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HEAD OF EDUCATION

Bere Clinic School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1. Introduction

Bere Clinic School recognises that the key to a successful education curriculum lies in being able to motivate and engage the young people it serves. We put young people at the centre of our provision and therefore the curriculum responds to their needs first and foremost.

Our curriculum is informed by a young person's situation, previous experiences, and aspirations.

It is acknowledged that young people at the school:

- Could be a long way away from home.
- Could be detained here under the Mental Health Act.
- Have often been in, or will move to, other care and/or mental health settings and/or other eating disorder services.
- Will spend approximately 3 months at the service.
- Sometimes have significant histories of school absence, refusal and/or disaffection.
- May have additional learning difficulties including those on the Autistic spectrum, Social, Emotional and Mental Health (SEMH) and Specific Learning Difficulties (SpLD). These difficulties have often combined to pose significant disruption to each young person's learning.
- May function at a higher ability and will be undertaking study at GCSE and/or A level in a variety of subjects, will wish to continue these studies throughout their admission and will possibly be examined in these subjects during the admission period.

As a consequence of the above we recognise that to achieve engagement and success, curriculum planning must incorporate flexibility in the face of presenting need, which is also changeable. We recognise that as educators our particular skills lay in being adaptable and responsive to an environment which can change frequently, even over a single education session whilst helping all to succeed and make progress in their learning.

While the school is not legally obliged to follow the National Curriculum, we adhere to it, wherever appropriate for individual students and the group as a whole. We recognise the importance of keeping abreast of curriculum development and opportunities that we develop and exploit to promote and extend young people's learning.

2. Statement of Intent

Bere Clinic School (BCS) is an independent day school for young people aged 11 to 18. We are a very small school, comprising around 12 young people. We are committed to providing a secure, caring and challenging learning environment in which young people are encouraged to keep up with their home school studies.

Our aims are:

- to provide a broad and balanced curriculum that fosters the love of learning and enable students to know that they can fulfil their potential, meeting National Curriculum requirements and integrating independent learning skills.
- to minimise the interruption and disruption to our students schooling by continuing education as normal as medical circumstances permit.
- to put students at the centre of curriculum decisions, putting their needs above that of the school.
- to put students at the centre of our provision and therefore have a curriculum that is fit for purpose, that responds to their needs first and foremost, offering differentiation and personalisation.
- to provide vocational and academic courses which meet the needs of students.
- to work with the student's home schools to ease transition.
- involve the hospital, parents/carers and outside agencies in a student's education and well-being.
- to put students at the centre of our provision and therefore the curriculum responds to their needs first and foremost.
- to recognise that the key to a successful education curriculum lies in being able to motivate and engage the young people it serves.

3. Curriculum intent

Our aim at Bere Clinic School is for no young person to fall behind in their education whilst they are in hospital so, where possible, we use a young person's home school curriculum to plan teaching and learning.

Our own curriculum is used for young people if a programme of study is not available from their home school or college, or if they are not in education, employment or training (NEET).

The curriculum is planned to enable continuity and promote progression and reintegration, and the school offers every young person a "personalised" programme in order to meet the varying ages, needs and abilities of the hospital cohort which often changes on an almost daily basis.

In general terms, we engage and motivate young people in a number of ways:

- Through facilitating continuity and normalisation of a school and classroom environment to minimise, as much as possible, the interruption and disruption to a young persons' schooling;
- Offering new and stimulating opportunities through which to learn and make progress;
- By responding to and meeting an individual young person's needs.

Specifically, the curriculum should help students to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- have and be able to use high quality functional skills, including key literacy and numeracy skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, at KS3, KS4 and KS5.
- value their learning outside of the curriculum and relate to the taught curriculum.
- nurture and develop skills for independence and co-operation with others;
- enable initiative, resilience and self-reliance and enhance student self-esteem and confidence;
- explore and celebrate difference, whether of culture, belief or point of view;

Curriculum outcomes

Bere Clinic School curriculum will:

- enable students to fulfil their potential.
- provide access to high quality learning, appropriate to need.
- provide opportunities for progress, achievement and educational success.
- provide opportunities for continuity in learning, including lifelong learning and preparation for adulthood.
- to make learning an enjoyable and a positive experience.
- to develop motivation and commitment to learning.
- provide equal access for all students to a full range of learning experiences as stated in the statutory guidelines.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.
- ensure that the curriculum incorporates, and is improved and extended by, the school's specialist status – science and the arts.

Social, Moral, Spiritual and Cultural Aspects of the Curriculum (SMSC) & Fundamental British Values (FBV)

We recognise the importance of SMSC development and highlight opportunities within each curriculum subject offered to address, explore and teach these aspects and values accordingly. The Fundamental British Values of: democracy, the rule of the law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are also addressed and embedded in the curriculum. In addition, RE and Citizenship will be timetabled weekly.

PSHE

Our PSHE curriculum is designed to be appropriate and personalised to the young person's mental health needs. The PSHE curriculum is taught each week and covers a wide range of topics such as relationships, society, well-being, online safety, and what it means to be British. Citizenship and Finance will be taught as separate subjects and in addition to PSHE to ensure a breadth and depth of coverage.

Cultural Capital

Cultural capital is embodied in the school's ethos, its collaboration with the multi-disciplinary team at all levels in delivering a holistic package of care and education. This education will empower young people to be on a pathway to become safe, responsible and resilient members of society.

The cultural capital of young people at the school will be delivered through lessons, their PSHE curriculum, community integration (delivered in collaboration with the Hospital team) and through key teacher meetings. Every opportunity to embrace cultural capital for the young people will be made throughout their admission at the school.

Relationship and Sex Education (RSE)

Relationships and Sex Education is taught across all year groups as part of the discrete curriculum of PSHE and the Science curriculum. The curriculum has been adapted in order to reach all young people whilst they are admitted to hospital and is intended to complement their home school education.

The delivery of the curriculum is inclusive of all young people to ensure that they receive accurate, clear, comprehensive and up to date relationships and sex education that is LGBTQ+ inclusive, are prepared for the responsibilities and experiences of life, and develop positive attitudes to sexuality.

All staff involved in the delivery of RSE will be sensitive to the young persons' experiences and emotions and some young people will receive a higher level of support and input due to their needs and past experiences; working on particular areas of the RSE curriculum more intensively, through 1:1 and/or therapeutic support.

Bere Clinic School's RSE Policy provides further details regarding the intent and implementation of RSE within the curriculum.

Reading across the Curriculum

Bere Clinic School will make use of every opportunity the curriculum offers to teach young people to become life-long readers in both in English lessons and across other curriculum areas. Extra-curricular activities such as DEAR (Drop Everything and Read) will promote the enjoyment of reading and will give both staff and young people the opportunity to 'drop everything' and spend some time reading in a quiet, calm and relaxed environment.

Curriculum Implementation

Most of the curriculum is delivered within small groups, noting that chronological age is not an indication of a young persons' academic, personal and social development, however some lessons, such as Citizenship, Finance, RE and PHSE will be taught in larger groups to make the learning more effective and to develop positive peer interactions. In addition each day will start with a subject specific skills focus involving all 12 students to further encourage these positive interactions and group work skills.

We recognise that many of the young people we work with may have had significant gaps in their education due to illness, exclusion and other associated difficulties. For these reasons we individualise work as much as possible using information taken from formal and informal assessments; liaison with multi-disciplinary colleagues, and from information provided by the young person's home school or previous school to identify a young person's strengths and to address any gaps in learning.

It is also recognised that the school curriculum offered to each young person is tailored to meet individual needs within a holistic hospital programme to which the school contributes and participates. Stakeholders acknowledge that the primary purpose of a young person's admission to the hospital is to address their prevailing physical and mental health needs and education forms a part of their care and treatment programme. Consequently, a young person's educational timetable may be interrupted by activities such as additional therapy sessions, Care Programme Approach meetings or leave from the site. The school has a good relationship with the hospital's Multi-Disciplinary Team and therefore disruptions are kept to a minimum, and advanced notice given where possible so alternative work can be provided or caught up upon.

A young person's attendance to the on-site school may also be severely affected by their presenting physical and mental health needs and not in line with national averages. The school will employ all methods possible to facilitate attendance to sessions including online learning whilst continuing to promote the benefits of high attendance to school.

Curriculum Overview

Key Stage 3 and 4

The Key Stage 3 and 4 curriculum is designed to be flexible so that it meets the needs of every young person and is based on the areas of study suggested by each young person's home school. This means that

any disruptions to education are minimised, and young people are provided with a continuity that supports a smooth transition back into education once discharged.

We currently deliver English, Maths, Science, and PHSE as core subjects, and offer a broad range of other subjects and enrichment opportunities suited to a wide range of individual needs and interests.

At Key Stage 3, the aim of the curriculum is to primarily focus on ensuring that young people have essential learning skills, are given opportunities to be creative and resourceful, and are encouraged to have enquiring minds and think for themselves. As part of our continuing commitment, we ensure that we offer a wide range of subjects at Key Stage 3 so that young people can continue their home schoolwork.

At Key Stage 4, we aim to offer young people a challenging, broad and balanced curriculum based upon their GCSE options and home school syllabus requirements. We aim to provide a range of learning opportunities enabling all young people to gain the skills and qualifications they will need to progress on to further education and employment.

For those young people who are not in education when they first attend our school, we will create a bespoke curriculum based on a young person's age, ability, and interests in order to give them the opportunity to reconnect with their education and careers goals.

Key Stage 5

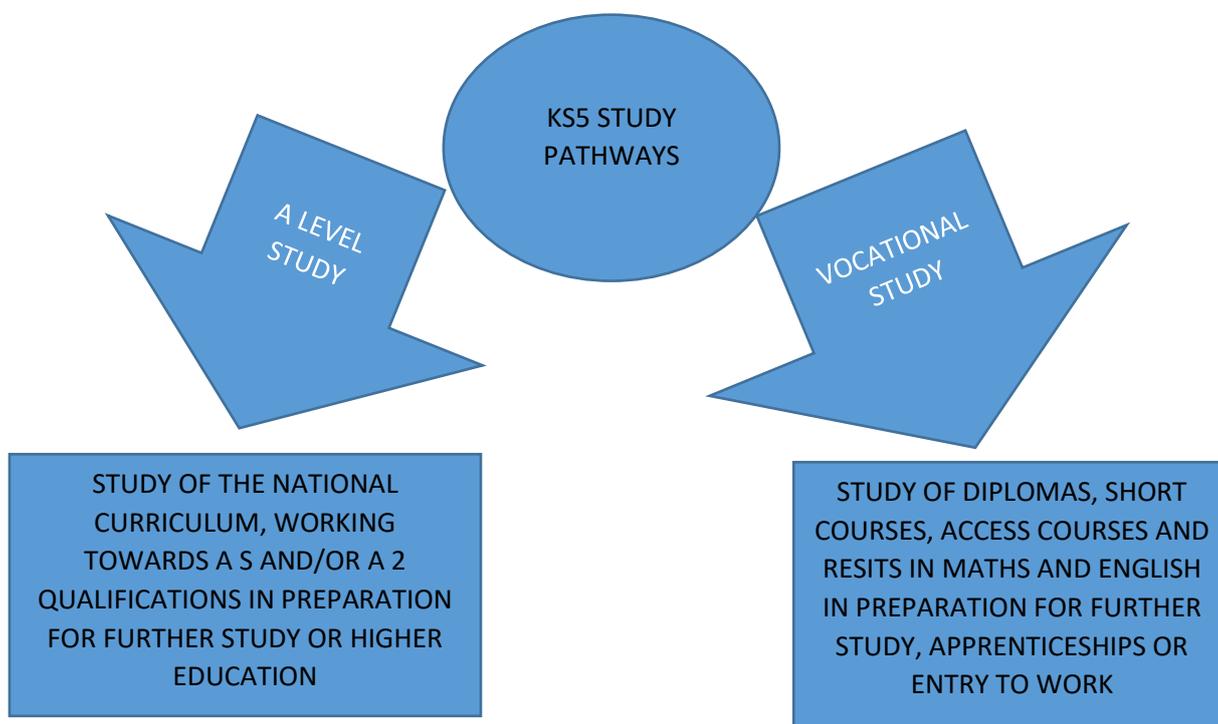
At Key Stage 5, our aim is to encourage all young people to continue with their education post 16. We will offer an 'open access learning hub' which provides young people with the opportunity to continue to study the curriculum pathway set by their home school/ college.

Teachers in the learning hub liaise closely home schools and colleges so that young people have access, where appropriate, to the same online learning platforms and education resources as their peers. This provides young people with opportunity to maintain contact with their home school/college so that they continue to feel part of the community and do not feel left behind, which helps supports re-integration back into education upon discharge.

Young people also benefit from having a teacher in class who helps set the learning objectives for the day, provides one to one support, monitors progress, and provides feedback on how to improve.

For young people not in further education, we will create a personalised study programme that meets their needs, interests and future aspirations by selecting appropriate short courses that are available through providers such as Asdan, Future Learn, and the Open University.

Young people in Key Stage 5 will also follow a programme of PSHE/ Life Skills and Enrichment, the aim of which is to provide them with opportunities to acquire new skills, to participate in activities within and beyond the school community, and to investigate options for future learning and employment. (See appendix 3)



The table below summarises our provision. Any subject not on the list will be considered on a case-by-case basis.

Subjects Offered	Subjects facilitated with support from the home school / college	Subjects considered / Theory only
English (including Literature and Language at KS3, KS4 and KS5)	Economics	Food Technology
Maths (KS3, KS4, KS5)	Psychology, Sociology	Design and Technology
Science (including Biology, Physics and Chemistry at all Key Stages)	Media	Practical / Experiment components of Science
History, Geography, RE, Citizenship and PSHE (at all Key Stages)	Philosophy and Ethics	GCSE PE / Sport Studies
Art (all Key Stages)	Law, Business Studies	

ICT (across the curriculum), Asdan Short Courses	Music, Health and Social Care, Childcare	Theatre studies or Drama components involving group performances
	Other vocational qualifications	Physical Education (determined by and in agreement with the hospital)
	French, Spanish, German	Other languages such as Italian or Latin
	Textiles, Drama	

Delivering the curriculum

The curriculum is delivered through a mixture of class-based teaching, opportunities for self - supported study, and one-to-one tuition.

Although we do not have a statutory responsibility to follow the National Curriculum, the school operates under legislation from the Independent School Standards and opportunities to access a broad curriculum are obtained under the following statutory areas:

Linguistic: Our curriculum focuses on experience in the four areas of reading, writing, speaking and listening found in English and English Literature. This also applies to the learning of a foreign language. Reading for enjoyment and creative writing, in addition to debate and discussion are encouraged. If a young person at KS5 has not reached the expected grade at GCSE we offer the opportunity to continue GCSE study or an alternative functional skills qualification. A high standard of literacy e.g. spelling and grammar is promoted and expected in all areas of the curriculum.

Mathematical: The focus is on building strong numeracy skills and problem-solving techniques to apply the mathematics learnt to a wide variety of problems, including real world contexts. A high standard of numeracy is promoted and expected in all areas of the curriculum.

If a young person in KS5 has not reached the expected grade at GCSE for English or maths, we offer the opportunity to continue GCSE study or an alternative functional skills qualification.

Scientific: This area is taught through Biology, Chemistry and Physics in addition to exploration of the world around us in subjects like Geography, to provide young people with the opportunity to acquire and develop scientific knowledge and skills.

Technological: This aspect is delivered across the curriculum. Due to the nature of our young people, some of whom present with high-risk behaviours, it may not be possible to offer subjects that use potentially dangerous items such as those found in a workshop, nor offer food technology to a young person with an Eating Disorder, however activities will be considered on a case by case basis in consultation with the hospital team.

Human and Social: PSHE, Citizenship, RE and Finance is timetabled each week. History and Geography is offered through Humanities. RSE is taught as part of the PHSE and Science curriculum.

Physical: Due to the nature of our young people, strenuous exercise is not suitable for those who are physically compromised so we are not able to timetable Physical Education. The clinical team take responsibility for the physical side of their health. Therefore as part of their therapeutic timetable with the MDT team students will be offered the opportunity able to participate in gentle exercise such as expressive movement, yoga and dance; as their illness allows.

Aesthetic and Creative Education: is delivered as part of the Art and Design and enrichment, and through extra-curricular activities such as art and craft.

We offer careers guidance through our PSHE curriculum and through an independent careers provider who will visit once a term. We also tailor more individualised and differentiated work addressing particular careers pathways and interests on an individual basis and facilitate work experience if/where possible.

School Timetable

There is a structured school timetable offering a balance of educational activities throughout the school day and across the school week. Lessons are timetabled to include opportunities to address gaps in knowledge and skills, to build on new knowledge and skills so that young people make progress and achieve well, and to ensure that a continuity with home school learning is maintained.

On admission to the Bere Clinic School young people are added on the school register and roll and are inducted gradually. Through individual assessment and information gathering, we consider what each person is able to study and achieve and how they might be stretched and, in consultation with the young person, parents and home school, we develop a tailored programme of study that is designed to meet the needs and interests of the individual.

Information gathered at this stage and from the home schools by the Key teacher forms the basis of their bespoke ILP. This will be planned for half termly and where possible will facilitate the study of subjects and curriculum from their Home school. The Key teacher will liaise with student, parents, SLT, MDT, home school to ensure that there is a) sufficient challenge and rigour in the ILP and b) holistic in that it takes into account their stage of recovery. This ILP will form the basis of their bespoke SOW during their stay and will be reviewed weekly by subject teachers and Key teacher and half termly by SLT.

As part of the induction, each young person then receives a personalised timetable highlighting the subjects they will be studying during the week depending on their key stage, chosen subjects at KS4, or their Post 16 curriculum pathway.

Reviewing the Curriculum

Over time the curriculum will be subject to change. New subjects may be introduced and new initiatives may require changes to the existing curriculum. Any proposed changes will be drafted by the Senior Leadership Team for consultation amongst Management Committee and staff. Any change made will be made in line with the aims and principles outlined above.

4. Roles and responsibilities

The Head teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have intent and impact which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the management committee annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the curriculum.
- the procedures for assessment meet the independent school standard requirements
- the student's parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the management committee body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- Meet regularly with the Key teacher to ascertain and quality assure the setting and monitoring of ILPs which will be overseen by the Headteacher and the Head of Education.

The Head Teacher and Deputy Head Teacher will ensure that:

- they have an oversight of curriculum structure and delivery within each department with detailed and up-to-date half-term plans are in place for the delivery of courses within each key stage.
- half-term plans and schemes of learning are monitored and reviewed on a regular basis.
- rates of progression and levels of attainment and are discussed with subject leads on a regular basis and that actions are taken where necessary to improve these.

Subject leads will ensure that:

- scheme of learning and half-term planning for each half-term is in place for all courses. Such half-term plan will be designed using the school pro-forma and will contain curriculum detail on: context,

expectations, key skills, learning objectives (intent), learning outcomes (impact) , learning activities (implementations), adaptive teaching and resources.

- half-term planning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment by adhering to school assessment procedure.
- they keep the Head Teacher informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with the SLT team. This includes meeting deadlines related to data input and book scrutinies.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum planning and delivery.
- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Key teacher will:

- Liaise with home schools, student and school staff to ascertain what subjects, exam boards and curriculum a student is following in their home school.
- Setting up the Individual Learning Plan (ILP) for the student and liaising with subject staff to ensure they set their subject area objectives half termly
- Attending CPA meetings to feedback on progress towards their ILP and curriculum studies
- Meet with students on a 1:1 basis to assess progress towards their ILP objectives and liaise with school staff to adjust objectives on a case by case basis
- To meet with the Headteacher and or Deputy to feedback on progress student's are making towards their ILPs.

Students will:

- have their individual needs addressed based on their home school timetable where possible (this will form the basis of their ILP), however, some subjects will not be available (i.e. computer science) due to the size and capacity of Bere Clinic School. Where a student is admitted and their subject is not

specifically catered for we will endeavour to source online learning or recruit subject specialists through supply or for current staff to take subject enhancement CPD to cater for the learner.

- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key 3 stages 4 and 5 with parents/carers and home school.

Parents and carers will:

- be consulted about their children's learning (ILP) and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.
- be informed of any decisions to change the setting of their children. In general terms, we engage and motivate young people in a number of ways:
 - through facilitating continuity and normalisation of a school and classroom environment,
 - offering new and stimulating opportunities through which to learn and make progress;
 - by responding to and meeting individual student need.

Quality Assurance and Impact

- The Management Committee (MC) will support Bere Clinic School in the implementation of this policy and will include monitoring, evaluation and review The MC will receive a termly report from the Headteacher on the standards reached in each subject. The MC will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1

Whole school student assessment tracker system

Aims

To describe the vision of assessment at KS3, KS4 and KS5.

To outline the way, the school will monitor and support the quality of assessment

To ensure a consistency of approach

To establish our expectation of teachers

Bere Clinic School (BCS) assessment system:

- is simple and easy to understand for staff, students and parents
- is closely linked to the curriculum and focused on developing the knowledge, understanding and skills needed for success at Key Stage 4.
- improves learning and encourages a growth mindset by providing students with high quality next-steps feedback focused on specific objectives
- tracks student progress in relation to an aspirational target across key stage 3 and 4
- allows students to experience success by focusing on the progress they make from their starting point at BCS

KS3

In Year 7-9, in most subjects, student achievement is assessed in relation to five of the six thresholds. The descriptors below provide students with a clear indication of how well they are progressing. Very simply, each student's target is to 'secure' or 'extending' the knowledge, concepts and skills delivered in subjects' programme of study.

Progress Definition	Meaning
A = Above	Current performance is consistently above expectations
E = Extending	Current performance is often above expectations
S = Secure	Current performance is in line with expectations
M = Moving Towards	Current performance is approaching expectations
B = Below	Current performance is below expectations
N = Not able to assess	It has not been possible to make an assessment

On a half-termly basis and against the published criteria for each unit of study, a student is assessed according to evidence that demonstrates their current achievement. As the diagram below illustrates, the thresholds are progressive and build year on year throughout the programme of study. For example, what constitutes 'secure' in Year 7, would count as 'moving towards' in Year 8 and 'below' in Year 9.

At the top end, where students are demonstrating knowledge, understanding and skills above and beyond those specified in that year programme of study, they are deemed to making 'above' expectations.

Teachers are expected to award a grade to each student in their subject using the GCSE grading 1-9 with one being the lowest. The highest grade a student should be awarded at KS3 is a grade 6 unless that student is exceptional and is working above their target.

Teachers are expected to assess a student's ability and provide a current grade based on a baseline assessment, and provide a target grade for the end of their current year. Teachers should also indicate the student's progress and report on it each term.

Grade descriptor

Old Level	New Threshold	Year 7 Thresholds	Year 8 Thresholds	Year 9 Thresholds
				Above
8	6.5		Above	Extending
	6.0			
7	5.5	Above	Extending	Secure
	5.0			
6	4.5	Extending	Secure	Moving Towards
	4.0			
5	3.5	Secure	Moving Towards	Below
	3.0			
4	2.5	Moving Towards	Below	
	2.0			
3	1.5	Below		
	1.0			

KS4 & KS5

In Year 10-13, in most subjects, student achievement is assessed in relation to six thresholds. The descriptors below provide students with a clear indication of how well they are progressing. Very simply, each student's target is to 'secure' or 'extending' the knowledge, concepts and skills delivered in subjects' programme of study. Teachers are expected to assess a student's ability and provide a current grade; this may be based on a baseline assessment.

Teachers should award student an individual target grade for their end of year. This should also indicate the student progress against expectations.

KS2 prior attainment (2016 and beyond)	BCS progress tracker	KS4 GCSE lettered target	KS4 GCSE numbered target	KS5 Voc target	KS5 A-level target
120 - 107 approx	Above	A-A*	8- 9	Level 3	A-A*
103 - 106.5 approx	Extending	B-A	6-7	Level 2/3	B-A
100.5 - 102.5 appox	Secure	C-B	5-6	Level 2	C-B
97 - 100 approx	Moving Towards	D-C	4-5	Level 1	D
80 - 95.5 approx	Below	G-	1-3	Level 1	E-U
	Not able to assess	U	X	X	X

Assessment cycle

Bere Clinic School report on a student assessment every half-term throughout the academic year.

Appendix 2

Bere Clinic School Marking Procedure

Aims

To establish a broad, consistent approach to the way learner's work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. Marking will help pupils to improve their work and will inform teacher planning and monitoring.

To offer a cohesive approach to assessment which provides students, and teachers, with timely and appropriate performance indicators (relating to levels / grades and progress to targets) through the use of formative and summative assessment.

Rationale

Assessment is an integral part of teaching and learning. It helps to provide a picture of a student's progress and achievements and their next steps in learning. Effective marking leads to better progression. Assessment needs to promote student engagement and ensure appropriate support so that all can achieve their aspirational goals and maximise their potential.

Feedback is integral to learning and progression and should be both written and verbal. The two types of feedback are of equal importance and should be equally valued. The aim of feedback is to improve the standard of student work and by combining the targeted use of self, peer and teacher assessment with skilled verbal and written feedback in a continuous and formative process, students will make better learning gains.

Marking

Students should feel that **every** piece of work is valued by the teacher. Written and verbal feedback is equally important in providing encouraging and constructive feedback to students. The focus of maintenance marking will be presentation and literacy alongside a specific departmental priority.

The expectation is that marking will take place each week (every **Two** weeks for those classes seen once a week) and:

1. Mark using a **GREEN** pen
2. Use **WWW** to show HOW a student has met the success criteria in your subject area
3. Use **EBI** to show what a student can **DO** to improve
4. Plan time in lessons for students to respond to marking and improve work in **different coloured (PURPLE)** pen (STAIR – Student time to assess, improve and respond).

At least once within a half term (6 weeks) ALL teachers MUST:

1. Record attainment grade/levels on the whole school assessment tracker

Plan time in lessons for students to respond to EBI comments and improve work in coloured pen of your choice.

Student
Time to
Assess
Improve
and
Respond



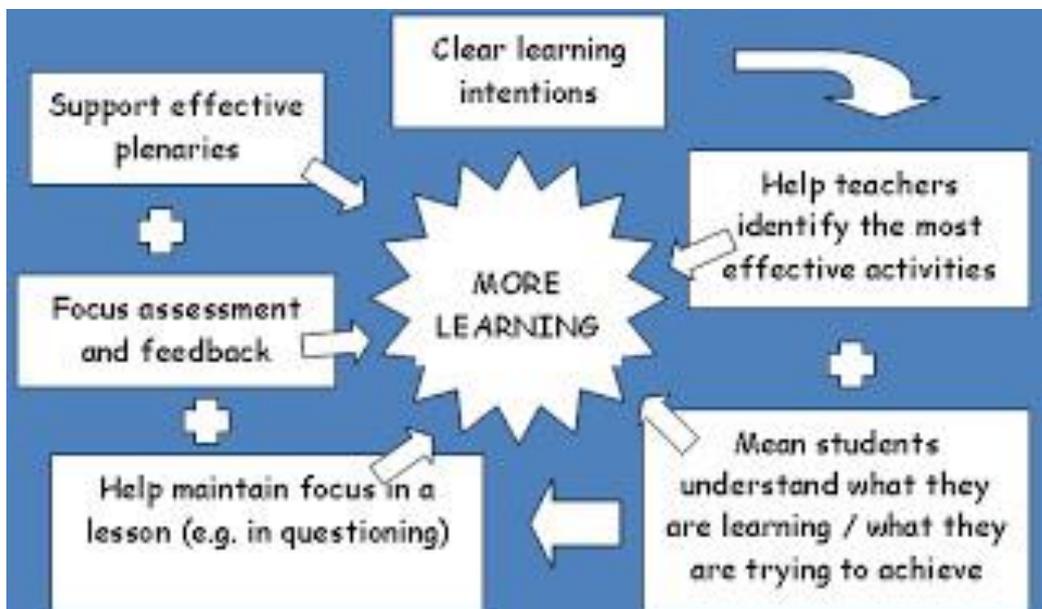
Expectation in lesson

To support learning, students need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

- Learning objective (**Intention**) – broad learning objectives will be shared with pupils. These will focus on the learning e.g., on what student’ “will know” and “be able to do ...” by the end of the learning process. They will be expressed in such a way that they are accessible to all and could be summed up as “We are learning to...” (WALT).

- Learning outcomes (**Implementation**) – will also be shared. These will focus on what the pupils will be doing, making or producing, this might usefully be summed up as “What I am looking for...“(WILF).
- Success criteria (**Impact**) – the marking criteria by the teacher/department as appropriate.

The diagram below suggests why intention-led lessons are so important.



Individual student half-term plans

Teachers should produce a half-term plan that detail each term (1-6+) programme of teaching in their subject area. It should:

- link clearly to the long term-plan (SOW)
- make clear what is to be taught and when
- contain differentiated teaching objectives
- give clear links to rich and interesting activities and resources
- indicate teaching approaches which will engage and interest the student
- contain a schedule for various assessment items in line with a departmental
- include spiritual, moral, social and cultural (SMSC) development and fundamental British values (FBV) being
- reflect the department's vision and national priorities.

Quality control

In order to ensure the consistent application of standards and to support the sharing of good practice departments will sample (e.g. a top, middle, bottom) milestones pieces and assessments for moderation. Time for this will be agreed by SLT during staff training meetings, Professional Learning days or by accessing the directed time. Examples of standardised work should be retained and shared with students as part of the learning process and can form part of the department's marking evidence base for work scrutiny.

Tracking Pupil Progress

Departments will retain centrally the levels/grades awarded to milestones pieces and in end of unit assessments. This may initially be kept as paper record in planners but ultimately, departments should be moving towards on-line record keeping system.

Marking for Literacy

In order to promote consistency a common approach to the marking of secretarial errors is used, the area of text involved will be underlined and accompanied by one of the following symbols.

SP = spelling

P = punctuation

G = grammar

C = mis-use of the capital letter

// = new paragraph

v = exceptional point/use of language

? = not clear or something's missing

Other subject specific symbols may also be used. Over correction is best avoided and in many subjects the spelling of subject specific words will be given greater priority.

Taking Pride in Presentation

The presentation of students' work is very important. Their books reflect the standard of work and their attitude to learning. We want every student to be proud of the work they do at Bere Clinic School .

Teachers should encourage students to:

1. write in **blue or black** pen.
2. use a **different coloured** (i.e. purple) pen for improving their work.
3. write the date in full or as a number in the margin eg. 04.9.2019.
4. underline the title with a ruler
5. draw all diagrams and graphs in pencil, using a ruler.
6. write the learning objectives for each lesson.
7. cross mistakes out neatly with one line.
8. not to waste space or tear out pages in an exercise book.

Appendix 3

