



Curriculum, Teaching, Learning and Assessment Policy

Including Guidance Document

Reviewed: Autumn Term 2021
To be Reviewed: Autumn Term 2022

Purpose:

This document is a statement of the aims, principles and strategies for teaching and learning at Frederick Holmes School and aims to demonstrate how the school meets the statutory Guidance for Schools to:

- offer a curriculum (from the Ofsted framework 2019) which is balanced and broadly based and offers opportunities for pupils to show progress by remembering and recalling knowledge.
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- offer opportunities for pupils to consider their emotional needs and be fully aware of their own wellbeing and that of others.
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

1. Vision

Frederick Holmes School is a nurturing, inspiring, innovative and person-centred place of learning where pupils are happy and safe and achievement is celebrated.

Our vision is to see the school's expertise recognised locally and nationally, and developed further to serve the needs of children and young people with complex needs.

We will do this by making the most effective use of resources, technology and partnerships to pioneer opportunities for learning.

This follows the idea of Explore, Inspire, Enrich.

Explore: This is how we equip each pupil to explore the world. Our explore curriculum focusses on communication, sensory and physical development.

Inspire: These are the themes and topics that have been designed to inspire pupils in their learning through engaging and interactive activities.

Enrich: These are the wider curriculum opportunities that we offer our pupils, from activities in school such as accessing the Forest School and Horticulture to participating in Independent Living Skills and workshops at Hull Truck Theatre.

2. The School Vision is achieved through the following school aims:

- to provide a stimulating, secure and welcoming learning environment with equal opportunities for all;
- to promote cognitive, creative, physical, spiritual and moral development through accurate assessment and inspirational teaching and learning strategies and interventions which meet the personalised learning needs of our changing population;
- to engage pupils in a full understanding of their emotional needs and how to keep a positive mental vision even in adversity;
- to provide an inclusive ethos of respect and tolerance and an understanding of the needs of others by developing a culture of shared responsibility in which stakeholders are committed to school improvement and feel valued;
- to promote basic skills, communication and independence skills as we prepare pupils to control their own lives in a safe, inclusive and specialised teaching environment equipped with resources to meet the needs of complex learners;
- to provide vocational opportunities for our more able senior school students and an experience of the world of work for our pupils with more complex needs;

- to access best practice by developing links and partnerships with other schools, business and the community within the locality and the wider world through research and partnerships. To reach our vision we have established the following priorities.

3. Curriculum Statement

The school has welcomed the changes in Curriculum 2019 and the Rochford Review as an opportunity to create a curriculum which is responsive to the unique learning, communication and physical needs of the child. The curriculum is enriched by both national and local curriculum initiatives and strategies and opportunities to work with other providers and agencies to create inspirational and engaging learning opportunities which meet the individual and collective needs of pupils.

Our curriculum is based on a person-centered approach and an individual child's curricula begins with their own Personalised Plan linked to their Education, Health and Care Plan (EHCP), defining what is important to the child and thus what provision is required. Pupils' learning path is dependent on their stage of development and identified SEND learning focus needs. Typically, the journey begins with a clear focus on social communication and physical development. This then leads into a key focus on Basic Skills (cognition and learning) and then to the promotion of Independence and possible employability. The whole core of the curriculum focuses around the following aspects:

- Communication – inclusive of receptive, expressive and social elements
- Basic Skills – inclusive of functional literacy and numeracy plus a focus on the ability to apply learning
- PSHE – linking with building relationships, keeping safe and increasing opportunities for independence
- Thematic learning – giving pupils a breadth of experiences to engage with creative learning

Both core and foundation subjects (within the thematic approach) follow clear pathways with regards the knowledge that pupils should be engaging with at various times in their personalised educational journeys and the types of information (sticky knowledge) that they should be able to remember when building on future learning and recalling when revisiting prior learning.

To ensure that we offer the children and young people at Frederick Holmes School a quality of education we follow the key aspects of the Framework, these being:

- **INTENT** – the aims of our curriculum including the knowledge and skills to be gained at each stage of a child's education
- **IMPLEMENTATION** – the translation of our Intent over time to produce a clear narrative and structure with regards learning across the whole school
- **IMPACT** – our evaluation of the knowledge and skills gained by pupils against their expectations.

4. Curriculum Influences

Frederick Holmes School caters for pupils aged from 2 to 19 years with severe physical disabilities and SLD. Many of the pupils have associated and/or additional learning delay and many have moderate to severe communication disorders. An increasing number of pupils attending Frederick Holmes School have a profile of significant and/or complex learning needs, these pupils are working at levels well below the norms for their peer

group both regionally and nationally. The designation for Frederick Holmes School has changed somewhat over the last few years with more children and young people attending with Severe Learning Difficulties (SLD) as opposed to Physical Disabilities (PD). This has meant that the school has had to identify and promote a clear shift in the curriculum influence. The new Ofsted Framework has been a useful tool in moving our curriculum forward and embracing new challenges.

5. Curriculum Aims

The core function of the curriculum at Frederick Holmes School is to provide for the holistic educational and life needs of each child.

Through our curriculum we aim to:

- Provide a broad, balanced, individualised and supportive learning community that seeks to provide for achievement and enjoyment through the provision of high quality learning opportunities and resources.
- Provide an environment which is stimulating, comfortable and safe, where pupils feel valued as individuals and classroom relationships are built on mutual understanding and respect.
- Promote positive attitudes to learning, so that children enjoy coming to school and they are actively involved and included into the learning process.
- Promote independence skills, self advocacy and encourage personal responsibility.
- Ensure that lessons are well prepared with differentiated learning objectives and resources appropriate to pupils' individual learning needs.
- Ensure that effective and rigorous systems of assessment, monitoring and recording are developed and maintained and that these are used effectively to track learner's progress, to inform future learning and enable them to achieve the best that they can.
- Provide access to effective systems for learning and communication which are embedded into everyday practice:
- Ensure that there are accepted expectations of high standards of behaviour and work at all times.
- Encourage pupils to achieve highly and ensure that good achievements are acknowledged and celebrated widely.
- Promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of adult life.
- Develop active partnerships between the school and the community, parents and other schools so that everyone works together to ensure that each child's holistic needs are fully met.
- Promote an overall understanding of how to ensure a positive mental attitude and high level of wellbeing.
- Ensure that that all staff have the opportunities for continuous professional development so that they are equipped to deliver effective teaching and learning practices in the classroom.

6. Curriculum Structure

- The school is organised into Early Years, Primary, Senior and the College Centre. Our Early Years Department consists of pupils ranging from 2-5 yrs; the primary phase consists of pupils within Key Stages 1 and 2; the senior phase consists of pupils within Key Stages 3 and 4; our Key Stage 5 students are in the College Centre.
- Pupils are grouped primarily by chronological age and also through cognitive ability. We aim to place children within their Key Stage except where individual circumstances require otherwise. Class groups may include a mix of year groups and Key Stages and

the curriculum is adapted to meet the needs and abilities of the children. The curriculum is generally organised on a class base (primary) model with some ability sets for Basic Skills

- The Early Years curriculum is based on the Curriculum Guidance for the Early Years. Key Stage 1 is also delivered using the Early Years curriculum model.
- In Key Stages 2 – 4 the curriculum follows the guidance set out in the National Curriculum. Achievements of pupils in some areas in 14-19 are accredited through the ASDAN schemes of learning and Basic Skills qualification where appropriate.
- In Post 16, students have individualised learning programmes based on nationally recognised accreditation schemes and qualifications. There is an increasing focus on independent living and vocational experiences as pupils prepare for the transition to adult life.
- Pupils experiencing profound and complex learning needs follow a curriculum program called IMPACTS. They work toward personalised outcomes in communication, cognition and environmental controls delivered through a curriculum designed with a small step approach, enabling pupils to meet their physical and sensory needs.
- The school is signed up to the Head Start programme and ensures that pupil wellbeing is a key factor addressed in all teaching and learning activities. It promotes positive mental health of all stakeholders and focuses on emotional resilience
- The school has a number of specialist facilities for Teaching and Learning including an adapted food technology room, rebound therapy room, hydrotherapy pool, café and polytunnel for vocational learning. There are extensive grounds for outside learning and a minibus to access the community and personalised learning.
- Interventions are in place for pupils in receipt of additional funding for example pupil premium, LAC funding, and for pupils identified for catch up. Interventions are generally delivered by Teaching Assistants who provide 1:1 support.

Curriculum across the HET Special Schools

There is an agreed, collective understanding of the intent of the curriculum across the special schools in the Humber Education Trust. This agreement allows for a high level of partnership and challenge in the curriculum offer in each of the respective schools.

EYFS/ KS1	I'm learning to learn through play and interaction
PMLD	I'm understanding how I engage in the world around me
KS2	I'm embedding skills, confidence and finding my voice for the journey ahead
KS3	I'm finding out who I am, and what I am capable of
14 - 19	I'm preparing to be an adult by applying what I know

7. Pupil progress and Achievement (Assessment Procedures)

There are a range of assessment procedures in place in school which fall broadly into two areas; Assessment for Learning (AFL) and assessment which tracks the progress of individuals and groups. The school has a yearly assessment cycle that rigorously monitors individual and group attainment and progress.

Assessment for learning

Assessment for learning is the process of using information on achievement and attainment to inform future planning, teaching strategies and learning objectives. It is the responsibility of all teaching and classroom support staff.

At Frederick Holmes School teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback, both oral and written is given to learners during lessons and, where appropriate, through the marking of books. Work is uploaded to the online evidence program Evisense, for the purpose of tracking progress and moderation opportunities. Teachers provide clear next steps and related commentary in pupil books to enable children to move forward in their learning. Self and peer assessment are an expectation for those groups of children for whom it is appropriate enabling them to be involved and take ownership of their own learning and progress.

Assessment to Track Pupil Progress

The school uses a range of assessment systems appropriate to the age, cognitive ability and the curriculum. All pupils have a Personalised Plan with SMART targets. The progress towards these targets is reported to parents at the end of each term. The school also completes Deep Dives to ensure that all curriculum areas are in line with the Framework expectations and that all children are receiving the most effective quality of education at Frederick Holmes School. Senior Leaders and Subject Leaders complete regular 'Learning Walks' and complete twice annual progress reports to ensure children are on track with their learning and progress. Interventions are put in place for children who are not making the expected levels of progress especially in core subject areas.

Early Years

Baseline assessment is carried out using the EYFS Ages and Stages during the children's first six weeks upon entering the setting. There is continuous monitoring and assessment of each child's development using the Developmental Overview in the 7 prime areas of learning:

- Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development
- and the four specific areas
- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

Progress is measured against personalised targets and appropriate interventions are in place to enable pupils to meet expectations. The children at Frederick Holmes School make very small steps of progress which are not identifiable on Local Authority tracking methods, so we use our own progress monitoring to ensure these small steps of progress are celebrated.

In the final term in which children reach age five they are assessed against the Early Learning Goals for the Early Years Foundation Stage Profile. This provides parents and carers, practitioners and teachers with a summary of a child's development and learning achievements.

Key Stages 1

The Key Stage 1 class is a transition group between the EY Foundation Stage curriculum and the National Curriculum. The progress of pupils in Y1 continues to be assessed using EYFS Development Matters in:

Physical Development

Understanding the World
Expressive Arts and Design

Pupils who will be transferring to the KS2 PMLD group at the end of Y2 continue to be assessed using EYFS Development Matters in all areas in Y1 and Y2. Baseline assessment in IMPACTS is completed for these pupils in the Summer term in Y2. Pupils who will be moving into the National Curriculum groups at the end of Y2 are baselined in B Squared.

Key Stages 2-3

The progress and attainment of pupils in Maths and English, in Key Stage 2-4, (not PMLD classes), is assessed using B Squared. Statements have broken down the statutory learning requirements into small steps to enable teachers to reflect precise learning and achievement which is measured using a simple scale leading to mastery. Data is recorded electronically and can be accessed and tracked at any time. SLT and subject leaders assess progress twice per year.

PMLD (KS2-5)

The progress of pupils in PMLD classes is measured using Impacts Statements. Baseline assessments in Communication, Cognition and Environmental Controls are completed during the first half term on entry to the PMLD class and reviewed twice throughout the academic year. The targets on pupil's learning plans are based on their IMPACTS targets. Progress is monitored via moderation of the three IMPACTS areas and the recording of the number of targets pupils have met within each IMPACTS area. The pupils in the College Sensory class all complete their ASDAN PPQ Diploma whilst still progressing through their IMPACTS outcomes.

14-19

In 14-19 students' achievements are measured through the accreditations/qualifications they gain, as well as the progress each pupil makes towards their personalised targets. Pupils start their journey by completing the ASDAN Transition Challenge then move on to completing modules of the ASDAN Towards Independence, pupils can then move on to the ASDAN Life skills Challenges at Entry Level and also complete Basic Skills qualifications where appropriate. The curriculum for 14-19 pupils is personalised to meet the young person's needs effectively when considering their individual transition pathways.

14-19 staff meet termly to moderate and review progress towards all accreditations/qualifications. The 14-19 lead attends ASDAN moderation and regular meetings enabling the school to submit work during the summer term. Progress data is collected and analysed twice yearly by the Senior Leaders so that any concerns can be identified and appropriate actions put into place and the school is able to report on the progress that pupils have made. Data is collated to show the progress of pupils across subjects, and of different groupings e.g. pupil premium, gender. This information is summarised in the the End of Year Pupil Progress and Data Analysis Report and in the Subject Leader Reports.

8. Recording and Reporting

Reporting and recording is used as a tool to inform learning and is the responsibility of all teaching and classroom support staff.

The purpose of **recording** is to:

- Inform the planning and assessment process.
- Enable staff to monitor pupil progress and attainment.

- Recognise and celebrate achievement.
- Note strengths and areas for development.
- Provide data for moderation and scrutiny.
- Form a basis for reporting.

The purpose of **reporting** is to:

- Inform staff, pupils, parents, other professionals and the LA(s).
- Celebrate success and achievement.
- Provide opportunity for discussion and agreement.
- Inform the setting of further learning objectives
- Involve parents/carers in their child's learning.
- Ensure effective and appropriate transfer of information.
- Comply with statutory requirements.

9. Reporting to Parents

Personalised Learning Plan Targets are shared with parents on a termly basis. These generally have targets including Maths, English and foundation subjects some also include wider outcome targets focusing on social and emotional learning, physical development or independence. Pupils in PMLD classes will have targets primarily linked to the IMPACS curriculum, the Engagement Model and physical and sensory needs. The targets are always linked to the pupils' EHC outcomes. At the end of each term teachers relay progress towards the children's Personalised Plan termly targets, as well as giving a summary report of the wider curriculum activities each child has participated in that term. Teachers and parents regularly collaborate through joint practice to help children to achieve their targets. Annual reviews take place yearly and other regular updates are supplied to parents in a variety of ways.

10. Home Learning

We recognise that our pupils may not always be able to attend due to health and/ or other factors. In these instances, we support parents by offering a variety of home learning opportunities:

- Termly pupil personalised plans give an overview of the topic being taught and personalised 'enrichment' home learning opportunities
- Home activity plans are produced by class teachers each term and are available on the school website
- Where appropriate, virtual Teams lessons will be offered for specific lessons and/ or 1:1 sessions
- Where appropriate, a tablet or laptop will be supplied to support with learning activities
- Bespoke activities sent home by the class teacher

11. Roles and Responsibilities

(i) Monitoring Standards

- The Headteacher has responsibility for the quality of teaching and learning, pupil achievement and for ensuring a successful learning culture.
- The Assistant Headteacher has responsibility for curriculum oversight and for assessment and reporting; the HT and AHT work with the individual Subject Leaders identified in the strategic and operational plan.
- The Senior Leadership Team are jointly responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current

developments and for providing a strategic lead and direction in the school. The Headteacher is responsible for school self-evaluation and use monitoring and evaluation of teaching and learning to identify the strengths and weaknesses in the school, in order to drive school improvement.

(ii) Assessment and Reporting

The Head-teacher is responsible for reporting on all aspects of pupil progress and achievement to all stakeholders including the Governing Body, the Local Authority and Ofsted Inspectors. The Assistant Headteachers are responsible for leading improvement in teaching and learning, recording pupil progress and achievement and measuring the outcomes of pupil targets. The Subject Leaders for Maths and English analyse data in their subject area. The Assistant Headteacher with responsibility for assessment produces the end of year School Data Analysis Report which forms the basis of the Headteacher's evaluation and review of pupil progress across each academic year.

(iii) Curriculum Planning

Teachers have the collective responsibility to ensure that lessons are properly planned, delivered and structured over a given period of time to ensure that every pupil will benefit from every lesson. Teachers produce a personalised plan for all subjects on the timetable which identifies the planned SMART objectives for each pupil. The long-term Planning Web/ pacing sheet identifies timebound learning activities in each subject area. They are written by the class teacher and monitored by the Subject Leader who is responsible for ensuring it reflects current good practice, regional and national strategies and initiatives, and meets statutory requirements. All planning is posted on the staff networked e-file to provide an ongoing library of planning available to all teaching staff.

It is the responsibility of the teaching and classroom support staff to differentiate subject delivery using a range of methods and approaches appropriate to the individual child.

Issues to consider include:

- Educational implications of the profile of disability.
- Learning styles and interest
- Communication and A.A.C.
- Emotional and social development.
- Wellbeing
- Attainment.
- Inclusion
- Opportunities for enrichment and extension activity

It is the responsibility of Subject Leaders and persons with responsibility for curriculum areas to ensure that curriculum policies are reviewed and amended as necessary. Curriculum policy documents should set out the how, why and what is taught and provide a rationale and framework for a consistent and cohesive approach with a clear focus on the Intent, Implementation and Impact. In general, policies should be formed through discussion and consensus with staff.

(iv) Subject Leaders

The general roles and responsibilities of subject leaders can be summarised as follows. They will:

- Take the lead in policy development
- Take a lead in planning scrutiny to ensure progression and continuity in their subject(s) across the age range.

- Monitor progress and development in their subject(s) and advise staff, the Head-teacher and Governors on required action.
- Organise and purchase central resources for their subject(s) within the priorities and budget identified within the operation planning.
- Keep up to date with current practice and new initiatives and strategies.
- Attend relevant professional development and training especially within HET, which may have been identified through audit, as part of the Performance Management process, or as they arise.
- Support colleagues by coaching and mentoring, and advising on planning, teaching and learning, resources and developments.
- Produce a detailed evaluative end of year report on developments in their subject area and on the progress, pupils have made.
- Report regularly to SLT and the Governing body on developments within their subject areas.
- An allocation of directed time is identified for subject leadership within the school calendar. There is an expectation that subject leaders will undertake many of their middle leader responsibilities within their own time (non- directed). Additional non-contact time to allow subject leaders to work proactively and responsively on new initiatives should be negotiated with the Head-teacher.
- Subject leaders are required to maintain a Subject Leaders File containing information relevant to the subject, which includes information about planning, action plans, and evaluations, subject monitoring, scrutiny of planning, notes from learning walks, minutes from meetings, subject policy, record of own CPD/ WFD and impact as well as identified needs of others. In addition, there should be information relating to resources, budget and purchases, significant events, etc

Subject Leaders with a TLR, currently English and Maths are accountable for pupil progress in their subject and must be pro-active in their leadership.

Continuous Professional Development

The responsibility for the professional development of staff lies with the Headteacher; however, the Assistant Headteacher has day to day responsibility for Curriculum and Professional Development and Work Force Development. Whole staff professional development is identified through the priorities selected in the School Improvement Plan and the skills and knowledge required to deliver these priorities. Individual professional development is identified through individual appraisal interviews with the member of the Senior Leadership Team. A professional development training plan is prepared and implemented, based on the school's priorities and individual staff's priorities, by the Assistant Head-teacher on an annual basis. Each teacher has an individual action plan resulting from lesson observations which identifies strengths, and areas for development in continually improving teaching and learning.

Equal Opportunities

It is the responsibility of everyone in our school community to ensure that that all members of the school community are given the opportunity, and support they need to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

Health and Safety

It is the responsibility of all staff at Frederick Holmes School to adhere to the relevant school policies and guidelines for Health and Safety.

Monitoring and Evaluation of this policy

The implementation of the policy will be monitored through:

- Lessons observation/Learning walks and Deep Dives
- Subject Leader meetings
- Planning scrutiny
- Book Scrutiny
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following consultations and reports