



<b>Local Procedure/Protocol</b>	
<b>School/Home Name:</b>	Ashbrooke School
<b>Local Procedure/Protocol Title:</b>	Curriculum Protocol and Procedures
<b>Linked to Group Policy Title &amp; Code:</b>	Curriculum Policy
<b>Date Reviewed:</b>	May 2025
<b>Next Update Due:</b>	July 2026
<b>Procedure/Protocol Lead:</b>	Clare Read
<b>Procedure/Protocol Sponsor:</b>	Brin Kelleher – School Development Lead
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
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.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
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** Ashbrooke School is an independent special school and part of the Witherslack Group. Our pupils are aged 5 to 19, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Ashbrooke School caters for the individual needs of our young people who have been diagnosed with a range of complex difficulties, which have affected their ability to reach their potential in previous settings. We strive to remove barriers to our young people's social and academic progress by offering a nurturing learning alongside a flexible, targeted curriculum. All pupils have an Education, Health and Care Plan.

**1.2** Ashbrooke School benefits from fantastic grounds within a stunning suburban location within walking distance of Sunderland city centre. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Ashbrooke School is well-resourced and has a comprehensive range of facilities including a science laboratory, a food technology room a DT workshop, Forest School and full-size sports hall. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly skilled staff team of education, pastoral, care and therapy staff. We have no more than eight students per class with no fewer than one teacher and one teaching assistant.

### 2. VISION, AIMS AND INTENT

**2.1** Ashbrooke School believes that the curriculum embodies all that is learned: via lessons, social times, therapeutic input and role modelling by the adults and peers around them. There is a clear thread of skills built into planning focusing intent, implementation and impact of learning in all areas of the curriculum. With this in mind, we are promoting an ethos of Respect, Responsibility and Resilience in all that we do. We aim to teach our young people to grow into citizens who are able to work and co-operate with others, whilst developing their knowledge and skills so that they make progress from their different starting points and celebrate both academic and personal success. We are asking our young people to demonstrate these three skills in the following ways:

**Respect:**

- For self
- For peers
- For staff
- For the environment

**Responsibility:**

- On time
- On task
- On side
- Looking after resources

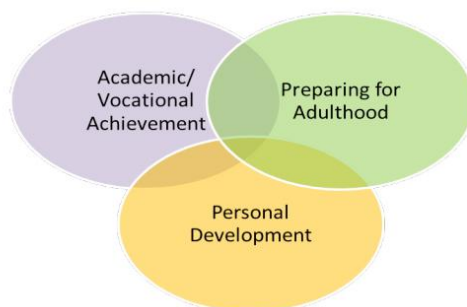
**Resilience:**

- Trying – not giving up
- Tolerating others
- Not being distracted / led into poor behaviours

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- Coping with change

The curriculum at Ashbrooke consists of three key focus areas which are consistent across all key stages. The delivery of these focus areas are reflective of age, stage, and carefully selected learning programmes based on individual needs. These three areas promote academic/vocational achievement, personal development and preparing for adulthood.



### **Academic/Vocational Achievement**

This element focusses on the specific learning pathways that pupils will study across all key stages:

- Deliver a broad range of subjects that addresses the needs of all pupils
- Subjects and learning pathways that support future aspirations, interests and strengths
- Pupils achieve functional reading, writing, communication and numeracy skills In KS4 and KS5 pupils have greater ownership of what they study in relation to their own personal aspirations, interests and strengths following an academic, vocational or mixed pathway.

### **Personal Development**

This focus draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and progress. This area draws upon the expertise of a wide range of professionals in addition to teaching staff such as clinical services, the pastoral team and external agencies. The holistic care will:

- Support learning needs and reduce barriers to learning
- Enable pupils to manage their emotions effectively and achieve optimal well-being
- Enable pupils to acquire a sense of well-being along with positive social skills
- Ensure EHCP outcomes are achieved

### **Preparing for Adulthood**

The focus builds on transition across all key stages and preparation into adulthood so that pupils are given the best chance to maintain success beyond their time at Ashbrooke School. This includes Careers Education, Information, Advice and Guidance (CEIAG) support and developing independent living skills. Embedding preparation for adulthood allows our pupils to:

- Develop functional living skills
- Receive high-quality independent Careers, Information, Advice and Guidance, transition support.
- Develop employability skills
- Prepare themselves for their next steps in education, training or employment
- Take responsibility for the management of their own health
- Become a part of their school and local community

At Ashbrooke School we aim to provide an aspirational curriculum that supports pupils to develop their knowledge and skills as appropriate to their age, ability and stage of development. The curriculum has been developed to prepare pupils for life beyond Ashbrooke School and to encourage them to develop a love of learning. We aim to prepare pupils with life skills that will allow them to become independent adults. We promote spiritual, moral, cultural, mental and physical development of pupils on a daily basis. These are developed through our whole school PSHE curriculum, whole school Pupil Led Learning lessons and Topic lessons in Key Stages 2-3.

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## **Moving forward**

The 2023/24 curriculum builds upon the learning and progress completed by our pupils over the last academic year and offers a broad and exciting range of subjects and learning opportunities for all. We have high expectations of all pupils to ensure that they leave Ashbrooke with a range of qualifications that will support them on the next stage of their educational journey. Our current offer is a mix of GCSE/ vocational/functional skills qualifications.

A whole school approach to reading has been further developed from September 2023. The Reading Strategy outlines the whole school approach to reading to ensure we are a 'reading school' which recognises the world as a whole is more accessible and open to an individual if you can read. Ashbrooke School has invested significantly in a range of resources and training to prioritise reading as a whole school focus. Primary pupils are engaged in daily sessions of Read, Write Inc. and secondary pupils engage in the Fresh Start programme. Whole staff training has been provided for all interventions and each day begins with a teaching update linked to the teaching of reading; this is led by our new Reading Lead. The timetable was changed for September 2023 to allow for a session at the beginning end of each day dedicated to reading.

## **Implementation**

All subject areas are taught with our pupils' needs as the focus of the delivery. Each subject area uses a variety of approaches to ensure the curriculum is adapted to individual pupils, supporting pupils to remember what they learn, transfer skills and develop as independent learners.

For example:

- Learning aimed at incorporating special interests
- Modelling, role-play or speaking and listening activities
- Explaining and extending ambiguous language to aid understanding
- Templates and examples of expected outcomes
- Individualised worksheets
- Visual aids
- Relating skills/information to functional situations
- Differentiation of tasks and outcomes
- Mind mapping to aid sequencing and planning
- Collaboration with different subject areas
- A mixture of visual, auditory and kinaesthetic learning, to support all pupils
- Scaffolding to break down skills into smaller steps, to ease learning

Delivery of our curriculum begins as soon as pupils arrive at school. After being greeted, pupils have a Tutor session until 9.30. Tutor times follow an ABC pattern:

- A – Arrive and engage. Tutors provide activities of reading, Lexia and Mathletics for each pupil which settles them into learning for the day. Pupils may work independently or targeted work with a member of staff.
- B – Build the Team. Tutor will work with the group or individuals that have any worries or issues and encourage the group to support each other.
- C – Communicate the Day. Tutors go through the timetable, explaining any changes or additional activities or clinical input.

## **KS1 – Continuous Provision**

### **Intent**

In KS1 at Ashbrooke School, core and foundation subjects are being delivered through a continuous provision approach, which is often in EYFS. This is the core provision, indoors and outdoors, that is available to children all day, every day. This provision does not fundamentally change daily, so children always know what is there and what they can help themselves to during child-led learning.

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This approach allows for learning through exploration, child-initiated learning, promoting independence in making choices and becoming active learners – so pupils develop the 'characteristics of effective learning' in KS1.

### **Implementation**

To ensure that pupils can act independently in their space, KS1 learning environments enable pupils to

- Freely access the resources with little or no adult assistance
- Understand how each resource could be used
- Know how to clean up and put away the resources themselves
- Be involved in creating the provision (so they're curious and have a sense of ownership)

Below, we walk you through how you can meet these needs in the classroom.

Ashbrooke’s continuous provision areas are enclosed, clearly defined spaces. This leads to fewer distractions and provides the context for children to collaborate, form relationships and communicate. Staff think carefully about the layout of the room and consider which areas are likely to work well together or alongside each other in order to promote mathematical thinking or meaningful writing opportunities. Likewise, learning materials are separated into small containers/ baskets so that the children can easily see what is available to them.

The resources and materials within each area earn their place based on the number of learning possibilities that they provide. Provision resources are limited to avoid clutter and potentially a lack of purpose in children’s play.

Staff reflect on their learning environment, and meet with SLT half-termly to consider a number of key questions:

- Is the learning environment organised into clearly defined corners or bays?
- Are resources stored effectively, in the same way every day?
- Have all of the resources earned their place based on the number of learning possibilities that they provide?
- Do all of your staff team recognise the importance of a consistent approach to the environment in order to nurture children’s self- confidence and independence?

### **Impact**

Ashbrooke School’s continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children also develop key learning skills and knowledge. We understand that how your environment is planned, resourced, valued and used can have a positive, or negative, impact on children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

As our approach is consistent, we are confident that the resources and materials provided offer a broad range of learning opportunities. Thus, the children learn and develop by using them over an extended period. This supports the children’s independence and supports a progression of ideas.

## **3. ROLES AND RESPONSIBILITIES**

### **3.1 *Leaders at Ashbrooke 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

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- 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 Ashbrooke 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 our 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.

### 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 maintained for our pupils and themselves at all times.
- 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, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. Most pupils at Key Stage 4 are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

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Our timetable has been carefully designed to meet the individual needs of existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check In, Wellbeing Wednesday, Clinical Interventions and Life Skills have all been included in curriculum.

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. Detailed 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 carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

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**Key Stage 2 (Years 3-6)**

Pupils are taught via a thematic curriculum we call Topic. This is an opportunity for all pupils to study and explore the past and present; developing their ability to wonder at the world in which they live and express themselves through a range of mediums. Topic covers History, Geography, Religious Education and Creativity (Art, Food & Music) as appropriate. The themes are mapped out to ensure coverage of the National Curriculum requirements and build cultural capital. Teaching in this cross-curricular way encourages engagement as well as developing thinking skills as pupils transfer, deepen and develop their knowledge via a holistic approach to a topic. Trips relevant to the theme embed lessons learned.

**4.3 Key Stage 3 (Years 7 – 9)**

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by subject specialists teachers for English, Maths, Science, ICT, Sport, Food and Art as well as accessing PSHE which is important for the social, emotional wellbeing of our students. They visit specialist teaching rooms as appropriate to the subject e.g. the Science Lab and the Art Room and for the remainder of their subjects, are taught in their respective form rooms.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Topic (Geography, History, RE, Art, Food, Music), Art & Design, Design Technology, Personal Development and Enrichment and Pupil Led Learning KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

**4.4 Key Stage 4 (Years 10 – 11)**

At the end of Key Stage 3 pupils are taken through an options process. Pupils and their parents/carers are informed of the subjects and qualifications they can complete. Independent Advice and Guidance through Grofar and Career Wave along with school staff can advise pupils in the context of their individual aspirations. Pupils will have a timetable with core subjects along with options; whilst retaining Pupil Led Learning on their timetable. All subjects offer a range of accreditation dependent on the individual pupil’s

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stage ensuring high expectations along with an understanding of what success looks like for the individual and post 16 requirements.

Option subject currently offered at KS4 include: Hair & Beauty, Design Technology, Construction, Home Cooking, Duke of Edinburgh, Sport and Sports Leaders, Art, Photography and History.

#### 4.5 **Key Stage 5 (Years 12 – 14)**

At Key Stage 5, the DfE's 16-19 study programmes provide sixth form pupils with a structured learning programme which supports development, progression and pupil aspirations. A combination of all of the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need).
- English and Mathematics where a GCSE at grade 4 has not yet been achieved
- Work experience and/or work-related learning
- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

#### 4.6 **Residential Pupils**

Residential pupils access their class group during the school day, and they will also have the opportunity to gain further accreditation where appropriate to their needs. This is specific to the individual pupil and linked to the development of key life skills. Ashbrooke School does not provide residence for pupils. We have some students who join us from the Witherslack Fern Park and Hazel Croft homes.

#### 4.7 **Homework**

Ashbrooke School does not set formal, required homework. The young people at our school are very often not in emotional or physical 'places' that are going to allow them success in this area and we do not wish to penalise pupils for being unable to complete homework tasks. Therefore, we provide suggestions for Extended Learning opportunities that pupils can complete, perhaps with parent / carer assistance, which will complement the Theme being taught. Pupils are also encouraged to read and learn spellings at home, for example. Pupils' independent work will be recognised and celebrated. Any resources required for independent study, e.g. reading books, revision packs and so on are provided by school. Online learning platforms are available for those pupils who wish to access learning at home.

#### 4.8 **Reading**

At Ashbrooke School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

#### 4.9 **Oracy**

*Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Ashbrooke School.*

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*We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.*

- *Develop students’ ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.*
- *Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.*
- *Teach students to listen actively and respond appropriately to the contributions of others.*
- *Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.*
- *Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.*
- *Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.*
- *Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.*
- *Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.*

#### **4.10 Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

#### **4.11 Physical Education**

At Ashbrooke School we encourage respect through team work and following rules, as well as resilience as stamina and skills improve. All pupils have timetabled Physical Education lessons where they experience a range of sporting activities. Primary pupils have a swimming session timetabled throughout the year as part of PE although due to Covid 19 this has not taken place this academic year. In Key Stage 3/4, pupils can attend a Gym session) in addition to their PE lesson. They can also choose a sporting activity for PLL. All young people at KS4 have entered for BTEC Level 1 Sport this academic year as this supported them considering their own health and fitness during the national lockdown. 2021/22 Sport has been offered as a BTEC qualification which builds on personal performance and fitness. As part of this they can experience Boxing, Trampolining and Rock Climbing as part of the course, as well as Team Sports on site. We are also linked to The Foundation of Light (Sunderland Football Club) and they deliver coaching sessions here through PLL.

#### **4.12 PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Ashbrooke 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.

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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 Career Wave. 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 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Ashbrooke School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

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 encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our 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.

#### **4.14 COVID-19 Recovery Curriculum**

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

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- 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**

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

- From 2023/2024, the school will use a system of tracking student progress through the SOLAR database. This is based on the National Curriculum endpoints and is personalised to our curriculum offer.
- Baseline assessments are conducted for all new pupils which take into account information from previous settings, classroom work and standardised tests. From this baseline a trajectory of expected progress for the key stage is determined.
- Teachers set challenge targets for every subject which aim to raise expectations further.
- Teacher assessments take place as part of the regular lesson evaluation. Specific criteria mapped for each year of the National Curriculum are marked as achieved once teachers are confident that the learning has been fully embedded.
- At the end of each term the teacher makes a judgement based on the progress that term and captures this through the SOLAR system.
- Standardised tests for Literacy and Numeracy are implemented once a year to compare with teacher assessments and to provide normative data.
- Moderation will take place regularly, both internally and externally to ensure validity and reliability of teacher assessment.
- Examples of pupils work will be collated every term for each pupil as evidence of progress over time.

Regular work scrutinies are conducted in order to share best practise and ensure the highest standards are maintained.

## 5.3 **Monitoring**

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Ashbrooke School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

## 6. **CURRICULUM MODEL**

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**6.1** The school operates a 30-period week. There are 6 periods per day of 40 mins each. Students start the day with their form teacher in their classroom base for independent reading/phonics sessions and they also end the day in the same way, following the scheduled tutor programme. One tutor session per week is replaced by an assembly which focuses on a Rights Respecting topic.

In primary, students are taught in classroom bases in static classes with their class teacher and at least one teaching assistant. Visual timetables, rewards boards and classroom layout (with input from the clinical team) are used to support the learning. Each morning begins with a 10min 'Wake Up, Shake Up' routine to promote healthy lifestyle, social engagement and self-regulation.

The curriculum model in primary is that students have daily sessions of Literacy, Numeracy and Science. They also cover Topic (our immersive humanities curriculum), PE, PSHE and a rolling curriculum of Design Technology.

In the secondary provision, core subjects are taught for 5 sessions per week with a key focus on developing knowledge, skills, vocabulary and closing the gap on Literacy, Numeracy and Science. Students are also taught PE, ICT and PSHE as part of the core offer alongside Topic, Art, Food and DT weekly. While, largely students are taught in their classroom bases, for Art, Food, DT and some Science lessons they are taught in specialist rooms to enhance their skills and use of specialist equipment.

In KS4, students also take 2 additional accreditation/options. Currently, we offer a range of courses including: Duke of Edinburgh, DT, Sport, Art, Photography, History and Home Cooking. Each option subject has 2 double sessions per week.

All students participate in an afternoon of Pupil Led Learning on a Friday afternoon in which they can choose from a range of 10 activities which lead to achieving an AQA Unit Award. These groupings are 'vertical' allowing for students to develop social skills and work with a range of students across the school.

## **7. REFERENCES**

This policy should be read in conjunction with the following school documentation:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Assessment, Recording and Reporting Policy
- SEN Policy
- Equal Opportunities Policy
- All subject Policies
- Gatsby Benchmarks

## **8. ASSOCIATED FORMS**

**None**

## **9. APPENDICES**

**None**

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