



Bringing out the Best in Everyone"

## **Buckinghamshire Council / Pebble Brook School**

### **Teaching, Learning & Assessment Policy**

Signed \_\_\_\_\_ dated \_\_\_\_\_

Chair of Governors

<b>Date Approved /Ratified</b>	Autumn 2022
<b>Date of next review</b>	Autumn 2023

Updated November 2022

## TEACHING AND LEARNING

***'Bringing out the Best in Everyone'***

### TEACHING AND LEARNING STATEMENTS

At Pebble Brook School (PBS) we want our pupils to enjoy learning and to maximise their achievements, particularly in reading, writing, communication and numeracy. We aim to ensure that the pupils at our school are provided with high quality learning experiences that lead to a consistently high level of pupil progress. Our Curriculum Policy emphasises the high priority we put on global development towards independence and employment.

We place literacy, numeracy and personal and social development at our core. See *Curriculum Policy*.

Pupils learn through their total experience. This policy guides what pupils do, what teachers and teaching assistants do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met. Our commitment is to work together to deliver good to outstanding learning and bring out the best in everyone.

#### **We believe that pupils learn best when they:**

- are happy
- are interested and motivated
- are confident, feel secure and are aware of boundaries
- achieve success and gain approval
- are given tasks which match their ability and individual needs and clearly understand the task
- are challenged and stimulated
- are given practical, hands on experiences

#### **As teachers we will:**

- plan carefully for all pupils
- deliver purposeful lessons
- build on links with other subjects
- include open-ended questions and challenges in our lessons
- check on what pupils already know and deliver lessons with speed and challenge
- share the next steps for learning with you
- share with each pupil what he/she is going to learn and how he/she will achieve this
- help pupils to understand success
- expect everyone to work to the best of their ability
- assess learning every day and use this to help move on to the next stage
- use differentiated learning activities in our lessons

- make lessons interesting and exciting; analyse and understand all Special Educational Needs of each pupil and adapt learning and teaching appropriately for the individual
- deliver and evidence SMSC within our lessons

## **Planning for Learning**

Teachers plan their work on a half-termly basis. Our planning incorporates:

- differentiated work
- high expectations
- continuity and progression
- a broad and balanced curriculum
- positive feedback, both oral and written
- challenging activities
- parental involvement
- SMSC and PSD

In our planning, we take into account that many of our pupils have significant delays in processing language and specific difficulties with vocabulary. Teachers planning should ensure enough time is given for these pupils in lessons, and enough repetition is given using the same concepts and wording, with visual prompts (diagrams, photographs, written words or symbols) to support auditory information. Teachers' planning incorporates strategies and resources that develop pupils' understanding of key vocabulary across the curriculum.

Pebble Brook School teachers use the *Pebble Brook School Blueprint Standards for Teaching and Learning* to ensure consistency of quality and effective teaching and learning across the curriculum [See Appendix 1].

## **The Role of Therapy within Teaching and Learning**

Pebble Brook School recognises that all pupils will need support in communication and interaction. The Therapy team support the staff team to better understand the impact of communication difficulties and access to learning for pupils with communication difficulties. The Therapy team supports staff members in gauging the appropriate language levels and level of questioning for pupils by providing training and in-class support.

The Therapy team have provided information and training about using visual support and repetition of key vocabulary within the curriculum in order to support learning.

The Therapy team is committed to providing opportunities for formal and informal training, e.g. signing workshops, information on the use of visual supports and communication difficulties for pupils at Pebble Brook School. Where possible, Therapy staff work with teachers to introduce systems such as *first, next, then* sheets, *shape-coding* and *word-aware mats* to support access to the vocabulary and to develop language skills within the pupils' learning.

The Therapy team provides equipment in classrooms and this is available to any pupil who may benefit from the equipment.

Individual equipment and/or schemes of work to meet specific needs can be implemented by request from any aspect of the pupil's life, i.e. home, teachers etc., in the appropriate environment.

We use an online system called 'Earwig' for recording and evidencing achievement and assessment. This is a web-based assessment tool and every subject has its own assessment framework which has been developed by subject leaders. As well as the traditional academic subjects, we have also developed an assessment framework called Great Learners, Great People (GLGP) which looks at the whole child and is assessed by a team of people including Therapists.

## **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life by:

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform or share
- encouraging self-esteem
- the awarding of merits, raffle tickets and certificates of achievement
- sharing success with the community
- formal examinations

## **ASSESSMENT**

At Pebble Brook School, assessment is an integral part of quality teaching and learning and a powerful way to raise standards for all of our pupils. We are committed to assessment for learning and assessment of learning.

All our subjects, both academic and GLGP are assessed on bespoke assessment frameworks on Earwig. See *'Achievement and Progress – A Practical Guide'*.

Our assessments give us not only a measure of their academic progress but also an *'insight into the mental life of the children'* (Tim Oates) both of which are vital if we are to teach our stated aim of preparing our pupils for personalised next steps - employment, apprenticeship or college

We use assessment in a range of ways, including:

Formative	Provides information for the teacher to plan the next steps in children's learning.
Diagnostic	Provides more detailed information about individual strengths and weaknesses.
Summative	The recording of overall achievement of a pupil in a systematic way – end of year and end of Key Stage assessments and formal examinations as appropriate. See <i>Appendix 2 Formal Accreditation</i> .

- Evaluative Comparative aggregated information about pupils' achievements can be used as an indicator of where there needs to be further effort, resources, changes in the curriculum or specific intervention.
- Informative Supports communications with parents about how their child is doing and with the Governing Board, LEAs, Ofsted and the wider community about the achievements within the school.

Assessment is key to:

- sharing learning targets with pupils
- helping pupils know and recognise standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil in a class can improve (and helping to evidence this)
- teachers and pupils reflecting on pupils' progress
- pupils being given the chance to learn self-assessment and target setting techniques
- recognising that motivation and self-esteem are crucial for learning

Assessment aims to help teachers to:

- plan work matched to a child's level of attainment by being responsive and flexible
- identify where specific help is required and recognise the individual needs of each pupil
- help children progress by helping them to develop their thinking and encouraging them to be independent learners involved in and responsible for their own learning
- inform report writing
- provide up to date information for future teaching staff and other relevant agencies
- monitor learning and continuity throughout an age range/whole school of a particular subject/area
- support pupils to develop skills of self and peer evaluation/assessment
- support pupils to ask questions of themselves and others and to take risks in their learning
- help pupils to understand why they are learning something and what they need to do to make further improvements.

### **Assessment Structure**

All curriculum areas are assessed. This information is used to support and monitor progress and to inform reporting requirements such as interim reports, Parents' Evenings and Annual Reviews. Assessment procedures are monitored for manageability, relevance and impact.

Learning objectives/success criteria are displayed, shared and set with pupils. Progress is reviewed with pupils. Pupils are also supported to develop the ability to self-assess and be involved in peer assessment. Staff support pupils with the development of these skills.

Because of our target setting and planning structure, assessment is continuous. A focused and sustained framework for monitoring and evaluating the impact of teaching and learning in the school is in place.

Teachers use a variety of assessment techniques dependent upon the subject and the children. They include:

- discussion/questioning
- classroom talk which prompts and supports/challenges learning
- observation
- marking and feedback
- testing
- self and peer assessment

Pupils are entered for external examinations and qualifications as appropriate.

### **Target Setting Procedures**

Targets are based upon prior attainment, entry data and knowledge of the pupil. See Appendix *Achievement and Progress - A Pebble Brook School Practical Guide*.

### **Monitoring and Evaluation**

The quality of teaching, learning and assessment are monitored regularly throughout the school year. This process is a rigorous one involving:

- Lesson observations
- Learning walks
- Taking pupils' views
- Sampling and scrutiny of pupils' work

Pebble Brook School acknowledges the fact that gathering information regarding achievement, behaviour and safety and teaching is a constant factor and will take place through formal, pre-agreed observations, as well as general, informal day to day presence in the school.

### **Teaching, Learning and Assessment in the FED**

Sixth Form pupils have formal taught lessons Periods 1, 2 and 3, following on from Key Stage 4. Pupils study English, Maths, PSHE and ICT at this time.

Functional Maths and English are developed alongside a programme of ICT relevant to the workplace, for all of which teachers have high expectations. Students are encouraged to self-assess and become aware of what they need to learn to make good progress.

Teachers differentiate to cater for differing abilities, focusing on vocational specialisms as well as the wider range of skills needed for progression and employment, incorporating vocational workshops or work placements effectively.

FED students have their own folders which record their personalised journey towards supported internships/apprenticeships, further education or employment.

*See Achievement and Progress – A Pebble Brook School Practical Guide.*

### PBS Blueprint Standards for Teaching and Learning

<b>Subject Knowledge</b>		
<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>
<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p>	<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p>	<p>Teaching, learning and assessment are not yet good.</p>
<p>Personal development is covered in performance management. Please refer to notes to ensure objectives are being fulfilled and planned, INSET is booked or completed. Additional courses are available on request.</p> <p>Internal development via lesson observations, cohort meetings, peer observations and shared practice. Additional coaching lessons to be implemented.</p> <p>Subject knowledge essential as is the particular special educational needs of the pupil.</p> <p>Subject knowledge is closely linked to understanding the particular special educational needs of all pupils in each lesson. All required information is available, including diagnosis, reading and spelling age, TALC score and use of specific equipment.</p> <p>Information also available from the Therapy team.</p> <p>Implementation does not need to be planned but should be evidenced in each lesson.</p>		



## Planning

### Outstanding

Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

### Good

Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.

### Requires Improvement

Teaching, learning and assessment are not yet good.

We have a yearly plan (broad forecast), half termly plan and weekly plans. There is a school template for each and all plans to be completed and posted on shared drive prior to implementation. Individual lesson plans are not required but teachers are welcome to use them if they wish.

All lessons, including afternoons, must show evidence that the following is planned:-

- Differentiation according to level of attainment. At least one Learning Objective and up to three 'I cans'
- Planned extensions – note of where pupils can be challenged and stretched
- SMSC
- Cross curricular numeracy and literacy
- Questioning notes and ideas
- Opportunities for peer assessment
- Any specific behaviour management issues with suggested actions where necessary

Plans must evidence progression. Plans read side by side across a number of weeks should show progress at a good pace.

## Support for Learning

<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>
A majority of pupils are proactive in taking responsibility for their own learning.	Most pupils have strategies that enable them to independently access support from a variety of sources.	All pupils know what support is available but this is not always managed by the teacher.
Additional adults are acutely aware of pupils' capabilities, prior learning and understanding, and they plan very effectively to build on these.	Additional adults in the classroom are used to monitor and evaluate pupils' learning to inform future planning.	The teacher deploys any available additional support but does not always monitor this.
Sharply focused and timely support and interventions match individual needs accurately so that pupils learn exceptionally well in the lesson.	Appropriately targeted support and interventions are matched well to most pupils' individual needs so that pupils learn well in the lesson.	Targeted supported and interventions are not regularly matched to pupils' individual needs.
<p>Identifying and taking all opportunities for pupils to work independently. Pupils can raise their own questions and challenges.</p> <p>All TAs in the lesson understand the expected learning and can challenge and extend through appropriate questioning.</p>		

<b>Progress</b>		
<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>
Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind and enable almost all to catch up.	In lessons teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.	Teaching, learning and assessment are not yet good.
Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	Teaching, learning and assessment are not yet good.
Teachers embed reading writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular phonics teaching is highly effective in enabling them to tackle unfamiliar words.	Teachers develop pupils' reading, writing and communication and, where appropriate, mathematics well across the curriculum. For younger children in particular the teaching of phonics is effective in enabling them to tackle unfamiliar words.	Teaching, learning and assessment are not yet good.

Progress can be enhanced using intervention teacher.

Interventions are planned and based on statistical evidence of pupils falling behind. Core subject leaders to use data to decide when intervention is necessary.

Staff to work with intervention teacher to ensure appropriate input.

Progress data to be entered by last working Thursday of every month by both Key Stages.

Breadth and balance of cross curricular core subjects to be highlighted on planning.

<b>Assessment for Learning: Objectives and Success Criteria</b>		
<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>
Most pupils are confidently able to discuss their learning using appropriate terminology.	Most pupils have a clear understanding of what they are trying to learn.	Most pupils know what they have to do but some only have a limited understanding of what they are trying to learn.
The teacher provides opportunities for pupils to explore and create the objectives and success criteria.	The teacher explains the learning objectives and success criteria and checks pupils' understanding.	Learning objectives and outcomes are stated but are not always clear, measurable or appropriately challenging.
Most pupils are involved in designing success criteria and encouraged to self/peer assess according to these.	The teacher evaluates and refines their own success criteria with most pupils.	Success criteria are focused on learning but these are not always shared meaningfully with all pupils.
<b>Assessment for Learning: Teacher Feedback</b>		
Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	In lessons teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.	Teaching, learning and assessment are not yet good.
Teachers provide pupils with incisive feedback, in line with the school's Assessment Policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	Teachers give pupils feedback in line with the school's Assessment Policy. Pupils use this feedback well and they know what they need to do to improve.	Teaching, learning and assessment are not yet good.
Pupils have weekly Maths and English homework.		
Class teachers are free to set homework as and when appropriate.		

## Pupil Engagement

### Outstanding

Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

### Good

Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

### Requires Improvement

Teaching, learning and assessment are not yet good.

Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

Teaching, learning and assessment are not yet good.

Lessons should be pacy, vibrant and as visual / practical as possible.

<b>Learning Environment</b>		
<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>
Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.	Teachers promote equality of opportunity and diversity in teaching and learning.	Teaching, learning and assessment are not yet good.
Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.	Teachers promote equality of opportunity and diversity in teaching and learning.	Teaching, learning and assessment are not yet good.
Displays are interactive and developmental, in that pupils are required to respond and react to them.	Displays reflect the learning process, the content and expectations, and pupils use them to support their learning.	Displays do not reflect the current focus of the learning.
Although skills taught are determined by the teacher, pupils take the leading role in deciding the context/content/choice of resources.	Teaching uses a range of approaches that ensure all pupils take an active part in their learning.	Whilst plans indicate that all pupils will take an active part in learning, this isn't always achieved.
There is an emphasis on shared learning, analysis and discussion within the classroom. Teaching promotes high levels of resilience, confidence and independence when tackling challenging activities.	There is a supportive atmosphere that allows pupils to make and learn from mistakes. Teaching generally promotes resilience, confidence and independence when tackling challenging activities.	The learning process is valued by pupils but there are limited opportunities for developing independence.
Please refer to all equal opportunities references as well as SMSC.		

**Learning is likely to be inadequate where one or more of the following applies:**

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Appendix 2

# **Achievement and Progress**

## **A Pebble Brook School Practical Guide**

**September 2022**



Achievement and progress at Pebble Brook School fits in to our vision and ethos and Curriculum Policy. In summary, we believe in having a clear understanding of the key reasons behind what we provide for our pupils.

Namely:-

- Maximise achievement in literacy, numeracy and personal development (as we call it 'Great Learners, Great People' – careers and employability, receptive language, expressive language, RE, social and emotional development and citizenship).
- Maximise achievement in science, PE, ICT and technology.
- Offer elements of art, music, modern foreign language, humanities and outdoor education.
- Maximise achievement in our vocational subjects – woodwork, hospitality, horticulture, small animal care, plumbing, bricklaying, etc.
- Enable social interaction and resilience through our SIRS framework.

*Our vision is for our pupils to be independent when completing school, fully prepared for their next steps into adulthood through being functionally literate and numerate, ready for employment, adept at life skills for independent living and to be citizens holding strong British values.*

We recognise that each pupil will achieve at different rates, and be strong in some areas and developing in others and have varying final outcomes.

For this reason, we track progress as described below. Tracking progress helps to drive new learning forward, challenge weaknesses and celebrate achievement.

This document is written in conjunction with the following policies:-

Curriculum

Teaching, Learning and Assessment

Marking

Behaviour and Discipline

Sixth Form Guide

## **Education and Health Care Plans**

EHCPs play an important role in SEND pupils' education and strive to bring together pupils' education, health and care needs under one document, updated yearly via an Annual Review.

Pupils' strengths and areas for development fall under 5 areas:-

1. Communication and Interaction
2. Cognition and Learning
3. Social and Emotional and Mental Health
4. Sensory and Physical (including medical)
5. Independence and Community Involvement

At Pebble Brook School we update all our pupils' EHCPs manually. At the Annual Review we prepare in advance by analysing their progress towards the targets set the previous year. This will be completed by SLT, teachers and therapists and finalised by the student themselves. This is done alongside all other subject assessments. The two working together will promote personal success.

A one-to-one interview is completed for every pupil, usually with the Careers Officer, and the outcome is shared at the meeting.

The first, and most important part of completing the formal review, is the opinion of the student. All Annual Review meetings focus on the pupil and creates an enabling environment that encourages conversation as well as questioning and decision making.

Parents and/or carers are asked to complete a document of their views in advance of the meeting. This is discussed at the Annual Review alongside any further comments or questions.

The setting of the new targets for the following year comes mainly with these key contributions of the pupil first and then their family. Contributions also come from all teachers, OT, Behaviour Support and SALT. Meetings are always chaired by SLT so their contribution is also noted.

Pebble Brook School have employed an EHCP Co-ordinator who attends the meeting and draws all the information together. She updates the EHCP according to the wishes of the student, family and professionals and submits it to the Local Authority.

## Hopes and Aspirations

An extremely important part of the EHCP is Section A where we record the short and long term hopes and aspirations of our pupils. This is mainly for Year 9 and above, but can come earlier.

Alongside the hopes and aspirations we record provision that the school commits to fulfilling. This provision will relate directly to the pupils' wishes and will not be part of normal developmental provision,

E.g. "my ambition is to work directly with animals on a farm".

- **Provision:** Source possible part time courses at Berkshire College of Agriculture.
- Work experience with Road Farm.  
(Careers Officer).

NB We add this section as an additional target on our Earwig platform.

## Subject Progress and Achievement

Progress is recorded on our online assessment tool Earwig. Earwig is a commercial scheme that carries an assessment framework as well as key information on each pupil and an evidence feature.

All curriculum areas have their own assessment framework on Earwig and teachers input assessment data half termly.

English and Maths make up 50% of our pupils' timetable which indicates the importance we put on these two core subjects.

English and Maths teachers input data every 2 weeks and we ask that evidence in the form of photos or reference to exercise books is added every half term.

## Key Stage 3

Our assessment frameworks for English and Maths are based on the A2E toolkit which we have used for many years. We have looked at the number of statements in the frameworks and decided that a 30 point increase over an academic year is expected progress. This equates to movement of one band and a half of the assessment tool, which we believe is good progress given our pupils' starting points.

By completing one band and a half our pupils will be on track to maximise expected achievement by the end of each key stage.

We also assess reading ages, spelling ages and use the PUMA Maths tests at appropriate levels termly to provide summative assessment data. Outstanding progress in reading and spelling is an improvement of 6 months or more in a year.

For PUMA tests we deem outstanding progress as a 50% improvement in scores over a year.

## **Key Stage 4**

In Key Stage 4 we continue to assess pupils' English on the A2E toolkit as well as reading and spelling ages. We also assess against the functional skills assessment framework for English. English teachers base the starting points on this framework on their end points at Key Stage 3. This determines which level exams pupils will be entered for.

In Maths pupils are assessed against either the AQA Entry Level awards, Level 1 and 2 awards and, if appropriate, the GCSE framework.

Progress is also kept against the assessment bands as described above.

Key Stage 5 is a continuation of Key Stage 4 with regard to English and Maths.

If progress is not acceptable or showing significant weakness, we analyse the varied reasons. When outside factors such as behaviour or ill health are eliminated we can then provide intervention.

The subjects described above as 'elements of' are there to provide fascination, love of learning and cross curricular English and Maths. When these lessons are delivered, the key learning objectives are taken from our GLGP framework.

## **Key Stage 5**

English continues to be assessed against the Functional Skills framework and Maths moves to Functional Maths, apart from those pupils following a GCSE curriculum in Maths.

Our High Needs Key Stage 5 group are assessed against the Pathways to Independence framework, again on Earwig, alongside A2E toolkit.

The curriculum areas listed are taught in Lessons 1, 2 and 3 in Key Stage 5 and follow the same timings and approach as the rest of the school.

The students at Key Stage 5 then have a personalised timetable that can include work experience, National Citizenship, Duke of Edinburgh, community involvement, life skills and citizenship. These learning experiences are captured within GLGP and EHCP targets.

### **Great Learners, Great People**

GLGP is an assessment framework that measures progress in the key areas of Social Development, Emotional Development, Receptive Language, Careers and Employment, RE and Citizenship. All pupils are assessed against this framework, from Year 7 to Year 14, we target intervention in a variety of areas from this data. Interventions will include Behaviour Support, OT, SALT and SIRS, as well as factors impacting from outside of school.

Records are kept in one place and personalised to the pupil.

Direct attention to knowledge and skills from this framework are targeted in the Key Stage 3 'elements of' lessons mentioned above as well as in Key Stage 4 vocational subjects, PSHE and E curriculum and Key Stage 5 personalised framework for individual students.

### **Bedgrove, Berryfields and Brill – Nurture Groups**

Bedgrove, Berryfields and Brill are mixed age groups of pupils who have high needs and a highly specialised curriculum. Pupils in these groups are assessed against the A2E toolkit in Earwig and are subject to exactly the same principles of progress and achievement details within this guide.

### **Reporting**

Whole school progress and achievement is collated, analysed and presented to Governors in the December Governing Board meeting and published on the website. Reporting on progress takes place at twice yearly Parents Evenings, Annual Reviews and other statutory meetings such as Social Care core groups. Information is also available on request.

Progress records are updated half-termly.

### **Accreditation**

Our external exam pathways are carefully chosen so that our pupils get the chance to complete coursework and assessments that are appropriate to them. Pathways can vary significantly across year groups which illustrates the commitment we have to make sure that all pupils can succeed at their level, or beyond if possible.

GCSEs can be offered in English, Maths and Art. Pupils who are assessed as capable of achieving GCSE are identified early and given significant additional personal input.

### **Core Curriculum**

Key Stage 4 English Edexcel Entry Levels 1-3 and Level 1 and 2

Key Stage 4 Maths AQA Entry Levels, Edexcel Level 1 and 2 awards, AQA GCSE

Science AQA Unit Award Scheme

ICT WJEC Entry Levels, Levels 1 and 2

Key Stage 5 English Edexcel Entry Levels 1-3 and Levels 1 and 2

Key Stage 5 Maths NCFE Functional Skills Entry Levels and Levels 1 and 2

Key Stage 5 IT OCR Functional Skills IT Entry Levels and Levels 1 and 2

### **GCSEs**

AQA Maths

AQA Art

### **BTEC**

Sport Levels 1 and 2

Food Levels 1 and 2

Geography Entry Level 3

### **Vocational Courses**

NCFE Occupational Studies Construction Entry Level 3 and Level 1

NCFE Occupational Studies Plumbing Entry Level 3 and Level 1

ABC Small Animal Care Entry Level 3 and Level 1

ASDAN Sports Leaders