



Hidelow Grange School

Curriculum Policy

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CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

Our Curriculum Philosophy

In order to meet its aims and intention:

- Our curriculum is inclusive and needs led: we take a flexible approach to meet the needs of every student taking into account age, aptitude, learning style and ambitions. Every pupil has access to a full-time educational programme.
- Our curriculum is dynamic: it evolves in response to the students we have.
- Our curriculum supports and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs.
- Some aspects of the curriculum are delivered through a project-based approach, and through Enrichment activities in order to enable the students to apply knowledge, skills and

understanding in real-life situations to deepen their learning and create meaningful links between different subject areas.

Definition

The curriculum at Hidelow Grange is holistic: education, care and therapy work together to promote learning and increase self-awareness, self-confidence and self-esteem. The curriculum is the sum of all the experiences our young people have from the moment they arrive at school in the morning until when they leave at the end of the school day. It includes subjects, areas of learning and aspects of personal and social development. The curriculum is characterised by breadth, balance, continuity, progression, differentiation, inclusion and relevance – each interpreted in relation to the context of Hidelow Grange School, and the particular features of its learners. It extends beyond the school day, with care staff supporting homework and delivering and developing life skills that are accredited through the school, as part of the school's provision.

Academically, all pupils access the curriculum areas in line with the Independent Schools Standards. Individually, pupils' access to the curriculum is dependent on individual needs for learning, and as assessed at point of admission through use of a comprehensive suite of baseline and diagnostic assessment tools. Pupil learning is tailored to meet individual needs. The taught curriculum is based on programmes of study suitable for KS3 and KS4 and covers the core areas of English, Mathematics, Science, and PSHCE (including relationship and sex education). Additionally, provision is made for Humanities, Art, Technology, Physical Education and Religious Studies.

This provision is enhanced through an Enrichment programme that includes outdoor and adventurous activities, vocational studies, community projects, voluntary work, cross-curricular thinking skills and a range of cultural and educational visits and visitors. Every Key Stage 4 pupil has at least one work experience placement.

Inclusion

All our pupils have significant and complex special educational needs for whom mainstream provision has not been successful. In order to help all students realise their potential:

- Teachers consider the preferred learning styles of individual students when planning the activities that they use in their teaching.
- Every student has an individual education plan (IEP) with SMART targets that are reviewed every term. These targets will relate to Literacy, Numeracy, learning behaviour and social/ emotional behaviour- depending on need. All teachers

consider how these targets can be supported throughout the curriculum, and reflect them in their planning for lessons.

The school uses a curriculum framework based on KS3 and KS4 schemes of work to ensure continuity and progression and address literacy, numeracy and digital competence as cross-curricular skills.

When a student has particular needs that cannot be addressed through the usual curriculum, arrangements are made, as far as possible, for individual tuition. On occasion, the school may decide to use Alternative Provision (see Teaching and Learning Policy for details of the monitoring process for pupils attending this).

Baseline testing and progress

A student's route through the curriculum is determined by their individual needs. These are identified when they are admitted to the school through the six week assessment process. This covers literacy, numeracy, cognitive skills and personal-social development. These baseline assessments support the differentiation of teaching, and enable teachers to plan an individual learning pathway for each young person.

Progress in learning is monitored through assessment for learning, end of unit assessment and through modules of work for accredited awards, which are internally marked and moderated.

Curriculum implementation

The Education (Independent Schools Standards) regulations require schools to provide a broad and balanced curriculum that:

- Gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- Promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society;
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Effectively prepares learners at the school for the opportunities, responsibilities and experiences of life in British society.

In order to facilitate these requirements, our curriculum aims to enable all pupils to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Independent Learners** who are able to take responsibility for their own learning
- **Confident individuals** who are able to live safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to British society

In particular, the curriculum should:

- Engage learners;
- Raise attainment, particularly in Literacy and Numeracy skills;
- Ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards;
- Prepare young people for the world of employment and further and higher education;
- Allow young people access to accurate, up-to-date, impartial careers guidance that enables them to make informed choices about a broad range of career options;
- Make learners more aware of, and engaged with, their local, national and international communities;
- Encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make;
- Acknowledge, promote and pass on the core knowledge and skills, and fundamental values of British society to the next generation.

1. Our curriculum is suitably modified to meet the needs of individual learners:

- To focus on pupils' individual needs; different learning baselines and gaps
- To provide time balance between academic subjects and personal development needs
- To accommodate pupils' individual interests and aptitudes
- To build self-esteem and confidence in accessing learning
- To help young people experience achievement and learning at school in a positive manner.

2. Our curriculum is enhanced by enrichment opportunities and vocational areas of learning:

Our curriculum offer will ensure that all children experience a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.

- To provide real-life practical experiences
- To safely experience learning opportunities in the wider community

- To exploit interests and talents
- To increase the probability of success
- To help build routes to future options
- To build self-esteem and confidence in learning in a wider context
- To offer different avenues and styles of learning and achievement

3. We place an emphasis on literacy and numeracy:

- To overcome deficiencies in pupils' learning profiles in terms of literacy and numeracy skills
- Showing pupils the importance of literacy and numeracy skills for everyday life, and for their choices in the future
- To improve and facilitate ease of access and understanding in other subject areas thereby increasing opportunity for engagement, learning and progress

4. Our curriculum provides opportunities to learn about learning:

- To provide a means for pupils to exercise active and positive control over their environment, both now and in the future
- To understand themselves as learners; realising they have power as a learner, and by changing their approach to learning they can change their lives
- To develop skills to learn, problem solve and think creatively as an independent learner
- To become empowered to take responsibility for their own learning and make the most of opportunities when presented

5. Our curriculum provides an emphasis on Social Skills and Personal Development:

- To allow pupils to explore the dynamics of working with others and developing appropriate and relevant skills to do so successfully
- To provide a safe environment in which pupils can explore their own feelings about being with other people and developing relationships; giving them the opportunity to learn skills to enable positive relationship building
- To give pupils the opportunity to explore the reasons for and behind their behaviour and empowering them with the skills to effect change to these behaviours
- To allow pupils the opportunity and resources to reconnect with the skills needed to play and the feelings evoked
- To allow pupils a greater understanding of their place in society and the skills needed to maintain and improve this effectively so that they can make a positive contribution as adults
- To provide pupils with the skills to live independently

Curriculum content

The current timetable ensures access to the following subject areas across Key Stages 3 & 4:

- English
- Mathematics
- Science
- ICT
- PSE / PSHCE
- Physical Education
- Humanities
- Art
- Design and Technology

Vocational & Enrichment Opportunities are available across all Key Stages which may include:

- Gardening
- Music
- Outdoor Pursuits
- Voluntary Work in the Community
- ASDAN Short Courses & Personal Development Certificates
- Drama
- Cookery
- Community vocational projects.

Particular emphasis:

English includes an emphasis on Literacy and Communication Skills.

Maths includes an emphasis on Functional Numeracy Skills and 'Everyday' Maths.

Literacy & Numeracy embedded across the curriculum

PSHE is delivered through timetabled lessons; PSHE, tutorials, subject lessons, break time and reward activities and staff/pupils meetings and embedded in a positive school ethos of respect and tolerance for others.

ICT focuses on enabling pupils to become digitally literate. All teaching and learning has a focus on using technology enhanced learning approaches.

Humanities includes the teaching of Religious Education, Geography and History on a project-based approach.

Design Technology

Physical Education emphasises team games, coaching skills and personal fitness.

Relationships and Sex Education

Our RSE programme is an opportunity for pupils to develop their understanding of:

- Relationships of all kinds including friendships, family, on-line and intimate relationships;
- Sex and sexuality;

- The importance of family life;
- The biological facts related to human growth and development, including reproduction;
- Recognising and forming positive personal identities;
- Empathy and their abilities to work with others;
- The interplay between relationships and mental wellbeing- including loss, separation, divorce and bereavement;
- Recognising and managing risks;
- Bullying;
- Knowing when and where to access help and support;
- The importance of healthy relationships and the characteristics of these.

Through our programme, pupils will practice and develop their personal, interpersonal and social skills; and explore, clarify and, sometimes, challenge their own and others' attitudes, values and beliefs and moral reasoning in relation to a range of issues.

For further information please refer to separate "RSE" policy

SMSC & British Values

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of Hidelow Grange School are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. The school is non-denominational, where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy statement links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its students. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our school:

- Leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that students appreciate racial and cultural diversity and how to avoid and resist racism;
- Ensures that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety;
- Enables students to develop their self-knowledge, self-esteem and self-confidence;

- Encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provides students with a broad general knowledge of public institutions and services in England;
- Assists students to acquire an appreciation of and respect for their own and others' cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- Precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students and they are offered a balanced presentation of opposing views:

- While they are in attendance at the school;
- While they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school and
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Therefore the understanding and knowledge expected of the students as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts, maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Careers

The World of Work and Careers Education are embedded in our PSHCE programme which is taught on a spiral structure revisiting themes in Key Stages 3 and 4. This programme covers areas such as: the

range of skills and attributes that employers value; different careers pathways; how to research career options and routes to a chosen career; how to apply for a job; how to produce a CV and practising effective interview techniques. *See the PSHCE Overview and Programme of Study for further details.*

We also develop employability skills through formal and informal opportunities in the curriculum and beyond to help our students develop their skills for employability. We do this through:

- Our Enrichment programme
- School Council and Pupil Voice activities
- Targeted support and interventions to develop social, emotional and behavioural skills
- IEP and PEP targets
- Activities in the local community on and off-site
- Highlighting links to employability within curriculum areas e.g. the importance of Maths for a student wanting to become a pilot; the importance of learning presentation skills in English and when these might be useful in the world of work

Personal Careers Guidance

After a student has completed their initial 6 week assessment period at Hidelow Grange School, the teachers plan a learning pathway for them using the Flightpath to College Tracker. This sets out target qualifications and grades for each student and enables us to track their progress towards these throughout their time with us. This helps teachers and the student see what the right post-16 provision may be for them and informs their careers advice and guidance.

Every student discusses their aspirations for the future and possible career path as part of their termly Personal Education Plan (PEP) meetings. These are carried out by the Headteacher who then ensures any follow-up work is done to support the student towards their goals. This may involve: spending time with the student on a one to one basis to research entry requirements and routes to qualification; the Care Team supporting with relevant extra-curricular activities; considering curriculum changes to enable the student to gain the qualifications they need.

Encounters with Employers, Training Providers and Employees

Every student in Key Stage 4 is given the opportunity to have a work experience placement in Year 10 and in Year 11. When possible, these will be arranged to fit their particular interests and aspirations. We support students to research local opportunities for work experience; we make contact with the provider; we carry out pre-visits and risk assessments; and provide support whilst they are in the placement. Potential placements will be discussed with the multi-disciplinary team as part of the risk management process. *Please see Health and Safety Policy for further details.*

The school also arranges opportunities for individual students to speak to employers and employees working in their chosen field. This may happen at Careers Fairs or through specific opportunities such as a Careers Chat by video link.

We give students the opportunity to research post-16 training providers, apprenticeships and further education opportunities. The School and Care Teams support them through the application and interview process for their chosen providers; and help them make a successful transition once they leave us.

For further information please refer to separate “Prep for Employment” policy

Post 16 Education

At Hidelow Grange School we aim to support pupils to transition from our school and into either a mainstream or alternative post-16 provision. Through the careers aspect of our PSHE curriculum, pupils are helped to identify career options that they would be interested in pursuing, the qualifications they would need to achieve this and where they could gain these qualifications. We then assist pupils to complete application forms and to write personal statements.

The Head teacher, Careers lead and SENCO, together with the Virtual School and Social Workers, work with local colleges and training providers to discuss individual pupils needs, share EHCP’s and safeguarding information.

As part of pupils “Next Steps Plan” transition plans are developed, so that additional support provided at Hidelow can be gradually reduced as pupils gain independent skills that enable them to succeed and stay safe at their new education provision and wider community.

Example

Area	Action	Stages	By Whom	Date(s) Evidenced
College	<p>Outcome: (Pupil name) to be supported to attend college and attend every day.</p> <p>Notes</p> <ol style="list-style-type: none"> (Pupil name) to have his free time phone with him it must have credit on it, which (Pupil name) is responsible for. Management to review plan every Monday with staff and (Pupil name). Home staff and manager will be in regular contact with the college to monitor (Pupil name)’s behaviours and progress. Any issues to be discussed with Home Manager, Clinical Manager, Operations Manager, Head of Service and Therapist. Each stage must be reviewed before progressing to the next one. Any decisions about any changes in unsupervised 	<p>Stage One: (Pupil name) to be dropped off and collected from lessons and spend his break and lunch time with adults until (Pupil name) (dates depend on behaviour and conduct within this period)</p> <p>Stage Two: (Pupil name) to attend lessons alone but check in with adults each break and lunch time face to face until (Pupil name) (behaviour dependent), If he does not this will impact on progression and his free time</p> <p>Stage Three: (Pupil name) to be dropped off at the college campus from ***** (behaviour dependent), (Pupil name) must call staff every break time and lunch time, if he does not, staff will attend college and this will impact on</p>		<p>Stage one: (Pupil name) went straight to stage two when starting college</p> <p>Stage two: 04.09.2022 (Pupil name) dropped off to lessons, (Pupil name) came to staff who were waiting in the carpark at break and lunch</p> <p>Stage Three: 31.10.2022 (Pupil name) is now dropped off and collected end of day. (Pupil name) sends a text message at lunch time</p>

	mobility must be discussed at Planning Meetings and the Risk and Referral Meeting.	free time. (Pupil name) can take £2.50 a day for a drink or snack and must return receipt (along with his packed lunch) Stage Four: (Mid Jan – dependent on progress) (Pupil name) can take his bursary or independence money 3 x a week if chooses too, receipts are still necessary. £5 maximum		
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There may be circumstances that mean that it is not possible for pupils to be educated in an external mainstream or alternative post 16 provision. In this case an Individual Education Plan will be produced to educate post 16 pupils at Hidelow Grange School. This plan would be centred around the individuals interests and future career aspirations. This plan must be agreed by the Head teacher, Social Worker and Virtual School.

Potential options could be:

- Re-sit any English and or Math qualifications if they did not achieve a GCSE grade 4 or above.
- Btec Qualifications
- Vocational Qualifications

Funding

If required the Head teacher, will explore funding opportunities to support post 16 pupils. For example employing specialist teachers, coaches or instructors.

Planning

Each subject has a **Subject Development Plan**- this covers the academic year and is reviewed regularly throughout the year.

Each subject has an **Overview/ Long Term Plan** covering in broad outline the content and priorities spanning each Key Stage. These are all reviewed and updated by staff on an on-going basis.

Each subject long-term plan has a **Medium-Term Plan/ Scheme of Work** setting out the detail in terms of content coverage and learning objectives, spanning a half-term or unit of work in advance.

Teachers work together to ensure that opportunities for **cross-curricular links** and experiences are well provided for.

All teachers are expected to plan their lessons and to be able to provide evidence of this planning on request. This should detail the learning objectives and success criteria for that lesson; the learning activities provided to enable students meet these objectives and the planning to meet the individual needs of the pupils in the group.

A **Curriculum Mapping Exercise** has been carried out to ensure appropriate planning for the delivery of **Cross Curricular Skills** which includes Literacy, Numeracy and Digital Competence.

Curriculum Impact

Routes to Accreditation:

AQA Unit Awards

Entry Level 1, 2 and 3 Certificates in Maths, English and Science

L1 & 2 Functional Skills in Maths, English and ICT

GCSE in Maths, English, Science and DT

ASDAN Award scheme

National Sporting Bodies Award Schemes (e.g., Sports Council)

BTEC Level 1 and Level 2 Award in Home Cooking Skills

All award schemes and accreditations are available to pupils as they are ready, in line with aptitude, individual needs and progress, and as a tool to promoting achievement and self-esteem. Given the indeterminate length of many care placements, it is important that pupils can gain accreditation when ready, so that whenever they leave the school they will have something positive to take with them.

Tracking Pupil Progress:

We track pupil progress using a range of less tangible outcomes, often related to personal social development. These include:

- Continuity in full time education, including attendance data
- Achievement of targets in individual educational plans, reviewed on a termly basis.

- Achievement against personal, social and behavioural targets reflecting engagement in lessons.
- Improvements in rates and severity of incidents
- Progress and success factors identified in annual review reports.
- Observations and feedback from stakeholders (e.g. at annual review meetings); includes personal progress indicators as measured by individual actions on the PEP.
- Regular review and assessment of literacy, numeracy and social skills.
- Careers & Work Experience opportunities and opportunities in the wider community.
- Weekly 'in-school' recognition of progress and linked to reward scheme.
- Regular questionnaires for pupils to express their opinions.

Resources: education staff

The education staff team includes qualified teachers, instructors and care staff who work as learning support assistants. Staff have a wide variety of qualifications and experience, including working with pupils with SEN. Each class has one teacher and at least one support assistant. The team of support staff can also provide an intensive level of support in school and reduce disruption to learning.

The school promotes and supports the continuing professional development of its teaching staff through internal training, links with other schools, e-learning and the use of external providers. The school will support care staff through the Teaching Assistant Award once they have successfully completed their induction period (funding dependent).

Residential Care Staff also support students in completing homework tasks, including any working breaks that are earned by non-engagement in lessons, and attending after-school clubs as well as facilitating access to the 24-hour curriculum, focused on life skills and personal-social development.

Resources: time

Time Allocations

- The teaching day is generally divided into 6 x 45 minute lessons and 1 x 30 minute Intervention session
- Every day begins with a tutor period. This allows the residential care staff to handover the pupils to the school and prepare pupils for the school day.
- Pupils have a morning break and a lunch break. Students bring in their own food and drink to consume at these breaks and can spend time outside if they wish.

- The total amount of teaching contact time each day is 5hrs 10 minutes (inclusive of tutorials). This equates to 25 hours 50 mins each the week.

One teaching day per week is devoted to Enrichment Activities. This provides alternatives to classroom based learning to increase the range of learning opportunities and experiences for pupils and to develop cooperative skills, social skills, self-esteem and engagement in learning.

The school is open for 195 days per year, including 5 staff personal development days, with the option of an additional 2 should these be required and planned in advance. The year is divided into 3 terms, with each term split into two half-terms.

Resources: finances and financial planning

The School is part of Branas Isaf, itself a wholly-owned subsidiary of CareTech Community Service plc. Budgeting, finances and financial planning are accounted for on an annual basis with the financial year starting on October 1st each year.

Resources: resources and accommodation

The school is set in 5 acres of grounds, comprising 6 residential care units registered as a single residential children's home, the school building and vocational workshop, therapeutic facilities and administrative offices.

Originally the main farmhouse, the school building consists of 3 general purpose classrooms, an ICT suite and Science Room, two 1:1 working rooms, Head Teacher's Office, Staffroom, and Common Room with adjoining kitchen facilities. The school uses the kitchen facilities for cooking lessons.

There is now (September 2023) a dedicated DT workshop onsite.

Each classroom can accommodate up to 4 pupils at a time.

Monitoring

Monitoring of the implementation of the school's curriculum intentions is done via

- A central record of planning consisting of teacher's long-term and medium-term plans
- Informal visits to classrooms and learning walks as part of daily business
- Formal Teacher & Learning Observation using set observation criteria followed by critical feedback

- Headteacher's half-termly reporting to Head of Education Services
- Once per term formal supervision for all members of the teaching team; setting of targets and action plans
- Annual appraisal system for all teachers linked to TLO and supervision as appraisal of performance and progress
- Action planning and performance management of staff falling below observed acceptable standards of teaching and learning
- Staff meetings once a week to discuss relevant issues, areas of improvement to curriculum and teaching standards and deliver CPD
- Daily briefing and debriefing with the teaching team
- Use of Head of Education Quality and Regional Manager as School Improvement Partners to support with monitoring activities in the school
- Feedback from stakeholders at review meetings
- Termly review and development of IEPs
- Baseline assessment and continuous tracking of pupils' progress
- Analysis of data forming part of evidence base for self-evaluation process.

Evaluation

Evaluation of the effectiveness of the curriculum provision is done via

- Analysis of behaviour records showing that pupils settled and engaged in learning
- Tracking pupils' progress in the work they do; through the use of assessment materials, APP, AfL and IEP review; analysis of data presented
- Specific outcome measures related to externally accredited courses and tools such as the Boxall Profile
- Use of internal monitoring & evaluation processes.
- Use of external quality assurance process provided by Head of Education Quality

Review

This policy will be reviewed on an annual basis by the Headteacher and Head of Education Services.

It is due for review in **July 2023**.

REFERENCES

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Teaching and Learning Policy
- Lesson Observation format
- Schemes of Work & Medium Term Plans
- Subject Development Plans
- Branas Isaf Schools Statement of Independence
- Monitoring & Evaluation Policy
- School timetable and term dates
- Behaviour Policy
- Quality Framework
- Pupil Progress Tracker
- SEND policy

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography