Curriculum Policy West Yarner

Approved by:	Penny Harris (Director) Jane Cox (Director)	**Date:** 5th November 2026
Last reviewed on:	3rd November 2026	
Next review due by:	3d November 2027	

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

1. Definitions

The curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do. The curriculum shapes and determines what learners of all ages will get out of their educational experience. For this reason, the curriculum is at the heart of this school's work.

The curriculum is:

- the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- the translation of that framework over time into a structure and narrative (**implementation**)
- the evaluation of what knowledge and skills learners have gained against expectations (**impact/achievement**)

2. Aims

Our curriculum aims to:

- Set out the knowledge and skills that pupils will gain at each stage of their education at this school
- Enable pupils to build their knowledge and skills towards the agreed end points
- Provide a broad, rich and ambitious educational experience for all pupils
- Provide the essential knowledge that our pupils need to be educated citizens
- Help pupils engender an appreciation of human creativity and achievement
- Prepare pupils for life in modern Britain
- Promotes fundamental British values and respect for others
- Addresses typical gaps in our pupils' knowledge and skills
- Ensure that pupils are supported to read at an age appropriate level
- Ensure content is planned, sequenced and taught in logical progression, systematically and explicitly
- Ensure equal access to learning for all pupils
- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

3. Legislation and guidance

This policy is written to comply with the requirements of the Education (Independent School Standards) Regulations 2014.

4. Responsibilities

The Directors are responsible for:

- Monitoring the effectiveness of this policy and holding the school to account for its implementation
- Ensuring that a robust framework is in place for setting curriculum priorities and aspirational targets
- Ensuring that proper provision is made for pupils with different abilities and special educational needs

The Headteacher is responsible for ensuring:

- The implementation of this policy
- Curriculum proprieties and aspirational targets are set
- Proper provision is made for pupils with different abilities and special educational needs
- The broad and rich curriculum includes the following;
    - English, including phonics support
    - Maths
    - Science
    - ICT
    - PSHE /SMSC and e safety
    - SRE
    - Humanities
    - Art and creative learning
    - Careers Education
    - Physical fitness
    - Languages
    - Forest school activities
    - Promoting British Values across the curriculum
    - Cooking
    - Enrichment sessions, which are based on the thrive assessments.
- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of all learning, including that which is delivered remotely
- Monitoring the security of all learning systems, including data protection and safeguarding considerations

5. Curriculum Intent

The Directors, Headteacher, senior leadership team and each teacher collaborate to curriculum progression maps of the school at each key stage, to ensure that there is a clear progression in each subject:

- There is a clear end point towards which the curriculum is building towards
- There is shared knowledge about what pupils will need to know and be able to do at those end points
- What is planned is sequenced so that new knowledge and skills build on what has been taught before
- Content is taught in a logical progression, systematically and explicitly
- Pupils are able to read at their age-appropriate level

These curriculum progression maps form the basis for the school's long term planning in each subject.

When planning the intent of the school's curriculum, the Directors, Headteacher, senior leadership team and teachers will have regard to the national curriculum reference to cultural capital;

'It is essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

6. Curriculum Implementation

i) Principles

When implementing the curriculum, our school will have regard to the research and inspection evidence suggesting that the most important factors in how effectively, the curriculum is taught and assessed are the following areas:

- Teachers have expert knowledge of the Key Stages and subjects they teach. If they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching; CPD is aligned to the curriculum.
- If the child is working in a different Key Stage, the curriculum's long term progressions support the teachers' knowledge in covering a range of skills required for closing the gaps.
- Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.
- Teachers check pupils' understanding effectively, using assessment for Learning (AfL) identifying and correcting misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points.
- Teachers use a range of statutory and non statutory assessments to check pupils' understanding in order to inform teaching.
- Leaders ensure there is coherence and consistency in expectations and the quality of delivery across the school.
- Intervention support workers have timetabled sessions to predominantly work with pupils on their social and emotional needs, they develop the objectives in the PSHE curriculum and provide support for wider learning opportunities.

ii) Differentiation

For each pupil the delivery of the curriculum will be differentiated in order to support progress at all starting points and diverse learning needs. This will include:

- A balance of visual, auditory and kinesthetic learning
- A mixture of independent, collaborative and teacher led learning
- The use of language that reflects the pupils' comprehension and cognition
- Adapting lesson content in order to inspire and interest pupils
- Continual assessment and adjustment of lesson content to meet individual student need and aptitude
- The provision of a variety of planned resources to reinforce, provide alternatives and extend learning

iii) Reading

This school recognizes that if pupils are not able to read with fluency and comprehension, they will be less able to access the full curriculum and are at risk of falling behind. Our school prioritises the early and ongoing identification of pupils who are reading below age-related expectations and implements a targeted personalized programme to enable pupils to effectively address gaps. A rigorous and sequential approach to the reading curriculum ensures pupils develop fluency, confidence and enjoyment in reading. Reading books connect closely to the phonics knowledge and language comprehension necessary to read. Additionally, our school aims to promote a love of reading across all subject areas.

iv) Spelling

Spelling correctly is supported and encouraged across the curriculum. We recognize that spelling can be a barrier to writing and so must be addressed sensitively and only as appropriate to the individual pupil. Our school is putting the focus on helping the children to memorize required words and the given spelling patterns using a range of strategies. It must be recognized that a pupil asking for the correct spelling is often an achievement in itself.

Spelling strategies that will be implemented as appropriate for each pupil:

- Key words are identified
- Key words are displayed on word walls / white boards
- Spelling patterns are taught across the curriculum
- Spellings can be set as targets
- Spelling starter activities can be used
- Spelling competitions can be used
- Online software packages can be used
- Reading Schemes can be used
- Flash cards can be used, such as the most common 100 words
- Coloured rulers and overlays can be used for pupils as appropriate

- Use of complex speed sound charts and magnetic letters

v) Marking and Feedback

Research has shown that consistent and effective marking has a significant impact on raising achievement.
When marking children's work, we aim to:

- give our pupils effective and constructive feedback (both written or verbal);
- make children feel proud of their achievements and give incentives;
- encourage good working habits e.g. use of ruler, titles;
- show how work can be improved;
- be consistent;
- highlight mistakes which are relevant to the task set;
- for certain pieces of work allow children time to correct mistakes and to reflect;
- discourage rushed or poor quality work;
- keep a record of results, for immediate and future reference;
- inform future planning;
- inform parents of acceptable standards

Marking should be immediate to be of benefit to both the teacher and the learner.

	Marking codes used across the school
VF	VF used to indicate that **verbal feedback** has been given
WWW/EBI	**WWW** - what worked well , **EBI** - even better if (in older years)
S	Supported work.
I	**Independent work -** Academic work completed independently but the child may be encouraged to stay on task (pastoral support) If any support is given, the adult will make a relevant comment.
ABC	use of a **capital lette**r
.	**fullstop**
,	**comma**
!	**exclamation mark**
?	**question mark**

//	start of a **new paragraph**
“ “	**speech marks**
Z / ^	**add a space between these words**
Sp / Circle	**spelling** (the child is encouraged to check the spelling of this word in a dictionary
	**Achieved/ correct answer**
	**Insert a word or a phrase** **huge, black**  **e.g There was a cat**

- Not all spelling, punctuation and grammar errors are marked in every piece of writing, but they will be noted as future teaching points.
- Teachers will mark the work using **GREEN** pens.
- The pupils will respond to the teachers' comments in **PURPLE.**
- If the child is regularly misspelling HFW/ CEW or words that are appropriate for his/ her year group, the teacher will model the spelling of the word underneath of the child's work and will ask the child to practise it several times. This will be also discussed with the child, providing him / her with a range of spelling strategies (i.e spelling rules, mnemonics, special friends, known patterns etc)

vi) Assessments

❖ Roles and responsibilities

Assessment is a daily part of the life of the school. The Directors are responsible for monitoring the school's approach to assessment. Within the school the overall responsibility for assessment belongs to the Headteacher, who ensures that assessment is used as a tool to inform planning, to track pupil progress and to raise standards. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

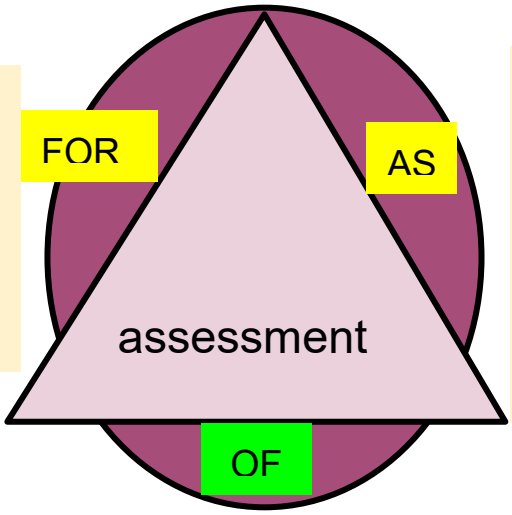
Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art , teachers will use their observations of children's work to inform their judgements.

Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next steps and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

❖ Purposes of assessment

The prime objective of assessment is to provide feedback on the learning process.
Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

Assessments for Learning
occurs when teachers use inferences about pupils' progress to inform their teaching.



Assessments as Learning
occurs when students reflect and monitor their progress to inform their future learning goals.

Assessments of Learning
occurs when teachers used evidence of student learning to make judgements on students achievements against goals and standards

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;

- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;

❖ Summative assessment (Assessment OF Learning)

Summative assessment aims to give students and teachers a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea and promotes students towards action.

❖ Formative assessment (Assessment FOR Learning and Assessment AS Learning)

Formative assessment provides information that is used in order to plan the next stage of learning. It is interwoven with learning, and helps teachers and students find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. It also aims to promote learning by giving regular and frequent feedback

❖ **Nationally Standardised Summative Assessment**

Nationally standardised summative assessment enables:
• School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
• Teachers to understand national expectations and assess their own performance in the broader national context
• Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Year 1 Phonics Screening Test/Year 2 phonics Retake
This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments.
At the end of year 2 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working below the expected standard, working at the expected standardnd working at greater depth within the expected level.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic

- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment. (ARA annual guidance) - KS 1 internally marked

- **National Key Stage Two Assessments**

Teacher Assessments

At the end of year 6 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment. (ARA annual guidance) - KS 2 externally marked

- **Key Stage Three/ Key Stage Four Assessments**

Outside of the statutory National Curriculum assessment in years 2 and 6, the only other centrally collected assessment data is from GCSE exams, usually taken in Year 11, and from the phonics screening check in year 1. For pupils in other year groups there are no centralised assessments. Our school is using a range of tools to assess a child's level against ARE/national qualifications.

- BKSB assessments in Maths, English
- Accelerated reader
- Speaking and listening assessment (online)
- White Rose Maths End of unit/ end of the term/ end of year tests.

During the KS 3 and Ks 4 our children will be working towards achieving:

- Entry Level Certificates
- GCSEs
- Functional skills Level 1 and 2 qualifications
- BTEC qualifications including vocational studies
- Arts Award

During KS 4 our children can choose/ select different pathways for their learning:

- Nurture
- Explore
- Inspire

Due to all pupils having a range of specific needs including social, emotional and behavioural, some can find the idea of external examinations overwhelming. We ensure that pupils are supported through the process by giving them every opportunity to gain qualifications in line with their ability. This includes exam training, completion of past papers, access arrangements (scribe, reader, rest breaks, prompt, use of ICT etc) and a 'Do your best with no pressure' ethos.

On admission to the school pupils are assessed to ascertain their levels of attainment, ability, preferred learning styles as well as their social and emotional development. This will include standard assessment of educational levels of social, emotional and behavioural needs. The school will use a range of assessment materials including Accelerated reader (RWI if required), Thrive, GL Assessment, SATs , RAT 4, DASH4. The school has a licensed Thrive Practitioner. We use the Thrive programme to assess and monitor pupils' social and emotional development. The Thrive Approach provides a powerful way of working with children and young people that supports optimal social and emotional development.

Recording assessments

- The school is using the **Subject grids** as an assessment tool to record small steps of progress through each term.
- At the end of each half term the teachers will use the **Solar Assessment system** to update the progress of the children against **Age Related Expectations.** This will be discussed with the Headteacher during the pupil progress meetings. (6 times a year)

- At the end of each term the staff will produce a detailed written report, which will be discussed with the Headteacher (3 times a year)

- All assessment data will be stored on COMPASS MIS.

See our assessment calendar which shows our assessments cycle throughout the year.

7. Remote Learning

a. Responsibilities:

- The Directors are responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality and safe as possible
- The SLT and class teachers are responsible for considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- SLT and class teachers are responsible for working with teachers who are teaching remotely to ensure all work set is appropriate and consistent
- SLT are responsible for monitoring the remote work set by teachers
- Teachers are responsible for continuing to set work for each pupil they are timetabled to teach
- Teachers must provide paper copies of relevant and appropriate work for pupils unable, or unwilling, to access Google Classroom
- Teachers must provide feedback to pupils during each timetabled session
- Teachers must record all attendance in lessons on Google Classroom
- Teachers must record all communication with parents on a contact form
- Teachers must record any concerns on a concern form
- Communication with pupils and parents must only take place during school hours
- The Designated Safeguarding Lead is responsible for child protection and wider safeguarding in relation to remote learning

b. IT Issues and Safeguarding

- A staff member is allocated to help staff, parents and pupils with any technical issues they are experiencing during remote learning
- Teachers will only use school equipment to deliver remote learning and not share these devices with family or friends
- Teachers must keep devices password protected and lock devices when inactive
- Video calling is permissible only when there are two or more staff members in the video call
- A register should be maintained of all video calls and those present

- Video calling is only permissible using the Meet function within Google classroom
- Video calls may be recorded using the facility within Google classroom
- Staff members should ensure no personal items are visible in the background and confidentiality is maintained
- Staff members should comply with the behaviour management and staff conduct policies
- Staff members may need to collect and/or share personal data, such as email addresses, as part of the remote learning system and if this is necessary for the school's official functions then permission will not be required for this

8. Curriculum Impact

This school does not generally use compulsory national assessments but may choose to do so if it is in the pupil's best interests. Each teacher will track individual pupil's progress throughout each academic year by making a termly assessment triangulating their evidence using:

- The progress the pupil is making in terms of knowing more, remembering more and being able to do more
- The evidence of progress they have assessed in each lesson
- The evidence within their written work
- The evidence they have gained from their discussions with the pupil (on going)
- The range of the age appropriate assessment schemes used across the school

School leaders, including the directors, head teacher and other members of senior leadership will monitor the progress of all pupils by:

- Monitoring the termly tracking data entered onto the SchoolPod and SOLAR information management system for each pupil in each subject
- Undertaking a range of planned activities forming the school's quality cycle including formal and informal observations, learning walks, work scrutinies and listening to pupils read
- Monitoring the cultural and artistic exposure and learning opportunities of every year group
- Evaluating the destination of leavers in relation to their starting points, aims and aspirations

All pupils will have been given the opportunity to gain relevant qualifications that will ensure their readiness for the next stage of education, employment or training including:

- Entry Level Certificates
- GCSEs
- functional skills Level 1 and 2 qualifications
- BTEC qualifications including vocational studies
- Arts Award

9. Review

In order to ensure that this policy is relevant it would be helpful if you have any suggestions, please email directors@ontrackeducation.com

<u>This policy must be read together with:</u>

School's subject Intent document
School's wider opportunities intent document