Curriculum Policy

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Curriculum context

At Allerthorpe School, we pride ourselves on providing education that is engaging and innovative. We will always consider the SEMH and SEN needs of our learners and understand that they have not all had the best educational experience previously. We aim to inspire our learners to believe in their full potential, build confidence and resilience, and where appropriate provide a pathway to reintegrate back into mainstream education. Our tutors provide motivation, support, and guidance to our learners in every way possible to cater for their educational, social, and emotional needs whilst overall raising their aspirations and personal self-esteem.

The school's restorative culture underpins all aspects of planning including curriculum intent, implementation and assessment supporting individuals to reach their full potential. Practices ensure that learners are fully supported with diverse opportunities to succeed where they have experienced difficulty or failure in the past; examples of these are our Steppingstones programme and POOLS sessions, timetabled sessions that facilitate reflection and creates opportunities to develop resilience to aid progression and achievement. This enables a virtuous circle of reflection, action, achievement, resilience, and increased confidence promoting engagement and the love of learning.

The school prioritises class groupings by social accessibilities and the ability to interact with the class, create and maintain flourishing friendships with the aim that each learner placed in a class can access the environment both socially and educationally complemented by a consistent classroom delivery model.   Cohorts are grouped KS3 and KS4. At KS3 learners access a 3-year rolling curriculum and KS4 access a 2-year rolling curriculum.

Through a varied and differentiated curriculum, we aim to teach learners how to grow into positive, responsible young people that can not only have a positive impact on our local community but can successfully transition into further education, employment, volunteering, and adulthood. We value the spiritual and moral development of each person, as well as their intellectual and physical growth – the ability to participate positively in society is also at the heart of our planning. The development of social skills is promoted though our social skills programme where elements such as self-esteem and self-awareness, body language, the way we talk, conversation and assertiveness are explored, and progress evidenced. Experiences in the community give learners the opportunity to practise their skills in external situations with the support and care of our skilled staff team.

The curriculum promotes achievement and success regardless of starting point to build confidence and engagement, the core curriculum is differentiated to ensure that all learners have the opportunity to achieve fully at their level and we use a **Foundation** (pre entry/entry level 1) **Bronze** (Entry Level 2), **Silver** (Entry Level 3), **Gold** (Level 1) and **Platinum** (Level 2) system to distinguish expectations with the opportunity for those most able to grow and achieve at a higher level to access a GCSE programme in both Mathematics and English Language.   We also support progress and achievement through our "Steppingstones" programme where individual learners master their current level through

S(upported) **T**(entative) **E** (xcel) **P**(erfection) stages with their development monitored closely and recorded regularly prior to advancing to the next level when fully mastered. *(Appendix 1)*

Assessment, progress tracking, monitoring, and review

Upon joining Allerthorpe School learners undertake formal initial assessments in English, mathematics, and ICT. The results from these assessments are used to enable the school to plot an expected progression "flight path" calculated by using their starting point as a pre-cursor to previous educational attainment. This enables us to plot individualised developmental targets in each of the core subjects based on learners' individual need and starting point.

Considering learners' previous educational experiences, it is also important that the class team holistically assess learners as a continuation of the initial assessment process. The combination of the formal initial assessment and the holistic view are used to inform differentiation of the learners' classroom work.

During timetabled lessons, learners are assessed using a variety of formative and summative methods. Summative assessment is captured within bespoke subject specific workbooks, assessed by the tutor, and recorded on a progress tracker at their level using a RAG rating system, with specific developmental feedback provided (WWW/EBI). *(Appendix 5)* For core subjects (mathematics, English and ICT) every learner has a "Steppingstones" booklet where specific outcomes are tracked in relation to level of support needed/mastery for each outcome before a learner progresses to the next level. Learners are supported to develop in specific areas through timetabled personalised provision / in-class interventions in the form of POOLS (**P**ractising **O**ur **O**utstanding **L**earning **S**teps) lessons. *(Appendices 2,3,4)*

At the end of each term, progress is updated and analysed by SLT to ensure that every learner is making progress consistent with their flight path. Any identified inconsistency with the predicted flight path is highlighted and supportive strategies agreed.

At KS4 learners will complete an NCFE paper-based controlled-assessment (E1-E3)/ paper-based or online external assessment (L1/L2) in Mathematics, ICT and English reading, writing, and speaking, listening and communication. They can undertake exams three times a year throughout years 10 and 11 whilst at Allerthorpe School to support progression, exam confidence and preparation for further education.

Learners undertaking the school's GCSE programme will engage with a 2-year bespoke curriculum that has periodic internal assessments and summative national exams in the summer of year 2, resulting in an external numerical grade from 1 – 9.

Curriculum planning, teaching, and learning

The long-term plan for the school is reviewed annually in consultation with the tutor team, taking into consideration any global/environmental/technical/policy changes and feedback/reflection from delivery of each subject area. From the long-term plan, bespoke schemes of work are developed, and from these, specific lesson plans and resources produced. Teaching staff customise and personalise planning to meet the needs of their individual cohort of learners. The approach to planning for teaching and learning is to ensure that all learners receive a broad offer, appropriate to supporting progression and achievement of personal targets, and that the planning itself is, wherever possible, hands on and experiential. This approach also enables teaching staff to maintain a manageable

workload and facilitates a positive work/life balance. The KS3 and KS4 curriculums are planned together to facilitate an offer that supports learners to build upon prior knowledge. Through a creative curriculum, learners will face the challenge of debate and study that will foster recognition and sympathetic awareness of the beliefs and values of others, improving all learners' awareness of the world in which we live. Where relevant and possible, learners take part in a wide variety of educational visits and field trips to broaden their experience of different locations and situations and glean learning from real life experience.

Within Mathematics and English, the KS3 curriculum prepares learners for preparation of own pathway at KS4 – either Functional Skills or GCSE dependent upon ability.

Curriculum Areas

Please refer to the long-term plans for subject specific areas and content.

English

Functional Skills English

English is a subject, and it is an essential foundation for success in all subjects. Developing the core skills of reading and writing, vocabulary development and spoken language is essential for a learner's chance to progress.

KS3 curriculum aims – to instil the core skills of reading and writing, vocabulary development and spoken language. This aims to compliment previous knowledge and work towards skills needed to succeed at KS4. Reading a variety of increasingly challenging texts will enable learners to access either pathway of Functional Skills English, or GCSE English Language. The curriculum will support learners to:

- Develop reading skills.
- Write accurately and effectively using Standard English and level appropriate spelling and grammar – plan, draft, edit and proof-read.
- Build on their vocabulary and understanding of more complex words.
- Speak and listen confidently and effectively.

KS4 curriculum aims – to expand on and further their knowledge of the key skills covered in KS3 to support learners to:

- Develop reading skills.
- Write accurately, fluently, and effectively at length using Standard English and level appropriate spelling grammar – plan, draft, edit and proof-read.
- Write using an informed personal response.
- Build on their vocabulary from KS3 and use it effectively.
- Speak and listen confidently and effectively using personal opinions and the opinions of others.

GCSE English Language

GCSE English language is designed on the basis that learners should read challenging texts from the 19th, 20th and 21st centuries. Each text will represent a substantial piece of writing, making significant demands on learners in terms of content, structure, and the quality of language. The texts, across a range of genres and types, will support learners in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews, and journalism.

It enables learners to:
- read a wide range of texts, fluently and with good understanding.
- read critically, and use knowledge gained from wide reading to inform and improve their own writing.

- write effectively and coherently using Standard English appropriately.
- use grammar correctly, punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

Mathematics
Functional Skills Maths

A key aim for Functional Skills mathematics is that it enables learners to gain confidence and fluency in, and a positive attitude towards, mathematics. Learners will convey their confidence in using mathematics when they can demonstrate a sound grasp of mathematical knowledge and skills and apply it to solve mathematical problems. It develops behaviours such as persistence, resilience and logical thinking as learners apply mathematical tools and approaches.

The Functional Skills qualifications provide a foundation for progression into employment or further technical education and develop skills for everyday life.

The content will introduce learners to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life. It enables learners to develop an appreciation of the role played by mathematics in the world of work and in life.

GCSE Maths

It encourages learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher-level post-16.

This planning enables learners to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select, and apply mathematical techniques to solve problems.
- reason mathematically, make deductions and inferences and draw conclusions.
- comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context.

The problem solving at the heart of mathematics learning, helps learners tackle everyday mathematical problems whilst studying and after obtaining the qualification. It encourages the teaching of links between different areas of the curriculum by targeting questions that cover the content from different subject areas within mathematics.

ICT

ICT develops the learners' knowledge, skills and understanding with a key focus on the development of effective communication skills and encourages them to demonstrate their skills in using ICT systems, finding, and selecting information, developing, presenting, and communicating information in a range of contexts and for various purposes. Planning is cross-referenced and complemented by the Digital Functional Skills subject content where ICT planning provides learners with a solid understanding of the five content themes of using devices and handling information, creating, and editing, communicating, transacting and being safe and responsible online.

Steppingstones/POOLS *(Appendix 2)*

To support individual learners to improve on specific Maths, English and ICT skills and techniques and enable them to progress through stages (supported, tentative, excelling, perfection) and advance onto the next level. The sessions comprise POOLS (Practising Our Outstanding Learning Steps) with activities planned and executed in a creative, engaging, and multi-functional way. Steppingstones is interwoven into all curriculum subject areas.

Science

Allerthorpe School's science offer is broad and varied and reflects the interests and capabilities of the learner cohort. Learners can access a wide variety of science curriculum topics ranging from cellular development to space and the solar system. All the topics are relevant to the learner understanding of scientific theory, evidence, and analysis comprehension. In addition, there are multiple practical investigations to encourage scientific thought and engagement.

PSHE/RSE

The aim of our PSHE offer is to educate and support individuals to lead safe and healthy lives, make informed choices regarding social and personal issues and develops the necessary skills to manage their next step, lives, and aspirations to become responsible and productive members of society. Our PSHE curriculum includes a robust RSE offer, and learners can work towards accreditation at both KS3 and KS4. The planning is mapped to the DfE's statutory RSE guidance.

Culture Club sessions complement PSHE through exploring religious festivals and celebrations throughout the year.

Human and Social

Encompassing both History and Geography, the Human and Social curriculum helps learners to understand their world in the context of people and places, resources, and environments across the globe, and gain a solid knowledge around key historical events, locally and internationally that have effected changes in society over time.

Social Skills

A significant part of a learner's life is spent interacting with other young people. However, not all young people develop social skills naturally.

The social skills programme uses a hierarchical approach to teach these skills as shown in the graphic.

Structured classroom activities develop a learner's social skills and are put into practice during school social time and social academic trips such as ordering a meal, participating in a social sporting activity.

Hierarchy of social skills
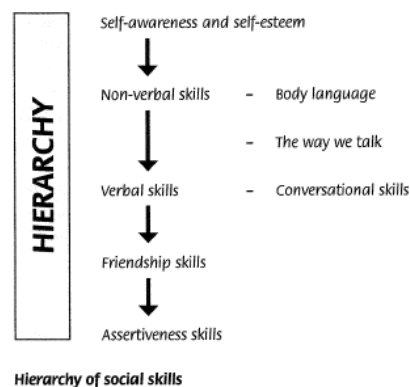
We aim to develop young people's self-awareness and self-esteem so that they build core skills for maintaining friendships, resilience, and emotional wellbeing.

PE

Physical education includes developing confidence and competence in a wide range of individual, paired and team activities, to promote physical health and wellbeing, positive mental health, teamwork, and problem-solving skills. All activities are differentiated to ensure all learners can participate in activities; additional adult input is available should individual learners require this.

Aesthetic and Creative Art

The aesthetic and creative arts curriculum will give learners experiential involvement with different art mediums including, drawing, painting, printing, collage, sculpture, and photography. Learners will study a variety of artists with a different focus, embedding historical, geographical, cultural, personal, and social development. This provides knowledge and skills to support progression into further education and adulthood to develop a lifelong love of the creative arts and potential careers within the sector of art.

Personalised Learning Programme (PLP)

The offer will be a variety of vocational based options where learners can explore own interests, potential career options and life skills.

Therapeutic Interventions

There are a number of therapeutic interventions planned and embedded within bespoke timetables for learners such as Lego therapy, Art therapy, CBT, one to one counselling sessions, access to safe faces and quiet working provision with the aim of underpinning educational activities and access to different aspects of the curriculum.

Appendices

A. STEP lesson plan template
B. POOLS session plan template
C. Example flight path
D. Marking and feedback policy

- STEP tracker template available

(Appendix A)

Lesson Plan

Title:		Module:		Topic:		Teacher:			
Date:	Day:	Time:	Duration:	Venue/Room:		No of Learners:			
Lesson Learning aims:									
E P **Learning Objectives:**					Learner initials	S	T	E	P
All learners will be able to: (Bronze)									
Most learners will be able to: (Silver)									
Some learners will be able to: (Gold)									
Individual learners will be able to: (Platinum)									

Group Profile:

Stage/ Time	Teacher / main learning activity	Learner outcomes	Resources	Assessment Methods	Links to wider curriculum areas
1	Introduction - Aim & Objectives				
2	Starter				
3	Underpinning Knowledge				
4	Formative Assessment				
5	Summative Assessment (Workbook)				
6	Plenary				

Links to wider curriculum areas:

GENERAL PSHE – Personal, social, health & economic education E&D – Equality and Diversity BV – British Values

ENGLISH   RE – Reading   WT – Writing   SL – Speaking and listening

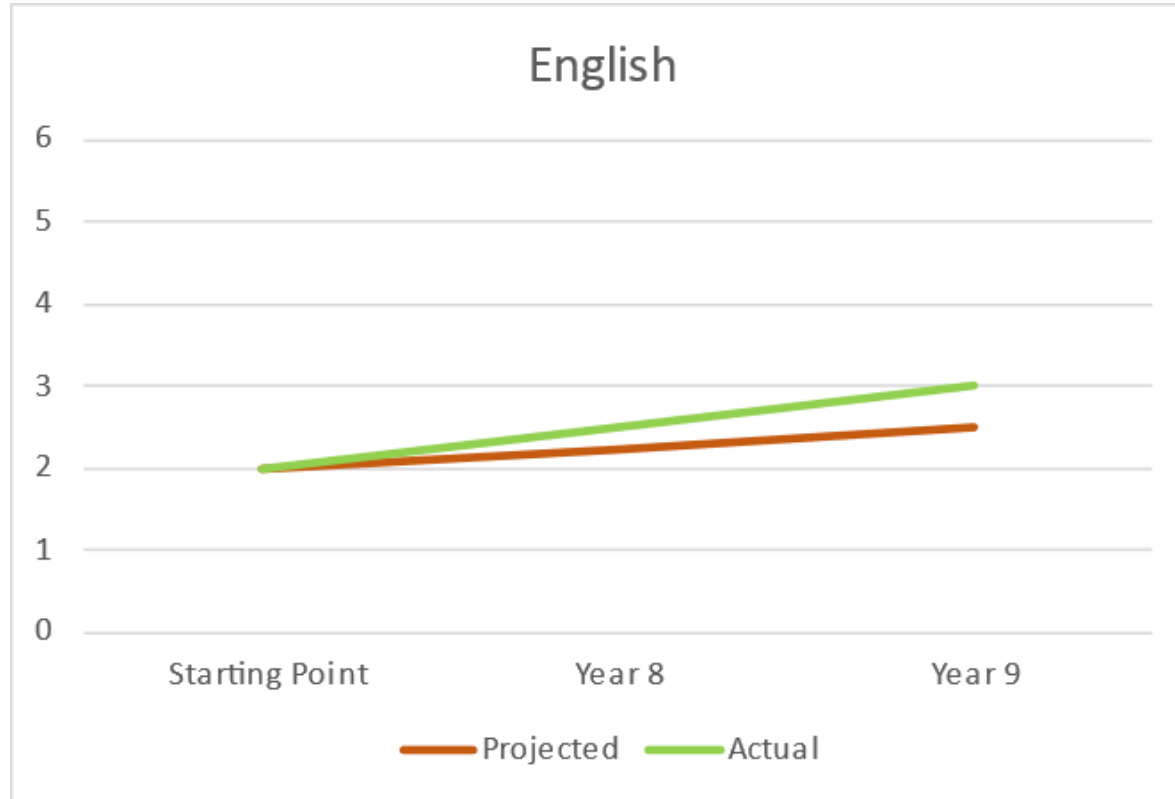MATHS   N – Number   MSS – Measure shape and space HD – Handling data

(Appendix B)

POOLS (Practising Our Outstanding Learning Steps)

Date			
Learner Name	**Theme**	**Support Level**	**Task**

(Appendix C)

Example Flight Path

(Appendix D)

Marking and Feedback Policy

Marking should provide constructive feedback to every learner, focusing on success and improvement needs against learning outcomes: enabling learners to become reflective and helping them close the gap between current and desired performance.

The marking policy should be seen as part of the cycle of effective assessment which includes using learning objectives, quality questioning and quality feedback both oral and written.

Marking is most effective when it is:
- Simple
- Appropriate to age and ability
- Helps learners know what they have done well against learning objectives.
- Clearly shows how to improve.
- Supports self-assessment.
- Is timely for learners to act on feedback.

The aim of the school policy is to ensure that learners are encouraged to value feedback, and to know that it is addressed to them individually and specifically tailored to help them learn, improve, and achieve.

To help achieve this aim, the marking policy will be applied consistently across all the school sites and all subjects.

The objective of the policy is to raise learner achievement and accelerate rates of progress against individualised targets.

The judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on learners' progress. The following points are considered as indicators of effective marking and feedback:
- learners showed that they understood the purpose of the marking or feedback was individually tailored to their needs to help them develop academically.
- teachers' handwriting is easy to read, and all spelling, grammar and punctuation is correct.
- marking recognises successes against the learning objective and helps learners understand what they have done well.
- teachers provide constructive feedback to learners so that they can identify and understand how they can improve their learning.
- action points for improvement are given, that specifically relate to instances in the marked work and give opportunities for learners to close the gap to have a positive impact on their personalised Steppingstones targets.
- teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly.
- learners will be able to articulate what they need to do to progress.

Every member of staff is responsible and accountable for correcting and developing English language skills across all subjects. We have a policy of marking 100% of learner work completed and providing accurate, relevant, personal, and developmental feedback to support progression.

Writing, Speaking & Listening & Reading

Writing – we encourage:
- Correct grammar
- Correct punctuation
- Planning of written work
- Correct sentence structures
- Solid spelling
- Using the correct tense (past, present, future)
- Correct subject-verb agreement e.g., verb 'to be' = I am, it is, you are, we are, they are, etc.

Speaking and listening – we encourage:
- Speaking formally (how, when, and where)
- Speaking informally (how, when, and where)
- Speaking in a group
- Listening to others' opinions without interrupting
- Contributing appropriately to a discussion
- Asking questions based on information presented
- Answering questions with a thought-out response
- Presenting independently (this could be in the form of 'show and tell')

Reading – we encourage:
- Use of phonics to support reading development
- Reading aloud
- Reading independently
- Strategies to deal with difficult words
- Making sense of whole texts
- Summarising whole texts in their own words
- Developing opinions of texts
- Extending vocabulary

Marking Guidance
How will we evidence the marking of written English?
Work is marked using the **English Marking Codes** sheet provided. Each learner will have access to the marking codes through classroom displays/handouts.

We will mark positive achievements and areas for development in **green** ink.

How will we show improvement of learners' written English?
Learners will be given the opportunity to correct any mistakes that have been highlighted by the teacher/tutor within three areas:

- Evidence over time throughout learner's workbooks
- Completion of targeted work/task setting during lessons
- Individualised learning activities in POOLS sessions/STEP tracker

Assessment and Feedback
How will we evidence, regularly assess, and provide feedback on learners' work?
Learners' work will be regularly assessed in many different formats to ensure appropriate progress and feedback is given to ensure all learners achieve their full potential. Assessment will be in three different forms:

- Verbal and written daily feedback through workbooks, task sheets & vocational booklets.

- Live marking - teachers' movement around the classroom to routinely, systematically check learners' completion of work in relation to the learning outcomes and the opportunities for 'in the moment' feedback that this provides. The teacher should circulate around the room as learners are working to:
  - check that all tasks are completed.
  - check that the quality of work is of the required standard.
  - provide verbal feedback or make notes to correct misconceptions and/or guide learners on next steps.
- Termly through the Steppingstones assessment tool.

Additional strategies we will utilise where appropriate:
- Self-assessment to encourage active learner involvement in assessing own strengths and steps needed to achieve learning outcomes and progress. Specific displays are placed in each classroom.
- Peer assessment to develop understanding of what is required to be successful and how to make judgements that are fair and accurate.
- Online resources to engage learners in an alternative form of learning that provides instant and visual feedback.
- Tailored 1:1 intervention with SENCO/Subject Specialist to bridge the gap.

Mark Scheme

Marking Symbol	Explanation
O	Circle incorrect or missing punctuation points, give examples of correct punctuation.
Sp	Incorrect spelling
We was wrong	Underline a word or phrase showing grammatical mistake
?	Meaning unclear
//	New paragraph
Cp	Capital Letter (missing)
Lc	Capital letter incorrectly used – to be changed to lower case

Feedback Scheme

We will further give personalised written feedback to learners specific to the piece of work assessed through:

- **WWW** – What went well… detailing positive feedback on the work completed.
- **EBI** – Even better if … detailing developmental feedback so learners are clear on how they can improve.
- **PP –** Positive Progression… Detailing achievement of work at a higher level than expected/assessed (to be given in purple ink).