

<b>Local Procedure Title</b>	<b>Curriculum</b>
<b>Service</b>	<b>Aspris Queenswood School</b>
<b>ACS Policy number and title</b>	<b>ACS 31 Curriculum</b>
<b>Local Procedure template reference</b>	<b>ACS LP 31</b>
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<b>Local Procedure Author(s)</b>	Catherine Edwards
<b>Local Procedure Ratification</b>	Checked and approved by: Robert Coles

<p><b>1. Introduction</b></p> <p>Pupils that attend Queenswood school have a varying Social, Emotional and Mental Health needs, many will have experienced violence and disaffection in their childhood and have had disruption in their education or have been out of education for a long time. The majority of our pupils have lower than average attainment levels in literacy and numeracy and suffer from low self-esteem. Our pupils may have had poor experiences in a previous educational setting and are unable to attend mainstream education or a local authority special education placement.</p>
<p><b>2. Rationale</b></p> <p><b>Curriculum Intent:</b></p> <p>The whole school curriculum is designed so the individual has the opportunity to grow academically and socially, it takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan (<i>ISS</i>). Our pupils follow a bespoke curriculum designed so they can strive to meet their full potential whilst at Queenswood school. Pupils have access to small group tuition and high levels of supervision and support. Alongside academic classroom-based subjects, we offer an alternative approach to learning that involves offsite education in the community and courses that are designed to motivate our pupils to learn, and do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (<i>ISS</i>). We have a high emphasis on Literacy, Numeracy, SMSC and PSHE across the school as a whole in lessons and in enrichment activities.</p> <p>The whole school curriculum provides experiences for pupils to gain the necessary skills ready for the transfer into adulthood and enhance their Cultural Capital. Pupils have access to accredited courses, including both Vocational and Academic, at a personal achievable level and that are transferrable into further education and ensure they have the skills to succeed when they leave Queenswood School.</p> <p>When pupils are in severe distress and unable to access school site, they transfer to the blended learning program. The program involves a blend of practical, theoretical, and vocational based learning mostly with 1:1 support. The programme works on building pupils' confidence, respect and self-esteem whilst still working on core Numeracy and Literacy skills and qualifications. Pupils will work on developing socially acceptable behaviour in the community and learn the social skills they need to ensure they can transition to the next stage whether that is in education or a vocational aspect.</p> <p>The curriculum is personalised for each pupil to prompt change in their lives, broadening their horizons and open up new opportunities. It endeavours to help them become successful pupils who enjoy learning, make progress and achieve, emphasising on ensuring they are confident individuals</p>

who are safe, healthy and lead fulfilling lives. Pupils are helped to become responsible citizens who make a positive contribution to society.

The strengths and interests of the whole person, as well as the social and emotional risks, are taken into consideration when planning programmes based on their choices.

Our curriculum is coherently planned and sequenced towards gaining sufficient knowledge and skills for future learning and employment. It enables pupils to develop knowledge, understand concepts and acquire skills and be able to choose and apply these in relevant situations. There is a high ambition for all pupils whether it is vocational and or technical and a clear progression pathway for each pupil as an individual.

As part of the relational model Queenswood School pupils are divided into bespoke groups with the teaching and learning adapted to suit the group's needs. We have 3 groups at Queenswood School which focus on helping our pupils to progress from pre learn to learn, learn to learn, to ready to learn, then inspired to learn:

#### Pre-Learn to Learn:

Pupils placed within the pre-Learn to Learn group typically receive their education away from school site, with an allocated 1:1 tutor or learning support assistant, they will focus on the functional elements of core subjects and PSHE whilst developing social independence. Pre-Learn to Learn pupils will have a bespoke education package in place designed to meet their educational needs and provision as stated in part F of their EHCP's. The bespoke timetable will be agreed by a pupil, their parents/ carers and their SEN caseworker and or Virtual schools' representative (if CIC).

Pre learn to learn pupils may not feel safe in a school environment due to multiple education placement breakdowns, exclusions, gaps in learning and distrust in adults, distrust in peer groups, severe and complex anxieties, mental health, aggression, and absconding behaviours. Pupils work on developing trusting relationships and begin to form attachments with the adults that work with them. Over time and when risks are reduced pupils' transition into Learn-to-Learn groups, the transition time will vary and will be dependent on an individual's needs and progress. Pupils, where appropriate are invited to attend small group off site sessions with a small peer group, they may also join in with school sporting events and trips supported by their 1:1 member of staff.

#### Learn to Learn: Developing Attachment

The Learn-to-Learn groups are a practical based small group working on the strengths of the individual. These pupils may not feel safe in a formal classroom environment due to multiple education placement breakdowns, exclusions, gaps in learning and distrust in adults. Pupils work on developing trusting relationships and begin to form attachments with the adults that work with them. Lessons are mixed to help pupils understand concepts and acquire skills and be able to choose and apply these in relevant situations. They learn by accessing a range of experiences, through play, taking turns, sharing attention, practical learning, activities within the community and reduced formal classroom learning. Pupils learn to develop a respect for other people, the environment and education. There is a strong emphasis on making learning enjoyable and accessible so when they are ready, they can then progress to the next group.

#### Ready to Learn: Developing Resilience

The Ready to Learn groups are developing their resilience to access formal learning environments within small groups with some support. Pupils begin to recognise and accept achievement and are able to attempt more challenging tasks with reduced support. Pupils begin to develop resilience within social independence, accepting support and making relationships with a range of adults and some peers. Pupils work towards closing the gap in their education getting ready to work towards

relevant academic qualifications and take an interest in their next steps, future and progression pathways.

#### Inspired to Learn: Developing Competency

The Inspired to learn groups have a strong and positive ethos to learning. Pupils are motivated to achieve in formal learning environments and are developing a clear vision for their next steps and progression pathways. Pupils can accept challenge and are willing to try new things, experience new ideas and take on board different opinions. They require minimal support and can effectively engage in and sustain in formal learning environments.

#### **Curriculum Implementation:**

Queenswood School's curriculum is underpinned by willingness to learn groupings and a relational model. Through this approach to curriculum planning, we aim to ensure that pupils can access full-time supervised education that allows them to work towards aspirational targets.

The curriculum is adapted to meet pupils' individual needs regardless of their age, aptitude and abilities whilst bearing in mind peer relationships. Educational and enrichment activities give pupils the opportunity to learn and make positive progress in their behaviours, social independence, and academic attainment.

Pupils acquire new knowledge, skills and understanding by accessing the following:

- Therapeutic Interventions
- Core Subjects
- Foundation Subjects
- Local Colleges
- Training Providers
- External Provisions
- Vocational Qualifications
- Enrichment opportunities
- Extra-curricular activities
- Residential trips

Pupils also have access to accurate and up to date careers education that enables them to make informed choices and have appropriate support to transition them through to their next steps in their life, whether it is further education, employment or training.

Pupils on the blended learning program will have 1:1 learning support, their timetable is closely related to the main school site so pupils can be or are in readiness for a smooth transition. Lessons on core subjects are delivered offsite in small classrooms not only to increase pupils' knowledge on the subjects but to build up confidence in their own ability. Pupils will have access to vocational learning in KS4 in readiness for the transition to real life and independence. Small group-based activities are incorporated into the timetable to help facilitate relationships and work on building skills in which they lack.

#### Pre-Learn to Learn: Developing social independence.

Pre-Learn to Learn pupils' progression pathways will incorporate AQA unit award schemes and PSHE short course awards which focus on the practical elements of a topic and activities in the community. KS4 pupils' progression pathways will also include vocational learning opportunities, work related learning experiences and functional/ entry level literacy and numeracy awards.

#### Learn to Learn: Developing Attachment

Learn to learn pupils' progression pathways will incorporate AQA unit award schemes and short course awards which focus on the practical elements of a topic and activities in the community. KS4

pupils' progression pathways will also include Vocational awards or training such as HVT and LANTRA qualifications in readiness for their future.

#### Ready to Learn: Developing Resilience

Ready to learn pupils' progression pathways will include a mix of the AQA Unit award schemes and short course awards. Pupils in KS4 will follow a mix of vocational and academic courses, such as HVT and LANTRA awards as the practical element but they will also start work on achieving academic Entry Level exams and Functional skills exams as they start to show an interest in their future.

#### Inspired to Learn: Developing Competency

Inspired to Learn pupils will follow a progression pathway based on a more academic route based on their ability. Pupils are motivated to achieve formal qualifications and will have access to Entry Level exams, BTECs, Functional skills exams, LANTRA awards and GCSE exams in both core and foundation subjects.

Across the curriculum teachers long term planning gives a detailed account of what topic will be taught in line with the national curriculum. The planning will show differentiation and challenge to ensure the full range of pupils' needs are met.

Medium term plans set out what will be taught on a weekly basis. Teachers plan accordingly to suit individual needs and use their subject pupil profiles to assist with their planning.

At the centre of each pupil's learning programme is the core curriculum. Due to learning and/or social, emotional, and mental health issues, the curriculum entitlements of pupils at Queenswood School and the programmes of study for the national curriculum, are substantially modified. As with other alternative providers of education, the national curriculum does not apply. However, the nationally recognised minimum for such young people is offered, pupils have access to the core subjects, Mathematics, English and Science, the foundation subjects, computing, PE and Citizenship/PSHE/SMSC and we also offer Art, STEM, Music Technology and Design & Technology.

Physical education forms part of each pupil's education but is based on the risk assessment of each individual. PSHE includes skills for independent living, sex and relationship education, careers education and RE topics. PSHE, citizenship, and vocational learning is also strongly supported through off -site training providers. SMSC and British Values are embedded within each subjects planning. SMSC sessions are timetabled, they incorporate learning within the local community and topic related enrichment trips and embed British values.

Teachers build a picture of the pupil's strengths by drawing on a variety of sources of information and creating a pupil profile for their subject. They converse with pupils and any person who knows them well to build key relationships with individual pupils.

Teachers use key documents from other agencies, EHC plans and PEP information to inform them of individual pupils' needs and write an IEP (Individual education plan) to assist in their planning and pedagogy.

Post 16 education is based purely on the individual pupils' needs, aspirations for the future and personal goals. All pupils will receive Mathematics and English education at a level commensurate of their ability, they will be provided with opportunities to follow an academic route or a vocational route or a combination of the two.

The academic route will consist of qualifications in Mathematics, English, Science, STEM, Computing, Art, D&T and PE. The vocational route will consist of qualifications in Mathematics, English, Science as a minimum, and work-related certificates such as LANTRA through day release at a training provider.

Post 16 pupils will be provided with opportunities to attend local college and training provider taster sessions, attend work experience placements, and seek apprenticeships.

During the school year KS3 and KS4 are assessed on a whole school basis during Mock examinations. Teachers use this data and AFL, both formative and summative to check for understanding and use this to inform their planning, intervention, and feedback. AFL focuses on helping pupils understand exactly what they must do in order to succeed.

#### **Knowing more, remembering more**

A well sequenced, well-constructed curriculum ensures pupils are making progress. Pupils' skills are developed so they can draw on their long-term memory. The curriculum is planned and well sequenced, so pupils develop a deeper understanding of what they are learning rather than memorising disconnected facts.

#### **Environment**

The school encourages pupils to take pride in their surroundings, to give them a sense of responsibility and belonging. Classrooms are inspiring and display pupils work to promote a positive impact on their ability to learn.

#### **Resources/materials**

Resources, interventions and teaching materials are suited to enhance pupils learning process and performance across the curriculum. Subject teachers choose resources to enrich their subject and to inspire pupils and therefore enhance the overall effectiveness of the school.

Reading is included in individual subject local procedures and development plans. The curriculum promotes the love of reading by encouraging teachers to share their love of reading and what they are reading now. Books and magazines are incorporated into lessons and at tutor times.

#### **Curriculum Impact:**

Pupils will follow clear progression pathways in each subject, subjects will monitor and evaluate pupils' attainments to ensure they are making appropriate progression. Teacher assess pupils progress and judgements are based on formative and summative assessments; whole school mock examinations take place twice a year. The Blended Pupils follow a clear progression pathway to measure their progress, learning mentors liaise with the teachers to provide professional judgements on their progress. These pupils are offered the same assessments as their peers. Pupils have access to a broad and balanced curriculum; each subject follows a detailed scheme of work ensuring pupils have access to as much detailed knowledge per subject. Teachers have secure knowledge of the relevant subject and curriculum area they foster and maintain pupils' interest in the subject and address misunderstandings.

### **3. Qualifications and Outcomes**

#### **What results do pupils get from end of key stage national tests and examinations?**

Pupils follow the National Curriculum and depending on the progression pathway they follow; it will determine which National tests they participate in. Our pupils have opportunities to take a range of tests, these include Entry Level Certificates, Functional skills, BTEC's and GCSE's.

Subject curriculums provide opportunities throughout the school year for pupils to accumulate the knowledge, behaviours, and skills they can draw upon to be successful in society, their careers and the world of work. Subjects ensure Cultural Capital is incorporated into their planning to ensure pupils develop an understanding of skills they will need for life.

The curriculum is accredited through nationally recognised qualifications in the areas above, and in the achievement of academic skills and employability skills. All accreditation is at an appropriate level in each subject for the pupils so that they leave with acknowledgement of their achievement.

**Children's Services  
Local Procedure Template**

Learn to Learn	Ready to Learn	Inspired to Learn
<p>Literacy: Catchup: Read Write Ink, Trugs. L.I.F.E Numeracy: Catchup: Numicon. N4L</p> <p><b>English:</b> KS3 English Curriculum Entry Level</p> <p><b>Maths:</b> KS3 Maths Curriculum Entry Level</p> <p><b>PSHE:</b> Cre8tive Curriculum <b>Careers:</b> Cre8tive Curriculum, KUDOS online <b>Art:</b> AQA UAS Active living: ASDAN Environment <b>STEM:</b> AQA UAS <b>PE:</b> AQA UAS</p> <p>Literacy and numeracy embedded across the curriculum</p>	<p>Literacy: L.I.F.E Numeracy: N4L</p> <p><b>English:</b> KS3/ KS4: English Curriculum ASDAN English Short Course Entry Level English Functional Skills English GCSE English</p> <p><b>Maths:</b> KS3/KS4 Maths Curriculum Functional Skills Maths Entry Level Maths GCSE maths</p> <p><b>Science</b> KS3/KS4 Science Curriculum Entry Level GCSE Single Science</p> <p><b>D&amp;T:</b> AQA UAS Entry Level</p> <p><b>Art:</b> AQA UAS Entry Level</p> <p><b>Humanities:</b> AQA UAS Entry Level</p> <p><b>PE:</b> AQA UAS ASDAN Sport Entry Level NGB awards</p> <p><b>PSHE:</b> Cre8tive Education Scheme</p>	<p>Literacy: L.I.F.E Numeracy: N4L</p> <p><b>English:</b> KS3/ KS4: English Curriculum ASDAN English Short Course Entry Level English Functional Skills English GCSE English</p> <p><b>Maths:</b> KS3/KS4 Maths Curriculum Functional Skills Maths Entry Level Maths GCSE maths</p> <p><b>Science</b> KS3/KS4 Science Curriculum Entry Level GCSE Single Science GCSE Combined Science GCSE Engineering</p> <p><b>D&amp;T</b> Entry Level GCSE</p> <p><b>ART:</b> KS3/KS4 Art Curriculum Entry Level GCSE</p> <p><b>Humanities:</b> Entry Level GCSE History GCSE Geography</p> <p><b>PE:</b> ASDAN Sport Entry Level NGB awards GCSE Physical Education BTEC Sport Sports leader</p> <p><b>PSHE</b> Cre8tive Education Scheme Promoting British Values L1 Award</p>

Learn to Learn	Ready to Learn	Inspired to Learn
<p>Forest School: AQA UAS John Muir Award</p> <p>Careers: Cascaid KUDOS</p> <p>Camp Hill Crest</p> <p>Boxall profile</p> <p>Social Independence Framework</p> <p>SMSC</p> <p>PACTT</p>	<p>Princes Trust: Achieve Award HVT: LANTRA</p> <p>Careers: Cascaid KUDOS Training provider transition</p> <p>Camp Hill Crest</p> <p>Social Independence Framework</p> <p>SMSC</p> <p>PACTT</p>	<p>Princes Trust: Achieve Award HVT: LANTRA</p> <p>Careers: Cascaid KUDOS Work experience/ training provider College/ training provider transition</p> <p>Social Independence Framework</p> <p>SMSC</p> <p>PACTT</p>

#### 4. Relationships and Sex Education

Sex and relationship education is taught within small groups during PSHE lessons across all year groups, there are opportunities for individuals to speak with key tutors regarding questions or concerns they may have.

## 5. Cultural Capital

The school can offer several other subjects and courses which include farm work, animal care, mechanics, construction crafts and food technology/ nutrition. However, each pupil's learning programme is individually designed and is based on the needs of an individual pupils. Due the disrupted educational or family background of each pupil, and sometimes their resistance to education, it can take from a few weeks to several months to formalise an appropriate learning plan. Much depends on the complexity of the pupils needs, how well they settle into a special school environment and the relationships they develop with teaching staff, learning mentors and their peers. Cultural Capital is embedded in all subjects across the curriculum to enable pupils have the essential knowledge they need to succeed in life.

Queenswood School has developed a curriculum which ensures all pupils at the school are listened to and are best able to develop skills necessary for adult life.

It supports the pupils' achievements and aims in life, so that when they leave school, they can manage themselves appropriately within the community and lead the lives they want. To do this, we need to make sure that support is in place to develop the skills of each pupil and address their needs whilst at school. Transition planning is a holistic, supportive, inclusive, and evolving process which is carried out from point of entry into school and ongoing thereafter.

Community-based learning is an important and significant part of each pupil's curriculum at Queenswood. It provides opportunities for students to cope and learn how to manage a range of environments. Pupils apply skills in an increasing variety of real-life situations and contexts and gain experience working with a wider range of people and organisations whilst helping to develop their confidence. A pupil's needs are best met through a mix of learning opportunities by using specialist, community, or work-based settings, each setting provides distinct experiences which foster different kinds of learning. This enables the staff to identify different contexts for learning which are sometimes the key element in enabling the pupil to acquire new knowledge, skills and understanding.

## 6. Careers Information and Guidance

At Queenswood School careers information and guidance is based upon the Gatsby Benchmarks; all pupils receive access to accurate, up to date guidance that is presented in an impartial manner; enables pupils to make informed choices about a broad range of career options; and helps to encourage individual pupils to fulfil their potential.

Pupils across KS3, KS4 and post 16 have access to an online careers program KUDOS, there are 15 minutes of careers time allocated on the whole school timetable for all pupils each week.

Pupils have access to Queenswood careers coordinator for 1:1 session, small group sessions or drop-in sessions. The careers coordinator at Queenswood school works closely with the SENDCo and will contribute to the transition group EHCP annual reviews so that all pupils transitioning onto post 16 provisions, colleges, employment have positive leaver destinations identified.

Pupils from year 9 and above are invited to attend college/ training provider open days, taster sessions and tours. Key professionals from local industries are also invited into Queenswood school such as army careers, Balfour Beauty, local businesses, music production teams. In addition to this, workshop sessions are arranged for mock interviews, CV writing and financial planning education.

## 7. Provision for Post 16

The provision of post 16 education will be based upon an individual pupil's needs, aspirations and progression pathway. Post 16 pupils will receive a program of study which will consist of Maths,

English and Careers as compulsory components, with options of studying Science, D&T, Art, PE as qualifications alongside vocational qualifications in line with their interests and future aspirations. Post 16 pupils will be provided with opportunities to attend local college and training provider taster sessions, attend work experience placements, attend travel training (where appropriate) and seek experiences within relevant services and industries

#### **8. Subject Leads**

Subject leads are responsible for drawing up and reviewing appropriate schemes of work and planning documents for their subject, they will ensure that marking is consistent and in line with AFL, ensuring that accurate data is captured, and that progress is measured and reported to parents and or carers regularly. Subject leads will ensure that high quality planning and support is provided to general teachers who may be delivering on timetable, (for example the English Subject Lead will ensure that general teacher teaching English has high quality planning and resources in place and progress is monitored), so that plans and schemes of work meet the needs of all individual pupils in terms of their ages, needs and aptitudes, including those with special educational needs and individual pupils are able to make good progress across all subjects.

#### **9. Monitoring and Reviewing of the Curriculum**

The monitoring and reviewing of the curriculum is undertaken by the leadership team which consists of quality of education lead, teaching and learning lead and head teacher, through annual auditing and monitoring cycle. The curriculum offer is reviewed regularly to ensure that pupils are receiving a high standard of education that they are entitled to, through regular review. The leadership team take a wide sample of activities across the school, (principally teaching and learning, assessment and pupils' work) to reach an informed judgement on whether the curriculum is well planned for, sequenced, is meeting needs of pupils and to ensure that teaching and learning is of a high standard. The leadership team will discuss pupils' progress and attainment with subject leads to form a view of pupils' outcomes and how they achieve these outcomes.

#### **10. The Teaching of Reading**

Reading is incorporate into subject local procedures, teachers planning and tutor sessions. There are 15 minutes per day allocated to focused reading within the whole school timetable. Teachers develop their own strategies to promote reading and comprehension in lessons and use resources, such as magazine subscriptions, textbooks, reading books, instruction manuals, recipes and online resources.

#### **11. Language and Literacy Skills**

Teachers develop their Language and Literacy as integral aspects of the teaching of their subject.

##### Spoken Language

- Lead by example, ensuring Standard English is always used and is expected in response.
- Challenge students when slang, profanities or inappropriate colloquialisms are used.
- Encourage the correct use of English in the classroom environment.
- Encourage students to correct their own speech.

##### Reading

- Provide opportunities for reading as a class, in groups and individually, encouraging reading aloud if appropriate to task/context.
- Encourage further reading around the subject.
- Promote skimming and scanning skills in lessons.
- Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Take every opportunity to promote the love of reading.



### Writing

- Model high standards of presentation.
- Model pieces of writing – never assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them.
- Promote punctuation, spelling and grammar within any written task.
- Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing. The use of vocabulary 'starters' is particularly useful here.
- Insist on the use of full sentences within writing tasks.
- Take opportunities for peer literacy marking. (Focus on 'simple' peer assessment tasks e.g. are all key words spelt correctly? Have they included this fact?)

### Vocabulary

Vocabulary is developed and extended through the progress made in the above, Reading, Writing and Spoken Language.

## **12. Maths and Numeracy**

Numeracy will be planned and addressed through interdisciplinary learning projects and different curricular areas. All staff should evidence, and record experiences and outcomes covered in their lessons.

Teaching numeracy is a whole-school priority with a focus on providing pupils with classroom activities that give pupils opportunities and time to think, discuss and reason.

The whole-school approach to the numeracy policy is intended to promote wider opportunities for pupils to develop their numeracy skills by being given tasks that require information processing, enquiry, critical thinking, reasoning, and evaluation.

Staff are asked to actively plan for cross-curricular links in their lesson planning so that pupils can transfer knowledge and skills between different subjects. Staff are asked to encourage pupils to reflect on the numeracy they meet in other subjects and to recognise its useful application.

## **13. Spiritual, Moral, Social and Cultural (SMSC) education**

Every subject area is committed to delivering SMSC in their lessons and development in SMSC will take place across all curriculum areas. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

### Spiritual development

Queenswood School acknowledges that spiritual development involves the growth of a sense of self, of pupils understanding their unique potential, their understanding of their strengths and weaknesses and their willingness to achieve.

As their curiosity about themselves and their place in the world increases students are encouraged to try to answer for themselves some of life's fundamental questions and to share and express thoughts, feelings, and views. Through this they develop the knowledge, skills, understanding, qualities, and attitudes they need to foster their own inner lives and non-material wellbeing; and to experience the wonder, imagination and reflection that builds self-confidence, self-esteem, and self-knowledge.

Students can seek out aspects of life, which lead to an understanding of the 'bigger questions' such as: who am I? What is important to me? What is my purpose? Where do I belong? What happens when I die? Encountering faith and belief in their own life and in religious communities supports exploration.

### Moral development

Queenswood School acknowledges that students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the British Law and the will to do what is right.

Students are supported to be able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others to the limits of their potential they develop the knowledge, skills and understanding, qualities and attitudes they need to make responsible moral decisions and act on them.

Students are educated in a safe environment where they learn to develop as responsible members of the community. They learn to recognize their own rights and acknowledge and respect the rights of others as so develop a positive relationship.

An understanding of basic 'right and wrong' is very much a part of their daily lives, as is a sense of justice, fairness, and forgiveness.

### Social Development

Pupils' social development involves them acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, and global), and an ability to relate to others and to work with others for the common good.

Students are encouraged to display a sense of belonging and an increasing willingness to participate. They develop as far as possible the knowledge, skills, understanding, qualities, and attitudes they need to make an active contribution to the democratic process in their community.

Queenswood seeks to motivate and encourage students to relate to others. They learn to work together, valuing their own work and that of others, support each other and take collective responsibility as a member of their community, just as in a family. A strong sense of caring for others is a key characteristic of Queenswood School

### Cultural Development

Queenswood School recognizes that pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. Pupils acquire an awareness and respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

Pupils acquire an awareness and respect for their own culture and that of others, an interest in others' beliefs and values and curiosity about differences.

They experience enrichment from understanding, appreciating, and experiencing other cultures values and traditions. They develop the knowledge, skills, understanding, qualities, and attitudes they need to understand, appreciate, and contribute to culture.

Pupils learn to understand that they live in a vast world of extensive cultures and traditions, even within their own community. Queenswood School acknowledges the importance of developing within pupils, an enjoyment of such variety through knowledge and experience. We encourage pupils' skills of interaction, which promote harmony and respect, dispelling prejudice and discrimination.

## **14. Inclusion**

Subject teachers set high expectations in their planning to inspire and motivate pupils. Pupils are challenged in lessons and classrooms are a safe and stimulating environment which **encourages pupils to learn and build their confidence.**

Subjects incorporate inclusion in their procedures and planning, planning is differentiated to ensure pupils who are above the expected attainment are accounted for and challenged suitably.

Small class groups ensure teachers are able to give pupils individualised attention to personalise their learning and meet their needs.

Subjects incorporate inclusion in their procedures and planning, planning is differentiated to ensure pupils who are below the expected attainment are accounted for and supported in their areas of need. Small class groups ensure teachers are able to give pupils individualised attention to personalise their learning and tailor the appropriate support.

#### **15. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils**

To overcome barriers to learning teachers consider a variety of factors and the emotional and social wellbeing of the pupil to inform them of their planning and build a subject specific pupil profile. Teachers will consider pupils previous educational experiences, their current knowledge, how they need to be supported and their ability to enter the classroom. As well as how they prefer to learn and if learning needs to be more practical based and could it take place outside the classroom. Planning reflects pupils' strengths in relation to their aspirations and their aspirations for future employment and adult life. Realistic and achievable goals and targets are set which reflect discrete skills, such as literacy, money, technical skills, the use of IT or specific social skills. The broader learning skills such as problem solving, and planning are planned into lessons to ensure the meaningfulness of the outcomes for the future.

We offer a child-centered approach based around the pupils' individual needs. Pupils with an E.A.L. (English as an Additional Language) are assessed to what level of support they will need, support offered at Queenswood could include a member of staff who would work in a 1:1 capacity with the pupil and sessions with a language specialist. This would include supporting the pupil in timetabled curriculum-based lessons and offering additional 1:1 support to develop secondary language skills.

How is progress monitored within subjects for pupils whose first language is not English and how does it take account of the pupils age, length of time in this country, previous educational experiences and ability in other languages?

Subject teachers will use previous data and attainment to inform them in their planning and will monitor pupils in lessons to ensure the pupils area of needs are met. Subject teachers will consider pupils age, length of time in the country and will liaise with the SENDCo, (EAL coordinator) and language specialist teachers to help them plan and differentiate lessons accordingly. Subject teachers will liaise with the SENDCo, (EAL coordinator) and language specialist Subject teachers use a range of strategies implemented in the classroom and variety of resources such as dictionaries, exemplar text, use diagrams, or prompts, and help sheets to ensure pupils develop the skills they require in that subject.

**Children's Services  
Local Procedure Template**

<b>Contents Checklist</b> (Local Services may add additional items – this is a core list)			
Rationale underpinning the curriculum – Intent, Implementation, Impact	Y	Reference the teaching of reading	Y
Reference the ISS	Y		
Reference qualifications and outcomes supported by the curriculum	Y		
Reference relationships and sex education and how this is taught	Y		
Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark	Y		
Post-16 as a separate section if this is applicable	Y		
The role of subject coordinators if this is applicable and how the curriculum is monitored	Y		
Reference to the process of how the curriculum is and will be reviewed	Y		

**Local Procedure Review History:**

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>