



Curriculum, Teaching, Learning and Assessment Policy

Date: October 2020

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Approved by Advisory Board: October 2020

Linked with other policies:

Signed:



School Context

The school provides a stimulating and supportive learning environment in which all students, whatever their ability or specific needs, have the opportunity to excel and develop their talents. The school makes provision for children and young people in Key Stage 2 to Key Stage 4 inclusively. The school provides an environment in which all its members feel safe, valued and respected. Every student is encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership.

Our school offers a rich, broad and balanced curriculum, with well-planned lessons and focused teaching to enable all our students to achieve success. The class sizes are small, enabling teachers to work individually with students. We have a happy and caring family ethos, where everyone is respected and staff and students have high expectations of themselves and others.

By knowing every young person socially, emotionally and academically, we can employ strategies and practices that provide the opportunity for each student to flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future; becoming confident, accomplished and ambitious young adults. At our school we know and support each and every one of our students. No effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our pastoral care is at the heart of the way we look after our students. All staff have a detailed knowledge of individual abilities and talents which enables them to monitor students' progress very attentively, and help them cope successfully with the educational and personal challenges of schooling.

Our school provides for those with social, emotional, and mental and difficulties (SEMH) many of our students have diagnoses of ASD, PDA, ADHD, ADD, Anxiety Disorders, FASD, and other related conditions. We also recognise that many students who have difficulties with learning and/or communication also have issues with poor self-esteem and other difficulties.

Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our young people will range between 7-16 years of age. The majority of our children have an Education Health Care Plan.

The setting has identified staff who lead on issues surrounding mental health, who have received relevant training. Mental health awareness makes up a substantial part of a tutor programme and PSHEE lesson content.

Advice and guidance will be sought by the school from professionals as appropriate. There will be significant regard to meeting needs, as detailed in any Education Health and Care plans together with formative and on-going assessment information. The Individual Education Plan (IEP) will be used to inform progress and review targets as appropriate to the identified needs, interests and aspirations, in line with statutory expectations. Where we have identified learners with speech, language and communication (SLCN) needs we assess these needs using Speech Link and use appropriate strategies and interventions to help learners overcome these barriers. Where we are aware or become aware of key indicators which may point to a learner having a visual or hearing impairment teachers or our SENCo will use the recommended checks to determine if an assessment

is required. Learners that require the specialist support from a qualified Occupational Therapist (OT) or Counsellor will receive this support from the specialists we employ in the school.

Emphasis in the school is on our 5 C's

Consideration: To have consideration for everyone, irrespective of ability, creed or colour

Courtesy: To show courtesy to all staff, parents and fellow students

Courage: To have the courage to say and do what they know is right; not to be led by others and to speak up against bullying

Care: To care and show respect for all

Confidence: To have confidence in their own ability and when the time comes to leave All Saints School, to be ready to face the challenges of the future.

Subjects offered at All Saints School

KS2 (7-11 years, Yrs 3-6 inclusive)

All students study the core subjects, English, Mathematics, Science, Geography, History, ICT, Art, Music, PE, RE, PSHE (Personal, Social Health and Citizenship Education, Enterprise and MFL). There is a wide range of alternative curriculum related activities through set projects and cross curricular learning.

KS3 (11- 14 years, Yrs 7-9 inclusive)

Students study the same curriculum as KS2 although RE takes a broader perspective and is referred to as Philosophy and Ethics. Students go to East Coast College in Year 9 to do a level 1 catering certificate. AQA awards are offered in some of the curriculum areas at KS3 to demonstrate success and achievement prior to KS4.

Key Stage 4 (14-16 years, Yrs 10 and 11 inclusive)

Students at Key Stage 4 follow a diverse range of subjects. We always look to a GCSE curriculum but consider alternative curriculum if it is deemed best for the student. The list below is a basic overview of what the school offers its Key Stage 4 students; the list is not exhaustive as qualifications offered depend on any given cohort.

- AQA units
- ASDAN short courses
- Function skills awards
- Entry level certificates
- Level 3 qualifications

Links with East Coast College and alternative providers also mean that other recognised vocational qualifications relevant to each individual student can also be accessed in:

- Construction
- Hair and Beauty
- Media

Intention

It is our intention that all students at All Saints School will be offered access to the National Curriculum. Entry to programmes of study is, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. We will make every effort to ensure that all areas of the National Curriculum are covered in keeping with the needs of our learners, which may mean that the full extent of the National Curriculum is adjusted accordingly. In accordance with the law the school has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents / carers and will allow the student:

- to participate in extended work – related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress, to access the areas of the curriculum when they are able to do so (for example with a student with a PDA diagnosis).

The Headteacher works closely with the Directors, Advisory Board members and the senior leadership team to ensure that the highest possible standards are consistently developed and maintained.

Our curriculum aims to:

- *Provide a broad and balanced education for all students*
- *Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant everyday situations*
- *Support students' spiritual, moral, social and cultural development*
- *Support students' physical development and responsibility for their own health, and enable them to be as active as possible*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support for all*
- *Ensure all students with additional needs have the support they require to enable them to progress alongside their peers*
- *Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals for the future*
- *Develop students' independent learning skills and resilience, to equip them for further/higher education and employment*

Preparation for the future

All Saints School provides an appropriate curriculum for preparing students for further higher education, career choices and adult life. We aim to provide students with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. We arrange work experience and advice is given concerning further and higher education. We follow the Gatsby standards: offering a stable careers programme, learning from career and labour market information, addressing the needs of each student, linking curriculum learning to careers, creating encounters with employers and employees,

offering experiences of workplaces, ensuring encounters with further and higher education and offering personal guidance.

We feel strongly that it is our moral responsibility to offer our students opportunities beyond the traditional classroom curriculum and attribute equal importance to supporting individual students for their individual futures. The well-being of our students is at the core of all we do and, because of this, our curriculum offer allows the flexibility required to deliver everything our students need to succeed in the classroom and in life.

It is our intention that students are supported and empowered through our rich, broad and balanced curriculum to make ambitious choices at Post-16 and to unlock a successful future regardless of their starting point or background.

Communication with parents / carers

We believe that parents/carers and guardians have a fundamental role to play in helping students to learn. We do all we can to inform parents/carers and guardians about what and how their children are learning by:

- Sending information to parents/carers' to explain our school strategies;
- sending information to parents/carers at the start of each term in which we outline the topics that will be studying during that term at school;
- sending regular reports to parents/carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/carers how they can support with homework. We suggest support for older students with their projects and investigative work;
- posting information on the parents/carers and public pages of the school website;
- being available - we have an open door policy.

We are developing the Earwig assessment system and expect to roll this out to parents by the end of the Autumn term 2020.

We believe that parents/carers have the responsibility to support the school in implementing school policies. We would like parents/carers to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general.

Professional Development

We take staff professional learning extremely seriously. We believe that the best educators are the best learners and we therefore expect staff to be avidly engaged with their own professional learning within a dynamic learning community. We value high quality dialogue and insightful reflection between all members of staff with regards to their classroom practice. Teachers and TAs should actively seek opportunities to observe others both formally and informally and share good practice. A focus always on what can I make better and what does better look like help organise the mental models required for teacher expertise.

Implementation

We are proud of our unique context and the variety this allows us to bring to our curriculum offer. We want our students to learn a broad selection of subjects in order to allow them to open doors and grasp opportunities in the future. Our curriculum is well planned and seeks to build on the prior knowledge of students, making links and developing their understanding in all areas of their learning, whilst addressing the knowledge gaps students may join us with and acknowledging the different starting points each of our students have.

Teachers are specialists in their key stage or subject. Teaching assistants (TAs) are linked to classes or departments to enable them to work closely with teachers; enabling them to build strong relationships and support the department planning, lesson delivery and assessment. TAs have the same PPA time as teachers to enable effective use of their time in class to support student achievement.

In Key stage 2 and 3, we look to offer a wide range of subjects to develop basic skills and knowledge on which to base future choices. This base includes:

Literacy

This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English, and also in modern foreign languages. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all students' work. Communication skills are enhanced. Students are encouraged throughout the school to become independent readers, and these opportunities begin in KS2, where all learners are get the support they require to allow them to get the most from our curriculum. Where needed we use Read, Write, Ink which teaches children to read accurately and fluently with good comprehension. With this programme, students learn to form each letter, spell correctly, and compose their ideas step-by-step. We promote the love of reading and all students spend lessons in our library.

Maths

We aim to mathematically educate our students to be able to: use numeracy in everyday adult life, reason mathematically, solve problems, become fluent and confident using the fundamentals of mathematics, become curious and appreciative about the power and beauty of mathematics in the world around us. Knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

There is a consistent pedagogical approach throughout Key Stages 2, 3 and 4, using a variety of calculation and other mathematical strategies such as bar modelling and multiplicative reasoning. We use a mastery approach to teaching mathematics. We use calculators when it is sensible to do so and not as a substitute for those crucial mental and written methods that help our students deepen their understanding of mathematical processes.

Science

This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Humanities (History and Geography)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

PE

This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health. They will also learn essential life skills such as teamwork, resilience, perseverance and supporting others.

Arts (including Art, Drama, and Music)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, performing arts and the study of literature, because they call for personal, imaginative, and often practical, responses.

Philosophy and Ethics (incorporating Religious Education and Citizenship)

Philosophy and Ethics encourages the students to engage with contemporary issues from a variety of viewpoints such as religious, philosophical and social. We examine the influence of religion on culture, history, politics and society. We examine and discuss the reliability of evidence and the meaning of fact, truth and belief.

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

IT – needs adding depending on what we do

Modern Foreign Language

Spanish is now the main language studied at All Saints School. We hope to make a link with a similar Spanish school in the near future, and communicate with their students via video link.

Relationships and Sex Education

The School provides Relationship and Sex Education in the basic curriculum. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Relationships and Sex Education is available to parents/carers. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's most up to date guidance in *Relationship and Sex Education Guidance*. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provided.

Personal, Social and Health Education (PSHE) and Citizenship

All Saints School is committed to providing a comprehensive programme of PSHE education for all students, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Headteacher. Each child's PSHE education and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning enterprise lessons based on individual's cultural heritage. We have

a cross-curricular approach to PSHE education and its associated objectives may be addressed in PSHE and Philosophy and Ethics lessons and in such areas as Tutor Time, Science, Assemblies, themed weeks or other curriculum areas. We 'help students achieve more' by ensuring that all students are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, and through interactions with teachers and other adults for our students. All Saints School seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for students;
- use the full capacity and flexibility of the curriculum to help students to achieve safe and healthy lifestyles;
- provide high quality Physical Education, with specialised teachers, and sport to promote physical activity;
- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. Through our schemes of work and other plans, we enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Spiritual, Moral, Social and Cultural Development (SMSC)

In addition, our curriculum is consistent with the overall expectations of the Spiritual, Moral, Social and Cultural (SMSC) regulations set out in the Education (Independent School Standards) (England) Regulations 2019. This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. All Saints School is a non-denominational school where students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its students. Whilst SMSC is integral to all aspects of our curriculum, PSHE and Philosophy and Ethics lessons make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our school:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable students to develop their self-knowledge, self-esteem and self-confidence;

- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide students with a broad general knowledge of public institutions and services in England;
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of students-

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- being offered a balanced presentation of opposing views.

Therefore, the understanding and knowledge expected of the students in All Saints School as an outcome of our positive approach to SMSC includes

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

The Juniors and Year 7 and Year 8 also have sessions in:

Enterprise

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

There is also a wide range of alternative curriculum related activities through set projects and cross curricular learning.

All Year 9 students attend East Coast College in Great Yarmouth to obtain a Level 1 qualification in Catering. For those students wishing to continue Catering in Year 10, there is then the possibility of continuing onto a Level 2 course. Dependent upon the cohort, the close working relationship with East Coast College enables us to offer other courses such as Construction, Hair and Beauty and Mechanics.

Information, Advice and Guidance

At All Saints School we recognise the need for impartial Careers Guidance. This is a statutory requirement and we value the importance of providing our students with the information they need to make informed choices about their future beyond All Saints School.

Impartial Careers Guidance is provided by Beacon East. All students will benefit from accurate and up to date careers advice.

Effective Teaching and Learning – Expectations of Teachers and TAs

Staff are expected to actively promote the curriculum aims by:

- having high expectation of students;
- employing a variety of learning and teaching methods;
- ensuring that students are enabled to access the curriculum and given opportunities to be successful;
- enabling students to be comfortable taking risks with their learning;
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children;
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements;
- developing students' skills to become independent learners through using scaffolding frameworks;
- providing the right amount of support at the right time;
- giving the least amount of help first to support students' ownership of the task;
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment and our reward system;
- working in partnership with children, staff and parents/carers to achieve shared goals;
- ensuring appropriate targets are generated by students on a termly basis;
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings.

The **subject co-ordinators** will ensure that all staff have planned in accordance with the curriculum policy and schemes of work and long term and medium term plans are in place. They meet termly with the curriculum manager, Headteacher and an Advisory Board member to present an overview of the subject and submit information linked to progress. They will have an overview of the subject across the school by checking on planning and be able to articulate progress, achievement and the effectiveness of planning of the subject across the school to others. They will use department planning and meeting time to lead professional discussion and when needed lead whole school professional development in their subject area. The subject co-ordinator will support staff in their roles, encourage professional development and provides appropriate guidance to staff with regards to curriculum, assessment criteria and relevant subject updates. The subject co-ordinators will participate fully in the school's Performance Management system.

The **SLT (Senior Leadership Team)** carries out book appraisals, whereby books are checked for up to date and consistency of marking. Planning appraisals are carried out by the curriculum manager Headteacher and a member of the Advisory Board. All teachers are observed working with classes at least twice per year, and Newly Qualified Teachers (NQTs) are observed each half term. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Direct observation **must** be supplemented by a range of other evidence to enable senior leadership to evaluate the impact that teaching has had on students' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with student the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of students, parents/carers and carers, staff and placing authorities, where appropriate;
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and scrutinising the standard of students' work, noting:
- how well and frequently marking and assessment are used to help students to improve their learning and the level of challenge provided.

Effective learning

Our schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge. We ensure the best possible environment for learning by developing a positive atmosphere in which everyone feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide small class sizes which ensure that each individual strengths, talents and aptitudes are nurtured and developed. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- the teacher should explain the learning objectives, and why the lesson is important;
- it should allow students to see the links within learning;
- the lesson should be presented in an appropriate style;
- it should allow opportunities to build understanding through various activities;
- it should allow opportunities to review what has been learnt;
- it should have built-in opportunities for feedbacks, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We acknowledge that this is very difficult for many of our students but continues to remain our aim. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment and Marking Policy, informal formative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared;
- sharing or creating learning outcomes with the students to make them partners in their learning;
- plenaries being used as assessment opportunities;
- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback;
- individual target setting: SMART (specific, measureable, assessable, realistic and given in time);
- students understanding how well they are doing and how they can improve;

- students and staff using the common language of personal bests to capture high standards.

Organisation and planning

We plan our curriculum in three phrases. We agree long term plans that will demonstrate planning throughout the year or key stage whose schemes of work give the overview of the content of the curriculum for each key stage. They indicate what topics are to be taught in each term and to which groups of students. In our medium-term or termly or half termly plans, we give clear guidance on the objectives and teaching strategies that are used when teaching each topic. Short-term planning may be used by our teachers on a weekly or daily basis. These are used to set out the learning objectives for each session and to identify the resources and activities required for the lesson. When teaching we focus on motivating the students and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. All planning is reviewed annually with the Headteacher.

We base our teaching on our knowledge of the students' level of attainment. Teachers make on-going assessments of progress, and they use this information when planning their lessons. It enables them to consider the abilities of all their students. Our prime focus is to develop further the knowledge and skills of all. We strive to ensure that all tasks set are appropriate to each students' level of ability. When planning work for students with special educational needs we give due regard to information and targets contained in the students' Individual Education Plans (IEP) and EHCPs. Teachers modify teaching and learning as appropriate for students with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our students, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of all, and we believe that their work here at All Saints School is of the highest possible standard they can achieve.

Ethos and Classroom Environment

All Saints School provides an academically challenging environment which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote academic growth and to provide the support needed in order to make excellent progress in their studies. We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, some displays and an ordered classroom provides the optimal learning environment for our students. We ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education (DfE) and Health and Safety (HSE) advice. We issue a 'one off' consent form for parents/carers to sign when a child enrolls at school and an additional consent form for trips, visits and residential and adventure activities. We provide details of proposed outings during the school day for parents'/carers' information.

Our school is an attractive but calming learning environment. We ensure that all students have the opportunity to display their personal bests to remind them of the standard of work we aim for. We believe that a calming environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to

support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Each of our teachers makes a special effort to establish good working relationships with all students in the class. We treat everyone with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with students the class code of conduct. We expect all students to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise students for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When students behave inappropriately we follow the guidelines for sanctions as outlined in our school behaviour policy.

Homework

The school sets homework as appropriate to the student and to the subject. We are aware that for a number of reasons working at home is not possible or would not be advantageous for the student or their parent / carers.

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. We acknowledge that the majority of our students do not have access to a range of experiences and therefore aim to build in as many experiences as possible within the limitations of the range of SEN that our students face.

Learning outside of the classroom – Educational visits / off site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The All Saints School curriculum offers a series of educational journeys that deepen the students' understanding of the world around them. A residential experience is offered most years to students in the senior school.

English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the school.

Transition Support

We carefully manage the transition of our students throughout the school and also in preparing students for further education. All Saints School provide advice to prospective students and their parents/carers about the transition process from their current school or placement to our school. Towards the end of the academic year, the Year 6 students spend time with their Year 7 teacher. This allows students to familiarise themselves with their new teacher and routines in preparation for the following academic year.

Work Experience

We will support Year 10 and Year 11 students with work experience and we buy into Norfolk County Council services to support with legal checks.

Impact

The impact of our curriculum is measured through the external examination results of all of our students, the destination of school leavers and inspections but also through our own data and through the in depth knowledge that we have of our students. On arriving in the school we will organise for our students to sit CATs, reading and spelling tests. The results of which provide a rounded profile of student ability enabling us to target support, provide the right level of challenge and make informed decisions about students' progress. The CATs assessments provide a unique profile of strengths and weaknesses across four areas: **Verbal Reasoning, Non-verbal Reasoning, Spatial Reasoning** and **Quantitative Reasoning**.

We believe that it is important to look at how the curriculum has had an impact on everyone we teach, regardless of their starting point. We track the progress and attainment of our students throughout their time at the school, in order to not only ensure they are making the progress of which they are capable, but they are also able to make informed choices moving forward.

Standards of attainment

We carry out data analysis throughout each year and use the data provided to find out how well students in our school are achieving. Formative assessment will be ongoing and teachers and TAs will capture this assessment by taking photographs, videos and uploading work into the Earwig assessment framework. Summative assessment will take place once a term and dates for data to be entered are clearly linked to the school calendar. This process is managed by the curriculum manager.

Annually we analyse the statistics to help answer the following questions:

- Do students perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the abler students doing, and do enough students achieve the higher levels?
- Can we identify any student who may be underperforming?
- Can we compare expectations and estimates with final results?

Assessment



Much of this has been developed from Rosenshine's Principles in Action by Tom Sherrington.

Sequencing and Modelling: Thought has been given as to how the schemes of work are sequenced. Learning objectives are shared in lessons and are displayed clearly within the classroom. Focus is on what is being learnt rather than the activity or task. Teachers ensure that students are given the wider picture when sharing objectives, explaining how these will help in real life situations.

Targets: Students are involved in setting and reviewing their targets. These are written into their learning journals and referred to regularly. They are related to their Education Health Care Plan and can be academic or generated from the Boxall Profile (which looks to address areas of emotional, mental and social needs.)

Modelling excellence -Personal bests (Austin's Butterfly): In school we aim for our personal bests and acknowledge that this may take a number of reattempts to get to that point. Staff and students have seen the footage of Austin's butterfly and use this idea to acknowledge that we need time and the opportunity to practice before we can achieve. Ultimately, the aim is that students create their own success criteria as part of their step towards becoming independent learners. Success criteria help to reflect on the learning process, as a point of reference and providing students with a scaffold when they are stuck. They are also able to self-evaluate, identifying successes and next steps.

Questioning: Questions are asked, not only to assess learning, but to challenge and deepen thinking and understanding. We aim to use as many open questions as possible to deepen understanding and to develop their reasoning skills, scaffolding our questioning techniques. As with all tasks and activities, questions are differentiated to ensure they are matched to ability and are at the right level of challenge for all. Opportunities are also given for students to develop their own questioning skills.

Feedback: Feedback is a crucial ingredient of assessment at All Saints School and takes place, not only at the end of a piece of work, but throughout every lesson. The aim of feedback is:

- To know what they are doing well;
- To give guidance on how to improve;
- To cause deep thinking in the learner;
- Increase self-reflection;
- To lead to more rapid progress.

To be effective, feedback must:

- Relate to the learning objective;
- Find strengths first and then areas to improve;
- Use examples from the work in the feedback.

There are many different forms of feedback in a school: oral and written feedback, child to child, teacher to child, child to teacher, self- evaluation, oral feedback is extremely powerful and can be given at any point during a lesson, either on an individual basis, to a group or to the class. Plenaries are not just given at the end, but whenever needed during the lesson, reviewing progress towards the learning objective and addressing misconceptions, making improvements or to add further challenge. They also give time to reflect on the 'how' of learning in addition to 'what' has been learnt. Students are involved as much as possible in self-evaluating their work, through a variety of methods such as discussion, talk partners, text marking and commenting on their work (see marking policy for more details).

Marking: Written feedback is also extremely important and, to ensure children make rapid progress we can set tasks for children to respond to when marking, to enable them to make improvements to their work. Time is given for students to read written comments and make a response, including corrections. For more details about written feedback, please refer to our marking policy.

Daily, weekly monthly review: We acknowledge that, for some of our students, accessing working memory and long term memory can be very difficult due to environmental and sensory factors. We therefore orchestrate daily, weekly and monthly reviews in the form of quizzes, discussions, games and low level threat tests to enable retrieval practice.

Earwig assessment framework: We will capture all of the progress that students make in all areas of the curriculum mentioned above through the Earwig platform. Teachers have created the assessment statements which are linked to the learning objectives in their planning. Teachers and department allocated TAs collect evidence in the form of work, photographs, videos, etc. All documents are uploaded on a daily basis. The timeline celebrates achievement in a structured way showing documents, images and videos producing vivid timelines for any class, subject, cohort or individual student.

The Curriculum, Academic Excellence and Public Examinations

Whilst accepting the need to prepare its students for public examinations and further and higher education, All Saints School will strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

Concerns and Complaints

Parents/carers who have concerns about any aspect of the curriculum should discuss these with the Headteacher. The School has a Complaints Procedure in place, which is on the website or available from Reception at the school.

Evaluation and Monitoring

Evaluation is measured against a range of indicators, which include whole school and individual student indicators.

Whole school indicators include: examination results, destination of school leavers and inspections

Individual student indicators: development of positive self-image, progression in the skills of numeracy, literacy, self-expression and ICT, an appreciation of the natural and man-made world, increasing independence, self-motivation and self-discipline, an appreciation of human aspirations and achievements, an ability to work together in co-operative groups and an acquisition of the appropriate life skills. These will be showcased in Earwig timelines.

All Staff will ensure that:

- *The school curriculum is implemented in accordance with this policy.*
- *The SLT work with all staff to ensure curriculum delivery meets the needs of all students including those with any additional needs.*

The Headteacher will ensure that:

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 students will be met.*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Directors.*
- *Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.*
- *They manage requests to withdraw children from curriculum subjects, where appropriate.*
- *The school's procedures for assessment meet all legal requirements.*
- *The Directors are involved in decision-making processes that relate to the breadth and balance of the curriculum.*
- *The Directors are advised on whole-school targets in order to make informed decisions.*
- *Proper provision is in place for students with different abilities and needs, including children with SEN.*

The Directors, Advisory Board members and Headteacher will also ensure that:

- *A robust framework is in place for setting curriculum priorities and aspirational targets.*
- *Enough teaching time is provided for students to cover the National Curriculum and all other aspects of the curriculum laid down by the Directors and the Headteacher so a broad and balanced curriculum is offered to all students.*
- *Provision is made for students with all different abilities and needs, including children with special educational needs (SEN).*

- *All courses provided for students below the age of 16 that lead to qualifications, such as GCSEs are approved by the Secretary of State.*
- *The school implements the relevant statutory assessment arrangements, where applicable.*
- *It participates actively in decision-making about the breadth and balance of the curriculum.*
- *The school fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.*
- *Students from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.*

This policy reflects that our school will meet the requirements to provide a broad and balanced curriculum as per the National Curriculum Programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010 and refers to curriculum-related expectations of our Directors set out in the Independent School Standards.