




Branas 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

1. Description and Ethos of Branas School

OUR CULTURE AND ETHOS

We are committed to providing a nurturing, safe and vibrant learning environment that fosters a love of learning and enables every student to become the best they can be. Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally. We recognise that our pupils bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our Learners learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

Branas Isaf operates an integrated model of care, education and therapy underpinned by the Good Lives Model. The school exists to improve the quality of life of our pupils both now and in their future. We specialise in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of pupils.

The Good Lives Model (GLM) is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goods.

OUR SCHOOL

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

The school provides specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked after Children.

OUR PUPILS

All young people in Branas School have a history of harmful 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 or a Statement of SEN.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**

AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

"Community with learning, is a community with heart"

"Cymuned a'i chynefin, sy'n chymuned â chalon"

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 AIMS

Our values are:

- **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 Aims:

- All pupils will undergo a 2 week induction period where we look to initial assess and diagnose learners within core subjects areas and look to support a transition timetable to reintegrate learners successfully back into education
- Within the first 6-weeks all pupils will undergo in depth assessments in order for us to fully understand them and their needs for effective learning;
- Everyone in Branas Isaf supports and challenges pupils to invest in education as a priority for a successful placement;
- All pupils are supported and challenged to achieve at least 95% attendance in school;
- All pupils are supported and challenged to engage in creative learning experiences appropriate to their needs, and supported by an accurate individual learning plan;
- All pupils are supported and challenged to achieve nationally recognised academic awards in core subjects;
- All pupils are supported and challenged to achieve accreditation in a wide range of subject areas ;
- All pupils are supported and challenged to become independent learners;
- All pupils learn how to keep themselves safe, and build positive relationships with those around them;
- All pupils are enabled to take part in decisions that shape their lives, the school and the community in which they live;
- All pupils are supported to demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- All pupils are enabled to attend and participate in regular therapy sessions;

- All pupils learn strategies to manage their feelings and know where to go for help when things are difficult;
- All pupils will have the opportunity to participate in work experience and work-related learning opportunities;
- All our pupils learn the skills to interpret data and apply mathematical concepts;
- All our pupils learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- All pupils are supported and challenged to lead healthy, active lifestyles and be prepared to make a positive contribution to society as adults.

CURRICULUM PHILOSOPHY

- Our curriculum is inclusive and needs led: we take a flexible approach to meet the needs of every student considering interests, aptitude, learning style and ambitions. Every pupil in key stage 3, 4 and 5 have access to a full-time educational programme.
- The curriculum takes account of *national* guidance, requirements, expectations and good practice.
- The curriculum is *dynamic*: it is continuously evolving and improving to meet individual pupils’ needs.
- The 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.
- The curriculum serves a *multiplicity of purposes* for the learner – pupils gain skills, experiences, knowledge and understanding, not only about subjects but about themselves, each other, how the world works and their possible futures. Pupils develop their skills for learning, towards becoming independent learners. The curriculum supports learners to access appropriate accreditation and to develop skills to become independent and effective adults in life beyond school, in British society.
- 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 Branas School is holistic, with education, care and therapy available to all students, working together to promote learning and increased self-awareness, self-confidence and self-esteem. The curriculum is the sum total of all the experiences that young people have from the moment they arrive at school in the morning until they leave at the end of the school day. It includes subjects, areas of learning and aspects of personal and social development, which are organised and delivered by staff and partners. The curriculum is characterised by breadth, balance, continuity, progression, differentiation, inclusion and relevance – each interpreted in relation to the context of Branas School, and the particular features of its learners. It extends beyond the school day, with care staff supporting delivering and developing life skills.

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 can then be tailored to specifically meet individual needs. The taught curriculum is based on programmes of study suitable for KS3 and KS4 and covers the core areas of the curriculum to ensure a wide curriculum offer is in place to support all learner aspirations post Branas, post 16 and beyond.

This provision is enhanced through an Enrichment programme that includes outdoor activities, vocational studies, community projects, voluntary work, cross-curricular thinking skills and a range of cultural and educational visits and visitors. As appropriate it is intended that, every Key Stage 4 and Key Stage 5 pupil has at least one work experience placement.

INCLUSION

Branas School caters for pupils with significant and complex special educational needs for whom appropriate and effective provision has not been, or cannot be, made in other settings, including in mainstream schools. Branas School intends to be fully inclusive of all its pupils and cater for their needs as follows:

- All pupils have equal access to full-time education. The education is designed to be suited to the pupils’ ages, abilities, aptitudes and additional learning needs. The goal is for every pupil to be actively engaged in effective learning. Every pupil has a right to an individual educational pathway, involvement in their own individual education and care plans, reviews and pupils’ meetings and access to nationally accredited routes and qualifications.
- Wider experiences are provided through study visits, off-site work experience, curricular enrichment programmes, involvement in local sports and social facilities and community amenities, and vocational opportunities.
- Teachers consider the differing preferred learning styles of individual students when planning the activities that they use in their teaching.
- Every student has an individual learning plan (ILP) that identifies learner targets, suited to their individual needs. If appropriate these targets will also reflect and support the objectives agreed within a learners EHCP. ILP targets are SMART and they are reviewed and each term by their tutor, in consultation with support staff, teachers and with the pupil. They are regularly discussed at Placement Planning Meetings with both care workers and therapists and may be amended where appropriate and then shared and discussed with teachers and the young person.
- All teachers consider how these targets can be pursued across the curriculum, by reflecting them in their planning for lessons, ensuring effective sequencing is actioned individually to support closing of key gaps for each learner.

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. All learners have whole school literacy and numeracy targets to support skills development of core skills across all areas of the curriculum.

Where an individual student has particular needs that cannot be addressed through the breadth of the 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 checks and monitoring process for pupils attending off-site provision).

BASELINE TESTING AND PROGRESS

Students’ access to the curriculum is dependent on individual needs for learning, identified at point of admission to school through a comprehensive suite of baseline and diagnostic assessment tools, covering literacy, numeracy, cognitive skills and personal-social development. These baseline assessments support the differentiation of teaching approaches and materials, leading to an individual learning pathway for each young person.

Progress in learning is regularly monitored through termly progress testing and through completion of modules of work for accredited awards, which are internally marked and moderated.

CURRICULUM PRINCIPLES AND RATIONALE

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 and in line with the Welsh Curriculum, the Curriculum aims to enable all pupils to become:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of 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;
- Induct learners into the essential knowledge, skills and discourse of subject disciplines and to develop specialism appropriate to aptitude;
- 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:

- 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 the real deficiencies in pupils’ learning profiles in terms of literacy and numeracy skills
- Showing pupils the importance of literacy and numeracy skills to everyday personal life, and the importance to future options and choices
- 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 in 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 empower pupils with the skills needed to live independently

CURRICULUM CONTENT

The current timetable at Branas School include access to the following subject areas across Key Stages 3,4 and 5:

- English
- Maths
- Science
- Health and Wellbeing, including PE, PSE and RSE
- Humanities – Geography, History and RE
- Digital Literacy, including ICT and Computing
- Creative Arts, including Art and Design Technology
- Employability/ Careers
- Languages
-

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

- Horticulture
- Music
- Outdoor Pursuits
- Food Technology
- 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.

Science includes an emphasis on applied Science, for those that can access this level, and the use of Science in everyday life, including making informed decisions.

Literacy & Numeracy embedded across the curriculum

PSE is delivered through allocated lessons; PSE, ASDAN, 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. PSE also includes elements of careers and preparation for the world of work.

ICT focuses on developing pupils to become digitally literate in an increasingly technological world. All teaching and learning has a focus on using technology enhanced learning approaches.

Humanities includes the teaching of Religious Education, Geography and History.

Art includes the use of a variety of media including graphic design.

Design Technology is taught alongside vocational opportunities.

Physical Education emphasises health, well-being, team games, coaching skills and personal fitness.

PLANNING

Each subject has a **Subject Development Plan**- this currently covers a twelve-month period, with the intention that over time these will be extended to cover a three-year period. This is reviewed regularly throughout the year.

Each subject has an **Curriculum Map/ 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 **Scheme of Work** setting out the detail in terms of content coverage and learning objectives, spanning a half-term in advance.

Each subject has a **Lesson Plan** that supports short term planning and focuses on individualised learning and differentiated needs.

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 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.

Subject teachers to ensure appropriate planning for the delivery of **Cross Curricular Skills** which includes Literacy, Numeracy and Digital Competence in reference to the Welsh Framework.

OUTCOMES

Routes to Accreditation:

English:
<i>Functional Skills Entry Level – Level 2</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
Maths:
<i>Functional Skills Entry Level – Level 2</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
Science:
<i>Entry – Level 2 Units</i>
<i>Entry Level Certificate</i>
<i>GCSE Preparation</i>

GCSE
PSHE
<i>Entry Level – Level 1/2 Units</i>
<i>Relationship and Sex Education</i>
<i>Award/ Certificate/ Diploma in Personal and Social Development</i>
PSHE Awareness:
<i>Level 1 Award in Mental Health Awareness</i>
<i>Level 1 Award in Stress Awareness</i>
<i>Level 1 Award in Alcohol Awareness</i>
<i>Level 1 Award in Awareness of Substance Misuse</i>
Employability Skills:
<i>Entry Level – Level 1/2 Units</i>
<i>L1/L2 Award/ Certificate in Employability Skills</i>
<i>Work Experience</i>
Information Technology:
<i>Embedded within all subjects.</i>
<i>Entry Level – Level 1/2 Units</i>
<i>iDEA - The Inspiring Digital Enterprise Award</i>
<i>Entry Level 3 Essential Digital Skills</i>
<i>GCSE Preparation</i>
GCSE
Business Studies:
<i>Entry Level – Level 1/2 Units</i>
<i>L1 Certificate in Business and Enterprise</i>
<i>L1/L2 Certificate/ Diploma in Business Administration</i>
Food Technology:
<i>Independent Living Skills</i>
<i>Cookery Units Entry Level – Level 2</i>
<i>L1/L2 Certificate in Food and Cookery Skills</i>
Creative Studies/ Art:
<i>Entry Level – Level 1/ 2 Units</i>
<i>Level 1/ 2 Award/ Certificate in Creative Studies – Art and Design.</i>
<i>GCSE Preparation</i>
GCSE
<i>Level 2 Certificate in Creative Media</i>

Geography:
<i>Entry Level – Level 1/ 2 Units</i>
<i>Pathways/ELC Geography</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
Religious Education:
<i>Awareness and Cultural events</i>
<i>Entry Level – Level 1/ 2 Units</i>
<i>Pathways/ELC RE</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
History:
<i>Awareness and Cultural events</i>
<i>Entry Level – Level 1/ 2 Units</i>
<i>Pathways/ELC History</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
PE:
<i>Outdoor Pursuits</i>
<i>ASDAN</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
Modern Foreign Languages:
<i>GCSE Preparation</i>
<i>GCSE</i>

All award schemes and accreditations are available to pupils at an appropriate time, in accordance 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 have access to a wide range of accreditation that they can access when ready, to support positive transition post Branas and beyond.

Tracking Student' Progress:

Subject teachers track pupils' progress appropriate to the delivery of the subject and its content. Data collected includes:

- Continuity in full time education, including attendance data
- Achievement of targets in individual learner plans.
- 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.
- 'In-school' recognition of progress and linked to group rewards 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. Care staff are guided on how to support students on an ongoing basis by classroom teachers & receive an initial induction on their role before they take part.

RESOURCES: RESIDENTIAL CARE STAFF AND THERAPY TEAM

Daily handover meetings during registration time takes place to exchange information helpful to managing the individual pupil's programme.

All staff are responsible for liaison with care staff & Therapy teams.

Residential care staff shift pattern includes time on rota spent supporting in the school day.

RESOURCES: TIME

Time Allocations

- The teaching day is divided into 6 lessons and 2 tutorial sessions.
- 6 Lessons- approximately 45 minutes long.
- Reading is timetabled daily
- Every day begins and ends with a group meeting or tutor period. The morning meeting allows the residential care staff to handover the pupils to the school and prepare pupils for the school day. The afternoon meeting is a handover from the school to residential staff, allows recognition of pupils' successes in the day including awarding of points, and reflects areas to be improved the next day.
- Pupils have a morning break and a lunch break. During break times refreshments brought in by the young people are consumed and, weather permitting, young people may opt to spend time outside the building, playing games etc.

One teaching day per week is devoted to young people participating in Enrichment Activities. This supports alternatives to formal classroom based learning in order to increase the range of learning opportunities and experiences for pupils and to develop increased self-esteem and engagement in learning with a real focus on keeping safe in the community. The curriculum is adapted to best meet the needs and abilities of the pupil group whilst ensuring that we make the most of formal timetable time to provide a broad and balanced curriculum.

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 being 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

Branas School is set in extensive grounds, alongside 2 of the 5 residential units that house the whole school population and the administrative offices.

Originally a stone farmhouse, the main school building houses an English classroom, an ICT room and a PSE room, pupil common room, Headteacher’s office, Staffroom and small staff kitchen. There is a separate Art and Design room, in what was originally the farmhouse bakery and a relatively new classroom, currently used for Maths and Science. These are complemented by an off-site Vocational/Design Technology workshop and an outdoor pursuits centre. Classrooms can accommodate up to five students with support staff.

One room has been designated as “reflection room”, to be used when young people need to take time out in order to reengage in learning. In addition, there is an area outside the Science classroom which has also been designated as a ‘quiet zone’. These rooms each have soft seats, for use by two staff and a young person when interventions are required and bean-bags to allow comfortable space when a young person needs time to moderate their emotions either after an intervention or in order to prevent the need for an intervention.

There is outside space with seating areas for break times and lunch times and occasionally outdoor learning, and also a games area for use at break times. There is also a school garden which is managed during enrichment day, but maintained by pupils throughout the week.

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 plans and schemes of work.
- Informal visits to classrooms and learning walks as part of the quality monitoring calendar.
- Formal Teacher & Learning Observation using set observation criteria followed by critical feedback as per the quality monitoring calendar.
- Headteacher’s termly reporting to Head of Education Services
- Once per term formal supervision for all members of the teaching team; setting of targets and support plans
- 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 and areas of improvement to curriculum and teaching standards
- Regular focus group meetings whereby a core team of professionals can discuss the progress of and develop strategies for use with individual pupils.
- Use of external Executive Head to assist the Head Teacher in observing and developing teaching, learning and assessment in the school
- Feedback from stakeholders at review meetings
- Termly review and development of ILPs and, where appropriate, Individual Behaviour Plans
- 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, Student work, AfL and ILP review; analysis of data presented
- Specific outcome measures related to externally accredited courses and through core assessment tools – BKSBS and GL assessments.
- Use of internal monitoring & evaluation processes. Head Teacher quality assurance supported by Executive Head
- Use of external quality assurance process provided by Head of Education Services, and as supported by the CareTech Quality Framework for Education Services.

REVIEW

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

It will be due for review in **April 2024**.

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 (TLO) format
- Schemes of Work & lesson Plans
- Subject Development Plans
- Monitoring & Evaluation Policy
- School timetable and term dates
- Behaviour Policy
- Pupil Progress Tracker
- SEN policy