



Hillcrest School Cramlington

Teaching, Learning and Measuring Progress Policy

Date established by governing body

Autumn Term- December 2016

Date for full implementation

Immediately

Date for review

Autumn Term 2017

Introduction

Hillcrest School provides a specialised learning environment for children with a wide range of barriers to learning. We are a highly motivated staff team who are committed to improving the lives of children and young people. Our success lies with providing an individual experience ensuring each child is challenged and supported in their learning. Governors and staff collaborate closely to drive the school vision forward.

Hillcrest Key Drivers

- Social development and communication
- Emotional health and well being
- Academic achievement
- Functionality
- Aspirational futures

Rationale

Effective teaching and learning is the process we adopt by which we deliver our modified curriculum, which is broad, balanced, relevant and differentiated to meet the needs of the pupils whilst having regard of the National Curriculum, Religious Education, Collective worship, and the Code of Practice for Special Educational Needs and Disability (2014).

This document is a statement of the aims, principles and strategies for teaching, learning and assessment at Hillcrest School. It lays the foundation for our approach to teaching the curriculum. This policy reflects current practice, which we promote within the school, and identifies areas of work that are being developed.

Aims:

- Ensure that we meet the needs of pupils more effectively by establishing a consistent approach to teaching and learning
- Provide information to staff and parents on how our curriculum is developed and how this will look across the Key Stages
- Ensure the deployment of resources support effective teaching and learning
- State how we accurately assess to track and monitor the individual progress of all learners using iASEND.
- Explain how we mark and feedback to learners the progress they are making.

Identifying Needs

Learners at Hillcrest are accompanied by an EHCP or a statement of special educational needs (all pupils are transitioning to an EHCP). All learners have clearly identified needs which the school strives to meet. On starting each learner will have their needs baselined using our assessment and holistic development tools. This allows staff to clearly plan for their progress and measure the impact of teaching, learning and intervention.

Inclusion statement

We uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this. As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational interventions, pupil-centered planning and solution-focused support – ultimately leading to successful educational integration.

Teaching and Learning

Our aim is to create an environment in which quality teaching and learning can take place so that all pupils have the opportunity to realise their potential. This occurs when:

Learners:	Staff:
Enjoy being at school- feel happy and secure and have a feeling of self-worth	Uphold the nurturing ethos which provides a positive classroom atmosphere embedded in British Values. Develop an orderly classroom environment with effective and consistent behaviour management
Are encouraged to see themselves as being able to be successful	Have high but realistic expectations that are made clear to the children. Planning work that ensures continuity and progression
Experience success and are able to feel a sense of achievement	Make learners aware of the progress they are making in all areas of school life. Ensure marking and feedback supports depth in learning not just progress
Feel accepted and have a sense of pride in belonging to their school/class	Are aware and sympathetic to, all the facts that affect children learning.
Feel a sense of ownership towards their work and increasingly take control of their own learning	Develop independence in learning and progress and resource accordingly to meet this. Share achievements and display work accordingly
Are supported by their parents and feel that their work/effort is valued both at home and at school	Feedback progress to parents through reporting, school website and regular communications
Are taught how to think, learn, listen carefully, concentrate and persevere	Are concerned with all aspects of a child's development not simply their academic achievement
Are challenged and motivated and see work as having a purpose	Provide activities that are differentiated to match the needs and abilities of the learners. Learning is matched to pace and ability of learners
Can make informed choices in their learning	Support learners in developing their pathways taking account of interests and experience
Are given opportunities to apply acquired skills and knowledge to new situations	Organise experiences for children to apply functional skills and develop awe and wonder. Take time and care to assess and record achievements

Curriculum and Timetable

At Hillcrest School, we create a calm learning environment where children and young people are supported and encouraged to do their best. In order for all pupils to reach their full potential, we need to ensure that in our delivery and planning of the curriculum, we allow children to access the full range of teaching and learning styles and develop pupil's skills effectively.

At Hillcrest School we have such a wide range of abilities, needs and ages that we cannot have one curriculum to fit all of our pupils. We believe that each Class Teacher, with support from their class teams, are best placed to and should be allowed to design individual curriculums to suit either individual pupils or groups of pupils within their class.

The most effective and powerful curricula are those that are flexible, allow for responsiveness and continually change through evaluation, adjusted to reflect new insights and learning from our teachers, teaching assistants and classrooms. Each learner is unique and most children and young people across our school follow their own bespoke curriculum. There may be a number of different curricular for groups or individuals in each class and depending on their individual needs (age, ability, physical needs, learning needs and health) the curriculum will focus on varying proportions of each.

Our choice of curriculum organisation has been developed around the starting point of pupil need and is contextualised to meet the specific needs of the pupils in our school and to support their personal development and welfare.

The curriculum at Hillcrest School complies with the guidelines of the National Curriculum. However, it is designed to take into account each pupil's special needs and the pace at which he/she can learn. The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day.

The school has a clear focus on the personal, social development and wellbeing of each child, as well as on their academic progress. At Hillcrest, we aim to teach our children how to grow into positive, responsible and independent people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential.

Effective teaching and learning is the process in which we deliver a curriculum that develops functional and independent needs of the learners at Hillcrest. In our endeavour to meet a wide range of educational and social needs, we have developed a curriculum that adopts an integrated approach which encompasses and extends the National Curriculum. Our whole school curriculum model provides progression from an Early Years Foundation Stage towards the fullest possible participation within the National Curriculum framework. The aim being that all learners develop pathways to accredited courses (in Years 10, 11, 12 and 13), with programmes designed for and implemented at an appropriate level. The curriculum prepares the children and young people for adult life through programmes which promote independence, including extensive use of the local community.

Our curriculum is differentiated according to the age and the needs of the pupils. Our work is interdisciplinary thus our planning sets out to ensure that our pupils have access to a modified curriculum which takes account of their preferred learning styles and effective teaching and learning approaches. We aim to ensure that as far as possible all pupils achieve their maximum functional independence.

Our learners have a specific curriculum offer depending on Key Stage/Development Stage:

Key Stage 3	Key Stage 4	Key Stage 5/6 th Form
Narrowing Gaps	Accredited Pathways	Functionality
CLL	CLL/Functional English	Functional English
PSRN	PSRN/Functional Maths	Functional Maths
Science	Entry Level Science	OCR Employability
Digital Literacy and ICT	E-safety and computing	OCR IT
PPSED	PPSED	PPSED
EAD	EAD	Arts Award
KUW	Functionality & D of E	D of E
Focus/Reflection/Enrichment	Focus/Reflection/Enrichment	Work Experience

How will it be delivered?

The core curriculum is delivered in 'nurture group' classes of approximately 6-11 pupils of mixed age and ability. Hillcrest School has 8 groups based on the guiding principles of the 'nurture group' albeit carefully developed, planned and resourced to meet the differing ages, individual and often disparate needs of Hillcrest pupils.

The timetable

The first 45mins of the day is spent in Focus which is partly breakfast club and the majority PSHE. Pupils are encouraged to prepare, serve and eat breakfast typically toast, cereals, juice and tea. During this time, both the adults and the children engage in social activities; this enables the adults to model social conversation and engage in any problem-solving regarding a current issue that may have arisen within the group.

Other non-structured activities throughout the day vary according to the particular nurture group – but may include:

- A session when the children engage in **Free Play**; they can access a range of activities at this time and it is an ideal opportunity for staff to observe the children's learning and development of social and emotional skills. Table top and floor activities may be set up to cover each area of learning.
- A session when the children engage in **Group Time**; one member of the staff will lead the group whilst the other becomes a member of the group providing a role model for the children.
- Our lunchtime session further develops the social experiences for our learners where staff sit in the pastoral groups and model appropriate conversations, behaviours and social norms in an enjoyable and motivating way.

Focused Teaching Sessions - Core Subjects.

These will include differentiated and personalised learning in English and Maths (Communication, Language and Literacy & Problem Solving, Reasoning and Numeracy). Learning will be informed by iASEND assessments and progress profiles. Teaching may be 1-1, in small groups or in whole classes. Throughout the curriculum a key emphasis is put on communication particularly speaking and listening.

Focused Teaching Sessions – Foundation Subjects.

Hillcrest provides a balanced curriculum that is relevant, appropriate and engaging. The afternoon session at Hillcrest tends to be thematic; topic based learning encompassing a range of cross curricular skills, knowledge and understanding from the foundation subjects. Numeracy and literacy skills taught and learnt in the discrete lessons in the morning are developed, extended and applied in planned and incidental, cross curricular opportunities and activities in the afternoon. The curriculum offer does differ according to key stage/learners profile.

Reflection Time

Staff have this built into the end of the day to support learners in the transition from school back to home. This time can be used to 'fix it' (amending work), reflecting on behavioural choices, sharing evidence of progress, story time or social activities. This is led by staff and this enables them to model appropriate behaviour, listening skills, etc, and also support the children's enjoyment, learning and development of language skills.

Enrichment activities

Pupils are encouraged to engage, participate and succeed in activities and learning across the curriculum. The formal curriculum is supported and reinforced by a range of activities and learning opportunities aimed at stimulating re engagement, participation and interest. These include: cooking, crafts, sewing, farm, orienteering, nature walks, community visits, life skills experience, enterprise, sports, board games, creative play, role-play and drama. This is a regular timetabled slot every Friday afternoon.

Promoting 'fundamental British' values as part of SMSC.

Hillcrest will promote the value of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Opinions and behaviour contrary to these values will be challenged.

Accreditation

To add value to the curricular experiences in Hillcrest we endeavour to accredit as much of the curriculum with qualifications that will support in future employment and further qualifications. Although Hillcrest is registered with exam boards many of our learners find GCSE and A-level routes beyond challenging and inappropriate.

Although some of our students are able to access a specific GCSE course most are likely to follow a wide range of courses; Functional skills, ASDAN, OCR employability, Arts Award and any other relevant framework of qualifications and accreditation appropriate to their pathways.

Assessment and Moderation (see appendix for detailed explanation of system)

Hillcrest school recognises that assessment is the key to measuring the progress learners are making and this in turn impacts the teaching required to maintain progress over time. As all our learners have specific needs we were keen to adopt an assessment system that is specific and tailored to capture the depth of learning.

Rationale:

In 2012, 8.2 million pupils attended 24372 schools in England. The DfE (2010) estimates that 20% of these pupils have special educational needs and disabilities (SEND) and 3% require specialist provision.

The learning, progress and assessment of these pupils is both variable and complex. Many primary, secondary and some special schools struggle to accurately assess attainment, recognise progress and set meaningful targets for their pupils with SEND.

Currently, assessment tools tend to use 'labels' to analyse data (e.g. ASD) assuming these labels infer one 'special need' and affect all pupils in a similar way. The assumption leads to unreliable analysis and cannot be used to support further development or progress.

Presently, there is no purpose-made system that supports the assessment of any pupil with SEND.

i-ASEND covers all the levels of attainment, from P1-level 8 (National curriculum level); therefore, it can be used to demonstrate progress across age and ability ranges.

Changes to the OFSTED framework and to the Code of Practice means that all schools need to demonstrate how well they meet the needs of pupils.

i-ASEND: A solution

i-ASEND is an assessment, tracking and target setting cloud-based system that provides schools and teachers with information that shows attainment and progress in real time. It is a unified assessment solution, making use of digital technologies, to support inclusion and equal opportunities for all. It addresses a major problem that is currently ignored: the lack of data about the attainment and progress of pupils with SEND of different types and severity. To overcome this i-ASEND divides pupils into cohorts depending on the level of difficulty they have in these critical areas-cognition, behaviour, physical and sensory difficulties.

iASEND is highly innovative and is fundamentally different to other assessment tools for pupils with SEND. It supports professional practice by increasing understanding

of pupils' learning journeys leading to learning opportunities that are effectively and accurately differentiated and focused.

Advantages of i-ASEND

- You will be able to draw meaningful conclusions regarding the effectiveness of interventions for your pupils with SEND.
- It will help improve the consistency of assessment methods leading to more suitable learning opportunities and a higher quality and outcome of SEND provision
- It has the potential to revolutionise the education of pupils with SEND with more targeted, focused and appropriate learning experiences
- The i-ASEND platform will enable accurate assessment and track progress in real time
- It helps teachers and support staff to understand the most appropriate way to include pupils and avoids 'shallow' and 'tokenistic' learning opportunities and superficial inclusion.

Curricular Routes, Baselining & Functionality (Mastery)

On starting at Hillcrest each learner will undergo a series of baseline (moderated) activities that will allow a clear picture of needs and abilities, matched along with previous school data and reports. The learner will then be placed on A, S, E, N or D curriculum in English, Maths and Science.

The progress through their curriculum will be measured as a percentage and this is used to understand their stage of development:

Emerging: 0-25%, Developing 26-50%, Securing 51-75% & Functional 76-100%

The key importance with our assessment system is to measure how the learners are developing the deepening of skills, knowledge and understanding and how the learners are then able to apply these in functional situations-mastery.

Moderation

The process of moderation is to discuss and validate the professional judgements staff are making about learners progress and achievements.

Within Hillcrest we use two types of moderation: internal and external

- Internal moderations are completed by all teaching staff focussing on particular themes, trends or areas of debate
- External moderation is used to maintain links with other settings, validate professional discussion and validation, share judgements using different assessment systems and develop strong practice.

Three main components of effective moderation are:

- Consistency – making sure the same teacher makes the same judgements and that different teachers make the same assessments of the same pupil
- Comparability – making sure different assessments are comparable

- Fairness – the context and character of assessment has given pupils the chance to demonstrate what they know.

Moderation is a balance between accountability and improvement, and effective moderation creates a feedback loop between assessment and planning.

Marking and Feedback

Rationale:

Effective marking is an essential part of the education process:

- At its heart, it's an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.
- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike. In particular, we are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.
- A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances.

In summary, all marking should be meaningful, manageable and motivating.

- **Meaningful:** It is what works best for the pupils and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Oral feedback, working with pupils in class, reading their work- all help teachers understand what pupils can do and understand. Consistency across a school is important but it comes from consistent high standards rather than unvarying practice.
- **Manageable:** Marking and feedback needs to be proportionate and must be considered as part of the teachers workload. An example of disproportionate practice is that of extensive comments which learners are unable to read or a written dialogue which would be more appropriate in a conversation. Our feedback will take the form of predominantly spoken marking linked to highlighted evidence but we will encourage teachers to use written, peer and self-assessment when appropriate.
- **Motivating:** An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building. Pupils should be taught and encouraged to check

their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Hillcrest's approach to marking & feedback:

Considering the rationale above, considering best practice and learners needs, Hillcrest have adopted a policy that is appropriate for each and every learner. Within all subjects Hillcrest staff will use learning trackers to demonstrate progress and to initiate discussion and give meaningful verbal feedback. The nature of the learners in Hillcrest is that of which require meaningful, manageable and motivating feedback.

The key tools for the system to be effective are learning trackers, pink & green highlighters and staff who are confident and knowledgeable of the curriculum, pedagogy and can resource and facilitate progress and provide challenge.

The learning tracker:

The learning tracker will be visible at the start and end of each unit of work. At the start it will be used to initiate discussion with the learner. This will contextualise and share success criteria for the upcoming learning. Following this will be the evidence of work: which will include photos, pupils work, observations and any other valid evidence.

A second learning tracker will then be updated as the unit of work progresses. Staff will negotiate with the learner the evidence they have to highlight the success criteria-throughout the process challenge and differentiation will be evident and recorded. The completed version will be stuck in at the end of the unit of work. Regular verbal feedback will be evident in the books through the use of highlighted aspects of work. This demonstrates the aspects of work that staff are indicating as clear evidence of progress but also areas the learners needs to attend to. Staff can then motivate the learner to address this, provide resources to complete this or set and complete additional learning activities/interventions.

Feedback can be underlined, circled, annotated, draw reference to and to indicate particular parts using the following colours- **pink to think** **green is great**

The diagram illustrates the components of a learning tracker form. Annotations include:

- Focus of work:** Points to the 'Date:' field.
- Success criteria:** Points to the 'I am learning to:' section, specifically to a green highlighted bar.
- Indicate where learners are:** Points to the 'Curriculum: S/E/N' field.

The form itself contains the following fields and sections:

- Date:** A field for the date.
- Curriculum:** A field with the text 'S/E/N' followed by a table with columns 'E', 'D', 'S', and 'F'.
- I am learning to:** A section for learning objectives, containing a list of four items, each preceded by a checkmark. The first two items are highlighted in green and pink respectively.
- By....** A field for the learner's name.
- Space for intervention criteria and/or challenge criteria to be added from the original set** A blue box at the bottom of the form.

Homework

Rationale

Extending learning beyond school is an important part of every child's development. Our parents recognise this but felt that it can become a point of conflict which can lead to challenging behaviour at home. In a recent survey parents were keen for the school to review the policy so that homework was an aspect of their child's education but not one in which it would cause distress or frustration.

Recognising the needs of our learners and the bespoke approaches used in the curriculum it was only fitting that homework would adopt the same approach. As such the setting of homework is going to be bespoke, decided on a class by class and student by student basis. Each class teacher will know the needs of the individuals and allocate homework accordingly. Parents will be informed of this.

Aims

By adhering to this policy, homework will:

- Be used as a tool to help continue to raise standards of attainment.
- Provide opportunities for parents, children and school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in PSRN and CLL.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

Implementation

Homework can be set in many different forms with different expectations and outcomes. There are a number of points to consider:

- The nature and type of homework changes throughout a student's school career.
- Homework should not cause undue stress on the pupil, family or the teacher.
- Parents will be notified on the termly overview, stating the nature of homework for that period.
- Different levels of homework will be given to ensure it is within the capability of children of different abilities.
- Where support at home is not available, school will provide a suitable place and time for the student to work. This will be within focus time or reflection time organised by the teacher.
- Parents and carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.
- Students who do complete homework will build up a reward account, which, at the end of every term will be able to be cashed in at our school reward shop.

Monitoring and evaluation

- The Head teacher & Deputy Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- Middle Leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.
- Middle Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Reporting to Parents

Reports to parents are given verbally at parents' evenings three times a year along with written information on the children's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed annually and its effectiveness evaluated and amended in light of the findings of the evaluation.

Date of this policy: December 2016
Review date: December 2017

Policy approved by:

.....
Mrs Mead
Head Teacher

.....
Mrs J Reid
Chair of Governor

Date signed.....

iAsend-Assessing learners with all types of send

It all starts with each learner being measured as an individual....this individual PIN/CODE allows for internal, local and national **moderation and benchmarking** of 'like for like' pupils.

SEND Profile for					
Type of SEND	None	Mild	Moderate	Severe	Profound
Cognitive	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioural	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensory	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

iASEND itself is the assessment tool that monitors the progress of learners from P-scales through to the end of Key Stage 3.

<https://www.iasend.com/>



A baseline is then calculated for each learner...school staff would read statements and decide how much evidence they would have to then ascertain where to place the learner.

Enter Assessments

Curricular statements

Assessment No. Subject Component

PUPILS	STATEMENT	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
	E - English - Writing - Grammar and Punctuation						
<input type="checkbox"/>	200 - I can leave spaces between words. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	201 - I can join short sentences using and. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	202 - I begin to punctuate sentences using a capital letter and a full stop. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	203 - I begin to punctuate sentences using a capital letter and a question mark. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	204 - I begin to punctuate sentences using a capital letter and an exclamation mark. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	205 - I can using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	206 - I know how to use both familiar and new punctuation correctly Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	207 - I can use commas for lists. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	208 - I can use apostrophes for contracted forms in spelling. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	209 - I can write different forms of sentences. Q	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Depth of learning-all functional would equal 100% of curriculum met

Once the baseline is complete staff maintain live assessments of the learners. These are captured and reported ½ termly so 'children at risk' are monitored. SLT would maintain vigilant overview that assessments are updated live.

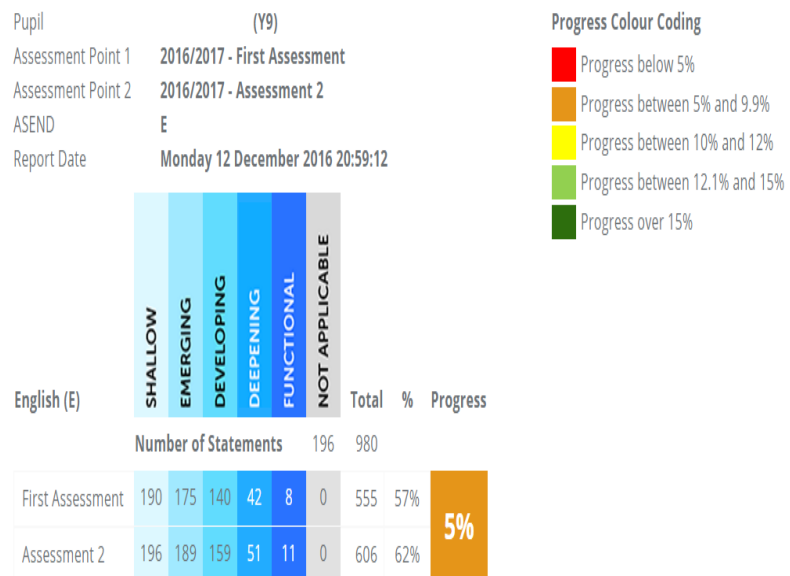
The curriculum/assessment areas are as follows:

Computing	Science	Maths	Speaking & Listening	Writing	Reading	National Curriculum Equivalent	Curriculum
√	√	√	√	√	A		
√	Working scientifically, biology, chemistry, physics	Using Maths Number Shape, space, measures	√	Handwriting, Transcription, composition, grammar and punctuation.	Reading Skills & Sound list	KS1	S
√	Working scientifically, animals, materials & rocks, earth & space, plants, living things, forces motions &magnets	Number & place value, Addition & subtraction, multiplication & division, fractions decimals percentages & ratios, measurement, geometry-position & direction, geometry- properties of shapes, statistics	√		Compre hension, word and sound list	Key Stage 2 Lower	E
√	+ states of matter, light, sound, electricity, evolution, inheritance and genetics		√			Key Stage 2 Higher	N
√	+atoms, cells and energy	+ algebra & probability	√			Key Stage 3	D

Measuring Progress & Target Setting

A percentage of each curriculum is calculated from how many points/statements met:

	English	Maths	Science	Computing
A	45/225	47/235	40/200	32/160
S	121/605	86/430	96/480	30/150
E	190/950	107/535	54/270	20/100
N	124/620	169/845	95/475	15/75
D	88/440	145/725	210/1050	15/75





Hillcrest Curriculum Offer- 2016/17

A unique curriculum for our unique learners

Hillcrest school aims to offer the broad and balanced delivery of the National Curriculum. It is imperative that all our learners are fully equipped for adulthood and are able to use skills, knowledge and understanding in a way that is functional to them.

The holistic approach to learning is supported further by the expert practitioners that deliver as much of the curriculum as possible to their pastoral groups. This has enhanced cross-curricular links and made target setting and assessment seamless.

Many of our learners have problems accessing large parts of the National Curriculum, caused by a combination of factors: poor literacy or numeracy skills; limited concentration; problems with interaction with other pupils, and a general lack of confidence and self-esteem. There is simply little point therefore, in attempting to replicate the lesson content and teaching approaches that have failed in the past to motivate these pupils.

The curriculum is differentiated for individual pupils according to need and this may be through content, delivery, support and expected outcomes.

Academic achievement is incredibly important here at Hillcrest. We have aspirational expectations of all the students and are keen to ensure they feel equipped and suitably prepared for the next stage in their education. Although we would like all of our learners to fulfil national qualifications such as GCSEs and A-levels the examinations have been detrimental to the progress our learners have made and there has been an impact on their wellbeing. We therefore offer functional and entry level qualifications, learners can still access GCSE routes if requested. The chosen routes allows a learner to demonstrate their ability against a curriculum that will robustly assess their functionality in becoming an independent adult.

IASEND is an assessment tool used by the school to measure learners progress. Although this is objective based on the National Curriculum it allows depth of learning to be measured in addition to linear progression.

KS3 Offer

Focus & Reflection

CLL

PSRN

KUW

EAD

PPSED

Enrichment

KS4/6th Form Offer

Focus & Reflection

OCR English

OCR Maths

OCR Science

OCR Entry Level ICT/Computer Science

Functionality

Artsmark Explore

ASDAN WKS/AOPE

D of E

OCR Employability & Work Experience

PPSED

CLL-communication, language and literacy 240 mins

This resource rich session is designed to develop functional English skills so that the students can communicate effectively in a range of ways. Staff will achieve this by:

- Developing reading skills inc. phonics
- Developing hand writing and confidence in writing composition-inc. grammar
- Developing vocabulary-reading and spelling
- Developing clear speech & articulation
- Facilitating real life opportunities to apply these skills
- Drama and role-play

EAD- Expressive art and design

EAD blends all the creative arts in a way that staff can merge and incorporate an array of artistic interests. EAD allows pupils to explore:

- Art-graphic, photography
- Design technology
- Food technology
- Music
- Drama
- Dance and expressive movement

The weighting of these areas will depend wholly on the group of students.

PSRN-problem solving, reasoning and numeracy 240 mins

The core of learning in maths with happen in PSRN. The aim is for children to develop functional mathematical knowledge to support them in independence in society. Sessions will explore:

- Numbers and calculations
- Decimals, percentages and ratio
- Measurement
- Data handling and statistics
- Geometry
- Algebra
- Construction/career focussed

The skills developed in these sessions will be built into real life scenarios (problem solving) for pupils to apply a plethora of skills. Students should show confidence in their understanding of numeracy skills regardless of the circumstance (reasoning skills).

FUNC-Functionality

FUNC is a timetabled period in which children prepare for adulthood. The session can include a multitude of areas from:

- Career education and work experience
- Duke of Edinburgh award
- ASDAN courses
- Individual Study (curricular interest)
- Budget management and banking
- Enrichment of learning experiences
- Independent travel and living
- Cookery

KUW- Knowledge and understanding of the world

KUW is developed from the natural awe and wonder that students have. It will build upon the sciences and humanities to wrap a focus into topic (thematic) learning that has clear purpose and answers questions. Students will:

- Develop scientific knowledge
- Carry out scientific enquiries
- Explore geographical features
- Reflect upon historical events
- Build cultural awareness and diversity

The topic approach allows a multitude of layers to the learning experiences making stronger links. Students will maximise the opportunity to enrich knowledge, skills and understanding through out of class learning.

ITC-Information Technology & Computing

- Programing & Computer Science
- Technology to communicate & E-Safety

PPSED-Physical, personal, social and emotional development

It is imperative that our learners can make healthy choices in life and keep themselves appropriately safe. PPSED merges several subjects in a more holistic approach. These are:

- Physical Education-strength, anatomy, dexterity and motor skill development.
- Personal Development-life style choices and being risk aware and preparing for adult hood-SRE & relationships, health & hygiene
- Social Development-enrich communication skills, developing listening and strong social attributes
- Emotional development-focussing on self-worth and managing feelings.