



never give up.



ACE Tiverton

Part of the ACE Schools Multi Academy Trust

New Curriculum Teaching & Learning Policy

Issue	Date	Author/Reviewer Job Role	Comments	Signed by ACE MAT Executives
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1. Introduction

2. Aims

- 1.1 The aim of this policy is to set out all that we do at ACE Tiverton to ensure our pupils have access to a broad and varied curriculum.
- 1.2 As a special school for pupils identified as high functioning with a diagnosis of Autistic Spectrum Conditions and/or related Social, Emotional and Mental Health needs, we aim to provide the highest quality care and education for all our pupils, thereby giving them a strong foundation for their future life and learning. We create a safe and happy environment with motivating and enjoyable learning experiences that support pupils to become confident and more independent. We value the individual child and work alongside parents and other professionals to meet their needs and help every child to reach their full potential.
- 1.3 The curriculum is all that we do, say, teach and learn in our school both in class and out, both formally and informally. It defines the experience of our pupils and the environment in which they learn. As a special school for we have a duty to provide a truly unique curriculum which supports all to build bridges over barriers and overcome difficulties in learning. We teach our pupils in unique ways, using skill, empathy, encouragement and ambition; looking outwards to the therapeutic community and the expertise that lies both within and outside of our school.
- 1.4 We aim to support and teach our pupils to become successful young adults by ensuring that they are:
 - 1.4.1 Independent.
 - 1.4.2 Happy and confident individuals.
 - 1.4.3 Respectful and tolerant of others.
 - 1.4.4 Able to reach their potential.
 - 1.4.5 Have an awareness of theirs and others' needs.
 - 1.4.6 Celebrate their individuality and be proud of who they are
- 1.5 We aim to do this by:
 - 1.5.1 Ensuring our pupils have secure writing and reading skills they can use independently and with confidence.
 - 1.5.2 Ensuring that our curriculum is purposeful and personalised.
 - 1.5.3 Ensuring that learning is focused on real life- functional skills, providing opportunities for pupils to learn in a meaningful, enjoyable way and focuses on skills rather than content.

- 1.5.4 Providing learning opportunities that support, motivate and encourage our pupils to enable them to make progress in line with their capacity and ability rather than their peers.

3. Legislation and guidance

- 2.1 This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study for Maths and English, which the school has chosen to follow.
- 2.2 It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.
- 2.3 It complies with our funding agreement and Articles of Association.
- 2.4 AS a SEND school for pupils with ASC SEMH we aim to provide high quality provision, in line with the SEND code of practice. Please see the SEND policy for detailed information on how we do that.

4. Roles and responsibilities

3.1 The Cluster Representatives

- 3.1.1 The Cluster Representatives will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.
- 3.1.2 The Cluster Representatives will also ensure that:
 - a) A robust framework is in place for setting curriculum priorities and aspirational targets.
 - b) The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
 - c) Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN).
 - d) The school implements the relevant statutory assessment arrangements.
 - e) It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head teacher

- 3.2.1 The head teacher is responsible for ensuring that this policy is adhered to, and that:
 - a) All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which

reflect the aims of the school and indicate how the needs of individual pupils will be met.

- b) The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Cluster Representatives.
- c) They manage requests to withdraw pupils from curriculum subjects, where appropriate.
- d) The school's procedures for assessment meet all legal requirements.
- e) The CEO is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- f) The Cluster Representatives are advised on whole-school targets in order to make informed decisions.
- g) Proper provision is in place for pupils with different abilities and needs, including pupils with SEN.

3.3 Other staff

3.3.1 Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3.3.2 Classroom Teachers are responsible for:

- a) Ensuring that the curriculum continues to meet the needs of our pupils by completing regular reviews and audits.
- b) Ensuring that the content of the curriculum is appropriate and is appropriately delivered.
- c) Ensuring that the budget is planned for and utilised appropriately.
- d) Regular monitoring and reviewing of subjects is clear and supports further development opportunities for staff training and subject development.
- e) Reporting data to the MAT.
- f) Completing Pupil Progress meetings with class teachers and planning for improvements.
- g) Ensuring that moderation across the school is regular and external moderation opportunities with other schools ensures our assessment is accurate.
- h) Completing data analysis and reporting to SLT so that staff CPD can be targeted.

4. Monitoring arrangements

4.1 Cluster Representatives monitor whether the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects through school visits and curriculum lead presenting at governors.

4.2 Identified staff monitor the way their subject is taught through:

- a) Planning scrutinies.
- b) Book scrutinies.
- c) Learning walks.

4.3 These are all recorded using SEA's and saved on BlueSky.

- 4.4 The Head teacher is responsible for the way in which resources are budgeted for, stored and managed.

5. Organisation and planning

- 5.1 The Head teacher and classroom leaders meet regularly to discuss policy and practice. INSET days and staff meeting are regularly allocated for whole school planning and development. Issues and ideas are further developed and discussed in departmental meetings.
- 5.2 Our short term plans are written on a weekly basis. These set out learning objectives, activities, skills and individual differentiated outcomes. Lesson structure reflects our whole school approach to behaviour management. This helps pupils recognise their role in respecting themselves, others in their class and the environment they are in. with time dedicated to personal reflection in every lesson (see Behaviour Policy).
- 5.3 Teachers ensure that individual needs that are outside of the curriculum, are planned carefully for to ensure individual needs and skills are met and developed daily; which is evidenced through the pupils' IEPs and provision maps. Individual support for pupils includes Occupational Therapy, One to one assisted teaching, Speech and Language Therapy, and Play therapy. Specialists visit and work with individuals. Exercises and activities are regularly be given to teachers to develop further in class.
- 5.4 Due to the complex nature of our pupils and their learning difficulties, pupils will be taught at age appropriate stages rather than prescribed year groups, i.e., we fit the teaching to facilitate maximum learning for our particular pupils' needs.
- 5.5 Pupils will be taught through differentiated group work, project based/immersive learning and expected teacher talk at Key Stage four. Questioning will be targeted to a child's individual ability to ensure that everyone is involved in the lesson. Learning will be consolidated and extended through the marking policy and thoughtful and purposeful comments will be used to extend and challenge. There will be opportunities to over learn and to practice memory skills to ensure that learning is secure and consolidated.
- 5.6 Long term and medium-term planning objectives are then taken from the yearly coverage charts for both English and maths. For both English and maths, short term objectives are to be taken from the ACE Tiverton Progression charts.
- 5.7 Where students are undertaking study of external qualifications, the content coverage and teacher delivery will be guided by the relevant syllabus but within the context of individual pupil's interests and learning needs.

6. Key Stage 3 Curriculum

- 6.1 We plan an exciting and challenging curriculum based on the child's special educational needs, referring closely to their EHCPs (educational health care plan). We also rely on our observations of pupils' specific needs, interests, and

stages of development to enable the pupils to achieve and exceed the early learning goals.

6.2 Pupils are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

6.3 Pupils have whole group and small group times which increase as they progress through the school. Learning opportunities may occur in pupils' individual workstations, following the TEACCH process, in a small group for an attention autism session or daily English or maths group time, or naturally through play and exploration accessed through planned play or movement provision.

6.4 **Observation and Assessment**

6.4.1 As part of our daily practice we observe and assess pupil's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of pupil's achievements are collated in their own personal learning journey, which are shared with parents. Parents are also encouraged to contribute to the child's learning journey using *Tapestry*. Parents are invited to attend a consultation evening three times a year to discuss their child's progress and development.

6.4.2 Within the final term of the foundation stage, we provide the parents with a report based on their child's development against each of the early learning goals and the CoEL (characteristics of effective learning). The parents are then given the opportunity to discuss these assessments with the class teacher in preparation for the next academic year and any transitions planned.

6.5 **Safety**

6.5.1 Pupils' safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches pupils how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure pupils' safety. Each child has a personalised risk assessment based on their assessed and observed needs, detailing any specific area of concern that staff should be vigilant about. All staff are aware of the correct procedures to follow if pupils fall ill or if they are requiring first aid. Any such incidents will be documented and shared with parents immediately.

6.5.2 We promote a healthy mind and body through the school's well-being curriculum. Pupils are provided with breakfast and snack daily, including the provision of milk to drink and a healthy range of fruit and nutritious food.

6.6 **Inclusion**

6.6.1 All the pupils at ACE Tiverton have an EHCP for a significant special educational need. We value all our pupils as individuals at ACE

Tiverton, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace. We strongly believe that early intervention for pupils with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents, the therapy team at ACE Tiverton and outside agencies.

6.7 Parents as partners and the wider context

- 6.7.1 We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and development in numerous ways.
- 6.7.2 We have a dedicated Pastoral Team whose role it is to garner the parents' views and needs at ACE Tiverton. Working with other services and organisations is integral to our practice in order to meet the needs of our pupils. At times we may need to share information with other professionals to provide the best support possible.
- 6.7.3 We draw on our links with the community to enrich pupils' experiences by taking them on outings and inviting members of the community into our setting.

6.8 Transitions

- 6.8.1 Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's special educational needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Pupils attend introductory sessions to the relevant post 16 provision to develop familiarity with the setting and practitioners.
- 6.8.2 In the final term of each year, the staff team will meet to discuss each pupil's development and progress, in order to decide whether the pupil will transition to a new class or could benefit from extending their time in the current setting. If a transition to the next class is more suited to their needs and ability the school staff will then meet with the next stage teacher to enable a smooth transition. This discussion helps the next teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all pupils. The pupils in each class who are ready to transition will also be given the opportunity to visit the next class for short sessions in the summer term.

6.9 National Curriculum

- 6.9.1 Where this is not appropriate for some pupils, special consideration will be taken into account and senior management team will liaise with ACE MAT executive team.

6.10 In class Maths and English lessons

6.10.1 Teachers will ensure that there is appropriate time given to develop English and Maths skills. Each class will provide an English and Maths lesson which will be stand-alone but there will also be opportunities to fully integrate Maths and English across the curriculum where the links are possible and meaningful. This is so that functional mathematical and English skills will be used wherever possible to support and develop pupils' learning in a real life context.

6.11 English Curriculum

6.11.1 The English curriculum has been specifically designed to support our pupils' experiences with reading, to develop their vocabulary and to focus learning using high quality pupils' texts. This has been specifically planned for over a 2 year rolling program to ensure progression throughout the key stages and that pupils are exposed to a wide variety of reading material, texts and genres. Writing outcomes have been planned for so that pupils are gaining multiple opportunities to practice and write for different contexts, outcomes and audiences. We aim to ensure that every writing outcome has a purpose so that pupils can value and see their work being appreciate by a wider audience.

6.12 Writing

6.12.1 Pupils are encouraged to write daily in all areas of their curriculum in addition to opportunities given in English lessons.

6.12.2 We have taken the opportunity have an independent writing opportunity is planned for once a week to help build pupil's independence and stamina with writing. This piece can be used to support assessment of writing and must be a 'cold' writing piece.

6.13 Reading

6.13.1 Pupils are assessed on entry for their reading skills, comprehension and processing. Reading record sheets are a tool to collect evidence but also to track progress and provide next steps in supporting pupil's reading development. Pupils are listened to read a minimum of once a week one to one with an adult and once a week in a guided reading session.

6.13.2 Reading is not restricted to the English lesson. Many opportunities are provided for pupils to practice and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this. Classrooms provide a literacy rich environment with access to high quality texts that peak pupils' interest, with a designated reading area, where possible.

6.14 Guided reading

6.14.1 Each child participates in a teacher/adult led guided reading session once a week. It is up to the class teacher how to group the pupils taking into account additional needs. During a guided reading session, the pupils read and respond to a challenging text, with the teacher

supporting. Each session assesses pupils' knowledge and understanding of the text. Guided reading provides an opportunity for pupils to demonstrate what they have learned about reading and to develop further and extend their reading fluency, use of expression and comprehension skills.

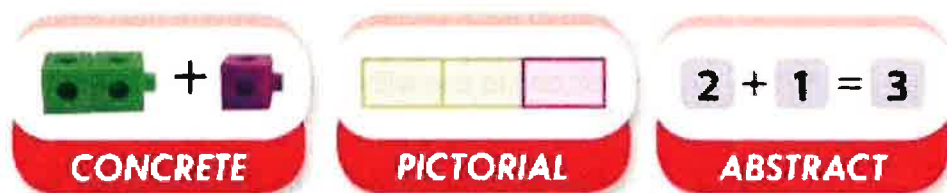
6.15 Maths Curriculum

- 6.15.1 All teachers will be expected to adapt maths plans to fit the individual needs of the pupils. Particular attention to EHC/statement targets should be made. All teachers should now be using the ACE Tiverton progression guidance based on the "New Curriculum for Mathematics".
- 6.15.2 Due to the complex nature of our pupils and their learning difficulties, teaching may be planned from New Framework Strands rather than prescribed Year Groups i.e. we fit the teaching to facilitate maximum learning for our particular pupils' needs.

6.16 Overlearning opportunities

- 6.16.1 Pupils will be taught through differentiated group work. Questioning will be targeted to a pupil's individual ability to involve everyone fully in the lesson. Learning will be extended through the marking policy and thoughtful and purposeful 'purple pens' will be used to extend and challenge. To ensure progression teachers will ensure that ACE Tiverton key skills are covered within each curriculum stage and pupils will not move on to the next stage until assessment shows they are confident with all the key skills that apply to the stage at which they are working. Planning will offer overlearning opportunities to ensure that knowledge is embedded. For an assessment criterion to be marked as achieved teachers will need to see it independently accomplished at least 3 times. It will also be expected that there is evidence of cross curricular mathematics used to support other areas of learning. The pupils need to make skills "real life" and useful.

6.17 Concrete-pictorial-abstract



- 6.17.1 At ACE Tiverton we teach pupils to carry out calculations using the Concrete-Pictorial-Abstract methods. It is designed to support both the understanding of the expectations for fluency through the 2014 curriculum and the progression of calculation concepts through a child's mathematical development in and between classes, key stages and NC stages.
- 6.17.2 These calculation methods are focused on developing proficiency with the expected formal written methods and hence the progression of methods of calculation is designed to flow into the expected method as exemplified on the National Curriculum Appendix document.

- 6.17.3 Specific practical equipment and approaches should be used to support pupils in developing the conceptual understanding that will enable them to move more rapidly and efficiently towards the pictorial and finally formal written methods expected. It is recommended that teachers encourage pupils to simultaneously carry out the calculation practically using the equipment/pictorial representation suggested and to record this calculation step by step using the parallel formal written method although help may be needed with this in the early stages.



6.18 Expectations

- 6.18 Each class will provide a daily maths lesson which will be stand-alone. Teachers will plan opportunities to fully integrate maths across the curriculum where the links are possible and meaningful. Teachers will complete a weekly maths plan ensuring the 3:2 ratio of Number with other mathematical areas. Individual needs will be catered for and we will teach to ability not age stage. Key skills will be covered and assessed and all must be met before individuals move on to the next stage.

6.19 Wellbeing Curriculum

- 6.19.1 The Department for Education (DfE) recognises that “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. There is good evidence to support this assertion and Ofsted has highlighted that pupils and young people themselves say that they want to learn more about how to keep themselves emotionally healthy.

- 6.19.2 **Moreover schools have a duty to promote the wellbeing of students.**

6.20 Swimming and Water Safety

- 6.20.1 Each child is given the opportunity to swim during Key Stage 3 using the facilities at the Mid-Devon Leisure Centre in Tiverton.

6.21 Time allocated for PE

- 6.21.1 The time allocated for PE is as follows:
- a) KS3 and 4: **2 hours of PE** is allocated each week for the nearby hall, outdoor provision is provided throughout the day every day.
- 6.21.2 In addition to this pupils have access to whole class sensory diets throughout the day, this includes Yoga, outdoor play and physical activity opportunities and LOTC sessions make up the remaining required time.

6.22 **Healthy Mind**

6.22.1 Healthy Mind is designed to support pupils with their mental health. We explicitly teach strategies to cope with different emotions and explore others feelings and how to best react to them. Following advice from the NHS, 5 steps to mental wellbeing these sessions cover mindfulness, how to form and maintain relationships, develop an understanding of diversity, how to cope with change, and understanding how to make positive mental health choices. In addition to this session we also provide yoga daily for pupils to have opportunities to be alone and experience quiet, away from technology and interactions, in their day. We also explicitly teach about mental health conditions such as holding autism awareness weeks.

6.23 **Creativity**

6.23.1 Creativity is specifically designed to help pupils explore the arts and find a way to express themselves through creating, including music, art and dance. Pupils are exposed to all mediums within art and are given the time to explore which they enjoy the most.

6.24 **Exploration**

6.24.1 Science for pupils means exploring, discovering, investigating and understanding the world around them Science can be used as a multi-sensory approach to learning.

6.24.2 For pupils to gain an understanding and knowledge of Science the development of positive attitudes needs to be planned into their exploration and investigations. They will use a range of skills and processes. Exploration is the vehicle in how we teach science in our wellbeing curriculum, it is designed specifically to teach the pupils skills to problem solve. It encompasses scientific enquiry, making calculated and safe risks, exploring dangers safely and how to solve real life problems.

6.25 **Wider World**

6.25.1 We want our pupils to become active citizens and support this through the wider world element of the curriculum. We look at how we can learn about others differences and help develop pupils' respect and tolerance for all kinds of diversity, such as gender, disability, race, religious tolerance, as well as recognising bullying and how to challenge it appropriately. We also tackle stereotypes, explore our community and develop the skills to become successful members of our wider community.

6.25.2 In 2011, the UK government set out a new requirement for 'British values' to help everybody to live in a safe and welcoming community where they feel that they belong. These British values are:

1. Democracy.
2. The rule of law.
3. Individual liberty and mutual respect.
4. Tolerance of those with different faiths and beliefs.

6.25.3 At ACE Tiverton we promote these British values through our Wider World lessons and by:

- a) Celebrating and marking British occasions and festivals.
- b) Promoting positive behaviour choices.
- c) Teaching empathy and understanding through healthy mind.
- d) Taking turns and sharing through play learning.
- e) Learning British weathers and seasons through exploration.
- f) Making friends and developing friendships and being respectful.
- g) Cooking, eating and learning about traditional British food.
- h) Celebrating British authors and illustrators.

6.26 **Collective Worship at ACE Tiverton - Legal Background**

6.26.1 The DFES Circular 1/94 contains the current requirement for a daily act of collective worship, the majority of which should be wholly or mainly of a broadly Christian character that is "reflecting" the "broad traditions of Christian belief" without being denominationally biased (cf Education Reform Act 1988). They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils.

6.27 **Collective Worship at ACE Tiverton**

6.27.1 Collective Worship at ACE Tiverton will recognise that the school community is a collection of people. Thus, acts of Collective Worship should be sensitive to the collective character of individuals and be inclusive to all, regardless of individual need and ability.

6.27.2 Here at ACE Tiverton we provide all pupils with a daily act of collective worship. This is done in class groups and will be delivered by class staff. Staff will decided on a time that best suits their class. It is the teacher's responsibility to ensure that the daily act of Collective Worship is delivered. During the act of worship the pupils will be encouraged to expand and reflect on any ideas/notions and emotions resulting from the act of worship.

6.27.3 Collective worship could take the form of:

- a) Reading from texts.
- b) Music.
- c) Pictures.
- d) Videos.
- e) Art.
- f) Drama.
- g) Speakers.

6.28 LOTC

- 6.28.1 As part of the school's commitment to providing a special curriculum, all pupils take part in learning outside the classroom (LOtC) lessons for half a day a week for the whole of their time at ACE Tiverton School. These lessons use a variety of outdoor activities, a focus on teaching the pupils' skills and developing them as individuals to prepare them for the future. Our designed ACE Tiverton LOtC curriculum provides continuity across the school with regular cross-curricular links so that the child has the ability to subconsciously make the transfer of learning. All learning outside the classroom lessons are planned around a structure based on meeting the pupils needs; as defined by The UN rights of a pupils, every child matters paper and Play England.
- 6.28.2 There are four significant headings that underpin each week's activities and focus; working with others; improving learning and performance; solving problems; planning and thinking skills. These are then supported by the overriding schools termly themes of Health and Wellbeing, Living in the wider world, Relationships.
- 6.28.3 Our LOtC curriculum provides memorable learning opportunities that help us to experience and make sense of the world around us. These experiences help the pupils to understand their feelings and behaviour. It is also in LOtC 'that they practice and consolidate making friends and learn to negotiate and cooperate with each other' (Learning Outside the Classroom, School Grounds) a valuable tool for those pupils who find it hard to access standard learning environments.
- 6.28.4 Using our school grounds as our outdoor classroom provides a multi-sensory and multi-faceted environment. By exploring their grounds, the pupils develop a sense of place, and learn to value and take ownership of their grounds and stimulate, challenge, excite and inspire young people to engage in the world beyond the classroom.

6.29 Marking

- 6.29.1 At ACE Tiverton we believe that marking is a dialogue between adults, learners and their peers which moves pupils on with their learning. Our main aim is to enable learners to become more actively involved in the feedback process, giving them more ownership of their learning. We want pupils to see challenges as part of the learning process and encourage them to overcome obstacles.
- 6.29.2 Why is feedback important?
1. Meaningful and immediate feedback will enable learners to identify their own next steps and move on in their learning.
 2. Meaningful and immediate feedback gives teachers and TA's an instant evaluation of their lessons, improving the quality of teaching and assessment.
 3. Quality feedback gives pupils recognition of, and value for, their efforts and raises their self-esteem.

4. Supportive feedback enables pupils to accept their mistakes and view difficulties as challenges. They take more risks and see mistakes as part of the learning process.
 5. Giving pupils opportunities to self-mark and evaluate their work allows them to take more ownership of their learning and consolidate their understanding.
- 6.29.3 To do this we will use a variety of assessment for learning strategies which include:
1. Verbally giving whole class feedback through addressing misconceptions and celebrating learning.
 2. Teachers and TA's giving on the spot oral feedback to individuals.
 3. Thorough marking by teachers and TA's to identify next steps and give detailed specific praise which is directly linked to the learning objective.
 4. This marking will explicitly indicate the level of support given to the child to achieve their outcome.
 5. Pupils self-evaluating and making comments on their learning such as identifying their own Wow! Moments which can be shared on Seesaw.
- 6.29.7 The staff use a marking system in each lesson which ensures all the above factors are included are: Learning intention (I/You were learning to...) What Went Well (WWW) Next Steps (EBI) and recorded. A variety of other reinforcers can be used for marking work e. ticks, stickers. This whole school system shows consistent high-level marking and shows progression effectively. Pupils recognise marking as a tool to celebrate and improve learning.
- 6.29.8 Adults other than teachers who work with the pupils will be asked to make written comments/observations as to how the pupils coped with the task. It is beneficial for there to be a good balance between TA and Teacher marked work so that the pupils recognise that all class adults can help them learn equally.
- 6.29.9 Where a lesson is largely practical and has little or no written outcome, Learning Intentions, photos and record of learning through script will be used to record the pupils' achievements. These can be completed by any class adults or even pupils if appropriate.

6.30 Assessment Statement

- 6.30.1 At ACE Tiverton, we believe in providing our pupils with a well-rounded education with a strong emphasis on emotional wellbeing and mental health. With this in mind, we have developed an assessment system that allows us to track progress in not only in academic subjects, but also personal, social and emotional development. Three times a year we formally assess and evaluate progress in all areas. In addition to this, daily formative assessment takes place for each child which

teachers use to plan on a daily basis and to also feed into the three main assessment points.

6.31 Why do we have a statutory duty to report to the department for education and local authority?

6.31.1 We formally report the following to the local authority and department for education:

1. The end of Key Stage Four outcomes

6.32 Our Assessment Policy outlines the process of marking, assessment and progress tracking in more detail.

6.33 How do we assess the wellbeing of the pupils?

6.33.1 All pupils, no matter what tier of academic assessment they are under, are assessed in the following areas:

- a) Attendance.
- b) Behaviour.
- c) Wellbeing.
- d) Communication.
- e) Independence.

6.33.2 We use descriptors for each of these areas which allow us to monitor the wellbeing progress of the pupils and to aid teachers in understanding specific areas that individual pupils need support with.

6.34 Assessing Specific Individual Provision

6.34.1 In addition to whole school assessment systems, pupils are also assessed according to their Education, Health and Care Plans (EHCPs.) We ensure that the pupil's individual needs are met by assessing progress against EHCP targets. We track this through annual reviews and individual education plans and we record specific interventions on individual provision maps. Some of this provision includes interventions that can be tracked, for example Precision Instruction. In these cases, teachers assess progress on a regular basis and use this information to plan for next steps. Our therapists use strengths and difficulties questionnaires in order to track the progress of their interventions.

6.35 Assessment and the Curriculum

6.35.1 The pupils are given the opportunity to learn a wider range of skills and information that the assessment criteria focus on. We do not solely teach to assessment measures. Pupils are exposed to sequences of lessons that provide a well-rounded curriculum that is individually tailored to meet the needs of the pupils at ACE Tiverton. The curriculum and assessment systems are under constant review to ensure that we always meet the continually evolving needs of the pupils.

7. Other policies

7.1 SEND Policy.

7.2 Assessment, Marking and Feedback.

