



WHOLE SCHOOL CURRICULUM POLICY

Contents

| | |
|--|---------|
| School ethos and values..... | page 1 |
| Context..... | page 2 |
| Aims and objectives of the curriculum..... | page 4 |
| Organisation of the curriculum..... | page 7 |
| Planning, teaching, assessment & record keeping..... | page 9 |
| Roles and responsibilities for curriculum leadership.... | page 11 |
| The role of the subject learning manager | page 11 |
| The role of the class teacher..... | page 13 |
| Curriculum monitoring and evaluation..... | page 14 |
| Health and safety..... | page 17 |
| Equal opportunities..... | page 18 |
| Promoting fundamental British values..... | page 19 |

OUR SCHOOL ETHOS

At Hedgewood we recognise that each young person has unique needs, abilities and approaches to their learning. We believe in planning for the individual, ensuring teaching enables every pupil to achieve the best outcomes possible (for more information see Hedgewood's Teaching and Learning Policy).

We aim to provide a broad and balanced curriculum that has the essential flexibility to allow us to meet the unique needs of each pupil. These individual learning needs take priority so that every pupil reaches their full potential. Curriculum design reflects our aim of developing successful learners and confident and responsible citizens by promoting pupils' spiritual, creative, intellectual, personal, social and physical development.

OUR SCHOOL VALUES

- Our school is a collaborative learning community. We seek to harness and utilise the creativity and resources of everyone and ensure that school is a place where everyone feels they belong and can make a contribution.
- Many of our pupils have experienced difficulties and traumas in their lives. We aim to work hard together so their future can be different and happier.
- We encourage pupils to think about their actions and give them the

social and emotional support necessary to make changes when needed.

- We work in partnership with parents and carers, professional colleagues and pupils so that each pupil can achieve the best outcomes. Together we are all better.
- Teaching and learning is at the heart of all that we do. It is our responsibility to ensure our teaching is well organised and planned, that lessons are enjoyable and interesting so that each pupil can be a happy and confident learner.
- Our pupils are provided with opportunities and support to develop a good work ethos, inner confidence, interpersonal and social skills, we want them to be able to make positive choices about their behaviour, both in and out of school, to enable them to become successful members of the community.
- The diversity of views, experiences, ideas and skills among pupils, staff, parents and carers and in the curriculum is a strength to be celebrated. We promote respect for self and others in all circumstances. We always challenge views and actions that lack respect for others.
- We are vigilant about keeping our pupils safe and we ensure they develop awareness and understanding to keep themselves safe.

CONTEXT

Hedgewood School is for pupils with complex learning difficulties and Autism. Most pupils have language and communication difficulties and some are pre-verbal or non-verbal communicators. Pupils are taught in small groups and many require individual teaching. We are an educational establishment employing a multiplicity of communication modes. These enhance the communication skills and learning opportunities for all of our pupils, helping them to access all aspects of both academic and social experience. Each classroom employs TEACCH principles, structures and learning approaches which help establish clear learning routines and systems of work.

Our school is a multi-disciplinary environment offering a holistic approach to pupils' education; therapists are an integral part of the process. The strength of this approach is demonstrated in high quality relationships between staff, pupils, parents, therapists and other support agencies. It is particularly apparent in the appropriateness of the curriculum for each individual pupil.

Our pupils enjoy their learning experiences and make good progress, this is as a result of our curriculum going far beyond the requirements of the national curriculum. Our curriculum design results in learning experiences that are richly imaginative, creative and exciting. We plan educational tasks that are

inspiring, challenging and fun. As a specialist school for Communication and Interaction the development of communication skills are is key to all that we do. Teachers and speech and language therapists plan and work collaboratively; bringing the two disciplines together in new and innovative ways. This has a powerful impact on the development of pupils' communication skills, 'pupil voice', and the development of their personal autonomy.

Our curriculum is based on Curriculum 14 and the Early Years Foundation Stage Framework but it provides a more expansive approach to curriculum delivery. Our pupils require experiences and opportunities to develop their knowledge, understanding and skills in purposeful and relevant ways. Each learning task is planned to promote pupils' holistic development; enhancing self-esteem by enabling each pupil to feel pride in their achievements. We develop a thirst for learning and desire for success, whilst promoting pupils' resilience for when learning gets tough.

Our curriculum reinforces the notion of a continuum of individual need, the framework of which is flexible enough to ensure pupils progress at a pace commensurate with their cognitive, emotional and physical development. It also promotes pupils' spiritual, moral, social and cultural development and prepares them for the opportunities, responsibilities and experiences of adult life.

Differentiation is structured into all lesson planning and individual learning plans, thus allowing for individual learning styles and rates of progress. A wide range of approaches and resources are used so that each learning task stimulates and sustains interest. Careful assessment and planning ensure that pupils acquire basic skills in a variety of contexts throughout the school day and that there are many opportunities to both consolidate and build on these skills. Pupils are encouraged to become independent learners so that they will leave school as confident members of society.

Our curriculum incorporates the policy, practice and priorities agreed by staff, governors, parents and carers, and other professionals working within our school.

All therapies are considered an integral part of our pupils' education. Staff and therapists work together to: encourage pupils' independence; increase access to the full breadth of the curriculum: and promote pupils' general well being.

The creative arts are an invaluable means of developing pupils' communication and interaction skills. Drama and Music are delivered by specialist staff to ensure appropriate expertise in differentiating to both support pupils and challenge the most able.

Opportunities to learn within the local community are valued and woven into the planning for each curriculum area.

At Hedgewood, we recognise that there are pupils of widely different abilities in all classes and we provide suitable learning opportunities for all pupils by

matching the challenge of the task to the ability of the pupil. We achieve this by:

- Setting common tasks which are open-ended and have a variety of responses.
- Setting tasks with a varying degree of challenge, some children not completing all tasks.
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity.
- Using teaching assistants to support the work of individual pupils or small groups.

Pupils of all abilities develop their skills, knowledge and understanding, through carefully planned progression.

We deliver a curriculum which provides:

- A personalised approach for each individual learner.
- Practical activities and experiences (experiential learning)
- Creative opportunities
- Promotion of pupil independence and choice
- Opportunities to master skills and then generalise these skills by applying them across a range of tasks or contexts
- Fun and enjoyment

AIMS AND OBJECTIVES OF THE CURRICULUM

We recognise that each young person has unique needs and will approach learning in their own way. We assess each pupil's skills and understanding and then plan teaching and learning to enable each pupil to achieve the best outcomes.

We provide a broad and balanced curriculum, appropriate to the needs of each pupil. It is designed with the flexibility necessary to meet the changing needs of our school population. Our aim is for each pupil to be a successful, confident learner and a responsible citizen, by promoting their spiritual, moral, social, creative, intellectual, emotional and physical development.

Our curriculum aims are:

- To provide a broad and balanced curriculum that promotes high levels of attainment in English and Maths.
- To provide a safe, caring and stimulating learning environment, with a rich variety of educational experiences that expand the range of pupils' achievements.
- To develop pupils' awareness and knowledge of themselves (and

others) as learners

- To secure pupils' acquisition of skills, basic knowledge and understanding in science.
- To enable pupils to be confident in the safe use of IT and to develop a basic knowledge of computing.
- To develop essential life and independence skills so that pupils are able to make choices and decisions according to their stage of development.
- To support pupils in gaining accreditation for their learning through nationally recognised schemes and qualifications.
- To create the optimum balance between individual learning plans (reflecting pupils' needs) and the breadth of Curriculum 14.
- To promote equal opportunities, providing access to all areas of the curriculum and systems of supported advocacy.
- To ensure optimum educational progression and high quality transition from key stage to key stage.
- To support the inclusion of pupils, when appropriate, into mainstream education.
- To recognise and celebrate pupils' progress and achievements.
- To promote pupils' spiritual development.
- To promote pupils' physical and emotional development, together with awareness of the importance of having a healthy lifestyle.
- To promote pupils' enjoyment in, and awareness of the importance of participating in all aspects of the arts, creative activities and cultural experiences
- To enable pupils to develop moral and social sensibility through carefully introduced values education.
- To develop pupils' personal and social skills.
- To prepare pupils for the opportunities, responsibilities and experience of adult life.

Our curriculum is carefully planned to ensure continuity and progression in each pupil's learning, whilst promoting enjoyment and the development of the whole individual.

Through rich and varied learning activities, including extra-curricular opportunities, we aim to:

- Secure rapid progress and the highest attainment for each pupil.
- Enable each pupil to make connections between different areas of learning.
- Help each pupil to think creatively and be able to solve problems.
- Develop each pupil's capacity to learn and work both independently and collaboratively.
- Enable each pupil to respond positively to each opportunity, challenge and responsibility.
- Enable each pupil to acquire and utilise a broad range of knowledge, skills and understanding.

As a learning community we strive to continuously improve and welcome all guidance and opportunities to do so. We learn from our professional colleagues from other disciplines, external inspectors and others with expertise to share. All our staff are committed to Continuing Professional Development (CPD).

As Specialist School for pupils with complex learning needs and social communication and interaction difficulties, we have chosen to make additional curricular provision by:

- Developing pupils' communication skills through Alternative and Augmentative Systems, including: Sign-along , PECS, Switches, Symbols, Communication aids, Communication books, Attention Autism, Visual timetables, ELKLAN extending vocabulary strategies, BLANK questioning and Shape coding
- Developing pupil's attention and listening skills through the Attention Autism programmes, including 'Bucket Time' activities.
- Making mealtimes an opportunity to deliver social language programmes and independence skills.
- Providing occupational therapy and use of sensory rooms, for pupils of all ages.
- Providing access to proprioceptive massage for those pupils who would benefit from participating in the programme.
- Providing access to Alert programmes for those pupils who would benefit from participating in the programme.
- Providing access to Intensive Interaction for those pupils who would benefit from participating in the programme.

- Providing access to Sensory Interaction for those pupils who would benefit from participating in the programme.
- Providing access to Communication and Tac Pac for those pupils who would benefit from participating in the programme.
- Providing exploratory, messy and heuristic play for all our pupils who would benefit from them.
- Providing swimming for pupils in Upper Key Stage 2.
- Promoting creative arts through the school's annual Arts Project (an arts focus week), with external groups of artists visiting and performances that involve the whole school.
- Providing educational journeys and visits including an annual residential visit .

ORGANISATION OF THE CURRICULUM

Whole school curriculum:

The following principles underpin our curriculum:

- It is designed to meet the needs of each pupil
- It is personalised for each pupil to develop core skills
- All staff (and therapists) have high expectations of each pupil
- Planning emphasises each pupil's unique needs, preferences and abilities
- It is delivered in a high quality safe and secure learning environment
- It is rich, relevant and varied and matched to the pupil's stage of development and life experience.
- Pupils' are supported to develop awareness of their personal goals and aspirations
- Technology is a key element in supporting learning across the curriculum.

We believe there are 4 essential aspects of learning:

- Learning skills
- Communication and behaviour
- Social skills
- Independence

Our curriculum is split into 7 areas:

- Language and Communication (expressive and practical language)
- English
- Maths

- Science and Technology (Design and Technology and Computing)
- Arts and creativity (Art and Design, Music and Drama)
- Place and time/people and culture (History, Geography, Religious Education)
- Physical development and health (PE and PSHE including well-being))

Our curriculum is delivered through a themed approach (one whole school theme each term). Levelled learning experiences and creative activities are planned to meet the personal and developmental needs of each pupil ranging from P2ii to NC Level 3. Whole school themes are repeated over a two year cycle. This ensures rich experiential learning opportunities that support the development of pupils' skills, knowledge and understanding. Carefully planned opportunities for pupils to apply their skills in different contexts enable more able pupils to generalise their learning.

In each key stage we use a variety of cross-curricular topics linked to each term's overarching theme. In addition to the core knowledge understanding and skills, our schemes of work include a sharply focused science scheme. A personal, social and health education (including emotional well-being) programme runs through out the school year for each class and is a key element of each pupil's personal plan. Awareness of personal safety and British values is threaded through every scheme of work and personal planning.

The in-built flexibility in our curriculum enables teachers to use their professional judgement to ensure the balance of teaching is personalised and relevant to each pupil. In short, each pupil has access to a broad, balanced and rich curriculum that meets their personal learning needs.

Please refer to the curriculum map and long term planning contained in the appendix A.

Early Years and Foundation Stage Provision:

The planning in EYFS is split into seven areas, in line with national guidance. These are: Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Alongside EYFS planning we use small step learning activities, personalised to meet the needs of each child. These are drawn from the medium term personalised planning across the curriculum.

Curriculum flexibility enables the teachers to ensure teaching is personalised for each pupil. Each pupil has access to a broad, balanced and rich curriculum that meets his or her personal learning needs.

The importance we place on the creative development of each pupil is evident in our themed curriculum days and through the weekly drama activities, when pupils' are encouraged and supported to express themselves.

Physical development is promoted through specialist teaching, with occupational and physiotherapy targets embedded into the planning of each PE session. Pupils participate in our whole school Sports Day and other sporting events. Older pupils engage take part in swimming, cricket and gymnastics throughout the year at an offsite community leisure facility. We develop independent life skills and where appropriate older pupils undertake independent travel training.

Individual Learning Plans (ILPs):

Teachers plan personalised programmes for each pupil. Individual Learning Plans (ILPs) cover the English, Maths and PSHE curriculum content and develop communication, social, independence and learning skills.

Targets for each pupil's learning are identified through our assessment process and through discussion with parents and other professionals at each Annual Review. These targets are then broken down into smaller, manageable steps to secure achievement. The target and interim steps are set out in the individual learning plan.

Teachers write personalised programmes for each pupil across the breadth of the curriculum. Weekly focused tasks for English and Maths are planned, drawing on a pupil's medium term individual plan. These promote communication and social skills, develop the pupil's independence whilst working on his or her specific learning targets.

Extra-curricular Activities Provision:

Pupils have the opportunity to engage in a range of lunchtime and after school clubs. These include dance, cooking, sports, computing, drama and cheerleading. Pupils attending clubs participate regularly in inter-school dance and drama events and performances.

Our Extended Schools provision has three strands:

- After school clubs focused on creative and physical activities;
- Saturday Study club focused on further developing English, Maths and Science skills for more pupils;
- Saturday Play Buddies focused on the development of social interaction, communication and play skills for our more socially challenged pupils.
- Holiday clubs and Focused respite.

PLANNING, TEACHING, ASSESSMENT AND RECORD KEEPING

Using the long term planning and curriculum mapping (as outlined above), medium term planning is set out in schemes of work.

Short term planning (weekly plans) focuses on specific activities from medium term planning and includes targets from pupils' Individual Learning Plans (ILPs).

Assessment and monitoring opportunities are identified on curriculum overview sheets for each subject. These sheets also identify specific targets taken from the curriculum maps and BSQ (B Squared assessment system). Differentiation is recorded on the medium term planning sheet for each subject and through the ILPs for English and Maths. A wide range of assessment strategies are planned and adapted in each lesson to ensure accurate assessment of each pupil's skills..

Formative teacher assessment is key to effective teaching and takes place throughout each lesson. Assessments/observations are recorded on the weekly short term planning sheet for each pupil and are the basis for the next steps in their learning. They are key to the review of Individual Learning Programmes and Annual Review Objectives and are uploaded to a pupil's individual, computerised BSQ record throughout the term. Pupil progress is analysed using Gap and Caspa programs which forms a key part of ongoing monitoring. This is reviewed through both half termly reviews and termly pupil progress meetings with teachers and therapists.

Engagement of pupils, positive attitudes to learning and self-evaluation are developed through immediate feedback using verbal or visual means within each lesson. Pupil voice is promoted through pupils building their Learning Journeys and through their contribution to the Annual Review process.

Assessment of pupils' achievement within each subject area takes into account information from teachers, teaching assistants, pupils and parents. Evidence for both summative and formative assessment comes from the monitoring of pupils' work. The tracking of curriculum targets using this assessment information is recorded by updating each pupil's Learning Journey with levelled and annotated work. A similar process records the attainment and progress of EYFS pupils against their EYFS profiles.

The end of KS1 and KS2 summative assessment is currently based on teacher assessment for most pupils as they working below the level of the national tests. In the few instances when pupils are working at the levels of national testing, the well being of the pupil is paramount in considering the benefits of sitting the tests.

Recording of pupil achievement is evidenced through:

- Annotation of short term planning.
- Assessment overview sheets which are embedded in medium term plans.
- On going recording of progress against individual literacy and numeracy targets.
- Termly assessment data entry against the BSQ assessment criteria (P Scale and national curriculum) and on going updating of records for EYFS pupils against EYFS profile/BSQ.

ROLES AND RESPONSIBILITIES FOR CURRICULUM LEADERSHIP

The following standards clarify the responsibilities of managers (as well as other staff) for the development of the curriculum. planning, implementation and evaluation of all areas of the curriculum are key to constantly improving practice. It is a whole staff duty to reflect on the quality of every aspect of our provision for teaching and learning as this is the heart of all we do in school.

The Headteacher and Senior Management Team (SMT) promote the curriculum by:

- Ensuring the curriculum follows the National Curriculum guidance (2014), National Strategy guidance, P scale curriculum guidance and EYFS guidance.
- Ensuring all staff are fully aware of the school curriculum, plan teaching and learning activities within it and reflect it in all subject policies, subject plans, schemes of work, lesson plans and lesson evaluations.
- Ensuring that there is constant review and development of the whole curriculum as well as for individual subjects so that all staff are involved in the constant review and improvement of curriculum provision.
- Ensuring that teachers with particular responsibilities for subject areas are up-to-date in their knowledge and are able to advise and coach colleagues employing a high degree of expertise.
- Ensuring the school's system for monitoring pupil progress and attainment is highly effective and reflects the evolving curriculum.
- Ensuring the school has appropriate and engaging resources to support effective curriculum delivery.
- Ensuring that there are effective means of evaluating curriculum delivery in place so that leaders can gauge the 'Value for Money' of activities and experiences.

THE ROLE OF THE SUBJECT LEARNING MANAGERS

The Subject Learning Managers have specific responsibility for the management of a subject across all the key stages throughout the whole school.

The following table outlines the role and responsibilities of Subject Learning Managers

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| General | |
| The lead expert | |
| Leads the development of the subject area(s) across the school | <p>By:</p> <ul style="list-style-type: none"> • Discussing and agreeing an action plan for subject development with SMT • Ensuring subject development is a key part of the whole school development plan • Leading INSET sessions |
| Monitors the development of teaching and learning in this subject | <p>By:</p> <ul style="list-style-type: none"> • Ensuring that development actions are implemented and evaluated • Ensuring that agreed timescales are adhered to • Review progress against subject action plan regularly and take appropriate action to keep developments on track. |
| Keeps up to-date with subject development in at local and national level | <p>By:</p> <ul style="list-style-type: none"> • Reading professional materials • Attending relevant courses and cluster meetings • Maintaining contact with advisers /advisory teachers |
| Subject Documentation | |
| The lead expert | |
| Leads the development and review of policies | <p>By:</p> <ul style="list-style-type: none"> • Drafting and circulating policy documents for consultation and agreement • Reviewing and updating existing policies within agreed timescales • Presenting agreed policies to governors for ratification |
| Leads the creation of a scheme of work | <p>By:</p> <ul style="list-style-type: none"> • Establishing a coherent scheme of work structure across all phases • Ensuring National Curriculum and the EYFS requirements are met. • Ensuring an appropriate allocation of time is given to this subject • Ensuring progression of skills is developed within the scheme of work as well as covering subject content • Establishing appropriate links with other subjects and that cross-curricular themes are included within the scheme of work • Advising on how computing can support the development of the subject |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Developing cultural links wherever possible • Making modifications where needed to the scheme of work |
| Promoting high standards The lead expert | |
| Has a thorough understanding of what constitutes high performance in the subject across all phases | By: <ul style="list-style-type: none"> • Scrutiny of pupils' work • Monitoring of planning • Observation of teaching and learning • Analysis, as part of a subject audit, using the BSQ assessment system and the use of a group analysis programme (GAP) |
| Supports staff to secure high quality teaching and learning | By: <ul style="list-style-type: none"> • Feeding back from lesson observations and scrutiny of pupils' work • Leading INSET • Feeding back from courses • Providing resources and advice to colleagues to support teaching and learning • Liaising with teachers to provide support for pupils of all abilities |
| Responsibility for effective resourcing The lead expert | |
| Audits resources within the subject | By: <ul style="list-style-type: none"> • Compiling and updating an inventory of resources • Addressing any underresourcing promptly • Manage budget effectively so that consumable resources are replaced and development of subject is facilitated |
| Organises resource storage and up keep | By: <ul style="list-style-type: none"> • Ensuring staff know what resources are available • Ensuring efficient and accessible storage of resources • Ensuring that resources are well maintained |
| Organises resource purchase and loan | By: <ul style="list-style-type: none"> • Ensure that resource purchasing is in line with identified priorities • Ensure that value for money is a factor when purchasing • Identify sources of loan materials for staff |

THE ROLE OF THE CLASS TEACHER

All class teachers have a responsibility to:

- Liaise with Team Manager/ Subject Learning Manager to produce appropriate programmes of work that meet the wide range of abilities and needs of pupils.
- Prepare differentiated plans and learning materials.
- Ensure teaching staff understand lesson plans/ programmes of work so that each pupil learns effectively Ensure staff are clear about the objectives of an activity, how to approach it and what the outcome should be for each pupil.
- Use teaching staff to assist and supervise when the teacher is engaged in one-to one or small group teaching.
- Make classroom resources accessible so that pupils can be independent in collecting their own materials, where appropriate.
- Be flexible, changing approach if pupils seem confused or uninterested.
- Provide a stimulating, well-ordered and calm learning environment
- Have high expectations for the achievement of each pupil.
- Evaluate the curriculum on a regular basis. Ensure that curriculum planning provides a range of educational experiences, develops life skills, and accredited learning for each pupil.
- Communicate clearly to teaching staff the relationship between the curriculum, schemes of work, lesson planning and outcomes for pupils and how each informs and supports the other.

Additionally, teachers must also ensure that all their teaching staff:

- Have an up-to-date knowledge and understanding of their professional duties and the statutory framework within which they work (this includes the importance of both the formal and 'hidden' curriculum) and always work within this structure.
- Contribute to the on going development of the curriculum.
- As a team member, identify opportunities for working with colleagues to further enrich the curriculum.

CURRICULUM MONITORING AND EVALUATION

Monitoring is an essential aspect of curriculum leadership. Thorough monitoring across all phases provides leaders with insight into strengths and areas for development within their subject. Scrutiny of evaluated planning is carried out alongside examination of pupils' learning journeys and other

evidence of outcomes such as displays and artefacts made by pupils..

Observations of teaching and learning are made by the Headteacher, Senior Management Team and Subject Learning Managers. Work sampling is carried out regularly with learning and outcomes photographically recorded for pupils' individual learning journeys.

Learning managers make work sampling records which are kept in their monitoring and evaluation files. Formal and informal feedback is given to class teachers. From their monitoring learning managers identify trends, and suggest areas for whole school development. These are recorded and discussed with the Headteacher.

The purpose of monitoring and evaluation:

- To raise standards of achievement.
- To ensure subject learning managers have a good understanding of the strengths and areas of development within their subject across all phases.
- To ensure equality of access to the curriculum through effective differentiation.
- To provide subject learning managers with key information to inform subject development planning.

Governor Involvement

Each subject has a link governor. This involvement ensures that, as 'critical friends', governors have the opportunity to ask pertinent questions of subject learning managers. This enables governors to have a better understanding of the development needs of each curriculum area. Learning managers have regular opportunities to feed back to the governors through the cycle of governing body meetings.

Monitoring and Evaluation Systems

Subject learning managers and link governors monitor each subject across all phases. Curriculum monitoring is an on going process includes several activities:

- Monitoring of teachers' planning across each year group and the provision of constructive feedback
- Monitoring of pupil feedback (wherever possible) and scrutiny of pupils' work and individual learning journeys.
- Monitoring of teachers' assessment across each year group using GAP.
- Compiling of an annual subject audit which is an integral part of the whole school evaluation of the curriculum.
- Observing teaching and learning across each year group.

Each of these activities is equally important in generating a view of performance within a particular subject. These activities are completed

outside of contact hours and involve the link governor whenever possible.

Monitoring and Evaluation of Teachers' Planning:

Class teachers ensure planning is carefully structured, with sufficient detail for teaching staff to deliver high quality learning for every pupil. Therefore teachers' planning provides an effective system for monitoring the progress of pupils. Subject learning managers use teachers' medium term planning to ensure that the quality of provision and teachers' expectations of pupils are appropriate.

Scrutiny of pupils' work and pupil voice.

Subject learning managers gain invaluable insight into the quality of learning through observing learning and listening to pupils' views about what they are doing in lessons. Pupils' work, learning journeys and classroom and corridor displays of work provide subject learning managers with evidence of the quality of provision and the richness and relevance of the curriculum. Such evidence also indicates the quality of differentiation and resourcing, the appropriateness of language used and whether expectations are appropriate.

Monitoring of Teachers' Assessments:

By scrutinising teachers' assessment information subject learning managers evaluate the extent to which expected learning outcomes are being achieved. Subject learning managers are able to identify aspects of their subject that need to be further developed and use this to plan staff training, or purchase specific resources.

Observations:

Subject learning managers are given non-contact time to observe teaching and learning in their subject. The learning manager focuses on the quality of provision and its impact on pupil progress. Observations are carefully recorded with strengths and areas for development for each teacher clearly identified. The learning manager provides written and oral feedback to the teacher observed within 2 days of the lesson observation.

Timetabling

Subject learning managers ensure their monitoring of their subject is detailed, consistent and effective across all phases by following an annual monitoring and evaluation timetable. This timetable identifies when subject learning managers carry out their scrutiny of teachers' assessments and planning, pupils' work (through learning journeys and displays) and when they observe teaching and learning in lessons. See Curriculum Action Plan for specific timetable for these actions.

Feedback:

Following observation or scrutiny, subject learning managers make a record of their observation or scrutiny, clearly identifying strengths and areas for improvement. This is then fed back to the individual member of staff.

Learning managers give focused feedback, based on their judgement of what

they have observed or learned through scrutiny. Their feedback to the individual is focussed, accurate and fair. It recognises and celebrates strengths in teaching and learning and clearly identifies areas for improvement or development.

Feedback focuses on specific learning activities and the impact on pupils' learning and progress. Subject learning managers use the guidance in the 'Observation and Feedback' protocol sheet before giving feedback to staff.

Learning managers offer individuals constructive, informative and practical written and oral feedback. It is delivered in an after-school meeting on a mutually agreed day and time. It provides the opportunity to engage in open and frank discussion about the planned provision.

Record Keeping:

Teachers keep monitoring records and formal feedback from subject learning managers to inform their performance development. Subject learning managers keep monitoring records and feedback to inform subject improvement planning and as evidence for their own performance management. The Headteacher receives a copy of every monitoring record.

Confidentiality:

Records relating to an individual's performance are confidential and are only accessed by the individual, the subject learning manager (who carried out the monitoring), the Curriculum Manager and the Headteacher. Information will not be shared with any other staff member without asking the individual's permission.

HEALTH AND SAFETY

The majority of our pupils need a lot of support to understand the risks involved in practical work. All staff have to be aware of, and abide by, Hedgewood's Health and Safety Guidelines.

Working environments are carefully set up, with the health and safety of all pupils as the determining factor in the lay out. The needs of pupils who use wheelchairs, walking frames, pupils who may be significantly different in height, pupils who may be visually or hearing impaired, and those pupils with sound, light or touch sensitivities, determine how each learning space is arranged.

Special considerations are identified in each curriculum policy.

Extra care is taken to ensure that all pupils always learn in a safe environment wherever learning is taking place. Priority is given to teaching all of our pupils safe working practices when using tools, materials and equipment.

All staff are trained to:

- Understand and obey instructions concerning the use of equipment, materials and resources.

- Recognise hazards, assess consequent risks and take steps to control

the risks to themselves and others

- Use information to assess the immediate and calmativ risks.
- Manage the environment to ensure the health and safety of themselves and others.
- Explain the steps they take to control risks, if required.
- Complete risk assessments for external visits.

EQUAL OPPORTUNITIES

Many of our young people and their families have faced direct or indirect discrimination in the community and may continue to do so. Staff are advocates for our young people and are active in recognising and reducing negative effects when pupils or their families have been exposed to discrimination (direct or indirect).

Equal opportunities does not mean treating all pupils 'equally' or every pupil achieving the 'same' outcomes. Some pupils need special attention and different levels of support or challenge. For teachers, this means planning for effective learning for all of our pupils – irrespective of disability, heritage, special educational needs, social group, gender, physical or emotional needs, race or culture.

The National Curriculum (2014) sets out three key principles that are essential for developing an inclusive curriculum, and ensuring that equal opportunities are met:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

This requires teachers to plan lessons and teaching in a way that takes into consideration the whole range of abilities and needs of the class. We enable pupils to achieve learning objectives through a variety_of approaches and hold high expectations of each pupil's learning.

To overcome barriers teachers have to take into consideration the following specific needs of our pupils, considering how these might affect a pupil's approach to learning:

- SEN (e.g. Asperger Syndrome, Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD), general learning difficulties etc)
- Difficulties with communication, language and literacy
- Behaviour difficulties
- Physical impairment
- Emotional difficulties

- English as an additional language (EAL)
- Race and ethnicity
- Religious belief
- Gender issues
- Social background
- Ability

Teachers are aware of what pupils bring to their learning, from home and their prior experiences. They ensure that pupils from different cultures, with different religious and worldviews, fully access the curriculum. Teachers ensure that their pupils' cultures are reflected in the classroom environment, and that no pupil is inhibited in their learning because of their gender.

Teachers consider the following issues when planning for an inclusive curriculum to ensure equal opportunities for all.

- Employing multi-sensory teaching and learning approaches (visual, auditory, kinaesthetic, and tactile).
- Adapting the classroom to suit the needs of individuals: sitting a pupil with ADHD away from distractions; having quiet work areas for those who need it; sitting a pupil with visual impairment where they can clearly see the interactive whiteboard; having necessary support resources available for pupils in every lesson; pupils with hearing impairment being taught in a quiet environment with auditory supports well-maintained and in use; augmentative communication and support used effectively e.g. signing, visual cues.
- Planning an accessible curriculum for all (are learning objectives achievable for all? Is the work relevant, contextualized and meaningful to pupils? Is work effectively differentiated so that each pupil can achieve their potential?).
- Differentiation - adapting resources to support learning: large print on written resources for children with visual impairment; visual clues and bilingual texts to support tasks for children with EAL; clear routines and timetables for the day for children with Autism; books and resources to support and motivate both genders; extension activities for more able children, adapted activities for less able pupils.
- Consideration for the emotional well being of pupils (teachers are in the business of educating the 'whole' child, and a happy and motivated pupil will achieve much more).
- Managing disabilities effectively (What are the pupil's specific needs and strengths? How can these be addressed to optimise the pupil's learning?).

Equal opportunities and inclusive practice require careful planning by all professionals concerned to ensure effective learning outcomes.

PROMOTING FUNDAMENTAL BRITISH VALUES

The DfE identified the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by the Prime Minister in 2014. These values are demonstrated throughout our school community ethos. We promote British values in ways that are meaningful to our pupils. Much of this promotion is achieved through day to day practice supporting pupils in building and maintaining relationships with each other and staff. It is also woven into the delivery of the whole curriculum as well as having a specific focus in PSHCE teaching and learning. It plays a key part in our SMSC focus as well as all collective worship and assemblies.

These values are our interpretation of British Values and will form a core part of our teaching:

| British Values | Hedgewood Version |
|-------------------------------------|---------------------------------------|
| Democracy | Everyone has a voice - you are valued |
| Rule of Law | Follow the rules |
| Tolerance of cultures and religions | Try to understand others |
| Mutual respect | Show respect for all |
| Liberty | Freedom to access opportunities |
| Understanding Autism, anxiety etc * | Accepting difference |
| Safety* | Feeling and Keeping safe |

*not specified as a British Value by the DfE added by Hedgewood as considered to be particularly important in our context.

As pupils move through school, where it is appropriate, students may move to using the words used within the British Values too.

These values will form the themes for Assemblies across the school, in addition they are a major focus of our focus on development of Social Understanding and Social Context in the Curriculum.

Democracy: Pupils and their parents or carers have a powerful influence on how we structure teaching, learning and all forms of support at Hedgewood. Listening with respect and responding appropriately, is modelled by all staff. We demonstrate and expect our pupils to contribute and co-operate and also consider the views and needs of others. Our pupil voice policy ensures that pupils are powerful contributors.

The Rule of Law: We consistently reinforce our high expectations of our pupils' behaviour. Whenever appropriate, pupils are taught the reasons behind our expectations (rules) and their value; that they are there to protect and support us. Emphasis is placed on each person's responsibility for their own words and actions. This is underpinned by consistent consequences when rules are disregarded.

Individual Liberty: Within the school environment pupils are actively encouraged to make choices, knowing that they are safe and supported in doing so. We guide pupils to learn what constitutes a good choice and they are encouraged to express their views and opinions. In delivering the curriculum we respond to pupil preferences and interests in the way we plan teaching and learning opportunities.

Mutual Respect: Staff demonstrate and model respect in all relationships and promote the behaviours and attitudes in pupils that are the foundation of positive relationships. The strong school ethos, apparent in everything we do, encourages everyone to consider and support others and celebrate the worth and individuality of each member of our school community.

Tolerance of those of Different Faiths and Beliefs: A key theme within our teaching is understanding the world around us; this includes providing experiences from different faiths, beliefs and cultures. As a staff we are sensitive to anything that may constitute extremist political or religious views or any form of intolerance of others, whether this is expressed directly or more public forums such as social media. Should a situation arise within the school community, it is dealt with swiftly and with appropriate confidentiality and sensitivity.

Understanding Autism, anxiety: Staff demonstrate and model respect in all relationships and actively promote a culture of accepting differences. We focus on developing pupil's communication, independence and self-confidence.

Safety: We recognise our pupil's social vulnerability and create a environment where pupils understand they can trust staff in school completely. All staff recognise that challenging behaviour is an anxiety. Pupils are taught strategies to keep themselves safe through unpicking social situations they find tricky. Through teaching social understanding, learning about social context it will develop of pupil's positive emotional wellbeing and resilience.

Through these approaches the world for our pupils will begin to make sense which in turn has a positive impact on self-esteem, self-confidence, emotional wellbeing and reliance of our pupils

All our visitors are made aware of our behaviour code and expectations.

How We Protect Pupils From Extremist Views, Including Religious and Political Extremism:

Our Religious Education covers the main world religions and promotes tolerance and understanding of different world views.

We teach pupils to:

- Hold secure values and beliefs and be able to distinguish right from wrong.
- Challenge injustice and be committed to the rights of the human being to live peaceably with others.
- Reflect on the impact of religion and belief in the world. We help pupils to consider the importance of interfaith dialogue and to have some understanding of the tensions that exist within and between religions and beliefs.

Pupils visit different places of worship. Educational journeys include opportunities to experience and learn about different cultures. Parents and members of the wider community are invited into school to talk about their religions, cultures, customs and beliefs.

Pupils may come into contact with extremist views, literature or propaganda at any time, including when on school trips. Staff leading or accompanying trips are vigilant to this possibility. Our duty is to support pupils who may be distressed or frightened by what they read or see. We help pupils to have a balanced view as well as give them coping strategies when dealing with what may be external pressures.