

Specialist Resource Base Curriculum and Assessment Policy

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Associated documents
New Curriculum for Wales 2019

Aims

The development of our SRB curriculum aims to be authentic and relevant for the learners, enabling our learners to experience and participate in a wide range of learning opportunities, which equip them for their future. Central to this is the delivery of a curriculum which is innovative, flexible, person centred and relevant to future challenges. Assessment approaches reflect the curriculum design and consider the diverse learning needs of each individual, building on strengths and aspirations.

Assessment is an integral part of successful teaching and learning and supports learners, staff and parents to identify progress made. Effective assessment processes support high expectations for individual progress and allows effective interventions to be implemented in a timely and bespoke manner. Within our SRB cohorts, we appreciate tracking and monitoring of progress is vital to measure the small steps of progress made and the next steps required. Where appropriate, learners are able to celebrate their successes and be part of the target setting process. Accurate, up to date, tracked and monitored assessment allows for teacher support and wider SRB measures to be implemented to further enhance progress.

The benefits to be gained from our curriculum and assessment process are:

- ★ development of a relevant and person-centred curriculum
- ★ improved focus on the quality of teaching and learning
- ★ to raise aspirations of all
- ★ recognising and responding to the needs of individual learners
- ★ to set appropriate short-term targets and overarching annual outcomes, tracking progress towards these
- ★ being creative and responsive in preparing learners for their next steps in learning and beyond
- ★ celebrating success and valuing the diversity of our learners
- ★ making appropriate and timely referrals for further advice and support
- ★ improved understanding of how learners can learn most effectively
- ★ effective communication with parents around learning and progress
- ★ informing person centred reviews of statutory plans

Rationale

Curriculum

- ★ Development of a Curriculum which is purpose led, which focuses on supporting learners to be:
 - **Ambitious and capable**, ready to learn throughout their lives.
 - **Enterprising and creative** contributors to life, ready to play a full part in life and work.
 - **Ethical and informed** citizens of Wales and the world.

- **Healthy and confident**, ready to lead life to the full and be valued by those around them as valued members of society.
- ★ Implementation of a curriculum which maintains rigor, knowledge and the development of subject specific skills, alongside the development of essential and functional skills relevant to individual development.
- ★ The curriculum from primary to Key Stage 3 covers the full breadth of subjects grouped into Areas of Learning and Experience (AOLE):
 - Health and Wellbeing
 - Expressive Arts
 - Humanities
 - Languages, Literacy and Communication
 - Mathematics and Numeracy
 - Science and Technology
- ★ For learners working from pre-progression steps 1 to 3, a thematic approach is taken to cover relevant learning opportunities.
- ★ Curriculum development at Key Stage 4 and 5 focuses on qualification pathways which aim to be person centred and focus on the ambitions, interests and needs of individual learners.
- ★ For our SRBs, a focus is placed on life skills and preparing for the relevant levels of independence.
- ★ Throughout the curriculum design, opportunities for inclusion and community access are available and based on individual learner needs.

Assessment

- ★ A shared understanding of clear, concise and explicit learning objectives based upon Curriculum for Wales, Literacy, Numeracy and Digital Competency Frameworks and qualification / exam board criteria.
- ★ Learners are assessed using pre-progression and progression steps through primary and during KS3, assessment following this is in-line with their personalised pathway.
- ★ Regular, accurate assessment of learner outcomes recorded on B-Squared/**Skills Hives** / SIMS, short term target sheets and where relevant statutory plans.
- ★ To provide teachers, support staff and SRB Lead Teachers with accurate information to measure the progress of individuals, priority groups, classes and courses.
- ★ To allow for effective and timely intervention which supports progress.
- ★ Where appropriate, learner knowledge and ownership of their own progress and target development through person centred practice.
- ★ A recognition of the whole range of learners' achievements and experiences.
- ★ A positive approach to progress, which is reflected in levels of engagement and participation.
- ★ A recognition of the important role parents and carers have in supporting the development of motivated and successful learners.
- ★ To allow accurate tracking of SRB wide progress and outcome data.

Recording Learning and Feedback

Learning is recorded in a variety of ways, ensuring progress can be evidenced and tracked, this can include:

- Learning journals recording the activities, support levels, engagement and success
- Photographic / film evidence
- Exercise Books where learners record their learning
- Use of electronic platforms to record and evidence learning shared with parents (for example seesaw, evisense)

Feedback approaches are personalised to the pupils to ensure each individual is able to reach and achieve their potential, this includes:

- Verbal feedback is used in all lessons to provide immediate and effective support to learners.
- Marking in the SRB matches the pace of learning. Where written work is completed, detailed marking takes place against the lesson learning objective and more widely the objectives of the scheme of work in line with whole school feedback policies.
- Encouragement and praise are a key part of working with pupils in the SRB. Written encouragement, positive statements and the use of stickers / stamps are used to build a sense of pride in work.
- Annotation codes are used to indicate levels of support provided for tasks and activities, for example:
 - VP – Verbal Prompting
 - IW – Independent Work
 - HH – Hand over hand support
 - PS – Physical support. This would include helping pupils to stabilise their wrist or elbow allowing them to write independently.
 - WD – Work dictated by pupil and scribed by staff.
 - WB – Work supported by white board.

Recording, Assessment and Reporting

Learner assessment is tracked by class teachers, with the support of teaching assistants. This is evidenced through learning journals and exercise books. Teachers and teaching assistants make comments against the agreed learning objective and highlight the level of support an individual has received to achieve any given activity. Assessment information is input into B-Squared/[Skills Hives](#) on a half termly basis by class teachers. Quality assurance processes ensure triangulation between B-Squared/[Skills Hives](#) data input, teacher tracking and work produced / evidence. Alongside the embedded quality assurance processes, SRB staff meet to moderate outcomes on at least a termly basis.

The assessment of individuals across the curriculum is tracked alongside progress towards their statutory plan outcomes, these are monitored through short term targets. Short term targets are reported on at least twice annually and the outcomes in statutory plans during person centred annual reviews.

Across all SRBs, reporting to parents takes place formally through:

- Parents' evening
- School Progress Reports
- Person Centred Annual Review of the Statutory Plan

Roles and Responsibilities

Role of the SRB Lead Teacher

- ★ To support the production of the Assessment Calendar to share with the SRB Team.
- ★ To oversee the evaluation and development of systems for collecting, sharing and disseminating learner data and attainment, alongside the SPOT Network.
- ★ To ensure embedded effective assessment and tracking processes across the SRB.
- ★ To work with class teachers to evaluate the progress made by groups of learners towards their targets and support the identification and implementation of appropriate intervention.
- ★ To continue to refine and review the processes around how we inform parents of the progress of their child through the assessment cycle.
- ★ To ensure that schemes of work and topic overview sheets identify explicitly the skills, knowledge and aptitudes that are to be assessed within each unit.
- ★ To develop assessments which allow for accurate attainment to be measured and progress to be tracked.
- ★ To standardise and moderate the assessments with the team and exemplify successful outcomes.
- ★ To oversee and support the completion of individual learner reports and their quality assurance across the SRB.

Role of the Classroom Teacher

- ★ To be explicit within lesson objectives of the skills, aptitudes and knowledge that are being developed and assessed in a lesson or series of lessons.
- ★ Where appropriate, to support learners to develop their own success criteria and make use of peer or self-assessment against this.
- ★ To provide written and verbal feedback to learners in-line with the lesson objectives, including targets for improvement, and where appropriate encourage learners to reflect upon this.
- ★ To construct aspirational but realistic outcomes for individuals, breaking these down into smaller short-term targets which are accurately tracked and monitored.
- ★ To record the outcomes of assessments within B-Squared.
- ★ To provide accurate progress updates for target review points, person centred reviewed and when report writing.
- ★ To identify underachievement within a class and propose effective intervention.

Monitoring and Evaluation

The success of the SRB Curriculum and Assessment Policy and practice is evaluated through:

- ★ analysis of learner tracking data around learning and wellbeing progress
- ★ monitoring of procedures and practice by the Lead for the SRB and SLT link
- ★ reviewing target sheets and statutory plan outcomes
- ★ learner voice
- ★ parental engagement
- ★ quality assurance processes embedded across the SRB (work scrutiny, learning walks, observations...)
- ★ LA SPOT Network and ALP Review visits / monitoring visits (developing)
- ★ School Development Plan/SRB Action Plan

This policy was approved by the Governors

Signed: Chair of Governors

Date:

Signed: Headteacher

Date: