) and of their response to particular interventions (these are recorded on PIPs- progress intervention plans). This can in turn inform future planning for the individual, as well as reporting to parents, carers,

other professionals and local authorities. It also provides an evidence base for school improvement, as pupil progress, in its widest sense should confirm the effectiveness of the curriculum, the impact of school improvement priorities and the contributions of members of staff.

Heath Farm School's approach to assessment is to: enable students to understand their strengths and weaknesses, their achievements and their targets, and thus to be actively engaged in their own learning; enable staff to know their students well and to monitor progress and planning for both individual students and classes; enable teaching staff to monitor and evaluate the impact of their SOW and the student progress in the subjects taught; give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management; gather and triangulate the diverse evidence available of the students' development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to pupil self - evaluations about attitudes and achievement; and inform the IEP process and show progress in relation to the statement of special educational need objectives or EHCP outcomes.

The Assessment Process

During a student's first half term at the school, teachers establish a baseline for each subject. At KS1, 2, 3 and 4 students are baselined using BSquared. This is measured in either P Scales or BSquared Steps or for KS4 students in 'flight paths'. Key documentation is reviewed, including: any health records; CAMHS reports; information from previous school/family/carers, attendance records and achievement; the statement of special educational need or ECHCP. The students will be tested for their reading and spelling age and a RWI assessment will also be completed as appropriate. Where prompted by the Statement or EHCP or identified by the form teacher and the Senior Leadership Team, additional testing with an Educational Psychologist can be arranged. Students are also assessed using Thrive online, this can be undertaken as a group assessment or individually as appropriate. An action plan is then developed highlighting learning targets, strategies and activities to be used in order to support a student's social and emotional regulation. These are reviewed on a regular basis.

As mentioned, academic progress is assessed in the following way; KS1,2 and 3 are assessed using BSquared which uses PScales and Steps to monitor progress. In Key Stage 1, 2, and 3 students' attainment in measured in (currently PScales, but this will be phased out by the 2018 to 2019 academic year and replaced with interim pre- key stage standards or Progression Steps, in line with the 'Primary school pupil assessment: Rochford Review recommendations Government consultation response - September 2017') and BSquared Steps. Progress begins with PScales.

PScale 5	PScale 6	PScale 7	PScale 8

And then moves on to BSquared Steps.

In English, Maths and Science the Steps are as follows;

Step 1C	Step 1B	Step 1A	Step 2C	Step 2B	Step 2A	Step 3	Step 4	Step 5	Step 5+

In the other subjects the Steps are as follows;

Step 1	Step 2	Step 3	Step 4	Step 5	Step 5+

Students who are working towards GCSEs are assessed using 'Flightpaths' will show which grade they are working towards on the 1 to 9 scale.

Year 10	9	8	7	6	5	4	3	2	1	
Year 11		9	8	7	6	5	4	3	2	1
Final GCSE grade descriptor		9	8	7	6	5	4	3	2	1

We will also look to trial 'Flightpaths' at KS3 during this year with some students.

Teachers are able to record progress and achievement using the following scale;

Encounter
Awareness
Attention and Response
Engagement
Participation
Involvement
Gaining skills and Understanding
Mastered
Confirmed

This scale is used to explain the students' progress in relation to a wide range of statements within each P Scale or BSquared Step and within a wide range of subjects.

"Even when broken down into sublevels, the steps from one level to the next can be too large for some learners. Therefore, making judgements about progress based on the data alone will not be the most effective means of evaluation."

Progression 2010–11 Advice on improving data to raise attainment and maximise the progress of learners with special educational needs pg. 10.

Being able to record progress from 'Encounter' to 'Confirmed' means that even the smallest amount of progress can be recorded and the achievement celebrated. Subjects are also subdivided so progress and targets can be pinpointed. BSquared allows teachers to report on assessments mastered and assessments to be mastered. The example below shows a student working at Step 2A in English – Reading. The example shows how subjects are subdivided. The report easily shows the scale of progress being made in each area, and links to the colour coding on the scale.

Word Reading: Apply knowledge	Word Reading: New words & exceptions	Word Reading: Fluency & accuracy
Reads common initial consonant clusters consistently	A Blends sounds to build longer words	U Reads aloud with confidence
Reads common final consonant clusters	U Recognises and reads plurals	Uses appropriate expression
M Decodes the majority of phonic based CCVC words accurately	U Recognises and reads simple prefixes without overt sounding	M Reads silently mouthing the words
M Use preceding text to investigate words that may "fit"	A Recognises and reads simple suffixes without overt sounding	A Reads picture captions in non-fiction books
A Re-reads and uses contextual knowledge	A Recognises common endings i.e. -ing , -ed, -er	A Re-reads favourite stories
	Reads high frequency exception words	M Sounds out unknown words, generally accurately
		Sight Vocabulary -high frequency word list -
		U 175 words
		200 words

Comprehension: Attitudes to reading	Comprehension: Understanding	Comprehension: Responding
Listens to and reads a wide range of fiction and non-fiction i.e.:	Compares story beginnings	Uses story beginnings and endings
- poetry	Compares story endings	Uses description of character
- plays	Explains the actions of a story character	U Describes character and recounts from text giving reasons for comments
U - reference/text books	Rearranges words to create different meanings	M Uses contents page in a book
- encyclopedias	U Asks questions to clarify meaning	States position of letter in alphabet i.e. beginning, middle or end
M Is aware of difference between fact and fiction	P Finds evidence to support their answer	Uses knowledge of alphabet to open dictionary in an appropriate place
U Is aware that not all stories are fiction	Distinguishes beteen a contemporary story and one written long ago	M Locates a word in a dictionary
Can state how texts are organised	U Retells key elements of the text	M Follows a set of instructions
U Knows to use a dictionary to check spelling of a word	U Predicts what might happen after reading the beginning of a story	Reads a simple index
U Knows to use a dictionary to check meaning of word	Finds a word/phrase in the text to support their ideas	M Is aware of groupings in catalogue
Discusses the appearance of a poem	Aware of similes	Relates to character's dilemma
	Re-reads text when attempting to understand new	

This information is meaningful and shows what the student knows and what they have understood or what they need to focus on or what they need to gain a deeper understanding of to progress. This enables us to support more informative and productive conversations with students and other stakeholders.

"Good practice - Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement. The challenge for schools to create an approach to assessment which works for pupils with SEN and disabilities, some of whom may be following an alternative curriculum, is often greater. Any assessment methods and tools used should reflect this and support a more suitable approach. The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. This is particularly beneficial for pupils with special educational needs. It leads to a much more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress. Teachers become much better informed about pupils' understanding of concepts and ideas and can build a more accurate picture of their individual needs."

Final report of the Commission on Assessment without Levels September 2015 pg 16

During the course of this year we are trialling assessing GCSE subjects using the BSquared flight paths programme.

<u>Reporting</u>

Teachers complete three reports per year, these focus on academic progress with subject specific targets linked to, in KS1, 2 and 3, Bsquared PScales or Steps, or at KS4 and 5 accreditation qualification assessment objectives and BSquared flightpath statements as relevant. The other focuses of the report are personal development, behaviour and welfare. Current reading and spelling ages, and progress in relation to IEP targets are also reported on.

Termly reports include the following information for each subject; current Pscale, BSquared Step or relevant grade,as well as if the student is working below individual expected progress, towards individual expected progress, at individual expected progress or above individual expected progress), there is also an indication as to whether a student has achieved an Effort Award and/or a Progress Award for each subject reported on.

"Good practice - Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically… standardised tests (such as those that produce a reading age) can offer very reliable and accurate information…"

Final report of the Commission on Assessment without Levels September 2015 pg. 21

Students in KS1,2 and 3 are assessed on the following areas depending on achievement or key stage (most areas are measured in P scales and BSquared steps unless stated);

English Reading, Writing, and Spoken Language,	**English** - Listening / Receptive Communication and English - Speaking / Expressive Communication (Pscales level only)
Mathematics - Number, Measurement, Geometry, Statistics	**Science,** Plants, Animals, including Humans, Living Things and their Habitats, Uses of Everyday Materials, Properties and Changes of Materials, Rocks, States of Matter, Earth and Space, Light, Sound, Seasonal Changes, Forces, Forces and Magnets, Electricity, Evolution and Inheritance
Art & Design	Design Technology and Cooking and Nutrition
History and Geography	RE
PHSE	Physical Education, Gymnastics, Outdoor/Adventurous Activities & Games

<u>Formative and Summative Assessment</u>

The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to triangulate.

We use different forms of day-to-day in-school formative assessment, each with its own purpose, for example: one-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module), questioning of the class during an activity, scanning work for pupil attainment and development, marking of pupils' work, observational assessment, regular short re-cap quizzes, observation of pupils engaged in a task, pupil self-assessment or peer assessment: perhaps based on an assessment checklist or list of next steps and review of learning with a class or group – for example in a plenary session.

We also use in-school summative assessment, for example: end of year exams (KS4 and 5, as appropriate) as well as reviews for pupils with SEN (as suggested in Final report of the Commission on Assessment without Levels September 2015 pg. 18). Students do not sit nationally standardised summative assessment, for example the National Curriculum tests at the end of Key Stage 2 (as recommended in the Interim Rochford report December 2015, figure 1 and 2).

Read, Write, Inc. assessments are conducted depending on need, with a particular focus on primary students and lower KS3 students.

As much as possible we follow the reporting , improvement and best practice guidance set out in Assessment Principles published April 2014.

<u>Assessment and Curriculum Planning</u>

"Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations."

Assessing pupils' progress: learners at the heart of assessment, February 2010.

SOW templates for KS1,2 and 3 and for each subject contain the relevant BSquared data and staff are that able to identify what they are assessing in each lesson or group of lessons. Likewise, KS4 and 5 SOW demonstrate which assessment criteria each lesson or group of lessons will be focussing on. BSquared assessment is updated on an ongoing basis and is using to inform the termly reports and curriculum planning, as are accredited courses.

Please see section of a GCSE Art SOW as an example of this.

Less on	Learning Objectives/ Intentions	AfL opportunities Success Criteria
	assessment objectives, e.g. To know … to be able … to understand…	
1 to 4	AO3 Record To be able to develop observational drawing skills AO1 Develop To know how to develop ideas based on the theme of natural forms To develop a greater understanding of the work of artists listed in references AO2 Refine To be able to work with a range of materials and techniques	• Development of ideas through investigations shows confident and assured ability • The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them • Confident and assured ability to explore ideas through a process of experimentation and review Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods • Confident and assured ability to record relevant to intentions
5	AO1 Develop To be able to develop ideas by investigating a range of artists work	

SOW referenced to either PScales, BSquared Steps or, assessment criteria relating to accreditation e.g. ELC, Functional Skills and GCSE, and identify opportunities for assessment.

"One of the most important purposes of assessment is to inform teaching and learning. Assessment enables schools to track pupil progress accurately, to design future learning, to adjust, commission new or decommission existing provision and to review expectations and learning trajectories."

Progression 2010–11 Advice on improving data to raise attainment and maximise the progress of learners with special educational needs pg.8

Assessment and pedagogy are inextricably connected. Assessment of students' attainment and progress is directly linked to our curriculum. The national curriculum (2014) puts greater emphasis on the specific knowledge pupils should acquire by the end of each key stage and requires greater depth and detail of learning. This is built into our SOW so staff are clear on the learning attainment targets for the students for each year or key stage. As demonstrated in this extract from a HFS Maths SOW for KS3.

NC framework 2014

Programme of study – KS3
Statistics Pupils should be taught to: ♣ describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers) ♣ construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data ♣ describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.

Feedback and Marking

Written and oral feedback, celebrates achievements, but also constructive, explaining what they have done well, and what they can do to improve (next steps).

Best practice would see students taking an active role in their assessment; students understanding the assessment criteria and judging where they are in meeting those criteria.

See Marking and Feedback policy for further details.

Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage students and help them become better learners. At Heath Farm School, we use strategies such as: objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or picture prompts around the room and/or in students' work; revisiting of objectives in relation to tasks and activities that punctuate the lesson. These are contained in SOW and staff weekly planning and relate to either PScales, BSquared steps or assessment objectives for accreditation. Success criteria also help students to see where their learning fits, in terms of the bigger picture.

We are working towards AfL displays around the school which link to assessment criteria and demonstrate next steps. We are working towards students taking a more active role in self and peer assessment. Best practice would demonstrate students having the opportunity to evaluate their own and others work, using assessment criteria, (students might know this as success criteria or learning objectives/intentions). Plenary discussions, should allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what next steps they need to follow.

Tracking

Effective tracking of academic progress using BSquared and assessment criteria for accreditation, and tracking of personal development (taking account of classroom behaviour, response, attendance and punctuality) is essential. Emotional, social and behavioural development is a key focus; the Thrive Approach integral in the development and monitoring of targets.

HFS has built links with local schools and schools within the Acorn group that will allow planned opportunities for moderation within and across subjects.

Individual Education Plans

The IEP is prepared by the student's form tutor, who sets SMART targets which are stepping stones to achieving the student's EHCP outcomes or Statement objectives. Each IEP target relates to an EHCP outcome or Statement objective. Most IEPs contain targets for the following areas; cognition and learning; literacy and numeracy, (social, emotional and well-being (SEWB), Sensory /Physical and Communication and Interaction. The targets are monitored and reviewed and evidence is recorded in the monitoring section of the IEP. IEPs are reviewed on a termly basis, and are available to foster carers, supervising social workers, social workers and parents (if appropriate).

Wellbeing support plans

Wellbeing Support Plans (WbSP) which include targets are developed for each student to manage their learning and wellbeing. The targets are developed from IEP targets and EHCP outcomes and where appropriate informed by Thrive assessments.

Staff

Teaching staff are expected to keep up-to-date with developments in their subjects as well as monitoring and absorbing developments in the teaching of children with SEN. They should deliver a broad, balanced curriculum, differentiated for each individual teaching group and student. Support staff assist the teaching staff supporting classes and individual students with specific needs.

The Senior Leadership Team consists of Mr. C Ribbons, Headteacher, Mr. M Jones, Deputy Headteacher (Pastoral) and Mrs. J Johnson, Deputy Headteacher (Teaching and Learning)

Assessment Monitoring

The Senior Leadership Team (SLT) will: have overall responsibility for the monitoring and evaluation of pupil progress and achievement; monitor regularly the school processes for assessing pupil performance; ensure that judgements about assessment are regularly made, moderated and recorded; that evidence of pupil achievement is kept both at

the individual pupil and the subject level (see Raspberry files); report regularly to Acorn Care and Education on pupil performance; ensure that Local Authorities, parents and carers receive timely reports on pupil achievement; work with form tutors and subject teachers to develop IEPs and other plans that inform classroom teaching and interventions; and approaches to care, enable regular reviews against targets set in IEPs, which take into account the range of evidence available of academic and personal progress.

Teachers will: contribute to baseline and ongoing assessments; use subject assessments to inform planning, building assessment into their schemes of work; moderate teacher assessments; contribute to PEP reviews; prepare termly reports on pupil progress; report on pupil progress in IEP reviews; ensure assessment underpins all lessons; give feedback to students, conduct effective plenary reviews; offer regular written or oral feedback which is positive, explicit about what has been achieved and about next steps; give students opportunities to reflect on their learning and understand what progression means in that subject; provide weekly planning, detailing lessons so that support staff can best support the students; monitor and evaluate pupil progress in the classes they are responsible for, and use the findings to inform planning; and be aware of and assess both academic and personal progress;.

Support staff will: be aware of the learning objectives and their specific role within the lesson; e.g. working with a target group or specific individuals; be aware of the assessment objectives for the group or individual that they are working with; be aware of personal progress (in relation to EHCP outcomes, IEPs and Thrive assessments; and contribute actively to periodic reviews of progress for students.

External staff (EP, Therapy, SLC) will: contribute to the admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter; play a part in the target setting process, and offer guidance to other staff on how they can support any therapy-related target; advise education staff on how best to interact with young people in question and enable them to flourish; conduct appropriate observation assessments and contribute formally to reviews.

Students will: be able to offer their own views of progress, know what their own targets for development are and understand how they are going to work towards them (in an age appropriate manner); play an active part in assessing themselves and each other during lessons and at the end of modules of work; be able to discuss achievements, difficulties and attitudes to learning and make a contribution review processes.

Parents and Carers will: respond to reports provided by the school; sharing their perceptions of progress made and areas for development identified; be aware of key targets for development set through EHCP and PEP or LAC review processes, and contribute as actively as possible.

Local Authorities should: provide as much relevant information as possible of the student's prior attainment, background, learning and behavioural needs, as they join the school; play an active part in periodic reviews of progress; be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.