

Curriculum Policy

The OFSTED inspection framework states:

The quality of education

1. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged¹ pupils, the most able pupils and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught, with a specific plan of what pupils need to know in total and in each subject.
2. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (**intent**). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (**implementation**). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (**impact**).

Schools with a specialist curriculum

3. Some non-association independent schools offer a specialist curriculum and Ofsted recognises their autonomy to do so. For example, some schools offer a specialist faith-based curriculum, while others offer a specialist education in the performing arts.² Other independent schools, such as Steiner schools, take a distinct approach to the curriculum, even though the majority of the subjects on offer do not differ significantly from other schools.
4. Alongside any specialist education provided, it is important that pupils study a broad, rich curriculum. This is supported by Ofsted's research, and is a requirement of paragraph 2(2)(a) of the independent school standards.
5. Inspectors will assess a school's entire provision, including any specialist provision offered, when assessing compliance with the independent school standards³ and when reaching judgements in the following areas: overall effectiveness; behaviour and attitudes; personal development; and leadership and management.
6. When reaching a judgement under the quality of education judgement area, inspectors will work with school leaders to understand how the curriculum as a

¹ In line with government policy, pupils who face educational disadvantage may include those who are children in need of help and protection and are receiving statutory support from local authority social care; www.gov.uk/government/publications/review-of-children-in-need.

² This section of the handbook is not primarily for independent special schools, which often provide a highly specialised education designed to meet SEND pupils' needs. Independent special schools should refer to pages 84–85 of the handbook for further information on how the EIF will apply in independent special schools and to SEND provision.

³ Ofsted expects the school to provide all policies, schemes of work and plans and all other documents required by the independent school standards in English.

whole is structured, and where they can find evidence that the quality of education criteria are met. We expect that, in most schools, much of the evidence in support of the criteria will be drawn from the non-specialist curriculum, as most schools structure their curriculum such that the specialist curriculum supplements rather than directly delivers the academic core of subjects.

7. However, we will judge fairly those schools that take radically different approaches to the curriculum, including, for example, schools that teach a range of academic subjects through a faith-based curriculum. Inspectors will assess any school's curriculum favourably when leaders have built a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively. They are, however, likely to assess it negatively where the specialist curriculum is being delivered in a way that limits pupils' opportunities to study a broad range of subjects, or which fails to prepare them for life in modern Britain.

Intent

8. In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, and subject and curriculum leaders.
9. All pupils in independent schools are entitled to receive a broad, rich curriculum – this is a requirement of paragraph 2(2)(a) of the independent school standards. Schools should therefore provide inspectors with evidence that the minimum requirements for the intended coverage and ambition of an independent school's curriculum are met.
10. The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education. These factors are listed below.
 - The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of the opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
 - It is clear what end points the curriculum is building towards, and what pupils will need to know and be able to do at those end points.
 - The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and build towards its defined end points.
 - The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
 - The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects.
 - There is high academic ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Curriculum flexibility

11. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations.
12. Schools taking radically different approaches to the curriculum will be judged fairly. The inspectorate recognises the importance of schools' autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, and built a curriculum with appropriate coverage, content, structure and sequencing, and are able to show that it has been implemented effectively, then inspectors will assess the school's curriculum favourably.

Curriculum narrowing

13. Our research into the curriculum has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research also shows that this has a disproportionately negative effect on the most disadvantaged pupils.⁴ In key stage 1, inspectors need to check that pupils are able to read, write and master mathematical knowledge, ideas and operations so that they are able to access a broad curriculum at key stage 2. Where early reading is delayed owing to an exemption from the learning and development requirements of the early years foundation stage (EYFS), the expectation would be that pupils are able to read and write fluently by Years 5 to 6 (see page 82).
14. In secondary education, inspectors will expect to see a broad, rich curriculum. Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums. If a school has shortened key stage 3, inspectors will look for evidence that the school has made provision to ensure that pupils still have the opportunity to study a broad range of subjects in Years 7 to 9.

Cultural capital

15. As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:⁵

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

⁴ See our curriculum commentary phase 1: www.gov.uk/government/speeches/hmcis-commentary-october-2017.

⁵ www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4.

Sources of evidence specific to curriculum intent

16. Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:
 - how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
 - how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points
 - how leaders have ensured that the subject curriculum areas contain content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
 - how the curriculum has been designed and taught so that pupils read at an age-appropriate level.
17. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum. Where leaders have an accurate evaluative understanding of current curriculum practice in their school and have identified appropriate next steps to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate 'intent' favourably when reaching the holistic quality of education judgement. They will recognise that the criteria for a judgement of good are the best fit.
18. Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not ask them to produce materials for the inspection or provide them in any specific format.

Implementation

19. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.
20. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are the following.
 - Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching.
 - Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.
 - Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
 - Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

- The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching.
- Teachers use assessment to help pupils embed and use knowledge fluently, and develop their understanding, and not simply memorise disconnected facts.

Developing understanding, not memorising disconnected facts

21. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils will connect new knowledge with existing knowledge. Pupils will also need to develop fluency and unconsciously apply their knowledge as skills. **This must not be reduced to, or confused with, simply memorising facts.** Inspectors will therefore be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

The school's use of assessment

22. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for both staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.
23. Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering the expectations of some pupils.
24. The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate and represent an efficient use of school resources and are sustainable for staff. The report of the Teacher Workload Advisory Group's report, 'Making data work',⁶ recommends that school leaders should not have more than two or three attainment data collection points a year, and that these should be used to inform clear actions.
25. Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection; the time taken to set assessments, collate, analyse and interpret the data; and the time taken to then act on the findings. If a school's system for data collection is disproportionate, inefficient or

⁶ www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response.

unsustainable for staff, inspectors will reflect this in their reporting on the school.

Sources of evidence specific to curriculum implementation

26. The following activities will provide inspectors with evidence about the school's implementation of its curriculum:

- discussions with curriculum and subject leaders and teachers about the programmes of study that classes are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum
- discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them
- discussions with classroom teachers about how often they are expected to record, upload and review data
- observations of and interviews with a sample of pupils or classes who are following this curriculum in lessons, including scrutiny of the pupils' work
- reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

27. Inspectors should refer to the 'Lesson observation and work scrutiny' section in Part 1 of the handbook for guidance about what makes up an appropriate sample of pupils.

28. In order to triangulate evidence, inspectors will ensure that they gather a variety of these types of evidence in relation to the same sample of pupils. Inspectors will also ensure that the samples of pupils they choose are sufficient to allow them to reach a valid and sufficiently reliable judgement on the quality of education offered by the school overall. Guidance on how to ensure that this evidence is both sufficiently valid and reliable is set out under 'Overarching approach to inspection' in Part 1 of this document.

Impact

29. When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

30. Inspection experience and research show that the most important factors to consider are the following.

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.

- Disadvantaged pupils⁷ and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupils' work.
- All learning builds towards an end point. At each stage of their learning, pupils are being prepared for the next stage of their education, training or employment. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.
- Pupils at sixth form are ready for the next stage and are going to appropriate, high-quality destinations.
- If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers (see page 82).

Inspectors will not use schools' internal assessment data as evidence

31. Inspectors will not analyse schools' internal progress and attainment data⁸ during an inspection.⁹ This does not mean that schools cannot use data where they consider it appropriate. Inspectors will, however, focus more on the curriculum and less on schools' generation, analysis and interpretation of data. Teachers have told us that they believe this will help us play our part in reducing unnecessary workload. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that the information first hand. Where it is available, inspectors will still use published national performance data as a starting point on inspection.
32. Inspectors will, however, ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

Sources of evidence specific to curriculum impact

33. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:
 - the progress that pupils are making in terms of knowing more, remembering more and being able to do more
 - first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review described above (see 'Implementation – sources of evidence')

⁷ In line with government policy, pupils who face educational disadvantage may include those who are children in need of help and protection and are receiving statutory support from local authority social care; www.gov.uk/government/publications/review-of-children-in-need.

⁸ This does not include relevant assessment information (such as photographs, video and records of observations) made by teachers and teaching assistants for pupils who have profound or multiple learning difficulties.

⁹ Inspectors will consider the school's use of assessment (see paragraphs 170–173).

- any information provided by the school about the destinations to which their pupils progress when they leave the school
- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied
- how well pupils with SEND are prepared for the next stage of education and their adult lives.¹⁰

Reaching a single quality of education judgement, drawing together intent, implementation and impact

34. Inspectors will **not** grade intent, implementation and impact separately. Instead, they will reach a single graded judgement for the quality of education, drawing on all of the evidence they have gathered, using their professional judgement.
35. In making their judgements, inspectors will take into account any exemption a school has from the learning and development requirements of the early years foundation stage.

¹⁰ 'Special educational needs and disability code of practice: 0 to 25 years', DfE and Department of Health, January 2015, section 8, preparing for adulthood from the earliest years.

Introduction

Mission Statement

'To provide the best quality of education and care for vulnerable children through a vibrant curriculum which fully prepares pupils for their future economic wellbeing and nurture outstanding personal development.'

Our curriculum provides the means through which our vision, focus and aims will be realised. We intend to provide **breadth and balance** in our programmes; to **motivate** pupils who are disaffected to **re-engage** with education and to embrace the concept of lifelong learning. It will cover Key Stages 1 to 3 and be adapted regularly to reflect changing emphasis and statutory guidance.

We want to be sure our pupils are clear about what we are teaching and why. We also need to be able to measure outcomes to be sure we are maximising success for all learners; therefore our **planning, monitoring and evaluation** is systematic, collaborative and linked to the school development plan.

We want our pupils to acquire knowledge and learn new skills but we realise that there needs to be a **therapeutic dimension** to each day. Therefore this curriculum has been carefully designed to allow for time and opportunities to address pupils' often-complex needs for the time that they are with us; also to **prepare** them for the time when they will leave.

Special Considerations

The delivery of this curriculum has to take into account other considerations, most of which come from the special needs of the pupils themselves. Our schools are a new venture within a successful independent framework; and as such, will take time to develop their own particular community, character and strengths. Inevitably this process will be an evolving one. All plans for the growth and vision of the school are contained in our School Development Plan.

Halliwell Homes Ltd is a Social enterprise offering "clinically informed practice" Their objective is to enhance the psychological health of the young people within the care system. They are licensed practitioners of the Restorative Parenting programme, and this is reflected to some extent in the ethos of the school as all staff take part in the programme training.

Most of our pupils have a range of social, emotional and mental health problems. These may already have been identified in the pupils' Education and Health Care plans. All pupils are in care with a local authority and live on site in the care home. New pupils can arrive in a traumatised condition and they can also be subject to sudden changes of placement due to circumstances outside their (and our) control. The school has to have the capacity to be adaptable and flexible to respond to and operate within this unusual environment.

For the above reasons each pupil will have an individualised timetable based on all the required areas of learning including linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The individualised timetables also capitalise on pupils' needs, aptitudes and interests. Please refer to attached appendix which illustrates a typical, individualised timetable.

The independent school standards require the particular areas of learning (mentioned above) to be provided by all independent schools.

- **Linguistic:** this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In most schools, these skills will primarily be developed in English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction. Schools will normally be expected to offer pupils the chance to learn a modern foreign language, at least as part of their secondary education. In schools where English is not the main medium of instruction there must be lessons in written and spoken English, unless the school is solely for pupils who are temporarily resident in this country and are following the curriculum of another country (paragraph 2(2)(c)). Inspectors should respect the ethos and principles of the school. For example, some Steiner schools do not teach formal lessons in reading and writing at the same stage as the National Curriculum but concentrate on developing pupils' skills of listening and speaking in the early years of their education.
- **Mathematical:** this area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
- **Scientific:** this area is concerned with increasing pupils' knowledge and understanding of living things, materials and physical processes and with developing the skills associated with science as a process of enquiry; for example, observing, forming hypotheses, and conducting experiments and recording their findings.
- **Technological:** this area will include some or all of the following components: the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good-quality products; and evaluating processes and products. It is important to note that ICT is not a compulsory element of the curriculum in an independent school: some schools serve communities who object in principle to its use.
- **Human and social:** this area is concerned with people and how they live, with their relationships with each other and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools the subjects of history and geography make a strong contribution to this area.

- **Physical:** this area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. In some schools, activities such as climbing, golf or sailing may displace traditional physical education (PE) lessons.
- **Aesthetic and creative:** this area is concerned with developing the pupils' capacity to respond emotionally and intellectually to sensory experience and to appreciate beauty and fitness for purpose. It involves the exploration and understanding of feelings and the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some, including art, music, dance, drama and the study of literature, make a particularly strong contribution because they call for personal, imaginative and creative responses.

The school has detailed and progressive schemes of work for all of the required areas of learning.

We work closely with the residential staff within the care home and across the company in order to ensure effective communication is established and maintained. Timetables may have to be adapted to deal with particular issues when they arise as a matter of urgency and emergency meetings may have to take precedence over organised activities.

Time and effort is made to include all staff in training and planning to ensure consistency of ethos and approaches. Staff are made aware that documents have to be suitable for a wider audience within the care system and may be used to make decisions regarding the future placements of a child in years to come.

1. The structure of the curriculum

- (i) In keeping with the school's aims, we have structured the curriculum to give attention to the **acquisition of key skills in Literacy and Numeracy** at the beginning of the day. These discrete sessions will be skills-based to target those areas identified by each pupil's entry assessments. However, throughout the year, there are opportunities for pupils to work on cross curricular themes as well as on compiling coursework for accreditation.
- (ii) For younger pupils we work through themed, cross curricular projects. This reflects the need for our pupils to quickly become successful learners and gives us the **flexibility** for short-term placements.
- (iii) The curriculum, though carefully adapted for our particular circumstances, is not too dissimilar from a mainstream school model; with as wide a choice as possible, clear and consistent timetables and the National Curriculum as a framework. Our aim is for pupils to be in a position to re-integrate into the mainstream environment or other provisions easily if at all possible and to feel fully entitled to do so despite their current situation.

- (iv) We start and end the day in a structured manner which allows for the transfer of information from the residential setting, sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging. Although **structure** and consistency are vital, there are opportunities built into the timetable where pupils may have a **choice** of a selection of agreed activities, or for counselling, or individual time with a key worker or friend. This **balance** will be constantly monitored and reviewed to ensure we are responding appropriately to needs as they arise.
- (v) Most core subjects take place in the **morning** sessions when pupils generally find it easier to concentrate. **Afternoon** sessions are of a practical nature wherever possible, to provide balance and offer additional motivation to finish work in the morning. Science, Computing, Geography, History, Art, Design and Technology and P.E. require longer sessions which can be broken up to allow for writing up work, filing work in folders, clearing away etc. This allows pupils who need more time or who finish more quickly to be working independently but still be on-task. Where possible, support staff will provide **parallel options within** these subject slots if it is recognised that this will be necessary to keep a pupil on task.
- (vi) Whilst there is an emphasis on practical subjects in the afternoon, the term 'practical' goes beyond this to include practical activities which are part of all lessons to encourage multi-sensory learning.
- (vii) Cross curricular project work is also an opportunity to provide **enrichment activities** integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, a Humanities project would use local historic buildings/churches for historical, geographical and religious research and investigation.

1.2 Courses and Programmes

- (i) **Themed project work for Key stages 1, 2 and 3** have been chosen for most subjects as they provide a highly structured and differentiated programme of work which complements the National Curriculum, provides accreditation and natural links for cross curricular topic work and which can be delivered by non-specialist teaching staff where necessary. Units can be delivered in the sequence, which fits with other topic work or relates to areas of interest.
- (ii) Programmes have been chosen which are highly structured and through which a wide range of resources and activities are available. Staff are provided with **comprehensive training and guidance** packages by the exam boards and by the school. Staff are encouraged to share planning and evaluation of training and to identify and introduce any courses or adaptations which can meet an identified interest or need (and which is linked to our aims and/or our development plan.)
- (iii) English, Mathematics and Science are taught with the incorporation of **online resources (English – Read, Write inc., Mathematics – White Rose and Science - Bug Club)** which increases the likelihood of engagement in our pupils. All subjects taught are delivered through the Cornerstones Curriculum.

2. Attainment

- (i) The school has clear procedures for measuring how it has **raised attainment**. Pupils complete a comprehensive range of baseline assessments on arrival and when appropriate. Other data may be available but this is not always the case.
- (ii) Careful assessment of a formal and informal kind takes place in all subjects. Teachers are aware that, in order to judge the pace and progression of learning, regular and frequent checks on a pupil's acquisition of knowledge, understanding and skills are necessary.
- (iii) Systematic and accurate measuring and collection of data to inform our practice and to support our pupils is a key feature of our regular 'whole school evaluation' inset at the end of each term.

3. Learning and Teaching

3.1 Teachers' planning

A systematic planning routine is important so that all staff (including care staff) and pupils are aware of the overall pattern of the teaching day, week and term. Schemes of Work are available for all subjects for the term ahead and teachers keep daily lesson planning sheets and evaluations. This allows us to keep clear links with our aims and to keep consistent records to use in evaluation.

In a small special school where more than one member of staff may teach in several areas of the curriculum; careful planning and liaison needs to take place to minimise unnecessary repetition or to prevent the teaching content to appear random, irrelevant or unstructured. Such a system also eases the induction process for any new or temporary staff and avoids disruption, which can be so de-stabilising for our pupils.

- Each **Curriculum Policy** is developed with reference to the aims and objectives of the school and shows the rationale, approach and discrete aims for each subject area.
- **Schemes of Work** show medium term planning for the projected term based on adapted National Curriculum programmes of study for English and Maths. Policies and Schemes of work will be reviewed and updated, if necessary, at the end of each term initially to reflect the developing nature of the school.
- **Daily Lesson Planning Sheets** are drawn up by the teachers who have responsibility for each subject or by the staff team in collaboration where there is a cross curricular theme. They show clear and concise specifications of what pupils are expected to learn and how and when learning is to be undertaken. Learning objectives and assessment strategies are clearly stated. Teachers keep up to date written copies of all their planning in accessible files in the school

3.2 The teaching process

Teachers' approaches as outlined in the planning documents are specifically matched to the pupils' learning needs and preferred style of learning. Good general teaching practice dictates that a **variety of styles** should be adopted and that lessons should contain opportunities for frequent **changes of focus** or for pupils to engage in **practical work** wherever possible in the expectation that our pupils will not be able to sustain long periods of concentration.

- (i) Disruptive behaviour is often the result of inadequate planning and teachers should use the planning systems in order to anticipate predictable problem areas and have contingency plans to avoid them. There should be an element of risk assessment acknowledged in the process which takes account of the potential for disruption if pupils:
 - feel that they do not know what they are supposed to be doing,
 - feel that they cannot achieve the level of work expected,

- are self-conscious about questioning in class or public exposure.
- (ii) **The use of ICT** is an essential resource for our pupils to encourage engagement, allow for independent work and reduce the risk of failure, which often results in behaviour problems. This should be evident in the schemes of work and short-term planning.
 - (iii) Careful **grouping of pupils** to encourage co-operation and social skills should be an important consideration within the lesson plan; whilst allowing also for ease of movement between groups or for 1:1 support.
 - (iv) The need for a **high staff/pupil ratio** at the school is recognition of the specific needs of our pupils and the importance of flexibility within or outside the classroom. The teaching process is enhanced by the range of accommodation and adult support opportunities available to us at the school.
 - (v) **Key workers** are identified where appropriate to facilitate positive relationships between teaching staff and pupils. Staff are encouraged to take additional personal responsibility for particular pupils at the referral stage in order to provide an extra link between home (in the wider context of original home base and extended family as well as the residential or foster placement) which supports their learning.
 - (vi) Teachers use skilled and sensitive **questioning** techniques and care is taken to involve all pupils. In order to ascertain the level of understanding or if there are weaknesses in pupil's knowledge, efforts will be made to look at alternative forms of communication with the pupil; for example, individual sessions or the use of the key worker, or through creative therapies such as music.

3.3 Pupils' learning experiences

We aim above all things to provide a secure, stable and nurturing environment for our pupils through which they are then able to feel a sense of belonging and begin to trust the adults around them.

Once they are able to do this we can begin to provide them with the knowledge and skills they will need to move forward towards social inclusion and personal growth.

In order to achieve this we have provided a **learning environment**, which has been designed specifically to meet the needs of our pupils and the improvement of which is a major feature of our school development plan. In order to adequately reflect their previous experiences there is an element of play and 'nurture' in the design of the school. Therefore we have provided a range of working environments in the form of:

- A comfortable community space in the form of the main classroom room where we begin and end the day.
- A personal workstation (space) for each pupil.

- Well resourced and clearly defined classrooms.
- Opportunities for separate work/therapeutic space and play.
- An enclosed suite of rooms allows us to keep pupils under supervision while allowing them the opportunity to work independently wherever possible.

Each classroom is **clearly defined** as a formal learning space by the arrangement of furniture, signs and the nature of displays.

Great emphasis is placed on **displaying pupils' work**'; we encourage them to improve presentation by using the computers and various design tools (training is provided in the ICT curriculum). Key words in subject areas are also clearly on display to aid vocabulary development. Internal and external certificates of accreditation are displayed with the pupil's consent; this provides a visual enforcement of the aims of the school and provides achievable benchmarks of standards for new pupils.

Personal interests and achievements are also displayed within the identified personal workspace of each pupil. We encourage this to be within an education context rather than a replication of the home environment and are clear about suitability of subject material.

- (i) The use of a mainly differentiated **modular approach** and a high staff/pupil ratio allows pupils to work at a **pace** which suits them and also to encourage them to make good progress through targeted support and encouragement.
- (ii) Clearly defined and shared subject information allows pupils to be clear about the sequence and content of each subject and to take **responsibility for his/her progress** through this with the teacher. Pupil's subject files are updated on a regular basis, which reinforces the pupil's understanding of the process and medium and long term targets. Pupils are encouraged to make written/recorded comment on their own progress in their key worker sessions and/or at the end of each term in their end of term reports, although the pupil's voice is constant within the School are monitoring process.

Established pupils will be encouraged to directly or indirectly mentor new pupils using sensitive and appropriate strategies or at least provide a friendly example. Lessons will, where possible, be promoted as 'group' efforts to make progress and raise achievement and the emphasis will at all times be on understanding, empathy and support rather than negative competition or humiliation.

3.4 Meeting pupils' needs

- (i) **Tasks and activities** are planned with reference to the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education and therefore we have to choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere with studies even when it becomes challenging for them.
- (ii) To achieve this we have a very careful admissions policy allowing us to collect as much **information** on each pupil as possible giving us (and the pupil) time to get to know them in more detail through staged entry into the school. This also allows us to prepare an **individual education plan/pupil profile** which relates clearly and directly to their abilities, needs and interests.
- (iii) We identify up to date and stimulating **resources**. We recognise the need for good quality and age appropriate materials and, where necessary and possible, we will create our own resources, which more closely match our needs. Subject co-ordinators have responsibility to keep abreast of new developments and publications. The use of **ICT** is vital in this respect as these tools allow us and our pupils to create professional and exciting bespoke resources. Teachers use the interactive whiteboard and other technology to present information in the most accessible and enjoyable form.
- (iv) Our pupils need a structured and consistent environment, but within that there must be recognised and planned opportunities for pupils to have some **choices** within the lessons/curriculum and to take increased responsibility for their own learning. Training in behaviour management, regular opportunities for staff discussion and support, and a high staff/pupil ratio supports us in maintaining an appropriate balance between manipulation and negotiation.
- (v) Regular and systematic monitoring and recording allow us to build on the original pupil's profile and to act accordingly to **address emerging and changing learning needs**.
- (vi) Additional or special needs support will be made available where identified through the Special Educational Needs processes. (See SEN Policy.)

3.5 Assessment as part of teaching

Formal and informal assessment is essential in order to inform us of pupils' progress and the value or otherwise of our curriculum. Teachers are aware of the need for systematic checks on acquisition of knowledge, understanding and skills that are necessary. We use a range of daily, weekly, termly and yearly assessment evidence to measure each pupil's progress against personal, local and national criteria. We use this data to inform our planning, school development and overall business strategy.

Baseline/entry level assessments in Literacy, Numeracy, Non-Verbal Reasoning (to gauge potential where there are problems with obtaining other information e.g. for non-readers) and Social and Emotional status are made as soon as appropriate.

Information from this data and any other available will form the original Pupil Profile, which will be the basis of all initial targets and inform our planning.

Other forms of individual assessment used include:

- Daily informal teacher feedback to other education or care staff in beginning or end of day sessions or at any other times.
- Daily feedback from each teacher.
- Assessments linked to each unit award module as outlined in the scheme of work are recorded in **teacher's mark books** and in **pupil's subject folder**.
- Work for each module is broken down by the teacher into manageable differentiated components, which have corresponding assessment criteria. This information is made clear to each pupil.
- **Records of Achievement** for Key Stage 3 and school leavers capture progress more broadly; pupils choose input from a range of achievements (including enrichment activities and school trips) in a range of formats. They, together with the progress files, are an opportunity for pupils to engage in self-assessment and allow us to engage pupils in dialogue to this end. They also give us the means to recognise and celebrate each individual's achievements and identify next steps to learning. These will be put together with the pupil in preparation for leaving school.
- Records of Achievement also provide important information for future placements and help pupils focus on positive and concrete achievements, which can be built on in the future. This tangible proof of success can help minimise the trauma of a change of placement or the end of formal school, which is an important issue for children who are looked after and for us as corporate parents.
- Opportunities exist for staff to regularly share and compare information about pupils in weekly staff meetings. As well as education staff meetings there is a weekly whole staff forum, which includes social care personnel. Information sharing is vital in this context as it allows a wider perspective on each child and their situation. It also allows opportunities, if necessary, to validate and moderate

individual judgements and raise awareness of the complex interactions which take place within each pupil's life on a daily basis.

- Pupils who have statements of special educational needs will also have IEPs integrated into their termly reports. Specific SMART targets will be reviewed separately in accordance with the individual recommended time limits (see SEN policy).
- Data collection from any other source, which may be useful to inform practice and development, will be developed.
- Investigation and use of efficient data collection and interpretation systems is a feature of our future school evaluation meetings at the end of each term and is used to inform school development plan.

3.6 Written Reports

Written reports for parents/carers and social care managers are provided at the end of each term in a helpful and accessible format and give details of how each pupil is progressing across all aspects of the curriculum, including personal and social development and indicating the next stages in each pupil's learning. Parents/carers are encouraged to respond to these reports. All parents'/carers' views and enquiries about a pupil's attainment are promptly and carefully considered and the school provides an effective response.

Support for Pupils

4.1 Pastoral Care

The school operates agreed policies and procedures, which support pupils and protects them from harm, abuse and neglect. Staff have a clear understanding of their roles and responsibilities, are vigilant about pupils' health and safety, and are fully aware of child protection issues (see Child Protection policy). The School has arrangements in place with the local authority and Halliwell Homes to deliver comprehensive training and guidance in Child Protection and Health and Safety to ensure that we are operating within national guidelines.

There are clear policies and procedures for dealing with bullying, racial incidents, drug misuse and safe use of the Internet, which will be implemented effectively.

The development of a healthy lifestyle is promoted across the school through the curriculum and informally.

Pupils' needs and concerns are dealt with sensitively, taking into account pupils' rights, confidentiality (where appropriate) dignity and privacy. Pupils have access to an effective complaints procedure (see Complaints policy).

Staff at the School work particularly hard to create a climate where mutual trust, respect and confidence are evident throughout the school. Great emphasis is placed on community through the environment, behaviour of the staff, and through the design of the curriculum.

Education and care staff work and meet together for the benefit of the pupils, in order to model positive relationships and have consistency in ethos and approach.

4.2 Personal, social, health and citizenship development

The school uses a range of planned and inter-related approaches to developing pupils' personal, social, health and citizenship. This is evident in our curriculum policies, assessment and monitoring procedures, in our environment and in our staff.

Common expectations of behaviour are applied consistently across the school with the emphasis on promoting positive behaviour through stimulating and effective teaching and learning (Behaviour policy is available upon request).

Opportunities are built into the timetable for pupils to share information, show consideration for others and develop skills of active community spirit and citizenship.

The school has a clear and detailed personal, social, health and citizenship education policy. This is supported by a scheme of work to ensure that pupils develop well in these areas over their time in school. Economic education is provided through opportunities such as:

- Real life based activities in Mathematics oriented towards promoting of finance and the value of money
- Learning about the world of work including financial matters
- Purchasing of ingredients for Food Technology products
- Purchasing of reward prizes for good behaviour at school

4.3 Learning support

In line with our Admissions policy, great emphasis is placed on collecting all available information about each pupil to ensure that an accurate assessment can be made regarding his or her placement and support at a Halliwell School.

For pupils with special educational needs we would be involved initially in the review of the Education, Health and Care plan, if it is necessary, as part of the change of placement procedures or at least hold an interim review in order to collect any further information and to mark the beginning of the process of monitoring and assessment.

We receive or request up to date reports from relevant professionals involved. An Individual Education Plan would then be drawn up with targets and provision identified from the statement needs and objectives. We work together with the placing local authority and social care key workers.

Pupils who have identified special needs will be monitored using agreed procedures from the SEN Code of Practice (see SEN Policy).

If, despite providing additional targeted specialist support, the placement is not proving successful, a review of the statement will be held and recommendations for onward referral will be made in accordance with the SEN Code of Practice.

The school has productive links with the local authority; using its specialist training services in areas of some **curriculum** areas in order to improve quality and equality with mainstream provision and to share information regarding new approaches or resources.

Maple House School is aware of the need to create links with the wider educational community to ensure healthy and mutually beneficial partnerships for the good of the staff and the pupils.

The school has effective links with a clinical psychologist, an educational psychologist, medical services and social care, through the pupil referral process, as part of the Care Order procedures. The school takes part in regular statutory Education Reviews linked to the Personal Education Plans for each pupil who is Looked After by their local authority. The school recognises that it is essential that all services work well together to support pupils in the school.

5. Ethos

5.1 Climate and relationships

A strong sense of **community** is established at the school through:

A clear primary **focus on our pupils** and on understanding and meeting their **needs**, which is evident in the design and decoration of the accommodation, the curriculum and the behaviour of our staff towards pupils and each other.

A shared vision for the school and its aims and objectives which are clearly displayed in the school, regularly referred to during the school day and elsewhere.

A **strong core staff team**, who are carefully selected, and who receive regular guidance and training, which has an emphasis on team building and mutual support.

Careful and consistent **admission and induction procedures**, which ensure that all staff and pupils are aware of the school ethos and policies.

Decoration and display around the school, which reinforce **positive and celebratory messages** about the school community. Staff regularly praise and celebrate pupils' achievements in work and behaviour and communicate these with parents/carers by sending home letters of congratulation and certificates on a regular basis.

Images and artwork which display the **identity** of our pupils (with their collaboration) to promote the '**ownership**' of the school by the pupils and to reinforce a sense of belonging and pride in the school.

The staff are encouraged and supported to foster a positive and calm **atmosphere** in the school. This is established at the beginning of each day with greetings and messages, which are clearly designed to set the tone for the day. End of day sessions are timetabled to allow staff and pupils to remind pupils of progress and achievement and to build **self-esteem**.

These displays provide a very clear and public indication of the high expectations and standards, which are expected of all pupils.

Education and residential staff have opportunities in these sessions to **model mutually respectful behaviour and language**.

5.2 Expectations and promoting achievement

Staff look for opportunities to praise and celebrate pupils' efforts and achievements in work and behaviour in the most appropriate manner for each individual. We communicate and share efforts and accomplishments with parents/carers by sending home letters of congratulations and certificates on a regular basis. Pupils are encouraged to praise each other's efforts and achievements.

In order to ensure we meet the needs of the most able pupils Maple House School will:

- develop a culture of high expectations for pupils and teachers in all Key Stage and ensure there is a high quality of curriculum delivery, teaching and assessment, especially in foundation subjects
- ensure that teachers and leaders use information about pupils' learning and achievements effectively, so that work for the most able pupils provides the right level of challenge
- identify designated staff to champion the needs of our disadvantaged most able pupils
- provide training for teachers so that their teaching routinely challenges the most able pupils
- ensure evaluations of curriculum delivery, teaching and learning are robust
- involve universities, other providers and employers in training school staff to provide expert advice and guidance to the most able pupils, especially those who are disadvantaged, about the opportunities open to them in higher education, apprenticeships and other work opportunities.

5.3 Equity and fairness

Young people have a well developed sense of fairness. For pupils with emotional and behavioural difficulties particularly, we have to anticipate their need for transparently equitable actions and policies at all times.

Time will be made to discuss areas of concern for pupils within a firm framework through the **curriculum** and informally. School rules and decisions regarding equality should, wherever possible, involve initial consultation with pupils.

There is a whole school/Company approach to issues of equality such as racial harassment and sexual discrimination through our curriculum and policies. Culture, language, disability, race, religion, sexual orientation and special needs are acknowledged and discussed formally and informally where appropriate and all evidence of prejudice and discrimination challenged. Incidents of discrimination will be logged where appropriate and action taken to address issues as/when they arise in partnership with the residential staff/parents and carers.

5.4 Partnerships with Therapeutic Parents and the community

A fundamental aim for each pupil who is in public care is to maintain and develop **family** (in its wider sense) contact wherever possible. All staff within the organisation will collaborate to encourage the young person's keyworker to be as involved as possible with their learning. This will be an important focus within the initial referral process and wherever possible all communication in terms of reports, certificates and information will be made available within procedures agreed with our social care colleagues and relevant professionals.

Members of the senior management team are able to fulfil the general responsibilities expected of school governors.

The Executive Headteacher and Head Of Education are members of the senior management team and this partnership generates substantial benefits in terms of information sharing and decision-making which takes account of the educational experience.

5.5 Promoting fundamental British values

The school provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. There are many opportunities in the curriculum for pupils to develop a clear understanding and very high level of commitment to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Standard lesson plans include opportunities for teachers to incorporate work around the spiritual, moral, social and cultural development of our pupils, including fundamental British values as well as diversity and equality.

The active promotion of fundamental British values through the delivery of the curriculum plays a crucial role in preparing our pupils fully for adulthood within modern Britain. Within our, multicultural society it is imperative that our pupils develop a good awareness and understanding of the rich diversity of cultures around them whilst holding firm to fundamental British values.

6.1 Provision of resources

The Executive Headteacher and Head Of Education have responsibility for the school budget in negotiation with the proprietor and accountant of the Company. Available finance has been identified in consultation with all personnel and has been guaranteed as being suitable for supporting the establishment and maintenance of the school.

A plentiful stock of up-to-date resources, including books, practical materials, audio visual resources, photocopying, and ICT equipment is available. Resources have been researched and identified as being the most appropriate by the school staff in consultation with the local authority and other agencies to ensure the best fit for our aims.

On-going evaluation and development of resources is an important aspect of the school development plan and staff evaluation and planning.

6.2 Organisation and use of resources and space

Staff work together to plan how best to use resources and space within the weekly planning meetings in addition to the planned timetable, schemes of work and lesson plans which also show how they are taken into account. We are aware of the need for flexibility and our accommodation and resources allow for changes to arrangements in order to support individual or group support and learning opportunities which may be necessary throughout the school day.

Our high staff to pupil ratio facilitates us this flexibility and all staff make full use of all available space and resources where necessary.

Text books, stationery and other equipment are clearly displayed and available.

Pupils all have access to a personal computer and printer together with information storage equipment. Use of video, film and camera equipment is planned and organised in advance to avoid disruption or frustration which could result in poor behaviour.

Each subject co-ordinator is responsible for maintaining a supply of up to date and good quality facilities and resources and for displaying and updating pupils' work in an attractive manner.

6.3 Staffing

Given the necessary constraints inherent in running a small independent special school, we are committed to ensuring that there are more than sufficient staff to deliver an appropriate **curriculum** for all pupils including those with special needs.

A core team of staff are in place and there is a framework and financial planning also in place to enable us to recruit further teaching, support and peripatetic staff to complement the skills already available and to meet the need for further support.

Our links with social care professionals and other agencies also provide routes for specialist support where appropriate.

The Headteacher has a wide range of teaching and management experience.

All staff have a planned programme of supervision and training in areas relating to the academic and therapeutic curriculum including statutory training in Health and Safety and Child Protection.

These core team members have been carefully selected in accordance with the 'safeguarding and recruitment' guidance and for their skills, experience and personal qualities which match our school vision and goals.

We recognise the need for financial and professional support and investment in order to recruit and retain good quality teaching staff and policies and procedures are in place to support this.

The Lead Teacher and managers of the residential sites work closely together to plan and co-ordinate collaborative working between the education and social care staff teams to ensure consistency and a spirit of community.

6.4 Effectiveness and deployment of staff

A strong team ethos is considered a vital component of a successful school and to this end the core staff team work closely together.

Systematic and regular cycle of shared planning, meeting, discussion, training and evaluation ensures that there is effective teamwork amongst all staff in order to avoid undue stress or lack of knowledge which will have a detrimental impact on our pupils.

Professional development opportunities are recognised and negotiated with all staff through the performance management cycle, which is managed by the Senior Lead Teacher.

All staff (and pupils) are encouraged to share skills, interests and resources in an effort to make school as positive an experience as possible.

6.5 Staff review and development

Staff identify and negotiate areas of interest in addition to arranged training for professional development through the supervision cycle of support which takes place formally once a month.

Staff are also encouraged through this system to identify processes for self-evaluation and review of development needs.

Staff also work collaboratively to identify areas of development, both for the school and personally through regular weekly and end of term planning and meeting sessions.

All staff are made fully aware of the aims and priorities for whole school and individual staff development through regular communication and close working arrangements with the Lead Teacher.

6.6 School management of finances

The Executive Headteacher and Head Of Education as members of the senior management team of The Company work closely with other budget managers to make sure they have a sound understanding of funding systems. All staff, where appropriate, are aware of funding arrangements and considerations.

This management structure, whereby the Lead Teacher is involved in key communications and decision making within the company, ensures that the use of financial resources are linked to the school's planning priorities and reflect its objectives.

7. Management, leadership and quality assurance

7.1 Aims and policy making

Staff, pupils and parents/carers have a clear understanding of the school's aims, core purposes and values through the written prospectus and through regular feedback in school meetings.

We feel that our aims are concise and have an appropriate focus on teaching and learning.

There is a clear evidence of the role of staff in the regular review and development of policies. The school can be seen to be taking into account the views of pupils, parents/carers and social care colleagues through their documentation and practice.

7.2 Self evaluation

The school is committed to beginning a robust process of continual self-evaluation using the Self Evaluation Framework for independent schools (Ofsted) and by working with educational consultants and with social care professionals.

Positive steps are taken through a number of channels of communication already referred to in this document to gather the views of all staff, pupils and parents/carers about the quality of service provided by the school.

This model of self-evaluation has been chosen in order to support us in our collection of valuable data and also provides a clear and workable framework to allow the Lead Teacher to report to the school board, senior management team and all interested parties on the school's performance in key areas and identify strengths and areas for improvement.

7.3 Planning for improvement

A clear school development plan is in place which focuses on areas identified through the end of term evaluation cycle.

7.4 Educational Visits and Trips

As part of the curriculum provision educational visits and trips play a vital role in its effective delivery. This is particularly beneficial to the pupils' who attend a Maple House School school as opportunities for motivating and re engaging pupils with the curriculum because they enjoy this additional dimension to their educational experiences. Visits and trips also serve to enrich the curriculum. Pupils are provided with a wide range of educational visit opportunities including;

- Trampoline Centre
- Eureka
- Museum of Science and Industry
- Art Galleries
- Manchester Football Museum
- Theatre
- Cinema
- Cycling
- Local Park's
- Local Library
- Local Mosque
- Church
- Synagogue
- Temple
- Gudwara
- Town Hall
- Parliament
- Local Farm.

7.5 Visitors to school

As part of the curriculum provision visitors also play an important role in its effective delivery. This too enriches pupils' learning. Pupils receive presentations, demonstrations and sharing of incites and experiences as provided by visitors. These opportunities and interactions with a wide variety of people from different backgrounds, occupations and cultures support social development extremely well. Visitors include:

- Police
- Fire Service
- Network Rail Service
- Insect Keepers
- Librarian
- Councillor
- Local MP
- Followers from different faiths including Christian, Muslim, Sikh, Jewish
- Drugs Awareness Agency
- Prison Service and Youth Offending Team
- Local artists
- Local authors.

7.6 The curriculum after school

All of our pupils are encouraged to engage in after school clubs and activities. These are managed by the therapeutic parenting staff at the home. The activities that are made available are bespoke, based on our pupils individual interests and preferences. These include:

- Cubs
- Beavers
- Scouts
- Air Cadets
- Football Teams
- Rugby Teams
- Ice Hockey and Chill Factore Skiing
- Trampoline Clubs
- Musical Instrument Classes
- Performing Arts
- Homework Club
- Food Technology - 'Come Dine With Me'
- Camping trips
- Holiday Park trips.

7.7 Careers education

The school provides its Key Stage 3 aged pupils with a structured program of careers education in line with the needs of this age group. Key Stage 3 pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential.

The careers education policy is available upon request.

Policy review

This policy document will be reviewed by the Executive Headteacher and Head Of Education on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2024

Next review (or before): September 2025

Signed: 

Position: Education Director

Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher and Head Of Education.

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

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School name:

Staff member name:

Position:

Date:

Appendix 1- Typical Individualised Timetable

Time		Monday	Tuesday	Wednesday	Thursday	Friday	
9:00-9.15	15m	P1	<u>Reading Starters</u>	<u>Reading Starters</u>	<u>Reading Starters</u>	<u>Reading Starters</u>	Life skills
9.15-10:00	45m	P1	DT	Science	Science	English Reading (Library)	Life skills
10:00-10:15	15m	Break					
10:15-11:00	45m	P2	PSHE	English Handwriting + Spelling	English	CHOOSE	Life skills
11:00-11.30	30m	P3	CHOOSE	CHOOSE	CHOOSE	Trampoline	Life skills
11.30-12.00	30m	P4	Science	Maths	Maths	Trampoline	Life skills
12:00-1:00	60m	LUNCH					
1:00-2:00	45m	P5	Geography	RE	Topic work	Trampoline	Life skills
2:00-3:00	45m	P6	ICT	Art	Topic work	DT	Life skills