



## CURRICULUM POLICY

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## Curriculum Policy

### Policy Statement

At the Marchant Holliday School (MHS), we believe in providing a curriculum that is both creative and innovative in meeting the needs of all our pupils. Our learning environment is designed to develop individual strengths, talents and aptitudes our individual learners. We recognise the unique worth and importance of each pupil and ensure that as well as meeting the aims of the National Curriculum we develop the social and cultural experiences of our pupils in an all-encompassing wider 24 hour curriculum offer.

Our school provides a stimulating and caring environment for pupils with social, emotional, behaviour and mental health needs (SEMH). All of our pupils have an Education, Health and Care Plan (EHCP). We have detailed understanding of the individual needs of our pupils, their abilities, personal interests and talents and aim to provide a curriculum, which enables them to build on their successes and maximise their knowledge and love of learning.

### Procedures and Framework

Our pupils eventually move to new schools in either mainstream or alternative specialist provision. The curriculum incorporates aspects of the National Curriculum 2014, and takes account of the new Code of Practice for SEN (2014), and of 'Every Child Matters'.

Given the continually changing nature of the pupils referred to MHS, the curriculum is subject to regular review. This is so that we can realistically address the increasingly complex needs of pupils experiencing social, emotional and mental health issues who often have additional needs in areas such as ASC, ADHD, ODD, PDA, SPLD (including Dyslexia, Dyscalculia), Dyspraxia and Attachment Disorder.

The Marchant-Holliday School recognises that, when new pupils join the school, they may have had significant gaps in their previous schooling and therefore often find a school day to be overwhelming. Pupils often lack the confidence to try new activities, initiate ideas or tolerate failure. Due to the missed learning opportunities, in their previous settings, our pupils are often working below the expected standard for their age chronologically. The curriculum recognises the need to spend time developing social skills, emotional literacy and nurture in order for them to be able to modify their own behaviour and learn to manage situations they find difficult through greater resilience.

The curriculum has the following values:

- We value the way in which all pupils are unique and our curriculum promotes respect for the views of the individual as well as people from all cultures and backgrounds. We value the intellectual, social, emotional and physical development as well as the spiritual and moral development of people.
- We value the importance of each person and their role in our community.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our community and encourage individual and collective responsibility.

- We respect each child in our school for who they are and treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all pupils in our school.
- We value our environment and we aim through our curriculum to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We support a comprehensive PSHE (Jigsaw) and RE (Discovery) scheme of work, which enables us to take whole school as well as personalised approach to enable our pupils to learn about how to keep themselves safe on and off-line.

## **Aims and Objectives**

The aims of our school curriculum are:

- To ensure our learners effectively acquire new knowledge, in their work, to develop their ideas and increase their understanding
- To deliver opportunities for appropriate engagement, concentration, application and productivity
- To support our pupils to develop the skills and capacity to work independently and collaboratively
- To support our pupils both within and outside the classroom by providing them with opportunities
- To work with well-qualified, enthusiastic and knowledgeable staff
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning
- To teach pupils the core skills of social communication and interaction, phonics, writing, reading, mathematics, science and information technology in order to support and underpin all aspects of learning
- To enable pupils to be creative and to develop their own thinking and talents
- To teach pupils about their developing world, including how their environment and society will continue to change over time
- To help pupils understand Britain's cultural heritage and promote supportive relationships with respect for diversity and difference
- To enable pupils to be positive citizens in society and participate in the transformation of their society through reflection, sensitivity and action
- To teach pupils to have an awareness of their own spiritual development and to understand right from wrong
- To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

## **Curriculum Organisation**

We acknowledge that our pupils learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suits them. When planning teaching and learning strategies, we take into account the different forms of emotional intelligence to ensure all pupils effectively acquire new skills, understanding and knowledge. The MHS curriculum, therefore is both a needs led and knowledge rich curriculum and founded on the *National Curriculum 2014*. The school structure 2019-20 is organised in three broad age ranges:

- Nurture based provision typically Year 1, 2, 3

- Lower Key-stage 2 team of three classes of Year 3 and 4 pupils
- Upper Key-stage 2/ Lower Key-stage 3 team of four classes of Year 5, 6 and 7.

Classes plan the delivery of the curriculum in teams over two year cycles. We believe this model of working enables our teaching and planning teams to moderate and share best practice between classroom staff. It also encourages creativity, reflection and analysis and is a catalyst for positive classroom communities between the class teams. Teaching in parallel teams also enables flexibility with grouping so that the needs of individual students are delivered more effectively.

### **The MHS Curriculum Consists of:**

#### **Core Subjects:**

- English (Reading, Writing, Spelling, Grammar, Phonics, Speaking, Listening, Communication and Language Skills)
- Mathematics (Numeracy)
- Science

#### **Foundation Subjects:**

- History
- Geography
- Art and design
- Design and Technology
- Computing
- RE
- PE/ Swimming
- Music/ Singing
- MFL - Year 7 only
- Personal, social, health and economic education (PSHE/SRE)
- Social Skills
- Citizenship

#### **Core Subjects**

##### **English:**

Although many of our English lessons have a cross-curricular, experiential based thematic approach, we support our pupils' early reading and language skills through some discrete English lessons. By recognising prior learning, we tailor English lessons to meet the needs of each unique individual. By creating a communication-supportive environment for all pupils, our English curriculum enables and empowers written, oral, reading and creative language skills.

In English lessons, we believe in providing pupils with subject specific vocabulary and knowledge to allow them to build links and enhance their learning across other subjects. Having knowledge of spoken language, reading, writing and vocabulary is an integral aspect of every subject and fluency. English language is an essential foundation for success in the curriculum as a whole. We aim to nurture a love of language and literature in order to give them the confidence to continue reading and writing throughout their lives. Teaching daily phonics or spelling lessons allows the pupils to deepen their knowledge of spelling patterns and then apply what they have learnt when segmenting and blending for reading and writing.

The overarching concept for English at The Marchant-Holliday School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

### **Mathematics:**

Mathematics is an interconnected subject in which pupils need to be able to move fluently between mathematical ideas. The programmes of study are, by necessity, organised into distinct areas, but pupils will make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to and other curriculum subjects.

Pupils who grasp concepts relatively quickly experience further extension through mastery problems before progression to new content. By creating cross-curricular learning experiences and real life opportunities, pupils become fluent in the fundamentals of Mathematics and, through regular and varied practice, to be able to solve increasingly complex problems.

All pupils learn mathematics within the following strands:

- Number – number and place value, addition and subtraction, multiplication and division, fractions (including decimals and percentages)
- Ratio and Proportion
- Algebra
- Measurement
- Geometry – properties of shapes, position and direction
- Statistics

### **Science:**

The Marchant Holliday School aims to give all pupils a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and an understanding of the uses and implications of Science, today and for the future.

Scientific enquiry skills embed themselves within topics within the year and are then again throughout subsequent school years. This model allows pupils to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding this procedural knowledge into their long-term memory. All pupils are encouraged to develop and use a range of skills including observations, planning and investigations, as well as being encouraged to question the world around them and become independent learners in exploring possible answers for their Science- based questions.

The overarching concepts for Science at the Marchant-Holliday School are:

- a positive attitude towards Science;
- an understanding of Science through a process of enquiry and investigation;
- confidence and competence in scientific knowledge, concepts and skills;
- an ability to reason, predict, think logically and to work systematically and accurately;
- an ability to communicate scientifically;
- the ability and understanding to use and apply Science across the curriculum and real life;

- the ability to apply their knowledge of English and Mathematics to their understanding of Science, including collecting, presenting and analysing data;
- to work with regard for their own safety and that of others

## **Foundation Subjects**

We aim to promote creativity through exploration, experience and experimentation. In order to make all our lessons meaningful and engaging we have designed them to work in harmony with our cross-curricular approach to learning experiences.

By setting each lesson in a topic context, the pupils gain knowledge of how different fields of study work together to help them make sense of the world. Specialist teachers teach computing, PE, Social Skills, Swimming and Music. The class teacher teaches all other subjects.

## **Personal, Social, Health and Economic Education (PSHE)**

At the Marchant-Holliday School, we believe that Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The school tailors the PSHE programme to reflect the needs of individual pupils, to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Through planning cycles, we use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. As a school, we have adopted the Jigsaw PSHE/RSE resource to inform planning across the school.

Through our PSHE, RE and assemblies, we ensure our pupils consider and value diversity and celebrate cultural inheritances. We develop our pupils' understanding and appreciation of equality and diversity, in both the school and wider British Society. Pupils are taught to respect and celebrate difference and understand that everyone, regardless of race, gender, sexuality or disability has equal value. Staff model respect and understanding in all curriculum areas, classroom activities and the wider 24-hour curriculum. We model teaching and learning behaviours that avoid labelling.

## **Relationship and Sex Education**

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. We believe it teaches children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

All pupils will be offered the same sex and relationship education curriculum entitlement tailored to their individual need and stage of emotional development. It is our aim to offer all pupils the opportunity to develop their potential within an atmosphere which values each individual as unique and worthy of respect. We use an inclusive, whole school approach to ensure RSE can be accessed in an age appropriate way throughout a child's school career. We teach RSE through our PSHE curriculum and where appropriate through our science curriculum.

Further information can be found in the school's PSHE/RSE policy and from Government guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

In addition to Jigsaw, the school may also reference the PSHE Association framework in planning throughout the year:

<http://www.pshe-association.org.uk/>

### **Our Wider Curriculum offer:**

- Assemblies
- Special Days (Friendship Day, Multicultural Day, Sports Day, Community Day,)
- Themed Curriculum days (National Poetry Day, World Book Day, Number Day, Environment Day)
- Events (Christingle Service, Pantomime, Christmas performance, Visitors' Day)
- Themed weeks (Whole School Science week, Well-being week Anti-bullying week)
- Educational visits
- Social visits and trips
- Visitors
- Participation in local primary cluster events

### **Learning Outside the Classroom**

By helping pupils apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, school and communities, young people and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills. When these experiences personalised to meet the needs of every pupil at Marchant-Holliday School they may:

- Provide a bridge to higher order learning.
- Develop skills and independence in a widening range of environments.
- Make learning more engaging and relevant to young people.
- Develop active citizens and stewards of the environment.
- Nurture creativity.
- Provide opportunities for informal learning through play.
- Improve social interaction and SEMH outcomes.
- Improve attendance.
- Stimulate, inspire and improve motivation.
- Develop the ability to deal with uncertainty.
- Provide challenge and the opportunity to take acceptable levels of risk.
- Improve young people's attitudes to learning.

In addition to extensive school grounds, the pupils have access to a purpose built outdoor education centre. The outdoor centre provides a base for pupils to explore, participate in and learn new practical skills. It seeks to promote small collaborative projects and aims to encourage pupils to develop their social communication and interaction. It also seeks to support the principles of recycling and care for the environment. By encouraging the reuse of materials to create new and exciting products, we also aim to address issues regarding care for the planet.

Each class has a weekly OWL (Outdoor Wider Learning) school session with our specialist OWL school teacher.

### **Hook Days:**

Each learning experience begins with a Hook Day, which draws the pupils into the learning and sets the topic in context. Staff ensure that the day is meaningful, relevant and stimulating by planning opportunities for the pupils to gain from first-hand experiences.

A typical hook day involves the use of hands-on resources, selected to encourage enquiry and reasoning. Some of these artefacts, relics or concrete objects are from the Somerset Heritage Loans Service. Through the Service, our school is able to borrow a wide range of real and replica Museum objects to support creative learning in our classrooms.

The packs contain a selection of resources, including genuine artefacts, models, printed materials and other useful information for our pupils to use. Depending on the theme of the day, the pupils may do some creative projects involving drama, music, art and design, cooking, sewing and STEM projects (Science, Technology, Engineering or Mathematics).

### **Trips:**

Visits to a wide variety of geographical locations and events are central to each learning experience. Pupils benefit from a wide variety of opportunities and experiences often being the catalyst for engagement and creativity.

Trips and visits support the work we do on cultural capital, SMSC and the Global Dimension. Trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all our learners. Stimulation from a new environment or experience can be particularly beneficial as it can help prepare pupils for adulthood, teach life skills, and build on social communication skills, independence, and safety.

Experiences away from the security of the classroom also help develop a growth mind-set and resilience, giving pupils the skills to manage when there are changes to routines or locations and improving independence and self-confidence.

### **Additional Sporting Trips and Events:**

We are proud of our community links with local mainstream Primary Schools, the local Secondary School, King Arthurs' (KA) in Wincanton and Yeovil College. Pupils from year 1 -3 enjoy attending the Multi-Skills festival held at KA and the older pupils attend the Top Links festival as well as taking part in other sporting tournaments such as football, running, dodgeball, handball, basketball, cricket and cycle-cross.

Year 7 and 6 pupils have additional swimming lessons at Wincanton Leisure Centre where they learn Rookie Lifeguarding skills and Archery.

Each week there are horse riding lessons with the Riding for the Disabled Association (RDA). This further develops social skills, as they develop interactions with the volunteers, as well as developing gross motor skills as well as improving core strength and fitness.

Links with the Team Bath Programme at Bath University have given younger pupils the opportunity to use the facilities of Olympic athletes and train with the University PE student mentors. Pupils also visited



Somerset County cricket ground in 2019, to watch both the Women's World Cup and Somerset County Games.

## **Delivery of the Curriculum**

### **Curriculum Planning**

Many of our pupils have a level of academic attainment that is below their chronological age due to an often-disrupted education or previous absence from schooling. Planning is, therefore, at a level appropriate for the individual child based on their starting point.

### **Individualised Planning**

Class teachers have a Data Seating Plan that gives an overview of current levels of attainment, some contextual learning information such as preferred de-escalation strategies. All pupils have two further key documents that develop and review provision, the Teaching and Learning Plan and the Individual Behaviour Plan and Risk Assessment. Updates to these key documents occurs at least three times a year and contribute to the Annual Review cycle.

### **EHCP Outcome Tracking**

The school monitors progress towards outcomes in the EHCP twice a year. Data from this exercise informs teaching and learning, intervention and, if appropriate, specialist outside agency support e.g. Speech and Language Services, Educational Psychology etc.

In addition to EHCP outcome tracking, the school uses Personal Education Plans (PEPs) to set termly targets towards the cognition and learning outcomes for each pupil. These documents set out the additional support each pupil receives and are used to monitor and review pupil progress and plan the next steps.

The school moved to Age Related Expectation (ARE) as a progress measure in 2017-18 replacing former National Curriculum Levels.

Each National Curriculum year is recorded as either Emerging, Developing, Secure or Mastery

### **Long-Term Planning**

The planning of the school curriculum is in three phases across a year. Firstly, a two-year rolling programme of study for each planning team is organised, indicating the topics/learning experiences taught in each term. Long-term planning is reviewed and evaluated annually.

The review of the long-term planning allows for the development of a curriculum that is best suited to individual class groups, which may contain pupils of different ages, stages, abilities and additional needs.

Included in the long-term planning for the year are special days or themed weeks. These to allow pupils to work in mixed age groups and explore wider educational themes as well as develop social skills. Flexibility exists within the curriculum to introduce additional whole or part days for all or some pupils to be involved in activities during the afternoons.

### **Medium and Short Term Planning**

Medium term planning covers half-termly plans for all subjects. Medium term plans show individualised learning objectives, social and emotional objectives and the learning activities that will take place to meet these objectives. Planning also takes account of Individual Care and Education Plans.

Short-term planning is on a weekly basis. These plans set out the learning intentions for the week. Plans are completed at least one day ahead and can be used by other staff to allow for some continuity of learning should the usual class teacher be absent.

### **Key Skills, Social Skills and Thinking Skills**

Pupils learn, practise, develop and refine a range of skills during their time at school. Some of these skills are specific to certain subjects; others are universal and support learning in all subjects. These skills underpin learning throughout the school. We aim to equip pupils with these skills so that they can be successful in education and in the future. The school uses the Preparing for Adulthood (PFA) framework to facilitate this.

### **Speech, Language and Communication**

We recognise that language and communication underpin all aspects of learning. By providing a communication friendly environment, we aim to maximise communication and cognitive development potential of all pupils. To enable all pupils to access both the class-based and 24-hour curriculum, all staff support pupils to develop their speech, language and communication. Through quality first teaching and care provision, we embed key strategies to enhance language skills among our pupils enabling them to access the full curriculum and make good progress. Our curriculum is delivered using a multi-sensory approach through the use of concrete resources and hands on artefacts. To encourage the pupils to work towards learning independence, we use Communicate in Print Widget symbols and visual prompts to support the organisation of their work. Visual supports and working walls are part of every classroom environment. These include the consistent use of visual timetables, picture labels and topic word mats -to develop vocabulary and concept knowledge.

### **Home Challenge Tasks**

One of the aims of our school curriculum is that pupils develop as independent learners. We believe that home challenge is an important way in which pupils can acquire some of the skills of independent learning. However, we also acknowledge the important role of play and free time in a child's growth and development.

The aims of home challenges are:

- to help pupils develop the skills of an independent learner
- to consolidate and reinforce learning done in class
- to allow pupils to practise skills taught in class
- to help pupils develop good work habits for future transition
- to develop pupils' self-guided study and home research
- to enhance pupils' personal development

### **Organisation**

Reading books for day pupils go home daily with reading records for the pupils to share stories and texts with parents and carers. Home challenge tasks are set to enhance learning around a particular topic, through research tasks or personal development challenge activities for the pupils to complete at home.

### **The Role of Parent/Carers of Day Pupils**

We ask parents/carers to encourage their child to complete homework tasks. However, we are mindful that additional expectation away from school may be a source of anxiety. Tasks therefore remain optional and do not include unfamiliar concepts or information.

### **Curriculum Provision for Remote Education**

We aim to promote creativity through exploration, experience, and experimentation. In order to make all our remote learning meaningful and engaging. By setting each activity or work task in a topic context, the pupils gain knowledge of how different fields of study work together to help them make sense of the world. In order to provide continuity for pupils working at home, we set tasks which follow the individual pupils' current learning experience (topic). This ensures that the pupils in school and those being educated remotely are following the same fields of study. This will enable pupils who are isolating to keep up to date with the learning taking place by their peers in school.

As well as cross-curricular learning experience work, the pupils are also set tasks according to their ability for Maths, phonics, science, STEM, spelling, reading and English. Physical education and PSHE lessons are also included in their assignments.

For pupils with access to technology, learning tasks are set using a combination of resources:

- Oak National Academy Online Classroom video lessons – with follow up worksheets written by MHS class teachers
- Google Classroom assignments set by MHS class teachers to match the pupils' current learning experiences –with follow up quizzes and worksheets
- Video clips or PowerPoints using YouTube, Twinkl, BBC Bitesize and BBC schools
- Abacus Maths assignments sent via email or Google Classrooms
- Numbots –individual pupil logins
- Times Tables Rockstars –individual pupil logins
- Oxford Owl – for access to the pupils' Oxford Reading Tree Books

For pupils without access to technology, or where the family has expressed a preference for hard copies, pupils will have their work sent via email or work packs delivered to their homes.

### **Subject Leadership Roles**

At The Marchant-Holliday School, we aim to deliver a curriculum that promotes positive attitudes towards learning and leads to meaningful outcomes for pupils. By promoting physical and mental wellbeing, we support the pupils to develop appropriate life skills, reinforce British Values and SMSC. Subject leaders ensure that all of our pupils are provided with the opportunity to succeed and to reach the highest level of personal achievement. Subject leaders ensure equality of access for all pupils and prepare them for life in a diverse society. Using materials that reflect the diversity of the school, population and local community without stereotyping, subject leaders ensure that their subjects promotes attitudes and values that challenge any discriminatory behaviour or prejudice. Cross-curricular planning, and links between subjects, helps pupils make sense of acquired learning and provides opportunities for pupils to appreciate their own culture and celebrate diversity in other cultures. Any additional provisions are thoroughly planned and evaluated to ensure that individual needs are met. We utilise teaching approaches which are inclusive and reflective of all our pupils needs. Needs are carefully analysed so, when they arise, adjustments are made and additional or targeted support delivered. The school has high aspirations for the outcomes of all pupils; setting high expectations for each child to achieve, developing independence, resilience and engagement and challenging the learners to push the boundaries. We understand that it is not the label that is important but how individual needs are met.

Subject leadership is a chance for each leader, at The Marchant Holliday School, to develop expertise and realise their passion for their subject. This begins with having ownership of their subject and monitoring the impact their role has upon the progress of the learners. The role of the leader is to be able to support classroom staff in the delivery of their curriculum area by ensuring coverage, identifying learners for additional support and evaluating the quality and impact of resources.

**The Primary Role of the Subject Leader is to:**

- Provide a strategic role and direction for their subject
- Consider their subject aims in line with national curriculum programmes of study - Timetabling, and ensuring that all necessary and important topics are covered throughout the school year
- Promoting their subject in face-to-face meetings or through shared resources
- Monitor curriculum overviews -establishing coverage and depth.
- Ensure that pupils know the subject is valued through display, rewards and celebration
- Carry out a teacher self-review survey to find out of how confident staff are in teaching their subject and identify any training requirements that they may need to be more effective.
- Write an effective Action Plan that is targeted to specific aspects of pupils' learning.
- Carry out a book scrutiny that is focused on areas of the Subject Leader's choice.
- Keep evidence of examples of the impact that they, as the leader, have made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Check to see how gifted and talented/more able are provided for.
- Monitor how pupils' skills, knowledge or experience have been improved by assessing pupil attitudes and pupils' targets.
- Carry out audits of resources and check to see if additional resources are required to teach and promote their subject
- Liaise with class staff about educational visits/specialist visitor provision across the school.
- Provide a framework for developmental observation.
- Have a monitoring schedule (three cycles per year)
- Monitor pupil progress- attainment on entry and attainment over time
- Look for and share good education resources (such as apps, websites, software and teacher-made resources)
- Gain a full and rounded view of what teaching, learning and outcomes look like in their subject

The school gives subject leaders additional Planning, Preparation and Assessment (PPA) so they can fulfil duties involved with their role. We use a cycle of subject leadership which includes; writing subject specific curriculum overviews for intent, implementation and impact; writing action plans; conducting pupil interviews; reviewing pupils' books , planning and resources and monitoring the progression of knowledge in their subject.

It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. Subject Leaders review the way the subject is covered in school and plan for improvement.

Each subject leader keeps a working folder of materials to support their role. The subject leaders' file contains the following documents:

- Subject leader action plans
- Research, resources and CPD relating to their subject
- Information about how the subject is planned, delivered and assessed in each phase and Key Stage

- A statement about how the school, and the subject specifically, is dealing with assessment following the removal of National Curriculum levels
- A statement on the school's overall effectiveness in teaching the subject, and on how the subject performs in each area of Ofsted's key judgements
- A statement on how the subject works alongside other subjects
- Information on the current areas of focus in the subject and how these relate to the school improvement plan (SIP)
- Any subject-specific risk assessments
- Examples of pupils' work
- Moderated work
- Monitoring materials, including observation notes, book and planning scrutinies

This development planning links to the School Improvement Plan. Each subject leader reviews the curriculum plan for their subject and works with the Teaching and Learning Lead to ensure that there is appropriate coverage and progression.

### **Curriculum Budgets**

Each curriculum area has its own budget, which is set at the beginning of every financial year. The Teaching and Learning Lead and Subject Leaders are responsible for managing the budget for their subject area. In addition, class teachers have an annual budget for the topics that they teach. There is a separate annual budget for Trips and Enrichment. Annual curriculum expenditure is linked to the Curriculum Development Plan and identified priorities. The Deputy Headteacher has the oversight of the budget.

### **Curriculum Monitoring**

The school uses the SEND Code of Practice guidance (2014) to assess, plan, do and review cycle (APDR) each term (approximately ten weeks) to evaluate the impact of the school curriculum. This includes the following components:

- **Assess** – Using Age Related Expectations within the National Curriculum alongside progress against social, emotional and mental health indicators and targets set within each Pupil's Education, Health and Care Plan (EHCP).
- **Plan** – Review individualised planning in class. Teachers plan individualised lessons through a Quality First Teaching framework.
- **Do** – implement planned and agreed changes
- **Review** – Review progress against targets set and adjust accordingly where necessary.

During this cycle the Deputy Headteacher (also SENCo); Teaching and Learning Lead and Senior Care staff routinely observe pupils and their work in and out of lessons in an on-going manner.

Each term the Deputy Headteacher reviews key pupil groups identifying, support and intervention. This may involve the commissioning outside professional services (e.g. counselling, Educational Psychology, Speech and Language Therapy, Occupational Therapy).

### **Monitoring and Evaluation as Part of Performance Management**

The Performance Management Cycle (Appraisal) provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher and each class on an annual basis.

## **Monitoring Arrangements**

Governors receive regular curriculum updates and highlights throughout the year at Full Governing Body meetings. A curriculum link governor who works closely with the Teaching and Learning Lead and Deputy Headteacher in critically evaluating the impact of the school's curriculum.

Lesson observations and on-going pupil observations take place throughout the year. There is a strong support culture within the school and regular opportunities to share best practice through joint observation, Subject Leadership roles and planning teams in different school phases. The school is also part of local moderation clusters such as the Somerset Literacy Network and Special Schools STEM network.