Local Procedure/Protocol

School/Home Name:	**FELDEN HALL SCHOOL**
Local Procedure/Protocol Title:	**Curriculum Protocol and Procedures**
Linked to Group Policy Title & Code:	**Curriculum Policy**
Date Reviewed:	**July 2026**
Next Update Due:	**July 2027**
Procedure/Protocol Lead:	**Debbie Hart**
Procedure/Protocol Sponsor:	**Brin Kelleher – Regional Director**

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

1.1 At Felden Hall School is an independent special school and part of the Witherslack Group. pupils are aged 6 to 16, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend our school have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.

1.2 Our school benefits from fantastic grounds within a stunning rural location. This contributes to making school a positive and happy place in which to learn, work and live and we make full use of the environment. Our school is well-resourced and has a comprehensive range of facilities including an all-weather astro pitch, a science laboratory, food technology room and an equipped gym. Class sizes are deliberately small to ensure pupils feel well supported by highly skilled staff team of education, pastoral, care and therapy staff.

2. VISION, AIMS AND INTENT

2.1 We are committed to helping pupils to flourish and achieve their aspirations through approach to education and care. Our School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping pupils to remember what they learn and make progress in all subject areas
- Supporting pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Engaging pupils to raise their career aspirations
- Providing pupils with knowledge and experience of the workplace
- Developing pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting pupils to develop their independence
- Ensuring pupils are ready for transition and life beyond Our School
- Engaging pupils to develop a positive perception of themselves and a sense of belonging
- Supporting pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling pupils to understand their rights and responsibilities and appropriately express their views
- Helping pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

3. ROLES AND RESPONSIBILITIES

3.1 Leaders at our School ensure that:

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 The teaching staff at our School ensure that:

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area
- Writing and handwriting are treated as related but distinct elements of literacy. Staff develop pupils' written composition across the curriculum while following the school's Handwriting Policy and Nelson Handwriting approach when explicitly teaching handwriting.

3.3 Clinical staff ensure that:

Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils

- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 All staff ensure that:

High expectations are always maintained for pupils and themselves

- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 Curriculum Delivery

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Occupational Therapist, Educational Psychologist and Clinical Psychologist. Most pupils at Key Stage 3 and 4 are taught by subject

Specialists with our primary school aged pupils accessing specialist teaching of Art, DT and PE. Some pupils may have bespoke timetables that take account of strengths and areas of need. Individual interventions are planned as required to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of the existing cohort. This includes careful planning to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs.

Through high-quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all key stages. Carefully chosen schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of key focus areas related to learning, work and life are reflective of age, stage, and individual pupil needs.

Enrichment Opportunities

Enrichment is an important part of our curriculum and provides pupils with opportunities to develop confidence, independence, resilience and teamwork beyond the classroom. Pupils can participate in a range of activities including sports, outdoor and off-site adventure experiences, and technology-based projects.

Where appropriate, pupils can work towards AQA Unit Awards through their participation in enrichment activities. These awards recognise the development of practical skills, personal achievements and engagement in learning beyond accredited curriculum subjects. Enrichment opportunities are designed to broaden pupils' experiences, promote personal development and support preparation for adulthood.

A range of specific approaches are used to implement and deliver the curriculum, such as:

The curriculum is implemented through:

- Interdisciplinary approaches that integrate strategies from education, therapy and care.
- Experiential learning through practical activities, outdoor learning, educational visits, enrichment opportunities, and real-world and community-based experiences.
- Communication and language development through communication-rich environments, Intensive Interaction, discussion, role-play, and explicit teaching of vocabulary and language concepts.
- Sensory, regulation and wellbeing approaches including multisensory learning, sensory exploration, sensory storytelling, co-regulation, movement-based activities and support for self-regulation.
- Structured and adaptive teaching through modelling, questioning, scaffolding, explicit instruction, visual supports, task analysis, retrieval practice, repetition and reinforcement.
- Personalised and outcome-led learning that is strengths-based, linked to EHCP outcomes and Preparation for Adulthood goals, and responsive to individual needs, interests and aspirations.
- Inquiry-based, project-based and cross-curricular learning that enables pupils to make meaningful connections across subjects and contexts.
- Collaborative, peer-supported and independent learning opportunities that develop confidence, resilience and learner autonomy.
- Social, emotional and relationship-based learning through social skills development, emotional literacy, restorative practice and therapeutic-informed approaches.
- Preparation for adulthood learning through independent living skills, employability education, work-related and vocational experiences, travel training, community participation, self-advocacy and supported decision-making.
- Technology-enhanced learning through assistive technology, digital resources and multimedia approaches that improve access, communication and engagement.
- Creative and expressive learning through art, music, drama, storytelling and performance opportunities.
- Written, recorded and reflective learning activities including worksheets, workbooks, extended writing, self-assessment, reflection and feedback to consolidate and demonstrate learning.

4.2 Key Stage 1

Key Stage 1 pupils are taught within designated primary classrooms in a structured and supportive environment.

Pupils access a broad and balanced curriculum based on the National Curriculum, adapted to meet individual needs. Subjects include English, Mathematics, Science, Computing, PE, PSHE (including Relationships and Health Education), Humanities (History and Geography), Art and Design, Design and Technology, and Enrichment. PE, Art and Design, and Design and Technology are taught by specialist teachers.

A strong emphasis is placed on early literacy and communication. Pupils access the research-informed Bug Club Phonics programme daily, alongside targeted interventions where needed. Daily fine motor activities

support handwriting development, dexterity and independence. Pupils also access specialist therapeutic and clinical support as appropriate.

Key Stage 2

Key Stage 2 pupils are taught primarily by their class teacher within designated primary classrooms, providing consistency and support.

Pupils access a broad and balanced curriculum based on the National Curriculum, adapted to meet individual needs. Subjects include English, Mathematics, Science, Computing, PE, PSHE (including Relationships and Health Education, Citizenship and Careers), Humanities (History and Geography), Art and Design, Design and Technology, and Enrichment. PE, Art and Design, and Design and Technology are taught by specialist teachers.

There is a strong focus on literacy, particularly reading. Early readers access the Rapid Reader phonics books, with additional catch-up support for phonics, reading and handwriting where required. Pupils also access specialist therapeutic and clinical support as appropriate.

4.3 Key Stage 3

Key Stage 3 pupils are taught primarily within their dedicated form classrooms, providing consistency and support while promoting increasing independence. Pupils continue to access a broad and balanced curriculum based on the National Curriculum, with a continued focus on reading and literacy development.

Pupils are taught by their form teachers for English, Mathematics and PSHE (including Careers and Citizenship), while specialist subject teachers deliver the wider curriculum. Pupils also access specialist learning environments, such as the Science Laboratory and Art Room, where appropriate.

Subjects include English, Mathematics, Science, Computing, PE, PSHE (including Relationships and Health Education, Careers and Citizenship), Humanities (History and Geography), Art and Design, Design and Technology, Personal Development and Enrichment. PE, Art and Design, and Design and Technology are taught by specialist teachers.

Pupils continue to access specialist therapeutic and clinical support as appropriate to their individual needs. Targeted interventions are provided where required to address gaps in learning and support pupils to make progress from their individual starting points. Pupils also continue to access specialist therapeutic and clinical support as appropriate to their individual needs.

Pupils can work towards a Character Award that recognises and celebrates personal development beyond academic achievement. The award encourages pupils to demonstrate values such as resilience, responsibility, respect, leadership and teamwork. Through participation in school life, enrichment activities and community experiences, pupils develop the skills and character needed to become confident, responsible and successful members of society.

4.4 Key Stage 4

Key Stage 4 provides a personalised and aspirational curriculum that prepares pupils for adulthood, further education, employment and independent living. Pupils follow individual pathways based on their strengths, needs and future goals, while continuing to access a broad and balanced curriculum that promotes academic achievement, personal development and wellbeing.

A range of qualifications is available to ensure all pupils can experience success and make meaningful progress. These may include GCSEs, Functional Skills, Entry Level qualifications, vocational awards, AQA Unit Awards and other accredited courses matched to individual ability and aspirations. Learning is supported by specialist teachers, targeted interventions and therapeutic support where appropriate.

Preparation for adulthood is embedded throughout the curriculum, with opportunities for careers education, independent living skills, enterprise activities and work-related learning. Pupils receive impartial careers guidance and take part in work experience and employer engagement opportunities to develop confidence, employability skills and informed aspirations for their next stage of education, training or employment.

Pupils can also work towards a Character Award, recognising achievements in areas such as resilience, responsibility, leadership, teamwork and contribution to the school and wider community.

4.7 Homework

In recognition of the complex learning, communication and regulation needs of many pupils, the school does not routinely set homework. This approach helps to reduce cognitive overload and supports pupils' wellbeing, enabling them to engage fully in learning during the school day.

Where appropriate, pupils may be provided with optional activities to reinforce learning, develop independence or support preparation for examinations. Families are encouraged to support learning through

shared reading and other enjoyable learning experiences at home, where appropriate to the individual pupil's needs and circumstances.

4.8 Reading

At Felden Hall School we are ambitious for every pupil to become a fluent, confident reader who reads widely and for pleasure. We recognise that reading is the gateway to the curriculum and a key driver of future success. Our intent is to provide a coherent, carefully sequenced reading curriculum that develops secure early decoding, fluent reading, deep comprehension and a genuine love of literature. Our curriculum is underpinned by high expectations and that all pupils will make strong progress from their starting points.

4.9 Oracy

At Felden Hall School, we intend to develop articulate, confident and reflective speakers who can communicate effectively across a range of context, audiences and purposes. We provide a structured and progressive oracy curriculum that equips pupils with the competence, critical thinking skills and confidence necessary for success and active participation in society. We embed oracy consistently across all subjects and key stages.

4.10 Therapeutic Provision

Our on-site clinical team works with staff to provide targeted support based on individual need. This may include occupational therapy, wellbeing and mental health interventions, therapeutic support, and programmes such as *Zones of Regulation*. Pupils also have access to sensory areas and safe spaces to support emotional regulation, wellbeing, and engagement in learning.

4.11 Physical Education

Our PE curriculum develops pupils' physical skills, fitness, confidence and teamwork from Year 1 to Year 11. Through a broad range of inclusive activities, lessons are adapted to meet individual needs, ensuring all pupils can participate, achieve and experience success. Pupils build resilience, cooperation and a positive attitude towards lifelong physical activity. At Key Stage 4, pupils follow pathways matched to their abilities and aspirations, which may include GCSE PE or the Sports Leaders Award qualification.

4.12 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from IAG. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.13 Handwriting

For the purposes of this curriculum policy, references to 'writing' relate primarily to pupils developing and communicating written ideas, including composition, vocabulary, grammar, spelling, organisation and writing for different purposes and audiences. Handwriting is a distinct element of transcription and is taught separately and explicitly.

At Felden Hall School, handwriting is taught through Nelson Handwriting, which provides the school's consistent approach to the teaching and development of handwriting. Teaching is adapted appropriately to pupils' individual physical, sensory, cognitive and learning needs.

Handwriting teaching supports pupils to develop appropriate posture, pencil grip, letter formation, legibility, fluency, speed and stamina according to their individual starting points and needs. Where required, pupils

may also access fine-motor development, sensory-motor activities, specialist equipment or support informed by occupational therapy.

We maintain high expectations while recognising that successful written communication may look different for individual pupils. Where handwriting presents a significant barrier to recording or demonstrating knowledge, appropriate reasonable adjustments and alternative methods of recording may be used, including assistive technology.
The detailed approach to the teaching, progression, assessment and adaptation of handwriting is set out in the school's separate Handwriting Policy.

4.14 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

Spiritual, Social, Moral and Cultural (SMSC) development and the promotion of fundamental British Values are at the centre of the ethos at our school and are reflected in our wider curriculum aims. These important aspects of the curriculum are embedded in the culture of the school and modelled by staff and pupils throughout the day. All pupils are encouraged to experience awe and wonder, act responsibly and support their community. These important aspects are embedded in the culture of each school/learning centre and are modelled by staff and pupils throughout the day. The school/learning centre adopts a whole-school approach to SMSC, ensuring that values are not only taught but consistently reinforced through daily practice, relationships and ethos.
We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.
As part of the wider SMSC curriculum, pupils are encaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.15 COVID-19 Recovery Curriculum

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at our School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning, work and life. We recognise that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level, and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will understand different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies

- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 *Assessment*

Assessment is an integral part of teaching and learning and is used to identify pupils' strengths, address gaps in learning and inform next steps. Assessment takes place continuously through a combination of formative and summative approaches, including lesson observations, questioning, discussions with pupils, teacher feedback, scrutiny of work, and ongoing monitoring of progress against curriculum objectives.

A range of standardised assessments may also be used to support our understanding of pupils' attainment and progress, including CAT4, NGRT and STAR Reader assessments. Assessment information is reviewed regularly to ensure teaching is appropriately adapted to meet individual needs and to evaluate the impact of the curriculum.

Where appropriate, Key Stage 2 pupils are entered for national assessments, including KS2 SATs. Decisions regarding participation are made on an individual basis, taking account of each pupil's needs and stage of learning. Parents/carers will be informed where alternative arrangements are considered more appropriate.

Our expectation is that all Key Stage 4 pupils work towards meaningful accreditation and qualifications that are ambitious and reflect their individual abilities and aspirations. These may include GCSEs, Functional Skills, Entry Level qualifications, vocational awards and AQA Unit Awards.

Personal, social and emotional development is monitored through a range of approaches, including Boxall Profile assessments, therapeutic input, staff observations and pupil voice, ensuring that progress is recognised across all areas of development.

5.3 Monitoring

The curriculum is regularly monitored and evaluated to ensure it remains ambitious, inclusive and responsive to the needs of all pupils. Monitoring activities are carried out by leaders and include formal lesson observations, learning walks, planning and work scrutiny, pupil voice, and reviews of pupil case study files. These activities provide opportunities to evaluate the quality of teaching, pupil engagement, progress and the overall impact of the curriculum.

Assessment information, attainment data, accreditation outcomes and personal development measures are also reviewed to inform curriculum development and school improvement priorities. Findings from monitoring activities are used to celebrate strengths, identify areas for development and ensure that all pupils are supported to achieve positive outcomes.

This policy will be reviewed annually to ensure it continues to reflect best practice and meets the needs of the school community.

6. CURRICULUM MODEL

6.1 Our curriculum is designed to provide all pupils with a broad, balanced and ambitious education that prepares them for the next stage of learning, employment and adult life. The curriculum is adapted to meet individual needs while maintaining high expectations and promoting progress from each pupil's starting point.

Curriculum pathways are personalised to reflect pupils' strengths, needs, interests and aspirations. Pupils access a combination of academic, vocational and personal development opportunities, enabling them to gain the knowledge, skills and qualifications needed for future success.

Key Features of the Curriculum Model

- A broad and balanced curriculum from Key Stage 1 to Key Stage 4.
- High-quality teaching underpinned by clear sequencing and progression.
- A strong focus on literacy, communication and numeracy across the curriculum.
- Preparation for adulthood embedded throughout learning.
- Personal development opportunities that promote resilience, independence, wellbeing and positive relationships.
- Therapeutic and pastoral support integrated where appropriate to remove barriers to learning.
- Flexible pathways and accreditation opportunities that reflect individual needs and aspirations.

- Careers education, employer encounters and work experience opportunities to support successful transitions beyond school.

Curriculum Pathways

At Key Stages 1 to 3, pupils access a broad curriculum based on the National Curriculum, adapted to meet individual needs and ensure engagement, progress and success. There are also opportunities to achieve AQA Accreditation Awards through our enrichment curriculum.

At Key Stage 4, pupils follow personalised pathways which may include:

- GCSE qualifications
- Functional Skills qualifications
- Entry Level qualifications
- Vocational Awards
- AQA Unit Awards
- Sports Leaders Award and other enrichment-based qualifications

These pathways ensure that all pupils work towards meaningful outcomes that are ambitious and appropriate to their abilities and future aspirations.

Personal Development and Inclusion

Personal development is central to our curriculum model. Pupils are supported to develop confidence, character, independence and employability skills through PSHE, careers education, enrichment activities, work experience, leadership opportunities and the Character Award.

The curriculum is fully inclusive and adapted to meet individual learning, communication, sensory, social, emotional and mental health needs. Reasonable adjustments, targeted interventions and therapeutic support enable pupils to access learning and achieve positive outcomes.

7. REFERENCES

8. ASSOCIATED FORMS

National curriculum - GOV.UK

Relationships and sex education (RSE) and health education - GOV.UK

9. APPENDICES

1 Curriculum Overview

Key Stage 1 (Years 1-2)

- Pupils access a broad and balanced curriculum with a strong focus on communication, reading, writing, mathematics, personal development and engagement in learning.

Key Stage 2 (Years 3-6)

- Pupils continue to access the full National Curriculum while developing independence, resilience and core academic skills. Opportunities for enrichment and personal development are embedded throughout.

Key Stage 3 (Years 7-9)

- Pupils follow a broad curriculum delivered by a combination of form teachers and subject specialists. Literacy, numeracy, personal development and preparation for future pathways remain key priorities.

Key Stage 4 (Year 10 onwards)

- Pupils follow personalised pathways leading to accredited outcomes, including GCSEs, Functional Skills, Entry Level qualifications, vocational awards and AQA Unit Awards. Work experience, careers education and preparation for adulthood are integral components of the curriculum.

2 Curriculum Pathways

Our Key Stage 4 curriculum offers a range of personalised pathways to ensure that all pupils can achieve meaningful and aspirational outcomes. Pathways are selected based on individual strengths, needs, interests

and future aspirations, enabling pupils to work towards qualifications and accreditation that best support their next steps in education, employment or training.
Accreditation opportunities may include:

- GCSE Qualifications for pupils accessing a more academic pathway.
- Functional Skills Qualifications in English and Mathematics.
- Entry Level Qualifications to recognise achievement and progress in core subjects.
- Vocational Awards that develop practical, work-related knowledge and skills.
- AQA Unit Awards that recognise success in a wide range of curriculum and enrichment activities.
- Sports Leaders Award for pupils demonstrating an interest in sports leadership, coaching and teamwork.

Pathways are reviewed regularly to ensure they remain appropriate, ambitious and responsive to each pupil's progress and aspirations. Alongside accredited courses, pupils access careers education, work experience, personal development and preparation for adulthood opportunities to support successful transitions beyond school.

3 Assessment Framework

Assessment is used to identify strengths, inform next steps in learning and monitor the impact of the curriculum. A range of assessment approaches are used to ensure an accurate understanding of each pupil's progress and development.

Formative Assessment

- Ongoing assessment within lessons, including questioning, discussions, observations, feedback, and review of pupils' work.
- Used to adapt teaching, address misconceptions and support progress.

Summative Assessment

- Regular reviews of attainment and progress against curriculum objectives.
- Used to evaluate pupil achievement and the effectiveness of curriculum provision.

Standardised Assessments

- CAT4 (Cognitive Abilities Test) to provide information about pupils' learning potential and cognitive strengths.
- NGRT (New Group Reading Test) to assess reading skills and identify areas for development.
- STAR Reader assessments to monitor reading attainment and progress over time.

Accreditation Tracking

- Monitoring of progress towards qualifications and accreditation, including GCSEs, Functional Skills, Entry Level Qualifications, Vocational Awards, AQA Unit Awards and Sports Leaders Awards.
- Used to ensure pupils are working towards ambitious and appropriate outcomes.

Personal Development Assessment

- Boxall Profile assessments are used, where appropriate, to measure and monitor pupils' social, emotional and behavioural development.
- Additional evidence is gathered through pupil voice, staff observations, therapeutic input and participation in enrichment, careers and personal development activities.

Assessment information is reviewed regularly by staff and leaders to ensure pupils receive appropriate support and make progress from their individual starting points.

4 Enrichment Offer

Enrichment opportunities form an important part of our curriculum and are designed to broaden pupils' experiences, develop personal interests and support preparation for adulthood. Activities are tailored to meet the needs and interests of pupils and provide opportunities to develop confidence, resilience, independence, leadership and teamwork.

Examples of enrichment opportunities include:

- Sports and physical activities to promote health, fitness, teamwork and personal achievement.
- Outdoor education and off-site adventures, including visits and activities that develop resilience, problem-solving and independence.
- Technology and STEM activities to encourage creativity, innovation and digital skills.

- Community projects and volunteering opportunities that promote social responsibility and engagement with the wider community.
- Leadership opportunities, including roles within school and programmes such as the Sports Leaders Award.
- AQA Unit Award Scheme opportunities, enabling pupils to gain accredited recognition for achievements in enrichment, personal development and practical skills.

Enrichment activities are reviewed regularly to ensure they remain engaging, purposeful and aligned with pupils' interests, needs and aspirations. Wherever possible, opportunities are linked to pupils' personal development targets and preparation for adulthood outcomes.

5 Careers and Preparation for Adulthood

Preparation for adulthood is embedded throughout the curriculum and supports pupils to make informed decisions about their future pathways. Our careers programme aims to raise aspirations, develop employability skills and prepare pupils for further education, training, employment and independent living.

Key features of our careers and preparation for adulthood offer include:

- A careers programme aligned to the Gatsby Benchmarks, ensuring pupils receive high-quality careers education and guidance.
- Access to independent careers guidance to help pupils identify appropriate next steps and make informed choices about their future.
- Work experience opportunities that enable pupils to develop employability skills, confidence and an understanding of workplace expectations.
- Employer engagement activities, including workplace visits, encounters with employers and participation in careers events.
- Transition planning to support successful progression to further education, training, employment or other appropriate destinations.
- Opportunities to develop key life skills, including communication, teamwork, problem-solving, independence and self-advocacy.