



Curriculum Policy

(including assessment procedures)



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Introduction

One of the principles underlying Medway Green School's approach is the belief that students' self-esteem, confidence, and emotional stability can be greatly improved through a strong balance of academic achievement and personal development. Students are encouraged and supported to achieve in terms that they recognise as success. As the school grows, the curriculum will continue to be a major area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We seek to gain accreditation for the courses the students study during key stages 3 and 4 having built firm foundations in the Lower School. We fundamentally believe that any academic achievements will increase our students' chances of living a happy life as independent, responsible members of society.

Aims

The curriculum policy is based on the following aims;

- To achieve academic and economic success by building knowledge and understanding across a broad range of subjects, underpinned by well-developed literacy and numeracy skills.
- To create considerate, tolerant law abiding citizens.
- To enable our young people to understand their needs and regulate themselves and their responses to a range of challenges, in school and within the wider community.
- To install a love of reading, learning and aspiration to succeed.
- To enable our young people to access to a wide range of social situations, allowing them to successfully interact with other people, building lasting relations and friendships.
- To encourage our young people to adopt a positive self-image and have confidence and belief in themselves.
- To foster empathy, teamwork and sense of belonging.
- To be open to new learning opportunities and have the resilience to see them through.

Objectives

The curriculum policy is based on the following objectives;

- To plan schemes of work and lessons that build knowledge and understanding across all subject areas using different learning activities and styles to enable all learners to gain access.
- To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying regard to the protected characteristics.
- To provide challenge in lessons and unstructured times and support young people with meeting that challenge.
- Build into the timetable specific reading opportunities as a group and as individuals. Use a reading scheme to measure their progress.
- Build into the timetable specific opportunities for teamwork and social interaction.
- Implement a system of praise and positive reward to allow our young people to experience the physical and psychological symptoms of being successful, increasing their willingness to accept new challenges.
- Build in formal and informal therapy to support all the aims and objectives for our young people.

Groupings

Students are grouped within the school according to National Curriculum Key Stages and according to their needs, with consideration given to the students' emotional development, prior academic achievement, potential, social, emotional, well-being and special educational needs.

Curriculum and Subject Allocation

At Key Stages 1, 2 and 3 when the provision is in place, students are taught Literacy, Numeracy, Science, Topic (including humanities, art, craft) Beliefs and values, Physical Education, PSHE, Food tech & ICT. There are also opportunities for sensory, therapeutic activities and developing reading and social skills.

Each day, there are 5 lessons of 45 minutes. In addition to this there are three tutor / settling periods at arrival, after lunch and end of the day. There is also a 30 min reward slot at the end of the day.

The curriculum that is in place will change and evolve as the school grows to further meet the needs of current and future learners. For example, we are considering swimming lessons and outdoor learning lessons as soon as they become practical., alongside developing practical life skills lessons for our learners.

The school believes it is important to offer students a curriculum, which is broad and balanced in line with our aims and objectives.

The nurture culture operates a more personalised timetable that blends; cognition and learning, communication and social skills to support the students with their SEMH needs. This approach will run where needed throughout the whole of the school.

Planning

Planning is the responsibility of the teaching staff as directed. Long term Plans show the 2-year cycle of lessons broken down into 3 groups, KS1, Lower KS2 and Upper KS2. All planning is completed on the scheme of work (SOW) pro forma below and evaluations are recorded on a termly excel sheet.

SOW Proforma

Term	Week	Topic	Lesson title	Learning Objective	Activities	Resources
1	1					
	2					
	3					
	4					
	5					
	6					

Evaluation sheet

Week Beginning		24 / 2 /2020			
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1	Pancake Day - Powerpoint about what it is and how its celebrated around the world. Accrostix poem using the word Pancake	Pancake day - Powerpoint of info and discussion about how to make Pancakes Info on board. Writing instructions RJ - Sequencing pics and text. JC Writing sentences to match picture sequence, MP instructional writing. Wordsearch on Pancake words			

SOW are monitored on a termly basis and feedback given. Staff are not required to submit weekly planning detailing, the learning objective, the main learning activities and the deployment of support staff, however the evaluation form forms part of regular feedback and discussion meetings.

Literacy Intervention

Many of the students referred to the school have literacy needs that can affect their ability to access the curriculum. We use the Read, Write, Inc. phonics programme to develop literacy across the school and promote group and individual reading times. Students are regularly assessed, and their study programme is individualised based on need. Integral to delivery of literacy teaching is the personal encouragement and support available during these sessions. Students' progress is tracked, and independence encouraged. There is an ongoing programme of RWI INSET to ensure

staff can best meet the students' needs. The use of accelerated Reader as an incentive to read scheme as well as promoting deeper understanding of the text they are reading is being introduced across the whole school.

At Medway Green School, Speech & Language Therapy is used to support the following; the development of active listening skills, the development of vocabulary and concept knowledge – topic words, spatial and descriptive words through Lego Therapy, sequencing and joining words through narrative work, the ability to make inferences and deductions, understanding of figurative speech such as idiom, the ability to relate a narrative, to set the scene and describe the events in sequence, the development of grammar skills and creating more grammatically accurate sentences, phonological skills- developing an awareness of sounds in words, and the ability to manipulate sounds in words, identification of key information, leading to better expression of thoughts, which in turn supports better written outcomes and the comprehension of verbal information which supports the development of comprehension of text

Differentiation

Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning'.

At Medway Green School we use a range of differentiation techniques. One method is, differentiation by task, involving setting different tasks for students of different abilities or different sets of worksheets or exercises depending on students' abilities or needs. An alternative method is to use a single worksheet comprised of tasks which get progressively harder. The more advanced students will quickly progress to the later questions whilst the less able can concentrate on grasping the essentials. Small, mixed-ability groups allow lower achievers to take advantage of peer support whilst higher achievers gain the opportunity to organise and voice their thoughts for the benefit of the whole group (known as peer modelling). Grouping also allows roles to be allocated within the team which cater for each member's skill set and learning needs. Resources are also used to differentiate in the classroom. This means that while some may require quite basic texts with illustrations, others are capable of working with more advanced vocabulary and complex ideas. Differentiation of this kind allows a wide spectrum of materials to be used to attain a single learning outcome. It's a method that is greatly assisted by advances in technology which our students really enjoy using. In the differentiated classroom, rather than assessment taking place at the end of learning, students are assessed on an on-going basis. There are of course other methods of differentiation and we adjust our approach according to the students' needs.

At Medway Green School we understand that we are dealing with a group of diverse individuals and have adapted our teaching to ensure that all of them have access to learn. This is an on-going and flexible process which not only profiles students initially but also recognises progress and areas for improvement and adjusts accordingly to ensure learning needs continue to be met. In short, it shifts the focus from teaching a subject to teaching the students.

Child Centred Learning

All teaching is child centred; the child is at the heart of what we do. Social, emotional and academic qualities are promoted. Throughout the school this Approach is used. This helps adults prepare children and young people for life's emotional ups and downs. We can work with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.

Assessment, Recording and Reporting

Our approach to assessment will guide practice in several areas: successful personalisation, building up a unique picture of each student's strengths and areas for development, enabling the school to offer the right curriculum and the students to make well-informed choices. Within curriculum planning, staff are clear on which students have achieved, and on the next steps for success; this information forms the starting point for SOW. Using pupil tracking (Through SOLAR), staff form a view of both the general progress of individual students; of their progress in relation to particular targets (for example in their EHCP) and of their response to particular interventions. This can in turn inform

future planning for the individual, as well as reporting to parents, carers, other professionals and Local Authorities. It will also provide an evidence base for school improvement, as pupil progress, in its widest sense, should confirm the effectiveness of the curriculum, the impact of school improvement priorities and the contributions of members of staff.

Medway Green School's approach to assessment is to: enable students to understand their strengths and weaknesses, their achievements and their targets, and thus to be actively engaged in their own learning; enable staff to know their students well and to monitor progress and planning for both individual students and classes; enable teaching staff to monitor and evaluate the impact of their SOW and the student progress in the subjects taught; give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management; gather and triangulate the diverse evidence available of the students' development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to pupil self - evaluations about attitudes and achievement; and show progress in relation to the statement of special educational need objectives or EHCP outcomes.

The Assessment Process

During a student's first half term at the school, teachers establish a baseline for each subject taught. Throughout the school the baselining takes place using SOLAR. This is measured in either P Scales (as recommended in the interim recommendations from the Rochford report Dec. 2015, pg.4) or SOLAR Step percentages. Key documentation is reviewed, including: any health records; CAMHS reports; information from previous school/family/carers, attendance records and achievement; the statement of special educational need; and the care plan. The students will be tested for their reading and spelling age and a RWI assessment will also be completed. Where prompted by the Statement or EHCP or identify by the form teacher and the Senior Leadership Team, additional testing with an Educational Psychologist can be arranged. Students are also assessed using the Boxhall Profile. An action plan is then developed highlighting learning targets, strategies and activities to be used in order to support a student's social and emotional regulation. These are reviewed on a regular basis.

Teachers are able to record progress and achievement using a three star scale to clearly show exposure or mastery for all of the different stands within a SOLAR Step. This then equates to a percentage which can show how far along towards the next step a pupil is and thus allowing clear progress to be seen from one assessment window to the next.

This information is meaningful and shows what the student knows and what they have understood or what they need to focus on or what they need to gain a deeper understanding of to progress. This enables us to support more informative and productive conversations with students and other stakeholders.

"Good practice - Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement. The challenge for schools to create an approach to assessment which works for pupils with SEN and disabilities, some of whom may be following an alternative curriculum, is often greater. Any assessment methods and tools used should reflect this and support a more suitable approach. The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. This is particularly beneficial for pupils with special educational needs. It leads to a much more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress. Teachers become much better informed about pupils' understanding of concepts and ideas and can build a more accurate picture of their individual needs."

Final report of the Commission on Assessment without Levels September 2015 pg. 16

Reporting

Teachers complete two written reports per year, these focus on academic progress with subject specific targets linked to SOLAR steps. The other focuses of the report are personal development, behaviour and welfare. Current reading and spelling ages, and progress in relation to EHCP targets are also reported on.

Weekly reports home focus on the successes of that week and the results of the reward system. The weekly report also gives a target or two to work on for the following week in class. Green lessons earn 3 points, amber lessons 2 and red lessons 1. 90%+ of points for a week earns a Gold reward, 80-89% earns Silver and 70 – 79% earns a Bronze reward. These rewards take place in school on a Friday Morning.

“Good practice - Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically... standardised tests (such as those that produce a reading age) can offer very reliable and accurate information...”

Final report of the Commission on Assessment without Levels September 2015 pg. 21

Formative and Summative Assessment

The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to triangulate.

We use different forms of day-to-day in-school formative assessment, each with its own purpose, for example: one-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module), questioning of the class during an activity, scanning work for pupil attainment and development, marking of pupils' work, observational assessment, regular short re-cap quizzes, observation of pupils engaged in a task, pupil self-assessment or peer assessment: perhaps based on an assessment checklist or list of next steps and review of learning with a class or group – for example in a plenary session.

We also use in-school summative assessment, for example: end of year exams (KS4 as appropriate) as well as reviews for pupils with SEN (as suggested in Final report of the Commission on Assessment without Levels September 2015 pg. 18).

Read, Write, Inc. assessments are conducted at least 3 times a year.

Academic progress, reading ages and progress, and SEMH/SDQ/Boxhall Profile assessments are all carried out bi annually with 3 terms between each repeat of a specific assessment.

Wellbeing support plans

Wellbeing Support Plans (WSP) which include targets are developed for each student to manage their learning and wellbeing. The targets are developed from EHCP outcomes and where appropriate informed by other curricular assessments.

Feedback and Marking

Written and oral feedback, celebrates achievements, but also constructive, explaining what they have done well, and what they can do to improve (next steps).

Best practice would see students taking an active role in their assessment; students understanding the assessment criteria and judging where they are in meeting that criteria. Please see the feedback and pupil response policy for further details.

Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage students and help them become better learners. At Medway Green School, we use strategies such as: objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or

picture prompts around the room and/or in students' work; revisiting of objectives in relation to tasks and activities that punctuate the lesson.

Tracking

Effective tracking of academic progress using SOLAR and assessment criteria for accreditation in KS4, and tracking of personal development (taking account of classroom behaviour, response, attendance and punctuality) is essential. Emotional, social and behavioural development is a key focus.

Medway Green School has links with local schools and other schools within the Acorn group that will allow planned opportunities for moderation within and across subjects. The ability within SOLAR to moderate with any other school using the system across the country makes for a very powerful tool.

Staff

Teaching staff are expected to keep up-to-date with developments in their subjects as well as monitoring and absorbing developments in the teaching of children with SEN. They should deliver a broad, balanced curriculum, differentiated for each individual teaching group and student. Support staff assist the teaching staff supporting classes and individual students with specific needs.

Assessment Monitoring

The Senior Leadership Team (SLT) will: have overall responsibility for the monitoring and evaluation of pupil progress and achievement; monitor regularly the school processes for assessing pupil performance; ensure that judgements about assessment are regularly made, moderated and recorded; that evidence of pupil achievement is kept both at the individual pupil and the subject level, report regularly to Acorn Care and Education on pupil performance; ensure that Local Authorities, parents and carers receive timely reports on pupil achievement; work with form tutors and subject teachers to develop plans that inform classroom teaching and interventions; and approaches to care, enable regular reviews against targets set in EHCPs, which take into account the range of evidence available of academic and personal progress.

Teachers will: contribute to baseline and ongoing assessments; use subject assessments to inform planning, building assessment into their schemes of work; moderate teacher assessments; contribute to PEP reviews; prepare termly reports on pupil progress; report on pupil progress in EHCP reviews; ensure assessment underpins all lessons; give feedback to students, conduct effective plenary reviews; offer regular written or oral feedback which is positive, explicit about what has been achieved and about next steps; give students opportunities to reflect on their learning and understand what progression means in that subject; provide weekly planning, detailing lessons so that support staff can best support the students; monitor and evaluate pupil progress in the classes they are responsible for, and use the findings to inform planning; and be aware of and assess both academic and personal progress;

Support staff will: be aware of the learning objectives and their specific role within the lesson; e.g. working with a target group or specific individuals; be aware of the assessment objectives for the group or individual that they are working with; be aware of personal progress (in relation to EHCP outcomes and contribute actively to periodic reviews of progress for students.

External staff (EP, Therapy, SLC) will: contribute to the admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter; play a part in the target setting process, and offer guidance to other staff on how they can support any therapy-related target; advise education staff on how best to interact with young people in question and enable them to flourish; conduct appropriate observation assessments and contribute formally to reviews.

Students will: be able to offer their own views of progress, know what their own targets for development are and understand how they are going to work towards them (in an age appropriate manner); play an active part in assessing themselves and each other during lessons and at the end of modules of work; be able to discuss achievements, difficulties and attitudes to learning and make a contribution review processes.

Parents and Carers will: respond to reports provided by the school; sharing their perceptions of progress made and areas for development identified; be aware of key targets for development set through EHCP and PEP or LAC review processes and contribute as actively as possible.

Local Authorities should: provide as much relevant information as possible of the student's prior attainment, background, and learning and behavioural needs, as they join the school; play an active part in periodic reviews of progress; be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.

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