



Tweendykes School Curriculum and Assessment Policy

September 2021

Review September 2022

Intent

Tweedykes aims to provide a stimulating, challenging and enjoyable curriculum. Each pupil will be encouraged to develop the knowledge, skills, attitudes, confidence and self-esteem necessary to overcome their barriers to learning and meet the challenge of adult life. This is achieved through our **'Love for Learning'** curriculum that is both balanced and relevant to the needs of the individual pupil experiencing a wide range of learning difficulties.

The starting point for curriculum planning is the pupils' Education and Health Care Plans. The balance of subjects and activities is created through careful planning to ensure each pupil receives the provision they need.

Engagement is the key!

We strive to provide a curriculum and daily lessons that fully engage our pupils. For children and young people with complex learning difficulties, "sustainable learning can occur only when there is meaningful engagement". This approach is underpinned by research.

**A varied
curriculum
for our varied
learner
profiles**

*"Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. **These conditions overlap and interlock creating a complex profile.***

*The co-occurring and compounding nature of complex learning difficulties **requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns.**"*

Our curriculum model takes responsibility to deliver against pupils' individual, personalised outcomes.

This blend of pupils' personalised learning needs helps to define our curriculum offer.

Personalised curriculum

Pupils' personalised learning is identified through person-centred EHC meetings. Pupils' learning is weighted depending on their stage of development and identified SEND learning needs:

Communication

Cognition

Personal development (SEMH)

Physical & Sensory

(Preparing for Adulthood – from year 9)

**... most of our pupils have identified needs across all 4 areas of need*

These 4 areas of need correlate with the pillars of our curriculum:

Communication - English

Cognition – Maths

Personal Development- PSHE

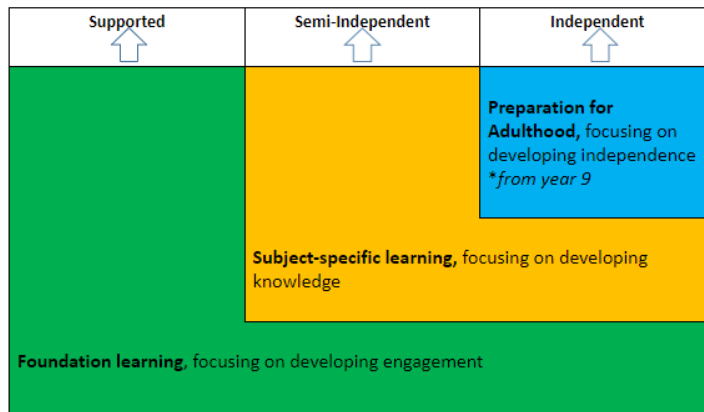
Physical & Sensory - PE

Purpose of Policy/ Guidance

- To ensure consistency of approach throughout the school across 3 sites.
- To provide clear guidance to teachers and support staff on the school's curriculum and assessment
- To ensure the curriculum aims of the school are met

Our Love for Learning Curriculum

Our **Love for Learning** model means that pupils' different learning needs can be catered for inclusively, taking into account pupils' developmental needs.



We offer a fully inclusive curriculum, where all pupils have the same rights of access and entitlement. It is highly personalised and led by the EHC Plan process.

Access to the Curriculum

We aim to give our pupils access to the curriculum by...

- ✓ Individual Education Plans (Personal Learning Plans in 6th form), finely-tuned and regularly reviewed to ensure pupils' personal learning is taken into consideration
- ✓ A supportive communication environment recognising the needs of each learner
- ✓ Observance of therapeutic regimes whether based in speech and language therapy, physiotherapy, occupational therapy or nursing care
- ✓ Implementation of strategies to support pupils on the autistic spectrum, notably visual support and sensory regulation
- ✓ Consistent and sensitive application of support designed to support pupil behaviour
- ✓ Support for pupils with EAL
- ✓ A commitment to interdisciplinary collaboration and partnership with parents, fellow professionals and the community of which we are part of.
- ✓ The opportunity to play and access a play-based curriculum.

Excellence and Enjoyment

- School is an exciting and fun place to be at Tweendykes.
- We plan a thematic curriculum on a 2-year rolling programme. A sensory theme threads through the programme ensuring all pupils even those with the most complex needs access high quality and exciting learning opportunities
- The core and foundation subjects are taught in exciting and imaginative ways.

Areas of the curriculum

Communication - English	Cognition – Maths	Personal Development - PSHE	Physical & Sensory - PE	Thematic curriculum
<ul style="list-style-type: none"> - Expressive language - Receptive language - Social communication - Functional literacy - Reading 	<ul style="list-style-type: none"> - Early learning - Functional numeracy 	<ul style="list-style-type: none"> - Emotional regulation - Relationships' education - Independent living skills - Keeping safe 	<ul style="list-style-type: none"> - Sensory regulation - Physical development - Physical health 	<ul style="list-style-type: none"> - Creative learning - Breadth of experience - SMSC & RE - Computing
Important to... Engage socially	Important to... Apply learning	Important to... Achieve independence	Important to... Be healthy	Important to... Widen horizons

- Please refer to the following subject policies for details specific to each curriculum area: Communication, Literacy, Mathematics, PSHE, PE, and Theme
- We use 'Rocket Phonics as our SSP (Systematic Synthetic Phonics) package to support our reading Curriculum. Pupils are baselined according to Phonics readiness.
- Educational visits are used to develop social skills and also to ensure units of work are made meaningful.
- Visiting artists, tutors and performers regularly come into school to enrich the curriculum. Pupils are offered many opportunities to excel in an area of interest. These include music, dance, drama, art, and sports

Progression through the school and through the curriculum

The first stages of our pupils' curriculum journey

Our initial aim for all pupils is to...

Establish functional systems of communication

Acquire early learning concepts

Become socially aware and develop early independence skills

Develop sensory regulation strategies and be confident in the fundamentals of movement

Explore and engage with the wider curriculum

The environments in phase 1 are developed to promote independence and social interaction, allowing pupils to access the curriculum confidently with the necessary support that they may need.

EYFS

Our aim is for all learners to access the full EYFS curriculum. A skilled team of professionals support pupils' learning in the EYFS phase of school practice, which is led by the four guiding principles that shape the approach in the Early Years: A Unique Child, Positive Relationships, Enabling Environments, Learning and Development.

A significant focus is placed on teaching the prime areas of learning. The combination of adult-led structured taught sessions as well as a wealth of stimulating, practical continuous provision ensures adults are able to scaffold learning.

A heavy emphasis is placed upon the importance of the enabling environment. Adults support, model and extend pupils' learning. They follow pupils' interests and provide pupils with the structure to be able to access learning, taking into account the children's developing needs.

Phase 1

The main aim for this cohort of pupils is to
Establish functional systems of communication

Acquire early learning concepts

Become socially aware and develop early independence skills

Develop sensory regulation strategies and be confident in the fundamentals of movement

Explore and engage with the wider curriculum

The environments in phase 1 are developed to promote independence and social interaction, allowing pupils to access the curriculum confidently with the necessary support that they may need.

Moving on to subject-specific learning

Once pupils have developed the foundations for learning they begin to access semi-formal learning, with an increased focus upon subject-specific learning. This work is heavily differentiated and many pupils continue to require a curriculum which takes into account the consolidation of previously acquired skills.

Develop functional literacy

Develop mathematical knowledge

Develop personal and social skills, along with self-help skills to manage their lives and into the future

Participate in competitive games and structured physical activity

Develop subject specific knowledge across the wider curriculum

Phase 2

From roughly age 9 onwards, in this 'middle phase' the curriculum becomes increasingly focussed on the development of basic skills and the widening of pupil's knowledge and understanding of the world. Here, pupils revisit learning and begin to embed knowledge and skills.

During this phase of their education pupils typically begin to access semi-formal learning, with an increased focus upon subject-specific learning. This work is heavily differentiated and many pupils continue to require a curriculum which takes into account the consolidation of skills acquired in phase 1, notably their social communication skills.

Develop functional literacy- core synthetic phonics programme used (Rocket Phonics)

Develop mathematical knowledge

Develop personal and social skills, along with self-help skills to manage their lives and into the future

Participate in competitive games and structured physical activity

Develop subject specific knowledge across the wider curriculum

Preparation for Adulthood (PfA)

As the pupils enter the latter stages of their school career and move into phase 3, our students begin to access our 6th form curriculum, based upon PfA and with pupils' final outcomes in mind.

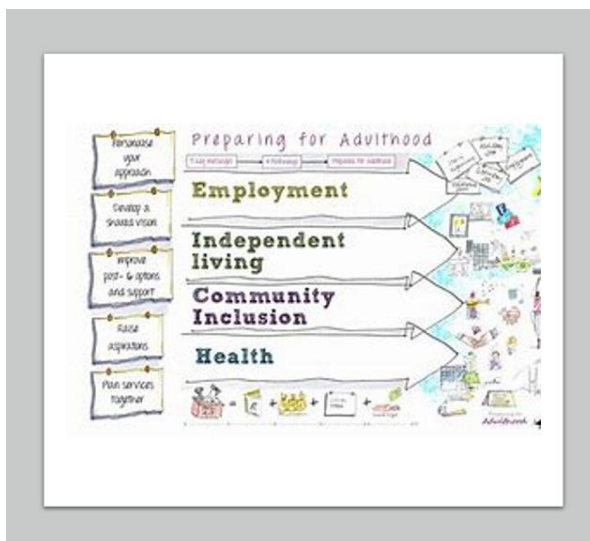
Employability

Independent learning skills

Relationships & community

Good health & wellbeing

Application of knowledge of the wider curriculum



Phase 3

In this phase we prepare our students for their next steps once they leave school.

With this in mind, the curriculum is outward looking, involving life skills opportunities, work placements and off-site courses. Students are encouraged to develop their life skills in a number of different ways.

All pupils have a personalised learning programme (PLP) tailored to their individual ability. This typically involves basic skills, life skills, PSHE, creative arts, sports and leisure, enterprise, and employability.

Planning for this phase starts in year 9, where a person-centred planning meeting helps to identify priorities for the pupil.

Employability

Independent learning skills

Relationships & community

Good health & wellbeing

Application of knowledge of the wider curriculum

Sixth form

In preparing our students for adulthood, teaching them life skills is key. The curriculum provides regular opportunities to practise important skills of travel, shopping, preparing snacks and meals, household skills and socialising. We have a flat in the local community which is an excellent base for such learning. Students acquire bus passes and are supported to travel as independently as possible.

Enterprise

As part of the enterprise offer, students have the opportunity to work together to plan projects that are either self-funding or raise money for themselves or others. Important functional skills are promoted in this area, along with team work.

A pop-up shop in the city centre is run each term for students to run and sell products. This supplements smaller projects within the school and local community.

Employability, work experience

A designated member of staff is responsible for identifying and securing work opportunities. The school follows the Gatsby Benchmark in planning a careers programme and guidance to meet the needs of our students

Some students are capable of supported employment when they leave school. For these students every effort is made to offer an extensive programme of work experience leading to them securing supported employment when they leave school.

Opportunities for supported internships have previously been secured within the LA with Hull HYA and Hull University Teaching Hospitals NHS trust.

We're actively pursuing opportunities within our own network of schools to secure a range of placements for our young learners.

Progression through the curriculum

Preparation for Adulthood	Employability	Independent learning skills	Relationships & community	Good health & wellbeing	Theme: Application of knowledge
<i>In phase 3 pupils transition to a curriculum designed to support PFA</i>					
Subject-specific	English	Maths	PSHE	PE	Theme: Subject specific knowledge
Foundation curriculum	Communication	Cognition	Personal development	Physical / Sensory	Theme: Exploration and engagement

Assessment

Transition/ Initial assessment on entry to school (Teacher, Communication Team - CAIT, SLT, Parents, External Professionals, Nursing Team, Previous Setting).

- Prior to a pupil attending Tweedykes at least one visit will be made to their current educational provision by the class teacher or leadership team and CAIT.
- A meeting is held with parents to ensure the class teacher and staff have the essential information needed to effectively support the pupil from day one.
- An induction package personalised to the pupil and family will be agreed and carried out. Some pupils need lots of induction visits, whereas some need very few.
- For pupils on the autism spectrum, and those with speech and communication difficulties, the CAIT team will ensure, along with the class teacher that all appropriate information is gained regarding the current level of visual support and augmentative communication that the child requires.
- Any visual support / augmentative systems will be prepared for the child ready for their first day at Tweedykes.
- For pupils with medical needs the school nurse will meet with parents and ensure a medical care plan is in place.
- For pupils with physical / sensory needs the appropriate professional will be contacted to ensure child has the correct supporting aids.
- During the first 6 weeks of a child, attending at Tweedykes baseline assessment will be undertaken using B squared or relevant method. This identifies whether pupils are working on Pre-Key Stage Standards or the Engagement model.
- Additional professionals will be involved for pupils with additional needs e.g. autism, physical impairment, 'specific' learning difficulties like visual impairments.
- An Individual Educational Plan (IEP) will be completed after this period of assessment.
- A meeting will be offered to parents to discuss the contents of the IEP

Assessment Monitoring

Tweedykes uses a multi-layered approach to assessment, which is personalised and developmental as students progress through the school. The focus is through baseline assessments and the EHCP meeting that leads to targets on the IEP.

A bridge is in place between the EHCP and Assessment via a series of Goal Attainment Scores (GAS) monitored through our own Pupil Centred Reviews which enable the school to successfully monitor progress across a 'strengthening families' model.

A Trust wide collaboration of Assessment, Monitoring and Moderation is also in place to ensure judgements are consistent and robust.

Pupil Centred Meetings (PCM)

These occur termly and look at a range of indicators across pupil's progress, they are done in collaboration with the class teacher and a member of SLT. This gives us a holistic view of the pupil's progress.

Making sure every pupil makes progress

Personal progress:

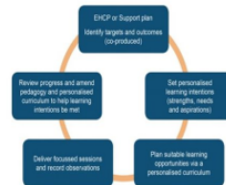
Pupils' personal progress is reviewed against the SEND categories of need through termly Person-Centered Review meetings.

Communication /English

Cognition /Maths

Personal Development (SEMH)

Physical & Sensory



Subject-specific progress:

Each area of the curriculum has a learning ladder. This primarily focuses on pupils at a subject-specific level, although they also provide 'cross-over' for pupils bridging the gap from our foundation curriculum.

Assessment for Learning (AFL)

- Teachers will ensure pupils have access to their learning targets, and where appropriate involve pupils in evaluating their performance against these using a 'Person Centred' planning approach.
- Pupil Negotiated targets are in place for pupils where it is suitable.
- Classroom displays should inform learning for pupils
- Teachers should model language that allows child to assess their own performance-regular feedback should be given to pupils on their learning
- PCMs

Feedback Policy

- Feedback to parents is through Marvellous Me.
- A 'traffic light' system using PKSS for Basic Skills is in place.
- Evisense is used to capture moderation and marking evidence for consistency, linked to basic skills.
- Refer to Feedback Policy.

Planning and Recording of pupils' work and progress

Medium Term Plans

- Our medium-term planning clearly and explicitly sets out the intent of the different strands of our curriculum, but also clearly set out the sequence of learning required to develop knowledge.
- Medium term plans are in place for teachers to utilise in their short-term planning..
- These can be added to each term.

- The planning also details useful websites, ICT links, resources, places to visit, relevant visitors to school, links to PE curriculum and assessment opportunities.

Pupil Self Evaluation (Review)

- Pupils and staff will evaluate their Basic Skills and Thematic learning at the end of each term using a graduated assessment tool designed in house using current guidance for individual subjects called Learning Ladders. Parent mornings are also run termly with parents to discuss progress.
- Pupils who are able will set their own personal targets each term.

Individual Educational Plans and the EHC plan process.

Each pupil will have an IEP (see-attached examples) which details essential information on the pupil. Sixth form pupils have a Personalised Learning Plan (PLP)

The IEP follows a person-centred planning model and is set into three sections:

- 1) Support for learning
- 2) Long and short-term outcomes
- 3) SEN information and contact details

The IEP aims to be a continuation of the person-centred planning approach at the pupil's EHC or AR and are devised and updated accordingly to support the content required statutorily.

The IEP is an important document in terms of a pupil's transition arrangements. When a pupil moves to a new class in September, the new class teacher will ensure that they follow the IEP and liaise with previous teacher/ staff to ensure they have all information required on pupil. This is underpinned with allocated time to discuss and meet with experienced staff who are working with the child.

Other professionals e.g. CAIT team, SALT, physiotherapist will be consulted where necessary to provide information guidance to individual pupils' IEPs.

Education Health Care Plans/ARs

- Completion of ARs / EHC Plans are the class teacher's responsibility.
- For reviews held in the first half term of the Autumn term- the previous class teacher will complete the review, with the present teacher completing future targets sections
- Teachers should ensure that they meet the deadline dates for submitting ARs / EHC's to the head teacher- the timetable for this is published at the end of each term.

Lesson Plans

- Whilst there is no requirement for teachers to complete short term plans for each lesson, all teachers have a responsibility to ensure that lessons are well planned, and learning outcomes communicated effectively with all support staff and pupils.
- For all formal lesson observations, teachers will complete an agreed standardised planning sheet that makes explicit their plans to the observer- to be discussed at meeting.

Reading

The school uses Rocket Phonics as our SSP (Systematic Synthetic Phonics) programme to support Learners that are Phonics Ready.

Environment

Significant time is spent preparing for transitions and ensuring environmental provisions are in place for pupils across phases and between classes. A tracking system is in place to ensure pupils are placed in a balanced and supportive environment.

Thematic Learning

A thematic curriculum is used as the basis of the curriculum for the teaching of Science, Geography, History, RE, Design Technology and the arts. Across the 2 year rolling programme key vocabulary, knowledge and skills are mapped out. There are 15 Learning Outcomes for each of the 9 subjects. These are recorded by dating on progress ladders and are assessed using the three statements of Engaging, gaining skills and mastered. Extension outcomes are available to those pupils accessing higher learning.

Evidence is gathered in a working folder that is used to keep up to date work for that terms theme to allow the children to re-visit and self-assess their learning. Termly work is formally assessed by highlighting the corresponding colour to the statement and then transferred to the pupil's theme folder in subject order.

Phase 1

We assess using the seven (7) Areas of Learning through engagement with your child's play and activities as they learn new skills and knowledge as we are guided by the overarching principles of the EYFS.

Termly reports are collated via a curriculum tracker that shows the small steps achieved through the age bands and this is moderated via HET and the LA.

We also then collate this via our 'Progress over Time' tracker.

Pupils then progress onto either our Progression Steps or Engagement Steps pathway and follow the PKSS markers for Basic Skills.

Additional tracking systems are also integrated to ensure curriculum pathways are clear and appropriate e.g. SCERTS, SALT, and Physiotherapy.

Phase 2

Pupils continue to be assessed via a range of personalised systems depending on their curriculum pathway, which continue to build on their PKSS assessment and level of Engagement dovetailed to their EHC outcomes and targets.

Pupils access either an IMPACTS curriculum, which is focused on the principles of Multi-Sensory Learning:

Or, an Engagement Steps / Progressions steps / PKSS Assessment model which supports curriculum development.

A blended model of both is also used for specific pupils.

Pupils also access an Asdan Qualification as they reach the end of this phase.

Phase 3

Pupils continue to be assessed using PKSS into Key stage 4, and a Series of Progression Ladders are in place to assess pupils' progress.

From key stage 3 - 5 the curriculum is underpinned with accreditation and awards, to allow pupils achievements to be recognised.

For our 'independent learners' the BKSB Diagnostic tool is used to assess pupil's level and the option of attending The Hub provision which is jointly supported by WHA.

The focus of provision is heavily built on the 'Preparation for Adulthood' framework.

Monitoring and Evaluation

Responsibilities

- Pierre Fenner is the curriculum co-ordinator and has overall responsibility to ensure the curriculum is successfully led and implemented.
- David Percival is the assessment co-coordinator and will analyse and track pupil's performance reporting to the head teacher and governors.
- All class teachers are responsible for the successful implementation of this policy, they should ensure time frames are adhered to and a consistency of approach throughout the school is maintained.
- A range of monitoring methods are undertaken by the school's leadership to ensure this policy is successfully applied. These include Classroom observations, sampling of IEPs, scrutiny of work, and monitoring of EHCs/ ARs.
- Staff meeting time is allocated each term for moderation to ensure consistency. External moderation is also in place using several partner schools.
- Trust wide monitoring is undertaken termly across all phases.

Appendix: Home Learning

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

At Tweendykes all of our pupils have EHC and as such we believe that their educational provision is best catered for in school. Where this is not the case we'll be completing an EHC risk assessment and also liaising with other professionals involved in the child's EHC e.g. speech and language therapy, physiotherapy to provide a remote curriculum at home.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

At Tweendykes we have a three tiered approach to home learning depending on how long pupils will be remote learning for. In the first instance, pupils at Tweendykes will have access to a whole school offer and a basic offer that is personalised to each class. Both of these offers can be found on the school website and will be updated with new material regularly.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

At Tweendykes our enhanced remote learning offer will wherever possible and appropriate mirror the same curriculum as if they were at school. However, we recognise that in some cases this might not be possible and so we will work with each family to personalise this offer.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Our enhanced home learning offer at Tweendykes is a personalised offer. Expectation of how long we expect your child to work each day will vary from one pupil to another.

Accessing remote education

How will my child access any online remote education you are providing?

Online learning materials can be found on our school website

<https://www.tweendykes.co.uk/home-learning>

We have three areas

WholeSchoolActivities

Here you will find our whole school learning challenges, links to learning websites and music videos. These are for everyone to access.

BasicOffer

Here you will find a link to each class's current English story and a range of activities based around each book. These can be used as extra activities at home or if your child is selfisolating

EnhancedOffer

Here you will find links to work provided by teachers if their class is self-isolating and off school.

Teachers will arrange and direct parents/carers to any other online learning resources if appropriate.

If my child does not have digital or online access at home, how will you support them to access remote education?

At Tweendykes we have a three tiered approach to home learning depending on how long pupils will be learning at home for. All three tiers can be sent home in paper form if required.

How will my child be taught remotely?

At Tweendykes we recognise that our pupils engage and learn best via different learning approaches. Our whole school and basic school offer will therefore include a range of remote teaching approaches:

1. live teaching (online lessons)
2. recorded teaching (video/audio recordings made by teachers)
3. theme activities and challenges
4. commercially available websites supporting the teaching of specific subjects

Our enhanced more personalised offer will include more of the above, if considered appropriate as well as;

5. Printed paper/sensory packs produced by teachers that mirrors the learning happening in school.

We are also adapting our IEPs to include examples of activities that can be done at home. These activities will be tailored to each pupil and will directly linked to their EHC and IEP targets, allowing these to be practised at home as well as in school.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We recognise that our pupils, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with each individual family to create an enhanced remote learning offer that will work for your family.

Staff are mindful of this when creating tasks and activities for home, especially those on each pupil's IEP. They will try to make these activities practical, easy for parents and carers to set up at home and with resources that will be readily available.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will make regular contact with parents/carers through routine welfare calls, during this call engagement of work will be checked and parents will be given the opportunity to discuss any concerns they have.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

At Tweendykes the methods will use to assess pupils' work and how often pupils will receive feedback on their work will depend entirely on the pupil and what is appropriate for them. This will be agreed between yourself and your child's teacher.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that our pupils, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with each individual family to create an enhanced remote learning offer that will work for your family.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

n/a