

Southlands

CURRICULUM – TEACHING AND LEARNING POLICY

Legal Status:

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Policies:

- Assessment, Marking, Homework, Subject Policies, Distance Learning Policy.

Availability:

This policy is made available to parents/guardian/carers, carers, staff and pupils from the school office and the school website.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: May 2022



Mark Gilbert
Head of Education



Alison Priddle
Principal



Andrew Sutherland
Proprietor, Cambian Group

Southlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

Ethos and Vision

Southlands provides a vibrant, well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. We are an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative and physical potential. The school makes provision for children and young people in Key Stage 2 to Key Stage 5 inclusively. The school provides an environment in which all its members feel safe, valued and respected. Every pupil is encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership. The school celebrates and promotes pupils' achievement at every opportunity.

By knowing every pupil socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each pupil will flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. At our school we know and support each and every one of our pupils. No effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school.

Our school provides a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, physical development and well-being of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- makes provision for sex and relationship education to pupils appropriate in line with their age.

Pupil Profile :

We are a co-education specialist school providing Education, Care, and Therapy for young people aged 7-19 years who have a diagnosis of Autistic Spectrum Condition (ASC)

The majority of young people have an Education, Health, and Care Plan (EHCP) with their primary special need being ASC typically functioning at Level 1 (DSM-5)

They may have a variety of additional special education needs associated with ASC.

We are able to support and care for individuals with associated complex needs such as:-

- language and social communication
- social emotional
- sensory processing
- co-morbid difficulties associated with ASD such as ADHD
- heightened anxiety
- self-harm
- dyslexia
- dyspraxia

Our young people can on occasion present with behaviours that challenge. We use non-aversive, positive behavior approaches and crisis prevention interventions to support and maintain relationships. We promote respect, good manners, self-discipline, service to the community and the pursuit of excellence

Our usual staffing level is 1:3 (staff to young people) and any additional level of staff support is dependent on individual need and level of independence

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We support young people either on a day or residential 38 weekly, 38 week termly or 52 week a year basis.

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Vision:

In Southlands we believe the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and individual intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour.

Entry to programmes of study is regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available to parents on request. The children are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute;
- stand up for the positive values that engender meaningful loyalties and strong communities. These include: humility, dignity, compassion and integrity;
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control;
- participate in the transformation of our society through reflection, sensitivity and action.

Essential Skills

Southlands School is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude and preparing for adulthood in the following areas:

Linguistic (including French, Spanish, Italian and Japanese)

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English, and also in modern languages. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all pupils' work.

Mathematical

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This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. The teaching of numeracy skills is not, however, confined to these subjects, and the practice of the school is that teachers of all subjects will encourage good numeracy standards in all pupils' work.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Art and Design, ICT and Food Technology)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and Social (including Geography, History and Ethics)

This area is concerned with people and with their environment, and includes an examination of how human action, now and in the past, has influenced events and conditions. In our school, the subjects of history, geography and ethics compliment the topic based Personal Development Learning (PDL; the Hampshire PSHE program), helping to ensure that students have a strong and positive understanding of themselves, the World and their place in it.

Physical (which is supported by an extensive extra-curricular programme in this area)

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative (including Art and Music Therapy) This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art and music and the study of literature, because they call for personal, imaginative, and often practical, responses.

Sex and relationships education

The School provides Sex and Relationships education in the basic curriculum by a trained specialist via PDL lessons. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the PDL course and has regard for the government's guidance in *Sex and Relationship Education Guidance (0716/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of the sex education provided without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of ways and are presented in a balanced manner.

Religious education and ethics

Ethics is incorporated into distinct lessons available to all pupils. Other religions are also taught, so pupils have a broader understanding of the diverse world that they are living in.

PE and games

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All Pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Southlands is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world, understand and adhere to British Values and develop social responsibility. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Personal, Social, Health, Citizenship Economic Education (PSHCEE, known at SLS as "PDL" – personal development learning, in line with Hampshire local authority's model)

Southlands school is committed to providing a comprehensive programme of PSHCEE for all pupils, which is appropriate to their age and needs. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We deliver our PSHCEE through dedicated lessons delivered by a trained specialist; it supports our pupils in acquiring values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities. As of October 2016, we have been supporting our existing PSHCEE program with external additional SRE focusing on specific young people and their needs. In primary, PDL is taught through the mindful JIGSAW program alongside weekly emotional regulation (zones) and social thinking lessons which tie in with the PDL objectives regarding social, emotional health needs.

Transition Support

We carefully manage the transition of our pupils throughout the school and also in preparing pupils for further education. Southlands School has a dedicated Transition Manager who leads on offering advice to pupils and their parents/guardian/carers about any transition process. We ensure that pupil voice is at the heart of transition and students receive advice, guidance and support throughout their time at school with a focus on ensuring cohesive and appropriate transition plans are in place.

Preparation for the future

Southlands School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We aim to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access as well as offering a broad curriculum designed to enhance cultural capital. We arrange work experience and advice is given by an independent, impartial adviser concerning further and higher education.

Standards of attainment

We carry out regular data analysis and use this to identify how well our pupils are achieving, compared with pupils in similar schools both locally and nationally. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?

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- How well are the more able pupils doing, and do enough pupils achieve age appropriate expectations or higher grades?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Can we compare expectations and estimates with final results?
- What interventions both universal and individual are needed to support progress and close gaps in learning?

The Curriculum, Academic Excellence and Public Examinations

Whilst accepting the need to prepare its pupils for public examinations and further and higher education, Southlands strives to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the pupils, while some will also involve the input and expertise of external specialists. We run a broad enrichment programme which gives students opportunities to get involved in a wide range of activities in Sport, Creative as well as academic subjects. Most of the activities on offer are run by our own staff but we also work with external organisations and specialist providers to ensure a high-quality offer for students. We encourage all our students to take part in at least one activity, to enrich their experience and enjoyment of learning as well as develop new skills, interests and friendships.

Organisation and planning

We plan our curriculum in three phases:

- Long-term plans where schemes of work give an annual overview of the content of the curriculum for each key stage
- Curriculum intention plans where the teacher identifies curriculum aims appropriate for the year group they teach and the clear guidance on the objectives and teaching strategies that are used when teaching each topic. These are then broken down into short-term plans which are written by our teachers on a daily basis, setting out the learning objectives for each session and identifying the resources and activities required for the lesson. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. We give due regard to individuals' personalised targets and teachers differentiate activities as appropriate. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Southlands is of the highest possible standard they can achieve.

Disapplication

In accordance with the law the School has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents/guardian/carers and will allow a pupil:

- to participate in extended work-related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

The curriculum underpins the fundamental aims of the School. The curriculum must be seen as the major component of a pupil's education which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum

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which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

We are committed to inspire and motivate our pupils by providing a wealth of learning opportunities. Our schemes of work aim to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge our pupils. The school encourages its pupils to develop intellectual independence and an enduring love of learning for its own sake, equipping them for the challenges of a rapidly changing world. The programmes of study at the School are inclusive of the National Curriculum. They include not only the full range of academic subjects but also a wide variety of physical and creative experiences. Pupils benefit from opportunities to exercise initiative, develop team-working skills, and participate in visits beyond the classroom. The curriculum not only supports pupils' academic progress but also fosters in them awareness and understanding of a range of spiritual, moral, cultural and social issues. In this way, it promotes their development into compassionate, empathetic and confident individuals.

Effective Ethos and Classroom Environment

Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture promotes positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education (DfE) and Health and Safety (HSE) advice. We issue a 'one off' consent form for parents/guardian/carers to sign when a child enrolls at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents/guardian/carers' information. We also regularly audit our learning environments and adapt them as necessary with person centred adaptations and modifications.

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect.

Through our teaching we aim to:

- enable Pupils to become confident, resourceful, enquiring and independent learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- cater for the needs of individual pupils;
- deliver personalised learning;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens;
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each pupil;
- Develop a knowledge and understanding of British Values.

Auditing our Curriculum, Teaching and Learning:

We ask ourselves the following questions when auditing our current performance:

How well are we doing?

- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

At Southlands the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and

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feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework and independent learning to complete at home;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour.

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning as well as developing student's cultural capital. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils. When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work which build systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils and
- the views of our pupils, parents/guardian/carers and staff.

Effective Teaching - Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupils' skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents/guardian/carers to achieve shared goals.
- keeping parents/guardian/carers /carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings.

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The Senior Leadership Team carry out scrutiny of work across all subject areas to ensure that the Teaching Standards are closely adhered to and Early Career Teachers (ECTs) are observed each half term to support their development and progress. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Principal uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff with a focus on curriculum intention, implementation and impact;
- taking account of the views of pupils, parents/guardian/carers and carers, staff and placing authorities, where appropriate;
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and
- scrutinising the standard of pupils' work, noting:
 - how well and frequently marking and assessment are used to help pupils to improve their learning
 - the level of challenge provided.
- reviewing the learning environment.
- discussing therapeutic strategies in place.

Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. Our Schemes of work and curriculum intention plans are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge pupils. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they can tolerate being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide small class sizes which ensure that each pupil's individual strengths, talents and aptitudes are nurtured and developed. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- clear and predictable routine underpins all learning opportunities;
- scaffolding is in place and learning is personalised;
- regular review of impact happens;
- impactful feedback is given regularly with a focus on growth tasks;
- students achievements are celebrated;
- the teaching should build on previous learning;
- the teacher should explain the learning objectives, and why the lesson is important;
- it should allow pupils to see the links within learning;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the pupils to review what has been learnt;
- it should have built-in opportunities for meaningful feedback to the pupils, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

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We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment and Marking Policy, informal formative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the pupils
- sharing or creating learning outcomes with the pupils to make them partners in their learning;
- plenaries being used as assessment opportunities where appropriate
- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils;
- individual target setting: SMART (specific, measurable, assessable, realistic and given in time);
- Pupils understanding how well they are doing and how they can improve.

Effective Planning

The curriculum must be seen as the major component of a pupil's education that, together with the pastoral care and the co-curricular activities offered, helps pupils to develop a wide range of key and transferable skills so that they leave Southlands equipped to become valuable members of society and are prepared for adulthood. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm and love for learning, intellectual curiosity, creativity, personal growth and development. When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our teaching on our knowledge of the pupils' progress and attainment. Teachers make ongoing assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.

Teachers modify teaching and learning as appropriate for Pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils. We set academic targets for the pupils in each academic year and we share these targets with pupils and their parents/guardian/carers. We review the progress of each pupil at the end of term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the pupils' work. We evaluate all lessons so that we can modify and improve our teaching and curriculum intentions to ensure best impact on student outcomes.

Learning outside the classroom - Educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Southlands curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them. Trips extend pupils' knowledge of past and present. These off-site experiences make abstract lessons relevant; for example using money and doing mental Maths. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils.

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We ensure that all tasks and activities that the pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardian/carers are informed, and their permission obtained before the visit takes place. Learning assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups.

Homework

The school sets homework/home learning as appropriate. Often the most valuable homework a child can do are activities outside of the school curriculum. Examples may be; The Duke of Edinburgh Award, sports clubs, Cadet Corps, etc.

Careers guidance

Pupils at Southlands are supported in their preparation for formal examinations at various stages of their education. They receive specific support that includes guidance on revision technique, making notes, examination technique and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. Whilst we do not specifically instigate careers advice until Year 9, we provide opportunities for pupils to understand the world of work and the promotion of their economic wellbeing. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training at the appropriate stage. These are a few of the ways in which pupils are prepared for the future beyond Southlands.

Communication with Parents/Guardian/Carers

We believe that parents/guardian/carers and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents/guardian/carers and guardians about what and how their children are learning by:

- holding meetings with parents/guardian/carers to explain our school strategies;
- sending information to parents/guardian/carers in which we outline the topics that the pupils will be studying at school;
- sending regular reports to parents/guardian/carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/guardian/carers how they can support their children with homework. We suggest support for older pupils with their projects and investigative work;
- posting information on the parents/guardian/carers and public pages of the school website;
- being available - we have an open door policy;
- strong lines of communication with parents/guardian/carers living overseas.

We believe that parents/guardian/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/guardian/carers to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general.

Concerns and complaints

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Parents/guardian/carers who have concerns about any aspect of the curriculum should discuss these with the Principal. The School has a Complaints Procedure in place, which is on the website or available from Reception at the school.

Evaluation and Monitoring

Evaluation is measured against a range of indicators, which include whole school and individual pupil indicators. Whole school indicators include examination results, destination of school leavers and inspections.

Individual pupil indicators include progress in all subjects and including the skills of numeracy and literacy, increasing independence, self-motivation and self-discipline, an ability to work together in co-operative groups and an acquisition of appropriate life skills.

Key Stage 2

There are two mixed-age primary classes. Work for pupils in these classes is appropriately differentiated to allow for different stages of development. Planning for these mixed-age classes clearly defines where objectives and outcomes are differentiated appropriately to ensure all young people access work in line with their age. Year 6 students are, where possible, grouped together to allow effective preparation for transition to secondary, as well as for the national tests to be taken in the summer. All Year 6 pupils undertake national testing, apart from:

- Those performing notably below age-related expectation, so as to avoid a negative examination experience;
- Those for whom a test environment is not appropriate given related mental health difficulties, particularly those very new to the school

Young people in Key Stage 2 follow a curriculum comprising all essential skills as outlined by the national curriculum with a key focus on early reading and numeracy.

Key Stage 3

Young people in Key Stage 3 follow a curriculum comprising all essential skills as outlined by the national curriculum. In addition to the standard curriculum, pupils may also study outdoor learning, ICT, catering or a range of vocational courses.

Key Stage 4

As well as following the National Curriculum and offering a range of GCSEs, Southlands School also offers a variety of portfolio and internally assessed courses which are accessible for those students who may struggle with the more traditional model. The list below is a basic overview of the types of courses the school may offer to Key Stage 4/5 pupils but this evolves depending on the needs of the individuals:

- AQA Unit awards
- Entry Level Certificates or Functional Skills
- BTECs
- Asdan Short Course or Full Awards
- SETA (Southampton University) engineering and technology qualifications in precision and electrical engineering (Entry 3 – Level 1)

Choices and decisions around courses, examination boards, style and timings of examinations, are made in response to the individual needs of the young people.

Key Stage 5

All pupils who are of Post-16 age and who do not have an existing qualification in Maths, English and/or ICT will study these subjects. They will also study an options-based curriculum depending on whether they opt to retake or study foundation subjects. Many students joining Southlands later in their academic careers often take advantage of this opportunity. Because of this, it is not unusual to see a KS5 pupil accessing GCSEs alongside KS4 pupils, where best this system meets their needs.

Southlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

In addition to academic accreditation, pupils have access to a wider based curriculum focusing on their progress towards independence and preparing them for the work of work/ further education. Links with local careers advisors and training providers will be made through the school and part of pupils' timetables will involve CV building, Volunteer work and visiting follow on provision. Academic qualifications such as Personal Development Award, Functional Skills and Preparation for Working Life will also be offered internally as well as A level options as and when appropriate.

Difficult to Engage learners

The nature of pupils at Southlands is such that they may join the school after long periods out of education. Young people often have bespoke timetables designed to create engagement in learning, improve self-esteem and to offer rich learning opportunities designed to enhance life skills and cultural capital.

This Policy will be reviewed annually.

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