Teaching & Learning Policy

Related documents: Safeguarding Policy, What We Do & How We Do It Policy, RSE Policy, ASDAN Policy, AQA Policy

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OUR VISION

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

Everyone can learn, achieve and has the potential to be successful

Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another

We have high expectations in everything we do

Policy owner	WhiteTrees School	**Last review**	July 2026
Date Created	July 2020	**Next review**	July 2027

Introduction

WhiteTrees Independent School is an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative, and physical potential. Its success is the result of the recognition of the unique worth and importance of each child. The school makes provision for children and young people in Key Stage 3 to Key Stage 4 inclusively. The school will provide an environment in which all its members feel safe, valued, and respected. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership.

The school will celebrate achievement and promote pupils' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted. By knowing every pupil socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each pupil to flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. At WhiteTrees School we support each one of our pupils and no effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our detailed knowledge of every pupils' social, emotional and mental health/wellbeing enables us to monitor their progress very attentively and help them cope successfully with the educational and personal challenges of schooling. Our school offers a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

Values

Our school curriculum is underpinned by the values of Excellence, Respect, Courage and Perseverance that we hold dear at WhiteTrees School. The curriculum is how the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need to lead fulfilling lives, underpinned by these values. The curriculum seeks to promote the reputation of a school that prepares pupils for further education and life-long involvement in learning, contributing confidently to an ethnically pluralistic society.

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.

- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the pupils at WhiteTrees Independent School
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

Pupil Profiles

Our school provides for those with Social, Emotional and Mental Health difficulties (SEMH), as well as other needs or diagnoses, including but not limited to, ADHD, ADD, ASD. Most of our pupils are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however, most of our pupils will range between 11 and 18 years of age. Most of our pupils will have an Education Health Care Plan. Others may be undergoing assessment. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. Many of the pupils who arrive at WhiteTrees Independent school are disengaged and have significant gaps in their education due to prolonged periods of absence and multiple educational placement breakdowns. They present several barriers to learning which are reflected in weak literacy and numeracy skills, poor organisation, low aspirations, inability to tackle things independently, low self-esteem and limited cultural and life experiences. All this has a direct bearing on our curriculum design.

To meet the needs of our pupils the curriculum at WhiteTrees Independent School is delivered through a thematic approach which views learning and teaching in a holistic way, encompassing a wide range of different subjects. Providing a purpose and relevance to learning which in turn promotes positive attitudes in pupils, as they are more engaged, motivated, and successful. This approach is run through the use of focus themed weeks, which happen three times throughout the year and align with the curriculum. It often involves practical investigations and contributes to pupil's social as well as academic development. This is supported by some discrete subject teaching and successfully reinforces learning in core subjects such as Maths and English, enabling pupils to consolidate and apply the skills they have gained and to understand their wider relevance and usefulness.

In our school the most important role of teaching is to promote inclusivity and to raise pupils' achievements. For us, teaching includes intent (planning a sequence of lessons and adaptations), the implementation of lessons and reflections of the impact teaching is having through lesson reviews, as well as marking, assessment, and feedback. It also includes support and intervention strategies. In assessing the quality of teaching in our school we take into account the evidence of pupils' learning, achievements, and progress over time – all

of which are tracked using Evidence for Learning. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time.
- enabling pupils to develop skills in reading, writing, communication and mathematics.
- enthusing, engaging, and motivating pupils to learn.
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical, or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour.

WhiteTrees Independent School is a school whose success is founded on the recognition of the unique worth and importance of each pupil. This ensures that no pupil is anonymous or unsupported. Individual attention along with small class sizes and 1:1 teaching where appropriate promotes confident learning and academic progress. It is integral to our purpose and incumbent on us to enable a nurturing approach to pupils which supports the personal, social, and academic development of each of them. The close relationship between teachers, pupils and parents/carers/guardians ensures that pupils' strengths are built upon and needs for their individual development addressed.

Children with Additional and Special Educational Needs and Disabilities (SEND): The curriculum and the work of the Teaching and Learning personnel.

Our curriculum is designed to provide access and opportunity for all. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents/guardians/carers have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher liaises with the SENCO, providing details of this need and in most instances is able to provide resources and educational opportunities that meet the child's needs within the teaching group. If a pupil's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. Where a pupil has an EHCP, the SENCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

Pupils with an Educational Healthcare Plan (EHCP) - please also refer to our Special Educational Needs and Disabilities Policy.

Should a pupil be in receipt of an EHCP, we will provide an education that meets their needs as specified by their EHCP.

WhiteTrees Curriculum

Our Curriculum

We currently have 3 school sites which offer our specialised curriculum across Key Stages as follows.

1. The Mill - Key Stage 3
2. Purley Farm - Key Stage 3 and 4
3. The Woodlands - Key Stage 4

At the Mill and Purley Farm pupils are in nurture classes with one main class teacher who delivers key subject areas. They have access to specialist teachers for select subject areas. In Key Stage 4 at The Woodlands site, pupils have one tutor teacher and access subject specialists for core subject areas.

Effective Planning

The STEPS curriculum must be seen as the major component of a pupil's education that, together with the pastoral care and the residential activities offered, helps pupils to develop a wide range of key and transferable skills so that they leave WhiteTrees Independent School equipped to become valuable members of society.

Our planned Scope and Sequences and Programs across the STEPS are organised to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm and love for learning, intellectual curiosity, creativity, personal growth, and development. When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school STEPS curriculum and associated programs in subject areas to guide our teaching. This sets out the aims, objectives of the school and details what is to be taught to each pupil.

We base our adaptations of teaching and learning activities in subject programs on our knowledge of the pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to consider the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils ILPs, One Page Profile and recorded in subject area programs each term.

Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at WhiteTrees Independent School is of the highest possible standard.

We set academic targets on the STEPS curriculum for each pupil each academic year and we share these targets with pupils and their parents/guardians/carers. We review the progress of each pupil at the end of term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the pupils' work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Teaching staff are to ensure they complete planning and lesson reviews each week to ensure that they are adapting the teaching programs to meet the needs of their pupils. In conjunction with this it is expected that teaching staff evidence pupils learning through recording lesson reflections and assessment data on the Evidence For Learning.

Subject Areas

WhiteTrees Independent School is committed to providing a wide ranging and varied curriculum which ensures that all its pupils acquire and develop skills appropriate to their age and aptitude in the following areas.

Each of the following subject areas has a bespoke curriculum mapped out over 5 or 6 Steps.

- English
- Maths
- Science
- Humanities
- Creative Arts
- PSHEE
- ICT
- Physical Education
- Outdoor Education
- Forest Education

The objectives in each step reflect the core knowledge and skills pupils need to master in order to progress within that subject area. Progression through the steps will enable pupils to work towards achieving qualifications within the subject area. Pupils may be given opportunities to access subject areas outside of our Curriculum such as languages or

vocational studies through the use of external providers. We also utilise ASDAN Short Courses and the AQA Unit Award Scheme.

Standardised and Curriculum based assessment tools are used to determine the correct step for each pupil for individual subjects.

English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Pupils are assessed with a mid-term and end of term task so that they have time to focus on targets they are given which are linked to the lesson objectives, thus embedding their learning and ensuring they know specifically what they need to do to make progress.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Literacy Across the Curriculum

Literacy is the responsibility of all classroom teachers and tutors, therefore during teaching sessions in all subjects, pupils are encouraged to check grammar and spellings and teachers use a generic mark scheme to enable pupils to peer/self-assess their work and be given appropriate praise and targets. Reading is inclusive of all pupils and subjects with pupils being asked to read and comprehend a range of texts. Key words from all schemes of work

are included, as well as knowledge organisers and sentence starters to help support and include all learners with their work. Pupils are therefore learning specialist, subject specific vocabulary which will help them access work in their lessons each week. A generic mark scheme is given to all teachers who then assess work for SPAG and give pupils regular feedback on their work to improve their literacy levels.

Reading Strategy

Please refer to our whole school reading strategy which gives an in depth overview of what is being developed to encourage a love for reading in our school.

The three areas of focus are:

- Reading for pleasure and interest
- Support for struggling readers
- Reading across the curriculum

Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration, and discussion.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Creative Arts (Art & Design)

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art form

Each Step covers three areas:

1. **Explore and Investigate**
2. **Understand**
3. **Evaluate and Develop**

ICT

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology

Humanities (including Geography, History & Religious Studies)

Religious Studies and Citizenship

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy,

government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. WhiteTrees Independent School is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. The SMSC policy links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for our pupils. Whilst SMSC is integral to all aspects of our curriculum, PSHE and Focus Weeks make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our School:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity.
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community.
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- Ensure that pupils can understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships, and personal safety.
- Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
- Provide pupils with a broad general knowledge of public institutions and services in England.
- Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- Precludes the promotion of partisan political views in the teaching of any subject in the school

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils-

- While they attend the school.

- While they are taking part in an activity which are provided or organized by or on behalf of the school; or
- In the promotion at the school, including through the distribution of promotional material, of activities taking place at the school or elsewhere.
- Being offered a balanced presentation of opposing views. Therefore, the understanding and knowledge expected of the pupils in WhiteTrees Independent School as an outcome of our positive approach to SMSC includes
- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Humanities subjects are taught on rotation through the academic year*

Autumn Term - Religious Studies and Citizenship

Spring Term - History
Summer Term - Geography

Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Our Physical Education Curriculum at WhiteTrees covers 5 STEPs and enables pupils to actively participate in sport and exercise as well as learning about the physical and mental benefits of leading an active lifestyle. Pupils are able to build a portfolio of AQA Unit Awards as they work their way through the PE STEPS. STEPS 5 may enable pupils to achieve an ASDAN Short Course in Health and Fitness.

Personal, Social, Health Education and Sex & Relationships Education

WhiteTrees Independent School is committed to providing a comprehensive programme of PSHE education for all pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Senior Leadership Team. Each pupil's PSHE education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning food technology lessons based on an individual's cultural heritage. We have a cross-curricular approach to PSHE, and its associated objectives may be addressed in such areas as Science, Tutor Time, Focus Weeks or other curriculum areas. Some Physical Education lessons are specifically tailored to the needs of the group, from working with a pupil coping with individual sports to facilitating turn taking and initiation with their peers. We 'help pupils achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy, and achieve, make a positive contribution, and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, residential experiences and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting, and other cultural opportunities is available to pupils through the curricular programme, and their participation in these opportunities develops key skills and knowledge. We plan our personal, social and health education and citizenship through direct lessons and cross-curricular areas to help our pupils acquire

values and skills to enable them to develop independence and choose their path in life. WhiteTrees Independent School seeks to:

- Develop an ethos and environment which encourages a healthy lifestyle for pupils.
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles.
- Provide high quality Physical Education, with specialised teachers, and sport to promote physical activity.
- Promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

The school provides Sex and Relationships education in the basic curriculum. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The policy for the School's Sex and Relationships Education is available to parents/guardians/carers. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's updated guidance on the statutory requirements for Sex and Relationship Education Guidance (announced July 2025, to be in place for September 2026). There is still an option for parents to withdraw their child from Sex Education but NOT relationship education and parents wishing to withdraw their child will meet with SLT (in accordance with the RSE policy).

The Wider Curriculum

KS3 - Forest Education

Connecting with nature has many benefits relating to health and wellbeing and our Forest Education is designed to engage and inspire our learners. The curriculum is designed to be varied in nature to engage all learners can work towards varied outcomes and help to promote respect for the environment.

The Wild Passport takes learners from foundation woodland skills through to higher level competencies covering fire, nature, shelter, woodcraft and rope. The practical hands-on sessions are monitored and evidenced through observations and photographs. The Wild Passport programme not only teaches practical skills but promotes independence, builds self-confidence, resilience and problem solving, but more than anything else, adventure.

The forest environment also offers opportunities for learners to develop a number of vocational skills outside of the classroom in areas such as cooking and construction. These hands-on experiences foster technical competencies in areas of interest and give learners

advantageous skills for life. For many, these sessions would be their first step towards a future career as they are encouraged to be curious and develop through experiential learning.

The forest education also allows students to support the site's maintenance which fosters a sense of responsibility and stewardship for the natural environment. Tasks such as clearing pathways, planting trees, maintaining habitats, and checking the health of the woodland provide hands-on learning opportunities that build practical land management skills. These activities teach students how to use tools safely, work efficiently as a team, and understand the long-term impact of sustainable practices. By actively contributing to the care and upkeep of the forest space, learners develop a deeper appreciation for nature, build physical endurance, and gain a sense of pride in their work—skills and attitudes that are transferable to a wide range of future careers.

KS3 - Outdoor Education

Outdoor Education provides a vital role in supporting holistic development by providing experiential learning opportunities that promote resilience, teamwork, and emotional well-being. Through structured activities, learners engage in meaningful, hands-on experiences that enhance their personal growth and confidence. The Outdoor Education curriculum will allow students to work through a range of AQA Unit Awards and recognised qualifications from external bodies.

KS4 - Duke of Edinburgh

In KS4 our pupils have the option to participate in the Duke of Edinburgh Award Scheme. Every year, DofE inspires hundreds of thousands of young people, from all walks of life, to explore who they are, grow in confidence and develop the skills they need to successfully navigate life. We help them build lifelong belief in themselves, supporting them to take on their own challenges, follow their passions, and discover talents they never knew they had. The DofE is delivered in schools, colleges, community organisations, hospitals, prisons and more, all over the UK and internationally.

DofE is open to any young person aged 14-24. Participants build their own programme, choosing activities and a cause to volunteer for. The DofE is structured into three levels of Award which increase in challenge and duration: Bronze, Silver, and Gold. The main differences between the Award levels are the minimum length of time it takes to complete the programme, how challenging it is, and the minimum age you can start. There are four main sections of a DofE programme: Volunteering, Physical, Skills, and Expedition. At Gold, participants will also complete a Residential section.

KS4 - Vocational Placements

Vocational placements are crucial for the development of many learners as they provide real life experiences which prepare them for life after school. Vocational opportunities - including construction, vehicle mechanics, land-based and animal care - offer meaningful pathways for engagement, skill development, and future employment. These placements are carefully matched to individual interests, strengths, and aspirations, and supported by staff to

ensure consistency, safety, and emotional readiness. We work closely with local providers to ensure placements are inclusive and responsive to the unique needs of our learners. Vocational education plays a central role in fostering ambition, resilience, and successful post-16 transitions.

Learning outside the classroom- Educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. WhiteTrees Independent School curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them. Trips extend pupils' knowledge of past and present. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows because of sharing the experiences.

Enrichment Opportunities

All pupils can develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the staff and pupils. We ensure that all tasks and activities that the Pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians/carers are informed, and their permission obtained before the visit takes place. Learning assistants are deployed as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups.

Homework

The school sets homework as appropriate. Often the most valuable homework a child can do are activities outside of the school curriculum. Examples may be, The Duke of Edinburgh Award or other external qualifications. Pupils who are approaching timetabled exams will be given revision packs and practice exam papers so that they can prepare, often using a tutor guided revision timetable. Homework packs are provided upon request from parents/carers for completion during the school holidays.

Subjects Offered at WhiteTrees School

<table>
<tr><th>Upper KS2</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr>
<tr><td colspan="4">STEPS</td><td colspan="2">STEPS/AQA Unit Awards/ASDAN/ DofE / Functional Skills</td></tr>
<tr><td colspan="2"></td><td colspan="3">AQA's/Entry Level/Functional Skills</td><td>GCSEs / Functional Skills</td></tr>
<tr><td colspan="6">Emotional Support & Development, PSHE & Social Skills, Reading, Values, Learning Around Character & Attitudes, Work Experience, College Courses, Enriching Experiences, Trips, Celebrations, Visits, Independent Careers advice, Community Engagement and Wider Opportunities to Develop</td></tr>
</table>

WhiteTrees School has created a curriculum and education plan in the form of STEPS Curriculum. Our Curriculum covers the national curriculum and is designed as a 5-year curriculum in most subjects. Pathways lead directly into further qualifications and also account for pupils with below age-related levels, incorporating objectives from upper KS2. Our Curriculum also includes a deep and wide offer of learning and development beyond academic, vocational or technical through PSHE and Social Skills pathways. Pupils learn about careers and the Gatsby Benchmarks are met. They also develop social skills, character, attitudes and other areas that will set them up to succeed in life after WhiteTrees. Pupils, at the end of Year 9 are placed on a pathway for KS4 that is most appropriate for meeting their future aspirations and for reaching their potential. All pupils are to study the compulsory subjects listed under the 'core' section. They will also receive PSHE and PE lessons and these will be linked to AQA awards as well as the Steps. The pathways to select are then Duke of Edinburgh; Vocational; GCSE and Life Skills. Those on the GCSE pathway will be taught the content either from a qualified teacher on the school site or through an online platform in collaboration with Academy 21 which is a DfE accredited provision. This enhances the curriculum offered in a bespoke manner which further supports stretch and challenge for our pupils. Other courses and experiences that are on offer are also listed in the far-right column which are available to the pupils.

<table>
<tr><th>Compulsory</th><th>Pathway options</th><th>Other</th></tr>
<tr><td rowspan="3">Core

Functional Skills English
Functional Skills Maths
Science ELC
(PSHE)
(PE)
(ASDAN PDP)</td><td>GCSE
English Language, Maths (and the option of Science, History and English Literature)</td><td rowspan="3">ASDAN short courses - optional for all pathways

AQA units - All pupils will complete PE and PSHE related awards. Additional units are optional.

Certificates in Outdoor Education activities:
Paddle power star award canoeing
Paddle power kayaking
NICAS climbing level 1
AQA unit Awards</td></tr>
<tr><td>Duke of Edinburgh
(Bronze in Y10 and Silver in Y11)</td></tr>
<tr><td>Vocational
(Construction, beauty, farm)</td></tr>
</table>

	Life Skills (Off site activity - outdoor education / forest and career development)	Cross Fit **Whilst these are optional, those on a GCSE or Life Skills Pathway have a dedicated 'offsite session' so an award can be worked towards. Those on a DofE pathway could incorporate into physical section.** **Those on a vocational pathway could incorporate into PE session.**

Daily Schedule

	Mon	Tues	Weds	Thurs	Friday
9.15 - 9.25	Settle	Settle	Settle	Settle	Settle
9.25 - 9.45	Re-cap session / Intervention session / Additional PSHE or ICT session	Re-cap session / Intervention session / Additional PSHE or ICT session	Re-cap session / Intervention session / Additional PSHE or ICT session	Re-cap session / Intervention session / Additional PSHE or ICT session	Re-cap session / Intervention session / Additional PSHE or ICT session
9.50 - 10.30	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
10.30 - 10.45	**Break**	**Break**	**Break**	**Break**	**Break**
10.45 - 11.25	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
11.30 - 12.10	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
12.10 - 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
12.50 - 1.30	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
1.35 - 2.15	Lesson 5	Lesson 5	Lesson 5	Lesson 5	
2.20 - 2.55	Lesson 6	Lesson 6	Lesson 6	Lesson 6	

The above schedule gives a brief overview of the working day. It is however, important that you consider that each of our students has a bespoke timetable and may have varying times/ destinations to adhere to. The running schedule of your day may vary depending on the student you are working with or the tasks that are being asked of you.

Daily briefs and handovers are imperative, all staff must be prompt and present (devices away) in order to understand and give feedback on the students in our care.

While lunch is not formally allocated for staff you may eat with the students in the common room/common areas between 12:20-12:50 providing all pupils are supervised throughout. Operations Managers will direct staff to have breaks as required.

Daily Briefing and Handover

As stated before, daily briefings and handovers are imperative. Morning and afternoon briefings will be held by site lead or any other appropriate senior member of staff and should be completed in full before staff begin or end their day. Staff must be present for

both in order to prepare for the day ahead and highlight any issues in the working day and celebrate the children in their successes!

Morning

Morning brief will provide information that has been handed over from WhiteTrees residential homes or parents/Carers of students. This information can give us some indication on how the day may run and what steps to take to create a comfortable environment for our students.

Staff will be informed of their daily tasks including which student they will be working with, the location that they are expected to be in and which vehicle they will be using. Staff will also be asked if they require money for the day, which they will be assigned a card/petty cash.

Afternoon

Afternoon brief requires staff to provide a handover of each pupils day. Behaviours and education are assessed for morning and afternoon and require a rating on the scale as well as a brief overview of what was completed.
Staff will have the chance to voice any celebrations of the day, whether this be concerning the child they have been working with, someone else, or a group.

Staff will also be asked whether SLT needs to be informed of any CPOMS that have been processed throughout the day. Each CPOM should be altered to SLT when submitted.

Behaviour

R	Physical and verbal aggression towards staff or peer, destroying property, criminal damage, absconding (circumstances depending).
A	Verbal threats, disruption, taking a long time to settle, absconding (circumstances depending).
G	Following instructions, settling well.
B	Excellent behaviour, following boundaries and rules.

Education

R	Complete refusal
A	Some work completed
G	Most work completed
B	All work completed and exceeding expectations

Effective Ethos & Classroom Environment

WhiteTrees Independent School provides an academically challenging environment which is vibrant, happy, creative, and stimulating. Our teachers have high expectations but equally foster a nurturing environment to promote pupils' academic growth and to provide the support they need to make good progress in their studies. We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education (DfE) and Health and Safety (HSE) advice. We issue a 'one off' consent form for parents/guardians/carers to sign when a child enrols at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents/guardian/carers' information.

Our school offers an attractive learning environment. We ensure that all pupils can display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the pupils. All teachers reflect on their personal strengths and weaknesses, enabling them to plan their own professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all of our teaching in an atmosphere of trust and respect for all, with regular meetings with the Leadership Team to support weekly planning and any issues which arise during each term.

Each of our teachers makes a special effort to establish good working relationships with pupils in their class. We treat pupils with kindness and respect and recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. Teachers follow the school policy with regards to discipline and classroom management and they set and agree with pupils on the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by doing so, we help to build positive attitudes towards the school and learning in general. We aim to provide a learning environment which is challenging and stimulating, peaceful and calm, happy and caring, organised and well resourced, makes learning accessible, encouraging and appreciative, welcoming, enabling equal access and inclusion and providing a professional working atmosphere. The role of the Executive Headteacher, Laura Bull, is to provide strategic leadership and direction, support and offer advice to colleagues.

Transition Support

We carefully manage the transition of our pupils throughout the school and in preparing pupils for further education through our Key Stages. This includes mapping out bespoke timetables and liaising with parents/carers and professional teams to ensure the pupils academic pathway is suited to them.

Our staff also spend time towards the end of the current academic year working with their prospective pupils for the year ahead if there is to be a change. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally.

Preparation for the Future

Our SENCO, DTs and Work Experience and College Coordinator carefully map out opportunities for transition after our pupils graduate from WhiteTrees School. This includes ensuring access to careers advice and support and liaising with future education providers. Furthermore, they also work closely with our impartial careers guidance person to ensure our pupils are provided with all relevant information and opportunities available to them so they can make informed choices and decisions about their future. We commission impartial careers guidance from Hertfordshire Local Authority to further support our pupils.

WhiteTrees Independent School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We aim to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It arranges work experience and advice is given concerning further and higher education.

Careers Guidance

Pupils at WhiteTrees Independent School are supported in their preparation for formal examinations at various stages of their education. They receive specific support in Work Skills that includes guidance on revision technique, making notes, examination technique and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. We use the eight Gatsby Benchmarks as the foundational framework for all careers, education, information, advice, and guidance and provide opportunities for pupils to understand the world of work and the promotion of their economic well-being through the PSHE programme; cross-curricular links; work experience; DofE; vocational placements and ASDAN PDP. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training at the appropriate stage. These are a few of the ways in which pupils are prepared for the future beyond WhiteTrees Independent School. Pupils have the opportunity to meet with our impartial careers guidance service to further support them with making decisions and choices about what opportunities are available to them after WhiteTrees.

The Curriculum, Academic Excellence, & Public Examinations

Assessment

We use Standardised and Curriculum Based Measurement tools to ensure we have accurate and up to date data for each of our pupils to determine their academic, social and emotional needs and track their progress.

Pupils may be assessed using the WRAT (Wide Range Achievement Test) and the data gathered from here will guide SENCOs as to whether further assessments in a particular area are needed. The assessments available will then be Sandwell (early numeracy), Salford (reading) and HAST (spelling). This data will allow for each pupil to be given a percentile and from this, potential progress trajectories can be formed. This information will assist with relevant interventions being put in place and also with the selecting of an appropriate pathway at KS4.

Formative assessment takes place in each subject area on a daily basis and future lessons are then informed from this information. Evidence for Learning (EfL) is the platform used to record the work produced and the progress of each pupil. Assessment books are completed on the same platform and these indicate whether the learning of an objective is emerging, developing or is secure. An end of unit summary assessment each term also assists teachers with determining their level of understanding and to track their progress within the program.

See Exams policy for information regarding formal examinations procedures.

Whilst accepting the need to prepare its pupils for public examinations and further and higher education, WhiteTrees Independent School will strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

Standard of Attainment

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Can we compare expectations and estimates with final results?

The Curriculum & Members of Teaching Staff

Teachers ensure that an appropriate level of work is set and marked so that learning outcomes may be consolidated, and the needs of individual pupils identified and met. We appreciate that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. 'Pupils learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.' Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring, and independent learners.
- foster pupils' self-esteem and help them build positive relationships with other people.
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values, and feelings of others.
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people.
- cater for the needs of individual pupils.
- personalise learning.
- enable pupils to understand their community and help them feel valued as part of this community.
- help pupils grow into reliable, independent, and positive citizens.
- Enable achievement and provide challenges appropriate to the ability, interests and needs of each pupil.

Effective Teaching- Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- Having a high expectation of pupils.
- Employing a variety of learning and teaching methods.
- Ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- Delivering lessons which build upon previous experience, providing continuity and progression.
- Providing learning opportunities which offer depth and challenge and motivate and inspire children.
- Involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, and encouraging children to evaluate their personal achievements.
- Developing pupils' skills to become independent learners.
- Encouraging, rewarding and value achievement and effort, both formally and informally, through praise in the learning environment.
- Working in partnership with children, staff, and parents/guardians/carers to achieve shared goals.
- Keeping parents/guardians/carers regularly and fully informed about the progress and achievements of their children through reports and parent coffee mornings.

Leadership Teams at each site carry out regular check-ins during lessons and after lessons, whereby pupil work and lesson plans/resources are checked for adaptations, marking and ensuring staff are adhering to our STEP curriculum and the SEND needs of our pupils. All teachers are observed with classes twice a year, and Early Careers Teachers (ECTs) are observed each half term, by a qualified ECT mentor, supporting them through their induction programme. The criteria that we use have been agreed by all teachers and are part of our teaching and learning policy. The teacher and the observer follow the observation with feedback to discuss positive observations and any target staff may need to work on to improve their approach to teaching. This information is then used to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Direct observation must be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- Observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed.
- Discussing with pupils the work they have done and their experience of teaching and learning over longer periods.
- Discussing teaching and learning with staff.
- Taking account of the views of pupils, parents/guardian/carers and carer staff and placing authorities, where appropriate.
- Taking account of the school's own evaluations of the quality of teaching and its impact on learning and
- Scrutinising the standard of pupils' work, noting:
  -How well and frequently marking and assessment are used to help pupils to improve their learning
  -The level of challenge provided.

Effective Learning

We acknowledge that people learn in many ways and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. Our Schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge pupils. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide small class sizes, 1:1 teaching when and where necessary, which ensure that each pupil's individual strengths, talents and aptitudes are nurtured and developed. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- The teacher should explain the learning objectives, and why the lesson is important.

- It should allow pupils to see the links within learning.
- The lesson should be presented in a range of styles.
- It should allow opportunities for the pupils to build up their own understanding through various activities.
- It should allow opportunities for the pupils to review what has been learnt.
- It should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies.
- The teaching should indicate what the next step in the learning will be.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. Informal formative assessment takes place continuously in the classroom and comprises of:

- Well understood learning objectives which are shared with the pupils
- Sharing or creating learning outcomes with the pupils to make them partners in their learning.
- Plenaries being used as assessment opportunities:
- Effective teacher questioning.
- Observations of learning.
- Analysing and interpreting evidence of learning to inform future planning.
- Sensitive and positive feedback to pupils.
- Individual target setting: SMART (specific, measurable, assessable, realistic and given in time);
- pupils understand how well they are doing and how they can improve.

Auditing our Curriculum - Teaching & Learning

We ask ourselves the following questions when auditing our current performance:

- How is the curriculum being developed and monitored across the whole school?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?
- Self-evaluation and development are a critical part of the school's managerial role and teachers, care staff and managers will input into the development as well as pupils' own feedback. At WhiteTrees School the most important role of teaching is to promote learning to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment, and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements, and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every pupil by:

- Extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time.
- Enabling pupils to develop skills in reading, writing, communication and mathematics.
- Enthusing, engaging, and motivating pupils to learn.
- using assessment and feedback to support learning and to help pupils know how to improve their work.
- Differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress.
- Enabling pupils to apply intellectual, physical, or creative efforts and develop the skills to learn for themselves and setting high expectations.
- Using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress.
- Managing instances of poor or disruptive behaviour.

Behaviour that undermines the happy environment that is such a hallmark of WhiteTrees Independent School life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted. When evaluating the quality of the curriculum, we consider:

- The impact of the curriculum on pupils' academic and personal development and in preparing them for the future
- Opportunities, choices, responsibilities, and experiences of adult life.
- The contribution of the curriculum to the school's ethos and aims and the impact on pupils' academic and personal development and well-being.
- How well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience, and plans for progression and
- The extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils and the views of our pupils, parents/guardian/carers and staff.

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need. When evaluating the quality of the curriculum, we consider:

- The impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities, and experiences of adult life.
- The contribution of the curriculum to the school's ethos and aims and the impact on pupils' academic and personal development and well-being.
- How well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience, and plans for progression.

- The extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils and
- The views of our pupils, parents/guardians/carers, and staff.

Communication with Parents/Carers

We believe that parents/guardians/carers and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents/guardian/carers and guardians about what and how their children are learning by:

- Holding meetings with parents/guardians/carers to explain our school strategies.
- Sending information to parents/guardians/carers at the start of each term in which we outline the topics that the pupils will be studying during that term at school.
- Sending regular reports to parents/guardians/carers in which we explain the progress made by each child and indicate how the child can improve further.
- Being available - we have an open-door policy.
- Strong lines of communication with parents/guardians/carers. We believe that parents/guardians/carers have the responsibility to support their young people and the school in implementing school policies. We would like parents/guardian/carers to:
- Ensure that their child has the best attendance and punctuality record possible.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school, staff and learning in general

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