



OAKLANDS
SCHOOL

Curriculum and Assessment Policy

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Reviewed by	Phil Chivers – Headteacher
Approved by	Julie Smith – Chair of the Board

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INTRODUCTION

Every Child Is Different - we work together to break down barriers and cultivate a respectful, inclusive community

Oaklands is a co-educational, independent day school established to provide contemporary and enjoyable learning experiences for young people aged 5 – 16 years with special and individual needs all of whom have an Education and Health Care Plan (EHCP).

Our school offers a warm and friendly environment for learning, with specialist support for pupils with unique learning profiles and neurodivergence, including specialist provision for pupils with autism, communication and interaction needs, sensory processing needs, global developmental delay and other related aspects.

- We are an inclusive school and believe that neurodivergence is not a deficit or a barrier to achievement.
- We have developed a curriculum approach which includes learning pathways and adaptive approaches to meet the needs of each individual pupil.
- We have taken the very best school practices and built them into our school.
- We consider that creating an inclusive school community is one of the key aspects for supporting our pupils to develop and grow.
- We believe that such differences need not be barriers to success, and we have taken the very best school practices and built them into our school.

Our curriculum offer is highly personalised to the needs of each pupil and delivered through our three Curriculum Pathways. The teaching of English, mathematics, science, PSHE and PE sits at the core of each pathway, and pupils will also experience the wider curriculum including, where appropriate, life skills, geography, history, computing, music and drama, art and design. We adapt the curriculum and align with the children's EHC Plans to support their growing independence.

Our curriculum and therapeutic combined planning approach supports pupils' in developing a love for learning, acquiring knowledge and skills, preparing them for a fulfilled and productive adult life. This procedure sets out how Oaklands School will improve outcomes for pupils, and motivate staff, including their professional development, specific skills, knowledge and understanding.

Opportunities for checking and assessment of learning is built into the process of planning and leading learning and helps staff to focus on the signs of progress during lessons. By continually checking on progress, staff working with pupils can maximise and reshape teaching as required without interrupting the learning of others unnecessarily. This professional practice helps staff determine lesson direction for individuals and groups within the learning, supports planning for the next steps or future learning, and the recording of assessment of learning.

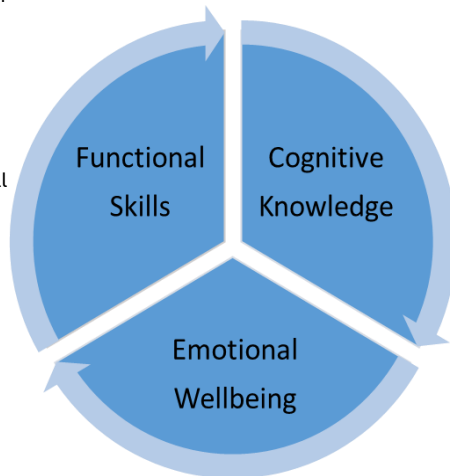
Learning opportunities are diverse and pupil centred, with an emphasis on life skills, communication and developing independence. At Oaklands, we have an intended curriculum with close links to the National Curriculum, this is complemented by a creative curriculum, based around experiences, which takes into account individuals' EHCP targets. To enable every individual to grow and become their best self, they must be

exposed to a variety texts and linked experiences and our curriculum is adapted to enable this.

Curriculum Model

Oaklands School follows a curriculum model which provides a therapeutic educational framework that promotes the development of Cognitive Knowledge, Emotional Wellbeing and Functional Skills. It is acknowledged that pupils’ past experiences both in school and life will influence their ability to engage in learning. It is, therefore, paramount to support pupils’ emotional wellbeing as a foundation for learning as a whole. We are consistent and predictable with our expectations, rewards and consequences and we view behaviour as a communication.

As we are a small school our teaching staff know our children well and are, therefore, able to use not only the information gleaned from assessment results to influence teaching, but also to tap into interests and hobbies of our pupils to act as a catalyst to learning. Pupil learning will inform curriculum development and enable accurate and relevant setting of learning goals for each pupil. Development as a learner develops the pupils’ sense of self-worth and enables them to be curious of the world around them.



Many of the pupils within our school will have gaps in their prior learning due to either frequent school or placement breakdowns, trauma, cognitive delay or mental health difficulties. Pupils may well have also experienced negative attitudes to their difficulties and disturbances in previous placements.

These attitudes towards pupils may lead them to manifest behaviours such as resistance to learning, disengagement and disinterest and disruptive behaviours. Our nurturing environment, and therapeutic approach to teaching and learning will support our pupils in filling these gaps and enable them to gain the confidence that they require to make progress, develop and achieve success at emotional, functional and academic levels.

Pupils at Oaklands School could be described as pupils with Complex Learning Difficulties and Disabilities (CLDD). Pupils with CLDD have conditions which coexist, overlap and interlock creating a complex profile.

The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognise children and young people’s unique and changing learning patterns. Pupils with CLDD present a range of issues and combination of layered needs. These could relate to various areas ranging from cognition, communication, relationships, sensory, emotional, physical health and mental health. Many pupils will be in

the ASC (Autism Spectrum Condition).

They need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile.

Whilst providing an age-appropriate curriculum, necessary adjustments need to be made to ensure that accessibility and meaningful outcomes are achieved. This requires finely tuned adaptation of curriculum and adaptation of learning outcomes. At times, the delivery of an 'alternative' education programme will be put in place to support learning. This might take the shape of 'disguised learning' or learning through a project, which taps into specific interests.

Education and Therapy teams work together to provide a combined approach to supporting pupils' learning towards developing love for learning, knowledge and skills in preparation for a fulfilled and productive adult life.

Legislation and guidance

This policy reflects the requirements to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](#), which we have chosen to follow.

This policy reflects the requirements of the SEND Code of Practice: 0 to 25 and its updates (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). It also reflects the Early Years: guide to the SEND Code of Practice: 0 to 25 (<https://www.gov.uk/government/publications/send-guide-for-early-years-settings>).

This policy reflects the guidance of the Early Years Foundation Stage Profile Handbook (<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>).

This policy reflects the guidance of the Careers Guidance and Access for Education and Training Providers (<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>).

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the Engagement Model (<https://www.gov.uk/government/publications/the-engagement-model>) for those pupils not yet engaged in subject specific learning.

This policy reflects the Pre-Key 1 Stage Standards (<https://www.gov.uk/government/publications/pre-key-stage-1-standards>) for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.

This policy reflects the Pre-Key 2 Standards (<https://www.gov.uk/government/publications/pre-key-stage-2-standards>) for pupils

working below the standard of national curriculum assessments (commonly called SATs) at the end of KS2.

This policy reflects the most up to date guidance in Keeping Children Safe in Education (KCSiE) and its updates.

Roles and Responsibilities

Oaklands School Board

The Oaklands School Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Board will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational outcomes
- Oaklands School is teaching a "broad and balanced curriculum" that includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs to meet children's special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements for all courses provided for pupils that lead to qualifications, at their level of ability, such as Functional Skills, GCSEs and any other relevant qualifications
- Careers Advice and Guidance is covered

Executive Headteacher

The Executive Headteacher is responsible for overseeing that this policy is adhered to, including:

- Line Managing the Headteacher.
- To oversee the Key Stage 3 (Secondary) stage including supporting and supervising the work of all Subject Leaders.
- To support the Senior Leadership Team to monitor the Quality of Education through Observations of Teaching and Learning (OTLs) and other teaching and learning monitoring procedures, such as Learning Walks, to ensure that teaching is of a good standard or better.

To be part of the Safeguarding Team and take shared responsibility for the safeguarding of all pupils.

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, including:

- To oversee that all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- To ensure that the amount of time provided for teaching the required elements of the curriculum is adequate

- To ensure that the Oaklands School Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- To ensure that the Local Advisory Board, including the Executive Headteacher, is advised on whole-school objectives in order to make informed decisions.
- To ensure that all the statutory elements within the curriculum are adhered to.
- To oversee that regular support and supervision for all staff is in place.
- To ensure that all education staff receive regular Continuing Professional Development either externally or internally.
- To ensure that all of the needs of our pupils are met well, including for those for whom English is an additional language.
- To ensure that no child is discriminated against by ensuring that the school takes account of the needs of each child and ensuring that all are treated fairly and equally. And ensure that reasonable adjustments to account for the needs of the pupils are in place.
- To monitor the Quality of Education through Observations of Teaching and Learning (OTLs) and other teaching and learning monitoring procedures, such as Learning Walks, to ensure that teaching is of a good standard or better.
- To oversee scrutiny of pupils' work is undertaken to guarantee that work is of a good standard and that marking, and assessment adhere to the school's policies.
- To ensure that the tracking and monitoring of pupil progress is undertaken well and that timely reports are issued to parents and carers informing them of pupil progress.
- To oversee the work of the examinations officer in the preparation for external examinations for pupils thus ensuring that they have the best opportunity to achieve examination success.
- To oversee the Key Stage 1, Key Stage 2 (Primary) and Key Stage 4 (Secondary) stages including supporting and supervising the work of all Subject Leaders.
- To oversee the implementation of cross curricular elements within the school such as thematic learning will ensure that pupils experience teachers working in a team to deliver curriculum. Cross-curricular links will provide pupils with the notion that no learning can be isolated from other subjects and that the acquisition of a variety of learning skills will enable them to become lifelong learners.
- To oversee the implementation of an outdoor education programme that enhances and supports more formal learning that takes place within the school. This opportunity will enable pupils to achieve success in different activities, to challenge their abilities and to raise their self- esteem.
- To ensure that the school has robust Safeguarding, including Safer Recruitment measures in place, take an integral role in the Safeguarding Team and monitor that the Safeguarding Team follows all necessary measures to keep all pupils safe.
- To take on the SENCO responsibilities including overseeing EHCP outcomes and provision specificity.

Assistant Headteacher

The Assistant Headteacher is responsible for ensuring that this policy is adhered to ensure that all aspects of this policy are adhered to.

- To ensure that all aspects of this policy are adhered to.
- To assist the Headteacher to monitor the Quality of Education through Observations of Teaching and Learning (OTLs) and other teaching and learning monitoring procedures, such as Learning Walks, to ensure that teaching is of a good standard or better.
- To assist the Headteacher to undertake a scrutiny of pupils' work to guarantee that work is of a good standard and that marking and assessment adhere to the school's policies.
- To take on the examinations officer responsibilities in the preparation for external examinations for pupils thus ensuring that they have the best opportunity to achieve examination success.
- To ensure that the CAREERS programme is in place and to take responsibility for meeting all Gatsby Benchmarks.
- To be part of the Safeguarding Team and take shared responsibility for the safeguarding of all pupils.
- To assist the Headteacher to ensure that the cross curricular elements within the school such as thematic learning are implemented to offer pupils the opportunity of experiencing teachers working in a team to deliver curriculum. Cross-curricular links will provide pupils with the notion that no learning can be isolated from other subjects and that the acquisition of a variety of learning skills will enable them to become lifelong learners.
- To assist the Headteacher to provide an outdoor education programme which enhances and supports more formal learning that takes place within the school. This opportunity will enable pupils to achieve success in different activities, to challenge their abilities and to raise their self- esteem.
- To support CPD for all staff, including delivering training for relevant topics.
- To oversee the Key Stage 1 (Primary) stages including supporting and supervising the work of all Class Teachers, including the Mentorship of IIT student teacher.
- To report to the Headteacher regarding all specified areas of the Assistant Headteacher's roles and responsibilities.

Middle Leaders

The Subject Leaders are responsible for ensuring that this policy is adhered to, including:

- To ensure that all aspects of this policy are adhered to.
- To monitor the way their subject is taught throughout the school.
- To monitor pupil progress in their subject and engage with Class Teachers regarding pupil progress as applicable.
- To prepare Year Plans, Schemes of Work, Medium Term Plans and any other relevant plans to ensure that Class Teachers have the necessary tools to deliver the subject effectively.
- To oversee the preparation of pupils to achieve qualification in their subjects at their level of ability.
- To fulfil a dual role as Subject Leaders and Class Teachers.
- To contribute to End of Year Reports and EHCP reports for their subjects as applicable.
- To support CPD for all staff, including delivering training for relevant topics.
- To ensure that all Safeguarding procedures are adhered to.

Class Teachers

The Class Teachers are responsible for ensuring that this policy is adhered to, including:

- To ensure that all aspects of this policy are adhered to.
- To implement the Curriculum effectively in their class reporting to senior leaders as applicable.
- To monitor pupil progress for each pupil in their class and to engage with Subject Leaders regarding pupil progress for specific subjects.
- To implement Year Plans, Medium Term Plans and any other relevant plans to ensure that each pupil in their class have adaptive and differentiated learning at their level of ability.
- To ensure that all pupils in their class are prepared to achieve qualifications at their level of ability.
- To compose to End of Year Reports and contribute to EHCP reports for the pupils in their class as applicable.
- To lead, support and supervise the teaching support staff in their class.
- To contribute to CPD sessions including sharing best practice.
- To ensure that all Safeguarding procedures are adhered to.

Education Support Staff

(Higher Level Teaching Assistants, Teaching Assistants)

The Support Staff are responsible for ensuring that this policy is adhered to, including:

- To ensure that all aspects of this policy are adhered to.
- To support the Class teacher with the effective implementation of the Curriculum in their class reporting to the Class Teacher.
- To support the Class Teacher to monitor pupil progress for each pupil in their class.
- To support the Class Teacher to implement Year Plans, Medium Term Plans and any other relevant plans to ensure that each pupil in their class have adaptive and differentiated learning at their level of ability.
- To support the Class Teacher in preparing all pupils in their class towards achieving qualifications at their level of ability.
- To record information on pupils' progress which will contribute to key information for End of Year Reports and EHCP reports for the pupils in their class as applicable.
- To work collaboratively with other colleagues in their class and to be accountable to the Class regarding best practice.
- To take an active part in CPD sessions including sharing best practice.
- To ensure that all Safeguarding procedures are adhered to.
- HLTAs – contribute to planning, delivering lessons and assessing impact; take the role of teacher in the absence of the class teacher and take responsibility for one or more subjects under the guidance of the class teacher. HLTAs contribute to leading curriculum related areas of responsibility, such as School Council (PSHE), etc.
- TAs – support teaching and learning for one or more pupils under the guidance of the class teacher; on occasions TAs might lead a specific aspect of the curriculum and/or have the responsibility for the day-to-day learning of a pupil under the guidance of the class teacher.

Curriculum – Intent

A good education is about gaining cultural experiences and acquiring a way of communicating effectively to open opportunities now and in the future.

At Oaklands School, we will ensure that the pupils' Education and Health Care Plans (EHCPs) are central to our decision-making process, so that we may address their communication and interaction; cognition and learning; and social, emotional and mental health needs. Working together, we will build a programme of learning and therapeutic intervention to enable our pupils to progress and develop to immerse themselves in the wider demands of the curriculum via the thematic topics, gain in independence and become valued members of the community.

At Oaklands School, we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of:

- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skill to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.

Our school will aim to:

- To provide a broad and balanced curriculum, designed to progress pupils through an ambitious sequence of cross-curricular learning
- To treat pupils with dignity
- To ensure accessibility to learning regardless of gender, ethnicity, or demographic
- To enable children to grow and develop an interest in English, Mathematics, Sciences, Arts, other Cultures and Religions as well as their own
- To teach pupils skills and to cultivate an interest in Sports, Physical Wellbeing, Healthy Lifestyles, interests and hobbies
- To encourage pupils to continue to use skills and remain open to learning to enable them to engage in the technological future of our society
- To teach and model the values of our society and to contemplate issues relating to government, politics, relationships and community affairs
- To encourage pupils to become independent learners thus ensuring their continued ability to remain engaged in learning throughout their lives
- To prepare pupils for adulthood including, where possible, further education, employment and training

- To provide, whenever possible, work experience opportunities for pupils in KS4
- To offer external accredited examinations
- To teach pupils in an environment free from anxiety
- To provide experiences that will make the young person want to find out more

Our curriculum will give children the opportunity to

- develop their ability to communicate effectively and become independent in supporting their own emotional well-being
- be immersed in a communication rich curriculum built around individual needs, key vocabulary
- develop functional reading skills appropriate to individual needs
- learn within a coherent and progressive framework
- explore the breadth and depth of the adapted national curriculum
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- develop a love for books, reading for pleasure and enjoyment

Curriculum – Implementation

The Green Pathway – Learning to Learn

- The Oaklands School Green Pathway for pupils working at the Engagement Model or at initial stages of Pre-Key Stage Standards (Portage Profile) emphasizes communication, emotional regulation, flexibility of thought and social interaction, as highlighted in our Autism Progress and Early Steps assessment packages on the Connecting Steps program
- For pupils on the Green Pathway who are not yet engaged at subject specific learning curriculum subjects as approached as contexts for learning with clear differentiation focused on specific individual learning outcomes, as highlighted in the Autism Progress and Early Steps assessment pathways
- The Green Pathway for pupils 'not yet engaged in subject specific learning' focuses on developing engagement for learning
- Teaching and Learning combines structured and flexible approaches with focus on learning how to learn

The Orange Pathway - Participating in Learning

- The Oaklands School Orange Pathway for pupils at Pre-Key Stage Standards or working towards Age Related Expectations (ARE) emphasises Cognitive and experiential Learning, Communication, Self-regulation and Self-Help Skills
- For pupils on the Orange Pathway who are at early stages of subject-specific learning, curriculum subjects start to be approached as subjects, as outlined in our Progression Steps assessment tool
- The Orange Pathway for pupils 'at early stages of subject specific learning' focuses on participation and getting involved in learning, with key experiences and key texts at the forefront

The Purple Pathway - Independent Learning

- The Oaklands School Purple Pathway for pupils working at National Curriculum close to or at Age Related Expectations (ARE) emphasises Cognitive Learning, Communication, Self-regulation and Independence
- For pupils at subject specific learning curriculum subjects are approached with focus on bridging any gaps in learning and developing knowledge & understanding towards age related expectations
- The Purple Pathway for pupils 'at subject specific learning' focuses on initiating learning and developing independent skills, focused on key texts and experiences
- Teaching and Learning combines structured and flexible approaches with focus on developing independent learning
- Teaching and learning, where possible, will enable pupils to gain qualifications appropriate to their cognitive ability

As part of our assessment system, we continuously review each pupil's ability with a view that pupils will move through different Curriculum Pathways as they grow and develop. It is important to note that we do not 'teach to the pathway', we teach to meet the strengths and needs of each pupil.

At Oaklands School, we want all our pedagogical approaches to focus on the pupil, their skills, interests and needs. We want all of our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning, therapeutic thinking at the forefront.

We want all of our pupils to be educated in an environment that "speaks to them" through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences

that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

- The pupils' ages in each class will often range across three year groups. Age appropriateness, compatibility and class dynamics are key components when grouping pupils in each class. Class numbers are no more than 8 pupils per class with some larger groups for shared activities where two or more classes might come together for specific topics.
- All core and enriching curriculum subjects are covered with adapted content and approaches to learning. Curriculum content is drawn from more than one curriculum source including the National Curriculum.
- Each class has a Class Teacher, Teaching Assistants (TAs) and/or Higher-Level Teaching Assistants (HLTAs). Staffing allocation is carefully thought through to meet the needs of the pupils in each class.
- The different stages (Primary – KS 1 & 2, Secondary – KS 3 & 4) have specific learning environments with access to outdoor areas, sensory facilities and other vocational facilities.
- Education and Therapy teams work together with focus on supporting pupils to reach their potential at emotional, cognitive and functional levels.
- The school refers to a range of curricula sources to create a curriculum offer which meets the specific needs of our pupils.
- English Reading is central to learning and the reading programme is its main approach to Phonics. The school will also explore other approaches to Reading for specific pupils who might not engage with the Phonics approach.
- There are Year Plans with an overview of the content for each subject; Medium Term Plans including differentiated learning outcomes for each pupil; specific plans for the day-to-day implementation of the curriculum.
- Pupils' Voice is central to motivating and engaging pupils in developing a love of learning and there are clear opportunities for pupils to reflect on their own learning.
- Assessment is central to the implementation of the curriculum as it offers the opportunity to continuously monitor, analyse and adjust learning goals and approaches where needed. The school uses three assessment frameworks provided by the BSquared Software for assessment. Autism Progress, Early Steps and Progression Steps.

Commented [ML1]: What are the specific examples?

Our curriculum will be taught through a pedagogy that:

- offers all children a memorable experience at the start of every topic
- develops learning and interests through a key text
- develops independence
- develops engagement and the ability to give attention through Attention Autism approaches
- promotes the use of individualised communication strategies, Makaton, PECS (WIDGET), and AAC, as advised by our Speech and Language Therapist
- promotes the use of Zones of Regulation approaches so pupils can support their own emotional wellbeing, with support from the Emotional Health Academy
- excites, promotes and sustains children's interest
- enables and fosters children's natural curiosity
- promotes problem solving, creativity and communication
- enables children to reflect on and evaluate their learning

Curriculum - Impact

Our pupils will, at their level of ability:

- Develop the skills to problem solve using technology, mathematics, language and team-work
- Be able to communicate effectively using writing and language as well as through music, the arts and other creative elements.
- Be able to be attentive, with understanding and have the confidence to ask for help and advice when they get 'stuck'
- To be creative and to enjoy the process of creativity
- Learn to work independently as well as being able to work as part of a team
- Begin to acquire a set of moral values such as honesty, integrity, sincerity and personal responsibility
- Have an understanding of their culture and those of others.
- Develop tolerance, respect and appreciation of others in a non-biased way
- Develop a knowledge and understanding of their own time and place within humanity; to begin to see the links within the family, society, national heritage and national and international events
- To understand our environment, geography and surroundings and to experience their beauty and the spiritualism of the natural world
- To develop an enjoyment for reading, storytelling and song
- To understand the notion of keeping safe and the importance of safety in its many guises
- To have a sense of belonging to our school
- To be happy and safe and to acquire resilience

Our curriculum allows pupils to make progress through all subjects, with changes in focus within Key Stage. There are rolling topic themes which allow pupils to reinforce, consolidate, transfer and develop their skills, knowledge and experience further.

We offer opportunities for pupils to develop their personalised aspirations which might require gaining recognised qualifications. Preparing for further education, training or employment. Accreditations and Qualifications may include Functional Skills English, Maths and IT, GCSE qualifications, and any other relevant qualifications.

The Green Pathway – Learning How to Learn

The aspirational impact for pupils at early developmental stages are to develop and achieve in the areas of communication, social, emotional and cognitive skills that are the foundations of learning. Pupils in the Green Pathway work towards Personal Progress (PP) qualifications through ASDAN as the accrediting body.

The Orange Pathway – Participating in Learning

The aspirational impact for pupils at initial stages of subject specific learning are to develop and achieve in the areas of knowledge, skills and emotional resilience. Pupils in the Orange Pathway work towards Personal and Social Development (PSD) qualifications through ASDAN as the accrediting body.

The Purple Pathway – Independent learning

The aspirational impact for pupils at subject specific learning are to gain a wealth of skills, knowledge and experience to help identify personal interests and strengths to shape their future education and employment. Pupils in the Purple Pathway work towards Personal and Social Development (PSD) qualifications through ASDAN as the accrediting body, towards GCSEs and any other suitable qualifications which meet their interests and ability.

Reading in the Curriculum

At Oaklands School, we love to read! We regard reading as one of the most important life skills, because it is the key which unlocks the door to a world of knowledge and sparks imagination and interest.

Our overarching aim for reading is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The curriculum will be based on a key text or texts for each Half Term. This will enable cross-curricular links and will expose the pupils to different genres of writing.

To promote high standards of literacy, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text, including developing inference skills and what they think will happen based on prior learning.
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that all pupils, where ability allows, are able to read fluently, and with confidence, in any subject.

Phonics and Reading

In line with the Twinkle Phonics, children who have yet to learn the skill of decoding will be taught to read through a Systematic Synthetic Phonic approach. Children will be taught through a daily, discrete phonic lesson to include phoneme/grapheme correspondences, decoding to read and encoding to spell, reading and writing phrases/sentences and applying their phonic skills to reading alien (pseudo) words.

Children's progress in phonics will be closely tracked and assessed. The phonic lead will track progress and identify children who require 1:1 intervention, implementing this in order for children to catch up and to address any gaps.

Reading Scheme

We continuously track progress through Progression Steps on the BSquared assessment tool and encourage children to read. Regular assessment (through SALFORD) will identify children's current reading levels and guide children to choose books at an appropriate level. This will also look at comprehension as well as just decoding skills.

All teaching staff have explicit instructions to ensure that books are given out at the correct level and will match the child's phonetic knowledge.

Children who are reading 'at a glance' will be encouraged to read more complex books to match their developing reading ability and books can be chosen from the school reading cupboard, class reading corners, the local library or from home.

Reading records will be used to keep track of children’s reading progress.

Home Reading Books

Children are encouraged to read at home with their parent/carer.

All parent/carers will be regularly updated on their child’s reading level/book and so they can support their child to select the right level book for reading at home.

Parent/carers and children will be encouraged to keep a record of any reading done at home in a reading record.

Discrete Reading Lessons

Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why, at Oaklands School, phonics is emphasised in the early teaching of reading to secure independent decoding and we are using a Systematic Synthetic Phonics approach to achieve this.

Each lesson will be evidenced in English books and may consist of a model question and practise questions for children to complete. Other written tasks may be used to further their understanding of the text. Lessons may also be evidenced by way of photo or audio recording.

English Lessons

Reading, at Oaklands School, also takes place throughout the curriculum where children are encouraged to apply the skills they have been taught in focussed reading lessons as mentioned above. As good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and knowledge of the world, comprehension skills are developed through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of engaging stories, poems and non-fiction. Our English teaching is centred around inspiring and challenging texts in each year group.

Promoting a love for reading

Each classroom has stimulating and inviting environments, where children are expected to explore and organise their books.

- having well planned, shared reading sessions that all practitioners are confident to lead
- opportunities for children to learn from clearly modelled ‘reading behaviours’, for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- involving parent/carers in understanding the importance of early literacy though
- workshops, modelling during “soft start”, newsletters, home shared reading and reading books etc
- listening to and joining in a variety of genres
- opportunities to retell and to act out stories using props and story maps

School Wide Additional Support

On entry, staff will work with pupils to assess their phoneme-grapheme correspondences and use a year 1 phonics screen to assess their ability to blend to read using their phonics skills (including pseudo words).

Pupils with difficulties in learning to read have their needs identified promptly and interventions

Commented [ML2]: Are these in place?

provided that will accelerate their progress.

We use Lego Therapy to boost language, auditory skills and talking with children who are pre-verbal or non-verbal. We use this to underpin the skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.

Additional teaching and support is provided through 1:1 reading with an adult, and daily Phonics sessions.

Additional teaching is provided to those children who are reading 'at a glance' through regular 1:1 reading with an adult and pre-teaching of key vocabulary to support children's understanding.

Impact of Phonics and Reading

- Pupils will be able to read books with progressively more complex graphemes and tricky words until they can read words 'at a glance'.
- Pupils will progress through decodable reading books. We will match them to the correct level books, whilst also tracking their comprehension of what they read.
- All pupils working will make progress on the National Curriculum assessment standards. This will be assessed using the digital assessment framework – Progression Steps (Connecting Steps Software - BSquared).
- Pupils will develop confidence in reading, and this will prepare them for achieving their potential towards productive and fulfilling adult lives.

Equality in the Curriculum

Oaklands School will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision-making.

Oaklands School is committed to equality in its delivery of education. The Headteacher will monitor this education provision to ensure that pupils acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.

We aim to provide high quality education provision, making sure provision is easily accessible. We engage with staff, pupils, parents, the Governing Board, local communities and other partners about equality issues. We will promote our equal opportunities for all our pupils in our contact with parents, staff, the Governing Board and external organisations.

We make every effort in creating equality of opportunity to learning in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning.

Our education provision recognises diversity and we demonstrate a proactive approach to diversity in our day-to-day work. We ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. We aim for high standards of conduct and behaviour (staff and pupils) and for the learning environment we provide to be safe and accessible for those studying and working.

Oaklands School adheres to statutory legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated equitably. We work with other people and organisations to encourage fair treatment of all. We collect information, which helps us plan and

develop services to meet the special needs of all members of our school community.

Oaklands School does not tolerate any form of discriminatory behaviour against members of the school or local community.

Our Curriculum is prepared to be inclusive and to offer equal opportunities to all pupils. There are three Curriculum Pathways where learning is adaptive and differentiated.

Wellbeing in the Curriculum

Pupil wellbeing is central to Oaklands School. Great importance is placed on identifying opportunities to teach our pupils about Wellbeing at their level of ability. Wellbeing is taught as part of cross-curricular learning, as part of our PSHE - RSHE Curriculum and as distinct topics where applicable. (JIGSAW)

Pupils are given opportunities to develop an understanding of wellbeing through learning about feelings and emotions and ways of identifying and managing these. Our aim is to have a positive impact on personal development, behaviour and wellbeing equipping each pupil with the knowledge and skills required with links to personal safeguarding.

Similarly to what has been mentioned regarding Safeguarding, research shows that young people with SEND and/or autism can present with wellbeing and mental health issues. With this in mind, we created differentiated approaches to teaching and learning to support wellbeing. There several approaches in place which complement each other in supporting wellbeing and behaviour.

The school uses a range of approaches to promote and support wellbeing with focus on young people developing self-esteem and learning strategies to recognise and manage different feelings and emotions with focus on Preparation for Adulthood.

Safeguarding in the Curriculum

Pupil safeguarding and the promotion of SMSC (Spiritual, Moral, Social and Cultural) values are central to Oaklands School. Great importance is placed on identifying opportunities to teach our pupils about Safeguarding at their level of ability. Safeguarding is taught as part of cross-curricular learning, as part of our PSHE - RSHE Curriculum and as distinct topics where applicable. (JIGSAW)

Pupils are given opportunities to develop appreciation of diversity and to acquire knowledge, understanding and skills to keep themselves safe and prepare them for adult life. Our aim is to have a positive impact on personal development, behaviour and wellbeing equipping each pupil with the knowledge and skills required for personal safeguarding.

Research shows that young people with SEND and/or autism are at a greater risk regarding Safeguarding. With this in mind we created differentiated approaches to teaching and learning about Safeguarding. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at a developmental appropriate level, or at a small group or 1:1 level where a more urgent need arises.

As part of School Assemblies and Student Council topics, Safeguarding and SMSC are promoted through learning about equality, diversity and inclusion as key values in our multi-cultural society with focus on Preparation for Adulthood.

Commented [ML3]: Mental Health Lead and responsibilities?

Age Appropriateness in the Curriculum

There is a valid debate about the concept of age appropriateness and many in the field of SEND argue that the concept could relate to a tendency to 'normalisation'. There are others who recognise the complexity of how this concept is defined and understood.

At Oaklands School, we recognise the individuality of each pupil and celebrate this.

Our approach to age appropriateness focus on offering each young person the opportunity to learn and develop talents and interests at the same time that personal interests, regardless of age, are valued.

In working with our pupils, we recognise that only giving them access to experiences, activities and opportunities which are in line with their chronological age would not be appropriate. We also understand that for the majority of our pupils, talking to them in a manner which is at a level they cannot understand would be inappropriate. If we offered learning activities that are far in advance of our pupils' cognitive ability and level of understanding it would be unlikely that they would engage in or benefit from this.

We also recognise that chronological age is a key element in determining an individual's status within society and in establishing the dignity, self-esteem and esteem they are held in by others. We appreciate the need to ensure that individuals are not denied age-appropriate opportunities and expectations as this will result in a preference for age-inappropriate activities in the absence of anything else and a danger of individuals being viewed as 'perpetual children'.

We consider essential to strike the right balance of 'age appropriate' and 'developmentally appropriate' learning experiences, activities and opportunities which are 'person appropriate' and meet individual needs in terms of cognitive development, personal development, emotional security, lifestyle and life skills.

CAREERS – Preparation for Adulthood

Careers Overview

- Oaklands School is committed to providing all pupils in Key Stage 3 (from Year 8) and Key Stage 4, a structured CAREERS programme in-line with the eight Gatsby Benchmarks.
- The Gatsby Benchmarks outline all the standards of an excellent CAREERS programme and help to ensure pupils have access to good quality careers education, information, advice and guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their potential.
- As all pupils at Oaklands School have Education, Health and Care Plans (EHCPs) and present a range of Special Educational Needs, our approach to CAREERS learning is carefully thought through and planned to meet the needs of each pupil.
- As part of our sequential approach to CAREERS we seek to offer opportunities for each pupil to EXPLORE (Key Stage 3) and EXPERIENCE (Key Stage 4) work opportunities offering sequential learning at an appropriate level (adapted and differentiated) for each pupil.
- We engage with the local community to create work links and opportunities for our pupils.

Our Careers Objectives

- All pupils have access to an engaging, enriched, meaningful and developmental careers programme.
- All pupils are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.
- All pupils transition to a variety of sustained positive destinations.

Our Careers and Enterprise programme is overseen by the Assistant Headteacher. The responsibilities of the Assistant Headteacher can be summarised under four main headings:



- **Leadership** – responsible for developing, running and reporting on the school’s work experience and Careers programme.
- **Management** – plan Careers activities, manages the Careers budget and other staff involved in the delivery of the programme.
- **Coordination** – coordinate staff from across the school and from outside.
- **Networking** – establish and develop links with employers, education and training providers and Careers organisations.

Our Careers Strategy is designed to work in line with each of our three learning pathways, our PSHE Curriculum (JIGSAW) and our qualifications routes.

The importance of Careers Education

At Oaklands, we believe that high quality careers education, information, advice and guidance is critical to our young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

- We are dedicated to providing all of our pupils in years 8 to 11 with a stable, structured careers education programme, information, advice and guidance designed to ensure that pupils’ move onto the next phase of their education with the right tools and values to help prepare them for adulthood.
- We work with our pupils and their parents and carers, to consider their future options, in order to realise their potential and decide how their skills and experiences fit with opportunities in the local job market.
- We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently.
- We have a person-centred approach to pupil outcomes through our EHCP annual reviews process where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.
- We are fully committed to our statutory and moral obligation to provide a holistic careers service for pupils in Year 8 onwards, highlighting the vocational and academic routes to their preferred career path and underpin our programme with the Gatsby Benchmarks.

- The Gatsby Benchmarks outline all the standards of an excellent careers programme and help to ensure pupils have access to good quality careers education, information, advice and guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their potential.
- All pupils at Oaklands each have Education, Health, and Care Plans (EHCPs) and present a range of Special Educational Needs. Our approach to careers learning is carefully thought through and planned to meet the needs of each pupil. We provide all pupils in Key Stage 3 (from Year 8) and Key Stage 4, with a personalised structured careers programme in-line with the eight Gatsby Benchmarks.
- We work closely with the local authorities to ensure that we know of all the services available to support our pupils, to access available services and share this knowledge amongst our community. We engage with the local community to create work links and opportunities for our pupils.
- We work with the assumption that with the right preparation and support many of our pupils will be capable of sustaining paid employment. We will regularly celebrate, showcase and promote the achievements of our pupils who are volunteering or in paid employment at every possible opportunity.

Assessment, Marking and Feedback

Opportunities for checking and assessment of learning is built into the process of planning and leading learning and helps staff to focus on the signs of progress during lessons. By continually checking on progress, staff working with pupils can maximise and reshape teaching as required without interrupting the learning of others unnecessarily.

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

Principles of assessment

Our Assessment and Feedback Policy is based on the following principles:

- Students have the right to have their work acknowledged, to be given feedback on their achievements and to be supported to understand their next steps.
- Formative (or on-going) assessment keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
- Marking and feedback is most effective when shared with the learner as soon as possible after the task has been completed. Written feedback should be a summary of this dialogue between staff and pupil.
- Summative assessment informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Teachers are given the necessary time and support to write and produce termly and annual reports.

Marking and Feedback will be:

- Positive, specific and related to the learning intention / success criteria.
- Accessible and matched to the needs of the individuals
- Supportive of achievement in all its forms

- Sufficient to help pupils to improve their work
- Used to promote learner confidence
- Include opportunities to develop peer and self-assessment skills

Oaklands School Progression Journey

Every pupil at Oaklands School has an Education, Health and Care Plan which will support them until they are 25 years old.

In collaboration with pupils and their families, we will consider the EHCP targets from each section:

- Communication
- Learning and Development
- Behaviour and Emotions
- Health
- Everyday Life

Termly targets will be documented in Pupil Individual Learning Steps (PILS) adapted in the following sections:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Progress towards PILs will be assessed frequently and formatively. At the end of every term progress against the targets will be summatively assessed as 'Achieved', 'Partially Achieved' or 'Not Achieved', and new targets will be set for the following term.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Frequency

There is no fixed frequency for marking. Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show higher impacts overall. With this in mind:

- Written comments, identifying strengths and targets

- Verbal feedback from the teacher, Teaching Assistant or peer(s)
- Self-assessment
- Videos
- Photos

Assessment approaches

At Oaklands School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment:

1. day-to-day in-school formative assessment
2. in-school, continuous summative assessment
3. nationally standardised summative assessment, where appropriate

Principles

In addition to the purpose, aims and expectations set out in the school policy, at Oaklands we also believe that:

- Our approach to marking and feedback should make it clear to pupils that it is for their benefit – we do it for them.
- Marking and feedback demonstrates to pupils that their work has been looked at and valued.
- Marking and feedback should inform teachers’ planning and identify any gaps in learning
- The nature and content of the feedback should be relevant and accessible, personalised to every pupil’s needs and follows the marking policy.
- Regular opportunities for marking and feedback should be planned for, ensuring time is allowed for pupils to reflect and act on it.

Recording of Feedback

It is an expectation of all teaching staff that the feedback they give to pupils will be logged/ recorded. This will usually be in pupils’ exercise books and folders of work. It is also expected that staff will all use the agreed symbols and levels of support listed below.

This is the most basic level of marking and feedback:

- Staff will use the codes below to indicate the type of feedback given, levels of adult support.
- Fully supported mirroring or copying the skill or task with full adult support.
- Achieve through 1-1 or group work discussion and/ or with physical support from an adult
- Prompted - can achieve with one prompt from an adult, e.g. this could be a question to prompt an answer
- Independent - can achieve without additional adult support in this setting
- Applied an achieve in different lessons and contexts without additional support in this setting
- In addition, colleagues are also expected to record briefly, and in pupil-friendly language the content of the feedback, always including a positive and a target.
- Verbal comments and feedback during the lesson (VF)

Formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to

provide appropriate support or extension, evaluate teaching and plan future lessons

- Pupils to measure their knowledge and understanding against learning intentions, and identify areas in which they need to improve
- parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Teachers and teaching assistants follow an agreed system with consistent procedures when responding to pupils' work. Our school has a diverse population with the range of abilities spanning from learners functioning at the earliest stages of emerging development right through to those working at, or exceeding age-related expectations. It is vital that marking and feedback strategies are appropriate and well matched to the needs of pupil's, using visual or verbal means appropriate to the individual.

Sharing Learning Intentions

Learning Intentions will be shared with pupils in a manner appropriate to their needs and abilities.

For many pupils, intentions may be displayed electronically and included on activity sheets or written in exercise books. It may also be appropriate to ask the pupil to relay the intention back to check their understanding of the tasks. It is not expected that learners write the intention out, unless they can do so quickly and neatly. The intentions can be written by the teacher, teaching assistant or produced on a sticky label.

For some pupils' intentions may be shared verbally using clear, concise language or visually using symbols or pictures. In all instances the learning intentions should be evident on each piece of work to be stored in an exercise book, file or on computerised records.

The pupils' success in meeting all or part of the intention will be highlighted when the activity is completed.

Sharing Success Criteria

Students cannot take more responsibility for their own learning unless they know what they are expected to learn and how they will know that they have been successful. To help promote effective self-assessment, teachers need to go beyond simply telling pupils what to do and how to do it (the task or activity). They need to make clear what is to be learned (the learning intention) and how to recognise success (the success criteria).

Success criteria should:

- be shared in the most appropriate manner for each individual. This may be visual or verbal
- use language which is appropriate to the pupils' level of understanding. This may be supported by sign, gesture or picture symbol as appropriate
- be positive and attainable
- be reinforced at appropriate times throughout the learning process (Rosenshine's Principles)

Providing Feedback

This is an essential part of high-quality teaching and learning and is vital in guiding the pupil towards real steps of progress. Characteristics of effective written or verbal feedback:

- Focuses on learning intentions or success criteria
- Confirms that pupils are on the right track
- Encourages correction of errors or improvement of work
- Identifies misconceptions

- Scaffolds pupils’ next steps
- Sets targets
- Provides examples of how to succeed
- Reminds learners of the success criteria
- Provides opportunities for learners to think for themselves
- Provides learners with opportunities / time to respond
- Increases pupil self-worth


The small class sizes at Oaklands School mean that in most instances feedback will be provided as soon as possible after a task is completed (see written marking policy). Assessment of whether a pupil has achieved the LI can be through observation of their work, or questioning them or through a short re-cap quiz (Microsoft Forms/Kahoot). In this way teachers and teaching assistants can identify any gaps or misunderstandings.

A written record of this dialogue should be recorded on work to be available for future reference by the pupil or supporting adult.

Written Feedback

Written feedback should be used to communicate the positive aspects of the work. Reference should be made to elements of the learning objective or success criteria which have been met. Effort should also be acknowledged and celebrated. Feedback should draw attention to areas for development within the work. Again, there should be clear reference made to the learning objective or success criteria. Next steps for learning should also be identified.

Marking Code

LI	learning Intention, this needs to be included on all evidence
TA	target achieved
VF	verbal feedback
PM	progress made
	Evidence in work of where target has been achieved
GW	Group Work
➔	Next Step (this can be verbally recognised)
Sp	Spelling

All work marking must highlight a positive aspect of the work and next steps needed. Use of the above codes should be initiated by the member of staff annotating the work.

Remember that:

- marking is most effective in the presence of the pupil
- pupils should be given time to/reflect on/respond to marking
- effort should be acknowledged alongside achievement

Linking with BSquared

The current summative assessment statements which a learner is working towards will be displayed on the pupils’ profiles on Connecting Steps, BSquared for those on Autism Progress, Early Steps or Progression Steps. This will assist supporting adults to remain sure of their next steps for learning but will also enable clear cross reference to be made between these assessment points and the evidence

Commented [ML4]: The policy refers to both pupils and students - should be one for consistency

that they have achieved. The class teacher will log pupil progress on a daily or weekly basis on BSquared.

Self and Peer Assessment

Where appropriate, given their age and level of cognitive ability, pupils will be taught how to peer and self-assess their learning. Students can use different strategies to provide feedback to their teacher such as traffic lights, smiley faces or an agreed code to show whether they have understood fully and need to be moved forward, need more practice or need more teacher input. Students should be encouraged to share whether they enjoyed a lesson as well as whether they understood it. This information will be collected and used as data to show pupils' views about their learning.

Opportunity should also be given for pupils to pair-mark work where appropriate. Students should be taught how to do this with clear ground rules such as listening carefully, and maintaining a kind and helpful approach. Positive comments should be made first, then suggestions of how to improve, but only against the learning objective or success criteria. The pairing of pupils should be based on ability and partners could highlight evidence of success or write a comment(s) in each other's book in a different colour pen, which is then initialed.

Celebrating Success

The marking of work and provision of high-quality feedback will help pupils develop in all curriculum areas. It will be used to celebrate success and encourage pupils to work hard and always try their best. Teachers and support staff are skilled in knowing how best to reward pupils in their classes. The following awards are commonly used across school to celebrate learning:

- Verbal praise
- Displaying and showcasing best work
- Sharing work with other classes, teachers and senior leaders
- Sharing with parents via oral feedback, website and newsletter
- Weekly Acorn Award certificates in assemblies
- Presenting work in weekly celebration assembly, pupils to do this where able to

Summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- SLT to monitor interventions etc in termly Pupil Progress Meetings. Data from BSquared will be used to assist this
- Teachers to evaluate learning at the end of a unit or period, and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period. This is supported by Tapestry

Education, Health and Care Plans (EHCPs)

EHCPs are reviewed annually and occur throughout a school year. The most recent PILs and termly report will serve to inform progress throughout the year and ensure that there are no surprises at the annual review.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6) Helen Arkell for spelling, Salfords for reading and comprehension and White Rose for Maths and Science
- Nationally standardised summative assessments take the form of Functional Skills, GCSEs and vocational qualifications at the end of Key Stage (KS) 4.

Where pupils join us from other schools, we will collect any data that they have from nationally standardised tests, including whether the pupil was working below the level required for the test.

Collecting and using data

Assessment data, that is collected continuously by class teachers, will be used by SLT at the end of each term to compare achievements across subjects, class groups, and pupil cohorts.

Data is useful on different levels:

- for monitoring individuals,
- developing learning targets,
- grouping pupils,
- allocating resources,
- evaluating teaching initiatives, and for
- whole-school accountability and reporting.

We will look not only at present attainment, but at pupils' rates of development as they move through the school and use this insight to shape classroom practice.

Data will be used to remind us all that pupils' progress may not be linear: they appear not to progress at some times (e.g. while consolidating learning) and may progress more rapidly at others. We aim to achieve a culture of using data constructively for positive, supportive change. Teachers will be given appropriate time and administrative support to complete assessments and compile reports.

Reporting to parents

At the end of each term teachers will assess pupils' progress summatively in the areas of education, behaviour, personal development and attendance and a report of pupil progress will be given to parents at the end of each term. Parents will be invited into school to discuss progress, celebrate achievements and support future planning at the end of each term.

At the end of the academic year an annual report will be given to parents so that we can review progress made and plan for the year ahead. Staff Training and Roles for Assessment

There is an annual CPD programme for Teachers and Teaching Assistants which will include opportunities to discuss, plan and practice any developments in assessment. Assessment and marking

will be peer-reviewed and feedback given.

Monitoring

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

Examples of monitoring approaches used in Oaklands School: moderation, lesson observations, book scrutinies and pupil progress meetings.

This professional practice helps staff determine lesson direction for individuals and groups within the learning, supports planning for the next steps or future learning, and the recording of assessment of learning.

- **Meaningful:** feedback and marking should vary by age group, subject and what works best for the pupil and teacher.
- **Manageable:** feedback and marking practice should be proportionate and in the moment to be most effective. During the lesson is the best time to capture learning and focus. This may not be always possible.
- **Motivating:** feedback and marking should help to motivate pupils to make further progress.
- This is not to assume this means writing in-depth comments or being universally positive. It should focus on recognising pupils' successes and helping them to develop clear strategies so they can improve their work.

Expectations of staff working with pupils:

- Give constructive advice which recognises success and ways how to improve. Mark what you are intending to assess – this is usually framed or referenced in the learning objective for the lesson.
- Indication of level of support or independence as and where appropriate.
- Support pupils to help them see they are learners and can make progress. This could involve aspects of personal targets (e.g. From the ILP (Individual Learning Plans)).
- Impact on pupil progress and attainment including the consistent motivational use of the school reward system
- Where appropriate, opportunities for pupils to mark their own work and work of their peers should be part of learning.

The Subject Lead/Lead Teacher

- Ensure the marking policy is effectively and consistently implemented.
- Plan opportunities to scrutinise work samples that are carried out in line with the agreed quality assurance activity schedule and feedback is given to teaching staff.
- Plan opportunities to moderate key marked pieces of work which ensure consistency across the teams.
- Monitor marking to assess pupil motivation, there is an impact on self-esteem, including the use of rewards such as house points, merits, certificates, etc. This could include pupil feedback to staff.

The Leadership Team

- Monitor the implementation of the Marking Policy

- In liaison with staff teams working with pupils and including pupil voice, where appropriate, evaluate the implementation and impact of the policy and practices as part of planned assessment cycle activity (e.g. within 3 years or less).