Cressex Lodge Curriculum Policy

Author/Contact:	Dan Bunker – Senior Leader
Approval/Ratified by:	Sarah Snape – Head Teacher
Publication Date:	01/12/20
Review Date:	01/07/21

Policy Statement

The intention on this policy is to outline clearly and efficiently the key things we do at Cressex Lodge School to ensure our pupils make appropriate progress.

We have a wide range of pupils from varying backgrounds. Some come from a mainstream school setting and others from specialist provision schools. Many of our pupils have an education, health and care plan and all our pupils present with trauma background type behaviours. These behaviours can appear different in each pupil and some may have a previous diagnosis of attention deficit disorder (ADHD), oppositional defiant disorder (ODD), conduct disorder (CD) and autistic spectrum condition (ASC). All of our pupils have come to us due to their harmful sexual behaviour (HSB).

Procedure

Our Curriculum Intent

- Therapy is at the centre of everything we do. Using the trauma recovery model, school staff work closely together to support effective learning and teaching for our pupils who have had adverse childhood experiences. Alongside the therapy that is offered to pupils, therapists work closely with the education staff to help provide a safe space for pupils to grow in confidence in school.

- Therapeutic Provision -The range of therapy offered at Cressex Lodge School is paramount for pupils to be 'ready to learn' These therapy sessions are crucial elements of pupil's curricula and are not 'add-ons' or intended as distractions from lessons. Individual work 1-1 sessions, art therapy, equine therapy, play therapy, occupational therapy and speech & language therapy are all tools to enable pupils to overcome their severe social, emotional, behavioural and psychological needs. These are timetabled flexibly, sensitively and effectively to maximise engagement and progress at Cressex Lodge School.

- Cressex Lodge School offer the full National Curriculum to all pupils. This includes, English, Mathematics, Science, Art & Design, Citizenship (which incorporates Religious Education and Personal, Social, Health and Economic education), History, Humanities, Design & Technology, Computing, Performing Arts, French, Music and Physical Education.

- English Baccalaureate (EBacc) is at the heart of the school. We offer English Language and Literature, Mathematics, the Sciences (combined), History and a language to our pupils. Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school. Studies show that studying subjects included in the EBacc provides pupils with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

- Our curriculum design is strongly differentiated to meet class and individual needs and to accommodate the various therapies offered. We must be extremely flexible in our timetabling, school day timings and use of additional support.

- Our curriculum model enables pupils' learning to be developed sequentially over time, ensuring that they are well prepared for Key Stage 4 and post-16 life after Cressex Lodge School.

- Curriculum Delivery- Teachers are flexible in delivery of lessons and are considerate of planning when working with pupils with complex emotional needs whom they know extremely well.

- Cressex Lodge School intends to provide great opportunities for all pupils to learn. Each pupil has an education summary, which are shared with all education staff. This ensures clear differentiation for each pupil in the classroom.

- Enhanced Curricular Provision such as regular school trips, visitors and workshops (such as 3D modelling, computer programming and animation and willow branch modelling) are some of the ways in which we enrich our curriculum. We run a timetable of Friday afternoon enrichment activities (known as Green Status) which links with our behavioural management system to ensure pupils have equal access to extra-curricular activities and can experience a wide range of creative, practical and sports-based activities.

- Accreditation- At Cressex Lodge School the Key Stage 4 curriculum offer comprises a range of academic and vocational qualifications for Years 10 and 11. Pupils have a range of qualifications from GCSE to Entry Level and Functional Skills to work towards. Pupils also have an opportunity to complete Bronze or Silver Duke of Edinburgh Award.

- Speech and Language- All new pupils to Cressex Lodge School in their first 6 weeks will receive a speech and language assessment. In addition, information will be gathered to ascertain with there have been or are currently any visual or hearing needs. We will also gather vital information regarding adverse childhood experiences, which will inform subsequent interventions.

- SENDco standardised assessments will take place usually at the referral and admissions stage. Education summaries will be given to all school staff with clear directions on how to effectively support the learning needs of each pupil. SENDco support continues seamlessly throughout a pupils time at Cressex Lodge.

Implementation of Teaching, Learning and Assessment

At Cressex Lodge School pupils learn in many ways and they often present with varying complex needs. Their behaviour can be a barrier to them making the progress they should have made in the past. They generally arrive with a history of poor attendance, placement gaps and multiple exclusions from school, and have therefore missed periods of education. As a result of this, they often arrive with lack of confidence when it comes to education.

Our job as teachers is therefore a significant challenge but one that is faced with enthusiasm and energy. We achieve this in several ways:
- We teach using clear learning objectives and differentiated success criteria for each lesson based on Bloom's Taxonomy, a hierarchical ordering of cognitive skills.

- Facilitating learning with a diverse range of learning tasks and strategies borne out of in-depth knowledge of our pupils.

- Where appropriate, we use starter activities to check for prior understanding and plenaries to check that our pupils have fully understood the objective of the lesson, and if they haven't, we adapt our plans and spend time with pupils to ensure they do, before moving on.

- Planning and teaching in reference to our pupils' progress plan which identify clear learning, pupils' next steps, communication and interaction and social and emotional well-being targets.

- Our pupils' preferred learning styles (visual, auditory and kinaesthetic) and form of intelligence (mathematical/logical, visual/spatial, interpersonal, musical) as best we can.

- The best possible environment for learning by developing a positive atmosphere in which pupils feel and safe and that they belong, enjoying

learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed.

• Tasks that builds on previous learning through a learning sequence and that constant praise (where appropriate), engaging learning tasks and positive use of our behaviour system keeps pupils motivated.

• Learning tasks that are varied and tailored to individuals, and include investigation and problem-solving tasks, ICT, debates, role-plays, design and making activities, critical thinking tasks and time for reflecting on our learning. Pupils learn in a variety of ways – in groups, pairs, with the whole class or independently, depending on the task and the individual.

• Encouragement to assist pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn best – what helps them learn, and what makes in difficult. Teachers ensure that pupils' interests and suggestions are incorporated into the curriculum as much as possible.

• Effective deployment of teaching assistants, tailoring what they do to the learning activity and pupils' needs. Sometimes, they work with individual pupils and sometimes they support whole-class learning. Whilst they may be used to help a pupil to calm down or take time out and are in the classroom to help aid effective supervision of the pupils, their focus is primarily one of supporting learning.

• Regular training for staff on effective teaching & learning and curriculum development is part of the school's internal continuing professional development and undertaken by teachers. Training is done both internal and external.

• Links with other schools to assist with moderation, standardisation and sharing of outstanding practice.

• The expertise of leaders and an external consultant to monitor the quality of teaching through learning walks, lesson observations, workbook scrutiny, planning scrutiny, work moderations and feedback to staff with constructive developmental targets.

• Homework (including reading books if appropriate), which reinforces the concepts taught during the week in English, Mathematics and Science. We help carers and parents to support their child with homework and suggest ways of involving them in their child's learning.

swaay

Impact of Assessment, Marking & Feedback

We use our own bespoke assessment framework, which tracks the progress of pupils in national curriculum subjects, skills for life and emotional wellbeing. Progress is measured by a system of milestones and Bloom's Taxonomy, which is a hierarchical ordering of cognitive skills, which can help teachers teach and pupils learn.

This system enables us to personalise each pupil's progress. We encourage them to consider their progress journey. We can celebrate progress and success with every pupil, regardless of whether they started with us working at age related expectations or below.

There are 6 levels of competency with Bloom's Taxonomy and we have combined the top two into one.

1. The first level is to Remember. Example activities at the Remembering level: memorize a poem, recall state capitals, remember math formulas

2. The second level is to Understand. Example activities at the Understanding level: organize the animal kingdom based on a given framework, illustrate the difference between a rectangle and square, summarize the plot of a simple story.

3. The third level is to Apply. Example activities at the Application level: use a formula to solve a problem, select a design to meet a purpose, reconstruct the passage of a new law through a given government/system

4. The fourth level is to Analyse. Example activities at the Analysis level: identify the 'parts of' democracy, explain how the steps of the scientific process work together, identify why a machine isn't working.

5. The fifth level is to Evaluate and Create. Example activities at the Evaluation level: make a judgment regarding an ethical dilemma, interpret the significance of a given law of physics, illustrate the relative value of a technological innovation in a specific setting—farming, for example. Example activities at the Creation level: design a new solution to an 'old' problem that honours/acknowledges the previous failures, delete the least useful arguments in a persuasive essay, write a poem based on a given theme and tone.

Baseline

- Pupils often arrive at Cressex Lodge School with a very mixed assessment profile, some come with a lot of assessment data, some with very little or none that is relevant or up-to-date.

- We assess pupils in advance to them being placed at Cressex Lodge School as part of our company referral process. An education summary is produced by our SENDco and circulated amongst education staff.

- We immediately begin gathering evidence of work across the curriculum in order to track the pupil's progress and provide personalised learning tasks and developmental targets that support academic progress.

Learning Milestones

- We use our framework of learning milestones to track the progress and attainment of every pupil in curriculum subjects. This assessment system has been designed by teachers at Cressex Lodge School in order to capture the holistic progress pupils make with us.

- Evidence is gathered through observations of pupils, samples of work, informal assessments, workbooks and written tasks.

- Pupils produce a range of evidence for assessment including their workbooks, photographs, recorded commentaries from their teachers as a result of observation and saved computing work.

- Teachers record pupils progress in each pupil's portfolio and on our central progress tracker every term for all subjects. Progress is broken down into six levels of cognitive skills.

- Our teachers collaborate with external alternative providers to moderate English and Mathematics on a termly basis.

Marking pupils work: Key Points

- Marking and feedback is the dialogue that takes place between teacher and pupil, in order to ensure that learning objectives are met and that pupils are secure in their knowledge. This may take a number of forms, including a written dialogue or verbal dialogue, depending on the individual needs for the pupil.

- The process of marking and offering feedback is positive and marked in a positive colour. Often, teachers will use pink highlighter to lift good evidence from a pupil's work.

- Homework is marked, where applicable, and feedback communicated to pupils before the next homework is set.

We mark pupils work and offer feedback in order to:
- Show that we value the pupils' work and encourage them to value it too.

- Boost the pupils' self-esteem through use of praise and encouragement.

- Help pupils learn. If pupils' work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

- Promote self-assessment and peer assessment.

- Offer the pupils specific information on the extent to which they have met the lesson objective and success criteria/or the individual targets set for them.

- Provide a basis both for summative and formative assessment.

- Provide the ongoing assessment that should inform future lesson-planning.

We ensure that:
- Comments are appropriate to the age and ability of the pupil.

- Comments focus on the most significant strength and weakness for improvement, at any one time.

- Whenever possible, marking and feedback involves the pupil directly, there then, or after completion while the work is still fresh in the pupil's mind.

- Ticks are normal where work is correct, and dots where errors have been made. Other symbols may be used once their meaning has been explained.

- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems.

- When self or peer assessment has been undertaken (i.e. pupils may mark their own or another pupil's work) the teacher must always review this marking.

- Learning support team members are permitted to participate in marking and giving feedback provided they have been prepared/briefed on the teacher's expectations of the lesson and outcomes and that their input is reviewed by the teacher.

- Spelling and grammar are only marked if it was part of the lesson's objective, if it's an area of spelling or grammar the pupil should absolutely know or if it's an area related to one of their targets on their progress plan. Otherwise, if every spelling is circled and identified as 'wrong', the pupil is likely to be severely demotivated every time they receive feedback.

Education Mentors

We recognise how important it is for our pupils to form secure attachments with adults within our school community, and how pivotal this is in ensuring all pupils enjoy a successful placement at Cressex Lodge School.
We operate a pastoral education mentor system, whereby each pupil is assigned to a specific member of staff (their 'education mentor'), who makes regular contact with the pupil at key points throughout the day, supports their emotional wellbeing in school and acts as the first point of contact for parents and carers.

The aims of our education mentor system:
- To enable all pupils to form secure emotional attachments to adults within school and provide them with a consistent significant other in their life outside of the home.

- To support pupils with their emotional development and reinforce the values and skills taught through our SMSC curriculum.

- To provide pupils with a positive adult role model who can support them to make positive behaviour choices.

- To form a close and consistent link between school, home and therapy. The key person acts as the first point of contact for parents/carers and therapists.

- To support pupils as they settle into school, transition from one class to another, or go through any other significant changes in their life.

Our commitment:
- Every new pupil will be allocated a key person within their first two weeks. Pupils are observed during their first weeks at school in order to see if there is any staff member whom they have formed a significant attachment to and would therefore be an appropriate key person.

- Carers/parents will be informed who their child's key person is as soon as one has been allocated.

- The key person will meet as part of the 'core group' around the pupil every four weeks in term time. The core group will also comprise of someone from home and therapy.

- The key person will be available to speak to parents or carers during family open days and provide updates on a pupil's emotional well-being and development.