Local Procedure/Protocol

School/Home Name:	**Bowersgate 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:	**Lyndsey Kinlock**
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 **Bowersgate School** is an independent special school and part of the Witherslack Group. We provide education for boys and girls aged **6 to 16 years** with a range of needs, including **Social, Emotional and Mental Health (SEMH) needs**, **ADHD** and **Autism Spectrum Disorder (ASD)**.

Many pupils join Bowersgate having experienced barriers to learning, disrupted education, trauma or difficulties with social communication and emotional regulation. Some pupils may also be looked after by their local authority. As a result, they may be working below age-related expectations when they join the school.

All pupils have an **Education, Health and Care Plan (EHCP)**. We provide a nurturing, structured and inclusive environment where positive relationships underpin learning and personal development.

At Bowersgate School, we are committed to delivering a **broad, balanced and ambitious curriculum** that supports pupils to achieve academically, develop essential life skills and improve their emotional wellbeing. Through enrichment activities, educational visits and outdoor learning opportunities, pupils apply their learning in meaningful real-life contexts and are prepared for their next stage of education and adulthood

1.2 Bowersgate School benefits from extensive grounds that provide valuable opportunities for outdoor learning, physical activity and enrichment. Our central location in **Wythenshawe, Greater Manchester**, enables pupils to access a wide range of educational and cultural experiences, including **Wythenshawe Park**, **Manchester Airport**, local community facilities, and the city's museums, galleries and cultural institutions. These experiences enhance learning by providing real-life contexts and helping pupils develop confidence, independence and cultural capital.

The school is well resourced, with specialist facilities that support a broad and engaging curriculum. Class sizes are intentionally small, enabling pupils to receive personalised support and build positive relationships with our highly skilled education, pastoral and therapeutic teams, ensuring they feel safe, supported and **ready to learn.**

2. VISION, AIMS AND INTENT

2.1 At Bowersgate School, we are committed to helping all pupils flourish and achieve their aspirations through a holistic approach to education, wellbeing and personal development. We provide a pupil-centred, ambitious and engaging curriculum that is tailored to meet the needs of pupils with SEMH, ADHD and ASD. We have high expectations for all pupils and aim to ensure they leave us with the knowledge, skills, qualifications and experiences needed for the next stage of their lives. Through strong partnerships with local businesses, employers and community organisations across Greater Manchester, pupils are provided

with meaningful opportunities to experience the workplace, develop employability skills and raise their aspirations for the future.

We achieve this by:

- Inspiring pupils to develop a love of learning, build confidence and experience success.
- Delivering a broad, balanced and ambitious curriculum that enables pupils to make progress across all subject areas.
- Supporting pupils to retain and apply their learning through meaningful, real-life experiences.
- Ensuring every pupil develops strong literacy skills and leaves Bowersgate as a confident reader.
- Developing secure mathematical understanding through the White Rose Maths curriculum.
- Providing enriching learning experiences through educational visits, outdoor learning and community engagement.
- Making the most of our location within Greater Manchester, enabling pupils to access museums, galleries, cultural centres, Wythenshawe Park, Manchester Airport and other local resources that enhance learning and cultural capital.
- Equipping pupils with the knowledge, qualifications and accreditation appropriate to their strengths, interests and future aspirations.
- Developing essential life skills, including communication, problem-solving, resilience, teamwork, independence and self-management.
- Raising aspirations through careers education, employer encounters and work-related learning opportunities.
- Building strong partnerships with local businesses, organisations and community groups to provide authentic work experience, enterprise projects and vocational learning opportunities that prepare pupils for future employment and independent adult life.
- Providing pupils with knowledge and experience of the workplace, helping them develop the confidence, skills and behaviours required for successful transitions into further education, training and employment.
- Preparing pupils for the next stage of education, employment, training and adult life.
- Promoting emotional wellbeing and supporting pupils to understand and manage their emotions effectively.
- Encouraging pupils to develop positive relationships, a strong sense of self-worth and a feeling of belonging within their school and community.
- Enabling pupils to understand their rights and responsibilities and to express their views confidently and respectfully.
- Supporting pupils to develop their spiritual, moral, social and cultural understanding, celebrating diversity and preparing them for life in modern Britain through the promotion of British Values and respect for protected characteristics.

Through our curriculum, we aim to develop resilient, confident and independent young people who are well prepared for successful and fulfilling futures.

3. ROLES AND RESPONSIBILITIES

3.1 Leaders at **Bowersgate School** ensure that:

- Staff contribute to the development and review of a broad, balanced and ambitious curriculum that is tailored to pupils' individual needs, interests, strengths and starting points.

- Regular monitoring and quality assurance activities evaluate the effectiveness, progression and impact of the curriculum, ensuring it remains responsive to pupils' academic, social and emotional needs.
- Teaching is consistently high quality through effective planning, assessment and the implementation of school policies and procedures.
- Staff receive ongoing professional development to maintain strong subject knowledge and expertise in supporting pupils with SEMH, ADHD and ASD.
- The curriculum includes meaningful enrichment, outdoor learning, careers education and community partnerships that enhance learning and preparation for adulthood.
- Parents and carers receive regular information about the curriculum, their child's progress and next steps.

Through rigorous quality assurance, leaders ensure that the curriculum remains ambitious, engaging and personalised, enabling all pupils to achieve positive academic, social and emotional outcomes.

3.2 The teaching staff at **Bowersgate School** ensure that:

- The curriculum is planned and delivered to develop pupils' knowledge, skills and vocabulary, helping them to know more, remember more and prepare for adult life.
- Learning is tailored to pupils' individual interests, strengths, needs and starting points, taking account of outcomes identified within EHCPs and other key assessment information.
- Adaptive teaching strategies are used to ensure all pupils are appropriately supported, challenged and able to make progress.
- Pupils are provided with opportunities to learn beyond the classroom through educational visits, outdoor learning and community-based experiences.
- Pupils understand their learning goals, next steps and how to achieve them.
- Assessment is used effectively to identify strengths, address gaps in learning and inform future planning.
- Parents and carers receive regular updates on their child's learning, progress and next steps.

Subject Leaders support colleagues, monitor the quality of teaching and learning, and ensure progression and high standards within their curriculum areas

3.3 The clinical staff at **Bowersgate School** ensure that:

The Occupational Therapist (OT), Educational Psychologist, Speech and Language Therapist (SaLT) and wider clinical team ensure that:

- Appropriate assessment and support are provided to meet pupils' social, emotional, mental health, communication and sensory needs.
- Advice, strategies and targeted interventions are implemented to remove barriers to learning and promote engagement, wellbeing and progress.
- Clinical recommendations are integrated into classroom practice and individual support plans, including EHCP outcomes where appropriate.
- Staff are supported to understand and respond effectively to pupils' individual needs through consultation, training and collaborative working.
- Pupils are supported to develop the communication, emotional regulation, independence and life skills needed for successful participation in school and preparation for adulthood.

3.4 All staff at **Bowersgate School** ensure that:

- High expectations are maintained for all pupils and for themselves at all times.
- Positive attitudes towards learning, reading, resilience and aspiration are consistently modelled.
- They contribute positively to the school's **ITAC** process, working collaboratively with education, pastoral and clinical teams to support pupils' individual needs and outcomes.
- Pupils are supported to develop positive relationships, emotional regulation skills and appropriate ways to communicate their thoughts, feelings and needs.
- Opportunities are provided across the curriculum to develop pupils' literacy, numeracy, communication and independence skills.
- Individual strengths, achievements and progress are recognised and celebrated, fostering confidence, self-esteem and a sense of belonging.
- Pupils are encouraged to develop the skills, attitudes and aspirations needed for successful participation in school, their community and future adult life.

Through a consistent, nurturing and collaborative approach, all staff contribute to creating a positive school culture where every pupil can thrive academically, socially and emotionally.

4. IMPLEMENTATION

4.1 Curriculum Delivery

At **Bowersgate School**, the curriculum is delivered through a carefully structured timetable that balances academic learning, personal development and therapeutic support. Small class sizes and a high staff-to-pupil ratio enable learning to be personalised to pupils' individual strengths, interests, needs and EHCP outcomes. Curriculum delivery is further supported by our multidisciplinary team, including the Speech and Language Therapist (SaLT), Occupational Therapist (OT), Educational Psychologist and wider clinical practitioners.

Where appropriate, pupils may access bespoke timetables and targeted interventions to address barriers to learning, close gaps in knowledge and skills, and support positive engagement with education.

Our curriculum is designed to develop knowledge, skills and vocabulary progressively across all subjects whilst recognising the social, emotional and mental health needs of our pupils. Alongside academic learning, pupils access opportunities to develop emotional regulation, resilience, communication, independence and preparation for adulthood.

Through high-quality teaching and carefully sequenced schemes of learning, including White Rose Maths, Literacy Counts Ready Steady Read, Ready Steady Write and Ready Steady Spell, Kapow Science and Kapow Humanities, pupils are supported to achieve the best possible outcomes and successfully transition to their next stage of education, training or employment.

The curriculum is enriched through educational visits, outdoor learning, community engagement and strong partnerships with local businesses and organisations. Our location within Greater Manchester provides access to cultural, educational and employment opportunities, helping pupils apply their learning in meaningful real-life contexts and develop cultural capital.

A range of approaches are used to implement and deliver the curriculum, including:

- Learning outside the classroom and personal development activities.
- Educational visits, outdoor learning and community-based experiences.
- Interdisciplinary approaches that integrate educational, pastoral and clinical strategies.
- Real-world, functional and life-skills learning.
- Careers education, employer encounters and work-related learning opportunities.
- Interactive activities, discussion and role-play.
- Explicit teaching of vocabulary, communication and oracy skills.
- Retrieval and recall activities to strengthen knowledge retention.
- Practical, enquiry-based and project-based learning.
- Modelling, questioning, scaffolding and adaptive teaching strategies.
- Collaborative and independent learning opportunities.
- Cross-curricular learning experiences.

- Reading, recording and extended writing opportunities across the curriculum.
- Planned opportunities to revisit and secure previously missed or misunderstood concepts.

Through this approach, Bowersgate School provides a broad, balanced and ambitious curriculum that prepares pupils for success in school, within their communities and in later life.

4.2 Key Stage 2 (Years 2-6)

Pupils in Key Stage 2 begin their journey at Bowersgate School in dedicated primary classrooms and are taught predominantly by their class teacher. Learning is carefully adapted to meet pupils' individual needs, interests and EHCP outcomes, ensuring that every pupil can access a broad, balanced and ambitious curriculum.

A strong emphasis is placed on developing literacy, numeracy, communication and personal development skills. Reading is prioritised across the curriculum, alongside targeted phonics intervention where required.

Pupils access:

- English
- Mathematics
- Science
- Computing
- Physical Education (PE)
- PSHE, Relationships and Health Education
- Careers and Citizenship
- Humanities (History and Geography)
- Art and Design
- Design and Technology
- Personal Development and Life Skills
- Outdoor Learning and Enrichment

Learning is enriched through educational visits, community experiences and outdoor learning opportunities, enabling pupils to apply their knowledge in meaningful real-life contexts and develop independence, resilience and cultural capital.

Pupils also receive clinical and therapeutic support, including Speech and Language Therapy (SaLT), Occupational Therapy (OT) and Educational Psychology input, as identified through their individual needs and EHCP outcomes.

4.3 Key Stage 3 (Years 7-9)

At Key Stage 3, pupils continue to access a broad and balanced curriculum that builds on the knowledge, skills and confidence developed in Key Stage 2. While maintaining the security and consistency of form-based teaching, pupils are increasingly taught by subject specialists and begin to access specialist learning environments where appropriate.

There remains a strong focus on literacy, reading, communication, numeracy and personal development, alongside the development of subject-specific knowledge and skills. Learning is carefully adapted to meet individual needs, interests and EHCP outcomes, ensuring all pupils are supported to achieve their potential.

Pupils access:

- English
- Mathematics
- Science
- Computing
- Physical Education (PE)
- PSHE, Relationships and Health Education
- Careers and Citizenship
- Humanities (History and Geography)
- Art and Design
- Design and Technology
- Personal Development and Life Skills
- Outdoor Learning and Enrichment

Learning is enhanced through educational visits, outdoor learning opportunities, community engagement and experiences that develop cultural capital, independence and preparation for adulthood. Pupils are encouraged to make links between their learning and the wider world, helping them understand future education, employment and career pathways.

KS3 pupils continue to access clinical and therapeutic support, including Speech and Language Therapy (SaLT), Occupational Therapy (OT) and Educational Psychology input, as appropriate to their individual needs

4.4 Key Stage 4 (Years 10-11)

At Key Stage 4, pupils follow a personalised pathway that supports their individual strengths, interests, aspirations and future destinations. We offer a range of qualifications, including GCSEs, vocational courses and Functional Skills, enabling pupils to achieve appropriate accreditation and experience success.

All pupils follow a core curriculum that develops the essential knowledge, skills and confidence needed for adulthood, further education, training and employment. Particular emphasis is placed on literacy, numeracy, communication, independence and preparation for the next stage of life.

Pupils access:

- English
- Mathematics
- Science
- Computing
- Physical Education (PE)
- PSHE, Relationships, Sex and Health Education
- Careers and Citizenship
- Personal Development and Life Skills
- Outdoor Learning and Enrichment

In addition, pupils are offered option subjects that reflect their interests, talents and future aspirations. These may include vocational, practical and academic pathways, such as construction, catering, motor vehicle studies, humanities, sport and other accredited courses.

Learning is enhanced through work-related learning, employer encounters, educational visits and strong partnerships with local businesses and community organisations. These opportunities help pupils develop employability skills, gain experience of the workplace and make informed decisions about their future pathways.

Key Stage 4 pupils continue to access clinical and therapeutic support, including Speech and Language Therapy (SaLT), Occupational Therapy (OT) and Educational Psychology input, according to their individual needs and EHCP outcomes. Through a combination of academic achievement, personal development and real-world experiences, pupils are well prepared for successful transitions into further education, training, employment and adult life.

4.5 Key stage 5

N/A

4.6 Residential Pupils

N/A

4.7 Homework

At **Bowersgate School**, we recognise that pupils have differing needs and experiences of learning outside the classroom. Homework is therefore used flexibly and purposefully to reinforce learning, promote independence and build confidence.

Where appropriate, pupils may be provided with homework activities linked to their current learning, interests or individual targets. These may include:

- Regular reading at home to develop literacy, vocabulary and a love of reading.
- Practical activities linked to curriculum topics.
- Life skills tasks that encourage independence and responsibility.
- Revision and retrieval activities to support knowledge retention.
- Coursework or examination preparation for Key Stage 4 pupils.

Homework is carefully differentiated to ensure it is accessible, meaningful and achievable. We work in partnership with parents and carers to encourage positive learning habits and celebrate pupils' successes both in and out of school.

4.8 Reading

At **Bowersgate School**, reading is at the heart of our curriculum and is fundamental to pupils' academic achievement, communication skills and future life opportunities. We are committed to ensuring that every pupil leaves Bowersgate as a confident reader and has access to high-quality reading experiences across all areas of the curriculum.

Reading is taught through a structured and progressive approach, with targeted support and interventions provided where required. For pupils at the early stages of reading development, systematic phonics teaching is delivered to develop decoding, fluency and comprehension skills. Regular assessment ensures that reading provision is closely matched to pupils' needs and starting points.

Reading skills, vocabulary and comprehension are explicitly taught in English lessons and reinforced across all curriculum subjects. Staff actively promote **reading for pleasure** and foster a positive reading culture throughout the school.

We support reading development through:

- Dedicated reading opportunities across the school day.
- High-quality class texts and shared reading experiences.
- Targeted reading interventions for pupils who require additional support.
- Explicit teaching of vocabulary and comprehension skills.
- Reading opportunities across the wider curriculum.
- Classroom reading areas and access to a range of engaging texts.
- Reading challenges, celebrations and activities that encourage reading for pleasure.
- Partnerships with parents and carers to promote reading at home.

Through this approach, pupils develop the confidence, fluency and enjoyment needed to become lifelong readers and successful learners.

4.9 **Oracy**

At Bowersgate School, oracy is a fundamental aspect of learning and personal development. We recognise that many of our pupils experience social communication, language and emotional regulation difficulties, and therefore place a strong emphasis on developing the skills needed to communicate effectively, express thoughts and feelings appropriately, and build positive relationships.
We believe that strong communication skills are essential for academic success, emotional wellbeing, preparation for adulthood and participation in the wider community. Through structured opportunities for speaking and listening across the curriculum, pupils develop the confidence to express their ideas, advocate for themselves and engage respectfully with others.
We aim to:
Develop pupils' confidence in expressing their thoughts, ideas, feelings and needs.
Expand pupils' vocabulary and communication skills across all areas of the curriculum.
Teach pupils to listen actively, take turns and respond appropriately to others.
Support pupils to discuss, explain, justify and reflect on their thinking.
Provide opportunities for pupils to participate in discussions, presentations, role-play and collaborative learning activities.
Develop communication skills that support positive relationships, emotional regulation and self-advocacy.
Create inclusive classroom environments where every pupil feels heard, valued and respected.
Work closely with Speech and Language Therapists (SaLT) and the wider clinical team to support individual communication needs and implement appropriate strategies.
Prepare pupils to communicate effectively in further education, employment and everyday life.
Oracy is embedded throughout the curriculum and wider school life, ensuring that pupils develop the communication skills, confidence and resilience needed to succeed both within school and beyond.

4.10 Therapeutic Provision

At **Bowersgate School**, our on-site clinical team works collaboratively with education, pastoral and support staff to embed a therapeutic approach throughout the school day. Social, emotional and mental health development is supported through a structured **emotional regulation curriculum**, which helps pupils

develop self-awareness, recognise and understand their emotions, build resilience and learn effective strategies for managing feelings and behaviour.

Therapeutic approaches are integrated into everyday classroom practice and are tailored to pupils' individual needs, supporting progress towards outcomes identified within EHCPs and other personalised plans.

Pupils have access to sensory spaces, quiet areas and safe spaces throughout the school day to support emotional regulation, wellbeing and readiness to learn. Where appropriate, pupils may also access individual or group therapeutic interventions delivered by members of the clinical team.

Through this integrated approach, pupils are supported to develop the emotional literacy, coping strategies, independence and self-regulation skills required for success in school and beyond.

4.11 Physical Education

At **Bowersgate School**, Physical Education (PE) plays an important role in promoting pupils' physical health, emotional wellbeing, confidence and resilience. We believe that regular physical activity supports both physical and mental wellbeing and contributes positively to pupils' readiness to learn.

All pupils access PE as part of the curriculum and are encouraged to develop a positive attitude towards an active and healthy lifestyle. Lessons provide opportunities to develop physical competence, teamwork, communication, leadership and self-confidence in a supportive and inclusive environment.

Pupils participate in a range of activities both on-site and within the local community, making use of available sports and leisure facilities where appropriate. Outdoor and adventurous activities are also incorporated into the wider curriculum and enrichment offer, supporting personal development and preparation for adulthood.

At Key Stage 4, pupils may have opportunities to access sport-related qualifications and vocational pathways that reflect their interests, strengths and future aspirations. Through PE and physical activity, pupils are supported to develop lifelong habits that promote health, wellbeing and positive participation in society.

4.12 PSHE, Citizenship and Careers Education

At **Bowersgate School**, all pupils access Personal, Social, Health and Economic (PSHE) Education, Citizenship and Careers Education as part of a comprehensive Personal Development curriculum. The curriculum is responsive to pupils' needs and provides coverage of 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 Citizenship, Economic Wellbeing, Careers Education, SMSC and British Values)

The curriculum supports pupils to develop the knowledge, understanding and skills needed to lead healthy, safe and fulfilling lives. Particular emphasis is placed on emotional wellbeing, self-awareness, resilience, self-esteem, positive relationships, online safety and preparation for adulthood.

Relationships and Sex Education (RSE) is delivered in an age-appropriate and sensitive manner. Parents and carers have the right to withdraw their child from aspects of Sex Education outside of the statutory National Curriculum requirements, in line with the school's RSE Policy.

Through PSHE and Citizenship, pupils learn how to:

- Keep themselves physically and emotionally healthy.
- Build and maintain safe, positive relationships.
- Understand their rights, responsibilities and role within society.
- Manage risk and make informed decisions.
- Develop confidence, resilience and independence.
- Understand money management, economic wellbeing and financial responsibility.
- Respect diversity, protected characteristics and British Values.
- Prepare for life in modern Britain and beyond.

Careers education is embedded throughout the curriculum and is further enhanced through employer encounters, workplace visits, work experience opportunities and partnerships with local businesses and community organisations. Pupils are supported to raise their aspirations, explore future pathways and develop the employability skills needed for further education, training and employment.

Pupils in Key Stages 3 and 4 have access to independent careers information, advice and guidance, ensuring they are well informed and prepared to make successful decisions about their future education, training and career pathways.

4.13 Handwriting

At **Bowersgate School**, we recognise that fluent, legible and automatic handwriting is an important component of literacy and supports pupils to communicate their ideas effectively. We understand that many of our pupils may experience barriers to writing due to gaps in learning, fine motor difficulties, sensory needs, confidence or previous negative experiences of education. Therefore, handwriting is taught within a supportive and adaptive environment that promotes success for all learners.

Handwriting is explicitly taught and practised where needed through a structured approach that develops letter formation, presentation, fluency and stamina. Teaching begins with the foundational skills required for writing, including posture, pencil grip, pencil control and fine motor development, before progressing to legible and efficient handwriting.

Pupils receive additional support and intervention where appropriate, with strategies adapted to meet individual needs. This may include sensory-motor activities, specialist equipment, adapted writing tools and personalised programmes recommended by the Occupational Therapist (OT) and wider clinical team.

High expectations for presentation and handwriting are maintained across the curriculum, with staff providing effective modelling and regular opportunities for pupils to apply their skills in meaningful

contexts. Where handwriting presents a significant barrier to learning, alternative methods of recording may be used to ensure pupils can demonstrate their knowledge and understanding successfully.

Our aim is to develop pupils' confidence, independence and competence as writers, enabling them to record their learning effectively and prepare for future education, employment and everyday life.

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

At **Bowersgate School**, SMSC education is embedded throughout the curriculum and wider school life. Through lessons, assemblies, educational visits, enrichment activities, outdoor learning and community engagement, pupils are supported to develop the knowledge, skills and values needed to become confident, responsible and active members of society.

We promote the fundamental **British Values** of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to express their views respectfully, listen to the perspectives of others and understand their rights and responsibilities within school and the wider community. We actively challenge discrimination, prejudice and views that are contrary to fundamental British Values.

Our SMSC curriculum supports pupils to develop self-awareness, confidence and resilience; build positive relationships; appreciate different cultures, backgrounds and beliefs; contribute positively to their community; and prepare for life in modern Britain.

Through the curriculum, pupils learn about the protected characteristics identified within the **Equality Act 2010, including** age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This helps pupils to develop respect, empathy and understanding of diversity, equality and inclusion.

By embedding SMSC, British Values and equality education across school life, we prepare pupils to participate positively in a diverse and inclusive society.

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

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By embedding SMSC, British Values and equality education across school life, we prepare pupils to participate positively in a diverse and inclusive society.

5.1 Impact

The impact of the curriculum at **Bowersgate School** is evidenced through pupils' academic progress, personal development, emotional wellbeing and preparation for adulthood. We evaluate the effectiveness of our curriculum through assessment information, EHCP outcomes, attendance, engagement, accreditation, pupil voice, destination data and the wider achievements of our pupils.

We recognise that pupils join Bowersgate with a range of starting points and often significant barriers to learning. Success is therefore measured through both academic achievement and the personal, social and emotional progress pupils make during their time with us.

As a result of our curriculum:

- Pupils are engaged in learning, develop confidence and experience success.
- Pupils acquire, retain and apply knowledge, skills and vocabulary across the curriculum.
- Pupils make progress from their individual starting points and achieve positive outcomes.
- Pupils develop reading, writing, communication and mathematical skills that support lifelong learning.
- Pupils achieve qualifications and accreditation appropriate to their strengths, interests and aspirations.
- Pupils develop resilience, independence and the life skills needed for adulthood.
- Pupils improve their emotional literacy, self-regulation and wellbeing.
- Pupils are able to express their views, build positive relationships and contribute positively to school life.
- Pupils develop an understanding of their rights, responsibilities and role within society.
- Pupils gain meaningful experiences of the wider world through enrichment activities, outdoor learning, educational visits and community engagement.
- Pupils develop cultural capital through access to local, regional and national opportunities.
- Pupils understand future career pathways and develop employability skills through encounters with employers, work-related learning and community partnerships.

- Pupils are prepared for successful transition into further education, training, employment and adult life.
- Pupils leave Bowersgate with increased confidence, self-esteem and a sense of belonging, enabling them to make a positive contribution to their communities.

Ultimately, our curriculum aims to ensure that every pupil leaves Bowersgate School as a confident, resilient and aspirational young person, equipped with the knowledge, skills and experiences needed to thrive in the next stage of their journey.

5.2 Assessment

At **Bowersgate School**, assessment is an integral part of teaching and learning. It is used to identify pupils' starting points, inform next steps in learning, monitor progress and evaluate the effectiveness of the curriculum. Teachers use a combination of **formative and summative assessment** to ensure learning is appropriately planned, adapted and personalised to meet individual needs.

Formative assessment takes place daily through questioning, observations, retrieval practice, marking, pupil discussions and topic-based assessments. These ongoing assessments enable staff to identify misconceptions, adapt teaching and provide targeted support where necessary.

Summative assessments are completed at key points throughout the academic year and are used to evaluate pupils' attainment, progress and curriculum impact. Pupils' outcomes are recorded and monitored through **Arbor**, with assessment data reviewed regularly by teachers and leaders to identify strengths, address gaps in learning and ensure pupils make progress from their individual starting points.

To further support understanding of pupils' learning profiles and needs, Bowersgate School uses a range of standardised assessments, including:

- **GL Assessments** in reading and mathematics to monitor attainment and progress.
- **CAT4 (Cognitive Abilities Test)** assessments to identify pupils' cognitive strengths and areas of need, including differences in verbal, non-verbal, quantitative and spatial reasoning.
- **PASS (Pupil Attitudes to Self and School)** assessments to evaluate pupils' attitudes towards learning, confidence, engagement and wellbeing, helping staff identify potential barriers to achievement and engagement.

Where appropriate, pupils in Key Stage 2 may be entered for statutory National Curriculum assessments. However, we recognise that many pupils have experienced disrupted education and significant barriers to learning. Assessment arrangements therefore take account of individual needs and abilities, ensuring that pupils are supported to demonstrate their knowledge and skills in the most appropriate way.

Our expectation is that all Key Stage 4 pupils will work towards externally recognised qualifications and accreditation that are both ambitious and reflective of their strengths, interests and future aspirations.

Alongside academic achievement, we monitor pupils' personal development, wellbeing and progress towards EHCP outcomes. Experiences and learning related to SMSC, British Values, Personal Development and Protected Characteristics are tracked and evaluated as part of our wider curriculum offer.

Assessment information is used to celebrate achievement, inform curriculum planning and intervention, and ensure that every pupil is supported to achieve the best possible outcomes academically, socially and emotionally.

5.3 Monitoring

At **Bowersgate School**, a robust programme of monitoring and evaluation ensures that the curriculum remains ambitious, relevant and responsive to the needs of our pupils. Monitoring activities are used to evaluate the quality of education, pupil outcomes and the effectiveness of curriculum implementation.

These activities include:

- Lesson observations and learning walks.
- Planning reviews and **book looks**.
- Assessment analysis through Arbor and standardised assessment data.
- Pupil voice and parental feedback.
- Curriculum reviews and subject leader monitoring.
- Reviews of EHCP outcomes, personal development and preparation for adulthood.

Monitoring findings are used to identify strengths, inform school improvement priorities and ensure that all pupils receive a high-quality education that enables them to achieve positive academic, social and emotional outcomes.

This Curriculum Policy will be reviewed annually to ensure it continues to reflect the needs of pupils at Bowersgate School, current educational guidance and the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

7. REFERENCES

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9. APPENDICES