

Cotswold Chine School

Education, Curriculum and Assessment Policy

September 2019

Circulation

This policy is addressed to all Trustees, teaching and non-teaching staff, and will be supplied to Placing Authorities, OFSTED and parents.

Intent of Cotswold Chine School curriculum

Cotswold Chine School offers a full range of educational and social experiences to students aged 7 to 19 years. We offer a School Curriculum that is comprehensive in terms of both its scope and opportunity. All students at the School have access to the **National Curriculum, vocational curriculum** and **"Enrichment Curriculum"** and **"NMT Curriculum"** which aims to inspire learning across all curriculums

The content and progress within each subject area is mapped out in individual subject Schemes of Work and curriculum maps. Creative and physical skills are developed through a range of activities, which include art, textiles, pottery, woodwork, photography and music. A wide range of sporting opportunities are also available. Cotswold Chine School has a "Multi Use Games Area" which each young person will use for Physical Education.

Literacy and numeracy skills are taught throughout the school day and all teachers cultivate and encourage students' development in these key skills. The highly individualised learning environment in the School recognises the varied needs of learners and uses creative teaching techniques, tailored to natural interests to encourage access to the learning process.

The School does not promote specific religious beliefs and practices with children and young people, but observes many festivals and celebrations taken from various faiths and cultures. Children and young people with any religious belief or no religious belief are welcome at the School. Religious Education is provided to all students as part of the organised school timetable and aims to develop understanding of the diversity of religious beliefs within the World today. We view working together for the benefit of young people as being of great importance. Consequently, the education staff make every effort to work jointly with parents and external professionals; as well as the care, therapy and medical staff at the school.

Our Aims

- To inspire learners to engage in education by offering them opportunities in which they can succeed.
- To provide both formal and informal learning opportunities, which encourage students to prepare for life beyond school; as individual citizens, as members of a group and as members of the community. Students are encouraged to develop self-confidence to learn new skills, to become receptive to new ideas, to build relationships with others and to develop social competence in a range of group activities.
- To develop each student's ability to take responsibility for their own actions and behaviour.
- To promote each student to become active citizens through providing opportunities that allow them to learn how they can make a positive contribution to the school, local and world communities.
- To encourage each student to aim high and to achieve the best examination results, certification or awards of which they are capable.
- To recognise and celebrate achievement across a wide range of activities.
- To encourage students to take responsibility for their own learning.
- To maintain and promote the involvement of parents in their child's learning.
- To help prepare students for their future life as a young adult by promoting and developing life skills and through involvement in a range of work experience placements and work shadowing experiences.

Structure of the School Day

The importance of rhythm, routines, order of lessons and the role of the class teacher underpin the structure of the School Day.

The School Day starts at 08.45 and ends at 15.30; except on a Friday when the School day finishes at 12.45. There is a short break between lessons at 10.15 to 10.45 and a lunch period from 12.45 to 13.30, during which residential students return to their House Group. Day students have lunch on the School Site and are supervised by the day student coordinator and support assistants.

Students and staff meet in their classrooms for a "community meeting" followed by a whole school themed assembly at 08.50. Assembly themes include the celebration of festivals and traditions drawn from different cultures, as well as topics such as the environment, topical news stories, national events and personal development. Care staff and teachers jointly supervise all transitions between house and school and ensure that any particular information regarding a young person is handed over to the relevant staff. The day student coordinator is responsible for overseeing the sharing of information with day students' parents and carers.

The Curriculum and School Day is structured in such a way that formal lessons are taught during the first part of the School Day when students are most alert and receptive. From lunchtime onwards, lessons become more practical based and subjects such as Design and Technology, Music, Woodwork, Pottery and Art are taught. These practical lessons continue after the lunch break, with the addition of Physical Education activities and "enrichment and NMT curriculum" activities. However, swimming is taught during the morning as the School has sole use of a local pool for at least two mornings per week. Most subjects are delivered in discreet subject lessons, although there is always a strong emphasis on cross curricular links. Additionally, teachers take the opportunity to make use of the local environment and facilities in order to make lessons as interesting and relevant as possible.

Each class has two class teachers who jointly teach the class group. In each lesson one of the teachers leads the lesson whilst the other supports. They are also aided by teaching assistants. This reinforces students' routines and allows teachers to track progress more easily. Additionally, there are subject specialists available to teach Music, Craft, Pottery, Art and Design and Technology.

Facilities

The School has nine classrooms, which are equipped with interactive boards and computer facilities. Each class group has a dedicated classroom where they meet for registration and where the majority of lessons take place. In addition, there are several specialist classrooms and facilities to support the following curriculum subjects:

Science • Music • Art and textiles • Pottery • Drama • Hospitality and Catering • Design and Technology • Woodwork • Gardening and Horticulture • Food technology and Home Cooking Skills • Play Room.

The school has a library, a school hall and several rooms for individual or small group tuition.

Physical education takes place primarily using the "MUGA" onsite, however, off site also takes place using local sport centres and other facilities. This includes horse-riding, climbing and swimming.

Lesson Delivery

All students within the School enjoy a personalised learning programme, which is designed to address their particular needs. Each student has an "Educational Outcome Plan" which includes targets designed to support them in making progress towards the objectives detailed in their Statement of Special Educational Needs or EHCP plan and therapy goals and outcomes. Additionally, each student has Individual Learning Outcomes to work towards in each lesson. (SMART Targets). These learning outcomes are informed by Schemes of Work, teacher assessments and, where relevant Educational SMART Targets. Students who show a particular preference toward practical and vocational education are provided with opportunities to learn valuable practical skills. Literacy and numeracy skills are embedded across the curriculum. Each student has an individual timetable which details their planned lessons and any therapies they attend.

Generally, students are grouped into classes based on their relevant Key Stage (Key Stages 2 for ages 7-11 years, Key Stage 3 for ages 11-14 years, Key Stage 4 for ages 14 -16 years and Key Stage 5 for Post 16 students). However, sometimes there are particular social or academic reasons for a student being in a different Key Stage class than that of their chronological age. In these circumstances the student continues to follow the appropriate curriculum for their age. Additionally, some students have particular medical and learning needs which means they benefit from having a class group with other students with similar needs.

Lesson Planning

Teachers detail their lesson plans using the School's Lesson Planning Proforma. Each lesson plan contains an overall weekly plan, which details individual learning objectives for each student. At the end of each lesson the teacher assesses each student's achievements. This assessment forms the basis for future lessons and may involve whole class questioning regarding the topic covered, or individual assessment if this is more appropriate.

Curriculum Management and the School Curriculum

National and Vocational Curriculum

The Head Teacher has overall responsibility for the Curriculum and is supported by the Deputy Head Teachers, Assistant Head Teachers, Senior Teachers and **individual Subject leaders**. The school offers the full range of National Curriculum Subjects appropriate to each key Stage which include

At **Key Stage 2** (ages 7-11)

- The Core Subjects: English, Mathematics and Science.
- The Foundation Subjects: Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education.
- Some subjects may be taught cross-curricular; for example, languages may be taught with a lesson such as cooking where there is an opportunity to learn vocabulary or develop an understanding of the culture of a particular country.
- Swimming and water safety is part of the Physical Education Curriculum at Key Stage 2.

At **Key Stage 3** (ages 11-14)

- The Core Subjects: English, Mathematics and Science.
- The Foundation Subjects: Art and Design, Citizenship, Computing, Design and Technology, Modern Foreign Languages, Geography, History, Music, and Physical Education.
- Some subjects may continue to be taught cross curricular or as topics.

At **Key Stage 4** (Ages 14-16)

- Students have the option to reduce the number of subjects studied in order to concentrate on particular subjects of their choice. However, they continue to study the core subjects of English, Mathematics, Science and the Foundation Subjects of Citizenship, Computing and Physical education. Students are encouraged to follow the BTEC home cooking curriculum in order to improve their understanding of healthy eating and food preparation skills.
- To complete their timetable, students at this Key Stage are able to choose from a range of vocational and work related subjects as well as to continue their studies in the foundation subjects of Art and

Design, Design and Technology, Modern Foreign Languages, Geography, History and Music.

The Curriculum for post 16 students (ages 16 -19 years)

- The School recognises that post 16 students need access to a curriculum that will prepare them for adult life and for moving on from Cotswold Chine School. Each post 16 student follows a personalised curriculum and has a timetable based on their own needs and choice of subjects. Please see Appendix A for full details of the Post 16 educational aims and curriculum

Vocational Learning and Work Experience

Preparing students for work is an important aspect of the school's curriculum. Students at key Stages 4 and post 16 are able to choose options from a range of work related and vocational opportunities and qualifications according to their individual needs, abilities and interests. These are generally in the areas of:

- Land and environment, (including gardening and horse care);
- Hospitality and catering;
- Construction;
- Business and administration (including office skills);
- Personal and work skills development.

Students are able to gain practical experience through a range of facilities provided by Novalis Trust which include: The Halfway Café; the administration and training department; the maintenance department and through use of the school grounds, gardens and local Woods. Horse care skills are arranged at local riding stables.

The role of the transition coordinator ensures that all students are supported and monitored in employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training.

Whenever possible, the school seeks to gain accreditation for each student's vocational learning at the appropriate level.

Personal, Social, Health and Economics (PSHE) and Sex and Relationship education.

(SMSC) – The PINK curriculum The School places great emphasis on developing each student's understanding of healthy lifestyles and their ability to keep themselves safe and develop skills in managing money, as well as actively promoting British values, understanding how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media, personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain. The school's PSHE/SMSC curriculum "People in the know" (PINK curriculum) was developed by Gloucestershire healthy living and learning. PSHE/SMSC (PINK curriculum) lessons are timetabled daily and include assembly themes. A website link for further formation is available at <http://www.ghll.org.uk/pink-safeguarding-curriculum>

Sex and Relationship education forms part of the PSHE curriculum and is timetabled for Key stage 2, 3, 4 and post 16 students. Sex and Relationship education is delivered according to individual student's abilities and emotional development and class groups may be divided into smaller groups where appropriate.

Role of Subject leaders and their responsibilities:

- Update, prepare curriculum for Key Stage 2, 3, 4 and 5
- Update, devise curriculum maps across the curriculum
- Manage, order resources for your subject
- Awareness of how your subject is being taught around the school -*which students are accessing KS2/KS3 Curriculum, which students are accessing accreditations – which ones? etc*
- Arrange moderation meetings with teachers
- Arrange individual teacher meetings - *do teachers know what and how they are teaching your subject?*
- Attend training to support teachers teaching your subject
- Update your own knowledge of your subject – *what changes are happening? Is a new scheme available? Any new resources available?*
- Update, devise a development plan for your subject – *how do you see your subject developing in the school? What direction would you like to take your subject?*
- Update subject policy
- Awareness of levels/progress made in your subject – *who needs support? Which student need interventions?*

The **Enrichment Curriculum's intent** to support and compliment the national and vocational curricula run at Cotswold Chine School.

The **Enrichment Curriculum** is implemented to individual needs and small group needs and therefore is dependent on the young people that it is supporting. Below is an overview of interventions:

Environment	Curriculum enrichment	Independence	Working with animals	Arts/Digital Media	High achievers
Forest school/John Muir award Wiltshire Wildlife Trust Care Farm Westonbirt Arboretum/John Muir award	Silly science Zoolab School of larks Walks with hawks Festival players	Work experience Life skills Travel Skills My cook book Transition support Preparation for work	Therapy animals Small animal care Wiltshire Wildlife Trust Care Farm	Pin hole camera Pottery Carpentry/woodwork Digital Making	Exhibitions Galleries Theatre Visits Workshops Small group interventions

The Enrichment Curriculum Intent is to:

- help students to engage in learning when they are unable to access other areas of the curriculum.
- encourage students to view education and learning as a lifelong pursuit
- help students to develop skills for learning
- help students develop independent living skills
- help students develop skills for work
- support students to fully access their community
- encourage creativity and enthusiasm and to help students develop interests and passions

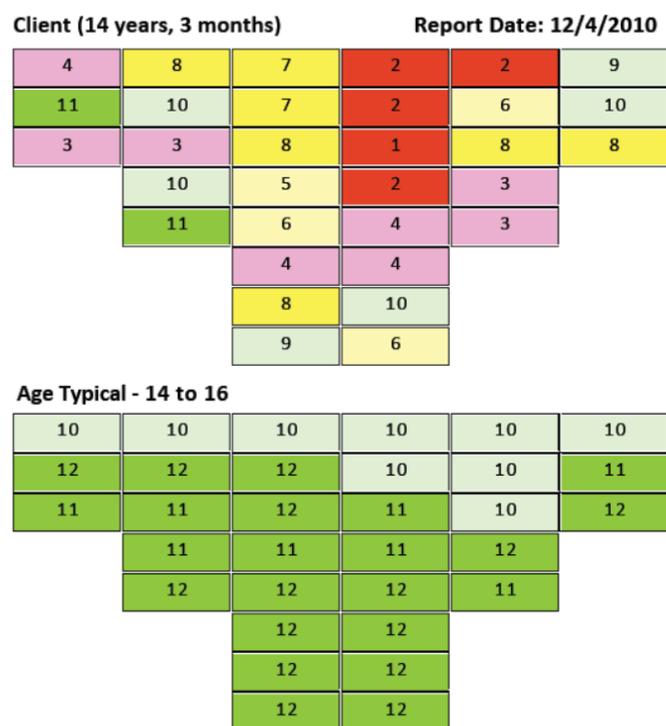
The Enrichment Curriculum is **implemented** to run alongside the National Curriculum. The Enrichment Curriculum is designed to support students to access a wider curriculum. It includes

- Forest School sessions in Box Woods
- Woodland craft/forestry at Westonbirt Arboretum
- Digital making and creative use of IT
- Pottery
- Woodwork
- Practical Science
- Circus Skills
- Horticulture/Animal Care

The NMT curriculum **Intent** is an approach that integrates the core principles of neurodevelopment to inform work with children and families. This approach embedded will support **all areas** of the school curriculum by integrating the approach to support young people who will have a difficult time benefiting from educational, caregiving and therapeutic efforts due to the abnormally functioning parts of the brain (e.g. brainstem). The approach has three key components – training, assessment and then specific recommendations for the selection and sequencing of therapeutic, **educational** and **enrichment** activities that match the needs and strengths of the individual.

The **implementation** of the curriculum starts at the NMT assessment, which examines both past and current experience and functioning. A review of the history of adverse experiences and relational health factors helps create an estimate of the timing and severity of developmental risk that may have influenced brain development. Each young person at the school has a case record and NMT metric, which reviews the current functioning and generates a visual representation of the young person’s estimated current functioning organized into neurobiological fashion. This generates a Functional Brain Map. This helps guide sensitive interventions, which are designed to replicate the normal sequence of development beginning with lowest (Brainstem), and moving sequentially up the brain as improvement is seen.

Example of functional brain “Map”



The map is colour coded with red indicating significant problems; yellow indicates moderate compromise and green, fully organized and functionally capable. The bottom map is a comparative map for a “typical” same-aged child. The graphic allows a teacher to quickly visualise important aspects of a young person’s history and current status. This information is key in designing developmentally appropriate educational, enrichment and therapeutic experiences to help the young person. The goal is to find a set of therapeutic activities to meet the young person’s current needs in various domains of functioning (i.e. social, emotional, cognitive and physical) and recommend activities that include music, dance, yoga, drumming, various sports, therapeutic, massage to more traditional play therapy, sand tray and other therapies.

The **Impact** of the “NMT curriculum” will be reviewed primarily by the school’s special educational advisor, head teacher and trained NMT certified practitioners and evidenced with integrated to support all learning in the school. (See school development plan)

Home Studies (Homework)

The school believes it is reasonable to expect that all children have one piece of literacy and numeracy homework each week, or a piece of homework that supports progress towards their educational outcomes (EHCP/Statement objectives). The School recognises that homework may take many forms and may include reading, written work, observations, research and practice of other skills as appropriate.

The English Department consider that reading regularly is an essential part of building literacy skills and will encourage this through home learning. At the beginning of the academic year, each pupil is given a homework diary which we hope they will take care of. The expectation of reading regularly will differ between each pupil, but at least once a week for five minutes should be encouraged. Each pupil will have an individualised termly homework chart which is based on the current educational targets related to the curriculum based learning in school. The pupils can choose a piece of homework each week from the chart to complete. It is hoped that this will help install ownership and motivation of homework from pupils. Each class/subject teacher will be responsible for monitoring their pupils' homework. The class/subject teacher will be responsible for liaison with parents/carers on matters relating to homework. Each pupil will have a homework diary to record homework and give opportunity for feedback from parent/carers.

Students who complete their weekly homework will be named class homework champions for that week. Each week, homework champions will be recognized in class and will be rewarded as per the schools' reward policy. Pupils who have shown exceptional attempts at completing homework every week, will be rewarded at a special assembly at the end of each term.

Inclusion/Equal Opportunities

The School aims to give every student the opportunity to experience success and achieve as high a standard as possible, regardless of gender, race, religion, and special educational needs, and disabilities, cultural or social background.

In order to do this, the School: Teaches the knowledge, skills and understanding that suit students' abilities and needs in order to challenge them; is flexible in selecting lesson content from a suitable level and Key Stage; uses materials that are free from discrimination or stereotyping; sets high expectations and provides opportunities for all students to achieve, including boys; girls; students with SEN or disabilities; students from all social, cultural and linguistic backgrounds and more able students; uses a range of organisational approaches, such as grouping or individual 1 to 1 work to ensure learning needs are appropriately addressed; plans work that builds on previous learning, interests and experiences of students.

External Examinations and Qualifications

All students who attend the School are entitled to be entered for externally recognised qualifications and examinations. A wide range of courses and examinations are available to suit individual needs and interests. These include GCSE, Functional skills, Entry Level Certificates, BTECS and Individual Unit Awards qualifications in a wide range of subjects. Individual Unit Awards recognise achievement and are moderated by an external body. Unit Awards generally involve students completing a range of practical and skill based activities and tasks. A folder of work is submitted for assessment once all the required tasks have been completed. Unit Awards can also build into Entry Level Certificates if the student concerned wishes to complete the externally set assignments. Where appropriate, the School ensures that access arrangements are made through the Joint Board for Qualifications (JBQ). This process is coordinated and overseen by the Head Teacher.

GCSE Entry Level and BTEC courses are usually followed from Year 10 onwards and generally take two years to complete.

Therapeutic Provision

The School is able to offer a range of therapeutic support for students, which includes art therapy, counselling, life story work, Dyadic Developmental Psychotherapy (DDP), and sensory integration support.

This support is provided by a dedicated team of therapists including an art therapist, clinical psychologist, child and adolescent psychotherapist, school nurse and occupational therapist with a specialist in sensory integration; all of whom are registered with the Health Professionals Council. Referrals for therapy are made through the School's Complex needs group. Therapy goals and strategies as appropriate are integrated into Placement Plans, Education Health Care Plans and Curriculum Support Student Passports to ensure a young person's therapeutic needs are being addressed across all settings.

The therapy team assist in establishing a baseline of skills for students which are then integrated into placement plans establishing SMART objectives, these are done by the completion of Student Skill Record. These are supervised by an Occupational Therapist. ***(Further information in Therapy provision document)***

Speech and Language Therapy

The School employs two Speech and Language Therapist who assesses student's skills and abilities, as appropriate. From these assessments, a detailed programme of speech and language therapy is planned and delivered. This may involve individual sessions, group sessions or support within the classroom environment. The Speech and Language Therapist supports the school in ensuring the language and communication needs of each student are met. This support includes discussion and sharing of resources and strategies with both teaching and care staff. The Speech and Language Therapist also contributes to each student's Annual Review of Statement of Special Educational Needs and Placement Plans, as appropriate.

Training

All education staff participate in training to develop their knowledge, skills and understanding of how to support the young people appropriately. Individual subject coordinators lead training sessions on a rotational basis, focusing on areas such as assessment and the tracking of students' progress in their subject area. They also attend appropriate training to ensure they keep up to date with current best practice. Additionally, all education staff receive training in Safeguarding Children, Team Teach Training, fire safety, first aid, manual handling, and COSHH and food hygiene. A range of other relevant topics are covered, such as specific learning difficulties, culture and identity, literacy, numeracy and trauma and attachment disorders.

Individual Education Plans (Educational SMART Targets)

All students on School Action, School Action Plus and those with Statements of Special Educational Need or an EHCP have an IEP detailing their current educational targets. New students at the School are provided with Educational SMART targets within 20 days of beginning their placement. The targets are aimed at helping the student make progress towards the long term objectives set out in their Statement of Special Educational Needs.

Students are encouraged to take ownership of their Educational SMART targets by taking an active role in monitoring their own progress. The class teacher is the person responsible for enabling this. Targets are written in positive language which clearly explains what they need to do. Clear success criteria is given, which may be further broken down into smaller steps to ensure that students experience frequent success. Generally the IEP will focus on cognition and learning outcomes from the statement or EHCP.

Progress towards each target is monitored by class teachers at least weekly and, in some cases, more frequently. For example, progress towards a numeracy target may be monitored at the end of each maths lesson; whilst a target related to behaviour may be more appropriate to assess over a longer period of time. Students are encouraged to take responsibility for recording their own progress and a range of methods may be used for this purpose. For example, some students keep a written record in a log book while others prefer a chart such as a star or tick chart.

Overall progress is reviewed every term and new targets are set and shared with parents and social workers. Progress is reported to parents and professionals involved in the student's care and education at each Annual Review, EHCP review, PEP review and Looked after Child Review (LAC review). Parents and professionals attending the review have an opportunity to discuss the targets set in the student's current "Educational Information" document.

Personal Educational Plans (PEPs)

The School supports the development of the Personal Education Plans for Looked after Children (LAC) and ensures the educational information needed is available. PEP meetings are viewed as particularly important and seen as an opportunity for social workers to meet collectively with the young person concerned, education and care staff. These meetings may be arranged through the Main School Office and the appropriate teaching and care staff will be available. The school asks that PEP meetings are generally held at 15.30. This is to reduce the amount of time any one student needs to be out of School and to allow teachers to be available for the meeting without disrupting teaching the rest of their class group.

The School's Designated Teacher for Looked after Children is the Head Teacher and is assisted by the Deputy Head Teachers and Assistant Head Teachers.

Assessment Policy

The principle of the School's Assessment Policy is 'Assessment for Learning'. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group

2002). Assessment at the School aims to:

- Be part of effective planning that focuses on how students learn and is central to classroom practice;
- Be seen as a key professional skill
- Be sensitive and constructive in order to foster motivation and promote understanding of goals and criteria,
- Help learners know how to improve and develop the capacity for self-assessment,
- Recognise all educational achievement.

Overview:

The school uses an assessment system based on pre 2014 National Curriculum Levels as a basis for its assessment of student progress. Assessments are made on the basis of the day to day work produced by the student. On entry to the School each student's National Curriculum attainment levels in each subject area are assessed over a four-week period by the school's specialist educational advisor. From this point onwards assessment of attainment is an ongoing process through the marking and levelling of the student's work. Progress is recorded after every lesson or series of lessons using "connecting steps" which is part of the BSquared assessment software. Progress can be examined at any time using this system which enables senior leaders to implement further intervention strategies if progress is not expected. At the end of each school year (July), teachers make a summative assessment of the student's current National Curriculum Levels.

Recording of Progress:

Cotswold Chine School uses the B squared/Connecting Steps programme of assessment to support the implementation of the 2014 National Curriculum in all subjects.

"B Squared have been market leaders with their Small Steps assessment for over 10 years, breaking down EYFS, P Levels and National Curriculum into small steps. Using the most detailed assessment breakdown on the market allows schools to track progression through each level. The assessment is termed Summative Assessment but if used regularly it becomes a Formative Assessment as you can use your assessment to inform planning."

The B squared/Connecting Steps programme recently implemented by the school has been designed to support assessment of the 2014 National Curriculum. With information obtained from the DfE.

B squared have created skills and knowledge based objectives which are arranged in to a developmental chronology that makes it easy for teachers to teach and assess the abilities of their pupils within the expectations of the 2014 National Curriculum.

Class teachers' moderate samples of each student's work throughout the school year at "moderation meetings". These provide consistency and accuracy of the levels awarded is achieved through moderation of levelled work, both across the School and within national standards. Moderation meetings in each curriculum area are held at least six times a year and are organised by the Subject Leader.

Each student's expected progress is monitored half termly and recorded on their "**Educational Information**" document which includes:

- All about me..... information
- My exam profile
- My progress profile. (EHCP outcomes/IEP SMART targets/Achievements to date

- “Barriers to learning” and intervention strategies of support.
- National Curriculum Level progress
- Individualised Progress Assessment data (exceeding/on track/below)
- My subject reports
- My favourite photos (from school based activities)

Key Stage 2 and **Key Stage 3** documents contain information to compare targets in line with national expectations and also show progress towards individualised targets.

Our pupils in **Key Stage 4** and **Key Stage 5** follow accredited courses. **Key Stage 4** and **Key Stage 5** documents contain information that tracks National Curriculum Level progress so that progress can be examined and shows individualised assessment and progress tracking according to the requirements of each course.

Each document is updated half termly. The “educational information” documents are reported to parents and professionals half termly to ensure parents and carers understand how their students are doing in relation to the standards expected and what they need to do to improve.

Student Involvement in Learning and Assessment

Students are involved in the assessment of their learning through the sharing of lesson objectives at the beginning of the lesson and feedback from teachers on their progress. This may include assessment of oral contributions, graphic work, written work, role play and drama. Feedback aims to give students acknowledgement for their achievements and positive advice on how to improve further. Feedback may be given verbally or through written comments when marking work. Written comments are explained to the student to ensure they understand their meaning and to enable them to ask further questions if needed. Teachers make records of each student’s achievements at the end of each lesson. Exercise books provide clear evidence the student’s achievements, levels and next steps.

Peer and Self-Assessment

Throughout each lesson, students are encouraged to assess their own achievements against their individual learning objectives set at the beginning of each lesson and to set their targets for the next lesson. Peer assessment is promoted throughout the School wherever possible. However, some students at the School find this aspect of assessment particularly difficult due to issues of self-esteem. Teachers are sensitive to this factor when using this method of assessment and ensure that comments made by peers are appropriate and positive.

Marking of Student’s Work

Each student’s work is marked using positive comments, which acknowledge achievement and give clear direction as to how the work could be improved. Where necessary, teachers explain and read the written comments to students. In some instances, students may explain their understanding orally to the teacher and written comments include this information. In activities such as spoken presentations, the teacher may either make a written summary of the presentation which includes acknowledging achievement and areas for future improvement or may record any contributions for future reference. Teachers mark work using green pen. Where appropriate, incorrect spellings are underlined and the correct spelling is written above the individual word or at the end of a piece of work. Teachers take care to consider which spellings a student needs to practice and may not highlight all the incorrect spellings in a piece of work. Students’ exercise books contain stickers that show if individual learning outcomes have been achieved, self-assessment and next steps in learning.

Use of Digital and Electronic items during the School Day

All students who attend the school have a computer account and password. Teachers aim to ensure that

students take adequate rest breaks from computer tasks and that their posture is appropriate for computer use. E safety is taught as part of the computing curriculum. Teachers advise and teach students about the dangers of giving personal details over the internet and about inappropriate use of the School's computer network, which includes sending offensive or threatening messages to others (cyber bullying), production or storage of offensive material (both text and graphic images), attempting to access internet sites that have been blocked by the School's firewall and using or attempting to use other students' or staff members' passwords and accounts.

The School operates a firewall system in order to prevent the access to inappropriate material via the School's computer network. Additionally, students' individual accounts have limited access to the internet which includes the BBC websites and other approved sites. A wider range of educational activities and sites, including Google, are available to students through the interactive whiteboards in each classroom. Access to these sites is supervised by teaching staff and only material directly purchased by the school is used. Students are not permitted to bring personal mobile phones or other digital devices to school.

Review of the Education and Curriculum Policy

The Education and Curriculum Policy will be reviewed yearly by the Head Teacher.

Appendix A

The Post 16 Curriculum Intent

The aims of the post-16 provision are:

- To provide guidance and support which will enable students to make the most of their opportunities, plan for the future and make an effective and successful transition into the next stage of their lives.
- To offer students a curriculum which provides them with the appropriate preparation and development of skills for adult life and citizenship.
- To provide accredited courses for students who may have failed to achieve their full potential in pre-16 education, both in terms of academic and personal development.
- To provide both formal and informal learning opportunities which encourage students to prepare for life beyond school; as individual citizens, as members of a group and as members of the community.
- To encourage students to develop self-confidence in situations which are intellectually and emotionally challenging, the ability and readiness to learn new skills and to develop social competence in a range of activities.
- To promote and encourage skills in independent learning.

Curriculum Overview and implementation:

The School recognises that post 16 students need access to a curriculum that will prepare them for adult life and for moving on from Cotswold Chine School. Each post 16 student follows a personalised curriculum and has a timetable based on their own needs and choice of subjects.

Some post 16 students continue to need considerable support from adults in order to access the curriculum and need close supervision in order to keep them safe. They are likely to continue to need a high level of support when they leave the School. These students follow a curriculum that continues to develop their literacy and numeracy skills. They also have opportunities to engage in a range of curriculum subjects in order to further develop their general ability and knowledge. Life skills such as cooking, money and time are a particular focus in order to help prepare students for moving on in the future.

Students who are already beginning to show an ability to live independently and will be able to access college education in the near future have the choice of studying a range of subject options. However, they continue to be encouraged to study the core subject areas of Mathematics, English and Science. Study of numeracy and literacy continues as a compulsory subject for all year 12 students unless they have gained C grades at GCSE. If appropriate, post 16 students are given opportunities to attend supported college placements at a local college (placements are subject to the college's own application process). These placements may vary between an afternoon session once a week or a supported placement over a two week placement with an opportunity to sample a range of vocational courses. In some instances a student may attend a full time course at a local college.

All post 16 students are encouraged to continue to gain external accreditation for their learning. These include AQA unit awards, Entry Level Certificates, BTECS, GCSE and AS qualifications. If appropriate, they are encouraged to re-sit examinations achieved in year 11 in order to improve their grades. Alternatively, they may choose to follow the higher level syllabus so that they can achieve the higher grades at GCSE. There is also the opportunity to follow a syllabus at AS level as well as Functional Skills in Literacy and Numeracy.

Access to vocational and work related placements is a key part of the post 16 curriculum. Work experience placements are encouraged and may range from one day per week over several terms, a week's placement or several weeks' experience. Post 16 students also have access to health and safety qualifications by following approved courses leading to certification in First Aid, Food Hygiene and Manual Handling.

Post 16 students are encouraged to take part in at least one period (1hour 30 minutes) of physical activity per week. This may be accessed through the School's curriculum or, for residential students, through house group activities in the evenings and at weekends. Religious Education, Citizenship, Computing and Sex and Relationship education continue to be followed as part of the overall Post 16 curriculum.

Teaching and Learning Methods

Post 16 students have access to learning activities, both in individual and group situations, which develop the skills, concepts, attitudes and knowledge needed for life as a young adult. The learning activities for post-16 students are relevant and meaningful to adult life, independent living and employment.

Class Organisation and individual Timetables

Wherever possible, post 16 students are taught in class groups, which are separate from other students at the school. **(Post 16 area at Ebley House)** However, this is not always appropriate due to individual student's curriculum, social and emotional needs. Most post 16 students are based at Ebley House with some post 16 students based in the Main Block, which includes a common room with the aim of developing skills needed for college/employment.

Cotswold Chine School Curriculum 2019/2020

