



Curriculum, Learning and Assessment Policy

Date: February 2026

Review date: November 2026

Approved by Advisory Board: February 2026

Linked with other policies:

- Literacy
- Maths and calculation policy
- RSE policy

Signed:

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
New policy	November 2024		
V2	November 2025	Front page	Links added to Maths and RSE policies
		P4 (preceding Subject offered)	Sentence added re. values reflected through curriculum
		P4 Key Stage 4	Paragraph replaced (“In addition..”)
		P5 Intention	2 nd paragraph added ‘to monitor regularly’
		P6 Communication with parents and carers	Parents’ Forum - removed.
		P7 2 nd paragraph	Added: research project for all staff launched Sept 2025
		P8 Literacy	Bullet points added re: -Fresh Start and Reading Plus -Benefits of reading aloud -End of day story for KS2 & 3
		P8 English	Paragraph added re. English curriculum
		P9 IT	Added: looking at ways to use AI
V3	February 2026	P16 Standards of Attainment	Whole paragraph replaced re. summative and formative assessment
		P17 Assessment	Chart amended; Boxall and Earwig replaced with Arbor.

Legal Status

This is a Statutory Policy that complies with the Education (Independent School Standards) (England) Regulations 2014, enforced January 2015, Part 1: Quality of Education

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 focussed opportunities 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. 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 PSHE 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. 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 who require the specialist support from a qualified Occupational Therapist (OT) or Counsellor will receive this support from the specialists we employ in the school.

Vision: The school's vision is: **Achievement for All**

Emphasis in the school is on our 5 Cs

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.

These values are reflected through the curriculum through choices of texts, discussions and delivery of lessons.

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, Drama, PE, RE, RSHE (Relationship, Sex, Health and Education). 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 or ASDAN short courses 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)

In addition to the core subjects (English, Maths and Science) we offer a wide range of GCSEs, AQA Awards, ASDANs and Vocational subjects. These subjects will change according to the needs and preferences of each cohort. Where possible, we offer all the subjects and build the timetable around them.

- AQA units
- ASDAN qualifications and short courses
- 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
- Catering (Level 1 in Y9, Level 2 in Y10 and 11)

All KS2 and KS3 students have regular intervention sessions, which are designed to meet the wider needs of our young people including individual living skills, speech and language, fine motor skills, literacy and social skills. KS4 students have bespoke intervention sessions depending on the needs outlined in their EHCP.

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 monitor regularly and ensure that the highest possible standards are consistently developed and maintained.

Our curriculum aims to:

- *Provide a broad and balanced education for all students*
- *Weave personal development with an aspirational academic curriculum*
- *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*
- *Make connections with prior learning and identify previous gaps in learning*
- *Ensure all our young people explore our diverse heritage*

Preparation for the future

All Saints School provides a robust and aspirational 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 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 and 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 and carers to explain our school strategies.
- sending information to parents and carers at the start of each half term in which we outline the topics that we will be studying during that term at school and signposting relevant websites and curriculum-related reading.
- sending regular reports to parents and carers in which we explain the progress made by each child and indicate how the child can improve further.
- explaining to parents and carers how they can support with homework.
- posting information on the parents and carers and public pages of the school website.
- being available - we have an open-door policy.

Since September 2024 we have used Arbor to capture and monitor assessment and monitor progress.

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.

We have weekly CPD sessions that are directly connected to the school development plan and performance management targets. Our CPD plan includes different voices from the school. We have and shared planning time to facilitate high quality conversations and to keep staff all thinking about developing a curriculum that is aspirational for each student's academic and personal development. We have a focus on 'What can I make better?' and 'What does better look like?' and use research and understanding of cognitive Science to develop staff expertise.

From September 2022, we have introduced an Instructional Coaching programme for all staff to develop Teaching and Learning in a focused and personalised way. This is research based, using Tom Sherrington's Walk Thru models, it is monitored robustly and encourages risk taking and the sharing of good practice. In September 2025, we launched a research project, where all staff have time to complete research or training in an area that is identified on their performance management. This

involves National College training and visiting other schools to gain a wider perspective on areas staff have responsibility for.

Implementation

We are proud of our unique context and the variety this allows us to bring to our curriculum offer. Our curriculum has two threads, the academic subjects including the Arts and PE and vocational courses, and personal development. 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; aiming to make links and develop their understanding in all areas of their learning, whilst addressing the knowledge gaps students may join us with and acknowledging the different starting points of each of our students.

Wherever possible, KS4 teachers are specialists in their subjects, our teachers of Junior classes are also specialists in their Key Stage. At KS3 we have adopted a class teacher model, with specialist teaching for Maths, Science, PE, Humanities and the Arts to enable the class teacher to provide the level of nurture and understanding individual students need and facilitate a 'joined up' curriculum where links are made across subjects. 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. Where possible we have built in joint planning time to ensure our high quality curriculum is delivered in the best possible way. The Fresh Start Literacy intervention is a priority for all students who have a reading age below the national Average for their age and will be delivered daily, we are committed to ensuring this has maximum impact by accompanying the intervention with sustained and robust coaching for staff. TAs have identified PPA time with their teachers to enable effective use of their time in class to support student achievement. We have developed our own Writing, Oracy and Vocabulary frameworks which are embedded throughout the school.

In Key stage 2, 3 and 4 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

At All Saints school we want all students to be able to:

- Read fluently (reach a reading age of nine years or above)
- Use the written word to communicate ideas, thoughts and feelings
- Speak with confidence (or use alternative methods of communication where appropriate)
- Listen carefully to other people and ask relevant questions
- Understand the art of conversation (i.e. take turns)
- Leave with qualifications in English (AQA Units or GCSEs).
- Fresh Start Literacy intervention is a priority for all students who have a reading age below the national average for their age and is timetabled to be delivered daily. We also have Reading Plus as an Assistive Technology programme which works alongside the sharing of high quality texts with students who have moved beyond Fresh Start phonic intervention. This is regularly monitored to ensure engagement levels are promoting progress. We are committed to ensuring this has maximum impact by accompanying the intervention with sustained and robust coaching for staff.

- We also have bespoke packages for KS4 students who need support with reading comprehension.
- We value the cultural, social and academic benefits of reading aloud and ensure this happens throughout the curriculum.
- All our students in KS2 and 3 end the day with a story.

For further information, see Literacy Policy

English

Closely connected to our Literacy aims, our English curriculum is designed to teach reading, writing and Speak and Listening and to encourage a love of Literature.

- We broadly follow the National Curriculum through Key stages 2 and 3 and offer GCSE English and English Literature in Key Stage 4 with AQA Awards and ASDAN Accelerating Progress running alongside.
- Where possible at Key Stage 2 and 3 we choose Literature to support the Humanities topics to encourage cross curricular connections to form.
- Students are introduced to a wide range of Literature including Plays, Prose and Poetry throughout the school
- We teach Shakespeare to Y7,8 and 9 as well as in KS4.
- We have developed a 10 Steps to Writing framework to encourage students to break down the stages of writing and be able to express themselves through the written word. The final stage is sharing and we aim to do this by sharing with other members of staff, parents, on the personal best board and via the school Newsletter.
- We have an annual poetry writing competition with another school which is judged by a professional poet.
- In Key Stage 3 , students have a weekly lesson focusing on writing skills which is taught in vertical groups to provide the right level of challenge and support for individuals on their writing journey.
- Drama and English work closely together and our students have a love of ‘Drenglish’!

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.

Maths is taught in “stages not ages” based on students’ current mathematical understanding, with movement across stages based on students’ baseline assessments for topics, and professional judgement. We follow a concrete, pictorial and abstract approach (CPA), to support students to visualise abstract problems and make them more accessible.

We aim for every student to leave with either Entry Level Certificate (Level 1,2 or 3) or a grade at the Maths GCSE. Some students are entered for both so that we know they will have a Maths

qualification. The Entry Level Certificate can be taken anytime and we aim to do this well before the GCSE exam period.

For further information see Maths and Calculations Policy.

Science

In Science we are concerned with increasing students' knowledge and understanding of the wonders of nature and the incredible achievements of humans through study of the disciplines of biology, chemistry and physics. We aim to develop the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Students will be encouraged to develop a sense of excitement and curiosity about the world around them and to understand how Science can be used to explain what is occurring, predict how things will behave and analyse causes.

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. We encourage students to think about the natural world and their responsibility as citizens to protect it. Where relevant, in KS2 and KS3 we draw connections between the Humanities and English curriculum to encourage conceptual learning. We use the PKC curriculum as a starting point and adapt it to meet the needs of our students.

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. Students join All Saints with a range of starting points and sometimes negative past experiences of PE and our PE curriculum acknowledges this and is adapted to meet individual needs.

They will also learn essential life skills such as teamwork, resilience, perseverance and supporting others. Real PE fundamental movement skills are implemented within a hybrid PE curriculum in lessons throughout Key stage 2 and Year 7 and further embedded throughout KS3 and 4. Students will also be offered opportunities to engage in extracurricular sport through trips and lunchtime clubs. Underpinning learning is the key concept that PE is for all.

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. We also recognise the role of the Arts for wellbeing and social skills development and Drama is timetabled across the school, including KS4 with a focus on these areas. We also offer extracurricular clubs for Arts and Crafts and our wellbeing mentor uses arts and crafts within her sessions.

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

Our Computing Curriculum is intended to develop students' understanding across the three main strands of the subject - Computer Science, Information Technology and Digital Literacy. The main aims of the curriculum are planned, and what we want students to be able to do by the time they leave the school, are: 1) to know how computers and computer systems work, 2) to be able to design, build and analyse computer programs, 3) to know how to find and manage digital information securely, and 4) to be able to keep themselves safe online. They will be able to work creatively to apply computational thinking to problem solving in different contexts.

We have begun looking at ways to use AI purposefully, ethically and safely across the curriculum.

Relationships and Sex Education

The school recognises that a robust 'Healthy Relationships' programme is vital for our students. It is important to us that all our students are healthy, safe and happy for life and our RHSE programme teaches about personal safety (including online), peer relationships and family relationships at an age-appropriate level throughout the school. We recognise that some of our students may need a bespoke programme to match their experiences and needs and ensure that this is delivered. All students are encouraged and guided by moral principles and taught to recognise the value of family life.

Our RSE policy has been developed in conjunction with staff, students and parents and is available to parents and carers. RSE 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 and relationship education at Key stage Two remain compulsory. Parents and carers may withdraw their children from any other part of the sex education provided unless there are exceptional circumstances up until the age of 16 at which point if the child wishes to receive sex education, we will ensure this happens. All parents will be informed before the block of lessons explicitly covering sexual health and sexual relationships is going to be taught.

Personal, Social and Health Education (PSHE) and Citizenship

All Saints School is committed to providing a comprehensive programme of PSHE for all students, which is appropriate to their age and needs. Each child's PSHE and Citizenship education informs all aspects of the school day. We have a cross-curricular approach to PSHE 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.

E-Safety

ICT and online resources are increasingly used across the curriculum. We believe it is essential for e-safety guidance to be given to the students on a regular and meaningful basis. Students are taught within the ICT and PSHE curriculum and the daily intervention sessions about e-safety and the

dangers of technologies that may be encountered outside of the school. Staff have ongoing conversations about the benefits and dangers of the internet and create an open environment for children and young people to ask questions and raise any concerns. We regularly use independent external and community agencies (e.g. Police) for resources and support. Students are aware of the impact of online bullying (cyber bullying) and are taught how to seek help if they are affected by these issues.

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.

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
- ensures 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.
- enables students to develop their self-knowledge, self-esteem and self-confidence.
- encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
- provides students with a broad general knowledge of public institutions and services in England.
- assists 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.
- encourages 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 the attention of students:

- while they are in attendance at the school
- while they are taking part in extra-curricular activities which are provided or organised 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 combating discrimination.

From Summer 2024, we have incorporated the Bystanders programme throughout the school and adopted their policy of zero tolerance towards sexist language. All staff have been trained to challenge sexist language and to support students to recognise it and call it out appropriately and confidently.

Personal Development.

At All Saints we believe that the personal development of students is as important as the academic curriculum. We have a strong personal development and independent living skills curriculum that interweaves with other subjects including: daily timetabled Interventions up until the end of Year 9, a robust RSHE curriculum and weekly PD sessions which are planned to revisit key life skills and develop awareness of healthy living and aspects of the wider world. Individual progress is tracked through Arbor. We also have weekly assemblies which are planned to tie in with the theme of the week.

Catering

All Year 9 students attend East Coast College in Great Yarmouth to take part in the Home cooking skills programme within the catering department. For those students wishing to continue Catering in Year 10 and 11, there is then the possibility of obtaining a BTEC Level 1 qualification. 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.

Sensory Circuits

In addition to the main curriculum, we offer regular targeted 'Sensory Circuit' interventions to students whose EHCPs have identified a need for it. Students are encouraged to reflect on their zones of regulation and engage in a mixture of full sensory circuit sessions and smaller 'sensory snacks'.

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.

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.
- 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
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment and our reward system
- ensuring appropriate targets are generated by students on a termly basis
- keeping parents and 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 regularly 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)** have developed a robust Quality Assurance calendar. This involves SLT and/or the Advisory Board reviewing and monitoring different areas of areas of the curriculum with learning walks, book looks, conversations with staff and students. The review is captured on a document which records strengths and areas for development. This document is shared with SLT and the Advisory Board. Any actions are shared with staff and developed into CPD and Performance Management targets.

We meet with class teachers twice a year for progress reviews, to identify where students are thriving and where they need support. We also have an annual review of planning and marking with all teaching staff, where they meet 1:1 with a member of SLT to talk through the year and set targets for the year ahead.

All teachers are observed working with classes at least twice per year, and Early Career Teachers (ECTs) 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.

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 feels safe and feels 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 individual needs are met and strengths, talents and aptitudes are nurtured and developed. All activities are structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- It 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 the subject and across the curriculum.
- 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 feedback, celebrating success and reviewing learning strategies.
- There should be an indication of what the next step in the learning will be.

Organisation and planning

We plan our curriculum in three phases. Long term plans and curriculum snakes indicate what topics are to be taught in each term and to which groups of students. In our medium term (termly or half termly plans) we give clear guidance on the objectives and strategies that are used by our teachers on a weekly or daily basis. These set out the learning objectives for each session and identify the resources and activities required for the lesson.

At all times 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 Curriculum Manager and Headteacher.

We base our planning on our knowledge of the students' level of attainment. Teachers make on-going assessments of progress which is captured on Arbor, 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. 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 students' work here at All Saints School is of the highest possible standard they can achieve. We use INDES profiling to identify areas of need and incorporate these alongside EHCP outcomes into long, medium and short term plans.

Ethos and Classroom Environment

All Saints School provides an academically challenging environment which is vibrant, happy, creative and stimulating. 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 performed by the children are safe.

Homework

The school sets homework as appropriate to the student and to the subject. We are aware that for a number of reasons sometimes working at home is not possible or would not be advantageous for all students or their parents/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 wide 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 this includes students 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 provides 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, students spend a few days in their new classrooms with their new 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 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. The school has chosen not to enter students for KS2 SATs. On arriving in the school we will organise for our students to sit CATs, reading and spelling tests. The results of these 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 use Literacy Assessment online to find reading and spelling ages annually.

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

Summative and formative assessment is mapped into the curriculum and captured on Arbor. Our assessment framework is bespoke and has been created collaboratively with staff and leaders to reflect our curriculum. Summative assessments are planned and adapted with student needs in mind. Key Stage Three students who are ready for a more formal assessment have termly assessments in exam conditions with access arrangements in place. Every effort is made to make this a positive experience to create a good relationship with exam conditions. Key Stage Four Mocks are mapped out carefully with scaffolds and support gradually being removed. Results are moderated and returned swiftly and shared with parents and carers.

We carry out data analysis termly using Arbor Data to review progress across all years and subjects. This data is collated and analysed by Subject Leads. The Curriculum Manager and Assistant Principal subsequently discuss the data with the Subject Lead and agree Interventions and SLT will review the process.

Year 11 exam results are analysed rigorously, examiner and moderator reports are discussed between teachers and SLT and will inform the Action plans for the following year.

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 SMART targets are written into their learning journals and referred to regularly. They are related to their Education Health Care Plan and the All Saints Intervention framework.

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 practise 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.

Our frameworks for Writing and Oracy and the Fresh Start Intervention scheme are all designed to break down processes into stages to prevent students feeling overwhelmed. Feedback will be delivered after each stage to ensure it is specific and helpful.

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 and Marking: 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 continuously throughout every lesson. For more detail see the Assessment and Feedback 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-stakes level threat tests to enable retrieval practice.

Arbor assessment framework: We will capture all the progress that students make in all areas of the curriculum mentioned above through the Arbor platform. Teachers have created the assessment statements which are linked to the learning objectives in their planning. The timeline celebrates achievement in a structured way 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 in KS4 and further and higher education, All Saints School will strive to ensure that the pursuit of these goals is consistent with achieving the personal development journey.

Concerns and Complaints

Parents and 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 Arbor 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 to enable students to learn 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, Curriculum Manager and Headteacher will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough learning 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.