

Local Procedure/Protocol	
School/Home Name:	Bramley Hill School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2024
Next Update Due:	July 2025
Procedure/Protocol Lead:	Lianne Watson – Head Teacher
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. CONTEXT

- 1.1** Bramley Hill School is an independent specialist day school providing high-quality education for boys and girls. Based in Surrey, the school meets the needs of pupils with a primary diagnosis of autism and additional needs such as ADHD, speech and language difficulties, sensory issues, and associated behavioural difficulties.

There are 37 pupils on role as of June 2024 with a male-to-female ratio of 29:8.

Due to the nature of pupils with an SEN, Bramley Hill recognises that many of our pupils will not be working at age-related expectations, some presenting well below their normal age expectations. This is usually due to gaps in their education journey, cognitive ability, or disengagement from education.

All our pupils have a diagnosis of autism which impacts social communication, the way they see the world, their ability to cope with change and to be flexible in their view, and their abilities to interact with others. Many pupils have additional diagnoses which may include ADHD, ADD, OCD, PDA, ODD, and SEMH.

In addition to their diagnosis children and young people at Bramley Hill School present with a range of additional barriers to learning including: (examples of support provided to overcome barriers)

- Speech, Language, and Communication needs supported by Speech and Language Therapists (pictorial communication and other alternative and augmented communication)
- Sensory, Physical, and Medical needs supported by Occupational Therapists (sensory diets, bespoke clinical support)
- Social, emotional, and mental health needs supported by Clinical Psychologists (positive behaviour support, bespoke pastoral and clinical interventions)

- 1.2** Bramley Hill School benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work, and live and we make full use of the environment. Bramley Hill School is well-resourced and has a comprehensive range of facilities. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care, and therapy staff.

We are committed to providing our pupils with a happy, nurturing, and motivating atmosphere for them to enjoy their learning and where they are encouraged to reach their potential.

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2. VISION, AIMS, AND INTENT

2.1 Our vision is for each pupil to trust they belong, discover a love of learning, and find their sense of self-worth.

We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Bramley Hill School provides a needs-led curriculum that is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation, and experiences that will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success, and achieve positive outcomes
- Supporting our pupils to be ready for the next stage of learning
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs, and interests
- Providing our pupils with knowledge and experience in the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Bramley Hill School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

Bramley's Core Values are embedded into everything we do at Bramley.

Respect

- Words
- Actions
- People
- Property
- Education
- Community

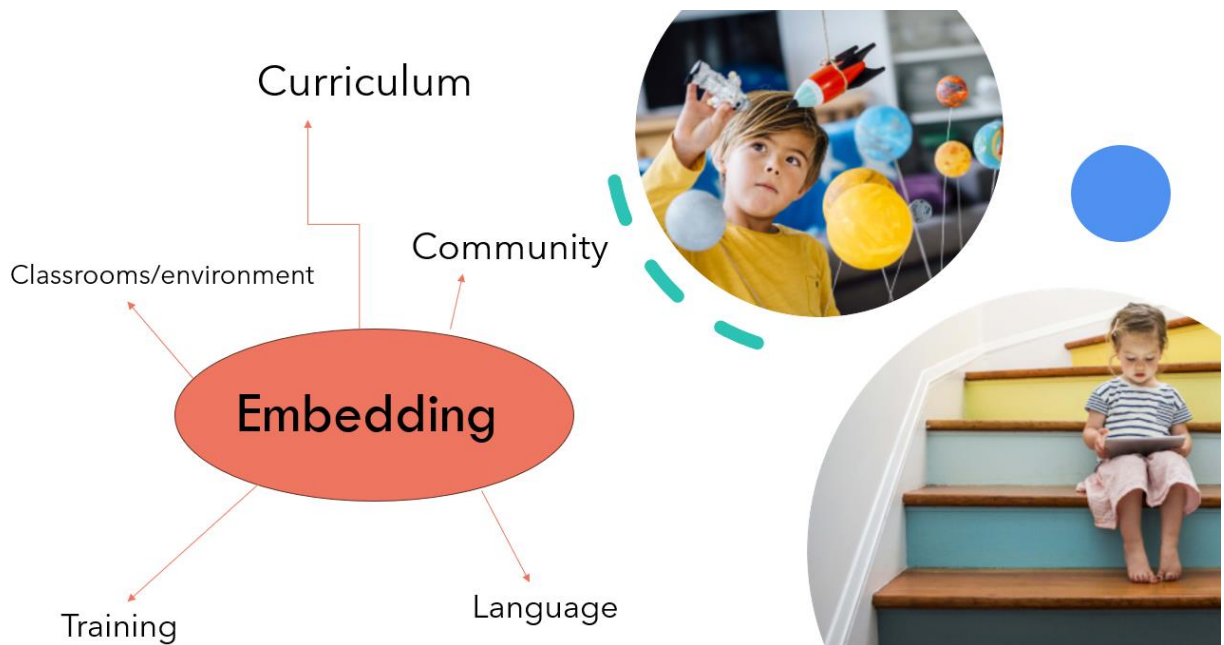
Purpose

- Everything we do
- Education
- Meaning
- Wider community
- Future
- Empowering

Nurture

- Values
- Understanding
- Empathy
- Education
- Community
- Future
- Access
- Empowering

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3. ROLES AND RESPONSIBILITIES

3.1 Leaders at Bramley Hill School ensure that:

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high-quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 The teaching staff at Bramley Hill School ensure that:

- The curriculum is planned and delivered to support pupils in developing skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are allowed to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- Retrieval practice is a technique that enables pupils at Bramley to recall what they have learned. It reinforces knowledge retention and encourages them to engage with and apply new skills and knowledge. As a result, Bramley Hill School consistently incorporates retrieval practice into its lessons

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as an effective revision tool. The approach is supported by various educational researchers and frameworks: Deans for Impact: In their report "The Science of Learning" (2015), Rosenshine's Principles of Instruction (2012), Great Teaching Toolkit (2020) and Firth et al. (2017).

- Pupils use spaced practice: revisiting content at intervals over time, which strengthens memory e.g. review of old topics after 1 week, 2 weeks, and 1 month
- Teachers use interleaving to mix up different topics or types of problems e.g. instead of only giving students algebra problems in one session, mix algebra, geometry, and statistics.
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

3.3 Clinical staff ensure that:

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 All staff ensure that:

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 Curriculum Delivery

At Bramley Hill School we engineer success by teaching our pupils to overcome some of the barriers presented by their autism so they can improve their quality of learning and quality of life in education, at home, in leisure and in work.

To engineer success, we support our pupils to learn through the following steps:

- Access to Learning
- Engagement in Learning
- Feedback and Improvement

How we achieve each step is based on the needs of classes and individual pupils.

ACCESS to LEARNING

We use a combination of universal and bespoke strategies and resources to support pupils to access lessons:

Universal strategies are available when applicable:

- Small class sizes
- Visual timetables (PECs, photos, words, colours, class and individual)
- Labelled drawers
- Individual workstations
- Reduced transition (lasses use a primary model of teaching where teachers transition to class or taught by the same teacher for the majority of subjects)
- Visuals ordered left to right in sequence (Now – Next -Then)

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- Lesson Episodes (Lessons structured to reduce anxiety and be predictable to pupils)
- Zones of Regulation™ (Emotional Literacy)

Some pupils and learners will require more bespoke support to achieve access to the classroom Teaching staff collaborate with pastoral and/or clinical staff, dependent on need, through informal meetings and discussions, class meetings and ITAC (Internal Team Around the Child) meetings to identify strategies for support.

For example:

- Alternative and Augmented Communication (PECS, Visuals, Reduced language)
- Bespoke timetables (Some pupils struggle to integrate into class and require support through transition plans)
- Occupational therapy
- Sensory support/diets
- Boxall™ Profile

For some pupils, these strategies need to be embedded into the pupils’ daily school routine before engagement in learning can occur.

A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall and retrieval tasks
- Spacing and interleaving
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

ENGAGEMENT in LEARNING

Education Health Care Plans (EHCP)

- **Assessment of Needs:** Begin by understanding each pupil’s specific needs, learning styles, and abilities. This allows you to tailor lessons that align with their EHCPs
- **EHCP SMART Goals:** Set Specific, Measurable, Achievable, Relevant, and Time-bound cognition goals that act as small steps towards meeting their long-term objectives.

Multi-Sensory Teaching Approaches:

- **Visual, Auditory, and Kinaesthetic Learning:** Use a variety of sensory inputs to teach concepts. For example, combine visual aids (charts, videos), auditory resources (songs, discussions), and kinaesthetic activities (role play, hands-on projects) to reinforce learning.
- **Manipulatives and Technology:** Use educational tools like tactile materials, assistive technology, and apps designed to support SEN learners.

Differentiated Instruction

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- **Flexible Grouping:** Group pupils based on their needs and strengths, not just abilities. Rotate these groups to allow peer learning and collaboration.
- **Task Differentiation:** Adjust the complexity, length, or type of tasks according to the abilities of each pupil. Some pupils may benefit from scaffolded tasks or simplified instructions
- **Choice:** Provide options in how pupils demonstrate their learning, such as choosing between drawing, writing, or creating a presentation.

Structured and Predictable Environment

- **Clear Routines:** SEN pupils often thrive in environments where routines are consistent and predictable. Visual schedules and timetables help reduce anxiety.
- **Clear Instructions:** Break tasks into small, manageable steps with clear, concise instructions. Repeat and model tasks if necessary.
- **Minimise Distractions:** Create a learning space that minimises sensory overload by controlling noise, lighting, and visual distractions.

Active Learning and Engagement

- **Interactive Activities:** Incorporate games, quizzes, and hands-on activities that promote active engagement. Movement-based activities, such as brain breaks or short physical tasks, help pupils focus.
- **Real-World Connections:** Relate lessons to real-life scenarios that pupils can relate to or find meaningful, helping them see the relevance of what they are learning.

Peer Support and Collaboration

- **Buddy Systems:** Pair SEN pupils with supportive peers for collaborative activities. Peer learning can increase social interaction, build confidence, and provide additional learning support.
- **Group Projects:** Encourage group work where pupils can take on roles that suit their strengths, fostering cooperation and teamwork.

Emotional and Social Support

- **Build Relationships:** Develop strong, trusting relationships with SEN pupils. Create a safe, non-judgmental environment where they feel supported.
- **Social Skills Programmes:** Implement programmes or activities that promote social-emotional learning and improve communication, empathy, and self-regulation skills.

Regular Monitoring and Feedback

- **Frequent Check-ins:** Regularly check for understanding by asking open-ended questions, having pupils explain concepts, or providing quick formative assessments.
- **Adaptive Assessments:** Modify assessments to better suit the abilities of SEN pupils. For example, allow oral responses, use pictures, or provide extra time.

Parental and Multi-disciplinary Collaboration

- **Parent Involvement:** Engage parents or guardians in their child's learning process. Communicate regularly and work together on strategies to support learning at home.
- **Collaboration with Specialists:** Work closely with speech therapists, occupational therapists, and other professionals to ensure that learning strategies are consistent and supportive across different environments.

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FEEDBACK and IMPROVEMENT

Timely and Regular Feedback

- **Immediate Feedback:** Provide feedback as soon as possible after the pupil completes a task. SEN pupils often benefit from immediate reinforcement or correction, helping them connect the feedback to their actions or behaviour.
- **Ongoing Feedback:** Ensure feedback is regular and continuous, not just during formal assessments. Frequent check-ins help to monitor progress and make adjustments quickly.

Positive and Specific Feedback

- **Focus on Strengths:** Start feedback by acknowledging what the pupil did well. This reinforces positive behaviours and boosts confidence, making them more receptive to areas of improvement.
- **Be Specific:** Avoid general praise like “good job.” Instead, say, “I like how you used full sentences in your answer,” or “You stayed focused during the reading activity.” Specific feedback helps pupils understand what exactly they did well and what to improve.

Constructive, Growth-Oriented Feedback

- **Frame Criticism Positively:** Instead of saying, “This is wrong,” frame feedback in terms of growth. For example, “You’re almost there! Let’s work on this part a little more.”
- **Highlight Effort Over Results:** Encourage persistence by praising effort, regardless of the outcome. For example, “I can see you worked hard on this,” or “You made a good attempt.”
- **Focus on Small, Achievable Steps:** Break down complex tasks into manageable steps and provide feedback on each step. This allows the pupil to experience success at every stage, which builds confidence.

Self-Assessment

- **Self-Assessment Tools:** Use tools such as smiley-face rating charts, checklists, or visual reflection sheets to help SEN pupils evaluate their own work. This promotes self-awareness and encourages pupils to take an active role in their own learning process

Tailored Feedback to Individual Needs

- **Know the Pupil’s Preferences:** Tailor the way you give feedback to each pupil’s unique needs. Some may prefer verbal feedback, while others may respond better to written or visual feedback. Pupils with sensory sensitivities may need softer tones or non-verbal forms of feedback.
- **Adjust Feedback Based on Learning Needs:** For pupils with communication difficulties, simplify language, use short sentences, or offer alternative communication methods (e.g., symbols, signing, or augmentative communication devices).

Scaffold Learning for Improvement

- **Provide Scaffolding:** Support SEN pupils with step-by-step guidance and feedback to complete a task. As their skills grow, gradually reduce the level of support.
- **Encourage Reflection:** Ask reflective questions such as, “What do you think you could do differently next time?” or “How do you feel about what you’ve done?” to promote self-improvement and encourage thinking about learning.

Behavioural and Emotional Feedback

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- **Positive Behaviour Feedback:** Reinforce positive behaviours by acknowledging them explicitly. “I noticed you were patient today,” or “You stayed calm when you felt frustrated—that’s great progress.”
- **Teach Emotional Regulation:** When giving feedback on behaviour, help pupils understand their emotions and how to manage them. Offer suggestions

4.2 Key Stage 1 & 2 (Years 1 - 6)

KS1 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme. The primary curriculum is a fully sequenced curriculum framework from Nursery to Year 6 and long-term plans for all subjects of the national curriculum.

Bramley Hill provides lesson plans and resources for:

- Mathematics (through the White Rose Maths scheme)
- Accelerated reader (Reading comprehension)

Pupils access:

English, Maths, Science, Computing, Physical Education (PE), PSHE/Careers/ (including Relationships and Health Education), Humanities (Geography and History), Religious Education (RE), Art & Design, Design Technology, Music, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Classes are delivered using a combination of primary model (form tutor teaches most subjects) and secondary model teaching (form tutor and specialist subject teachers), depending on their cognitive, speech, language, and communication abilities and social emotional and mental health needs. Some lessons and/or activities are led by a Teaching and Learning Assistant (TLA), where deemed suitable, supported with planning from a teacher.

Classes are supported by TLAs to ensure there are staff with strong relationships and a deep understanding of pupil individual needs in each class, additional support may be required from the Pastoral Team in relation to behaviour support. The TLA's main role is to support pupil learning by:

- Strengthening Fluency – Supporting pupils to understand key vocabulary and skills
- Modelling Tasks – Show pupils how to complete a task or activity
- Promoting Independence – Give pupils time to process questions and/or tasks, developing strategies so pupils can rely less on staff support
- Scaffolding Tasks – Adapt tasks provided by teachers so pupils can access learning
- Communicate with pupils – Give the pupils a voice and provide choice

Pupils at KS3 continue to be taught for most subjects in their dedicated form classrooms. They access National Curriculum subjects with a continued focus on phonics/SPAG. Pupils are taught by their form teachers for English, Maths, Science and PSHE but progress to being taught by a wider range of other subject-specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject e.g. the Science Lab and the Sports hall.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship/Futures (including Relationships and Health Education), Humanities, (Geography and History), Religious Education, Art & Design, Design Technology, Music, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

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4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, PSHE/Career/Futures (including Relationships, Sex and Health Education, Personal Development, Social Communication, Life Skills and Enrichment). Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Media, Computing, Art, RE, Food Technology, Business Studies, Sport and Humanities. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs. Most subjects in KS4 are taught by subject specialist teachers.

4.5 Life Skills

We recognise the power of outdoor learning to engage and give our pupils a sense of accomplishment. We have a dedicated teacher for PE who delivers lessons to all our pupils, incorporating team games and sports. We have implemented a sequential programme which provides our pupils with key life skills and accreditations as they progress through the school.

Social skills groups – Social Skills sessions are led by a Speech & Language Therapist and Assistant Psychologist, ensuring pupils develop essential interpersonal skills which are fundamental for their future career prospects and quality of life.

Community Visits – Visits enable pupils to practise their independence skills such as functional vocabulary or money skills, giving them greater confidence to access the world around them.

Swimming – Swimming sessions at the local leisure centre ensure pupils learn key skills to keep themselves safe in the water.

Forest Schools - The 'Forest Schools' approach helps our pupils to understand and respect the natural environment, taking care of the world around them and provides a valuable and rich resource for exploring Topics outside the classroom setting.

Cycling, Road Safety and Bikeability - (in partnership with the community organisation Sustrans) teaches our pupils this key life skill whilst also keeping fit and healthy.

Sports Leadership- The pupils learn how to use communication, organisation and teamwork to plan and lead sports coaching sessions in a range of activities.

Surrey Outdoor Learning & Development – The SOLD team lead our sessions on teamwork skills through activities such as bouldering, water sports and high ropes courses; these build up key life skills over time such as cooperation and resilience.

CREST - In Key Stages 1 and 2, our Crest Awards help our pupils become independent and reflective learners through enquiry-based project work which is based around Science, Technology, Engineering and Maths.

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	Adders/Otters	Hawks/Badgers	Squirrels/Foxes/Lynx
Autumn 1	SOLD	Swimming	Forest School
Autumn 2	Swimming	Cycling	Sports Leadership
Spring 1	Forest School	Sports Leadership	Swimming
Spring 2	Sports Leadership	Swimming	Cycling
Summer 1	Swimming	Forest School	SOLD
Summer 2	Cycling	SOLD	Swimming

4.6 Reading

Reading is given a high priority in our curriculum as the ability to read and understand opens up learning for all of our pupils. The development of pupils' vocabulary is vital to learning and understand all curriculum subjects. Pupils are encouraged and supported to read weekly during:

- Ruth Miskin phonics and a fresh start
- Shared Reading Lessons (Pupils working at Entry Level and below)
- Guided Reading Lessons (Pupils working between Entry Level and Level 1)
- Independent Reading
- Reading Clubs
- Opportunities to read embedded into all subjects (Disciplinary Literacy)

4.7 Homework

At our School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

4.8 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.9 Physical Education

All pupils access PE lessons at Bramley Hill School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area, but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4 for those pupils who would like to pursue a related qualification.

4.10 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Bramley Hill School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)

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3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic well-being, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Adviza. They provide up-to-date career guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.11 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Bramley Hill School, SMSC and British Values are promoted in so much of what we do, not least during PSHE/Careers lessons/theme days.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.12 COVID-19 Recovery Curriculum

At Bramley Hill School, we recognise that pupil well-being is at the forefront of our recovery from the COVID-19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, and provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Bramley Hill School is evidenced by the work that the pupils produce, their progression over time and how well-prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas

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- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

We expect that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Grid maker.

5.3 Monitoring

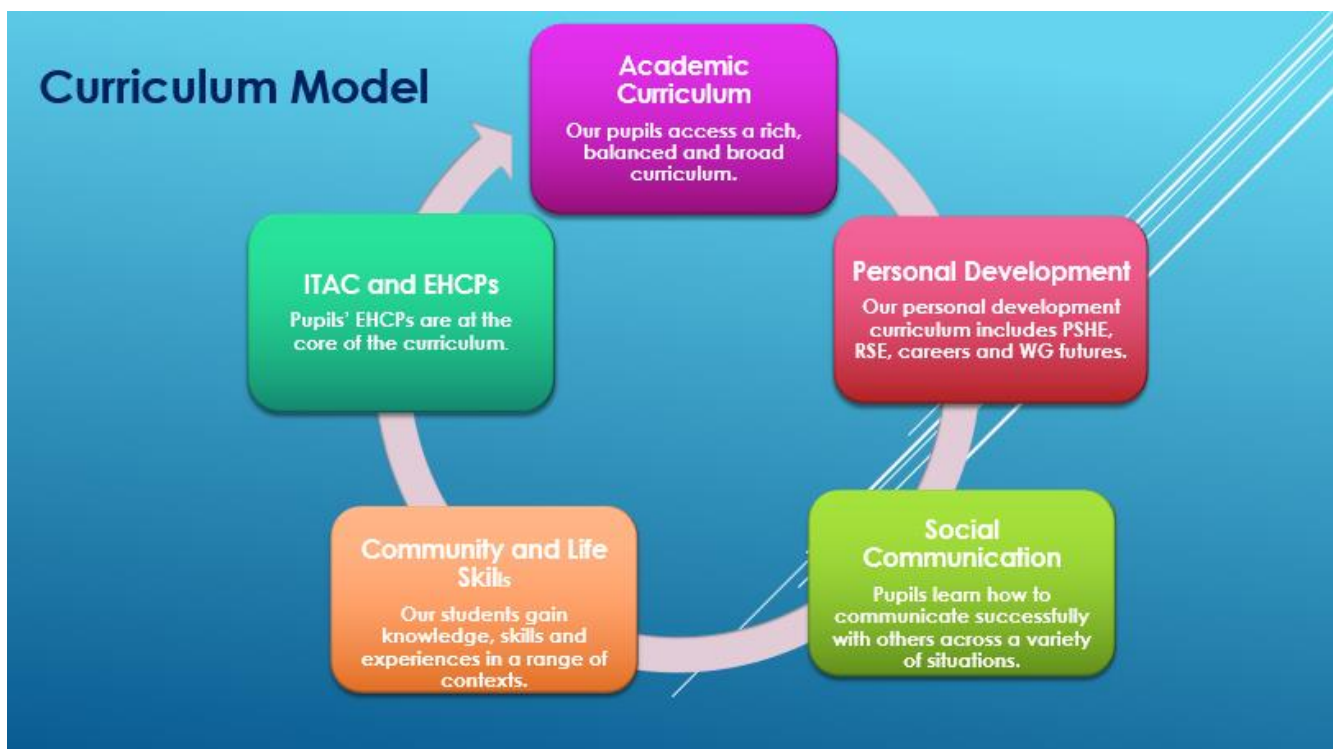
The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Bramley Hill School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

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6. CURRICULUM MODEL

6.1



7. REFERENCES

None

8. ASSOCIATED FORMS

None

9. APPENDICES

None

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