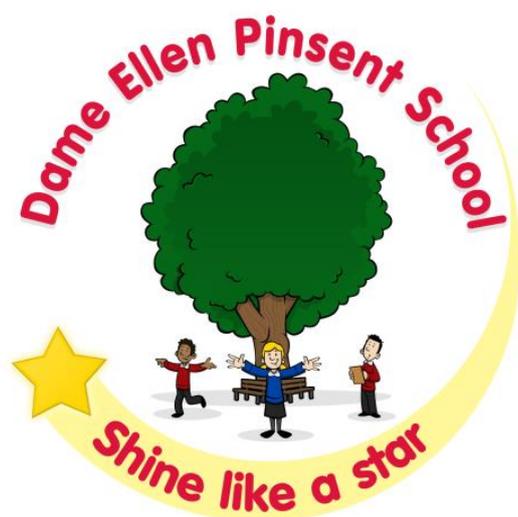


Dame Ellen Pinsent School Teaching & Learning Policy



Where children are happy;

developing independence and confidence, so that they can be their very best

Next Review:	September 2024	K.Parker	Policy Type:	Statutory
Last Review:	September 2023	K.Parker	Adopted from:	
Date Ratified:			Governing Body:	Curriculum
Pages: 14			Review Period:	Annually

At Dame Ellen Pinsent School we aim to work with parents, children and other professionals to make a positive difference.

Our aim is to:

- Provide a broad and balanced curriculum
- Provide clear Curriculum pathways that meet the needs of all pupils in school
- Provide a clear overview and progressive assessment framework for all subjects
- Provide a curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at school and prepares pupils for the opportunities, responsibilities and experiences of later life.
- Help children achieve the very best they can
- Help children grow into capable individuals able to participate within their communities
- Recognise and respond to each child's special needs: physical, emotional, intellectual, spiritual, social, moral and cultural
- Provide thinking and creative learning opportunities and environments for children to achieve.

Curriculum

At Dame Ellen Pinsent School our curriculum is constantly developing and improving in line with advice, guidance, updates and the children's individual and group needs. This includes times of lockdown where children are unable to come into school and an online curriculum is provided and a relevant interim curriculum created. Our curriculum is adaptable, ever-improving and developing and is reviewed annually by our subject leads, pathway leads and the Assistant Head.

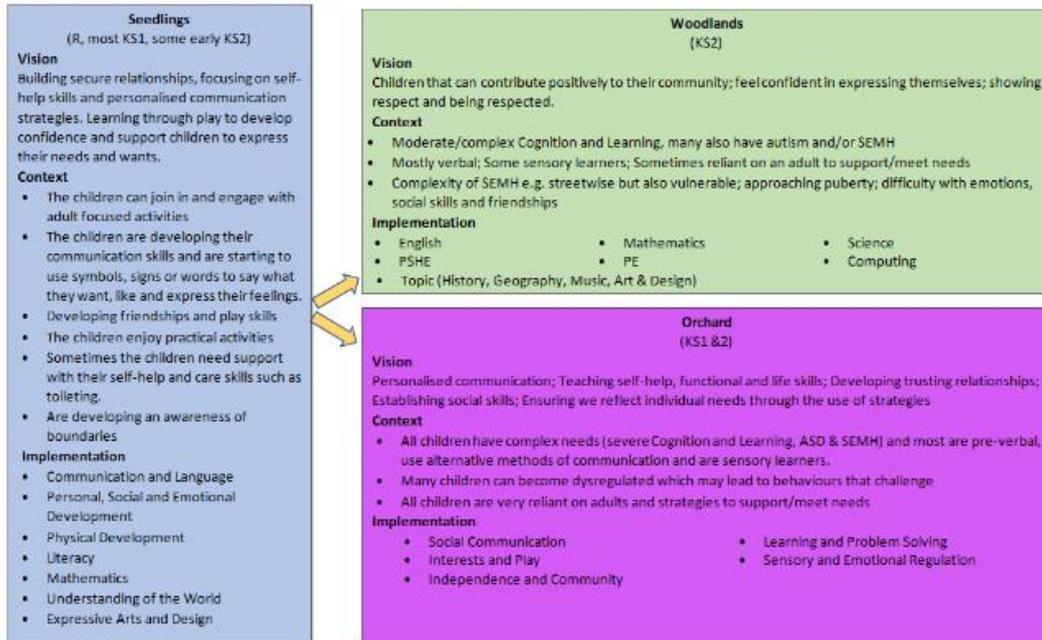
Our Curriculum at Dame Ellen Pinsent School is one that enables pupils to experience and develop in their own unique learning style, where children are happy; developing independence and confidence, so that they can be their very best. With our school values underpinning all that we do, pupils learn in a diverse environment that promotes positive social skills, self-awareness, respect, empathy, choice and tolerance.

At Dame Ellen Pinsent school we have 3 Curriculum pathways, they are designed to meet the needs of all of our pupils across the school. The table below highlights the Curriculum content and coverage for each pathway.

Curriculum Pathways Overview

The Dame Ellen Pinsent Curriculum Pathways Overview

School Vision: Where children are happy; developing independence and Confidence, so that they can be their very best.



Our pathways are very fluid and each year staff and professionals have discussions in order to make the right decision about which pathway each pupil will follow.

We follow the statutory Early Year's Foundation Curriculum for the youngest children in school followed by the National Curriculum when they are ready to do so. This sets out, in programmes of study, subject content for core and other foundation subjects that are taught to pupils and this differs, depending on which pathway they are on. These programmes are tailored to meet the individual and diverse special educational needs of all of the children in our school.

In addition, we use our own programme of study to teach PHSE, including pupils' self-help skills, and adapt the Birmingham Agreed Syllabus when teaching religious education. **It is compulsory for all primary schools to teach Relationship Education and Health education in order for children to know how to be safe and healthy and how to manage their academic, social and personal lives in a positive way.**

"Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

"Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

RHE will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

We use texts from the 'No Outsiders' curriculum as part of PSHE which allows us to celebrate the diversity of individuals and the wider community, covering faith, culture, ethnicity, relationships, rights and preferences. We are also a 'Right's Respecting' school and have achieved our silver award, meaning that children's rights are learned, understood and lived in our school.

Pupils' speaking and listening, reading, writing and mathematical skills are also developed across the curriculum and subject co-ordinators develop a bespoke curriculum for their subject each year, based on the needs and development of each class & individual, alongside a progressive assessment framework for their subject area.

We also have a daily time of reflection, either in the hall or in classrooms, where we share a thought of the day, a prayer or a Right of the Week.

All pupils receive Forest School lessons at some point during the year on a rota basis. All classes also follow our Theralympics program in order to develop their fine and gross motor skills and 'Do & Discover' forms part of our curriculum to allow children to explore and experience the wonders of the outdoors.

In line with the Birmingham Curriculum Statement, we have designed our curriculum to offer our pupils the right curriculum for them, one that engages and inspires. We are determined to offer experiences that not only allow pupils to acquire knowledge, skills and understanding, but also to ensure our pupils have every opportunity to capitalise on experiences relevant to them.

Curriculum information for parents, carers and children is found on the school website along with timings of the school day. The information below outlines the intent, implementation and impact of the 3 pathways in school.

Seedlings Pathway

The table below outlines the intent, implementation and impact of our Seedlings pathway:

	Intent/Purpose:	Implementation	Impact/Outcomes
Seedlings	<ul style="list-style-type: none"> Developing the voice of the child Establishing the preferred method of communication and intentional use of it Attention and engagement to activities Develop fundamental movement skills Develop active learning and a willingness to have a go Establish behaviours for learning Enable children to play with what they know Greater independence with self-help skills Initiation of previously learnt skills 	<ul style="list-style-type: none"> Daily and balanced opportunities for children to learn within the 3 Prime areas At least weekly delivery of each of the specific areas Daily phonics Adult led personalised EHCP focus activities ½ Termly Topic (weekly/fortnightly focus) SALT input AAC strategies Daily Theralympics Daily communication with parents Establish zone boards linked to the teaching of emotions and feelings Positive praise 	<ul style="list-style-type: none"> Development matters Yr 2 children moderated against Pre-Key Stage Standards Class Data Stories Planning incorporates frameworks for learning

Woodlands Pathway

The table below outlines the intent, implementation and impact of our Woodlands pathway:

	Intent/Purpose:	Implementation	Impact/Outcomes
Woodland	<ul style="list-style-type: none"> Expressing views and having own voice Functional use of communication To access subject specific learning Broaden and contextualize knowledge and skills Problem solving Opportunities for creativity and expression through arts Develop independent learners and responsibility Embed healthy and physically active learning (well-being) Behaviour for learning and preparing for being a young adult. 	<ul style="list-style-type: none"> EHCP target time, daily Daily Theralympics/physical development Daily phonics 5 sessions a week of English (to include functional skills) 4 sessions a week of Maths (to include functional skills) 2 hours a week of PE and physical activity 1 session per week of Science, PSHE, Computing 1 session per week of Topic/RE ½ termly topics AAC strategies SALT input Zone boards Regular teaching of a greater range of emotions Positive praise Dojo points Daily communication with parents 	<ul style="list-style-type: none"> A2E Class Data Stories Planning incorporates frameworks for learning Yr 6 children moderated against Pre-Key Stage Standards

PE

Intent	Implementation	Impact
<p>The 'Seedlings' curriculum pathway at Dame Ellen focuses on the elements of the EYFS Development Matters document. Specifically personal, social and emotional development, physical development, communication and language, understanding of the world, literacy, maths and expressive arts and design. The curriculum intends to provide opportunities for children to control their purposeful body movements to achieve an end outcome.</p> <p>To achieve the intent the children will access both planned and free-flow provision which focuses upon:</p> <ul style="list-style-type: none"> Developing gross and fine motor skills Establish self-help skills Safe use of PE equipment Moving confidently around an environment in different ways <p>Opportunities for learning will be planned for and provided through play. Planned learning will be personalised and will build upon prior knowledge.</p> <p>Physical development will be evidenced within the children's learning journeys.</p>	<ul style="list-style-type: none"> Daily <i>Therapymatics</i> – each day focused on an area – ball, balance, brain, build, balance. Daily structured opportunities for children to build upon fundamental gross movement skills. Focusing on increased control of the movements. Weekly opportunities to use soft play to embed learnt skills Yearly opportunities for CPD/team teaching from Bishop Chalonier (sport premium) Turn taking games which use clear rules and are beginning to be competitive Opportunities to explore spatial awareness – navigating obstacles safely One movement of the week to be included within continuous provision planning Continuous outdoor provision Provide stimulating resources and plan activities to teach simple skills 	<ul style="list-style-type: none"> Children who enjoy being physically active Children who demonstrate an increased control of movements Children who are beginning to demonstrate a simple skill set Children who travel safely around the environment moving appropriately around obstacles Children who are beginning to understand simple games Children who are beginning to use equipment purposefully

PD in the 'Seedlings' Pathway

Intent	Implementation	Impact
<p>The 'Woodlands' curriculum pathway follows the National Curriculum, meaning children will:</p> <ul style="list-style-type: none"> develop competence in a broad range of physical activities be physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives <p>To achieve the intent the children will access two hours of planned physical activity a week, which focuses upon specific skills and includes swimming.</p> <p>All physical activity will demonstrate the importance of the school values: determination and patience, independence, kindness, respect, courage and bravery, teamwork. Children will learn that PE and physical activity are important and have a positive impact on learning and well-being.</p> <p>Evidence will be recorded on Seesaw, both at the start and end of an PE unit. This will detail progression and highlight next steps of learning.</p>	<ul style="list-style-type: none"> Half-termly timetabled, planned and progressive lessons which cover skills in relations to: dance, gymnastics, athletics, games, OAA and swimming (see PE Year Overview for more details) Each unit of work includes an aspirational role model to inspire pupils and show them elite athletes in action <i>Therapymatics</i> (a fine and gross motor programme) completed 2 or 3 times a week and recorded in pupil's <i>Therapymatics</i> books Yearly opportunities for CPD & team teaching from Bishop Chalonier (sport premium) Opportunities to participate in intra and inter school competition (e.g. School Games, Zappalath) Children work in groups to develop teamwork and leadership, through Commando Joe's missions. OAA also covered through an outdoor learning week and residential trips Playleaders recruited and trained to support physical activity at lunchtime Progress recorded in termly data stories using A2E objectives and on Seesaw 	<ul style="list-style-type: none"> Well planned, engaging and differentiated weekly PE lessons Photo/video of children's practical learning across each unit Pupils inspired to be like sporting role models Pupils who are confident in water and learning to swim competently Improved physical fitness and wellbeing with our pupils through PE lessons and gross motor opportunities to be physically active Pupils with developing fine and gross motor skills, recorded in <i>Therapymatics</i> books Staff participate in regular, high quality CPD through our Sports Partnership Children understand the benefits of exercise and how regular exercise can lead to a healthier and happier life Participation in intra and inter school competitions, outdoor learning activities and residential trips PE monitored on a termly basis; this includes the scrutiny of planning, work trials and lesson observations.

PE in the 'Woodland' Pathway

PSHE

Intent	Implementation	Impact
<p>In the 'Seedlings' Curriculum Pathway at Dame Ellen our intent is to focus on the EYFS Prime Areas of Personal, Social and Emotional Development, Physical Development and Communication and Language.</p> <p>Children in our 'Seedlings' curriculum will learn by playing, exploring and being active in both the indoor and outdoor environment. PSHE will be explicitly taught through the EYFS prime areas of Personal, Social and Emotional Development. This will provide support for children to engage in and initiate positive social interactions and build trusting relationships as well as to identify and manage their emotions. We also intend to provide children with opportunities to manage their personal needs with increasing independence as well as teaching them to be safe around school and the wider community.</p> <p>In order to achieve our intent, the 'Seedlings' pathway will provide children with daily opportunities to socialise with adults and peers, and develop awareness of emotions.</p>	<p>The 'Seedlings' pathway will be supported by the Development Matters Framework 2021. This framework supports the adults to provide developmental teaching opportunities for the children they teach.</p> <p>Through the use of continuous provision children will have opportunities to:</p> <ul style="list-style-type: none"> Engage in and initiate <i>kind and purposeful interactions</i> with adults and peers: adults to provide environment that enriches children's play. Learn to engage in <i>positive play and cooperation</i> with a variety of toys and resources. Learn to <i>resolve conflicts</i> through adult modelling. Engage in group and circle games and activities. Play in an environment that is adapted to their interests. Support children to make <i>decisions</i> about their own environment. Use the emotions board daily to explore their feelings. Adults to notice and name children's emotions. Discuss the emotions of other people and <i>develop empathy</i>. Develop coping strategies when distressed: adults to model ways to self-calm. Listen to stories about <i>overcoming challenges</i> that children can discuss. Take on simple responsibilities in the classroom. Learn to use the toilet with increasing independence as appropriate. Time to develop self-help and independence skills built into the school day. Understand times of the day when we need to wash our hands. Take some part in maintaining their <i>personal hygiene</i>, be exposed to brushing teeth etc. Travel around the local area, learning to be safe outside of school. 	<p>Children will develop their social skills which will enable them to participate fully in school life and build relationships. They will be able to manage their emotions more appropriately in order to support their readiness to learn. Children will improve their self-help in school in order to participate in basic self-care tasks. Children will participate in 'Proud to be Me Week'. Children to be assessed through Development Matters, Year 2 children to be moderated against Pre-Key Stage standards. Class data stories.</p>

Intent	Implementation	Impact
<p>In the 'Woodlands' Curriculum Pathway at Dame Ellen our intent is to focus on the National Curriculum and make the teaching and learning of it appropriate, relevant and accessible to our pupils.</p> <p>Children in our 'Woodlands' Curriculum Pathway will learn through stories, discussions, role play and direct teaching.</p> <p>PSHE will be taught explicitly for 1 hour a week and we also expect PSHE to be part of other classes 'daily life' and the teachers to support opportunities for learning around risk, practical safety and healthy eating. We also expect social, emotional learning to be planned into the timetable as a daily practice: <i>check-in</i>.</p> <p>The purpose of our PSHE curriculum is to support children to develop trusting relationships and emotional literacy. We also want them to develop their self-help skills and understanding of how to be healthy. In a school, we wish to cultivate children through the National Curriculum. This will support children's wellbeing, independence and ability to live safe, healthy lives.</p>	<p>Follow the PSHE overview to ensure regular coverage of the 5 strands:</p> <ul style="list-style-type: none"> Health and Safety Emotions, Wellbeing and Social Skills Consumer Education Self-Help Skills Life, Relationships and Health Education (must be covered at least every half term, this is <i>mandatory</i>). <p>Classes to cover one life education text each half term.</p> <p>Teachers to use stories, discussions and role play to support learning: personal relationships and attributes. Plan role games to develop social skills such as team taking. Children to be encouraged to discuss systems to problems. Children to be taught through story to respect themselves and begin to understand <i>values and consent</i>. Plan time for children to <i>practice functional self-help skills</i>, such as breathing, self-help, making a sandwich etc. Children to have opportunities to go out into the local community and complete the life skills tasks as they see the need, ordering from a cafe, buying food at the supermarket. Teachers to be aware of how that their children find challenging and plan to address those challenges. Children to be taught for one <i>minimum lesson daily</i> to name their feelings.</p>	<p>Children to have better understanding of their emotions and how to deal with conflicts. Children to have good social skills and be able to develop positive relationships. Children to be able to discuss issues that they are facing and try to find a solution. Children to have good basic self-help and life skills. Children who are able to keep themselves safe and healthy. PSHE lessons will be performed on a termly basis to maintain the breadth of coverage. This could include lesson steps, planning, sociality, work trials. All children to participate in 'Proud to be Me Week'.</p>

PSHE in the 'Woodland' Pathway

Computing (Woodlands)

Intent	Implementation	Impact
<p>In the 'Woodlands' Curriculum Pathway at Dame Ellen our intent is to focus on the National Curriculum and make the teaching and learning of it appropriate, relevant and accessible to our pupils.</p> <p>Children in our 'Woodlands' Curriculum Pathway will become fluent in the fundamentals of computing, building on previously learnt skills and becoming confident and competent in computing skills.</p> <p>Computing will be taught explicitly within the 'Woodlands' pathway.</p> <p>In order to achieve our intent, the 'Woodlands' Pathway will provide children with the <i>computing skills</i> that are essential for everyday life. Pupils will develop confidence of accessing and using online platforms safely and becoming a responsible online citizen. Pupils will be able to arrange and organise their work, saving it to dedicated folders. They will be able to programme devices effectively and debug when necessary. Pupils will be able to take and edit pictures, photographs and videos, making the relevant to the area of learning. They will be able to demonstrate their understanding practically and through discussing using vocabulary taught.</p>	<p>The 'Woodlands' Curriculum Pathway will be supported by the <i>All Framework</i> to ensure <i>assessment for learning</i>. This framework supports the adults to provide developmental and individually appropriate teaching and learning opportunities for the children they teach.</p> <p>Children will be taught as <i>whole class, small group or 1:1</i> (as appropriate for the needs and abilities of the children within the class).</p> <p>Exafety</p> <ul style="list-style-type: none"> Showing confidence in being safe with technology, being responsible with the safeguarding of self and others, and to show what it is to be a responsible online citizen; showing aware of potential dangers online. <p>Multimedia – Text and Images</p> <ul style="list-style-type: none"> Using taught skills to enhance and modify images and photos using a range of apps available on iPads. <p>Multimedia – Sound and Music</p> <ul style="list-style-type: none"> Using a range of resources and apps, explore ways in creating and playing sounds and music. Recording short videos for a purpose and editing them to produce a desired effect. <p>Technology in our lives</p> <ul style="list-style-type: none"> To recognise the ways in which technology can be used in the home and the community. Use links to age appropriate websites and use safe search filters with increasing independence. Know that information can be retrieved from computers and to be aware of <i>fake news</i>. Interact with age appropriate computer software. Use key vocabulary to demonstrate knowledge and understanding. 	<p>Children will participate in our whole school STEM weeks and will have to opportunities to apply their technical knowledge.</p> <p>Computer Drop In will happen on termly to monitor progress and teaching of learning of computing and technology throughout the curriculum.</p> <p>Monitoring the impact of Computing to include but not limited to <i>accuracy of planning, work trials of evidence on Seesaw, dropping into lessons and professional discussions with class staff and termly class data stories.</i></p> <p>Assessment judgements will be moderated internally across the 'Woodlands' Pathway involving teachers and Assessment Lead to ensure accuracy, reliability and evidence of progress over time.</p> <p>External moderation against the PSHE will take place within the co-operative.</p>

Orchard Pathway:

Our Orchard pathway is split into 5 areas of learning; Independence & Community, Learning and Problem solving, Sensory Processing & Emotional Regulation, Social Communication and Interests & Play. Below is an explanation of the intent of each of these areas, as well as how this is implemented and the impact it has for children within this pathway.

Intent	Implementation	Impact
<p>In the 'Orchard' Curriculum Pathway at Dame Ellen our intent is to support the children's learning through five key areas taught holistically each day. The main focus is to equip the children with skills for life.</p> <p>Children in our 'Orchard' curriculum will be provided with opportunities to develop their independence and functional life skills. We will be working to develop the voice of the children. We also intend to provide children with opportunities to manage their personal needs with increasing independence as well as teaching them to be safe around school and the wider community.</p> <p>In order to achieve our intent, the 'Orchard' pathway will provide children with daily opportunities to practice self-help skills. They will also be encouraged to be independent and be a key part of their community.</p> <p><i>RHSE will be covered daily, and in more depth dependent on children's abilities.</i></p>	<p>Teachers are to set a half termly independence and community target, this will then be broken down weekly and class staff will record evidence against this target.</p> <p>Through the use of holistic, highly personalised, communication rich opportunities children will experience;</p> <p>A sensory environment which is adapted to the children's individual needs, in order to promote well-being.</p> <p>Play in an environment that is adapted to their interests. Support children to make decisions about their own environment.</p> <p>Engage in interactions with adults and peers.</p> <p>Provide children with the means to communicate their likes and wants.</p> <p>Learn to engage in shared activities with a variety of resources.</p> <p>Take on simple responsibilities in the classroom.</p> <p>Learn to use the toilet with increasing independence if appropriate.</p> <p>Adults to teach consent through personal care.</p> <p>Time to develop self-help and independence skills built into the school day.</p> <p>Understand times of the day when we need to wash our hands.</p> <p>Take some part in maintaining their personal hygiene, be exposed to brushing teeth etc.</p> <p>Travel around the local area, learning to be safe outside of school and in the community.</p> <p>Exposure to the 'no outsiders' curriculum through the use of one book a half term.</p>	<p>Children will be more independent and have developed functional real-world skills.</p> <p>They will be able to manage their emotions more appropriately.</p> <p>Children will be able to use their preferred means of communication to express their wants and needs.</p> <p>Children will improve their self-help skills in order to participate in basic self-care tasks.</p> <p>Children will meet their individualised EHCP Social, Emotional and Mental Health targets.</p> <p>Children will participate in 'Proud to be Me Week'.</p> <p>Children to be assessed through the use of half termly target sheets.</p> <p>Orchard pathway drop-ins will be performed on a termly basis supported by the PSHE co-ordinator to monitor the breadth of coverage. This could include lesson drop ins, planning scrutiny, work trawls.</p>



Learning and Problem Solving in the 'Orchard' Pathway



Intent	Implementation	Impact
<p>In the 'Orchard' Curriculum Pathway at Dame Ellen our intent is to support the children's learning through five key areas taught holistically each day. The main focus is to equip the children with skills for life.</p> <p>Children in our 'Orchard' curriculum will be provided with opportunities to develop their independence and functional life skills. We will be working to develop the voice of the children. Enabling them to use this voice and communication within functional learning activities.</p> <p>In order to achieve our intent, the 'Orchard' pathway will provide children with daily opportunities to develop, embed and build on functional skills.</p>	<p>Teachers are to set a half termly learning and problem solving target, this will then be broken down weekly and class staff will record evidence against this target.</p> <p>Through the use of holistic, highly personalised, communication rich opportunities children will experience;</p> <p>A highly motivating range of functional learning activities, delivered through planned for and progressive experiences. Personalised, planned for and progressive functional experiences linked to reading, writing and maths at an appropriate level for the child. A range of printed materials, environmental signs and symbols, sensory mark making opportunities, write dance/sing and solve sessions, cooking, shopping to ensure skills are functional.</p> <p>A repetition of experiences to ensure skills are transferred to and embedded in the long-term memory.</p> <p>Weekly planned for and progressive physical development themed sessions.</p> <p>Daily opportunities to learn through play, both adult and child initiated. Daily phonics sessions presented in an Attention Autism format. Everyday activities which have underpin key areas of learning. Activities that focus on building upon thinking skills including – recognition of a problem, memory building and independent solutions.</p>	<p>Children will be more independent and have developed functional real-world skills. Children will use their learnt functional skills in a wide range of contexts. Children will be curious, independent learners. Learning will be transferred to the long-term memory. Children will meet their individualised EHCP Cognition and Learning targets. Children to be assessed through the use of half termly target sheets – broken into English and Maths experiences. Orchard pathway drop-ins to be completed with curriculum subject leads performed on a termly basis.</p>



Sensory Processing and Emotional Regulation in the 'Orchard' Pathway



Intent	Implementation	Impact
<p>In the 'Orchard' Curriculum Pathway at Dame Ellen our intent is to support the children's learning through five key areas taught holistically each day. The main focus is to equip the children with skills for life.</p> <p>Children in our 'Orchard' curriculum will be provided with opportunities to develop their independence and functional life skills. We will be working to develop the voice of the children. There will be an emphasis in communicating their emotions using symbols.</p> <p>In order to achieve our intent, the 'Orchard' pathway will provide children with daily opportunities to practice emotional and self-regulation skills. Children will be happy and regulated at school, understanding and requesting resources where appropriate to support regulation.</p>	<p>Teachers are to set a half termly sensory processing and emotional regulation target, this will then be broken down weekly and class staff will record evidence against this target.</p> <p>Through the use of holistic, highly personalised, communication rich opportunities children will experience;</p> <p>A sensory environment which is adapted to the children's individual needs, in order to promote well-being. Use the emotions symbols to explore feelings. Through the use of an emotional coaching approach. A safe and supportive environment to express emotions. Opportunities to explore and develop coping strategies when distressed, use symbols and social stories to self-calm. A variety of sensory interventions including TAC PAC, fun with food, well-being walks, sensory play.</p> <p>Provide sensory circuits opportunities throughout the day to support the children's regulation. Classes will work with the school's Occupational Therapist to provide appropriate sensory diets. Opportunities to explore personal likes and dislikes, to express opinions through emotion. Classrooms which provide routines, expectations, transitions, instructions.</p>	<p>Children will be more independent and have developed functional real-world skills. They will be able to manage and express their emotions more appropriately. Children will be able to use their preferred means of communication to express their wants and needs. Children will be ready to learn, communicate and engage with activities. Children will meet their individualised EHCP Social, Emotional and Mental Health targets. Children to be assessed through the use of half termly target sheets. Orchard pathway drop-ins will be performed on a termly basis.</p>



Social Communication in the 'Orchard' Pathway



Intent	Implementation	Impact
<p>In the 'Orchard' Curriculum Pathway at Dame Ellen our intent is to support the children's learning through five key areas taught holistically each day. The main focus is to equip the children with skills for life.</p> <p>Communication is key and will underpin all other areas of the curriculum.</p> <p>Children in our 'Orchard' curriculum will be provided with opportunities to develop their independence through the use of communication.</p> <p>In order to achieve our intent, the 'Orchard' pathway will provide children with daily opportunities to communicate, both through adult and child initiation. All classrooms within the Orchard pathway will demonstrate a communication rich environment.</p>	<p>Teachers are to set a half termly social communication target, this will then be broken down weekly and class staff will record evidence against this target.</p> <p>Through the use of holistic, highly personalised, communication rich opportunities children will experience;</p> <p>A communication rich environment which supports all methods of pre-verbal and verbal communication through the use of Makaton, PECs, symbols, communication books amongst many more individualised methods.</p> <p>Teachers will plan for and provide progressive opportunities for communication. All learning will be supported by symbols.</p> <p>Intensive interaction and Attention Autism will be key parts of the classroom routines.</p> <p>Highly personalised support from the school's Speech and Language Therapist and the assistants.</p> <p>Opportunities to improve both fundamental listening and requesting skills.</p> <p>Progressive opportunities to comment using a preferred method of communication through the use of activities such as noisy books, environmental walks, motivating objects.</p>	<p>Children will be more independent and have developed functional real-world skills.</p> <p>Children will be able to use their preferred means of communication to express their wants and needs.</p> <p>Children will be confident communicators who intentionally communicate.</p> <p>Children will access intensive interaction.</p> <p>Teachers will meet with the SALT to set targets and discuss progress.</p> <p>Children will meet their individualised EHCP Communication and Interaction targets.</p> <p>Children to be assessed through the use of half termly target sheets.</p> <p>Orchard pathway drop-ins will be performed on a termly basis.</p>

Throughout the year, all classes participate in whole-school theme weeks and days. In addition, everyone accesses Forest School at some point in the year and swimming lessons are accessed by all of Woodlands pathway and the majority of Orchard pathway.

Expectations of Staff

All teachers and HLTA's are expected to:

- Plan work effectively and share with colleagues in the classroom
- Set clear learning intentions for every lesson, based on each child's attainment, and communicate these to pupils and the staff team
- Employ methods and organisational strategies, which match curricular objectives to the needs of all pupils
- Provide opportunities to learn new skills in various contexts by breaking them down into small achievable steps and giving constant practice. These must be shared with support staff, making it clear how they can support with this.
- Develop good subject knowledge of all areas taught in their pathway

All TA's are expected to:

- Read and follow teacher's planning
- Stay up-to-date with strategies, updates and schemes that support the teaching, learning and behaviour of pupils in class
- Adhere to whole-school and class procedures and policies
- Support the class teacher in preparing for, and teaching skills needed, in all areas of the curriculum

All staff are expected to:

- Have high expectations
- Familiarise themselves with policies and procedures
- Provide opportunities for all pupils and students to achieve their full potential
- Provide opportunities to solve problems and build independence
- Give opportunities to explore a local and wider environment on visits out of school and to make use of community facilities
- Actively engage in training to continuously improve their skill levels and understanding of how pupils learn most effectively
- Adapt to an ever-changing and developing curriculum, as well as an online curriculum when necessary (e.g. during periods of lockdown)
- Take an active part in Forest School, Swimming, Theralympics, Do & Discover, and all areas of the wider curriculum

Roles and Responsibilities of Subject Coordinators

Subject Coordinators are responsible for their subject area and accountable, alongside class teachers, for pupils' progress. Their roles and responsibilities are to:

- Induct new members of staff with current schemes of work, enabling them to plan effectively
- Ensure that all staff are fully aware of expectations in terms of planning, pupil outcomes, evidence to be collected and submission dates
- Analyse data stories to monitor pupils' progress, identify target setting needs and subsequent action plans/intervention needs
- Engage with all school data systems
- Regularly review resources and purchase new resources as necessary which are linked to the school development plan.
- Stay up-to-date with legislation, policies, changes and relevant research
- Disseminate information to staff
- Undertake in-service training to keep well informed of current curriculum developments
- Lead and/or organise training for staff in liaison with the Assistant Headteachers and Deputy Head
- Lead theme weeks as required
- Develop and enrich the curriculum in liaison with the Assistant Head Teacher
- Undertake subject review and contribute to the School Development Plan
- Develop their own monitoring regime to ensure that they know what their subject looks like in each pathway
- Gain understanding, knowledge, experience and expertise in their subject area, in all pathways
- Update their subject overview each year
- Attend Curriculum lead meetings once a half term
- Keep a subject folder for their curriculum area

Induction

New teaching staff receive induction from members of the Leadership team, including the subject coordinators, both before starting at Dame Ellen Pinsent school and then during the first term in post. Planning support and a training schedule is offered throughout the first year. Separate tailored programmes are developed for Early Career Teachers (ECTs) and they are supported by an induction tutor and a mentor.

Working with Parents and Carers

We place a very high value on working closely with parents and carers. Parents' Evenings take place each term. At the end of the summer term, parents meet the children's next teacher and information is shared about the following year's curriculum. Children's progress, their targets, needs and any concerns are all shared at these meetings. When not possible to meet in person then meetings are offered via phone call or video call.

Every year, parents and carers are invited to come into school to take part in the review of their child's EHCP. This gives the opportunity for parents and the class staff to talk about the child's progress and agree on what the priorities are for the coming year.

There are lots of other opportunities for parents to come into school including coffee afternoons, assemblies, school productions, sports events, medicals, discos, parent support groups and workshops with children in classes.

Day-to-day communication between school and home takes place via Class Dojo. Teachers will send a daily post to showcase what has been happening in class each day and a personalised comment will be sent to parents via the messenger part of Class Dojo.

Informal meetings or telephone discussions take place with parents at a time convenient to both parties. Further information is sent out in the school newsletter and in class letters about the curriculum and children's targets as well as reports on progress.

In light of the Coronavirus outbreak and in response to further lockdown situations, we maintain high levels of communication with parents, including online learning via Class Dojo and weekly phone calls home to monitor the safety and circumstances of each family.

Monitoring and Evaluation

"If schools are to maintain high standards or secure improvements, they need a strategy for appraising their own performance which complements the thorough but occasional health check provided by inspection. Monitoring and evaluation are essential to effective teaching and learning in the classroom and to good management and governance in the school" (School Evaluation Matters).

We are engaging in monitoring and evaluation essentially for two reasons:

- 1) To know how well we are doing and;
- 2) To know how to improve progress and provision.

The Key principles guiding our work are that it:

- Is based on the collection of evidence from a range of sources
- Involves making judgements based on the interpretation and evaluation of data and evidence
- Looks closely at the quality of teaching, pupils' attainment and progress, and management
- Examines what pupils are doing well and not so well, and assesses how well they are making progress
- Identifies strengths and development areas in teaching and leadership and management
- Looks at trends over time and;
- Has no point unless action follows the process.

We follow a Monitoring and Evaluation Cycle in school.

This allows us to answer the following important questions:

- How good is our school?
- What are our strengths and areas to develop?
- What do we have to do to improve?
- How will we do this?
- Which children need interventions and in which area?
- Are there any barriers to learning and what are they?
- Which children are gifted and talented and in which subject/s?

Equal Opportunities

In accordance with the school's Equal Opportunities Policy all members of school (learners, job applicants or staff) are regarded as of equal worth and importance. This is irrespective of his/her creed, culture, class, race, gender (including gender reassignment), disability, sexual orientation, religion and belief, marital/civil partnership status or age.

Links to Other Policies & Documents

This policy supports, promotes and reflects the school ethos, aims and vision. It is linked to the following policies:

National Curriculum
Equal Opportunities Policy
SEN and Inclusion Policy
Health and Safety Policy
PHSE Policy
English Policy
Science Policy
Maths Policy
PE Policy
Physical Activity Policy
Swimming Policies
Gender, Race and Disability Schemes and Policies
Assessment Policy
Augmentative and Alternative Communication Policy
Behaviour Policy
Care and Control Policy
Homework Policy
Educational Visits Policy
Marking and Feedback Policy
Attendance Policy
Collective Worship Policy
RE Policy
Drug Education Policy
English as an Additional Language Policy
Home School Agreement Document
Computing/Esafety Policies
SEN and Inclusion Policy
Appraisal Policy
RHE Policy
Forest School Policy