

# Keelman's Way School

## Curriculum intent, implementation and impact

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### **Vision statement**

At Keelman's Way School we work together to provide a stimulating environment to ensure our pupils achieve to the best of their ability. We understand that all pupils are unique and we empower them to achieve independence and success in the wider world.

### **Mission Statement**

- the school environment provides outstanding facilities and staff that have a wide range of skills to meet the complex needs of all of our individual pupils
- teaching and learning are matched to each pupil's needs and present challenge towards their independence
- from their early years, pupils are encouraged to make their own choices and see through the challenges of daily life
- staff support pupils and families in their resilience as they grow into adulthood
- school empowers pupils and their families to secure the support they need for their future lives
- by securing progression throughout, pupils leave school with the skills to access the adult world confidently and with the highest possible level of independence.

# The Curriculum is designed with intent, implementation and impact

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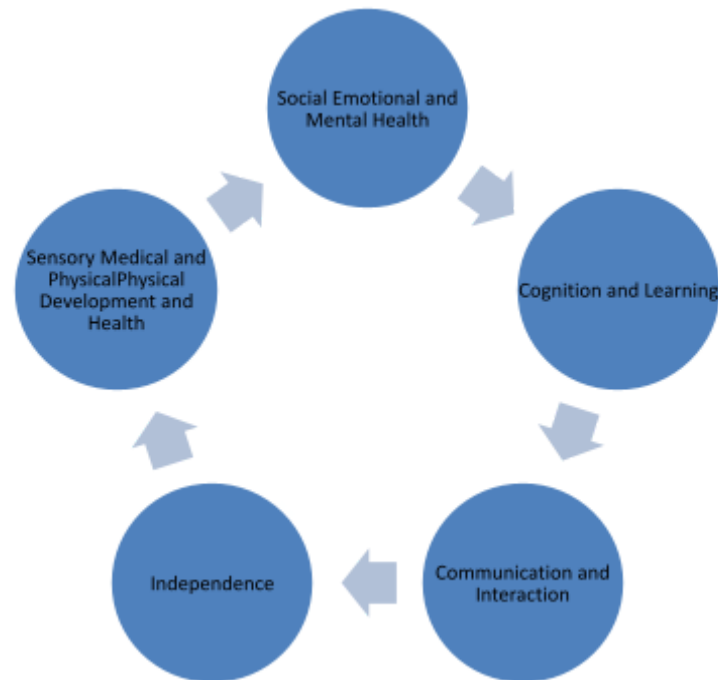
- **Clear intent** where all staff consider what children need to learn and how best to teach it in an order or style that meets the pupil's needs during their school career and secures the best possible participation in their own community
- **Implementation** of the curriculum develops and evolves to maximise pupils' opportunities to succeed. Pupils remember and connect new learning
- **Impact** showing how well pupils progress as a result of its application
- Pupils develop knowledge and skills that prepare them for their next step in education and a role in the community of which they are part of
- Staff that take control of their own learning and their role in school enhances the pupil's life chances
- Evidence that is collected efficiently and effectively
- Reference to any national data and moderated evidence from a range of sources

# Keelman's Way School Curriculum is highly personalised to meet the needs of our pupils.

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It is inclusive and is designed to offer appropriate developmental pathways that match and show clear progression for the groups of pupils identified within our school. Provision covers a range of aspects of learning that are designed to lead pupils to independence and confidence. It challenges them to learn and apply relevant skills in a wide range of contexts.

All pupils have Education Health and Care plans that identify areas of need.



# Learning Pathways

## Learning for all. All pupils can achieve success.

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- Pupils follow the appropriate pathway to meet their needs and this prepares them for their next stage in education and independence.
- The school provision map identifies their learning pathways and the support they need to access their curriculum.
- Pupils follow PMLD ,semi formal (CLDD) or subject specific pathways.
- Each of these pathways have appropriate curriculum provision to support learners.
- The curriculum is based on a thematic approach that allows teachers to identify appropriate routes, resources and strategies.
- The thematic approach allows for continuity and progression through the Key Stages.
- This builds on previous learning and experiences in a variety of stimulating and relevant contexts.
- Pupils consolidate prior learning and make connections that allow them to develop transferable skills.
- Creativity, problem solving and independence lead pupils through their own personalised learning pathway.
- Staff have access to ongoing, high quality training.
- Parents have opportunities to communicate with school and access training that is specific to them and their child's needs.

# Teaching is purposeful and differentiated

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- It matches the assessed needs of the pupil and helps them to move to the next step, no matter how small, of their education and development
- The curriculum is personalised and provides opportunities for pupils to learn on and off site in a wide range of environments and to apply and generalise their skills
- Pupils are encouraged to make choices and have ownership of their own learning
- They are involved in self evaluation at an appropriate level. For some pupils this is teacher observation of their responses
- Staff are able to observe their responses, plan and adapt for their needs

# All learners

Inclusion in our school and wider community is at the core of everything we do. Pupils learn best when they are happy, calm and feel supported.

They have the best outcomes when they have a sense of purpose and staff that have the skills to meet their needs.

They are most successful when families and school work together.

# Learning pathway

Profound and Multiple Learning difficulties

Semi formal/Complex Learning Difficulties and Disabilities

Subject Specific Learners

# Needs

Learners with profound and multiple learning difficulties (PMLD) have complex learning needs. In addition to their severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition

Cognition is well below national expectations. Communication is limited and pupils use signs and symbols alongside emerging conventional communication. They have processing and memory deficit and need time to take time to process information. They learn information from repetition and routine. Socially and emotionally they function below age related expectations and may have additional sensory, physical and medical diagnosis.

Pupils are able to access learning with some independence through themes, and discrete subject areas. They may communicate conventionally and can seek support where and when required. Socially and emotionally they remain vulnerable. They may have sensory, physical and medical diagnosis.

# Curriculum breadth

EYFS	KS1	KS2	KS3	14-19	PMLD
<p>Cover 17 areas of Early learning goals.</p> <p>Weekly Chatterbox session.</p>	<p>3 Maths sessions including one number lesson.</p> <p>What's in the bag</p> <p>Little Explorers</p>	<p>4 Maths sessions every week including one number lesson.</p> <p>What's in the bag</p> <p>Little Explorers</p> <p>Maths Intervention Group for SSL</p>	<p>4 sessions of maths</p> <p>What's in the bag</p>	<p>2-4 Functional Numeracy</p> <p>Cross curricular numeracy through carousel</p> <p>AQA accreditation for SSL's</p> <p>NCFE accreditation</p>	<p>Cognition is developed throughout the school day</p>
<p>Little Chatterboxes</p>	<p>4 Literacy sessions.</p> <p>1 Reading session delivered every week.</p> <p>Lego Group</p> <p>Sensory stories.</p> <p>Little Chatterboxes</p>	<p>4 Literacy sessions.</p> <p>1 Reading session delivered every week.</p> <p>Lego Group</p> <p>Sensory stories.</p>	<p>4 Literacy sessions.</p> <p>1 Reading session delivered every week.</p> <p>Lego Group</p> <p>Singing and Signing</p>	<p>2-4 Literacy Sessions.</p> <p>Functional literacy through carousel areas (Topic based)</p> <p>Lego Group</p> <p>Singing and Signing</p>	<p>Communication is developed throughout the school day</p>

ELG's covered through topics.	Cross curricular subjects through topics.	Cross curricular subjects through topics.	Topic based curriculum	Cross curricular through Equals  Accreditation and Qualifications ASDAN, AQA, EQUAL's Duke of E	Pupils are included with their key stage peers in afternoon sessions
Weekly move and groove session Swimming Judo Soft Play Outdoor Play  Physical Development areas in and out of class	P.E sessions take place weekly and are integrated into the daily routine to include daily mile, morning warm up, judo and outdoor play.  Weekly swimming session.	P.E sessions take place weekly and are integrated into the daily routine to include daily mile, morning warm up, judo and outdoor play.  Weekly swimming session.	PE sessions, Daily Mile, Morning Warm up, Access to outside coaches-judo, cricket and football.  Weekly swimming session.	School PE Lessons and Local Leisure Facilities, School Judo, Cricket and Football sessions delivered by outside agencies.  Swimming at Hebburn	5 hours of physical development including Positioning for good health, physiotherapy hydrotherapy Massage Rebound therapy Relaxation
Role play Jobs and roles around school RSHE  Educational Visits	Role play Jobs and roles around school RSHE  Educational Visits	Role play Jobs and roles around school RSHE  Educational Visits	Preparation for work experience  RSHE Outdoor learning Educational Visits	Work experience /Preparation for the Workplace. Full academic year Sept-July. 2 Terms work placement. 1 term preparation for and evaluation of work placements.	5 sessions of creativity - art, music, sensory stories with intervention group Inclusive afternoon sessions with key stage classes



				Careers and employability. RSHE	RSHE
Independence promoted through curriculum	Independence promoted through curriculum - food technology, dressing, changing, outdoor play, lunchtimes - feeding routines.	Independence promoted through curriculum - food technology, dressing, changing, outdoor play, lunchtimes - feeding routines.	Independence promoted through curriculum - food technology, dressing, changing, outdoor play, lunchtimes - feeding routines.	Independence. Life skills curriculum includes Food Technology, Independent living skills, Personal Safety, Travel Training, Health and Well being, Enterprise, Leisure and Horticulture	Opportunities to maximise independence in eating and drinking, dressing and undressing
Celebrate citizenship through celebrations in our weekly departmental assemblies and whole school assemblies.	Celebrate citizenship through celebrations in our weekly departmental assemblies and whole school assemblies.	Celebrate citizenship through celebrations in our weekly departmental assemblies and whole school assemblies.	Celebrate citizenship through celebrations in our weekly departmental assemblies and whole school assemblies.	Celebrate citizenship through celebrations in our departmental assemblies and whole school assemblies.	Celebrate citizenship through celebrations in our weekly departmental assemblies and whole school assemblies.

# Organisation of learning and groups

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- Classes are organised in Key Stage groups. Lessons are differentiated and intervention groups support targeted teaching through the pathways identified for individuals.
- Long term cross curricular plans are informed by Equals programmes of study.
- Each pathway leads to identified accreditation that meets the challenge of each pupil's next stage in education or employment.
- There is clear evidence of progression and challenge.
- Pupils develop learning through meaningful activities.

## All pupils learn best when

- they are engaged and build on prior learning
- they feel comfortable, safe and secure and know what staff expect of them
- The learning environment and differentiated tasks match their needs
- Staff have the skills and understanding to respond to their needs

## For successful learning to take place pupils with profound and multiple needs require:

- Individual support from staff who are empathetic and understanding of their needs and abilities
- to be comfortable and positioned for good health by trained staff who utilise intensive interaction strategies
- multi disciplinary input from physiotherapy, speech and language, occupational therapy and medical teams
- specialist feeding and health regimens delivered by trained staff

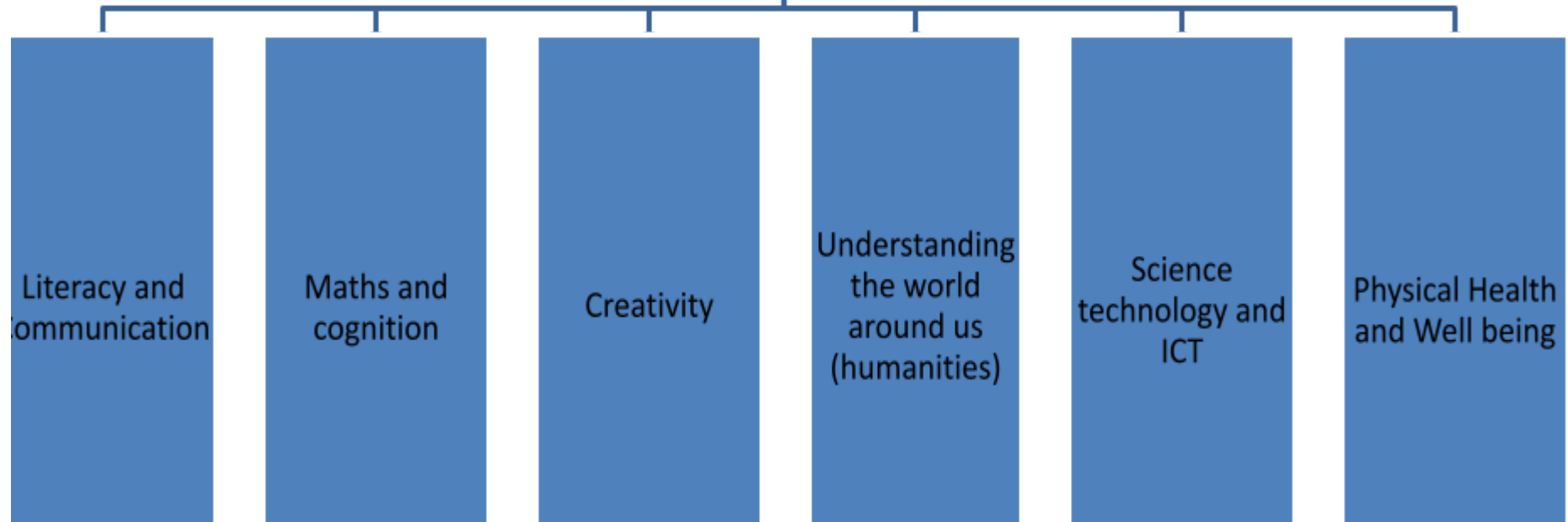
## Pupils following the semi formal curriculum require:

- teaching and learning opportunities that match their individual needs, motivators and understandings.
- repetition and concrete experiences with attached meaning
- multi disciplinary input from trained staff that gives access to a therapeutic approach to learning
- access to a variety of meaningful, hands on strategies to record their own learning

## Pupils following the subject specific route require

- access to a more formal subject based curriculum
- opportunities to demonstrate that they understand the context of their learning and how to improve it
- planned activities so they can do work in a range of contexts, school groups and with staff and pupils from other settings
- targets that are set appropriately and are shared with them
- opportunities to develop their independent learning

Skills that lead to independence and choice



# Curriculum Content for Pathways

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	EYFS	PMLD	Semi formal	Subject specific
<p><b>Code of practice</b> Literacy and Communication</p> <p><b>Subject areas</b> Literacy</p>	<p>Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p> <p>Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest</p>	<p>Developmental skills :</p> <p>Awareness of people</p> <p>Responding to people,</p> <p>Interacting with people</p> <p>Making choices and communicating them</p> <p>Communicating through gesture, facial expression and vocalisation</p> <p>Using objects of reference</p> <p>Using switches and iPads to interact with people</p> <p><b>Provision</b> Cross curricular and throughout the school day</p>	<p><b>Develop skills</b> in receptive and expressive language.</p> <p><b>Develop awareness</b> of social situations and in the classroom.</p> <p><b>Responding</b> to others by beginning social conversation, such as turn taking, eye contact and <b>interactions.</b></p> <p><b>Making choices</b> by using body for meaningful communication such as gestures, verbalisations, symbol exchange or Makaton. Using ICT , low and high-tech communication aids</p> <p><b>Provision</b></p>	<p><b>Application of literacy skills in meaningful literacy activities</b></p> <p>Literacy comprehension activities to show understanding</p> <p>Sound recognition or whole word recognition</p> <p>Reading and fluency</p> <p>Articulation and pronunciation</p> <p>Receptive and expressive language- more than three word level</p> <p>Handwriting skills, early drawings skills</p> <p><b>Provision</b></p>

		<p>Intensive interaction opportunities 1:1 situations</p> <p>The communication curriculum is planned in developmental order but mastery may not be sequential</p>	<p>Symbols are used to support those pupils who find reading difficult to show comprehension.</p> <p>iPads are used to help pupils communicate (Grid Player)</p> <p>Fine motor skills activities and mark making activities. Gross motor activities</p> <p>'What's in the bag' - where appropriate</p>	<p>Reading schemes in school</p> <p>Writing frame activities</p> <p>PC programmes to support early phonics</p> <p>Phonic boxes</p> <p>Communicate in print</p> <p>Clicker 6/7</p> <p>Functional literacy taught in ages 14-19 curriculum</p>
<p><b>Code of practice</b> Cognition and Learning</p> <p><b>Subject areas</b> Maths and Cognition</p>	<p><b>Early Learning Goals for maths are:</b></p> <p><b>Numbers</b> - children learn to count and the value of numbers, higher and lower - These skills support them to solve problems, use money and calculate more or less.</p> <p><b>Shape, Space and Measure</b> - these skills support children to understand size, weight, capacity, position, distance, time and money and compare</p>	<p><b>Developmental skills</b></p> <p><b>Awareness</b> of objects and responding through a change in behaviour</p> <p><b>Exploration and control</b> of objects- cause and response activities, eye gaze and switch use</p> <p><b>Early problem solving</b>- manipulating objects purposefully, making choices</p> <p><b>Sequence and pattern</b> including turn taking, developing anticipation</p>	<p><b>Awareness</b> that numbers exist.</p> <p><b>Responding</b> to number songs/rhymes by joining in with actions.</p> <p><b>Exploring</b> the shape of numbers and shapes</p> <p><b>Controlling</b> the position of an object using its shape.</p> <p><b>Early problem solving</b> - matching items, posting items through certain shape holes etc.</p>	<p><b>Awareness</b> of number - saying, reading, recognising, writing and ordering.</p> <p><b>Responding</b> to questions using written methods.</p> <p><b>Exploring</b> patterns and sequencing.</p> <p><b>Explaining</b> their reasoning verbally or through written format.</p> <p><b>Problem solving</b> - grouping objects, identifying the steps in a</p>

	<p>quantities, objects and solve problems.</p> <p><b>Provision:</b></p> <p><b>Learning through play -</b> children learn maths through play and daily experiences.</p> <p><b>Learning environment -</b> full of mathematical opportunities and has exciting things for children to explore, sort, compare, count, calculate and describe. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure</p>	<p><b>Provision</b> Students are supported to make connections and explore the world around them.</p> <p>There is a focus on the exploration and manipulation of objects and developing actions which make things happen and change</p>	<p><b>Sequence and pattern -</b> Matching shapes and objects in a simple repeating pattern Joining in with rote counting using practical objects. Number Rhymes and songs</p> <p><b>Provision:</b> Practical maths used to give children ‘hands on’ experiences.</p> <p>‘Little maths chatterbox’ sessions run in small groups but will be developed throughout school.</p>	<p>problem, investigating a statement etc.</p> <p><b>Sequencing and pattern -</b> discussing a sequence or pattern. Explaining if an object/item will appear in the sequence/pattern. Predicting what will occur in the pattern/sequence.</p> <p><b>Provision:</b> Long term maths plans are produced for each class group linking to topic where relevant.</p> <p>Stand alone number lessons are delivered every week.</p> <p>Progression guidance with links to Pivats and AQA is used by all staff to show progression. Application of maths skills through real life situations are supported within the 14-19 curriculum - Using money, telling the time, reading bus timetables etc Entry level and functional maths is accredited for the more able learners in the 16-19 curriculum.</p>
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Creativity	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology	<p><b>Developmental skills</b></p> <p><b>Sensory Awareness</b> of objects and materials, sounds, smells, tastes and movement</p> <p><b>Sensory Exploration and control</b> of objects and materials- process based approach</p> <p><b>Early problem solving</b> using all functional senses and available movement to make changes happen</p> <p><b>Sequence and pattern.</b> Music, rhythms and patterns, action songs and activities</p> <p>Visual activities using a range of media and ICT</p> <p><b>Provision</b> Cross curricular opportunities Sensory stories Music Art Cookery</p>	<p>Creativity involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology</p> <p><b>Provision</b> Sensory Stories, Sensory Play Music Sessions in school - Music Hands- iPad music Art Sessions - Trips to local art galleries and places of interest in local area</p>	<p>Music Art Dance Drama Opportunities to develop a deeper knowledge of expressive arts and to experiment and enhance their own skills within these areas</p> <p><b>Provision</b> Subject based learning Outside links to music- Music Hands- iPad music Art sessions - Trips to local art galleries and places of interest in local area.visiting local artists PE - dance sessions, performances</p>
Understanding the world around us	Understanding the world involves guiding children to make sense of their physical world and their community through	<p><b>Developmental skills</b></p> <p><b>Awareness Responding Communicating preferences</b></p>	Understanding the world involves guiding children to make sense of their physical world and their community through	<p>History, Geography, Technology, RE</p> <p><b>Provision</b></p>



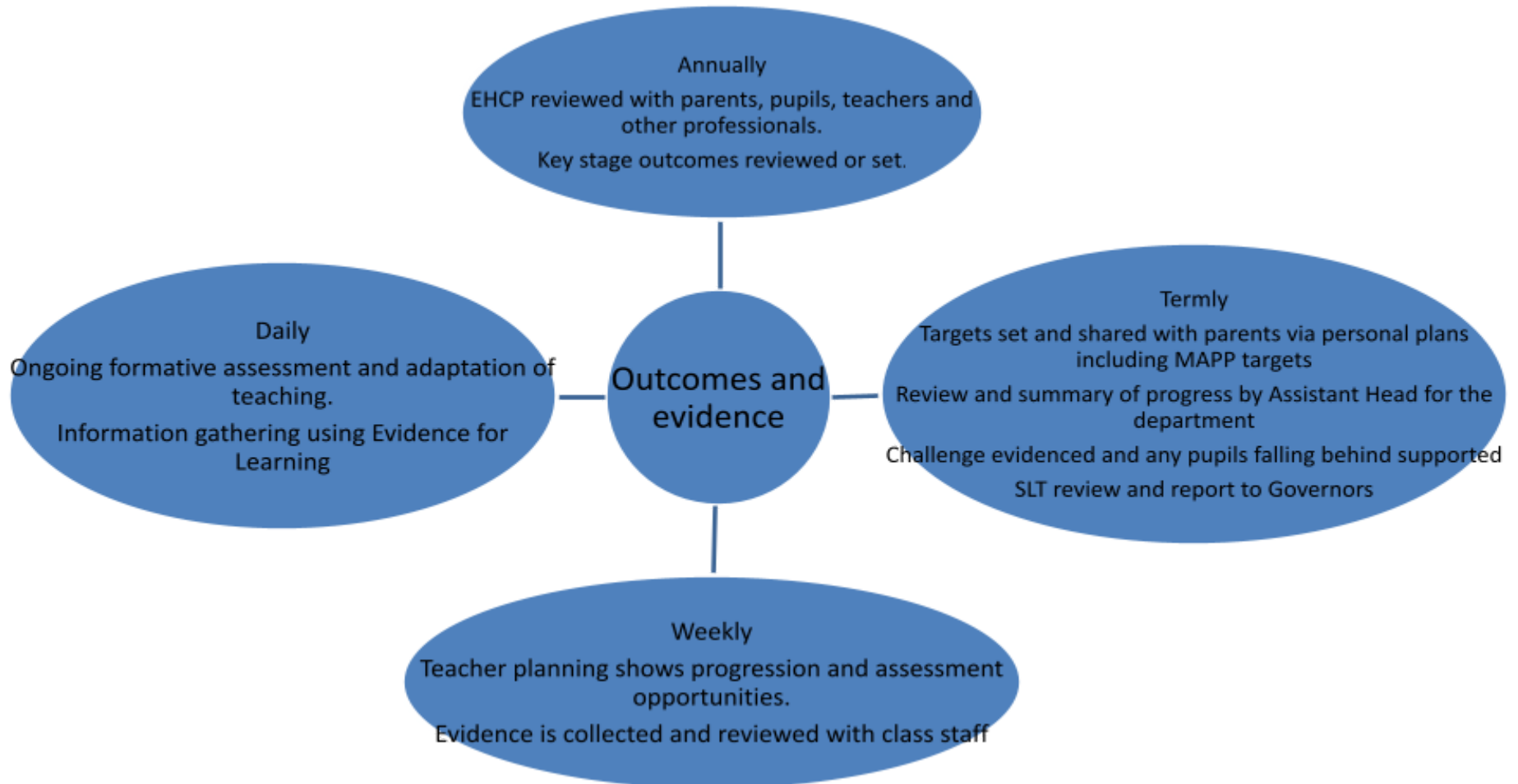
<p>Humanities Travel Training Leisure &amp; Hobbies</p>	<p>opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<p><b>Provision</b> Sensory stories Indoor Learning opportunities around school Outdoor Learning in school grounds Trips and outings into the community</p>	<p>opportunities to explore, observe and find out about people, places, technology and the environment</p> <p><b>Provision</b> Cross curricular educational visits</p> <p>Opportunities to access a breadth of topics and activities.</p> <p>Each class has at least one topic of history and one topic of geography during the academic year. RE will be celebrated through specific whole school events.</p>	<p>Subject based sessions that deepen pupils knowledge, skills and understanding of their place in the world. Cross curricular educational visits</p> <p>Opportunities to access a breadth of topics and activities.</p> <p>Each class has at least one topic of history and one topic of geography during the academic year. RE will be celebrated through specific whole school events.</p>
<p>Science Technology and ICT</p>	<p><b>Developmental skills</b> Using switches- cause and effect, choice making</p>	<p><b>Developmental skills</b> <b>Awareness</b> of ICT and switches <b>Exploration and control</b> of the environment using ICT, eye gaze and switches <b>Early problem solving</b> <b>Sequence and pattern.</b></p> <p><b>Provision</b> Students are supported to make connections and</p>	<p>E-safety- differentiated resources to inform pupils how to stay safe online and who to go to if they have any problems.</p>	<p><b>Developmental skills</b> Understanding how to create a Word Document, use the internet to research different subject areas.</p> <p>Develop skills in taking videos and photographs using cameras. iPad's, iPod,s. Safe internet access for the purpose of finding things out.</p> <p>CV creation, application forms.</p>

		<p>explore the world around them.</p> <p>There is a focus on the exploration and manipulation of objects and developing actions which make things happen and change</p>		ICT Community.
<p><b>Code of practice</b> Physical and sensory</p> <p><b>Subject areas</b> Physical Health and well being</p> <p>PE</p> <p>Therapies</p>	<p>Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food</p> <p><b>Provision</b> PE sessions, Classroom areas, outdoor provision, Swimming sessions, judo, soft play</p>	<p><b>Developmental skills</b> Body awareness Fine motor skills Gross motor skills best possible mobility and independence</p> <p><b>Provision</b> Positioning equipment Sensory Rooms Mobility equipment Hydrotherapy Rebound Therapy Soft play Accessible playgrounds</p>	<p>Physical development involves providing opportunities for pupils to be active and interactive; and to develop their coordination, control, and movement. Pupils must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food</p> <p>Fine motor skills Gross motor skills best possible mobility and independence Increasing levels of physical activity</p> <p><b>Provision</b> Access to a range of PE and leisure opportunities through timetabled lessons and visits to local leisure facilities</p>	<p>Increasing levels of physical activity</p> <p>Knowledge of healthy lifestyles (5 ways of wellbeing)</p> <p><b>Provision</b> Structured and more formalised PE curriculum including access to local leisure facilities for fitness and swimming sessions.</p> <p>Relaxation, yoga, stretching and mindfulness.</p> <p>Importance of a Balanced diet through cookery sessions.</p> <p>Access to inter school competitions</p>

			Relaxation, yoga, stretching and mindfulness.	
<b>Code of practice</b> SEMH	Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities	Being with others Individual interests Enjoying public spaces Advocates, buddies and friends	Personal, social and emotional development allowing children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities  RSHE Cover a range of topics family, friendship, making decisions, transition, healthy bodies and minds.  Awareness of feelings	RSHE Cover a range of topics family, friendships and relationships, making decisions, transition, healthy bodies and minds  RSHE  Leisure and Hobbies- 14-19 Students participate in leisure activities in the local area.
<b>Subject areas</b>				
<b>Independence</b>	<b>Developmental skills</b> Eating and drinking Dressing and undressing, Using the toilet Cleaning teeth Brushing hair Washing Learning to learn <b>Provision</b>	<b>Developmental skills</b> Eating and drinking Dressing and undressing, Using the toilet Cleaning teeth Brushing hair Washing and showering Learning to learn <b>Provision</b>	<b>Developmental skills</b> Eating and drinking Dressing and undressing, Using the toilet Cleaning teeth Brushing hair Washing and showering Learning to learn <b>Provision</b>	<b>Developmental skills</b> Eating and drinking Dressing and undressing, Using the toilet Cleaning teeth Brushing hair Washing and showering Learning to learn <b>Provision</b>

<p><b>Subject areas</b></p> <p>Learning to learn and play Lifeskills Daily living Travel training Prep for adulthood</p>	<p>Lunch and snack times Personal care routines Changing for PE and Swimming</p>	<p>Lunch and snack times Personal care routines Changing and showering for PE and Swimming</p>	<p>Food Technology - healthy eating Changing and showering for PE and Swimming</p> <p>Groups led by OT to support pupils with dressing skills</p> <p>Travel training focussing on personal safety and acceptance of staff support.</p> <p>Work experience- 14-19 Pupils complete work placement in school or off site.</p>	<p>Food Technology - healthy eating Changing and showering for PE and Swimming</p> <p>Independent living skills</p> <p>Travel Training focussing on personal safety, road safety, hazards awareness and risk assessment.</p> <p>Work experience- 14-19 Pupils complete work placement in school on or off site Daily Living Skills</p>
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# How we ensure our pupils make good or outstanding progress.



# Reporting outcomes

- All pupils make progress or maintain their skills from their own assessed starting point on transition into school
- Pupils work through their own pathways and are assessed by measures that reflects their personal development
- Expected outcomes take account of pupil, for those with capacity, and family wishes and aspirations
- Collection of evidence should be efficient, focussed and planned into school routines

	EYFS	KS1	KS2	KS3	14-19 provision
All Pupils progress is recorded and shared using:	Evidence for learning	Evidence for learning	Evidence for learning	Evidence for learning	Evidence for learning
All Pupils	PLG targets	PLG targets	PLG targets	PLG targets	PLG targets
PMLD Pathway	Routes for Learning Engagement Scale	Routes for Learning Engagement Scale	Routes for Learning Engagement Scale	Routes for Learning Engagement Scale	Routes for Learning Engagement Scale ASDAN PP
Semi formal pathway		Semi formal curriculum	Semi formal curriculum	Semi formal curriculum	Semi formal curriculum ASDAN PP Duke of Edinburgh Arts Award Discover
Subject Specific Pathway	Tracking termly	PIVATS 5 targets	PIVATS 5 targets	PIVATS 5 targets	PIVATS 5 targets,Asdan PSD Asdan Employability AQA Maths NCFE Functional Literacy ,Duke of Edinburgh Arts Award Explore
All pupils	Early Years profile	End of KS Pre key stage standards	End of KS Pre key stage standards		

# Subject leader roles

- monitoring and evaluation
  - lesson observation
  - work scrutiny
  - data analysis
  - talking to pupils
- identification of areas of strength and areas of development
- contribute to development plan for whole school
- organise and deliver CPD and evaluate impact
- ensure challenge
- report to all stakeholders
- work with other team members for their curriculum area

Intent	Coverage and mapping subject	Evidence of implementation	Teacher coverage	Subject knowledge
	<ul style="list-style-type: none"> <li>● timetables</li> <li>● areas covered</li> </ul>	<ul style="list-style-type: none"> <li>● learning walk</li> <li>● lesson observation summary</li> <li>● progression across and between key stage</li> <li>● curriculum coverage map</li> </ul>	Medium term plans	Feedback from staff on training, support and areas for development

## What good teaching and learning looks like

- pupils are engaged, motivated and those who are able, understand what is expected of them
- staff have excellent subject knowledge and question pupils in a way that extends their learning
- positive relationships between staff and pupils support learning
- communication and interaction are matched to pupil learning
- pupils may work as groups, individual or whole class
- classroom organisation and the environment enhance learning
- clear differentiated learning objectives
- lessons build upon previous learning

## What does good marking and feedback entail

- assessment is accurate and focussed on individual learning outcomes
- next steps to learning are explicit
- level of support is clear
- appropriate targets set
- achievements celebrated and shared
- those who are able to make judgements on their own learning



# Staff supporting skills areas

The STPCD states that “teachers are expected to contribute...to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment.

	Governor	Staff contact	Staff email	Teacher lead	UPPER Pay spine
<b>Whole school aspects</b>					
Safeguarding and looked after pupils	PJ	MK/ER		PS/ER MK	
Attendance and school admissions	RS	PS		PS	
Health and safety	BM	PS		PS/CMc	
Assessment, outcomes and standards	PJ	MK/ER		MK	
<b>Curriculum</b>					
Subject specific learners (more able pupils)	CC	LMC/SP		LMC/SP	
PMLD complex needs	CC	PS/SP		PS/SP	
Semiformal learners	CC	SP/LM		SP/LM	

Whole school literacy and communication	BM	LM		LMc	
Whole school STEM	DS	DC		DC	UP3
EYFS curriculum	JM	RF/MK		RF/MK	
Primary curriculum	AM	LM		LM	
Secondary / Post 16 provision curriculum	PJ/JMc	SP		SP	
Transition beyond school post 19	MW	MJ		MJ	UP2
SEMH staff and pupils	MW	ER /MK		ER/MK	
Outdoor and offsite learning	JL	KH		KH	UP2
RSHE	DS	TW		TW	
Inclusion	AM	VG			

<b>Teacher lead- Staff are expected to work alongside colleges to support research and policy updates</b>					
Literacy and Communication Whole school		LMc		LMc	
Creativity and Music Primary		AF		AF	
Creativity and Music Secondary		MF		MF	UP3
Physical Health and well being Primary		DC		LP/MK	
Physical Health and well being Secondary Post 16		MJ/LP		ER/MJ	
Preparation for adulthood		ER		EC/MJ	

Independent travel /offsite				MJ/KH	
Humanities (understanding the world around us) Primary				LB	
Humanities (understanding the world around us) Secondary				VH	UP3
ICT Whole school		SP		SP	
Sensory				DMc	
SEMH				RN	
Lifeskills		SP		SP	
EYFS		RF		RF	
RSHE		TW		TW	
WRL		KH		KH	TLR
Outdoor Learning		KH		KH	

# Termly review

Assistant HT, Deputy HT and department staff

## Summary

Assessment leader will review progress termly To determine robust and embedded assessment and learning.	Assistant HT and Deputy HT assigned specific groups of pupils to review.
Moderation and review template completed for each class group.	Meeting with class teachers to discuss progress of pupils. Reviewing evidence for learning and curriculum pathways.
Progress journey identified and discussed with the class teacher.	Progress tracked through the term to determine progress made for all pupils.

## SMT review

### Summary

SMT to oversee termly reviews	Class based summary report Feedback to Governors
Work scrutiny, lesson observations, learning walks.	Feedback to Governors and staff

