

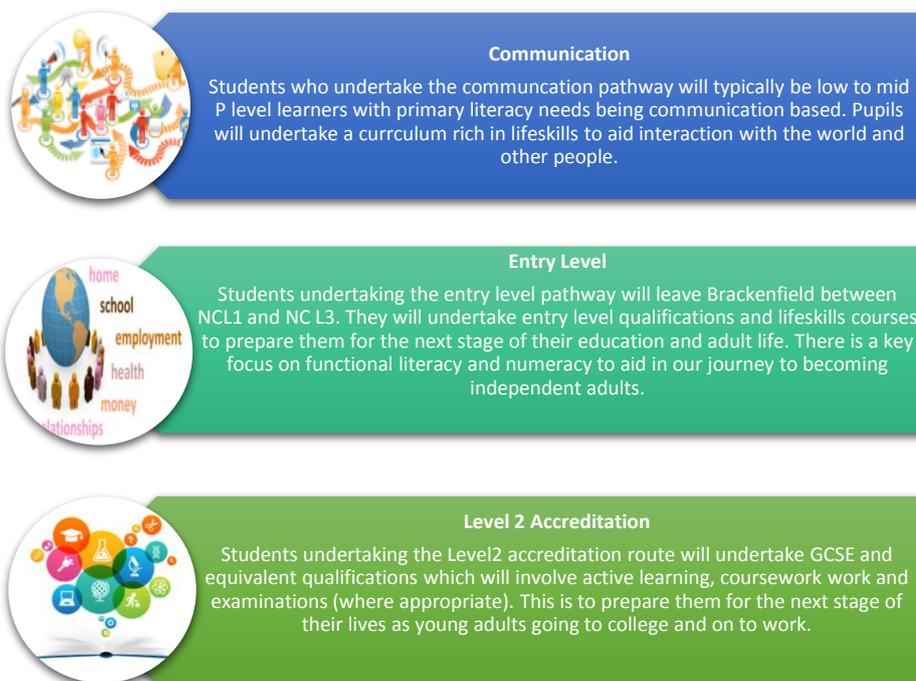
Teaching & Learning Policy and Curriculum Statement

Curriculum Statement

Brackenfield School is a school which is flexible to the needs of our learners. Pupils can undertake 3 pathways of learning (or a combination of these in different subject areas depending on their strengths and areas for development). Pupils are set in class groups dependant on their learning pathway, their social emotional needs and their SEN. Pupils can move between class groups (and learning pathways) within an academic year to meet their changing needs. Our core purpose at Brackenfield School is to develop functionally literate and numerate individuals who are able to navigate the world. Therefore all learning pathways are built on a platform of Functional life skills (see LiAC Policy). Our whole school approach to embedded life skills is categorised into 3 strands:

- Decoding; working out
- Comprehension; understanding and contextualising
- Communication; to express and communicate ideas and information

Learning Pathways



All pupils are provided with a broad and balanced curriculum and are able to experience all subject areas through their individual learning styles. We operate a 6 period a day timetable which is tailored to the needs of groups and individuals. Pupils are referred into enhanced learning programmes to meet individual academic, social emotional, physical and therapeutic needs which cannot be met in a full class environment (see enhanced learning policy). As functional life skills are our core purpose, enhanced learning provision incorporates Literacy and Numeracy sessions (see LiAC Policy).

LiAC Enhanced Learning Provision

Our enhanced life skills provision is delivered to individual students and is tailored to their individual development needs in both functional literacy and functional numeracy. Targets are set against our

LiAC strands of decoding, comprehension and communication. These targets are reviewed each half term, with the expectation pupil progress improves and developed life skills is evident across the curriculum. We select pupils from all key stages for individual intervention; to ensure all our pupils leave Brackenfield with independent functional life skills and the ability to navigate the world around them.

Functional Life Skills Terminology; Literacy			
	Decoding	Comprehension	Communication
Reading	Ability to access written text or visual representations	To contextualise and understand words, phrases or text	To read and obtain information from different sources
Writing	Ability to write through sounds, words and punctuation	To contextualise and understand how to write through sounds, words and punctuation	To communicate information to an intended audience
Speaking and listening	Ability to access information through verbalised or signed communication	To contextualise and understand information through verbalised or signed communication	To communicate information, opinions and ideas in the appropriate context and form

Functional Life Skills Terminology; Numeracy			
	Decoding	Comprehension	Communication
Number	Find, read and understand information given by quantities, numbers, symbols and diagrams	Specify, solve and describe a practical problem or task using quantities, numbers, symbols and diagrams	Present and explain results and mathematical information to show an understanding of the intended purpose using quantities, numbers, symbols and diagrams
Measure, shape, space	Find, read and understand information given by time, measure, temperature and direction	Specify, solve and describe a practical problem or task using measure, shape and space	Present and explain results and mathematical information to show an understanding of the intended purpose using measure, shape and space
Data Handling	Find, read and understand information given by charts, graphs and recorded relevant information	Specify, solve and describe a practical problem or task using data from diagrams, charts and recorded relevant information	Present and explain results and mathematical information to show an understanding of the intended purpose using diagrams, charts and recorded relevant information

Curriculum Planning

Brackenfield School operates a common planning framework through from KS1-KS4 (see key planning documents **Teacher- School Docs- Master Docs- Planning Document Masters.**) This is to enable staff to plan thoroughly to meet the needs of our learners, so they feel safe and secure in the learning environment and are able to achieve to their potential. All curriculum areas and subjects are planned on this framework and planning is saved on the joint teacher area half termly for QA and to share good practice (**Teacher-School Docs-Curriculum Planning**). Medium and long term planning is quality assured by phase leaders on a half termly basis. Lesson plans are only required for observed lessons. Planning refers to the expected life skills (LiAC) embedded within delivery. There is an outcome for each LiAC strand; decoding, comprehension and communication.

With regards to target setting for students, yearly and end of Key Stage targets are generated against National Progression Guidance and this informs all planning. Assessment data is entered to the system and analysed half termly (see assessment and marking policy).

Timetable and Learning Environments

As stated above, we operate a 6 period timetabled day- which is flexible to meet the needs of individuals and groups. This includes pastoral and key worker- keep in touch times, structured break times, enrichment opportunities and assemblies. There is a staggered lunch hour (which consists of 3 half hour sittings) so lessons are in session at all times of the day. As detailed above, pupils are referred into enhanced learning and provision sessions subsequent to their timetable to support their individual needs.

All class groups are based in their own specialist learning space which is tailored to the groups and individuals' needs. There are individual learning zones for each pupil within their learning space which are appropriately resourced to support the needs of each student (these maybe academic, physical, sensory, behavioural, social and emotional). Class groups will undertake all lessons within their learning space; this is with the exception of specialist subjects (Science, DT, ART, Food Technology and PE) which are delivered in purpose built subject rooms. Primary Phase classes are taught by class teachers who remain with the class throughout the week. KS3 and KS4 Phase classes are taught by subject specialist teachers who move to the class learning space to deliver lessons (as opposed to a more traditional secondary model where the pupils transition between lessons).

All classes have a pastoral team (consisting of a lead teacher and TAs) and all pupils are assigned a key worker from within this team. Key workers communicate with parents/carers following the schools parental communication policy.

Parental Contact

All pupils are assigned a key worker from within their pastoral team who communicates with parents and carers through appropriate methods on a regular basis (see parental communication RAG and Policy). Subsequent to this, subject teachers communicate directly with parents/carers in consultation with class leads regarding specific subject based issues.

Subsequent to the above, parents are invited in three times yearly to discuss the progress of their son/daughter as follows (see school calendar for dates):

- Settling in parents evening- Autumn term
- Annual review of Statement of Educational Need/Educational Health and Care Plan- Spring Term
- Parents evening- Summer term

Quality Assurance

Teaching, learning and assessment are quality assured throughout the year by Senior Leaders, Phase Leaders and Team Leaders (see school calendar). All Quality Assurance of individuals and teams is taken into account during teacher appraisal. All QA is reported to Governors through the Full Governors meetings and through the teaching and learning committee (there is a named T&L and Assessment Governor who also liaises with the Lead for T&L and Assessment). Quality assurance consists of the following:

- **Lesson Observations.** All member of teaching staff are formally observed as part of the appraisal cycle (see school calendar). Though individual feedback is available, formal feedback

is given to Phase Teams for action. Observations are carried out by Senior Leaders and Phase Leaders on observation templates (see ***Teacher-School Docs- Master Docs- Observation Masters***). During lesson observations progress overtime logs are quality assured.

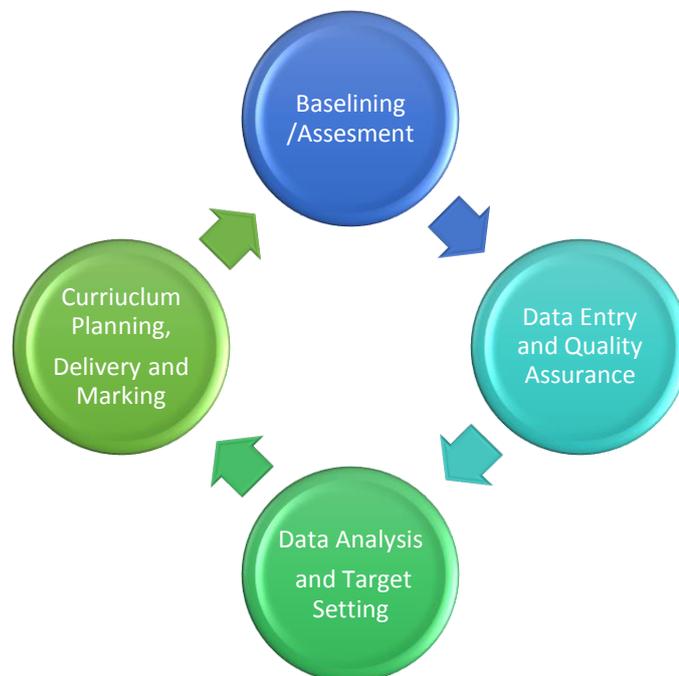
- **Learning Walks.** These are scheduled around QA SIP priorities (see school calendar). Feedback is given to Phase Teams and the full staff team. During learning walks progress overtime logs and the value of embedded life skills are quality assured.
- **Pupil progression Data Analysis-** Pupil progression data is entered into the school system by teaching staff on a half termly basis (see school calendar and data entry spreadsheet ***Teacher-DATA***). This is analysed by the Senior Leader for tracking assessment against National Progression Guidance and is reported back to teaching staff and Phase Leaders (see assessment and marking policy).
- **Work Scrutiny-** This is undertaken following data entry half termly by the Senior Leaders and Phase Leaders to quality assure teacher assessed levels (see school calendar).
- **Moderation-** This is undertaken on a half termly basis. This involves all teaching staff and takes place during staff meeting time (see staff meeting calendar) to ensure consistency of teacher assessment across the school. Moderation is facilitated by common moderation templates (***Teacher-School Docs- Moderation Templates***) which are attached to all pieces of work and completed by the member of staff submitting the sample.
- **External Moderation-** This happens termly, subject leads meet with the other Derbyshire Special schools to cross moderate judgements.
- **Planning-** Planning is quality assured by Phase Leads and the T&L and assessment lead on a half termly basis using planning QA templates (***Teacher-School Docs- Master Docs- QA documents***).
- **Progress overtime logs-** Please see above (observations and learning walks). Progress overtime logs are kept in teacher planners on school planner templates (please see assessment and marking policy).
- **SMSC and British Values-** This is quality assured through all of the above as well as discrete events (assemblies and themed days) see SMSC and British Values Policy.
- **Pupil attitudes-** Pupil attitudes are quality assured through the above as well as pupil voice (see SMSC and British Values Policy).
- **Parental Engagement-** This is measured and quality assured by regular parental questionnaires, parental engagement in school events, parents evening and parent view. Due to the diverse needs of our parents, parent engagement is facilitated by the Enhanced Provision Lead.

Assessment and Marking Policy

Assessment is the means by which the progress of learners and the effectiveness of our staff and processes are monitored. It is a tool to inform curriculum planning and learning programmes. It is also an important part of our quality assurance framework.

Due to the learning needs of our students, all pupils achieve below National Floor Standards. As a result, achievement and progression cannot be tracked through Nationally Standardised tests (such as KS1 Phonics screening and SATs tests). Though a percentage of our learners will undertake and achieve nationally recognised Level 2 qualifications such as GCSE or equivalent, before leaving for the next stage of their education, it is imperative for all learners teacher assessment is continuous, rigorous and accurate in order to ensure pupils are placed on correct learning pathways (see Teaching and Learning Policy and Curriculum Statement) and target setting is accurate and challenging.

Assessment and marking is an ongoing process here at Brackenfield and is as follows:



Base lining and Assessment: All new starters to the school are base lined using subject APP grids and subject baseline assessments. All pupils will be assessed against P Scales and the schools Functional NC levels. Assessment for pupils in the Early Years and Foundation Stage (Reception and Nursery age) assessment will be against the 17 areas of development in the EYFS framework. This happens during transition to the school and during the first 2 weeks as a pupil at the school. Assessment of all established pupils happens continuously throughout the year and is recorded in standardised subject APP grids (**Teacher- Data- APP Grids**) which are dated and in teacher planner progress over time logs (**Teacher-School Docs- Teacher Planner**).

Data entry and Quality Assurance: Pupil progress data is entered into the school system (**Teacher-DATA**) on a half termly basis (see school calendar). The level recorded is the level which the student has fully achieved (this maybe a P Scale or NC Level) not the level they are currently working to achieve. EYFS data is recorded in individual EYFS Learning Journeys.

Data is quality assured in a number of ways following entry:

- Work scrutiny- Quality assuring the level entered matches the evidence produced. Work scrutiny is undertaken by SLT and Phase Leaders half termly (see school calendar)
- Moderation- All teaching staff moderate marking using standardised moderation templates (**Teacher-School Docs- Moderation Templates**) based on subject APP grids (**Teacher-DATA- APP Grids**). This is undertaken during staff meetings on a half termly basis (see school calendar) and ensures consistency of marking across the school.
- External moderation-This happens termly, Subject Leads meet with the other Derbyshire Special schools to cross moderate judgements.

Data Analysis and Target Setting:

Target setting: Pupil progress data is analysed by the T&L and Achievement Lead and Phase Leads. Analysis is based against National Progression Guidance (NPG). Yearly targets are set using the target setting progression Matrix (**Teacher-Data- NPG Target Matrix Year on Year**) (which has been generated from the NPG) and are based on level achieved at the end of the previous Key stage; therefore as a pupil transitions to the next Key Stage targets are set from their most recent end of KS result. All pupils are set a Median Quartile and Upper Quartile target yearly. This informs analysis and curriculum planning (see below). All new starters will have targets set using baseline data where end of Key Stage is unavailable, the target setting matrix will be used to generate a best fit.

Data Analysis: If a pupil is on **track to meet** (during the year) **or meets** (at the end of the year) their **Medium Quartile Target** (MQ) they will be recorded as **making expected progress**. If a pupil is on **track to meet** (during the year) **or meets** (at the end of the year) their **Upper Quartile Target** (UQ) they will be recorded as making **more than expected progress**. Analysis is done as follows:

- By pupil, for all subjects- RAG'd system
 - Dark Green- above more than expected progress
 - Green- more than expected progress
 - Dark Amber- Between expected progress and more than expected progress
 - Amber- expected progress
 - Red- less than expected progress
 - Dark Red- regressed (this should not be possible, but highlights anomalies in the data set)
- By subject using golden ratios (see below)
- By teaching group using golden ratios (see below)
- By Key stage using golden ratios (see below)
- By member of teaching staff using golden ratios (see below)
- By groups: SEN category, disadvantaged pupils (and non-group), ethnicity and gender, using golden ratios (see below)

Golden Ratios:

Good: 75% of pupils are making expected (MQ) progress, of which 25% are making more than expected (UQ) progress. No more than 25% are making less than expected progress.

Outstanding: 90% of pupils are making expected (MQ) progress of which 30% are making more than (UQ) progress. No more than 10% are making less than expected progress.

Due to small teaching groups and cohorts of pupils where a judgement is skewed by one pupil represented by a large percentage, the judgement is then deemed 'close too' (good/outstanding).

Target Setting and Analysis in EYFS: Pupils in the EYFS will have Gap Profiles stating progress against the 17 areas of learning. Targets will be set for individuals to direct curriculum planning to their areas for improvement comparative to their strengths. Due to their SEN, pupils will not be meeting age related expectations. These will be reviewed half termly by the lead for T&L and Achievement and the Primary Phase Lead.

Underachieving or borderline pupils will be identified by the lead for T&L, Phase leaders and classroom teachers; intervention/enhanced provision will be put in place as necessary.

Analysis of data is reported to all stakeholders in an appropriate form and informs teacher appraisal and data dialogues (see school calendar).

Curriculum Planning, Delivery and Marking

Curriculum Planning and Delivery: Planning for all subject areas in all phases of the school is generated on the schools common planning format (see Teaching and Learning Policy). Both long term (yearly) medium term (half termly or by topic) and short term planning (weekly/by lesson) is influenced by pupil targets and current level achieved. Curriculum, unit and lesson content should be planned to ensure that pupils make progress (sympathetic to their learning needs and styles) towards their end of year targets. Planning is quality assured on a half termly basis (see T&L Policy and Curriculum statement). Delivery should be tailored to the individual needs and learning styles of the students.

Marking (annotation, progress over time and pupil feedback): All work is marked using the schools annotation slips (*Teacher-School docs- Master docs- Annotation slips*). These are attached to the piece of work (where appropriate) or alternative piece of evidence (e.g photographic evidence). This is done by the Class Teacher supported by Teaching Assistant staff (directed by the Teacher). The annotation should state the following:

- The level the pupil has achieved
- The target level (or level they are currently working towards)
- The learning objective for the task/piece of work
- How they have met the learning objective
- Their next steps (towards the same objective if not met or next step of learning)
- Pupil dialogue (see below)
- Level of support they have completed the task with
- Embedded Functional Life skills (Literacy and Numeracy) when completing the task

It is expected work is marked for every lesson to inform the planning of the next session for the individual. Information from the annotation slips is then used to complete the progress overtime logs and APP grids. Depending on frequency of lessons this may be completed by teaching staff after every lesson or weekly. The progress overtime logs are recorded if the teacher planning leaves (*Teacher-School Docs- Master Docs- Teacher Planner*) and should show a chronological progression timeline for each student. APP grids are also held in the teacher planner (*Teacher-Data-APP Grids*). These are highlighted and dated to show areas of assessment met and inform next steps planning. These should be shared with TA staff to support marking and annotation. Progress over time logs and APP grids will be quality assured during lesson observations and learning walks and form evidence for teacher appraisal and data dialogue discussions.

Pupil feedback and dialogue: Dialogue with students is an integral part of the marking process. Teaching staff should feedback to the pupils on how successfully they have met their learning objective and what they need to do next. Pupils should be given the opportunity to respond to. This

will need to take on a form which is appropriate for the pupil's cognitive ability, age and communication needs. Pupil dialogue is recorded as part of the annotation slips (tailored to the individual and group) and will be quality assured during work lesson observations and learning walks (book trawls, observation and pupil questioning). Pupil dialogue should inform future planning and task design.

Marking Key for books/work

To ensure a commonality to pupil feedback and marking across the school, all staff use the key stated below:

Highlighted in Green	Good- completed well
Highlighted in Blue	To work on or correct
Marked in Purple pen	Pupil/peer marking/assessment
Marked in Green pen	Teacher marking/assessment

Assessment for learning, Marking for Life Skills (LiAC)

Assessment for learning at Brackenfield is actioned through marking for life skills. We refer to the three strands: decoding, comprehension and communication. Here we can see what individual pupils have worked out during the lesson, what pupils have understood and how they have expressed their learning. Our strands are generic, however individual pupil's feedback may be different across the same lesson. Within these three strands, numeracy and literacy skills will be embedded.

 Teacher Comments:
<p>Decoding; working out</p> 
<p>Comprehension; understanding</p> 
<p>Communication; expressing ideas</p> 

Commenting on progress during the lesson in the form of functional life skills informs next steps which refer directly to the learning objective and marking criteria found in subject APP grids (**Teacher-DATA-APP Grids**). It can also provide evidence to support further development of life skills for individuals across the curriculum. This can inform the RAG (see LiAC policy) for LiAC within teacher planners; decoding, comprehension and communication.