

# **Brook View School Curriculum Policy**

**Updated November 2021  
Next review November 2022**

## Curriculum Policy Statement

*This policy should be read in conjunction with the Cambian Brook View School Vision and Mission Statements, the Statement of Purpose and the Autistic Spectrum Disorder policy which outlines the vision, aims, roles and responsibilities of the school. It also needs to be read in conjunction with individual subject policies, safeguarding, SMSC and assessment policies and in conjunction with the Whole School Literacy Policy.*

*Across the curriculum British Values are promoted and all individual policies and practice are such that they do not impede the Equalities Act 2010. Rights of protected groups as identified in the Equalities Act are duly recognised and catered for.*

The Curriculum policy supports the framework of Cambian Brook View as being a school for young people on the autistic spectrum who may have associated learning or emotional difficulties and who will benefit from the high level of support, the structure and the therapeutic milieu that we offer. The policy recognises the importance of Intent, Implementation and Impact as described in the Education Inspection Framework.

It actively promotes the principles of individual human worth, respecting diversity and encouraging the development of self-control. This policy supports a holistic approach, aiming to raise self-esteem, reduce anxieties, provide strategy for success.

*We see the curriculum as a progression model which is continuously evolving and which is regularly subject to critical re-evaluation.*

## Curriculum intent

***As a school we place great emphasis on preparing our young people for the challenges, opportunities and responsibilities inherent in taking as full a part as possible in wider society. Learning should be embedded, long-term and not held in isolation.***

The curriculum at Brook View School is designed to help each young person to achieve their full potential both **academically** and **socially**. Brook View school believes that it has a dual-purpose role in not only helping young people to reach their academic potential but to also provide an education which will help develop their social skills, in particular their communication, interaction, social imagination and flexible thinking skills through a daytime and waking curriculum to support a greater level of independence and quality of life.

### **We aim to develop:**

- Self-esteem, self-confidence and individuality
- Social interaction & communication skills
- Knowledge and understanding
- Understanding of their own learning styles, strengths and weaknesses using metacognition techniques
- A willingness to apply themselves to learning situations
- Self-motivation and the application of intellectual, physical and creative effort.
- A sense of enquiry and the ability to question and investigate through a range of means
- A love of learning and the ability to work independently
- Creativity, critical awareness and sensitivity
- The ability to work as a member of a team and to be a tolerant group member
- Strategies to be successful in society including organisational and transferrable skills
- Problem solving technique
- Tolerance of others, of their opinions, beliefs and cultures
- Self-control
- Literacy, numeracy and competence in the use of information technology
- Strengths, interests and skills relevant to adult life, employment and independence in a changing world
- Trust in themselves and others
- Appropriate moral and spiritual values

- An ability to recognise their own achievements as well as others in school and beyond
- Respect for fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs
- Empathy skills
- Mental health resilience

**Our aim is to provide:**

- An environment designed to develop young people in a holistic fashion, improving their behaviour and attitudes, focussing on personal development and ensuring academic progress
- An Education that builds upon genuine learning with skills and knowledge that are retained, 'connected' and transferrable.
- Programs which are broad and balanced based on an appropriate key stage of the national curriculum that will challenge without raising anxiety
- Individualised learner pathways for each subject based upon learner profiles designed to recognise previous knowledge and skills, individuality in ability and learning style
- Content through a format which motivates and young people can access
- Learning experiences which work within each young person's zone of proximal development, providing whatever scaffolding is necessary for success and progression to occur and to gain accreditation to the highest level
- Opportunity to help develop relationships with adults and peers
- Opportunity to develop trust and confidence
- Community awareness and experience community life and projects
- Opportunity to learn and practice independent living skills
- Opportunities to gain accreditation and celebrate success
- A cross curricular approach wherever possible which is motivating and adds flexibility to be able to investigate areas of interest.
- Time to explore personal interests with a structured, holistic and multisensory approach
- Social, moral, spiritual and cultural themes which are investigated thoroughly through the day-time curriculum and further explored through the waking curriculum
- Opportunity to learn and practice skills to be able to gain and sustain employment
- Individual programs where possible, often delivered in a 1:1 setting, unless to encourage social skills and then may be delivered through group gatherings.

- Such group activities like our therapeutic outdoor learning program, morning and after school meetings still maintain individual support
- A therapeutic approach in delivery of the curriculum. Additional therapeutic input is dependent on need. We may offer hydrotherapy, or dance therapy, music therapy or therapeutic outdoor learning etc
  - Therapeutic input tailored to individual needs through the Clinical Therapy Team (OT, SALT)
  - Access to up-to-date, impartial careers guidance which enables pupils to make informed choices about a broad range of options and to fulfil their potential

We are committed to the principle that all of our young people regardless of ability, need, race or cultural background have a right to the highest quality of education and support we can provide.

We ensure: -

- An individual broad and balanced curriculum
- Appropriate levels of expectation and genuine challenge based on extensive individual assessment
- A flexible approach which aims to match teaching delivery to individual learning styles
- A holistic, therapeutic approach for maximum progression
- Relevance, continuity and progression in learning
- Opportunity for young people to progress in academic, personal and social domains
- Detailed Individual Development Plans (IDPs) are drawn up to meet Statement EHCP needs and which are reviewed and renewed termly.

By providing courses of study tailored to the needs, interests and aspirations of our young people through cross curricular, or topic-based programmes and using a huge variety of teaching methods to suit individuals, students will be given the opportunity for making good progress. Many features of the curriculum are common to all students but the support and scaffolding is individual. None of our young people are denied access to any part of the curriculum on grounds of ability.

The curriculum is intended to facilitate learning that is retained and can be applied across the web

## Access

The principles above present us with a responsibility to find ways of ensuring that our young people are engaging in learning, motivated and able to succeed. Education staff are expected to ensure that young people who are having difficulty or becoming de-motivated are identified early and provided with appropriate support, encouragement and different teaching styles and work so that they may continue to participate at the most appropriate level for them. This may mean their curriculum design and plan is altered to enable them to be successful. Although we strive to engage our young people in their learning as much as possible, **we will always put their emotional state first as if this is not right, progress will be limited** and it would certainly not be conducive to reaching maximum potential. Our young people have the right to access a happy and positive experience in the learning environment and all staff at Cambian Brook View are expected to provide an unconditional positive experience for every young person. Young people will access their curriculum by offering strategies and systems appropriate for each student.

## Expectations of staff

Staff are expected to actively promote and seek to secure the curriculum aims and in particular to:

- Have high but realistic expectation of young people
- Have a flexible approach to teaching and a willingness and ability to match teaching methods to learning styles of each individual
- Respect our young people and their individuality and provide the necessary scaffolding to enable them to succeed
- Allow individual development plans (IDP) to support planning and drive education planning forward
- Follow the principles specified within our Autistic Spectrum Disorder policy to enhance practice
- Develop Individualised learner pathways and learner profiles for each student based and informed by previous assessment, previous knowledge and skills whilst recognising individuality in ability and learning style
- Recognise the of principles of meta-cognition and individual learning styles
- Demonstrate progression and continuity through planning, showing how the needs of young people are being addressed as well as the aspects of the national curriculum being covered
- Serve as good role models by endeavouring to be regarded as using appropriate social communication, humour, adopting empathic behaviour

- management and being fair and consistent in their approach. Education staff should endeavour to be seen to be sociable, using appropriate humour (excluding sarcasm), be polite and well mannered. Communicate effectively using methods which will enable young people to understand and respond
- Encourage, reward and value achievement and effort, both formally and informally through praise in the learning environment
  - Provide work that meets needs and aspirations guided by a long-term curriculum plan which offers both depth and challenge and which motivates and inspires the young people
  - Work in partnership with authorities and parents/guardians, assess, record and report to create good relationships, from which the young people will indirectly benefit, in line with Brook View procedure or authority/parent
  - Involve the learner in the process of learning by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging self-evaluation using after school get together meeting to allow the young person to celebrate their efforts and achievements
  - Use assessment and reflection to inform future planning
  - Contribute to placement plans and IDP targets on a monthly basis to help monitor the effectiveness of strategies and set appropriate and meaningful targets
  - To work in partnership with other staff, parents/guardians, social workers, psychologists and Clinical Therapy Team (CTT) along with the wider community to achieve shared goals
  - Keep parents/guardians, social workers/authorities fully informed about progress, achievements and concerns on a regular basis
  - Contribute to review reports and IDP assessments on a half-termly basis
  - Plan lessons which satisfy National Curriculum frameworks, are cross curricular and include computing, literacy (reading, writing and spelling) numeracy, social, moral, cultural and spiritual, personal and health education, and teach wherever possible using the suggested strategies outlined in the IDP. Teaching will have at its core the values of equality & diversity and fundamental British Values and prepare young people for the next stage.
  - Provide the necessary support strategies and resources to allow our young people to access and contribute during communication.

## Curriculum Implementation and Delivery

Brook View School caters for young people between the ages of 8-19 years with a diagnosis of ASC and/or associated difficulties. The majority of students are referred and funded via the local authorities. All students will have a Statement of Special Educational Need or an Education Health Care Plan.

The Brook View School Curriculum offers a holistic approach where learning takes place across the day. The morning education lessons start with Tutorial at 9.00am with lessons until 12.00noon and the afternoon education lessons start at 12.30pm – 2.30pm followed by Reading time (DEAR) until 3.00pm. This provides a minimum of 24 hours a week across the key stages.

Learning continues to take place over the lunch time period as there are opportunities for the students to practice their communication, life and leisure skills. The education day will begin to extend into the early evenings where after school clubs will take place. Education takes place for 41 weeks of the year.

The curriculum is broad and balanced, reflects British values and is based on the National Curriculum Framework. Individual subjects are adapted to take account of the needs and starting points of our learners and tasks and activities are differentiated to enable all to make progress. Throughout the age range, practical skills such as cooking and self-care are taught alongside, and through, the academic subjects. The curriculum considers the student's age, ability, aptitudes and needs and is sufficiently detailed to guide and support teaching and learning

Students have opportunities for gaining accreditation for their work in all areas of the curriculum.



At Brook View students study the following subjects in each Key Stage;

	KS2	KS3	KS4	KS5
<b>Core Subjects</b>				
English	✓	✓	✓	✓
English Literature		✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
<b>Foundation Subjects</b>				
Animal Care		✓	✓	✓
Art & Design	✓	✓	✓	✓
Baking	✓	✓	✓	✓
Citizenship		✓	✓	✓
Dance	✓	✓	✓	✓
Design & Technology		✓	✓	✓
Ethics			✓	✓
MFL Weeks	✓	✓	✓	✓
Geography	✓	✓	✓	✓
History	✓	✓	✓	✓
Media			✓	✓
Music	✓	✓	✓	✓
Nurture / Sensory	✓	✓	✓	✓
Performing Arts (Drama)	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓
<b>Other Statutory Subjects</b>				
Careers		✓	✓	✓
PHSE / RSE	✓	✓	✓	✓
Religious Education	✓	✓	✓	✓

## **Key Stage 2: Year 5, 6**

### **Pupils study:**

- English/Literacy
- Maths/Numeracy
- Science
- Humanities – History, Geography, RE
- Art
- Baking
- Dance
- Modern Foreign Language (discrete lessons and through theme days)
- Computing

- Music
- Physical Education
- Performing Arts - Drama
- Nurture
- Personal, Social, Health, Economic, Relationships, Sex Education, Mental Health
- Work Related Learning (including work experience, community activities and enterprise)
- SMSC through morning meetings, humanities and citizenship

### **Key Stage 3: Year 7, 8 and 9**

#### **Pupils study:**

- English/Literacy
- Maths/Numeracy
- Science
- Humanities - History, Geography, RE
- Art
- Physical Education
- Personal, Social, Health, Economic, Relationships, Sex Education, Mental Health
- Citizenship & Ethics
- Modern Foreign Language (discrete lessons and through theme days)
- Music
- Performing Arts - Drama
- Nurture / Sensory
- Computing
- Careers
- D & T
- Baking
- Work Related Learning (including work experience, community activities and enterprise)
- SMSC through morning meetings, humanities and citizenship

As appropriate pupils may be entered for Entry Pathways, unit awards and entry level certificates and Functional Skills.

Time allocations vary from student to student depending on their needs.

## **Key Stage 4: Year 10 and 11**

### **Pupils study:**

At key stage 4, individuality is given considerable emphasis. Aspirations, strengths, needs and recent experience of education are carefully considered to develop a curriculum which will motivate, fulfil requirements and provide the necessary knowledge and skills to take them on to higher education, work and semi- or total independent living.

Beyond Cambian Brook View each individual young person is provided with their individual options and their preferences are taken into consideration and discussed at the transitions review in year 9.

Our small class groups enable each student to follow their own pathway preferences and so 'traditional options' are not used universally. A 'tailor-made curriculum' for each student, with as much input from the student as possible is created. The content is dependent on ability, needs, aspirations, interests and requirements.

### **Subjects taught are:**

English Language, English Literature, Maths, Science, PE, DT, Baking, Media, Music), Art, Humanities, PSHE RSE/MH/Citizenship, Dance, Performing Arts, Careers and ICT.

Students will be entered for courses at the appropriate level including GCSE, BTEC, Entry Level Certificates and Functional Skills awards. Pupils also study Entry Pathways in 'Independent Living Skills' and 'Preparing for working life' where appropriate.

In addition to the above, we have excellent links with local employers and organisations who can provide the opportunity for students to gain valuable experience in the work place.

It is essential that students have a creative, broad and balanced curriculum which meets their needs and aspirations and does not over-burden them. The level to which each subject is studied will be dependent on ability which may also determine the amount of time allocated to the subject.

## Key Stage 5 and beyond (16+ Years)

This will be dependent on needs, aspirations, ability and interests. Young people may enrol at a local college, be on-site educated at school, or indeed a mixture of the two. Post-16, young people will continue to receive education in accordance with their Study Program. In addition to specific subjects, all students follow work related and independent living/ life skills programmes. Where required, students will continue to study English and Maths. All studies will be challenged and accredited wherever possible. Each young person will be encouraged to do regular physical and outdoor activities.

Young people may attend college and follow courses in subjects such as production, theatre, film and events, performing arts, music, animal care, photography, engineering or digital technology depending on aspirations.

All young people will be encouraged and supported in work placements to help develop the necessary skills and experience to gain and maintain suitable employment for life beyond Brook View School.

We are extremely flexible as to what young people do and where needed, college placements will be supported, however **all young people** will be supported to improve their:

- Independent living skills
- Social communication skills
- Social interaction skills
- Mental Health resilience
- Life skills
- Work based skills
- Ability to plan and organise
- Basic numeracy and literacy are directed towards independent living and work. Where appropriate young people will work towards adult literacy and numeracy qualifications at either level I, II, III or functional skills.
- Work experience

We will shortly be able to offer A-Level studies. Suitability for A-level studies is based upon the subject leader's knowledge of the young person's potential and their aptitude for the subject.

**All courses are supported by the provision of an up to date IT suite which compliment interactive screens in most rooms.**

## **English, Literacy and Communication**

English has a pre-eminent place in education and society we intend to develop our student's abilities to communicate to the best of their abilities in order to express their ideas and emotions through their reading, speaking and listening whether verbally or via the use of augmented communication strategies. We recognise that all the skills of language are essential to participating fully as a member of society. The central aim therefore of our curriculum is to develop these skills in our students.

Brook View boasts a varied and updated library as well as curriculum specific literature in classrooms.

## **Mathematics – Numeracy**

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems.

We recognise that a high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We therefore aim for our students to become fluent in the basic fundamentals of mathematics and to be able to reason mathematically by following a line of enquiry, we also aim to develop our students' abilities to be able to solve problems by applying their mathematics to a variety of routine and non-routine problems.

There are a variety of resources available to support the delivery and assessment of Numeracy including visual aids, software and IT facilities.

## **Physical Education**

It is our aim to provide a high-quality physical education curriculum which enables the students to develop their abilities and to succeed in sport and other physically demanding activities. We aim to promote our student's confidence in engaging in sport and to promote their health and fitness and continue to develop their gross and fine motor skills.

Our PE curriculum supports our aim to encourage the students to lead healthy active lives.

It is also our aim through the PE curriculum to build the students' self-esteem, their ability to participate with adults and peers and to enable the students to develop a sense of the values of fairness and respect.

Brook View School supports the PE curriculum by using its large gymnasium with various mats and apparatus as well as regular trips and organized events or though the use of the array of open spaces which are part of the school.

## **PSHE/RSE**

We aim to deliver localised PSHE/RSE program to reflect the needs of our students, we expect our PSHE/RSE education program to equip our students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We recognise that drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle are important elements of our PSHE curriculum.

We believe that our PSHE curriculum should support the development of our students understanding of their own and others feelings and emotions focusing on our students 'personal development'. This focus will support the students to develop Positive Behaviours and Attitudes which will then enable our students to make the successful transition into adulthood.

## **Humanities, Music, Art and Design and Technology**

We believe that the students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time, place, and disciplines.

We break down concepts and facts to more closely resemble how life is experienced outside of school to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The units should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. The themes explored should inspire pupils' curiosity to know more about the past and give them some understanding of their place in time. The units are

designed in a way to help the students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We also believe that the curriculum equips the students with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We will ensure that the curriculum draws upon the student's interests and makes the vital connections from the real world and life experiences.

Brook View School is able to offer excellent digital media and music creation facilities including recording equipment a large range of instruments which include electronic drums, keyboards, computers and an assortment of different software packages which allow learners to create live and recorded music, photographic presentations and videos.

## Science

A high-quality science education provides the foundations for understanding the world

Science has changed our lives and is vital to the world's future prosperity, and our students will be taught the essential aspects of the knowledge, methods, processes and uses of science.

We will encourage our students to develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science is conducted in a specific Science classroom with a variety of stimulating physical learning aids which are accessible and interactive.

## Careers

The teaching of careers enables our students to understand, experience and interact with the world of work. The curriculum offers opportunities to learn about rights and responsibilities and working together.

We teach our students about how to get ready for work and the tools that might be needed in order to complete a task. The curriculum also offers a variety of options for work experience in the wider community with links to local businesses and projects.

Careers education and awareness is also promoted through individually planned work experience. This takes into consideration personal preference and strengths and is often planned as a result of direct consultation with a student. Work experience is

planned either on or off site but with the aim for all students to experience some kind of off - site work experience at some point during their time at Brook View School.

Brook View retains its own careers specialist on site and organizes progression opportunities for Young People assisting them in their 'next steps'.

### **British Values**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance runs through the Brook View curriculum in terms of schemes of work, school council meetings, assemblies and tutorials. For example:

Geography – how different cultures live and work

RE – visits to places of worship and celebrating different faiths and cultures

English Literature – books and poetry covering tolerance and respect

MFL – languages and celebrations from other countries

Citizenship and Ethics – class debates and taking part in voting on choices

History – British values and how they have changed over time

### **Social, Moral, Spiritual and Cultural Education (including 'Britishness' and 'radicalisation').**

Elements of SMSC are delivered across the curriculum and within discrete lessons such as RE, citizenship and PSHE. Tolerance and harmony between cultural traditions is encouraged and promoted along with an appreciation and respect for both their own and other cultures. For example, visits are made to church for Christmas service and to other religious institutions such as a local Hindu temple. In addition, morning meetings (which have a termly context) cover SMSC themes. Charity involvement is encouraged and pupils contribute to the Christmas Shoebox appeal, sports relief, bake for OAPs and collect for the food bank.

The school actively promotes fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. This is done whenever the opportunity arises within lessons and in conversation with young people.

We have regular school trips to museums and places of worship.



## Cultural Capital

### Examples of How Brook View School enhances the Curriculum through the use of Cultural Capital.

- Awareness of literature development during World War 1
- Development of choreography of the great contemporary artists
- Sensory Baking is enhanced by the observing the work of those who are displayed in popular media.
- Research of real life scenarios of active volcanoes brings a tangible aspect to learning culminating in 3D construction through understanding.
- The study of great literary works as part of the syllabus builds on the appreciation of the power of writing as communication including works by Shakespeare and Dickens.
- Religious Education looks at the great minds who have developed the spiritual aspect of human behavior and the Religion that shapes it from faiths found all over the world.
- The Art, Music and Media curriculum are highly supported by the study of composers and artists including those from history or the more contemporary works with which learners may already be familiar.
- Animal Care is enhanced through observing the humane works of David Attenborough, Joy Adamson and the work of Charitable organisations such as The World Wildlife Fund to provide context to the need to care for animals and their environment.

## Curriculum Matters

We take individual learning styles into consideration and have found that maximum progress occurs when young people are educated in small groups of not more than three pupils. Some pupils will benefit from all or most of their lessons being 1:1 but the majority of students will benefit from the social interaction that comes from learning in well-structured small groups.

On occasions larger groups will come together, for example for School council, drama, speaking and listening and team sports.

To take account of these differences and the range of ability in classes, all staff have a responsibility, when planning work, to differentiate in order to meet the needs of all the young people. This will involve at different times adapting tasks, providing

different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals giving different levels of support and working to different levels of accreditation. Some pupils work best on long term projects whilst others prefer defined tasks, some respond well to oral work, while others prefer written or 'hands on work'. Some find communication difficult and may benefit from working through ICT while some learn best in the outdoor environment.

For example, staff may need to consider if a student will benefit from work which is: -

- Project based
- Theme based
- Discrete subject timetabled and taught
- Student initiated
- Enquiry based
- Subject led i.e. work all done through IT or through an interest.

Any students attending a college course will be supported to whatever extent is agreed between college and school in the service agreement. It may be that they require full 1:1 support provided by Cambian Brook View in order to be successful. It may be that distance support is required and this will be provided. Support may be required for accessing learning or social skills. In all cases staff will support young people to study independently to complete coursework and assignments.

Within lessons teachers will use the strategies highlighted in the IDP's for each student, which address the child's particular needs or impairments.

**Young people learn best when they are enjoying their work and are interested. They then become motivated and engage in learning and hence our lead is often taken from the child, extended to meet the requirements of the national curriculum and IDPs.**

Finding a balance as far as task length, number of tasks and how to break tasks up for each young person is essential. If not set correctly, anxiety levels will rise and progress will be minimal with students becoming demotivated. It is essential that the holistic needs of the young person are put first above any other teaching objective. **Our young people cannot learn if their anxieties are raised.**

It is also important that teachers build time into their planning to continue developing relationships, again vital for learning to take place here at Cambian Brook View. ***(it is recognised that there will be times when it is beneficial to stray from the lesson plan in order to address a deeper personal issue).***

## The Learning Environment

Cambian Brook View School caters for young people with a range of needs and diagnoses. We believe that young people have preferred learning styles of which the learning environment is part. Observational assessment helps us to determine preferred learning environments for each young person and we attempt to deliver wherever it is safe and possible to do so.

We recognise that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practises. Displays of the young people's work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. It is expected that classrooms are orderly environments and offer a learning environment which every young person feels safe, secure and able to apply themselves and to ensure that adequate resources are provided and accessible, and that young people treat the learning environment with respect.

## Schemes of work and lesson planning

Each subject leader is required to have schemes of work for all their courses / programmes related where appropriate to the national curriculum and examination board requirements. These schemes of work are followed by teachers and their delivery monitored by the Head of Education. Schemes of work set out how the content of the course is structured so that skills, knowledge and understanding are developed progressively and show how teaching is organised. All staff will use medium- and short-term planning of similar format. It is expected that planning takes place in sufficient detail to ensure that young people achieve high standards and are given the opportunity to achieve their potential. There should be a clearly identified

learning outcome as the focus of every lesson and it must be clear that learning is ongoing and related to planning.

Teaching staff are not expected to complete lesson plans for every lesson but where they are, there should be a SMART learning outcome and plans should be informed by what went on in the previous lesson. They reflect the success in meeting the learning outcome and previous learning and assessment after the completion of each session. This is an agreed method of recording lessons and evaluating using this acquired knowledge to plan future lessons which will be progressive and appropriate.

## Homework

Cambian Brook View recognises the importance and value of homework as an extension of class work and a vehicle to practise skills, acquire new ones and develop good study habits.

Our young people are encouraged to complete work in-house, but this is not enforced. As self-esteem rises and our young people begin to feel successful in the learning environment, they will often request additional work or time in the classroom. This is both encouraged and practised. They are provided with a time slot of between 15.15 and 16.00, where staff are available for support. This is encouraged especially in Y11 and post-16.

We endeavour to provide a wealth of learning opportunity throughout the waking curriculum by tight communication between education and care. The evening and weekend activities often provide additional learning opportunities to provide a more enriched understanding. Meal times, evening activities and bed time provide a wealth of learning opportunity for our young people who have difficulties with communication, social interaction and social imagination.

Many of our strategies used in class for helping young people to re-tell stories or events are used by house staff. Where appropriate social stories help provide consistency in our approach as both education staff and residential staff use them with the young people. The therapy team inform our practise through regular weekly meetings which highlight strategies for individual boys.

## Special Educational Needs

It is expected that all education staff plan, prepare and support each young person who attends Cambian Brook View and to be able to access the curriculum, regardless of their ability or needs. All of our young people have special educational needs but are encouraged to become independent and to take responsibility within the school. All of our young people are being continually assessed and sometimes with the aid of assessment carried out internally and / or externally by the Clinical Therapy Team and external specialists. Targets for the Individual Development Plan (IDP) are put forward and agreed during review meetings where parents / guardians, social services and educational authority representatives have an input. Strategies to help achieve these quantitative targets are developed and inform the whole waking curriculum. They are evaluated in lessons and the pupils are scored accordingly. This helps to give them ownership of their IDP's and helps staff track progress. It is an expectation of staff to address targets in the planning, delivery and evaluation stages of each lesson. It is the job of the Head of Education to gather sufficient information to be able to set, monitor, assess and set appropriate targets. Progress with targets is monitored in half-termly meetings and IDP's are updated on a termly basis as a joint staff effort, including residential staff input. Formal review meetings are held on an annual basis. Monthly meetings are held for education staff to monitor and review targets along with progress and a written report is kept.

Each young person has a named key worker who is there for the young person as an additional support.

## Differentiation

An individual approach is taken to: planning, teaching style, resources, expectation and the curriculum offered. Differentiation in lessons is indicated in lesson plans and by deployment of learning support.

- precludes the promotion of partisan political views in the teaching of any subject in the college and ensuring students are aware of political issues through a balanced presentation of opposing views. **Teachers must ensure they do not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view they should present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to appropriate manager structure or DSL.**

## Curriculum impact and assessment framework

Assessment is continual but may vary in form. Teaching staff are expected to plan for assessment and to use data gained to inform future planning. Half-termly meetings are used to update, report and record how effective is the learning taking place and how well the strategies provided in the IDP's, are working. End of year assessments and mock exams prepare young people for sitting external examinations.

Data is used to action plan and inform individual programmes of study. It is not an end in itself but is used to improve the quality of education and identify areas for intervention.

Assessment is carried out by:

- Use of memory platforms
- Observational assessment
- Summative assessment where appropriate
- Formative assessment
- Analytical
- Diagnostic
- Objective and subjective testing
- Multiple choice
- Online, paper based, verbal and practical, internal and external testing
- External moderation
- Specialist assessment
- Self-evaluation and peer reviews

We report via the following ways

- Daily logs
- Class points and signature sheets
- Lesson plan evaluations
- PEP and CLA documents
- Weekly telephone call home
- Care plans
- Individual Development Plans
- Newsletter
- Verbally
- Termly Academic Reports
- Deputy Headteacher's Report to parents
- Annual reviews
- Key worker/mentor meetings

## **Monitoring and review of the curriculum**

Monitoring of standards, systems, teaching and learning at Brook View School is the responsibility of the Head of Education and the Principal and is supported by School Improvement Partners, Principals and Deputy Head's of other Cambian Schools/Colleges and their analysis and reports. Each subject has ongoing Quality Assurance throughout the year via learning walks, lesson observations, Head of Education and teacher meetings, work scrutiny and the student voice.