



Cambian

CNES Teaching and Learning Policy – *The Quality of Education*

“Embracing individuality and inspiring success”

Implemented: January 2023

Next Review: July 2024

Updated: n/a

Head Teacher:

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Ethos

We believe that everyone has a personal best and all learners should be given the opportunity to reach their potential and flourish as individuals.

Aims of the Policy

- V' To ensure high quality teaching and learning experiences for all pupils.
- V' To provide a framework for teaching and learning within which there is flexibility and scope for adaptation and creativity.
- V' To deliver a broad, balanced and ambitious curriculum that supports pupils with communication difficulties and complex needs to flourish in an education setting.
- V' To embed a learning culture through delivering lessons in a logical sequence allowing pupils to make connections and build on prior knowledge.
- V' To promote the new CNES ethos; "We believe that everyone has a personal best and all learners should be given the opportunity to reach their potential and flourish as individuals."
- V' To raise attainment by increasing levels of pupil motivation, participation, independence and aspiration.
- V' To promote an understanding of how learning takes place and a reflection the sharing of good practice through a variety of methods
- V' To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place at CNES.
- V' To provide practical guidance, clear procedures and a focus for development
- V' To inform teachers, pupils, parents, governors and local authorities about the aims and processes of teaching and learning at CNES.
- V' To identify specific areas of responsibility at whole school and individual level.
- V' To provide pupils at CNES with the experiences and skills they need to be well prepared for their next stage of education or employment and ensure they are able to play an active and fulfilling role in society

Intent - What is CNES aiming to achieve through its curriculum?

- V' To provide a fully inclusive and quality education, which is personalised to the need of each pupil.
 - V' To provide a calm, learning focused environment, which is safe, caring and nurturing.
 - V' To provide a holistic education, which incorporates guidance and strategies from our onsite Clinical Team
 - V' To increase confidence and resilience as well as develop pupils' ability to self-regulate.
 - V' To ensure pupils have opportunities to develop their own individual interests through experiences that stretch beyond the classroom and the active promotion of SMSC and British Values.
 - V' To ensure our curriculum is underpinned by our school values of Resilience, Ambition, Integrity, Sociable and Empathy (R.A.I.S.E)
- **Resilience** – we strive to cope when things go wrong with and overcome challenges
 - **Ambition** – we show a strong desire to succeed at whatever we do
 - **Integrity** – we are strong enough to do what we know is the right thing
 - **Sociable** – we seek and enjoy the company of others and treat everyone with respect
 - **Empathy** – we sense other people's emotions and try to imagine what they are thinking or feeling
- V' To develop pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development), this will include, but is not exclusive to:
- personal & social well-being (safety/self-image/self-esteem);
 - communication skills (speaking/listening/reading/writing/body language);

- social skills (behaviour);
- physical & health skills (hygiene/healthy eating/exercise/team skills);
- ICT skills (using computers to share and seek information); and
- independence and study skills (thinking skills/self-organisation/concentration) etc.

✓ To promote physical and emotional well-being.

✓ To ensure all pupils leave CNES with outcomes that reflect the best of their ability.

Implementation - How is the CNES curriculum delivered?

Roles and Responsibilities – all staff must be aware of the principles of this policy and how they can contribute to it.

Leadership Team:

✓ To provide appropriate support, training and sign post to resources for all subject areas and staff.

✓ To monitor and evaluate the delivery of the policy.

✓ To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

✓ To ensure the quality of education is effectively scrutinised via robust a monitoring schedule.

Middle Leaders and Teachers:

✓ To be responsible for the co-ordination of long, medium and short-term planning of schemes of work, taking into consideration the aims and objectives of the policy.

✓ To monitor and evaluate consistent delivery of the policy at subject level.

✓ To provide appropriate support to team members by providing training materials or advice and guidance.

✓ Support staff to keep their pedagogical knowledge up to date and try new teaching methods/strategies.

Teaching Assistants:

✓ To ensure teachers are well supported in the classroom and beyond.

✓ To ensure teachers receive support to create high quality resources.

✓ To ensure pupils are well supported both in and out of the classroom.

Curriculum Delivery

Pupils have full access to a broad and balanced curriculum including the National Curriculum, which is adapted to meet pupils' learning needs.

Our curriculum is designed to be challenging and appropriate to the pupil's stage of development.

Our curriculum offers, where applicable, cross-curricular learning opportunities to support pupil's personal development.

Our RSE delivery is essential and vital for our pupils to ensure they receive an education that prepares them for the opportunities, responsibilities and experiences of adult life. CNES aims to support pupils to attain our ethos whereby everyone should be given the opportunity to reach their potential and flourish as individuals.

KS1 & KS2 (Lower Phase) Curriculum:

Delivered following a Primary model whereby classes are taught predominately by their class teacher for the vast majority of subjects using specialist primary teachers. Subjects in this model include: English, Maths, Science, History Geography, Religious Studies, Art, Computing, Physical Education, Performing Arts, Food Technology, PSHE and Outdoor Education.

KS3 (Upper Phase) Curriculum:

Delivered following a mix of primary and secondary models whereby they are taught more by their class teacher but have other teachers for Core subjects with some requirement to move between classes. This is where we have our bespoke transition class(es) Subjects in this model include: English, Maths, Science, History Geography, Religious Studies, Art, Computing, Physical Education, Performing Arts, Food Technology, PSHE and Outdoor Education.

KS4 (Upper Phase) Curriculum:

Follow a secondary model whereby they are taught by specialist teachers in each subject area with preparation for entry level and GCSE exams. Pupils have 2 option blocks within the curriculum plan. Subjects in this model include: English, Maths, Science, Religious Studies, Computing, Physical Education, Performing Arts, PSHE and Outdoor Education and Option A & B.

KS5 (6th Form) Curriculum:

Pupils are encouraged to progress as far as their abilities allow by exposing them to work across a broad spectrum. A student who covers the basic work of a topic will be encouraged to move on to work that consolidates their skills. Subjects include, Maths, English, Computing, Food Technology, OCN Progression Awards, AQA Unit Awards, ASDAN Life Skills, Work Experience, Independent Study and Enterprise Projects and PSHCE.

Our curriculum is designed to build and expand on previous skills and subject knowledge, over the duration of a pupil's time at CNES. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall (view our curriculum maps on our website, found under each subject area).

Teaching and Learning

Our pupils are taught by well-qualified Primary teachers in KS2, experienced transition teachers in lower KS3 and subject specialists in upper KS3, KS4 and KS5.

Our Headteacher is a qualified Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Our senior leaders are well qualified and have a range of experience, possessing a variety of qualifications including Understanding Autism, Trauma & Mental Health, and are all Safeguarding Lead trained.

Senior and Middle Leaders collaborated to design a bespoke criterion for 'Building Excellence' which is used to judge the quality of education at CNES in relation to the teacher standards. (see Appendix 1).

The curriculum is adapted as and where required based on the pupil's individual cognitive abilities and where applicable the outcomes within EHC plans. This includes further differentiation and personalisation to be implemented i.e. scaffolding and/or modelling to offer additional support coupled with levelled questioning.

We have a 3-tiered approach to supporting each pupil's learning, including:

Universal – this is the teaching your child will receive from all teachers and will include adaptations to match learning needs. All classes:

I are supported by a teaching assistant (TA),

I have a maximum of 5 pupils per class to ensure there is a high level of support available from the teacher and TA,

I are multi-sensory,

I have access to speech, language and communication support

I have access to occupational therapy support.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of

- a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes.

Interventions may include:

I specific targeted numeracy/literacy small group activities,

I one to one literacy/reading support,

I one to one phonics/reading intervention,

I one to one/small group sensory support,

I specialist streamed literacy and numeracy lessons

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child. This may include psychology support, speech and language therapy, occupational therapy, mental health support and/or Thrive sessions.

Assessment

The progress of each pupil is carefully monitored throughout their time at CNES. Checks on progress take place formally at set intervals and informally throughout the school day

Assessment takes the form of the following:

- Pupils classwork is marked and feedback provided in line with the updated CNES Marking and Feedback Policy.
- Pupil progress will be recorded on Solar against the CNES Steps Framework
- Evidence to support attainment will be uploaded against the subject mile stones on Solar
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress

Impact

What difference is the CNES curriculum making for our pupils?

The curriculum is regularly monitored and reviewed by the leadership team and subject leaders to ensure all pupils are accessing teaching and learning that meets their individual needs. This ensures that:

- The majority of pupils meet or exceed their expected progress through internal assessment.
- The majority of pupils meet or exceed their expected outcomes in Year 11 (external qualifications).
- When pupils transition from CNES Year 11, they will have gained between 3 and 10 externally accredited qualifications, which reflect the pupil's best ability.
- Analysis of outcomes and pupil progress indicates that there is little statistical significance between the performance of key groups and where any small differences are identified strategies are implemented swiftly.
- The spiritual, moral, social and cultural development of pupils is good.
- Pupils develop positive behaviour traits over their time at CNES, increasing their ability to self-regulate.
- Pupils are well-prepared for the next stage of their education and many transitions to mainstream colleges. No pupil has left CNES Not in Education, Employment or Training (NEET) in the last 5 years.
- Pupils regularly return to CNES to celebrate their achievements Post 16