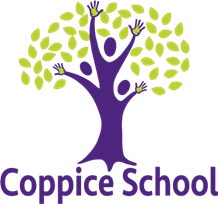
**Curriculum & Assessment Policy**

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**Coppice School**

*Updated March 2023*

**Our Vision**

**‘No Limits’ - An ambitious offer to all pupils which develops and nurtures…**

**Life-Long Learning & Knowledge**

**Interests & Opportunities**

**Mental health and positive wellbeing**

**Imaginative and Meaningful experiences**

**Togetherness & Inclusivity**

**Our Values**

*We are kind, We try our best, We prepare for the future*

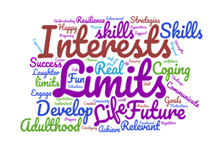
**Curriculum Intent Headline**

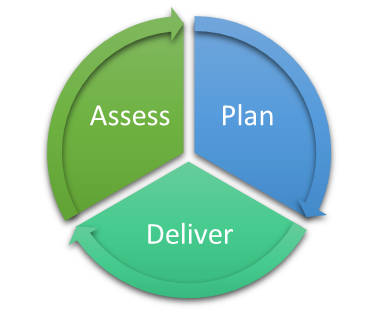
***To provide all our pupils with the knowledge and skills they need for life after Coppice.***

**Curriculum Intent Statement**

*We believe in a broad and balanced* ***‘No Limits’*** *curriculum that develops and nurtures* ***L****ife-long learning, builds* ***I****nterests, supports* ***M****ental health & wellbeing, is* ***I****maginative and provides meaningful opportunities and promotes* ***T****ogetherness in the school and wider community. It is Happy Centred, driven by Confidence, Positive Relationships, Support, Coping Skills and Achievement and Success.*

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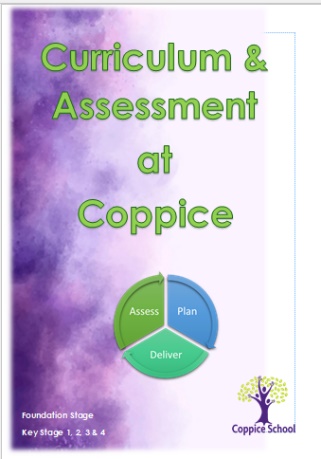
**Curriculum Aims**

* To recognise that every child is an individual with individual needs and abilities.
* To ensure that every pupil has access to a curriculum that embraces the development of cognitive, social, moral, spiritual and cultural learning.
* To ensure that pedagogy and assessment enable and reflect the progress made by all individuals.
* To provide an enabling environment in which each individual can develop and make progress.
* To ensure the environment meets sensory and physical needs of the pupils.
* To provide a curriculum which meets the needs of all of our pupils through our No LIMITS ethos.
* To provide a knowledge rich curriculum, building on the development of knowledge and skills for life for all learners.
* To reflect the importance of all 4 areas of need in the SEND code of practice, through our EHCP’s, which underpins our curriculum.
* Ensuring opportunities for progression run throughout the curriculum through the use of our bespoke progression maps.
* Develop pupils’ independent learning skills and resilience in order to best equip them for their life after school.
* To ensure that each pupil is able to achieve their fullest potential through planning, recording, assessing and monitoring in a systematic way.

**Legislation & Guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academy Act 2010. It also reflects the recommendations for learners working below the standard of the national curriculum tests in the Rochford Review.

Our bespoke curriculum takes key and cross-linking knowledge and skills from the following documentation: National Curriculum Programs of Study, End of Key stage Expectations, Early Years Foundation Stage (EYFS) Statutory Framework 2021, AQA Unit Awards, Development Matter – Tapestry SEND 2012, P Levels.



This policy is also in a handbook guide to support staff to

ensure all staff understand the expectations for planning

and assessment.

**Expectations**

***Teacher Standards 2. Promote good progress and outcomes by pupils***

* *Be accountable for pupils’ attainment, progress and outcomes.*
* *Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.*
* *Guide pupils to reflect on the progress they have made and their emerging needs.*
* *Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.*
* *Encourage pupils to take a responsible and conscientious attitude to their own work and study.*

***Teacher Standards 3 Demonstrate good subject and curriculum knowledge***

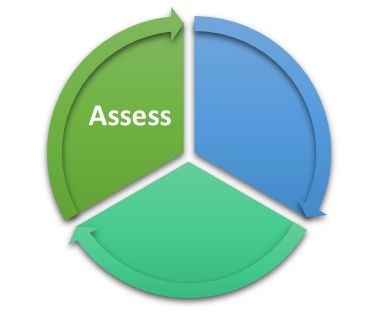
* *Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings.*
* *Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.*
* *Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.*
* *If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics*
* *If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*

***Teacher Standards 4 Plan and teach well-structured lessons***

* *Impart knowledge and develop understanding through effective use of lesson time.*
* *Promote a love of learning and pupil’s intellectual curiosity.*
* *Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.*
* *Reflect systematically on the effectiveness of lessons and approaches to teaching.*
* *Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).*

***Teacher Standard 6. Make accurate and productive use of assessment***

* *Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.*
* *Make use of formative and summative assessment to secure pupils’ progress.*
* *Use relevant data to monitor progress, set targets, and plan subsequent lessons.*
* *Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*



1. **Assessment**

**1.1 Assessment Baseline**

Baseline assessments take place during transition meetings with the previous and new class teacher and team. During transition meetings previous class teachers and teams meet together with the new class teams to share information around each pupil in the class, key points for discussion should include;

 EHCP Targets , progress towards them and next steps.

 Communication style, PECS phase, Symbol stage and next steps.

 Provision band, Pathway and next steps.

 Level of independence and personal care requirements.

 Sensory and behavioural needs and strategies.

 Health needs.

 Likes & Dislikes

A regular cycle of Assess, Plan and Deliver should take place daily to ensure

the best progress for the pupils at Coppice.

* 1. **Daily Formative Assessments**

**Annotations**—There is an expectation that class teams including the class lead will annotate planning and provide feedback for every session to the class teacher. This feedback should be specific and linked to the objective with information regarding next steps. These annotations can take place directly onto planning or on separate sheets, what these annotations look like will be dependent upon the pathway. Pre-formal/informal will be observational assessments looking at engagement in an activity, moving through to more specific assessments against the learning objective/lesson outcome.

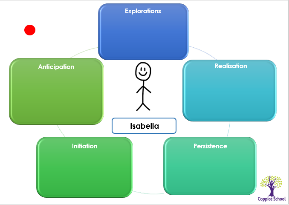
**Reading**—1:1 reading should take place every day and staff should record this in reading records. Pupils accessing Phase 2-6 and beyond should have a phonics linked reading book, logged in and out of the library which is then held on the Library system.

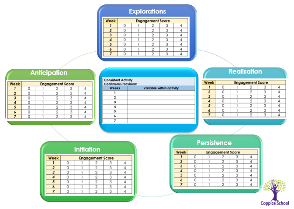
**Communication**— Through daily use of PECS and staff being aware of the Phases within PECS pupils should be appropriately challenged multiple times on a daily basis, staff should know the next steps for the pupil in their class and discussed as a class team. Communicative levels are recorded on each pupils’ universal passport and information passed on through transition meetings for the following year.

* 1. **Weekly Formative Assessments** *(Assessment for Learning AfL)*

**SMART Rubric (Heat Map) –** It is expected that staff contribute to the recording of the progress towards their EHCP medium Term targets. These medium-term targets are broken down into steps on Smart Rubrics and should be assessed weekly by clicking on the step within the target that the pupil is currently secure within.

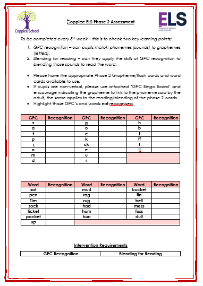


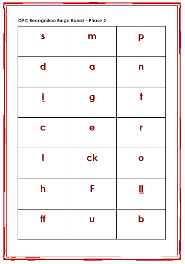


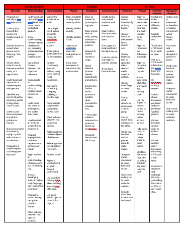
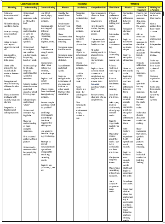
**Engagement Profiles –** For all pupils who are working in the Pink and Red provision and for those in Yellow who it is relevant should have an Engagement Profile, used as a working document and planned for opportunities to support engagement on a weekly basis.

**Evidence in Books –** It is expected that class teams place work related evidence in work books, one piece for each book; English, Maths and Theme. This should have the objective clear at the top as per the marking policy linked to the provision band the pupil is working within.

* 1. **Half Termly Summative Assessments**



**Phonics Assessments –** For pupils who are being taught ELS adapted Phonics phases 2,3,4 and 5, phonics assessments should take place at the beginning of the 5th week of every half term. Gaps in knowledge are identified and the remainder of the week should be used to address the gaps in knowledge.

**English & Maths –** Using the English and Maths (provision band linked) tracking sheets, stored in the red reading files, staff are expected to highlight the steps in development where a pupil is secure.

**Class Team Reflection –** Prior to the next term commencing, meet together as a team to discuss each pupil, their progress towards their EHCP Targets and where they currently are on the progression maps (what colour band) are they secure? Possible next steps. Plan for the next term, linking in;

* 1. **Termly Summative Assessments**

**Update Subject Trackers –** At the end of every term it is expected that the Excel Trackers for every pupil in the class is updated for English (all aspects), Maths (all aspects) and fill in for the subjects which have driven the curriculum theme for the term. Update these in front of the English and Maths books.

**Pupil Progress –** At the end of every half term each class teacher is to meet with a member of SLT to discuss and share class planning, book evidence, Smart Rubric (EHCP) data, pupil progress and assessment data. Staff should ensure that they have a good understanding of all the evidence and data which contributes to their class planning and be prepared prior to the meeting.

**Nexus Pupil Progress Data Sheet -** Fill in Nexus Data sheets to show level of expected progress towards EHCP targets, Maths, English, Well Being (Leuven).

**Class Team Reflection –** In Preparation for the next term using the Theme Curriculum Document - Discuss and plan as a class team how that will be personalised to your class. -*See Planning.* Ensure Universal Passports and one-page profiles are up to date.

* 1. **Yearly Summative Assessments**

**Annual Review and EHCP update –** Annual Review documents and EHCP up dated document should be fully completed 3 weeks prior to the Annual Review meeting with parents and other professionals. A phone call with parents or carers should take place as these documents are being prepared to ensure their views are heard.

* Annual Review reports progress against the Long Term & Medium-Term targets.
* EHCP document reflects up to date information regarding strengths and areas of support. New targets are also set for the coming year.
* Ensure Parent/Carer views are incorporated—forms sent out to parents to complete (see policy)

**Reports to Parents –** Parents are entitled to an end of year report to share the progress and achievements their pupil has made during the year along with next steps which align to their EHCP Targets. This is followed by a discussion through a parents’ meeting if required.

**Transition Meetings -** During transition meetings previous class teachers and teams meet together with the new class teams to share information around each pupil in the class, key points for discussion should include;

* EHCP Targets, progress towards them and next steps.
* Communication style, PECS phase, Symbol stage and next steps.
* Provision band, Pathway and next steps.
* Level of independence and personal care requirements.
* Sensory and behavioural needs and strategies.
* Health needs.
* Likes & Dislikes

Transition forms to be completed.

**1.7 Assessment Refinements**

**Specific to single statements in the Provision Bands**

In order to mark a pupil against a specific singular statement within a colour provision band, pupils can be; Emerging, Developing or Secure on one particular statement. In order to be consistent when we mark these as achieved we need to apply the following before the statement is highlighted/marked as achieved.

* **Emerging** – the knowledge/skill is new and has only been seen once or twice, it may have been fleeting, accidental or supported by an adult.
* **Developing** – The knowledge/skill is becoming embedded and the pupil is showing more often that they are able to do/apply/understand the skill, but it is not consistent and adult support may still be needed.
* **Secure** – Pupils are confident in the knowledge/skill and show they can do/know this consistently.

**Broader refinements to the colour band as a whole.**

In order for us to show smaller steps in progress within our provision bands we need to be making more specific judgements within each colour band. This helps once statements have been highlighted.

Again, we would look to say whether a pupil is Emerging, Developing or Secure within a colour provision band.

* **Emerging** – Pupils have some statements highlighted, less than 1/3 of the overall amount, they are not secure in the band.
* **Developing**- Pupils have around half to 2/3 of the statements highlighted and becoming more stable in the band.
* **Secure** – Pupils have the majority of statements highlighted in in a band and may have statements in the next band highlighted.

**Spikey Profiles.**

Pupils can be secure in one band and emerging in another, in choosing one or another, think about the child holistically, their developmental stage, consistency and transferability of skills.

Equally pupils may be in a higher provision band in one subject area and lower in another.

Remember there is overlapping between the bands, particularly Pink to Green, based on the development matters statements used to create the curriculum.



**2.Assessment Systems**

**2.1 SMART Rubric**

**Smart Rubric GOALS is a bespoke tool made just for teachers of students with SEN to comprehensively track and celebrate pupil progress against both curriculum targets and completely personalised, individual goals.**

Teachers input all pupils’ medium EHCP targets on to **Smart Rubric GOALS**, they are then broken down into five smaller targets. Teachers assess each target at the end of each half term, identifying which step the pupils can consistently achieve. Teachers attach evidence such as photos or a piece of work to support the assessment.

**2.2 Subject Trackers**

The Excel subject trackers are completed at the end of every term and highlight the colour provision band that a pupil is working within for each subject that has been taught during the previous term, this then informs the planning and pitch of delivery for the following term, ensuring lessons are accurately matched to the pupils and they are appropriately challenged to meet their needs.

**2.3 Pupil Progress Review Meetings**

During every term staff gather information, assessments and data for all the pupils in their class in preparation for a pupil progress meeting with a member of SLT. During this meeting staff will share planning examples, Book work evidence and data to help to build a holistic view of the day to day running, management and workings of a class.

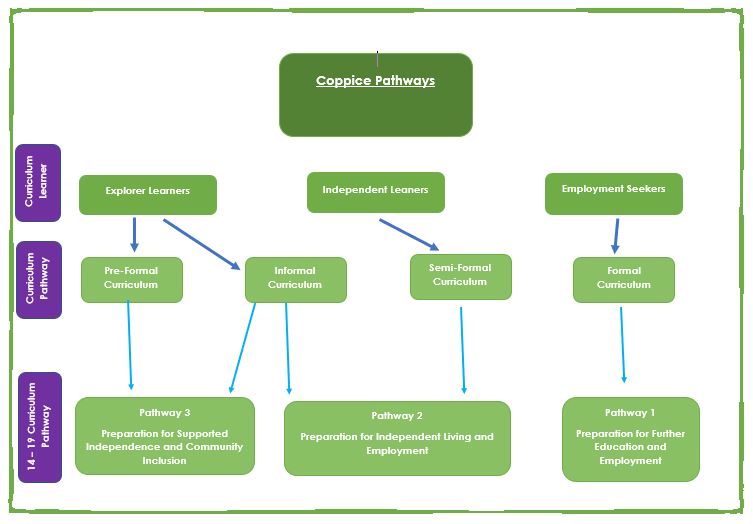
Prior to the meeting it is expected that class teachers triangulate their class data from SMART Rubric, class observational assessments and colour provision band information along with their own knowledge of any supporting information to explain the progress expectations of each pupil within their class (expected, above or below) and have begun to complete the pupil progress Discussion section on the pupil progress review forms.

During the meeting class teachers will share, through professional discussions how they plan, assess and meet the needs of the pupils in their class. Staff are encouraged to share examples of good practise, achievements and areas they wish to receive further support with. SLT will offer professional challenge and support along three areas; Planning, Assessment & Evidence.

After the meeting a member of SLT will email the completed and agreed discussion form.

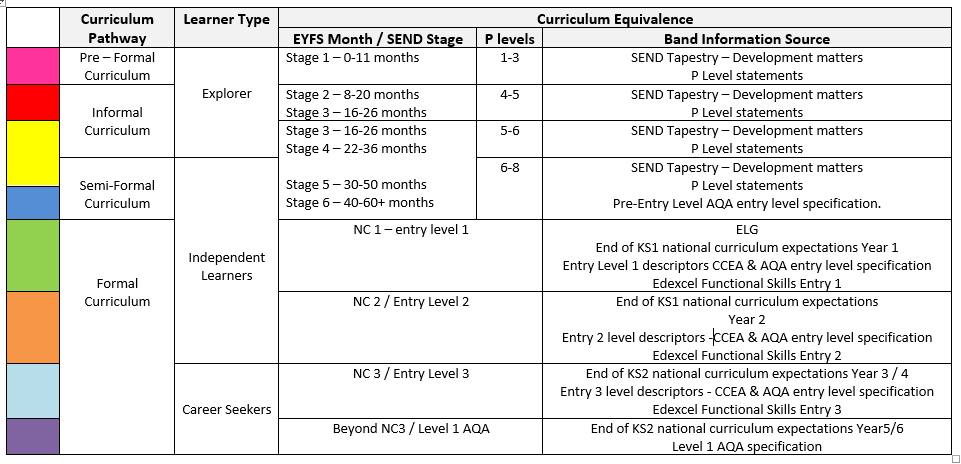
*\* Currently the Assessment & Curriculum Leads are researching a new assessment package – April 2023*

1. **Curriculum Progression Maps & Colour Provision Bands**

Coppice Curriculum Progression maps provide the knowledge and skills our pupils need across all subject areas in a developmental sequence. In order to accurately plan and pitch lessons staff need to be aware of the colour provision band each pupil is working within across all subject areas. These are also organised along specific pathways.

**3.1 Pathways**

Dependent upon the pathway and the colour provision band each pupil is working within planning, pedagogy and assessments will be reflective of their stage in development.



These pathways support the knowledge and skills a pupil needs based on their own individual starting points for their further education beyond Coppice. The pathways are then broken down into more specific colour provision bands, which contain the developmental knowledge and skills within that band.

**3.2 Pathway and Learner Type**

* **Explorer Learners (Pink, Red & Yellow Provision)**

*Explorer Learners are working on a developmental stage of 0-11 months (taken from the SEND revised version of Development Matters 2012 from Tapestry), P levels 1-3. Pupils who are explorer learners will also have an Engagement Profile.*

**Pre-formal Curriculum Pathway**

A Person Centred and Holistic curriculum is provided for our Explorer learners who are on the pre-formal pathway. Explorer learners on the pre-formal pathway are working consistently and over time within the early P levels and Development Matters Framework. EHCP targets are an integral part of the curriculum and Engagement scales will be utilised to support assessment.

*The Pre-Formal team and curriculum lead are currently reviewing this pathway.*

**Informal Curriculum Pathway**

A Person Centred and Holistic curriculum is provided for our Explorer learners who are on the Informal pathway. Explorer learners on the Informal pathway are working consistently and over time within the early reaches of the P levels and Development Matters from the Early Years Framework.

*Curriculum teams and the curriculum lead are currently reviewing this pathway.*

* **Independent Learners (Blue, Green & Orange Provision)**

Pupils who are on our Blue, Green and Orange provision band work at a developmental stage of 30-50 months/40-60+ months and the Early Learning Goals (ELGs) for our blue learners. Blue provision also correlates to P Levels 6-8 and the pre-entry Level specification for AQA unit awards.

While Green follows the developmental expectations for the End of Year 1 National Curriculum expectations and the AQA units for Entry Level 1 and Entry 1 Functional Skills requirements.

Orange provision follows the developmental expectations the end of Year 2 National Curriculum expectations and the AQA units for Entry Level 2 and Entry 2 Functional Skills requirements.

**Semi-Formal Curriculum Pathway**

Is a blended curriculum supporting pupils to transition from an Informal curriculum to a semi-formal Independent Learners are all working consistently and over time on the knowledge and skills to achieve the Early Learning Goals (ELG’s)

*Curriculum teams and the curriculum lead are currently reviewing this pathway.*

* **Employment Seekers (Turquoise & Purple Provision)**

Pupils who are assessed at being our Employment seekers, on our Turquoise and Purple Provision colour bands are working at a developmental stage of the Key Stage 2 end of year expectations for National Curriculum.

Turquoise provision equates to the end of year expectations for Year 3 and 4 and the equivalent entry level 3 expectations for AQA unit awards and Functional Skills Entry Level 3.

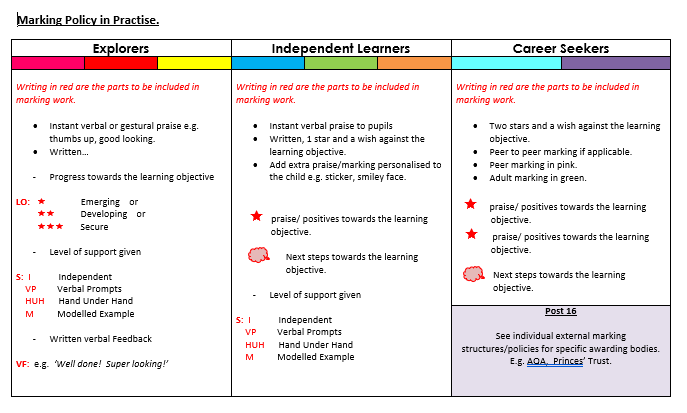
**Formal Curriculum Pathway**

Employment seekers are working consistently and overtime within the National Curriculum.

**3.3 Marking Policy in Practise**

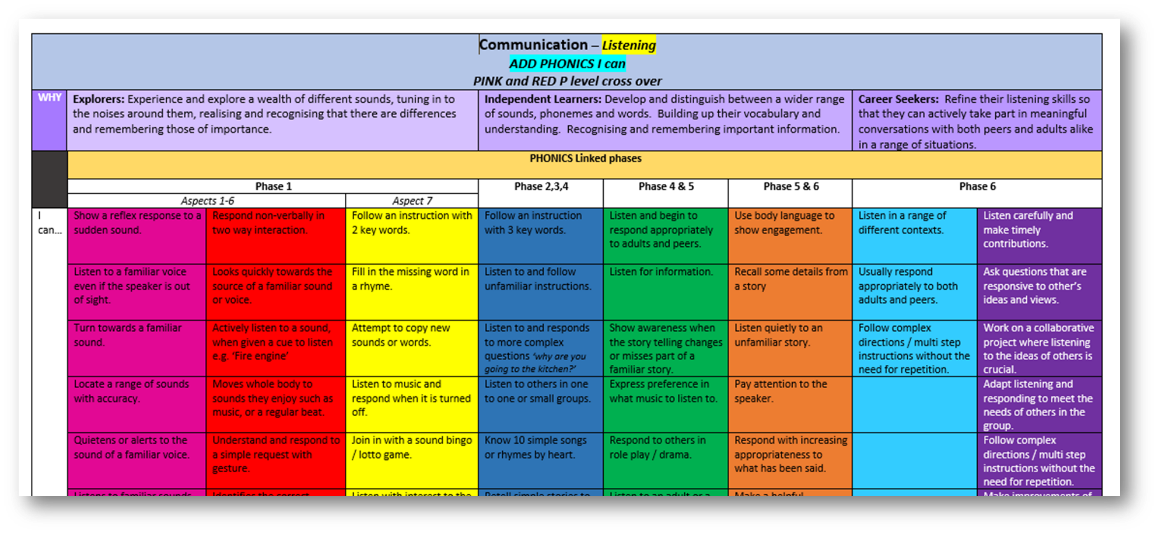
All work evidence placed in books should be marked for the pupil according to the learner pathway on which they are currently working. Based on the Marking policy the staff member completing the work with the pupil should indicate the type of support or prompting they have received.

Work should be marked against the objective or lesson outcome which should be evident on the page. The work may be photographic evidence of activities or written work or observational information. Dependent on the pathway depends upon the type of feedback a pupil will receive and it may indicate next steps in learning.



**4. Progression Maps**

Progression maps are our bespoke curriculum and have been created for all subject areas. They are based on developmental milestones, skills and knowledge which increase in complexity, moving from pink through to purple provision. The sources for the statements within each colour provision band have been taken from a variety of statutory sources such as Development Matters 2012 (SEND Tapestry adjustments) P levels, National Curriculum end of year expectations, AQA unit awards for Pre-entry, Entry 1, Entry 2, Entry 3 and Level 1 requirements. The Progression maps and provision bands ensure key skills are accounted for and built upon in the following bands.



**4.1 Progression Map quality Assurance**

During the creation of the curriculum progression maps, staff had taken into account the current statutory curriculum documents (*P Levels, Development Matters 2021 – SEND Tapestry adaptations, National Curriculum end of year expectations KS1 & 2, Edexcel functional skills pre-entry, entry level and level 1 specification, AQA pre-entry, entry level and level 1 specification*). To ensure consistency in expectation across the progression maps an aligned grid of curriculum sources has been created to document where the statutory information has come from aligned to the colour progression maps.

The maps were quality assured against the original documentation and will continue to be adapted through an ongoing process to be checked against the latest statutory changes, government and research driven guidance.

**4.2 Moderation**

As a part of the schools’ program of CPD, teaching staff take part in a regular cycle of moderation staff meetings. The intent of these meetings is to ensure consistency in understanding of the colour provision bands within the progression maps. Consistency in expectations of these bands helps to ensure pupils are assessed and planned for accurately and through transition meetings consistency between classes is maintained.

**5. Class Groupings & Organisation**

**5.1 Class Groups**

Pupils from September 2023 will be grouped according to their pathway. This is determined by the pupils’ levels of attainment in English and Maths aligned to the provision bands.

**5.2 Class Timetables**

All class timetables include English (3 per week), Maths (3 per week) and Theme sessions, including weekly physical development sessions, life skills and therapy sessions. Each class throughout school has daily phonics sessions included and as pupils move through to upper school they also receive a more bespoke curriculum to work towards accreditation.

**6. Pupil Documentation**

*\* All pupil information can be found on the electronic ‘Shared Area’ under ‘Pupil Information’.*

**6.1 Engagement *Profiles (meeting with assessment group 9/5/23)***

*The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.* – DfE 2022

The engagement model has 5 areas of engagement:

* *exploration*
* *realisation*
* *anticipation*
* *persistence*
* *initiation*

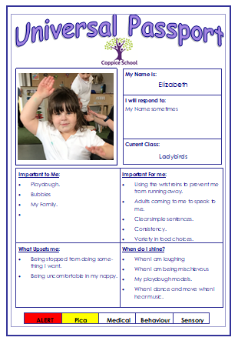
*These areas allow teachers to assess pupils’ engagement in developing new skills, knowledge and concepts in the school’s curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential. –* DfE 2022*.*

All pupils at Coppice who are working within the Pink and Emerging at Red provision bands have an Engagement Profile created by the staff within their class/es. The profiles will have information to explain how they currently engage with and interact with their current environment across the 5 headings mentioned above.

Staff should then arrange, on a weekly basis to use an activity the pupil is already comfortable with and choose to change one variable, support and observe and record through observational assessment their levels of engagement and interaction. The information gathered from these observations and interactions should then be used to inform planning to provide the pupil with broader learning experiences.

**6.2 Universal Passports**

All pupils have a Universal Passport which is updated termly. On the Universal Passport there is information about the pupil regarding the following information;

Likes/dislikes, Supporting strategies, Sensory and medical information, Communication needs and supporting strategies, PECS phase, Personal hygiene requirements, Dietary requirements and behavioural needs with supporting strategies and triggers.

Additionally, if a pupil has a specific medical need, regular medication or specific behaviours which require a support plan, these will be signposted in the passport as an additional document.

These Passports are expected to be on display discreetly in class for staff to read, new staff to look at in order to best support the pupils in class and are used to form discussion points for transition meetings.

**6.3 One Page Profiles**

A one-page profile is a simple summary of what is important to a pupil or young person and how they want to be supported. It can help them get more person-centred care and support to achieve their goals. A one-page profile captures all the important information about a person on a single sheet of paper.

One-page profiles are differentiated depending on the learner type (Explorer, Independent Learner & Employment Seekers). Pupils where able, have an in put into their one-page profile to capture their ‘Voice’, where a pupil needs more support to share their views, staff who know them best with the support of parents helped to contribute their pupil’s views, wants and needs.

**6.4 Education Health Care Plan (EHCP)**

*‘An education, health and care (EHC) plan is for pupil and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.’ - Special Educational needs and disabilities Code of Practise 0-25 Years.*

An Education, Health and Care Plan (EHCP) is a legal document, which describes a pupil’s / young person's needs. It sets out the education, health and care services needed to meet those needs and the type of educational place that would best suit the. Your pupil could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop, as your pupil gets older. An EHCP focuses on identifying individual outcomes and puts pupil, young people and their families at the centre of the assessment, planning and review process.

**EHCP Targets**

**Long Term Targets**: targets that are set for a whole Key Stage this is between two and four years depending on which Key Stage the pupil is in.

**Medium Term Targets**: This is a one-year target linked to the long-term target.

Teachers are expected to set targets that are in line with the pupils’ provision band level and are appropriate and meaningful for the pupil.

*Key Stage 1, 2 and 3 targets are set using the following headings:*

* **Area of focus 1** *Independence*
* **Area of focus 2** *Communication and Interaction*
* **Area of focus 3** *Cognition and Learning*
* **Area of focus 4** *Physical and Sensory*
* **Area of focus 5** *Social, Emotional and Mental Health*

Pupils may not necessarily have a target for each of the areas, they may have more than one target in a particular area, all targets should be set on a **need** basis, which will ultimately provide or build upon skills towards life after Coppice.

**At Coppice we recommend that all pupils have at least one target under the ‘Communication and Interaction’**

*Key Stage 4 and 5 targets are set using the following headings:*

* ***Area of focus 1*** *Good Health and Wellbeing*
* **Area of focus 2** *Employability*
* **Area of focus 3** *Friends, Relationships and Community*
* ***Area of focus 4*** Independent Living

**6.5 Parental contributions and Views**

Prior to an annual review meeting, parents are sent forms to ascertain their views and wishes regarding their pupil and their targets for the coming year. The class teacher will also speak to parents prior to the meetings to discuss their thoughts on targets and agree upon the ones both parties feel are important for the pupil and their development throughout the next year for medium term targets and beyond for long term targets.

**6.6 Additional documentation**

These are additional documents to support pupil with very specific needs, so not all pupils will have the information below as it may not be relevant to them.

* **PEEP-** *Personal Emergency Evacuation Plan, for pupils who have difficulty leaving the building in the event of a fire alarm or emergency and need additional support or processing time in order to leave the building safely.*
* **Care Plan-** *If a pupil has additional medical needs whereby they need medical intervention, medication or close monitoring, a care plan is in place to detail their medical condition, how it affects them and any medication needed.*
* **Behaviour Support Plan (PBS)-** *Pupils who have behavioural needs which require extra support, either in class or through external agencies and have had a behaviour meeting to put in place specific strategies to support them will have a behaviour support plan.*
* **Medication Form –** *for pupils who take regular medication, or are taking regular medication for a short time such as Antibiotics, a medical form will have been completed with parental permission.*
* **Risk Assessments –** *some pupils in addition to a Behaviour support Plan will have a risk assessment in place linked to particular behaviours where either themselves or others may be at risk of harm.*





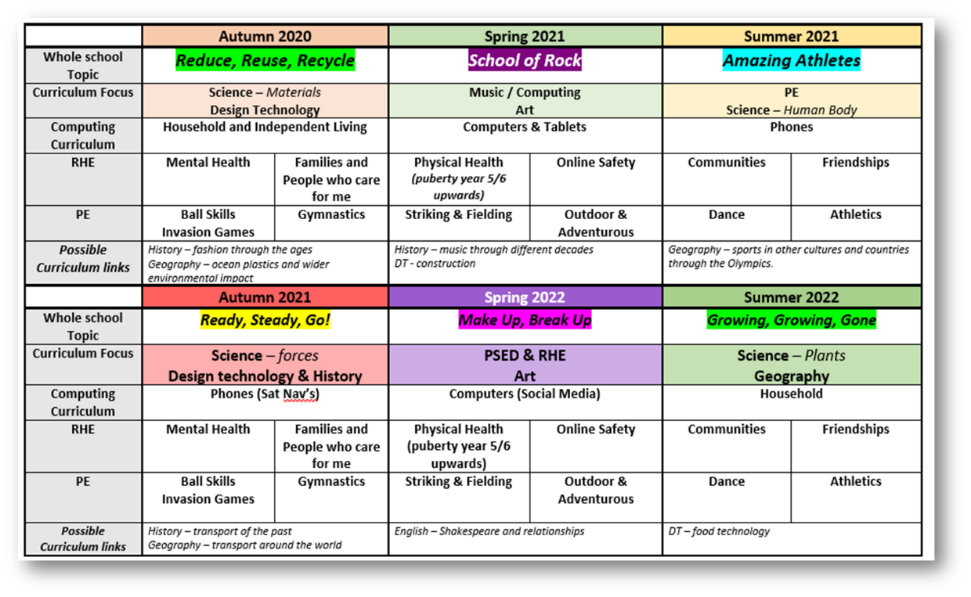
**Termly Theme**

**7. Planning**

Planning at Coppice follows a combined approach designed to promote an holistic curriculum ensuring our pupils have opportunities to develop life skills along developmental pathways, through real life and meaningful opportunities, where the world is opened up to them, to help them navigate and make sense of the world around them. By using our bespoke curriculum of colour provision bands, the activities and planning is matched to the abilities of the pupils whilst providing appropriate challenge and giving staff the knowledge to plan for their next steps in development. EHCP targets are integral to the planning process and through the No Limits approach our pupil’s voice is heard and their interests are planned for.

**7.1 Long Term Overview**

The long-term overview for the year provides the whole school with the Theme title per term, curriculum subject focus areas which will lead the theme and focus subsections within statutory subjects such as PE and RHSE.

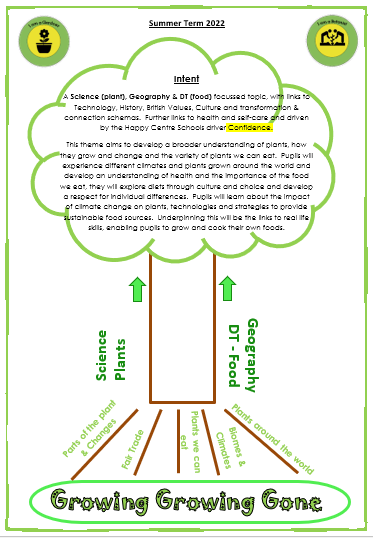
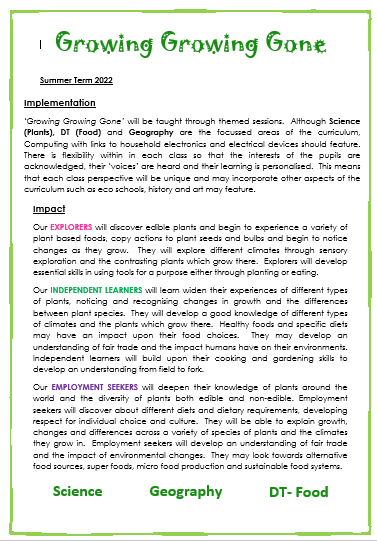


**7.2 Long Terms Plans**

Long term plans are currently being created to develop the breadth of expectation for each subject area, aligned to the progression maps.

**7.3 Theme Overview**

A Theme overview document is then created and shared with the whole school staff to provide a more specific intent aligned to learner pathways. Ensuring a shared whole school vision for the coming term with and collaborative end project. From this information, EHCP requirements, along with the understanding of which provision bands are evident with the class, staff teams should begin to formulate ideas as to how this theme will be translated and look in each class.

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**Primary & Secondary Enterprise Projects *(Doncaster Primary Careers Hub)***

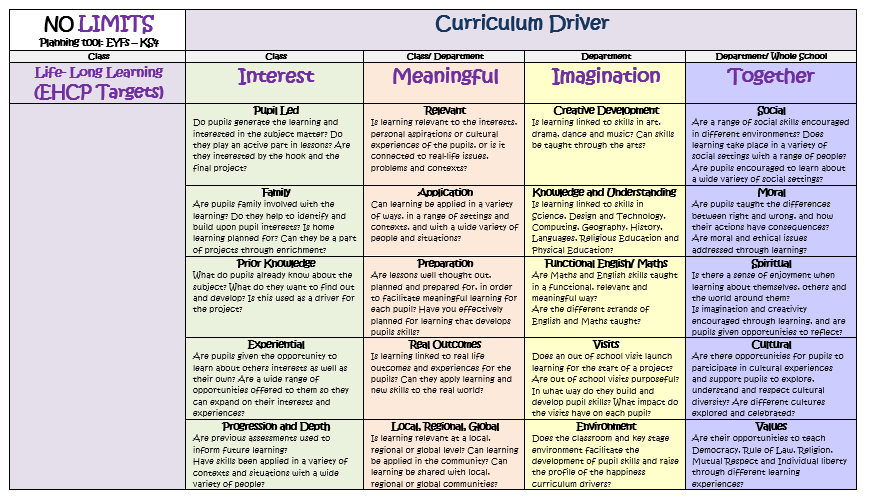
Linked to the whole school termly theme, through discussions with our Careers Lead classes are identified to deliver upon a shared end project, which it designed to build upon skills and provide careers related learning in a meaningful context.

**7.4 No LIMITs Curriculum**

We believe in a broad and balanced ‘No Limits’ Curriculum that develops and nurtures

**L**ife-Long Learning through our EHCP targets, builds **I**nterests, promotes **M**ental health & wellbeing is **I**maginative and provides meaningful opportunities and promotes **T**ogetherness in the school and wider community.

It is Happy-Centred, driven by Confidence, Positive Relationships, Support, Coping Skills and Achievement and Success.

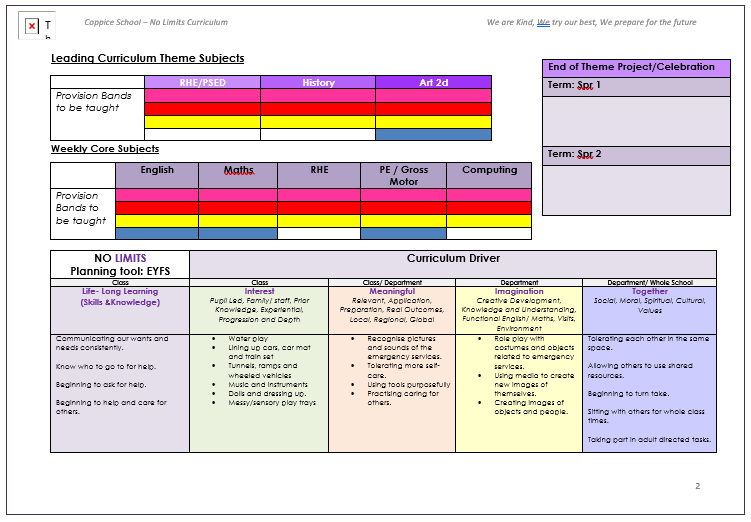


These overviews are filled in by class teams who, looking at the class as a whole aim to build the theme around the interests of the pupils in their class while ensuring the principals of No LIMITS are followed. This then forms the basis of the medium-term plans for both terms, encompassing the theme title, weaving in the key curriculum subject outcomes taken from the progression maps ensuring that planning and delivery is bespoke for each class across school.

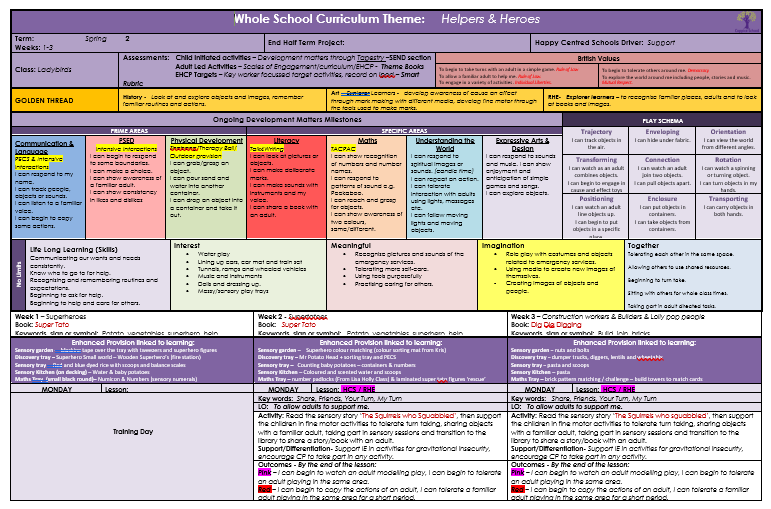
**7.5 Golden Thread**

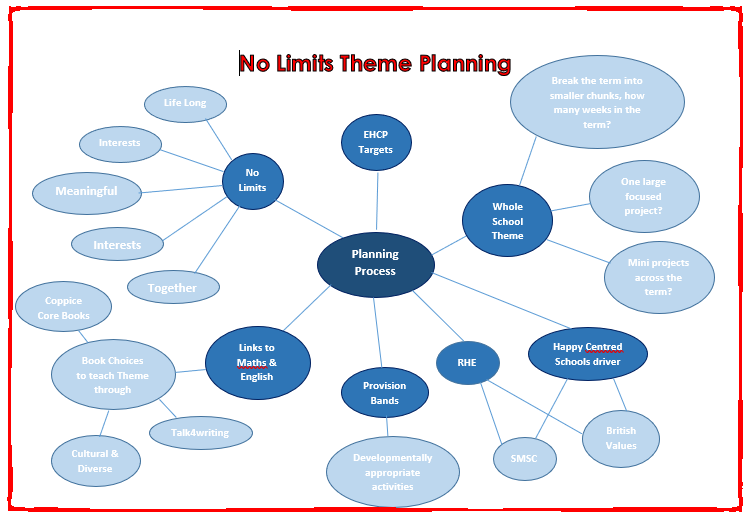
The Golden Thread refers to the key objectives linked to each of the curriculum subjects which drive the theme. These are taken from statutory documentation which are linked to the progression maps. This ensures that our pupils have a broad and balanced curriculum.

This also should be used as a basis for in the moment planning if issues arising in class, prevent planned activities from going ahead.



**7.6 Medium Term Plans**

Medium term plans build on and plan for the Theme in each class, ensuring collective information from colour progression maps, the whole school theme and No LIMITs curriculum to plan for a thematic approach in each class. The theme is then delivered in a way which is meaningful to the pupils of that class. Medium term plans cover all subject/theme areas, highlight specific objectives taken from the progression maps, link in important dates, highlight the Golden thread and continuous provision opportunities.



**8. Overlearning, Repetition & Tinkering**

**8.1 Overlearning & Repetition**

At Coppice we are fully aware of the value and importance of forming and keeping open neural pathways, ensuring our pupils are given time to process and reflect upon new information, given opportunities to experience the information repeatedly and over time in small manageable steps through different experiences in order to embed the knowledge and skills.

*\* Rosenshines Principles of Instruction and the EEF 5 a Day*

**8.2 Tinkering**

Providing our pupils with an opportunity to ‘tinker’ at previously taught learning throughout continuous provision and at times planned for opportunities gives our pupils longer to process and explore new skills. Tinkering is new to Coppice and is something we are trialling within our maths provision.

**8.3 Continuous provision**

Continuous provision describes all of the different provision areas which are available for our pupils to use every day. Within each of these areas of provision there should be a range of resources that pupils can use throughout the day, these can either be linked to the whole school/class theme, to support sensory needs or support and reinforce prior learning, giving pupils the opportunities to consolidate their knowledge and skills in their own time.

**9. Early Years Foundation**

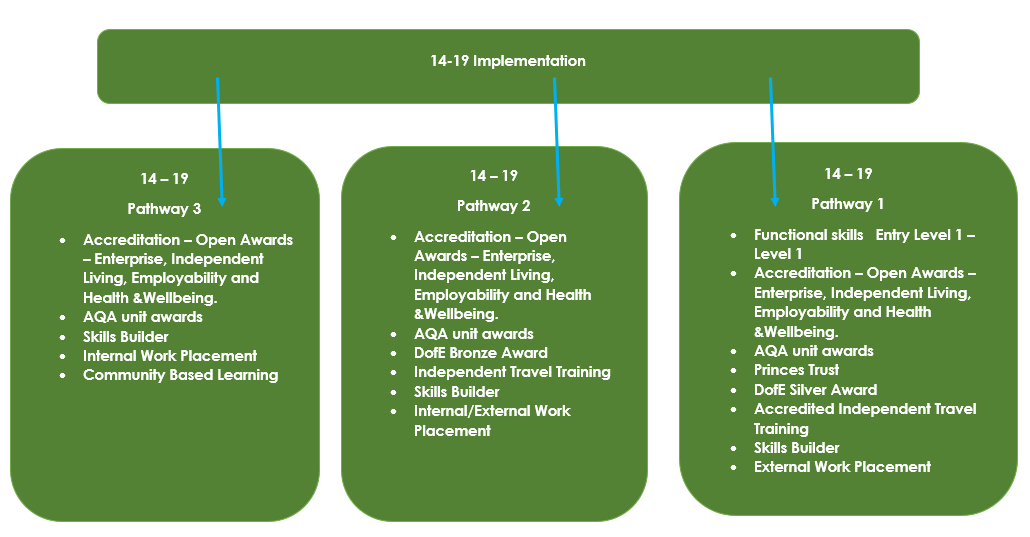
EYFS at Coppice follows the same/similar planning proforma and assessment reporting from Smart Rubric. From a planning perspective the colour provision bands being aligned to the SEND adaptations to Development Matters 2012 means that EYFS can align to whole school tracking and assessments, increasing the cohesion between EYFS and the rest of school, as pupils are assessed against the colour provision bands which are then translated into the development Matters Month ages and stages. For pupils who are in Foundation 2 they also have a learning journal which records their ‘Wow Moments’ on Tapestry. Their EHCP targets are tracked through Smart Rubric as with the rest of school.

*See Early Years Policy*

**10. Post 16**

Our Post 16 provision provides a bespoke curriculum across two sites (Coppice and The Bridge). Where all pupils work towards accreditation across the preparing for adulthood framework and through English and Maths. Pupils work across one of three developmental pathways to ensure they are prepared for life after Coppice.

*See Post 16 Policy*





**11. Curriculum Delivery**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Coppice Learner** | **Explorer** | **Explorer** | | **Independent Learner** | | **Career Seekers** | | | |
| **Coppice Provision Band** |  |  |  |  |  |  |  |  |  |
| **Coppice Pathway** | **Pre-Formal** | **Informal** | | **Sem-Formal** | | **Formal** | | | |
| **Coppice Pedagogy** | ***The Coppice approach is to deliver the curriculum in a developmentally stage appropriate way, for pupils with complex learning differences, sensory sensitivities and severe speech language and communication difficulties. Focusing on developing lifelong learning skills through meaningful and imaginative approaches and effectively integrating EHCP targets within each lesson. Flexible grouping, scaffolding, small steps, over learning and therapy are*** | | | | | | | | |
| **Pedological Approaches** | Play Based  Guided Discovery and Exploration  Enhanced Provision  Solitary Play  Shared Play  Repetition  Flexible groupings  Therapy based learning  Key word/sign and object of reference – teacher led through play  Processing time   * 1. focus tasks for very short periods of time.   Schematic approach  Assessments through observations and engagement model. Feedback through gesture and sign using one key word. | Play Based  Enhanced Provision  Parallel Play  Small Steps and Overlearning  Scaffolding  Flexible groupings  Therapy based learning  Key word/sign/photo directed through play and modelling  Processing time  1-1 progressing to 2-1 focused tasks  Assessments through a blend of observations, 1-1 plenaries and BL1 questioning. Feedback through gesture and sign using two key word. | | Retrieval/recap  Introduction through teacher input and live modelling  Small Steps and Overlearning  Enhanced Provision (limited)  Scaffolding  Parallel Play  Flexible groupings  Key word/sign/symbol directed through teacher input  Processing time  Paired and small group focused tasks  Assessments through a blend of observations, small group plenaries and BL2/3 questioning | | Retrieval/recap  Introduction through teacher input and live demonstrations  Small Steps and Overlearning  Turn- Taking Play  Co-operative Play  Reduced scaffolding  Flexible groupings  Reduced language supported with some key symbols and Makaton signs  Processing time  Small group and whole group tasks and activities.  Assessments through a blend of whole class plenaries, small group plenaries, observations and BL3/4 questioning  Verbal feedback 2 stars and a wish. | | | |
| **Phonics (ELS) and Reading** |  |  | |  | |  | | | |
| **Strategies** | Sensory Stories  Intensive Interaction  Story Massage  Makaton  PECS – Pre PECS and Phase 1  Talk 4 Writing repeated sensory input | Sensory Stories  Intensive Interaction  Story Massage  Makaton  Blank Level 1  PECS – Phase 2/3/4  Talk 4 Writing PECS photo/picture from book and sensory input  Physical Active Learning | | Sensory Stories  Intensive Interaction  Story Massage  Makaton  Blank Level 2/3  PECS – Phase 4/5  Talk 4 Writing - symbol of key word/sentence strip and sensory input  Physical Active Learning | | Blank Level 3/4  PECS – Phase 6 +  Talk 4 Writing - sentence strip/colourful semantics and sensory input  Physical Active Learning | | | |
| **Curriculum Coverage** | Communication and Language  Physical Development- PE and Swimming  Personal Social and Emotional  Outdoor learning opportunities  Theme Enrichment  Happy Centred School and British Values  Community Visits (fortnightly)  Phase 1 Phonics  No Limits | Maths  English  Theme  Forest School  PE  Swimming  PSED  RE  Happy Centred School and British Values  Community Visits (fortnightly)  Phase 1 Phonics  No Limits | | Maths  English  Theme  Forest School  PE  Swimming  PSED  RE  Happy Centred School and British Values  Community Visits (fortnightly)  Phase 1/2/3/4 Phonics  No Limits | | Maths Functional Skills (KS3/4)  English- Functional Skills (KS3/4)  Theme  Forest School  PE  Swimming  PSED  RE  Happy Centred School and British Values  Community Visits (fortnightly)  Phase 4/5/6 Phonics  No Limits | | | |

**11.1 Subjects to be taught**

|  |  |
| --- | --- |
| **Timetable Expectation** | **Thematic Subjects:** |
| Maths - 3 lessons per week | Science – ***Driving subject*** |
| English - 3 lessons per week | Art |
| Forest Schools - 1 lesson per week | Design Technology |
| PE - 1 lesson per week lower school  PE - 2 lessons per week upper school | Music |
| Swimming - 1 lesson per week | Geography |
| PSED/RE - 1 lesson per week | History |
| Happy Centred Schools and British Values - 1 lesson per week | RE |
| No Limits  KS1 – Class based  KS2 – mixed classes  KS3/4 – mixed classes | ***A whole school termly theme consists of 3 focused subjects, Science is the driving subject throughout. Four lessons of theme are taught throughout the week.*** |

*\* This is subject to change as of September 2023 to better align with pupil pathways.*

**12. Classroom Environment**

As a part of our drive the ensure our classrooms continue our theme of ‘Building with Biophillic Design’ in mind, ensure all displays are backed with hessian, with a black border and that all display lettering is a solid colour. Ensure when organising classrooms that our pupils need rooms which are calming and not visually overstimulating, natural and neutral colours inspired by nature are preferred. Please see the *Display Policy* for details.

**13. Health & Safety**

*See the Health and Safety Policy for details.*

**13.1 Health & Safety in the Classroom Environment**

Ensure classrooms are accessible for all pupils and allow them room to move. All broken beyond repair and unsafe furniture must be reported and removed safely. All external doors should be unlocked at the beginning of the day and locked at the end of the day and ensure all fire exits, including those in shared areas are free from clutter.

**13.2 Resources**

When planning activities ensure any pupils who have pica, or are likely to mouth or swallow items are very closely monitored or these items are not used and a more suitable alternative is found. Check each pupil’s EHCP for allergy awareness.

**13.3 Risk Assessments**

All staff must contribute to and read classroom risk assessments and ensure any classroom or pupil specific needs are added/edited on the risk assessment and stored on the shared area. These need to be reflected upon and edited as needed each term, or more frequently if issues arise which could affect the safety of pupils in class.

**14. Transition & Planning Meetings**

**14.1 Class planning meeting**

Two weeks prior to the end of each term, Teachers are expected to meet with their class teams to share and discuss the new curriculum theme for the coming term. During this meeting it is expected that support staff contribute to and understand how the theme will translate in their class, which subjects are the focus areas, what the Happy Centred Schools driver is and how the EHCP targets will be integrated to this theme and how they can support pupils to achieve outcomes along the golden thread of subjects.

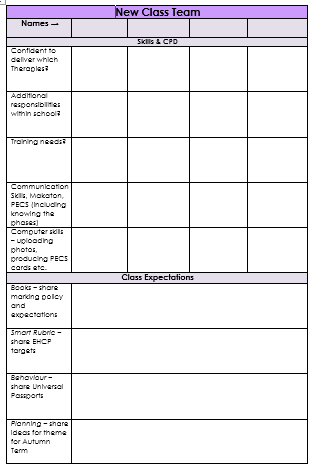
**14.2 Transition Weeks Overview**

Transition takes place over the last 3 weeks of Summer 2 term. Once pupils have been assigned a new class for the following September and staff have then been allocated their class, pupils and teams, transition weeks are organised as follows;

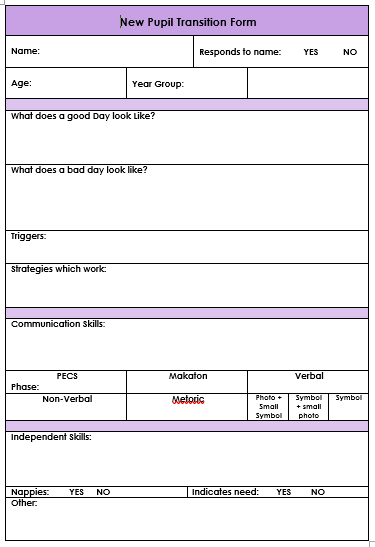
Week 1 of Transition (3rd week from the end of term) New staff to spend time during the week visiting new pupils in their current classes, observing, speaking with current staff who know the pupil the best, sharing strategies, likes, dislikes etc. During protected times on an evening, new staff meet with current pupil’s class teams to read through Universal Passports, share provision band information, EHCP targets and progress towards them, family backgrounds and any other information which helps to build up a holistic picture of the pupil, including baseline assessments.

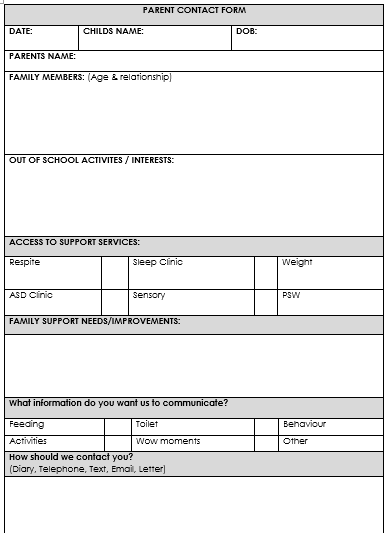
Week 2 & 3 of Transition – Pupils spend the remaining two weeks of the term in their new classes with their new class teams, to ensure September is not an unknown for all involved and pupils can settle well with staff they have some familiarity with. During these weeks new staff make contact with the parents and carers of their new pupils in order to introduce themselves and continue to build a picture of the pupils in their classes.

**14.3 Transition Week Meetings Forms**

During transition weeks there are three forms which need to be completed;

1. New class team form – a chance to becomes more familiar with the new staff members in the new class team, their areas of strength, support and a chance to discuss the pupils who you will be supporting for the coming year. This is also a chance to set expectations and roles within the class.



1. New Pupil Transition form – this is to be completed during observations of new pupils in current classes and in discussion meetings with each pupils current class teams, in order to get to know them, strategies which work, progress towards EHCP targets and colour provision band information.
2. Parent Contact form – During transition week there is also a parents evening, where parents are invited into school (or discussed over the phone if they are not able to come) to discuss their pupil and the expectations for the coming year. A chance for the new staff team to get to know the parents/carers and ask information which may help to support their pupil in the coming year.

**15. Monitoring**

In line with teaching standards 2,4 & 6 specifically and to support the school’s SDP and CPD needs, a cycle of monitoring takes place throughout the year.

**15.1 Drop ins**

Drop ins are formal lesson observations which happen twice a year in every class throughout school. Staff will be made aware of the date and time of the observation which will be conducted by one or two members of SLT. The focus for these observations will be consistent across school to enable SLT to look for trends and themes in good practise and to support further CPD. Teaching & Learning will always be a focus. Formal feedback will be given to staff as soon as is convenient.

**15.2 Pop Ins**

Pop Ins are informal information gathering sessions, which last no longer than 5 minutes and may or may not have a focus. The purpose of these sessions may be for subject leaders to gain an overall understanding of practise throughout school, equally they may completed by SLT to inform the SDP and develop a sound understanding of practise throughout school. These sessions are not timetabled. The feedback from these will be emailed to staff who have had a Pop in.

**15.3 Pupil Progress Meetings**

Pupil progress meetings occur once per term, whereby a member of SLT meets with a class teacher and through a professional discussion work together to support and challenge over three main areas of inquiry – Planning, EHCP’s and Evidence/book evidence to build up a picture of pupil progress within the class. Discuss and specific issues and offer suggestions and support to further develop practise and progress in the class.

**15.4 Deep Dives**

Subject specific deep dives take place regularly throughout the year with Nexus support and challenge partners and external subject specialists. During the visit subject leads will be invited to discuss and share their vision, expectations and current practise across school, classes will be visited and any planning/information shared. Deep Dives aim to provide an insight into the strengths and next steps for the subject.

**15.5 Coaching**

Coaching sessions can take place whenever the need arises through professional discussions, as a result of monitoring, direct requests or as a supportive measure for ECT’s, new staff or to support CPD needs.

**15.6 Learning Walks or Peer Observation**

Teachers and support staff are encouraged to undertake learning walks or peer observations at least once throughout the year as a means to further develop their practise and CPD.

**16. Equal Opportunities**

Equal Opportunities will be promoted throughout the curriculum by:

* Demonstrating that we regard all students as being of equal value.
* Getting to know each pupil as an individual.
* Allowing boys and girls access to the same activities in all areas of the curriculum.
* Treating others in a way that does not reinforce stereotypical images.
* Planning for each pupil to experience a range of opportunities.
* Maintaining high expectations of all pupils in all areas of their curriculum.
* Allowing pupils to make choices and respecting their choices.
* Celebrating difference and diversity.
* Challenging discrimination in all its forms.
* Challenging unacceptable language and providing alternatives.
* Recognising the different interests and capabilities of pupils.
* Representing the work of boys and girls of all abilities in displays.
* Reviewing resources with an equal opportunities’ awareness.

**Staff & Class Assessment Expectations**

|  |  |
| --- | --- |
| **Daily** | Annotation of planning / team discussions for each session – how has…achieved against the learning objective. |
| **Daily** | 1:1 reading – book linked to phonics phase – recorded in reading record books |
| **Daily** | Communication – what phase in PECS? Next step? Blank Level questions. |
| **Weekly** | Smart rubric update – ‘heat map’ |
| **Weekly** | Engagement profiles updated every week (Pink & Red Learners). |
| **Weekly** | 3x book work marked to policy and against the objective. |
| **Half Termly** | Phonics every 5 weeks – tracker updated. |
| **Half Termly** | Class Team Reflections – where are the pupils working within the provision bands – plan for next half term. |
| **Half Termly** | English and Maths Provision band sheets in red files – highlight ‘secure in’ statements |
| **Termly** | Update Subject Trackers and review provision band sheets in red files – highlight ‘secure in’ statements |
| **Termly** | Pupil Progress Review Meetings – SLT |
| **Termly** | Update Universal Passports and one-page profiles. |
| **Yearly** | Annual Review and Update Targets on EHCP then Smart Rubric. |
| **Yearly** | Reports to Parents/carers. |
| **Yearly** | Transition discussion with previous class teacher to baseline against provision bands. |