



Transforming
Futures
TRUST



Courtlands Curriculum Policy

Policy Information	
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Issue Version	1
Approving Committee	Education & Outcomes Committee
Adopted Date	June 2021
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Last Review Date	July 2021
Next Review Date	July 2022

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed
(Chair of Trust)

Date: 07.07.21

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1. Aims

The aim of this policy is to set out all that we do at Courtlands to ensure our children have access to a broad and varied curriculum.

As a special school for children with Moderate Learning Disabilities we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future life and learning. We create a safe and happy environment with motivating and enjoyable learning experiences that support children to become confident and more independent. We value the individual child and work alongside parents and other professionals to meet their needs and help every child to reach their full potential.

The curriculum is all that we do, say, teach and learn in our school both in class and out, both formally and informally. It defines the experience of our children and the environment in which they learn. As a special school we have a duty to provide a truly unique curriculum which supports all to build bridges over barriers and overcome difficulties in learning. We teach our children in unique ways, using skill, empathy, encouragement and ambition; looking outwards to the therapeutic community and the expertise that lies both within and outside of our school.

We aim to support and teach our children to become successful young adults by ensuring that they are;

- Independent and curious learners who demonstrate ability to explore and take safe risks
- Happy and confident individuals
- Respectful and tolerant of others
- Able to reach their potential
- Have an awareness of theirs and others needs
- Celebrate their individuality and be proud of who they are and express themselves through their own means.

We aim to do this by;

- Ensuring our children have the basic writing and reading skills or can communicate in a way that works for them
- Ensuring that our curriculum is purposeful and personalised
- Ensuring that learning is focused on real life- functional skills, providing opportunities for children to learn in a meaningful, enjoyable way and focuses on skills rather than content.
- Providing learning opportunities that support, motivate and encourage our children to enable them to make progress in line with their ability and developmental age rather than their peers.
- Ensuring our learning is focused on developing the whole child, providing opportunities that develop children's mental and physical wellbeing

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) for Maths and English, which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

As a SEND school for children with MLD and SEMH we aim to provide high quality provision, in line with the SEND code of practice. Please see the SEND policy for detailed information on how we achieve that.

3. Roles and responsibilities

The Cluster Representatives

The Cluster Representatives will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Cluster Representatives will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The Head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Cluster Representatives
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The CEO is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Cluster Representatives are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Intent lead is responsible for;

- Ensuring that the curriculum continues to meet the needs of our children by completing regular reviews and audits.
- Ensuring that the content of the curriculum is appropriate and is appropriately delivered.

Curriculum implementation leads are responsible for:

- Ensuring that the curriculum is differentiated to meet the needs of our children effectively
- Ensure that the learning environment is conducive for learning
- Ensuring that all learning meets our high quality teaching standards

Curriculum impact lead and assessment lead are responsible for:

- Reporting data to the MAT
- Completing Pupil Progress meetings with class teachers and planning for improvements
- Ensuring that moderation across the school is regular and external moderation opportunities with other schools ensures our assessment is accurate
- Completing data analysis and reporting to SLT so that staff CPD can be targeted.

Subject and department leads are responsible for;

- Ensuring that the budget is planned for and utilized appropriately
- Regular monitoring and reviewing of subjects is clear and supports further development opportunities for staff training and subject development
- There are ample resources in place to ensure staff are able to deliver the curriculum effectively
- Curriculum leads are also responsible for the way in which resources are budgeted for, stored and managed.

Monitoring arrangements

Cluster Representatives monitor whether the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects through school visits and curriculum lead presenting at governors.

Teaching and learning lead and curriculum design lead monitor the effectiveness and coverage through;

- Planning looks
- Book looks
- Learning walks
- Provision reviews

These are all recorded and shared with staff which in turn then informs their performance management targets.

Department leaders are responsible for supporting the teaching and learning lead and curriculum design lead to monitor the teaching and learning in their departments.

Curriculum subject leaders are responsible for monitoring the effectiveness and coverage of their subject by carrying out subject specific book looks, planning looks and lesson drop ins.

4. Organisation and Planning

The Head teacher and curriculum leader meet regularly to discuss policy and practice. These discussions are developed by SLT and Subject Leaders. INSET days and staff meeting are regularly allocated for whole school planning and development. Issues and ideas are further developed and discussed in departmental meetings.

Our short-term plans are written on a weekly basis. These set out learning objectives, activities, skills and individual differentiated outcomes. Lesson structure reflects our whole school approach to behaviour regulation. This helps children recognise the right to be safe, to be kind and be ready to learn with time dedicated to personal reflection in every lesson (See behaviour regulation policy).

Teachers ensure that individual needs, that are outside of the curriculum, are planned carefully for to ensure individual needs and skills are met and developed daily. This is through intervention time (9.00 – 9.45 daily) which is evidenced through the children's IEPs. Individual support for children includes; Occupational Therapy, One to one assisted teaching, Speech and Language Therapy, Visual Impairment team and Play therapy through specialists visit and work with individuals. Exercises and activities are regularly be given to teachers to develop further in class. This is monitored and supported by the SENCo and Lead SEND support assistant.

Due to the complex nature of our children and their learning difficulties, children will be taught at age appropriate stages rather than prescribed year groups, i.e., we fit the teaching to facilitate maximum learning for our particular children's needs.

Children will be taught through differentiated group work, questioning will be targeted to a child's individual ability to ensure that everyone is involved in the lesson. Learning will consolidate and extended through the marking policy and thoughtful and purposeful 'purple pens' will be used to extend and challenge. There will be opportunities to over learn and to practice memory skills to ensure that learning is secure.

Long term and medium term planning objectives are then taken from the yearly coverage charts for both English and Maths. For both English and Maths, short term objectives are to be taken from the Courtlands Progression charts.

Steps to planning Maths and English at Courtlands

Maths	Link on system	English														
<p>Before planning Check coverage overview</p> <table border="1" data-bbox="120 343 698 738"> <thead> <tr> <th colspan="2">Mathematics Coverage Chart Sept 2020-July 2021</th> </tr> </thead> <tbody> <tr> <td colspan="2">In line with new whole school expectations Maths will now be taught on a weekly 3:2 ratio with Number taking priority</td> </tr> <tr> <td rowspan="3">Term 1 35 days</td> <td>Number 21 days (3 days + 7 weeks of 3 days)</td> </tr> <tr> <td>Measure 8 days over 4 weeks</td> </tr> <tr> <td>Geometry 6 days</td> </tr> <tr> <td rowspan="3">Term 2 34 days</td> <td>Number 21 days (7 weeks of 3 days)</td> </tr> <tr> <td>Measure 6 days</td> </tr> <tr> <td>Geometry 4 days</td> <td>Statistics 3 days</td> </tr> </tbody> </table>	Mathematics Coverage Chart Sept 2020-July 2021		In line with new whole school expectations Maths will now be taught on a weekly 3:2 ratio with Number taking priority		Term 1 35 days	Number 21 days (3 days + 7 weeks of 3 days)	Measure 8 days over 4 weeks	Geometry 6 days	Term 2 34 days	Number 21 days (7 weeks of 3 days)	Measure 6 days	Geometry 4 days	Statistics 3 days	<p>https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/Curriculum/CURRICULUM/Maths%20overview%20and%20resources/Maths%20coverage/Termly%20Coverage?csf=1&web=1&e=ifkiA6</p>	<p>Before planning Use coverage chart to find book for the term Read book and check suitability, if not appropriate, check with Dept Lead/English Lead</p>	<p>https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/Curriculum/CURRICULUM/English/English%20CLPE%20coverage%20charts?csf=1&web=1&e=h rQdn7</p>
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<p>Medium Term Planning Objectives for maths planning are taken from the coverage charts. Use this to plot termly WALTS in a termly over view. Where possible group the objectives to be covered at the same time- eg if you have children on P8 and Year 2 you are looking at counting at the same time.</p> <table border="1" data-bbox="120 997 667 1125"> <thead> <tr> <th></th> <th>Pre stage 4</th> <th>Pre stage 5</th> <th>Pre stage 6</th> <th>Pre stage 7</th> <th>Pre stage 8</th> </tr> </thead> <tbody> <tr> <td>Counting</td> <td> <ul style="list-style-type: none"> I can copy nine actions during number rhyme songs I can follow a sequence of pictures or numbers as indicated on adult during number rhyme and songs I can join in with counting games I can indicate one I can indicate two I can distinguish between one and two </td> <td> <ul style="list-style-type: none"> I can respond to number rhyme and songs I can join in with number rhyme and songs I can join in with counting games I can indicate one I can indicate two I can distinguish between one and two </td> <td> <ul style="list-style-type: none"> I can recite count to 5 I can count up to 5 concrete objects mentally I can use 1:1 correspondence to match objects I can identify nine I can join in with nine number </td> <td> <ul style="list-style-type: none"> I can recite count to 10 I can count up to 10 concrete objects mentally I can respond to how many </td> <td> <ul style="list-style-type: none"> I can recite count to 20 I can continue to count onwards from a given number up to 20 I can continue to count onwards from a given number up to 20 I can recognise ten concrete objects I can recognise less concrete objects I can estimate an amount up to 10 and check by counting </td> </tr> </tbody> </table>		Pre stage 4	Pre stage 5	Pre stage 6	Pre stage 7	Pre stage 8	Counting	<ul style="list-style-type: none"> I can copy nine actions during number rhyme songs I can follow a sequence of pictures or numbers as indicated on adult during number rhyme and songs I can join in with counting games I can indicate one I can indicate two I can distinguish between one and two 	<ul style="list-style-type: none"> I can respond to number rhyme and songs I can join in with number rhyme and songs I can join in with counting games I can indicate one I can indicate two I can distinguish between one and two 	<ul style="list-style-type: none"> I can recite count to 5 I can count up to 5 concrete objects mentally I can use 1:1 correspondence to match objects I can identify nine I can join in with nine number 	<ul style="list-style-type: none"> I can recite count to 10 I can count up to 10 concrete objects mentally I can respond to how many 	<ul style="list-style-type: none"> I can recite count to 20 I can continue to count onwards from a given number up to 20 I can continue to count onwards from a given number up to 20 I can recognise ten concrete objects I can recognise less concrete objects I can estimate an amount up to 10 and check by counting 	<p>https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/Curriculum/CURRICULUM/Maths%20overview%20and%20resources/Maths%20coverage/Termly%20Coverage?csf=1&web=1&e=Qvbegf</p>	<p>Medium Term planning Use CLPE overview to create a termly document detailing WALTS and written writing outcomes and final unit outcome</p>	<p>https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/Curriculum/CURRICULUM/English/Planning%20documents?csf=1&web=1&e=fwlkHN</p>	
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Weekly planning

Using the termly overview WALTs, taken from the progression chart, to differentiate and plan learning opportunities for the children.

	Pre stage 4	Pre stage 5	Pre stage 6	Pre stage 7	Pre stage 8
Counting	<ul style="list-style-type: none"> I can copy one action during number rhyme, song I can join in with number rhyme and song I can follow a sequence of pictures or numbers as indicated on a dot during number rhyme and song I can join in with counting game I can follow a sequence of numbers indicated by a model 	<ul style="list-style-type: none"> I can respond to number rhyme and song I can join in with number rhyme and song I can use 1:1 correspondence to match objects I can identify name I can join in with new number I can recognise less concrete objects I can distinguish between one and two 	<ul style="list-style-type: none"> I can rote count to 5 I can count up to 10 concrete objects neatly I can use 1:1 correspondence to match objects I can identify name I can join in with new number I can recognise less concrete objects I can distinguish between one and two 	<ul style="list-style-type: none"> I can rote count to 10 I can count up to 10 concrete objects neatly I can respond to how many I can recognise less concrete objects I can distinguish between one and two 	<ul style="list-style-type: none"> I can rote count beyond to to 20 I can count up to 20 concrete objects neatly I can respond to how many I can recognise less concrete objects I can distinguish between one and two

Ensure daily counting targets are planned for using the counting evidence sheet.

This needs to be stuck in on a Monday. Counting skills are to be taken from the Key skills document.

https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/Curriculum/CURRICULUM/Maths%20overview%20and%20resources/Counting%20Targets?csf=1&web=1&e=i113ig

Weekly Planning Use the progression charts to complete objectives section on planning. These objectives will inform your differentiation. You will need to choose objectives from Reading, Writing, and Speaking and listening. Keep a record of what objectives have been covered so you can ensure you are delivering a broad and balanced curriculum.

https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/Curriculum/CURRICULUM/English/English%20progression?csf=1&web=1&e=tsalvG

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	
Phonics	<ul style="list-style-type: none"> I can identify letters of the alphabet I can identify the sound of letters I can identify the sound of words I can identify the sound of words in a sentence 	<ul style="list-style-type: none"> I can identify the sound of letters I can identify the sound of words I can identify the sound of words in a sentence I can identify the sound of words in a sentence 	<ul style="list-style-type: none"> I can identify the sound of letters I can identify the sound of words I can identify the sound of words in a sentence I can identify the sound of words in a sentence 	<ul style="list-style-type: none"> I can identify the sound of letters I can identify the sound of words I can identify the sound of words in a sentence I can identify the sound of words in a sentence 	<ul style="list-style-type: none"> I can identify the sound of letters I can identify the sound of words I can identify the sound of words in a sentence I can identify the sound of words in a sentence 	<ul style="list-style-type: none"> I can identify the sound of letters I can identify the sound of words I can identify the sound of words in a sentence I can identify the sound of words in a sentence 	<ul style="list-style-type: none"> I can identify the sound of letters I can identify the sound of words I can identify the sound of words in a sentence I can identify the sound of words in a sentence

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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CLPE BOOK -	Class - Cherry	Date -
Speech and Language objectives	Reading objectives	Writing

5. Early Years Foundation Stage

As outlined in the EYFS *'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'*

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, weighing more heavily on communication and language and personal, social and emotional development using play as the vehicle for learning
- Actively model and encourage the use of Makaton sign language alongside verbal communication, provide a communication led environment.
- Consider and accommodate all individual needs, strengths and difficulties, by providing a specialist provision, including the use of TEACCH, PECS and Attention Autism.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for all children who require additional support. This can be on a class level, whole school level or in conjunction with outside agencies, (such as the Speech and Language team).
- Work in partnership with parents to support their child's learning and development
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment. We are constantly updating an ongoing record of these learning experiences and the child's achievement in their online Learning Journeys (Tapestry).
- All the EYFS staff will work with all the children at different times. Learning time is divided into free-flow exploratory play, 1:1 focused tasks, small group or peer work and whole class time.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Provide a secure and safe learning environment indoors and out.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on the child's special educational needs, referring closely to their EHCPs (educational health care plan). We also rely on our observations of children's specific needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

At Courtlands we believe that these areas are particularly crucial to our children's development and play an essential role in the Foundation of their learning. Known as the **prime** areas they focus on building children's capacity to learn, form relationships and thrive.

The **prime** areas are:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children have whole group and small group times which increase as they progress through the EYFS. Learning opportunities may occur in pupils' individual workstations, following the TEACCH process, in a small group for an attention autism session or daily phonics or maths group time, or naturally through play and exploration accessed through planned play provision.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own self-initiated activities and those that are planned or prompted by the adults. During children's play, the staff within EYFS classes interact to model and encourage use of verbal language and social interaction between peers. Children with low communication skills are supported to use alternative methods of communication, for example PECS, Makaton or devices. Supporting adults in the EYFS use their skills to engage children with resources and activities available; modelling and supporting play skills. We

create a stimulating and enabling learning environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. Parents are also encouraged to contribute to the child's learning journey using *Tapestry*. Parents are invited to attend a consultation evening three times a year to discuss their child's progress and development.

Within the final term of the foundation stage, we provide the parents with a report based on their child's development against each of the early learning goals and the CoEL (characteristics of effective learning). The parents are then given the opportunity to discuss these assessments with the class teacher in preparation for the next academic year and any transitions planned.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. Each child has a personalised risk assessment based on their assessed and observed needs, detailing any specific area of concern that staff should be vigilant about. All EYFS staff are aware of the correct procedures to follow if children fall ill or if they are requiring first aid. Any such incidents will be documented and shared with parents immediately.

We promote a healthy mind and body through both the EYFS curriculum and the school's well-being curriculum. Children are provided with breakfast and snack daily, including the provision of milk to drink and a healthy range of fruit and nutritious food.

Inclusion

All the pupils at Courtlands have an EHCP for a significant special educational need. We value all our children as individuals at Courtlands, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace. We strongly believe that early intervention for children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents, the therapy team at Courtlands and outside agencies.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and development in numerous ways.

We have a dedicated parent support advisor whose role it is to represent the parents' views and needs at Courtlands. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings

and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's special educational needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to the EYFS classes to develop familiarity with the setting and practitioners. They receive a small booklet containing photos about staff, routines and the learning environment at Courtlands.

In the final term of the foundation stage, The EYFS team and the SENDCo will meet to discuss each child's development against the Early Learning Goals in order to decide whether the child will transition to a new class or could benefit from extending their time in the current setting. If a transition to the next class is more suited to their needs and ability the EYFS staff will then meet with the next stage teacher to enable a smooth transition to Year 1. This discussion helps the next teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children in EYFS classes who are ready to transition will also be given the opportunity to visit the next class for short sessions in the summer term.

6. National Curriculum

Once children are ready to move to the national curriculum the curriculum coverage changes, as detailed below. Where this is not appropriate for some children, special consideration will be taken into account and senior management team will liaise with Transforming Futures executive team.

In class Maths and English lessons

Teachers will ensure that there is appropriate time given to develop English and Maths skills. Each class will provide daily English and Maths lessons, opportunities to fully integrate Maths and English across the curriculum will be carefully planned for to ensure children have opportunity to practice and develop skills across the curriculum. This is so that functional mathematical and English skills will be used wherever possible to support and develop children's learning in a real life context. Phonics is taught separately from the main English session, for a maximum of 20 minutes a day. This follows the Courtlands program of phonics training and is based on Letters and Sounds.

English Curriculum

The English curriculum has been specifically designed to support our children's experiences with reading, to develop their vocabulary and to focus learning using high quality children's texts. This has been specifically planned for over a 2 year rolling program to ensure progression throughout the key stages and that children are exposed to a wide variety of reading material, texts and genres. Writing outcomes have been planned for so that children are gaining multiple opportunities to practice and write for different contexts, outcomes and audiences. We aim to ensure that every writing outcome has a purpose so that children can value and see their work being appreciate by a wider audience. We use the Power of Reading Program, written by CLPE (Centre for Literacy in Primary Education) to support our planning, providing a wide range of engaging and exciting methods to develop our children's writing, and reading skills.

Phonics

Children at our school often have difficulties with retention and application of knowledge. We recognise that phonics needs to be short, pacy, and interesting but we also recognise that our children take longer to retain these skills. Therefore, we as a school, teach phonics in a way that enables children to have time to learn, retain and practice the sounds and skills they need to become effective readers and writers.

Phonics will be taught daily for a minimum of 15 minutes. These sessions will be planned for ensuring that they are fun, practical and engaging. 'Letters and Sounds' is used to support planning. Resources that use the letters and sounds documents, such as www.phonicsplay.com can be used to enhance learning.

Classrooms should promote and display phonics so that children are able to use visual resources to support their phonics learning in every learning session, this can be in the form of a phonics display, phonics mats or examples of annotated writing. Phonics will be encouraged and supported in each session where writing and reading are present.

Phonics planning

Whole class teaching of phonics is planned in accordance with the school's Phonics planning format. This format includes the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds programme.

https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/Curriculum/CURRICULUM/English/Phonics/Planning%20and%20resources?csf=1&web=1&e=5BsT8

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader.

Phonics teaching can be adapted to suit the needs of the children through multisensory ways, opportunities to engage in games and use of IT. Each child will be taught at their phonetic stage of development. Phonics is not to be taught in whole class groups so that children have access to high quality, individualised phonics teaching.

Assessment and reporting

Opportunities for formative assessment will be planned in departmental planning meetings and assessment data will be recorded termly to track progress. These will be tracked using Arbor.

Ongoing assessment will be recorded on the phonics planning sheet in the form of annotation, reading assessment logs and writing books.

Writing

Teachers will plan at least one focused writing activity a day and children are encouraged to write daily in all areas of their curriculum in addition to opportunities given in English lessons.

We have taken the opportunity to have a weekly, independent writing lesson. This is designed to help build children's independence and stamina with writing. This piece can be used to support assessment of writing and must be a 'cold' writing piece. For an assessment criteria to be marked as achieved teachers will need to see it independently accomplished at least 3 times.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. Throughout the school, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters.

Reading

We use Big Cat Collins reading books which directly link to our letters and sounds programme of phonics teaching.

Children are assessed and placed on a reading book band colour. Reading record sheets are a tool to collect evidence but also to track progress and provide next steps in supporting children's reading development. Children are listened to read a minimum of 4 times a week one to one with an adult and once a week with the teacher.

Reading is not restricted to the English lesson. Many opportunities are provided for children to practice and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this. Classrooms provide a literacy rich environment with access to high quality texts that peak children's interest, with a designated reading area, where possible. Each classroom provides access to a wide range of texts from leaflets, Argos catalogues, comics and audio books to promote engagement and encourage a love of reading.

Reading at home

Each child will have a short video or sound clip sent home on a Monday via Seesaw which will demonstrate their new phonics sound of the week. This is to support families understanding of what they are working on in school. In addition to this, every child will have a reading book and record sent home. A leaflet has been sent home to share tips and strategies for reading at home and further guidance and support will be given via Seesaw if requested or needed.

We also provide home reading books.

Maths Curriculum

All teachers will be expected to adapt Maths plans to fit the individual needs of the children. Particular attention to EHC/statement targets should be made. All teachers should now be using the Courtlands progression guidance based on the "New Curriculum for Mathematics".

Due to the complex nature of our children and their learning difficulties, teaching may be planned from New Framework Strands rather than prescribed Year Groups i.e. we fit the teaching to facilitate maximum learning for our particular children's needs.

Expectations

Each class will provide a daily Maths lesson which will be stand-alone. Teachers will plan opportunities to fully integrate Maths across the curriculum where the links are possible and meaningful. Teachers will complete a weekly Maths plan ensuring the 3:2 ratio of Number with other mathematical areas. Individual needs will be catered for and we will teach to ability not age stage. Key skills will be covered and assessed and all must be met before individuals move on to the next stage, counting targets will be completed with the children daily to practice these key skills to develop numerical fluency.

Overlearning opportunities

Children will be taught through differentiated group or individual work. Questioning will be targeted to a child's individual ability to involve everyone fully in the lesson. Learning will be extended through the marking policy and thoughtful and purposeful 'purple pens' will be used to extend and challenge. To ensure progression teachers will ensure that Courtlands key skills are covered within each curriculum stage and children will not move on to the next stage until assessment shows they are confident with all the key skills that apply to the stage at which they are working. Planning will offer overlearning opportunities to ensure that knowledge is embedded. Teachers will plan 3 days a week of number and then the other two days will be focused on geometry, measures or statistics, if they are working at year 2 ARE or above. For an assessment criteria to be marked as achieved teachers will need to see it independently accomplished at least 3 times. It will also be expected that there is evidence of cross curricular mathematics used to support other areas of learning. The children need to make skills "real life" and useful.

Counting skills

In addition to daily maths lessons, teachers will plan individual opportunities to practice key maths counting skills. These counting skills are the key skills that we believe, children should be confident in at each stage in their mathematical development. Opportunities for these skills will be planned weekly and delivered daily. They will be evidenced in the children's maths books using the counting skills evidence grid. A copy of the counting skills progression will be stored in the children's assessment folder, when a skill is secure, it will be ticked off and a new skill practiced.

Concrete- pictorial- abstract



At Courtlands we teach children to carry out calculations using the Concrete-Pictorial-Abstract methods. It is designed to support both the understanding of the expectations for fluency through the 2014 curriculum and the progression of calculation concepts through a child's mathematical development in and between classes, key stages and NC stages.

These calculation methods are focused on developing proficiency with the expected formal written methods and hence the progression of methods of calculation is designed to flow into the expected method as exemplified on the National Curriculum Appendix document.

Specific practical equipment and approaches should be used to support children in developing the conceptual understanding that will enable them to move more rapidly and efficiently towards the pictorial and finally formal written methods expected. It is recommended that teachers encourage children to simultaneously carry out the calculation practically using the equipment/pictorial representation suggested and to record this calculation step by step using the parallel formal written method although help may be needed with this in the early stages.



Wellbeing Curriculum

The Department for Education (DfE) recognises that “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. There is good evidence to support this assertion and Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy.

Moreover schools have a duty to promote the wellbeing of students.

At Courtlands Special School we believe that the children's wellbeing is crucial for their physical and emotional health and for them to be able to learn. We have therefore developed our curriculum to develop and promote emotional wellbeing.

Along with our academic curriculum of English and maths we have identified six key areas that are designed to support healthy wellbeing and promote good mental health. All of our work and curriculum design is rooted in the PACE approach by Dan Hughes.

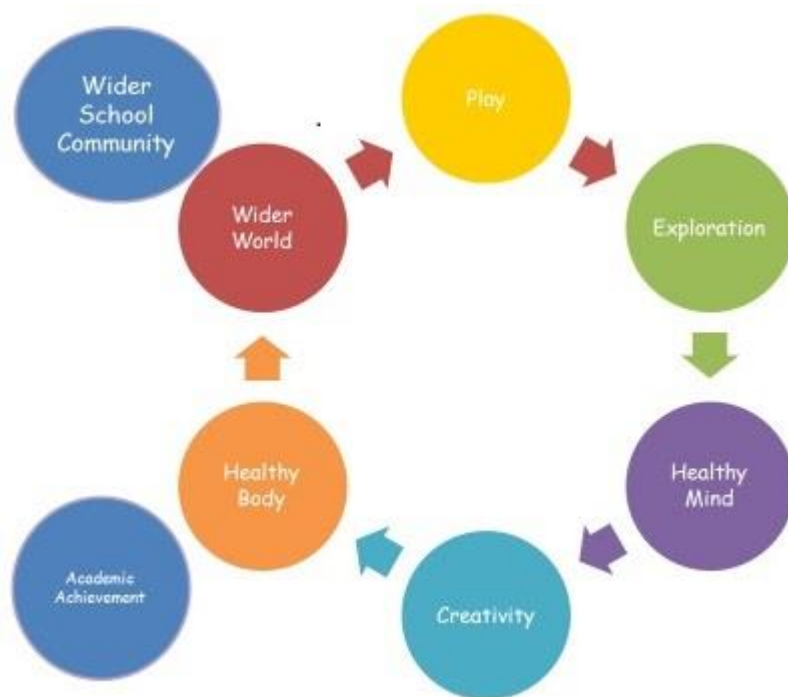


Figure 1. Six key areas of Courtlands Wellbeing Curriculum.

Healthy body

Healthy body helps children to develop the skills that they need to maintain their physical health. This includes the teaching of PE and other healthy living life skills such as food technology, hygiene and healthy habits.

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. Healthy body lessons aims to provide for pupils' increasing self- confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. PE helps improve the gross and fine motor skills of the children which has an impact on their learning, skills and abilities in the classroom and across the curriculum.

Swimming and Water Safety;

Each child is given the opportunity to swim during Key Stage 2 using the facilities at the Life Centre in Plymouth. Preference is given to Year 5 children throughout the year.

Time allocated for PE;

The time allocated for PE is as follows:

Reception: an hour of PE is allocated each week for the hall, outdoor provision is provided throughout the day every day. Physical development operated through a range of various mediums i.e. sand and water, climbing equipment.

Key Stage 1: 1 x 60 minute lesson each week, this does not have to be in one block.

Key Stage 2: 1 x 60 minute lesson each week.

In addition to this children have access to whole class sensory diets throughout the day, this can include; Jump Start Jonny, Cosmic Kids Yoga, outdoor play, cardio drumming and physical activity opportunities and LOTC sessions make up the remaining required time.

Teachers will use [peplanning.com](https://www.peplanning.com) to support high quality teaching of PE ensuring skills are developed in line with teaching progression.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by SLT. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Healthy Mind

Healthy mind is designed to support children with their mental health. We explicitly teach strategies to cope with different emotions and explore others feelings and how to best react to them. Following advice from the NHS, 5 steps to mental wellbeing these sessions cover- mindfulness, how to form and maintain relationships, develop an understanding of diversity, how to cope with change, and understanding how to make positive mental health choices. In addition to this session we also provide yoga daily for children to have opportunities to be alone and experience quiet, away from technology and interactions, in their day. We also explicitly teach about mental health conditions such as holding autism awareness weeks.

The timetable specifically includes sessions that support children's transitions from home to school, giving them opportunities to build on connections with staff. We greet all children through their preferred method of hello, they then come in to a specifically chosen activity that is catered to helping them settle into school. Throughout the day, there are designated times where children access mindfulness activities and every child has access to a specific calm tool kit designed to meet their needs. At the end of the day, we have ringfenced time to mark the day finishing in a positive way. This includes entries in children's proud books, closing the day activities as well as time for restorative conversations, if necessary. Staff wave all children off at the end of the day.

Creativity

Creativity is specifically designed to help children explore the arts and find a way to express themselves through creating, including music, art and dance. Children are exposed to all mediums within art and are given the time to explore which they enjoy the most. Opportunities for creative expression are available for all children during play learning as well as mindfulness opportunities.

Exploration

Science for our children means exploring, discovering, investigating and understanding the world around them Science can be used as a multi-sensory approach to learning.

For children to gain an understanding and knowledge of Science the development of positive attitudes needs to be planned into their exploration and investigations. They will use a range of skills and processes. Exploration is the vehicle in how we teach science in our wellbeing curriculum, it is designed specifically to teach the children skills to problem solve. It encompasses scientific enquiry, making calculated and safe risks, exploring dangers safely and how to solve real life problems. Our LOTC curriculum and lessons further embed these skills, promoting learning outside of the classroom.

Play

'Play is an essential part of every child's life. It is vital for the enjoyment of childhood as well as for social, emotional, intellectual and physical development' (Play England, 2016).

Play learning builds on the EYFS curriculum. We recognise that some of our children find play particularly difficult and therefore we build in modelled play sessions which support children in their development of their social and play skills. Recent research shows that child directed play is a key tool to reduce children's anxiety. Lin, Y. & Bratton, S. C. (2015). A meta-analytic review of child-centered play therapy approaches. *Journal of Counseling & Development*, 93(1), 45-58.

Unlike play in the EYFS, play in the curriculum is designed to support children's ability to develop social skills, conflict resolution, play skills and problem solving skills in order for children to manage and develop their relationships themselves and become resilient. Play learning is timetabled for a minimum of 3 sessions a week for 20 minutes a time. These sessions are structured like any other lesson where a WALT is shared, it is assessed, and adults actively model how to play. The sessions use problem solving as a way to help children become more resilient and solve social interaction issues with adult guidance. These sessions are assessed using play learning observation sheets and are collated to assess children's developmental next steps.

Wider World

We want our children to become active citizens and support this through the wider world element of the curriculum. We look at how we can learn about others differences and help develop children's respect and tolerance for all kinds of diversity, such as gender, disability, race, religious tolerance, as well as recognising bullying and how to challenge it appropriately. We also tackle stereotypes, explore our community, and develop the skills to become successful members of our wider community.

In 2011, the UK government set out a new requirement for 'British values' to help everybody to live in a safe and welcoming community where they feel that they belong. These British values are:

1. Democracy
2. The rule of law
3. Individual liberty and mutual respect
4. Tolerance of those with different faiths and beliefs

At Courtlands we promote these British values through our Wider world lessons and by:

- celebrating and marking British occasions and festivals
- promoting positive behaviour choices
- teaching empathy and understanding through healthy mind
- taking turns and sharing through play learning
- learning British weathers and seasons through exploration
- making friends and developing friendships and being respectful
- cooking, eating and learning about traditional British food

- celebrating British authors and illustrators

Religious Education and Collective Worship

At Courtlands we believe that, in order to make Religious Education relevant and purposeful for our children, we need to ensure that we make tangible links to our curriculum. This is due to the concept of religion, worship and Gods, complex and abstract and therefore unreachable for a lot of our children to comprehend.

Therefore, in order to demonstrate where we are meeting our statutory duties, we have taken the broad themes from the RE agreed syllabus for RE teaching for Plymouth, written by SACRE and cross referenced this against our existing wellbeing curriculum to demonstrate where we are teaching the key themes of RE without being specific about certain religious so that we are teaching RE in a way that is meaningful and purposeful for our children. This way, we are identifying addressing the key themes in RE without explicitly teaching RE lessons.

Plymouth SACRE Core Christian Values	Courtlands Wellbeing Curriculum		
	Year 1 and 2	Year 3 and 4	Year 5 and 6
Beliefs, teachings, sources of wisdom and authority. Awe and wonder at the world.	Wider World Year 1 Term 1 Wider World Year 1 Term 3 Creativity Year 1 Term 1 Creativity Year 1 Term 3 Creativity Year 1 Term 4 Exploration Year 1 Term 2 Exploration Year 1 Term 4 Exploration Year 1 Term 5 Exploration Year 1 Term 4 Exploration Year 2 Term 3 Exploration Year 2 Term 5	Wider World Year 1- Term 5 Creativity Year 1 Term 5 Exploration Year 1 Term 2 Exploration Year 1 Term 4 Exploration Year 1 Term 5	Wider World Year 1 Term 5 Creativity Year 1 and 2 Term 3, 5 Exploration Year 2 Term 2,3,6
Ways of living, families, routines, community, celebrations/ special times/ festivals	Healthy Mind Year 1 Term 2 Healthy Mind Year 2 Term 3 Healthy Mind Year 2 Term 4	Healthy Mind Year 1 Term 1 Healthy Mind Year 1 Term 2 Wider World Year 1 Term 3 Healthy Mind Year 2 Term 4	Healthy Mind Year 1 Term 2 Healthy Mind Year 2 Term 3,4 Wider World Year 2 Term 1

Identity, diversity and belonging	Healthy Mind Year 1 Term 3 Wider World Year 1 Term 3 Wider World Year 1 Term 4 Healthy Mind Year 2 Term 1 Wider World Year 2 Term 1 Wider World Year 2 Term 3 Wider World Year 2 Term 4	Healthy Mind Year 1 Term 3 Wider World Year 1 Term 1 Wider World Year 1 Term 3 Wider World Year 1 Term 4 Healthy Mind year 1 Term 1 Healthy Mind year 2 Term 1 Wider World Year 2 Term 1 Wider World Year 2 Term 3,4,5	Healthy Mind Year 1 Term 2 Healthy Mind year 1 Term 3 Wider World Year 1 Term 1 Healthy Mind Year 2 Term 1,3,4 Wider World Year 2, Term 1,3,4,5
Questions of meaning, purpose, and truth	Exploration Year 1 Term 6	Wider World Year 2 Term 3,4,5 Wider World Year 1 Term 6 Wider World Year 2 Term 6	
Values and commitment	Healthy Mind Year 1 Term 2 Healthy Mind Year 2 Term 3 Healthy Mind Year 2 Term 4	Healthy Mind Year 1 Term 1 Healthy Mind Year 1 Term 2 Wider World Year 1 Term 3 Wider World Year 1 Term 4 Wider World Year 1 Term 5	Wider World- Year 1, Term 3 Wider World- Year 1, Term 4

LOTc – Learning Outside the Classroom

As part of the school’s commitment to providing a special curriculum, all children take part in learning Outside the Classroom (LOtC) lessons for half a day a week for the whole of their time at Courtlands School. These lessons use a variety of outdoor activities, a focus on teaching the children skills and developing them as individuals to prepare them for the future. Our designed Courtlands LOtC curriculum provides continuity across the school with regular cross-curricular links so that the child has the ability to subconsciously make the transfer of learning. All learning outside the classroom lessons are planned around a structure based on meeting the pupils needs; as defined by The UN rights of a children, every child matters paper and Play England.

There are four significant headings that underpin each week’s activities and focus; working with others; improving learning and performance; solving problems; planning and thinking skills. These are then supported by the overriding schools termly themes of Health and Wellbeing, Living in the wider world, Relationships.

Our LOtC curriculum provides memorable learning opportunities that help us to experience and make sense of the world around us. These experiences help the children to understand their feelings and behaviour. It is also in LOtC 'that they practise and consolidate making friends and learn to negotiate and cooperate with each other' (Learning Outside the Classroom, School Grounds) a valuable tool for those children who find it hard to access standard learning environments.

Using our school grounds as our outdoor classroom provides a multi-sensory and multi-faceted environment. By exploring their grounds, the pupils develop a sense of place, and learn to value and take ownership of their grounds and stimulate, challenge, excite and inspire young people to engage in the world beyond the classroom.

7. Marking and assessment statement.

At Courtlands School we believe that marking is a dialogue between adults, learners and their peers which moves children on with their learning. Our main aim is to enable learners to become more actively involved in the feedback process, giving them more ownership of their learning. We want children to see challenges as part of the learning process and encourage them to overcome obstacles.

Why is feedback important?


- Meaningful and immediate feedback will enable learners to identify their own next steps and move on in their learning.
- Meaningful and immediate feedback gives teachers and TA's an instant evaluation of their lessons, improving the quality of teaching and assessment.
- Quality feedback gives pupils recognition of, and value for, their efforts and raises their self-esteem.
- Supportive feedback enables children to accept their mistakes and view difficulties as challenges. They take more risks and see mistakes as part of the learning process.
- Giving children opportunities to self-mark and evaluate their work allows them to take more ownership of their learning and consolidate their understanding.

To do this we will use a variety of assessment for learning strategies which include:

- Verbally giving whole class feedback through addressing misconceptions and celebrating learning.
- Teachers and TA's giving on the spot oral feedback to individuals.
- Thorough marking by teachers and TA's to identify next steps and give detailed specific praise which is directly linked to the learning objective.
- This marking will explicitly indicate the level of support given to the child to achieve their outcome.
- All staff will annotate planning and this will inform next steps and assessment.
- Children self-evaluate and make comments on their learning such as identifying their own Wow! Moments which can be shared on Seesaw or their proud walls in class.

We use a standardised WALT format to show:

- Date of the work
- The learning intention – WALT (We Are Learning To...)
- The level of support the child had to achieve level of learning
- Who supported the child’s learning
- Pupils self-evaluation of work (to be coloured/highlighted or circled)

Date:	T HLTA TA S ST	S I	
WALT-			

Marking is divided into two elements.

Green comments are opportunities to capture assessment information and should do the following;

- Be positive
- Name how well the pupil has done in relation to achieving the WALT
- Name the skills and attitudes that you want to praise or celebrate eg resilience, perseverance
- Avoid saying anything that the pupil did not do well
- Marking comments should be for the child and not a commentary

Purple comments should do one of the following three things:

- Stretch
- Address misconceptions
- Consolidate

Purple marking in English could also use the writing success check lists in any session where children have written independently.

Photos should be purposeful and demonstrate learning. A photo should be used to demonstrate learning in a session where a formal outcome hasn’t been recorded or noted where a video could be found to demonstrate learning- eg on seesaw.

If a child has not completed learning due to absence or difficulty focusing within the session, this learning needs to be caught up on an the next convenient time. This is completed in a neutral colour, the WALT is completed and a brief summary detailing what learning happened to catch up.

Eg. Bob needed extra sensory input to regulate today. We used the learning wall to help us practice our counting in 2s and Bob could count to 10 in 2s using the visual support.

The staff use a marking system in each lesson which ensures all the above factors are included and recorded. A variety of other reinforcers can be used for marking work eg. ticks, stickers, This whole school system shows consistent high level marking and shows progression effectively. Pupils recognise marking as a tool to celebrate and improve learning.

Adults other than teachers who work with the children will be asked to make written comments/observations as to how the children coped with the task. It is beneficial for there to be a

good balance between TA and Teacher marked work so that the children recognise that all class adults can help them learn equally.

Assessment Statement

At Courtlands, we believe in providing our children with a well-rounded education with a strong emphasis on emotional wellbeing and mental health. With this in mind, we have developed an assessment system that allows us to track progress in not only English and maths, but also wellbeing. Three times a year we formally assess and evaluate progress in all areas. In addition to this, daily formative assessment takes place for each child which teachers use to plan on a daily basis and to also feed into the three main assessment points.

What do we have a statutory duty to report to the department for education and local authority?

We formally report the following to the local authority and department for education:

- The end of EYFS (foundation)
- The Year 1 phonics screening check
- The Year 2 phonics screen check (for pupils who did not meet the standard in year 1)
- The end of key stage 1 (year 2)
- The end of Key stage 2 (year 6)

For the overwhelming majority of children at Courtlands, it is not possible to assess the children at the end of key stages 1 and 2 through SATs testing, therefore our reporting is against a set of pre-key stage standards determined by the department for education.

How do we assess the academic progress of the children in a more detailed way in addition to the statutory reporting arrangements?

We have a 3-tiered approach to academic assessment, which runs alongside our wellbeing assessment. Each child is assessed against the tier that is most appropriate for them on an individual basis.

Tier 1 – EYFS Bands

For all EYFS age children and some other children we assess the children according to the EYFS curriculum. We report in bands rather than months, as per guidance from the Bristol Standards.

Band 1 = 0-11 months

Band 2 = 8-20 months

Band 3 = 16-26 months

Band 4 = 22-36 months

Band 5 = 30-50 months

Band 6 = 40-60+ months

Band 7 = Early Learning Goal

Tier 2 – Pre-key stage one levels

We use a bespoke series of levels that we have created to bridge the gap between Tier 1 and Tier 3. These range from pre-key stage one level 1 to pre-key stage one level 8. Each pre-key stage one level

contains a set of descriptors that build towards the next level, and provide a sound basis for Tier 3. Children will not necessarily start at pre-key stage one level 1 as there is some overlap with Tier 1. This allows for the differences in end points for the children when they move on from the EYFS curriculum.

Tier 3 – Stages

Tier 3 contains us to six stages that are largely equivalent to the age related expectations of children in years 1 – 6 in mainstream education. Each stage contains outcomes that need to be achieved in order for children to progress to the next stage.

Aspects of Cognition and Learning/Engagement

For some of our children (predominantly those working within Tier 1 or pre-key stage one level 1-4) it is important to assess the children according to the seven aspects of cognition and learning/engagement, as recommended by the Rochford review. At Courtlands we use the five aspects to aid formative assessment and these are discussed with parents and carers at least three times a year at parent-teacher meetings. The five aspects are:

Exploration

Realisation

Anticipation

Persistence

Initiation

<https://www.gov.uk/government/publications/rochford-review-final-report>

How do we assess the wellbeing of the children?

All children, no matter what tier of academic assessment they are under, are assessed in the following areas:

- Attendance
- Behaviour
- Communication
- Play skills

We use 10-point descriptors for each of these areas which allow us to monitor the wellbeing progress of the children and to aid teachers in understanding specific areas that individual children need support with. Scores are combined to produce a wellbeing score out of 40.

In addition to this, all children (except those receiving an EYFS curriculum) are taught and assessed through a bespoke designed wellbeing curriculum which consists of:

- Healthy Mind
- Healthy Body
- Healthy Body - PE
- Exploration
- Creativity

- Wider World

This allows the children to learn key skills that support their complex needs. Typical subjects that you would find in mainstream primary schools (such as science for example) are taught through the areas above. We have progressive skill sets in each area which combine to provide a trackable score for each child.

Assessing Specific Individual Provision

In addition to whole school assessment systems, children are also assessed according to their Education, Health and Care Plans (EHCPs.) We ensure that the children's individual needs are met by assessing progress against EHCP targets. We track this through annual reviews and individual education plans which also include provision maps to detail progress in specific interventions. Some of this provision includes interventions that can be tracked, for example Precision Instruction. In these cases, teachers assess progress on a regular basis and use this information to plan for next steps. Our therapists use strengths and difficulties questionnaires in order to track the progress of their interventions.

Assessment and the Curriculum

The children are given the opportunity to learn a wider range of skills and information that the assessment criteria focus on. We do not solely teach to assessment measures. Children are exposed to sequences of lessons that provide a well-rounded curriculum that is individually tailored to meet the needs of the children at Courtlands. The curriculum and assessment systems are under constant review to ensure that we always meet the continually evolving needs of the children.

Links to other policies

SEND policy and information report

Appendix 1

Appendix 2

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3 Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

Appendix 1 – Version Control Amendments

Version No	Date	Summary of Changes