Curriculum Policy

Rationale for our approach to our Curriculum

The purpose for our Long Term Plans, Medium Term Plans (ASL Clear Progress Sheets) and Short Term Plans (Progress Plans for lessons) is to allow identified skills and knowledge to be developed and honed. We do not perceive a tension between the acquisition of learning skills, social skills and knowledge[1] – recognising that learning and improvement in itself is motivational and inspiring, leading to further appetite for self-improvement and betterment of prospects. This has been our focus and the rationale for our systems and processes in facilitating learning since 2014; our challenge is to maintain and improve this approach whilst expanding our service to young people.

This policy has been improved from previous years to now take advantage of the structured thought-tools of **Intent, Implementation and Impact** to further test the quality of our education as it is delivered through our curriculum. Our use of these thought-tools will improve over the next three years, understanding strategic improvements are achieved with deliberate feedback and testing over time[2] ; our aim is for this process to result in an increasingly highly agile and dynamic curriculum meeting the needs of our ever changing and developing cohorts.

In using the concepts of intent, implementation and impact, we included key questions we use in Appendix A below.

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[1] "However, most of the participants did not perceive a tension between knowledge and skill, and instead saw them as intertwined. Leaders tended to value both, although emphases – and indeed language used – differed when they explained this. For these leaders, the curriculum was about how they could ensure that pupils can achieve both knowledge and skill. Within these schools, there was also a slightly stronger emphasis on cross-curricular teaching than in the knowledge-led schools." https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework

[2] "Instead, we recognise that curriculum thinking has been deprioritised in the system for too long, including by Ofsted. We do not expect to see this change overnight. The new framework represents a process of evolution rather than revolution. To set the benchmark too high would serve neither the sector nor pupils well. Instead, we will better recognise those schools in challenging circumstances that focus on delivering a rich and ambitious curriculum." https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3

Context and Vision

Hopespring Sunderland is committed to engaging with young people who are on a spectrum of crisis in their education. Many of them have experienced or are experiencing significant barriers to learning within previous education settings, including profound adverse childhood experiences, and demonstrate particular educational, emotional and social needs. For example, a large proportion of our students are in care and the crisis in their education is only symptomatic of a much broader crisis of wellbeing, sense of personal safety and mental and emotional health.

As a result, our students often require stability of relationships before they can make real and sustained progress in education and take advantage of life any significant life opportunities. The acquisition of stress management and emotional regulation skills is an explicit aim of the school[3], whilst consecutively progressing in knowledge and learning skills – holistically increasing their capacity for self-confidence and personal achievement across a range of life-success measures.

Where the school is awaiting its registration inspection for approval with the DfE as an Independent School it operate to the same standards as a registered school. Within that context, there is currently no requirement to deliver the National Curriculum. However, it is expected that schools will give pupils experience in the following areas and breadth of learning: linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative.

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[3] "Leaders placed an emphasis on developing the skills pupils would need for future learning, often referring to resilience, a growth mind-set and perseverance. These were explicit intentions rather than by-products of the curriculum, or developed through extra-curricular activities." https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework

A. English/Literacy & Maths/Numeracy

Intention Rationale:

- Our curriculum offers students a wealth of experiences so that they can make connections, build on their prior understanding and use the skills they have learnt in English and Maths across a range of contexts or subjects.
- To develop English and Maths functional skills - a key component across all our lessons.
- Comprehension is first and foremost the most important skill of all. The ability to read and understand is critical in the pursuit of knowledge retention and motivation to learn. Different subject areas have resources and publications with increasingly complex language structures. Creating opportunities to help students to access the subject vocabulary within non-fiction texts has huge benefits to ensure fluent readers.

Intention:

- Re-engage students in academic learning.
- Offer qualifications (where relevant) that provide opportunities for progression onto further education or training.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- Reciprocal reading techniques are used to engage students in active-reading strategies allowing comprehension skills to be further practised.

Implementation:

- The implementation of our curriculum will ensure that our curriculum is driven by the prior learning, and individual emotional, psychological and learning needs of our students.
- The implementation of our curriculum will ensure that our curriculum includes a clear focus on English and Maths.

- In planning the progression model, we have developed our English/Literacy and Maths/Numeracy MTPs (ASL Clear Progress Sheets) to allow the curriculum to be the progression[4] - ensuring sequential, layered knowledge and skill acquisition[5].
- Additionally, the English and Maths ASLs allow for differentiation down to EL1 which facilitates learning within what might be characterised as literacy and numeracy, and is further strengthened in it's impact in the strong cross-curricular use of the English/Literacy and Maths/Numeracy ASLs used in all lessons.
- Schools leaders have a clear vision of literacy and numeracy across the curriculum, championing the use of key vocabulary[6] and reading development opportunities in all lessons[7] .
- Staff meet weekly at the 'T&L Workshop' where opportunities for curriculum reviews are within the agenda and allow for autonomy of design and meeting student's ongoing learning needs by subject leaders - without reducing the impact of curriculum aims as cited in this policy[8] .

[4] "However, others spoke clearly about having subject-specific progression models in place that focused on progression through the content to be learned. In these cases, the curriculum was the progression model." https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework

[5] "review the curriculum to ensure sequential, layered knowledge acquisition."
https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework
[6] provided pupils with subject-specific vocabulary and knowledge that allowed them to build links and enhance their learning across other subjects" https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework
[7] "Crucially, these schools did not put disadvantaged pupils onto a stripped-back curriculum. Instead, most of them made strong links between reading and curriculum access." https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework

[8] "Instead, a more sustainable curriculum design appeared to be commonplace when there was potential for subject leads and classroom teachers to have an **input**. Some headteachers gave their subject leads a degree of **autonomy** to structure and plan their teaching of the curriculum because of the knowledge and expertise they had in their subject. This included **setting aside time and space for staff to regularly discuss and review the content of the curriculum**, albeit **within the parameters** determined by senior leaders through their shared vision and approach for the curriculum. This ensured that staff would not be reinventing the wheel or engaging in endless planning, but instead would be contributing to agreed curriculum principles. Indeed, a key observation from our curriculum discussions was that senior leaders and subject leads within a school were often **able to speak coherently and consistently on curriculum design**. They typically shared a **common language about the curriculum**, which did not rely on using a mass of documents to articulate. Most of the experts in these schools lived and breathed their curriculum. In a few schools, we saw evidence that retaining specialist subject teachers appeared to be a further benefit of staff feeling that they had ownership and could contribute to curriculum decision-making." (https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework)

Impact:

- We know how all students are learning the content outlined in the curriculum through ongoing weekly assessment[9] in using our ASL Clear Progress sheets (MTPs), which along with supporting teachers in sequentially planning for progress in each lesson, also act as our tracking sheet for knowledge and skill development.
- Leadership are able to review End of Term Reports (produced each half term) to review progress, check students understanding of the main curriculum elements and consult with subject teachers around interventions and additional approaches to further ensure impact of the curriculum over time[10] .
- Staff conduct themed 'improvement sessions' or days, allowing for key concepts or skills to be consolidated before moving on.

B. Communication Development (Speech and Language Therapy Approaches)

Intention Rationale:

- Indicatively, 60% of young offenders have speech, language and communication needs – often these are undiagnosed and as a result can contribute to further personal failure and crisis. In respect of our context, we recognise student's communication needs can be a barrier to accessing the curriculum and it is necessary to intervene at points of potentially high impact for further academic and life success.

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[9] "Other schools appeared to have a more useful approach that used **ongoing assessment** to check pupils' understanding of the main curriculum elements. They then **responded appropriately through teaching**. There was an expectation that the information captured from assessment was to be used not only for identifying gaps in pupils' knowledge, skills and depth of understanding, but also to **inform and improve on future curriculum design**." (https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework)

[10] "Other schools appeared to have a more useful approach that used **ongoing assessment** to check pupils' understanding of the main curriculum elements. They then **responded appropriately through teaching**. There was an expectation that the information captured from assessment was to be used not only for identifying gaps in pupils' knowledge, skills and depth of understanding, but also to **inform and improve on future curriculum design**." (https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework)

- Comprehension is first and foremost the most important skill of all. The ability to read and understand is critical in the pursuit of knowledge retention and motivation to learn, and a core developmental and pre-requisite skill to comprehension is communication. Different subject areas have resources and publications with increasingly complex language structures. Creating opportunities to help students to access the subject vocabulary within non-fiction texts has huge benefits to ensure fluent readers.

Intention:

- To re-engage students in a desire to improve their communication development to allow them to increasingly access learning and life opportunities.
- To support relevant students to improve levels of literacy and numeracy through development of complementary communication skills.

Implementation:

- The implementation of our curriculum will ensure that our curriculum is driven by the prior learning, and individual emotional, psychological and learning needs of our students.
- In planning the progression model, we have developed our Communication Tool and MTP (ASL Clear Progress Sheet) to allow the curriculum to be the progression - ensuring sequential, layered knowledge and skill acquisition.
- Staff meet weekly at the 'T&L Workshop' where opportunities for curriculum reviews are within the agenda and allow for autonomy of design and meeting student's ongoing learning needs by subject leaders - without reducing the impact of curriculum aims as cited in this policy.

Impact:

- We know how all students are learning the content outlined in the curriculum through ongoing weekly assessment in using our ASL Clear Progress sheets (MTPs), which along with supporting teachers in sequentially planning for progress in each lesson, also act as our tracking sheet for knowledge and skill development.

- Leadership meet with our Speech and Language Therapist to review progress, check students understanding of the main curriculum elements and consult around interventions and additional approaches to further ensure impact of the curriculum over time.
- Staff conduct themed 'improvement sessions' or days, allowing for key concepts or skills to be consolidated before moving on.

C. ICT and Digital Literacy (Preparation for Post 16 and adulthood)

Intention Rationale:

- Digital tools, including phone apps and computer programmes, are crucial to the success of people and businesses. We want to support students in becoming familiar with ICT and specifically tools that they can continue to access for free once they have left our setting.
- We have invested in a G-Suite / Chromebooks infrastructure understanding that Google provide free tools that are used commercially as the underpinning eco system for many businesses.

Intention:

- To develop ICT functional skills - a key component across all our lessons, both to increase achievement and prepare students with vocational skills common to most workplaces.
- Fundamentally, to prepare young people for the challenges and responsibilities of adult life, including technological methods of communication, self-organisation and self-management.

Implementation:

- The implementation of our curriculum will ensure that our curriculum is driven by the prior learning, and individual emotional, psychological and learning needs of our students.

- The implementation of our curriculum will ensure that our curriculum embeds a breadth and balance of subject areas where there is a strong focus on the development of transferable skills.
- The implementation of our curriculum will ensure that our curriculum that we work hard at recognising which subject areas skills can be best developed so the focus isn't on content to be completed but knowledge and skills to be acquired.
- In terms of planning the progression model, we have developed our ICT MTP (ASL Clear Progress Sheet) to allow the curriculum to be the progression - ensuring sequential, layered knowledge and skill acquisition.
- Staff meet weekly at the 'T&L Workshop' where opportunities for curriculum reviews are within the agenda and allow for autonomy of design and meeting student's ongoing learning needs by subject leaders - without reducing the impact of curriculum aims as cited in this policy.

Impact:

- We know how all students are learning the content outlined in the curriculum through ongoing weekly assessment in using our ASL Clear Progress sheets (MTPs), which along with supporting teachers in sequentially planning for progress in each lesson, also act as our tracking sheet for knowledge and skill development.
- Leadership are able to review End of Term Reports (produced each half term) to review progress, check students understanding of the main curriculum elements and consult with subject teachers around interventions and additional approaches to further ensure impact of the curriculum over time.
- Staff conduct themed 'improvement sessions' or days, allowing for key concepts or skills to be consolidated before moving on.

D. Stress Management Skills

Intention Rationale:

- The implementation of our curriculum will ensure that our curriculum is driven by the prior learning, and individual emotional, psychological and learning needs of our students.

- Knowledge and skills are intertwined in our efforts to ensure all learners deepen their understanding and retain knowledge. Critical for this to be achieved is for young people to feel safe in our setting and in relationships with staff, even where students are unable to have self-awareness of their own stressful and hyper-aroused emotional states – this relationally co-regulated experience underpins all our curriculum intentions.
- The majority of our students have previously been excluded or persistently at risk of exclusion in a mainstream or specialist setting – our goal is develop emotional, social and academic learning aptitudes to allow student's to feel safe, seen and successful. Students developing an awareness of stress in the body and ability to use tools to self-regulate are critical for increases life success.

Intention:

- Within the safety of a perceived conventional learning environment, to support students in the use of stress management tools to allow them to start to self-regulate, lessen a state of (often chronic) hyper-arousal to then enjoy deeper and broad learning experiences.
- To develop students who are confident and inquisitive deep thinkers who know their worth, challenge their own value system and respectfully engage with others' views.

Implementation:

- The implementation of our curriculum will ensure that our curriculum is driven by the prior learning, and individual emotional, psychological and learning needs of our students.
- In planning the progression model, we have developed our Stress Management MTP (ASL Clear Progress Sheet) to allow the curriculum to be the progression - ensuring sequential, layered knowledge and skill acquisition.

- Staff meet weekly at the 'T&L Workshop' where opportunities for curriculum reviews are within the agenda and allow for autonomy of design and meeting student's ongoing learning needs by subject leaders - without reducing the impact of curriculum aims as cited in this policy.
- Visits to the school from speakers or community groups, or visits outside allow for an increase in life experience where emotional regulation can be considered, practised and supported.

Impact:

- We know how all students are learning the content outlined in the curriculum through ongoing weekly assessment in using our ASL Clear Progress sheets (MTPs), which along with supporting teachers in sequentially planning for progress in each lesson, also act as our tracking sheet for knowledge and skill development.
- Leadership meet with staff to review progress, check students understanding of the main curriculum elements and consult around interventions and additional approaches to further ensure impact of the curriculum over time.
- Attendance is reviewed on a weekly basis between the attendance team and Strategic Manager with interventions decided for the following week to support areas of concern. Typically, attendance is improved by factors from the previous setting indicating a greater ability to cope and regulate.
- A reduction in exclusions is anticipated due to students increased capacity for recognising stress in their body and coping with initial difficulties, or in seeking help from staff to co-regulate emotional states to avoid incidents or destructive serious behaviours.

E. Learning Behaviours (including character development)

Intention Rationale:

- Due to the lack of stability many of our students have experienced in previous settings, it is essential that we focus on the learning skills that will allow students to access and enjoy learning across all subjects. Raising awareness of the vital use of

the basic and wider learning skills and how they help pupils to access knowledge across learning opportunities is implicit in how we plan our approaches to curriculum implementation.

- We feel it is important in times of crisis that students do not understand themselves solely in regard to negative behaviours that they display, but in terms of who they could be – allowing for a nexus of control, change in mindset and personal aspiration.

Intention:

- To develop key learning behaviours/skills to help students understand how to become effective learners across all subjects and life-opportunities, including aspects of social and emotional learning, personal learning and thinking skills, working as teams and personal progression goals.
- To secure progress in the development of Behaviours for Learning – Relationship with Self, Relationship with Others, Relationship with the Curriculum.
- Develop transferable personal learning and thinking skills that enable students to engage with future education, training or employment settings.

Implementation:

- The implementation of our curriculum will ensure that our curriculum is driven by the prior learning, and individual emotional, psychological and learning needs of our students.
- The implementation of our curriculum will ensure that our curriculum includes opportunities for developing learning behaviours across subject areas and lessons through the use of a tracking ASL. This utilises slide scale tools contrasting negative behaviours or traits to positive and successful alternatives.
- In planning the progression model, we have developed our Learning Behaviours and Character MTP (ASL Clear Progress Sheet) to allow the curriculum to be the progression - ensuring sequential, layered knowledge and skill acquisition.
- Staff meet weekly at the 'T&L Workshop' where opportunities for curriculum reviews are within the agenda and allow for autonomy of design and meeting student's ongoing learning needs by subject leaders - without reducing the impact of curriculum aims as cited in this policy.

Impact:

- We know how all students are learning the content outlined in the curriculum through ongoing weekly assessment in using our ASL Clear Progress sheets (MTPs), which along with supporting teachers in sequentially planning for progress in each lesson, also act as our tracking sheet for knowledge and skill development.
- Leadership meet with staff to review progress, check students understanding of the main curriculum elements and consult around interventions and additional approaches to further ensure impact of the curriculum over time.

Further Curriculum Focus

Independent School curriculum requirements

The Independent School Standards states that our curriculum must include experience in learning: linguistic (covers English); mathematical; scientific; technological (covers ICT); human & social; physical; and aesthetic & creative (covers Art).

In addition, we must provide appropriate personal, social and health education, careers education, cultural appreciation and citizenship (including a broad general knowledge of public institutions and services in England and upholding the values of democracy, the law, individual liberty and mutual respect).

Apart from English and Maths, it is not expected that these will each be stand-alone subjects and will be mapped through the use of project-based or topic work.

Preventing radicalisation

We promote equality of opportunity and diversity for staff and pupils and do not tolerate prejudiced behaviour or attitudes. Staff work hard to protect pupils from radicalisation and extremism by being open to discussion about these issues and are swift to identify and respond to pupils susceptible to risk.

Section 96 Qualifications - Functional Skills

Functional Skills qualifications are part of the Regulated Qualifications Framework (RQF) and are recognised within the DfE's list of approved qualifications (Section 96). They are measurable at Entry 1, 2, 3 and accredited at Levels 1 and 2. Although they carry performance points, these cannot be counted towards School Performance Measures. Where it is not possible for KS4 students to attain GCSEs or equivalents, we have chosen to deliver these qualifications as they provide accreditation in subject areas and at levels that are appropriate, accessible and achievable for our students. Functional Skills contribute to the content of the new English and maths GCSE's and achievement of them allows students to progress onto courses of study at FE colleges.

Functional Skills

We base our KS3 and 4 English and maths teaching on the new Functional Skills criteria and Adult Literacy and Numeracy Core Curriculum. We use 'SkillsForward' (www.skillsforward.co.uk), to support our internal teaching and assessment in these areas. 'SkillsForward' is an online tool that provides baseline assessment, individually tailored support learning resources and measures on-going progress.

In addition to using SkillsForward, we expect staff to use, create and share other resources for teaching the English and maths curriculum and to carry out teacher assessments.

For KS4 students, Functional Skills are externally accredited through the Northern Council for Further Education (NCFE). Students can be registered for assessments at Entry Levels and exams at Levels 1-2. We expect all capable KS4 students to be given opportunities to access assessments or exams in Functional English and maths at a level appropriate to them.

Where students' levels of Literacy and Numeracy are 'pre-Entry', they will struggle to access the whole Functional Skills curriculum. These students will require specific interventions, e.g. literacy recovery programmes, in order that they can make progress and begin to access the wider curriculum.

Prince's Trust 'Achieve Club' suite of qualifications

Wherever GCSE programmes are not being followed, our subject-based curriculum utilises the Princes Trust Achieve Club suites of qualifications[11]. Usually, accreditation would be for KS4 only, although this qualification is open to students of all ages. This qualification is portfolio based and can be accredited at Entry Level (E3), Level 1 or Level 2. Students complete units which carry credits. Numbers of credits build into qualifications of increasing sizes. The units cover a wide range of suitable topics and work can be moderated soon after completion in most cases.

Access to Achievement/ Progress 8 subjects, including GCSE's and equivalents

Where local specialisms, resources and partnerships allow it, we may offer programmes that allow students to complete courses of study within the Progress/ Achievement 8 group of qualifications. So far, these have included subject specific GCSE's and BTEC's, which have typically been delivered in partnership with a referring school and through specialist volunteers or sessional workers. Students are usually registered for these qualifications through their school and staff liaise closely with the school or referrer on aspects of administration, course content, delivery and assessment.

Curriculum structure, breadth and content

Over the course of a day/programme/week/term/year the timetable facilitates delivery of a broad and balanced curriculum with a strong focus on English, Maths and development of Behaviour for Learning.

Elements to be included are:

- English/Literacy (including reading, writing, speaking and listening)
- Maths/Numeracy
- Communication Skills (understood through a speech and language therapy model and intervention, recognising this as a pre-requisite to comprehension in both literacy and social contexts)
- Behaviour for Learning Skills - including aspects of social and emotional learning, personal learning and thinking skills, working as teams and personal progression

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[11] https://www.princes-trust.org.uk/help-for-young-people/explore-your-potential/run-achieve-club

goals.

- PSHCE - including issue-based learning (e.g. Drugs and Alcohol awareness), Health, sex and relationships education, Citizenship.
- Human and Social – including RE, cultural, historical, geographical.
- PE
- Aesthetic & Creative - including music, art, dance, drama etc.
- Science
- Technology – including ICT, particularly if Functional ICT exams are to be taken.

Curriculum enrichment [Change this in consultation with the team]

Our curriculum can be enriched by regular input from external volunteers and speakers. Good examples of this include: talks from the Police, Drugs and Alcohol Counselling, Sexual Health Counselling, Social Services, local charities such as homeless support, commercial companies and financial advice services. Young people take part in visits, trips, outdoor activities and work experience as well as reintegration programmes in school, college or further education provision.

Students have access to a variety of extra-curricular activities beyond the school day within before and after school clubs. These provide additional opportunities for students to learn, achieve and develop skills and grow in confidence and self-awareness.

Suitability for all ages, and needs, including differentiation and progression

At the school, groups of students may be of mixed ages and levels. While it is expected that most students within a group will follow the same overall programme of study, Individual Learning Plans (ILP's) should be utilised within planning to ensure that curriculum content is appropriately differentiated to addresses the individual needs, aptitudes, prior experiences and intended progression routes of each young person. Where a student has a Statement of special educational needs, or an Education, Health and Care Plan (EHCP), special consideration must be given to the special educational provision the LA considers necessary to meet the child's needs. We will liaise and plan carefully with the referring school/agency to ensure that these requirements are being met.

Related documents

- Subject specific Intent, Implementation and Impact documents.
- Learning skills based curriculum.
- Templates for weekly timetables, medium-term planning (being ASL sheets for all relevant subjects) and long-term planning
- Long, medium and short-term planning
- SMSC Policy
- SEN Policy
- Marking Policy
- Assessment, Recording and Reporting Policy
- Trips and Visits Policy
- Visitor Procedure
- Range of policies relating to Exams and Assessments
- Specifications and Standards for Functional Skills and AIM Awards Qualifications

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Appendix A

Questions that guide the **rationale** for our curriculum intentions:

- What **values and ambitious aims** have guided our decisions about the curriculum we have in place?[12]
- What **contextual considerations**, namely the holistic spectrum of educational, emotional, sociological and communication needs of our students[13], have guided our decisions about the curriculum we have in place?
- What topics/areas are we **not formally teaching** and why?

Questions that guide what our curriculum **intentions** are:

- What concepts and skills do we want students to be able to **know and do** by the time they leave?[14]
- How does our curriculum reflect **national policy** (for example, British values, SMSC, and general ISSs)?

Questions that guide how we know we have achieved successful **implementation** of our curriculum aims:

- Is there clear **subject leadership** across all areas of our curriculum, understanding the challenges small schools have in distributing specialisms[15] ?

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[12] https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3

[13] "The experts tended to talk about giving their pupils the knowledge or skills that were lacking from their home environments as a core principle for their curriculum and tailored their approach accordingly. Many of the leaders in these schools saw a knowledge-led approach as the vehicle to address social disadvantage." https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework

[14] https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3

[15] "Most of the schools that scored well for intent but not so well for implementation (top left) were primaries. It is not hard to see primaries, particularly small ones, being less able to put their plans into action. It is difficult in many areas to recruit the right teachers. In small primaries, it is asking a lot of teachers to think about and teach the curriculum right across the range of subjects and even across year groups. Inspectors will of course consider these challenges when making their judgements." https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3

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- Does **subject knowledge** ensure a **breadth and depth** to the curriculum, again understanding the challenges small schools have in distributing specialisms[16] ?
- Is **skill acquisition and use as clearly modelled for progression as knowledge progression**, understanding we can be clear as to what we would want students to achieve but there typically a challenge as to understanding how we intend to do this[17] ?
- How does our **curriculum plan set out the sequence and structure** of how we'll implement it so as to meet our intentions?
- What **cross-curricular links** are there (in particular in the development of literacy and numeracy)?
- How do we **differentiate** our curriculum for different ability groups and emotional and communication challenges? How are we encouraging and ensuring progression as students move through the MTPs where there are **persistent challenges**?
- Are subjects staffed appropriately? Are staff trained? Do subjects have adequate time and other **resources**?

Questions that guide our assessment of the quality and **impact** or our curriculum goals and the difference our curriculum is making to students?

- How **well** are all students learning the content outlined in the curriculum? **How do we know**?
- How well are **key concepts and skills** consolidated before moving onto the next topic? How do we know?

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[16] "Most of the schools that scored well for intent but not so well for implementation (top left) were primaries. It is not hard to see primaries, particularly small ones, being less able to put their plans into action. It is difficult in many areas to recruit the right teachers. In small primaries, it is asking a lot of teachers to think about and teach the curriculum right across the range of subjects and even across year groups. Inspectors will of course consider these challenges when making their judgements." https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3

[17] "It appeared harder for schools to model progression in terms of skills. Leaders who said they had attempted to map pupils' progress in developing skills were generally clear about what they wanted pupils to achieve, for instance, developing their problem-solving or team-working skills. However, they were less sure about how they intended to do this. They also had no secure way of knowing whether pupils had acquired the defined skills. This was often in contrast to the knowledge progression models developed in these very same schools. In these models, the sequencing and order of what pupils were expected to know were much more clearly detailed and articulated." (https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework)

- How do we use evidence of pupils' learning to feed into our planning and **adaptation** of the current delivered curriculum[18]?
- How well are students **prepared for their next stage** of education or working life? Where do they go?

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[18] "Other schools appeared to have a more useful approach that used **ongoing assessment** to check pupils' understanding of the main curriculum elements. They then **responded appropriately through teaching**. There was an expectation that the information captured from assessment was to be used not only for identifying gaps in pupils' knowledge, skills and depth of understanding, but also to **inform and improve on future curriculum design**." (https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework)

Appendix B

Communication

Information taken from https://www.rcslt.org/-/media/Project/Bulletins/bulletin-may-2018.pdf

Theory and Rationale

Our ultimate aim within the curriculum is that our students are able to learn and develop skills and understanding of the world around them that will help equip them for adult life. As the policy states, comprehension is the foundation of all learning and all other areas of the curriculum. The policy assumes that a student will have the basic communication skills necessary to be able to be competent in reading[19]. To demonstrate skills, there is an expectation that a young person can complete a worksheet based activity as evidence. During our time working within this specialist educational setting we have discovered that this is often not the case. Recent research conducted by Boyes et al[20] suggests that reading comprehension is directly correlated with listening comprehension. Furthermore, anecdotal findings from the study, related to longitudinal knowledge of the students suggest that the children with the lowest listening comprehension scores at 13/14 years old will not complete their education in a mainstream provision. The demographic of our students is made up of young people who are not able to continue in mainstream education either due to school refusal, or permanent exclusion. It is therefore not outrageous to assume that our young people might have difficulty with their language comprehension. Further to this study, there has been ample research, as outlined by the Royal College of Speech and Language Therapists[21] that there is a high proportion of language difficulties within the population who have criminogenic risk factors. Many of our young people have multidisciplinary teams surrounding them including youth offending services, social workers and drug withdrawal support workers.

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[19] 'Rope' representation of reading proficiency, based on the original graphic by Scarbrough (2001) adaptation accessed on 28th Novemeber 2019 at https://sites.google.com/a/wellesleyps.org/p-a-w-s-notes-from-the-director/lit/the-reading-rope
[20] Evidence presented at RCSLT Conference September 2019, The relationship of Listening Comprehension reading and socio-economic status with reading comprehension in mainstream secondary school students, Morag Boyes
[21] https://www.rcslt.org/-/media/Project/RCSLT/justice-evidence-base2017-1.pdf

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Therefore a foundational aspect of achieving our ultimate aim is to establish a young person's developmental level related to their language development. To do this we are using the principles of the Target Profile Diagram[22].

The Target Profile Diagram has been developed to illustrate the areas of competence needed for children to be competent in language, social interactions, communication and consequently reading, writing, and academic education. The profile was designed for children with mild learning disabilities and the shape of the profile helped them build patterns around the types of difficulties children face.

Although the original profile has a score of 10, we have broken each competence into 4 progress steps. Our aim is to see change over time, and be able to develop Individual learning plans related to the competencies. Although our likert scale goes up to 4, it may be possible for a student to have reached a level in some areas but have not mastered the skills, therefore there are 3 grades within each progress step.

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[22] Charatan, The Target Profile Diagram, RCSLT Bulletin 2006; 647: 20-21

Listening and Attention:

Listed below are the developmental stages of listening comprehension. It's important to note whether an individual has difficulty with their listening comprehension, or items are being used as a safety mechanism that enables them to listen and attend. For example, playing a mindless game, doodling, scrolling on their phone so that the can attend. Please write examples and rationale for the grading.

Level 1: Fleeting attention and rigid attention
-   Easily distractible
-   Attention flits from one thing to another
-   Attends to a task of their choice but will not tolerate disruption
-   When interrupted will appear wilful or obstinate

Level 2: Single Channel Attention
-   Concentrates on a task
-   Not able to listen to an unrelated instruction at the same time
-   Communication partner needs to get the YP attention and for the YP to stop the activity to listen

Level 3: Focusing Attention
-   Can control their focus of attention
-   Shift attention to listen to an instruction
-   May still need encouragement or prompting to listen

Level 4: Two channelled attention
-   Can do a task and listen to an instruction given at the same time
-   Initially sporadically and only in specific settings
-   Mastery when its integrated and the skill is used across settings

Following Instructions

Important vocab - "key word level" This describes the words that someone needs to know to be able to understand the message e.g. put the ball in the bag involves two key words - ball and bag, if you are holding a bag and the person you are speaking to is holding a ball, potentially no listening comprehension skills are needed.
Multiple meanings - this is where a word has more than one use, for example - run (can be used as a verb, noun, or verb phrase, and the context of the word defines its meaning).

Level 1:
-   follow one or two key word level instructions
-   a range of settings
-   May or may not need visual support

Level 2:
-   follow 3 key word level instructions
-   a range of settings with and without visual support
-   Can identify common words with multiple meanings

Level 3:
-   follow 4 key word level instructions
-   in a range of settings with and without visual support
-   Can identify a words meaning by the context when it has multiple meanings
-   Can identify the use of a word used abstractly

Level 4:
-   follow instructions with more than 5 key words
-   Instruction might not be followed in order of mention e.g. **before** going for a **cigarette**, **hand me** your **English** - handing in the English is the first task but its mentioned last

Abstract Understanding (Based on Blank levels)

Important: Gaging where a young person is in relation to abstract understanding is essential for ensuring that discipline and instructions are at the right level. A young person may have difficulty answering 'why' questions, and find the abstract level of language to understand motives and consequences and be able to articulate these difficult. Try and phrase questions at level 3 if you know that a young person struggles with level 4 or 5. **This is about whether they understand this level of language. Not their verbal production in response.**

Level 1: Naming

- Language matches materials
- E.g. What's this?
- Use concrete nouns
- Comment/question/direction directly matches perceived information

Level 2: Describing

- Match language with material available
- Must focus selectively
- E.g. finding an object by attribute - which drink is cold?
- Has to identify or focus on something that has been given in the language provided

Level 3: Re-telling

- Language does not map directly to materials
- Have to use language and materials to reorganise a response
- Make deduction or generalisations about a situation and be able to make comments in order to group information together
- E.g. Tell a story or retell an event - What happened when Alice forgot the money?

Level 4: Justifying

- Language goes beyond available materials
- Have to use language to justify and solve problems
- Solve and justify complex and abstract verbal problems

Concepts

Concepts start as the core skills you learn in preschool - colour, preposition (over, under, behind, next to, big, small, etc.) It covers time - if someone does not have the feel of time, then telling them something will happen in 10 minutes, or an hour will not make a difference. Someone who does have a feel of time might settle for a bit if they are told something is happening in an hour, and then get more anxious as the time gets closer.

Level 1:

- Observed gaps in concepts
- Sometimes mixed difficulty
- Examples include: mixing up colours, difficulty with time, preposition difficulty

Level 2:

- Some concepts
- Need repetition and input from an adult or peer to be reminded of the concept

Level 3:

- General grasp of the concept
- Occasional difficulty with some aspects

Level 4:

- Shows the ability to understand and grasp new concepts and ideas, for example time

Understanding of Sentence Structures

This follows the same principles as written English, however, people often do not write as they speak when they have mastered written English. To be able to master written English a YP needs to understand the grammar of spoken English too.

Level 1:
- Understands simple sentences, with two or three elements
- the elements can be reversible
- understands simple prepositions such as in and on

Level 2:
- Understanding Sentences with 4 elements (e.g. use of adjectives that change the meaning)
- Can understand when the subject is altered by the use of a relative clause in place of an adjective e.g. The girl **that is jumping** points at the man
- Understands past/present tense markers

Level 3:
- Understands sentences with tense markers
- Understands complex sentences with connectives

Level 4:
- understands a range of complex sentences
- Understands sentences with embedded clauses, and relative clauses in the object
- understand longer utterances with complex language structures

Speech

Speech has a number of different components. All of these combine to form an overall level of intelligibility. Factors you are looking out for include:
- Phonation (speech sound production)
- Fluency (is speech jerky, bumpy or is the YP a stammerer), does their
- intonation (how the pattern of speech sounds)
- Rate
- Clarity

Consider how much accent and dialect has influenced your perception of intelligibility.

Score is based on intelligibility.

Level 1:
- Students speech is hard to understand
- E.g. I pretend to understand sometimes because I feel like I am asking for repetitions too much

Level 2:
- Student is bumpy/quick/mumbled/monotonous.
- E.g. I listen carefully to make sure I understand and sometimes ask for repetition

Level 3:
- Student is intelligible
- E.g. speech can be bumpy/quick/mumbled at times but I rarely ask for repetitions

Level 4:
- Student is always intelligible

Note: Everyone speech can be hard to understand sometimes, levels are to consider most of the time.

Use of Sentence Structure

This looks at the grammatical markers in verbal language. To be able to articulate clearly an idea, higher level thinking and develop written language skills, it's important to know what an individual's verbal grammatical skills look like. Sometimes this can be assessed using a picture and giving someone a word to use in a sentence about that picture.

Level 1:
- Speaks mainly in phrases and single words (monosyllabic replies)

Level 2:
- Speaks in simple sentences, sometimes strung together
- Can use negatives in sentences.
- Misses non-keywords out of sentences (a, the, etc)
- Could use simple connectives but at the start of sentences

Level 3:
- speaks in simple sentences
- modification to noun/verbs to mark tense (perhaps missing prepositions)
- Might use simple connectives to link sentences to form more complex ones

Level 4:
- Uses a range of sentence structures
- uses complex structures
    - connectives
    - embedded clauses
    - modifies verbs and nouns by single words and clauses

Functional Use of Language

Purpose in which language is used. The purposes of language include
- Requests
- Apologies
- Advice
- Giving bad news
- Agreeing
- Strongly disagreeing
- Offering
- Asking for opinion
- Giving opinion

Level 1:
- Fulfil physical needs
- Uses concrete nouns
- Influence behaviour
    - Commenting
    - Persuading
    - requesting

Level 2:
- Developing relationships and easing interaction
- Expressing personal opinions, attitudes and feelings
- Negotiating

Level 3:
- Language used to relay or request information
- Deeper levels of emotional or abstract language
- Use to modulate their own and others behaviours

Level 4:
- Story telling, creating an image in someone's head about the things that have happened
- Use language to explore, learn and discover

Social Communication Skills

Skills needed include:
- Appropriate eye contact
- Use and interpretation of non-verbal skills
- Understand the speaker's intended meaning
- Express appropriate ideas in the situation
- Start a conversation
- Turn take
- Maintain a conversation
- Repair a conversation (asking for clarification, be aware of when a listener needs further information, clarification or repetition and then be able to modify the point being made accordingly)
- Be aware of listeners' feelings and the impact communication has on others
- Be flexible in using and adapting language to the context
- Close a conversation

Level 1:
- Skills are rarely seen
- communication with social function is highly dependent on communication partner facilitating the interaction
- communication partner follows the YPs lead

Level 2:
- Skills beginning to emerge but YP needs reminders
- Rules need to be explicitly taught
- Dependent on communication partner managing the conversation, but the load feels lighter than at level 1

Level 3:
- A lot of the skills are seen,
- there are gaps in some areas which are harder to master e.g. continuing a conversation, considering the impact of communication on others
- Attention can be brought to the area of difficulty and YP can see this, but not self-aware.

Level 4:
- all the skills are seen consistently

- Awareness of when a rule in social communication has been flouted without particular guidance

Vocabulary

There are 3 tiers of vocabulary

Tier 1: Core vocabulary

-   high frequency,
-   often objects,
-   assumption that these are known

Tier 2: Describing

-   Abstract words
-   Cross subject
-   Often descriptive
-   Can usually be explained using more familiar words

Tier 3: Specialised

-   Low frequency
-   Topic specific

-   Some words have multiple meanings and the context is needed to work these out.
-   Some children and young people have weak concepts of words, or word finding difficulties which will mean they struggle to access the words that they know.
-   Experience may limit their knowledge of words.
-   Special interests may result in YP knowing lots of subject specific (tier 3) words, but their general knowledge and understanding of words might be limited. For example, YP who have an interest in illegal substances will know an array of vocabulary related to cannabis, and how to smoke it but may not know the different labels of basic types of clothing/kitchen utensils.
-   Words increase in difficulty based on how abstract they are and how frequently they are heard. For example, patience is an abstract, frequently used word. Lament is a concrete, low frequency word.

Level 1: limited vocabulary, has difficulty with all abstract words (can be explained by limited access to education)

Level 2: Difficulty understanding some frequently used words in the classroom, might have a large amount of tier 3 words which skews observation

Level 3: Range of vocabulary, missing words from education gaps but demonstrates ability to learn these

Level 4: Has a good grasp of vocabulary, can understand what a word means by its context, and can clarify when a word has multiple meanings that they understand it.

Play

Play is important in developing understanding of social rules and boundaries and skills in social interactions. Below is the developmental stages of play. However, for our YP, it has not been graded developmentally. It might be that a young person missed out on any opportunity to engage in solitary play, so their ability to do things on their own without assistance is an area of development.

Mildred Parten (1932) research is still cited today. She researched the development of social play in children (2-5 years of age). She discovered that a child's development of his/her social skills is reflected in the way they play. She also found that once a child has developed the ability to participate in a particular stage of social play, he/she will use different variations and combinations of that stage, and earlier stages, throughout play. Research Summary Reference: Retrieved from: http://ccpdi.usu.edu/files/uploads/z-play2.pdf on February 8, 2014

Stages of Development	What it looks like:	What age it typically appears:
Solitary play	Children play alone, with their own toys. They do not get close to or interact with other children. Solitary play should be encouraged because it builds skills for working independently.	Birth-2 years
Parallel play	Children continue to play on their own, but they are beside children and may be using the same toys.	2 ½ to 3 ½ years
Associative play	Children begin to truly play with others. They share play materials but may be following their own story line.	3-4 ½ years
Cooperative play	The highest level of social play where children play in groups and everyone is cooperating to achieve a common goal. This type of play involves negotiation among children. This happens when children change "roles" in the play and/or take turns making suggestions about the plot.	4-5 ½ years
Games with rules	A part of cooperative play that involves winners and losers. These games involve child-controlled rules and are not the same as competitive games, like sports. These games show an understanding of the social rules in our culture.	6 + years
Onlooker Play	When a child watches other children playing but makes no attempt to join in.	Birth +

Stages of Social Play Reference: Retrieved from http://www.sagepub.com/upm-data/53567_ch_10.pdf on November 26, 2013

Level 1:
- spends most of their time watching others during games or shared activities.
- They engage sometimes with an adult led activity but rarely will initiate or join in with peer lead activities.
- When they do it creates tension and conflict that needs an adult to engage with to resolve.

Level 2:
- YP engages in all areas of play,
- dependent on another seeing their needs e.g. to change roles, or understand the rules.
- Spend time in the onlooker role before joining in.

Level 3:
- some level of skill in play.
- They can follow the structure of a rule based game if its facilitated by an adult.
- can play with others if they are the one leading
- Finds it difficult to follow the lead of a peer.

Level 4:
- engages in all areas of play.
- demonstrated through their skills in the classroom, with peers, and in social settings.
- work independently without difficulty.

Addendum 1: Hopespring Sunderland 10 Sea View particulars (if applicable)

Addendum 2: Hopespring Sunderland Millfield particulars (if applicable)

Addendum 3: Hopespring Newcastle particulars (if applicable)