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## Appendix 1 - FAQs

### 1. Statement of intent

At Lokrum Fields, we provide a positive and safe environment where students are inspired and encouraged to achieve their personal best. We provide opportunities for students to make individual choices and become lifelong learners. We involve families, students, staff and other visiting professionals to ensure every learner achieves their best.

We provide a broad and balanced curriculum, which is accessible to all, personalised to suit students’ needs, equips students with skills to succeed in life after school, and reflects our ambition for all students to fulfil their potential.

Our well-rounded and robust curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes academic learning

# Teaching, Learning, Curriculum and Assessment Policy



informed by the National Curriculum, enrichment activities designed to enhance students' experiences of their lives and education, life skills and training designed to promote independence, and therapeutic input to help students develop skills which are specific to their areas of need. Our curriculum celebrates the diverse nature of our society, enabling students to embrace the world around them and adhere to fundamental British values.

Our small class sizes, high staff to pupil ratio and specialist interventions enable us to cover both the academic and extended curriculum effectively, enabling students to achieve qualifications at a level which is not impeded by their special educational needs and to be equipped for future success.

Teaching and learning are a priority at our school, as is the care and welfare of all our students. We provide inspiring and creative lessons that build upon the prior assessment of the students. We have high expectations for behaviour and our staff use positive behaviour strategies.

Staff are asked to identify their own training needs based on the cohort they are teaching. The senior leadership team will update staff training as required, but staff are encouraged to stay up to date with new research concerning teaching.

Lokrum Fields aims to:

- Place students at the centre of all curriculum decisions
- Provide a curriculum that is fit for purpose, offering personalisation
- Prepare all students for the next stage of their education and for life in modern society
- Promote engagement and progression
- Ensure each student achieves their personal potential
- Be committed to excellence and continuous improvement
- Provide courses which meet the needs and interests of students
- Nurture the talents of all and celebrate success
- Work with feeder schools and post 16 settings to ease transition
- Involve all stakeholders in curriculum development

The purpose of this policy is to:

- Ensure high quality learning and teaching for all our students
- Ensure equality of opportunity for all our students
- Ensure students' best interests remain at the forefront of all our learning activities

## 2. About our policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 2.2. Our policies are inter-related and are intended to be read, understood, and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The Office Manager is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently.
- 2.6. The Headteacher is responsible for identifying any training needs in relation to our policies. The Office Manager is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.7. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.8. The Governing Body for Lokrum Fields is provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of Lokrum Fields and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.9. Lokrum Fields is owned by Wider Ambition Ltd, a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Lokrum Fields or a senior representative from Wider Plan with delegated authority.
- 2.10. The Lokrum Fields Senior Leadership Team (SLT) includes the Headteacher, Proprietor, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.

2.11. All references to parents within our policies should be interpreted to include parent carers.

### 3. Curriculum aims and intent

3.1. The overall aims of the curriculum are to:

- 3.1.1. Enable all students to be successful learners and achieve high standards.
- 3.1.2. Enable students to understand the skills and attributes needed to be a successful learner.
- 3.1.3. Enable those who are not achieving age-related expectations or their personal potential to narrow the gap and catch up with their peers or achieve their realistic individual expectations.
- 3.1.4. Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- 3.1.5. Support students to use their strengths and interests to help them engage and to support their enjoyment of, and provide a solid basis for, lifelong learning.
- 3.1.6. Enable students to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- 3.1.7. Teach students to be able to discern right from wrong, be aware that actions have consequences, and the value and importance of forgiveness.
- 3.1.8. Enable students to be creative and to develop their own thinking.
- 3.1.9. Help students to develop an independent approach to their learning.
- 3.1.10. Teach students about their ever-changing world, including how the environment and society have changed over time.
- 3.1.11. Help students understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- 3.1.12. Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- 3.1.13. Enable students to respect themselves and others and live and work cooperatively with others.
- 3.1.14. Teach students to evaluate information when it is presented to them.

3.2. Through the aims outlined above, students will benefit by:

- 3.2.1. Learning how to lead safe, healthy, and fulfilling lives.
- 3.2.2. Understanding that failure is a positive part of the road to success.
- 3.2.3. Being rewarded for academic successes.

- 3.2.4. Being supported with their next stages in education or training and feeling prepared for life after school.
- 3.2.5. Having a positive view of education and learning which supports their desire to engage in post-16 education.
- 3.2.6. Becoming responsible individuals who contribute to community living and the environment.
- 3.2.7. Achieving to the best of their ability.
- 3.2.8. Acquiring a wealth of knowledge and experience.
- 3.2.9. Becoming critical thinkers.
- 3.2.10. Finding a sense of belonging to Lokrum Fields and its community.
- 3.2.11. Learning how to cooperate with their peers and respect one another, in all settings.
- 3.2.12. Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.
- 3.2.13. Enjoying improved mental health, increased resilience, and a positive self-concept.

## 4. Roles and responsibilities

### 4.1. The Governing Body is responsible for:

- 4.1.1. Liaising with the Headteacher, subject leaders and teachers with regard to student progress and attainment.
- 4.1.2. Contributing towards decisions made about the curriculum.
- 4.1.3. Appointing a curriculum governor who assists the school with the creation and implementation of the curriculum.
- 4.1.4. Ensuring the curriculum is inclusive and accessible to all.

### 4.2. The Headteacher is responsible for:

- 4.2.1. Devising long- and medium-term plans for the curriculum in collaboration with teachers.
- 4.2.2. Monitoring the progress of pupils against age-related expectations and ensuring that all students are making adequate progress to achieve their potential in terms of GCSE success.
- 4.2.3. Ensuring curriculum plans and schemes of work take into account the age, aptitude and needs of all students.
- 4.2.4. Promoting British Values both within the academic curriculum and in the wider practices of Lokrum Fields.

- 4.2.5. Producing a half-termly report for the Governing Body advising on curriculum activities, the standards achieved by students, and any alternative arrangements made to ensure all students could access the curriculum.
  - 4.2.6. Ensuring the curriculum is inclusive, accessible to all and prepares students for the future qualifications they need to achieve their potential.
  - 4.2.7. Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
  - 4.2.8. Ensuring the curriculum is implemented consistently and effectively throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
  - 4.2.9. Ensuring a wide range of good quality and interesting resources are available.
  - 4.2.10. Making any necessary adjustments to the curriculum where required.
  - 4.2.11. Keeping up-to-date with any relevant statutory updates and taking action where required.
- 4.3. The teachers are responsible for:
- 4.3.1. The overall delivery of the curriculum at the school.
  - 4.3.2. Meeting the requirements of the National Teacher Standards.
  - 4.3.3. Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
  - 4.3.4. The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
  - 4.3.5. Supporting and offering advice to colleagues on issues relating to their subject or curriculum area.
  - 4.3.6. Monitoring student progress and reporting on this to the Headteacher.
  - 4.3.7. Providing efficient resource management.
  - 4.3.8. Ensuring the curriculum is inclusive and accessible to all, making specialist resources available where appropriate, delivering the curriculum in creative ways, appealing to different learning types, and keeping students engaged in content.
  - 4.3.9. Working closely with the TAs to ensure individual needs are met at all times.
  - 4.3.10. Ensuring that all lessons are differentiated to suit the attainment of all students, including those who are more academically able and require more challenging work to sustain their progress and engagement.
  - 4.3.11. Celebrating all students' academic achievements.

- 4.3.12. Ensuring that teaching materials and curriculum delivery do not discriminate against anyone in line with the Equality Act 2010.
- 4.3.13. Ensuring teaching materials and curriculum delivery do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 4.3.14. Using their best endeavours to plan and implement lessons in a way which will enable and encourage good behaviour and promote students' readiness for learning.
- 4.3.15. Liaising with external agencies where necessary to ensure students provision is embedded into the curriculum delivery.

## 5. Effective teaching

- 5.1. When teaching, Lokrum Fields staff focus on motivating students and building on their skills, knowledge and understanding of the curriculum.
- 5.2. Staff use a range of resources to provide a broad, balanced, and differentiated curriculum.
- 5.3. Staff base teaching on their knowledge of a student's level of attainment. The prime focus is to further develop students' knowledge and skills.
- 5.4. Staff ensure that all tasks set are appropriate for each student's level of ability. When planning work, staff give due regard to information and outcomes contained in the student's Education, Health and Care Plan (EHCP).
- 5.5. Staff are expected to establish positive working relationships with the students that they are teaching. Staff treat students fairly, giving them equal opportunities to take part in class activities.
- 5.6. All staff follow Lokrum Fields Behaviour Policy. Where appropriate, staff praise and reward students for good effort to build positive attitudes towards school and learning in general.
- 5.7. All staff reflect on their strengths and weaknesses and plan their professional development needs accordingly.
- 5.8. Lokrum Fields supports teaching staff to develop their knowledge and skills and continually improve their practice.

- 5.9. The Senior Leadership Team and external advisors observe lessons delivered by all teachers on an ongoing basis.
- 5.10. TAs will be deployed within lessons strategically in ways that best meet the needs of the students, providing support and guidance, whilst also promoting independence.
- 5.11. Clear routines are used throughout the school and understood by all students and staff.
- 5.12. Expertly differentiated, personalised teaching is delivered in all lessons.
- 5.13. Opportunities to improve literacy and numeracy are provided throughout all lessons.
- 5.14. All staff present themselves as a positive role model for our students.
- 5.15. Lokrum Fields maintains a high ratio of staff to students.
- 5.16. We have no more than six students in any one class and the appropriate number of staff to support those students.
- 5.17. All TAs are appropriately trained and skilled.

## **6. Effective learning**

- 6.1. Lokrum Fields acknowledges that students learn in many different ways and recognises the need to develop strategies to allow all students to learn in ways that best suit them.
- 6.2. Lokrum Fields encourages students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.
- 6.3. Students at Lokrum Fields may show particular talent in some subjects while having gaps in knowledge in other subjects. They may have had gaps in their education, for example due to difficulties in finding a school placement which meets their needs, A key part of planning at Lokrum Fields is to identify and address any gaps in knowledge, to avoid unnecessary re-teaching of areas which a student has covered in depth elsewhere, and to adapt curriculum delivery to reflect the particular interests of students while also broadening their experiences. This approach contributes to ensuring all students are able to learn and make progress.

## **7. Working in co-production with parents**

- 7.1. We aim to develop and encourage open and honest relationships with parents. We value parents' comments and recognise their expertise.
- 7.2. We encourage parents to share any points of celebration (e.g. a student's achievements or interests) or any concerns with Lokrum Fields staff.
- 7.3. We hold parent meetings and drop-in sessions where parents are invited to meet the teachers, TAs, and other professionals.
- 7.4. There is an annual end-of-year celebration for students, families, and staff.
- 7.5. Parents are invited to attend annual reviews, collaborative meetings, and meetings with other professionals as appropriate. Appointments are set in advance to allow mutually convenient arrangements to be made.
- 7.6. If a parent cannot make themselves available for any of the above but would still like to visit school, they can do so by contacting the school office to make an appointment.

## **8. Curriculum planning and overview**

- 8.1. Students will be provided with full-time education unless they are accessing Lokrum Fields on an authorised part-time basis, for example as Alternative Provision.
- 8.2. Lokrum Fields' curriculum is broad, balanced and differentiated to suit all students' needs.
- 8.3. The school's curriculum will be delivered throughout the school year and is carefully planned to ensure best use of time.
- 8.4. In collaboration with teachers and other members of staff, the Headteacher will devise the following plans:
  - 8.4.1. Long term plans that deal with the major areas and strands of the curriculum to be covered across all key stages.
  - 8.4.2. Medium term plans that deal with the activities within units of work that are set out half-termly.
- 8.5. The curriculum overview is published on the Lokrum Fields website, and specific details of curriculum activity are communicated to parents by the class teacher on a weekly basis.

- 8.6. Teachers will develop short term plans that are concerned with individual lessons or sessions, addressing issues of curriculum differentiation and access for individual students.
- 8.7. Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject within another.
- 8.8. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 8.9. In key stages 2-3, Lokrum Fields teaches subjects facilitating cross curricular links across academic subjects and, where appropriate, applies learning to the outdoors and the local community.
- 8.10. In key stage 4, students study for external accreditations – this includes a range of GCSEs, BTEC and vocational qualifications, including Duke of Edinburgh awards.
- 8.11. Learning in the community includes work experience. Placements are carefully matched to individual students to meet their needs, suit their interests and to give them a taste of life after education.
- 8.12. We will ensure that every key stage adequately prepares students to transition successfully to the next key stage.

## **9. Teaching method and timetabling**

- 9.1. Students in years 5 to 8 will be taught primarily by their designated Key Stage Class Teacher and will benefit from input from subject specialists where appropriate.
- 9.2. Students in years 10 and 11 will be taught academic content mainly via our partnership with the online learning provider Interhigh, and other approved providers. This approach enables our students to choose from a wider range of GCSE subjects and is consistent with facilitating a personalised study path. Interhigh facilitates social and educational interaction with mainstream peers and provides opportunities for students to develop friendships around the world, as well as embedding IT skills through daily use. Further information about Interhigh is provided in the Appendix.

- 9.3. Our in-house subject specialist teachers provide face-to-face tuition for GCSEs such as art, drama and PE. Science practical lessons are also provided on-site by a subject specialist.
- 9.4. Year 9 students will be taught face-to-face alongside years 7 and 8 and will also engage in online education through Interhigh, as appropriate. The balance between face-to-face and online teaching will depend on the readiness of each student and their areas of interest and talent. Face-to-face teaching for year 9 students follows the year 5 to 8 arrangements, with appropriate modifications to enable integration with any part of the curriculum which is being delivered online.
- 9.5. Where a student has a preferred GCSE subject which is not available via Interhigh, the subject may be taught through face-to-face tuition and/or alternative online education by individual arrangement where feasible. We aim to enable all students to study their preferred subjects at GCSE; however, it may not always be possible to accommodate this, for example depending on timetabling and the relative obscurity of the subject. In some cases, additional funding may be required where a student wishes to pursue unconventional GCSE options.
- 9.6. Lokrum Fields staff will liaise closely with Interhigh and will retain responsibility for monitoring students' progress. The teacher with primary responsibility for Key Stage 4 at Lokrum Fields will have access to each student's learning platform at Interhigh, including full access to curriculum content, assignments, grades, feedback from teachers and lesson attendance. If any students are identified as making insufficient progress, additional support will be provided by Lokrum Fields, in conjunction with Interhigh staff.
- 9.7. Any use of external organisations, such as Interhigh, is subject to a due diligence process which includes assurance in relation to the quality of teaching and curriculum content, compliance with safeguarding, operational stability and assurance in relation to taking a suitably collaborative approach to ensuring the best outcomes for students.
- 9.8. For Key Stages 2 and 3, each school day will be split into three main teaching sessions of equal length, with planned sensory and movement breaks within each session.
- 9.9. For Key Stage 4, students will follow individual timetables depending on the number and range of subjects they choose to study at GCSE. During the parts of the school day which

are not allocated to online learning, students will be supported to: complete “Apply” (self-study) tasks which are set by InterHigh in each subject; engage in therapy; and access the wider curriculum such as PE, learning in the outdoors, cookery and music tuition.

- 9.10. Where possible, InterHigh lessons will be timetabled to occur within our normal school day. Where lessons are timetabled for outside the school day, students will have the option of accessing the lessons in real-time from home or accessing the lesson recordings and/or resources with the support of Lokrum Fields staff during the school day.
- 9.11. All students will be provided with a morning and a lunchtime break, which will be supervised and guided by our teaching and support staff to enable integrated therapy and learning to continue during relaxation times.
- 9.12. Break and lunch times for students in years 10 and 11 will vary depending on their individual timetables; nevertheless, we will ensure students are appropriately supported and that socialising is appropriately facilitated during their breaks.

## 10. Classrooms

- 10.1. Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.
- 10.2. All classrooms are clean and clutter free.
- 10.3. All classes make use of visual timetables and calendars which are designed to help students to make sense of their day. Where appropriate, these may be electronic in the interests of keeping the environment calm and clutter-free.
- 10.4. Staff aim to build the self-esteem and confidence of students through their time in the classrooms so that they feel equipped to address new challenges.
- 10.5. Lokrum Fields offers students a variety of furniture across the building, including a choice for the desk and seat in their classroom workspace, to ensure their comfort and to meet individual needs.
- 10.6. A varied selection of notebooks, exercise books, paper, folders, pens, and pencils is available for students to use for recording their work so that they can avoid using materials which they may associate with previous negative experiences.

## 11. Remote access to education

- 11.1. Lokrum Fields recognises that there may be times when a student is unable to access education on site, for example due to a requirement to self-isolate.
- 11.2. All reasonable endeavours are used to provide access to education for students who are unable to attend Lokrum Fields. It is our intention and expectation that the quality of education accessed by these students should be comparable to the quality of education accessed by students who are on site.
- 11.3. Teachers will, as standard practice, consider provision for off-site students when creating lesson plans. Copies of any presentations, video clips etc which are intended for use in the lesson will routinely be made available in a way which can be accessed remotely at short notice. Where planned lesson activities are not of a nature which can be accessed in an equivalent manner through remote learning, teachers will identify and plan alternative accessible tasks which can be made available via technology at short notice.
- 11.4. Students will have regular on-site use of the technology (hardware and software) through which they would access learning remotely if they become unable to attend. Teachers will plan regular activities to ensure students are familiar with the technology and to facilitate independent use. Family activities and parent information sessions will also be used to equip parents to provide students with support for remote learning as appropriate.
- 11.5. Lesson plans and curriculum resources will be held centrally on the school systems. Plans will be sufficiently detailed to ensure another member of staff can deliver the planned activities effectively and with minimal disruption for students in the event of a member of staff being absent.
- 11.6. Lokrum Fields recognises that students are likely to need additional support when accessing curriculum content remotely. It is our intention that this support will primarily be provided through online communication with school staff, for example through a mixture of email, secure online chat and video calls, as appropriate in light of each student's needs.
- 11.7. Where students are accessing learning remotely, wherever appropriate we will facilitate an online video call with the student at the start of each morning and afternoon session. During the call, we will endeavour to address any concerns, provide the student with a clear plan for the day, introduce the lesson content and assist them with starting the

assigned tasks. Students will be provided with a clear and simple method of requesting additional support in between these calls.

- 11.8. Work which is completed remotely and submitted online will be acknowledged promptly and feedback will be provided in a manner which is equivalent to the way in which feedback is provided to on-site learners.
- 11.9. We recognise that students who are learning remotely may require more individual support from staff than they would if they were on-site. We will allocate staffing as appropriate with the intention of providing equality of access to education and prioritising the wellbeing of all students.
- 11.10. We recognise that some students who are accessing learning remotely may require additional support from parents. We will work closely with families to agree a manageable way of enabling students to participate in lessons as fully as possible, while also being understanding of any conflicting priorities faced by parents. Where parents are not available to provide additional support during school hours, we will provide sufficient guidance to ensure curriculum content can be accessed at a time which is more convenient for the family.
- 11.11. Wherever practicable, students who are accessing learning remotely will be encouraged to participate in group activities with on-site learners, through the effective use of technology.
- 11.12. Therapeutic support for students who are learning remotely will be provided either through individual sessions with therapists or by enabling students to access group sessions remotely. Students who are on-site may, if appropriate, be encouraged to login to a shared group video call while at Lokrum Fields, in order to enable all students to experience the group therapy session in a similar way.
- 11.13. Our therapy team will liaise with families as appropriate, for example to provide families with guidance on how to meet a student's sensory and communication needs in relation to remote learning.

## 12. Curriculum content

12.1. Every student will have access to the following curriculum subjects, with Key Stage 4 students having a choice of iGCSEs including those shown below:

Key Stage Two	Key Stage Three	Key Stage Four
Maths	Maths	Maths iGCSE
English	English	English Literature iGCSE
Science	Science	English Language iGCSE
History	History	Biology iGCSE
Geography	Geography	Chemistry iGCSE
RE	RE	Physics iGCSE
Languages	Languages	French iGCSE
Music	Music	German iGCSE
Art	Art	Spanish iGCSE
Design and Technology	Design and Technology	History iGCSE
Physical Education	Physical Education	Geography iGCSE
PSHE – Relationships and Health Education	PSHE – Sex, Relationships and Health Education	Religious Education iGCSE
Drama	Careers	Film Studies iGCSE
Computing	Drama	Psychology GCSE
	Computing	Computer Science iGCSE
		Business iGCSE
		Art GCSE
		Home Cooking Skills - BTec
		Physical Education

		PSHE – Sex, Relationships Health Education
		Careers
		Duke of Edinburgh’s Award

- 12.2. Our curriculum content is planned to ensure that students in all age groups acquire speaking, listening, literacy and numeracy skills. Students who use online learning are supported to communicate both through online chat and via their microphone and headset, as well as collaborating directly with any peers at Lokrum Fields who are studying the same subject.
- 12.3. Students in all age groups are encouraged to read for pleasure, as well as to directly support the curriculum. We maintain a well-stocked library across our learning and relaxation areas, and we provide other means of accessing reading material (for example, online and through magazines) to reflect the interests of students. We are mindful of the vulnerabilities of our students and will avoid exposing students to literary material which may exacerbate their vulnerabilities, while still ensuring a wide range of materials expressing a variety of world views is available.
- 12.4. In years 5 to 8/9, a holistic approach is used to teach science, humanities, languages, art, music and computing primarily through topic-based learning. Our curriculum plans ensure that the topics allow for appropriate breadth and depth of study in each subject area, as informed by the National Curriculum. Teachers assess progress in each subject area to ensure that the topic-based approach is working effectively. Additional subject-specific exposure is provided via planned workshops, for example focussing on science experiments, cookery and drama, which will further embed the topic-based learning.
- 12.5. The topic-based learning will be personalised to reflect students’ preferred mode of engagement, while carefully giving them exposure to other methods of engagement. For example, students studying the same topic may be engaged in a variety of activities including research, factual writing, creative writing, design and technology, drama etc. This personalised approach is designed to encourage students’ self-motivation and interest in their work, while encouraging students to actively share their output with their peers will develop presentation skills and broader horizons.

- 12.6. The topic-based learning includes highlighting areas of interest in our local surroundings and encourages students to become more aware of, and involved in, their community. Students are also encouraged to take on age-appropriate responsibilities, for example in relation to care of school animals or organising resources, and to develop an understanding of how they can continue to make a contribution to society.
- 12.7. Conversations and debate relating to curriculum subjects and everyday life are encouraged and facilitated through integrated speech and language therapy, which is applied throughout the day including during transition and relaxation times. Students are encouraged to develop skills of cooperation and self-advocacy, to understand and engage in democracy, to form independent views through exposure to balanced and impartial information, and to appreciate the way in which rights can be protected through the independence of the judiciary and the accountability of Parliament.
- 12.8. In years 5 to 8/9, Fridays are devoted to activity-based learning, with a particular emphasis on learning in the outdoors, PE, life skills and engagement with the wider community.
- 12.9. PE is carefully planned to reflect students' interests and encourage new skills, with a wide range of sports being offered. Across the academic year, students will have exposure to individual and team activities and to both indoor and outdoor sports. PE options at Lokrum Fields will not discriminate by gender. In the event that participation in a third-party competition, for example, is gender-specific, a comparable activity will be made available for students of the other gender.
- 12.10. In years 5 to 8/9, RE and PSHE are taught through a combination of discrete lessons (with PHSE taught weekly), break-time activities (including planned visits from a wide range of external speakers), therapeutic input and group discussions which are informed by our therapy team. The PSHE curriculum has particular regard to the protected characteristics set out in the Equality Act 2010 and to the needs and vulnerabilities of our students.
- 12.11. Lokrum Fields has a Christian ethos which informs our underlying values and our times of collective reflection, prayer and worship. We ensure that RE shows respect for people of all faiths and those with no personal belief. We aim to equip students to consider key

life issues. including being able to form and develop their own views in relation to spirituality.

- 12.12. For years 9/10 to 11, we will liaise closely with Interhigh to ensure that the curriculum delivery is effective for all of our students who are accessing online learning, including regularly providing Interhigh with specific information about our students' needs and providing feedback.
- 12.13. All students who are accessing aspects of the curriculum online will receive high quality on-site support to adapt curriculum materials for their particular needs, to embed understanding and to facilitate developing independence.
- 12.14. Students in years 9 to 11 who are accessing Interhigh may have timetabled online lessons on Friday mornings but will engage in 'Lokrum Fridays' in the afternoons.
- 12.15. Students in years 10 and 11 will be encouraged to maintain appropriate breadth in their choice of GCSEs while also being permitted to tailor their GCSE options towards their areas of strength and personal interest.
- 12.16. The number of GCSEs taken by our students will depend on their individual needs and preferences. Our starting point is that students at Lokrum Fields should be able to achieve the same level of GCSE success as their mainstream peers. All students will be provided with information about the importance of gaining GCSEs in Maths and English. Students are encouraged to study Maths and English at GCSE wherever appropriate. However, where studying Maths or English GCSEs at Lokrum Fields would present a significant barrier to attendance, wellbeing or achievement, and where the student has identified post-16 provision which does not require Maths and English GCSE passes in its entry criteria and which will facilitate later GCSE entry for these subjects, we will enable students to develop their Maths and English skills in other ways rather than insisting on GCSE entry at Lokrum Fields.
- 12.17. Students will be provided with careers information in advance of choosing their GCSEs and will be assisted to select GCSE courses which are consistent with any existing career plans while also allowing breadth of opportunity.
- 12.18. Careers guidance is presented in an impartial manner and is intended to broaden students' perspectives, enable them to make informed choices about further education

and encourage them to reach their full potential. Careers guidance is supported through visits from external speakers from various professions and through carefully planned work experience.

- 12.19. In the event that a student's choice of GCSEs does not provide experience in a particular aspect of education (linguistic, mathematical, scientific, technological, human, social, physical, aesthetic or creative), we will ensure that the student has exposure to the missing element through the wider on-site curriculum, including during our relaxation and outdoor learning times.
- 12.20. Students in years 10 and 11 may access PSHE via an InterHigh tutor group, depending on timetabling and individual needs. Where this applies, we will supplement this mainstream PSHE with an on-site focus on protective behaviours, ensuring the needs and vulnerabilities of our students are specifically addressed.

## 13. Marking

- 13.1. Lokrum Fields uses marking to recognise students' successes and efforts.
- 13.2. Teaching staff use marking to inform the next steps of a student's learning journey, promote progress, identify areas for improvement, and challenge and motivate the student through the setting of targets.
- 13.3. The type of feedback provided may differ depending on students' ages and individual needs, however a consistent approach is implemented across Lokrum Fields.
- 13.4. Lokrum Fields encourages students to perceive marking as a positive method of communication. Where marking on a student's work may cause distress to a student or prevent them from using it for revision, staff will work with the student to either find a different method of marking and feedback (eg by only marking in the margin, using post-it notes, or by marking a photocopy or electronic version) or facilitate the student re-recording the work with the appropriate corrections.
- 13.5. The Lokrum Fields approach to marking is as follows:
  - 13.5.1. Feedback and marking are written in green
  - 13.5.2. Correct work is marked with a tick.
  - 13.5.3. Incorrect work is not crossed out, but indicated with a 'O', meaning 'to be revisited'.

13.5.4. Spellings and punctuation are routinely corrected except where this is considered likely to be detrimental to a student achieving the learning objectives or the student's self-esteem.

13.5.5. Staff identify positives of work, even incorrect work, through comments.

13.5.6. Feedback will always include positive dialogue and advice.

## 14. Ambition Pathways

14.1. An Ambition Pathway is developed for each student to help plan, monitor, and evaluate their progress across all areas of their development.

14.2. Ambition Pathways outline individual students' targets which are different from or additional to those set for all students.

14.3. The outcomes from each student's individual EHC Plan are included in their Ambition Pathway to aid the development of short-term targets and implementation of appropriate support.

14.4. Ambition Pathway targets are set as part of the annual review process.

14.5. All Ambition Pathway targets are SMART (specific, measurable, agreed upon, realistic and time-related).

14.6. Progress towards Ambition Pathway targets and EHCP outcomes is monitored on an ongoing basis and recorded in the Ambition Pathway.

## 15. Reporting and assessment

15.1. The following definitions apply for the purposes of this policy:

15.1.1. Assessment: Activities undertaken by students that assess their skills, knowledge and understanding, which provide information to use as feedback, enabling modification of teaching and learning activities to improve achievement, and leading to formative or summative feedback regarding a student's academic progress.

15.1.2. Formative assessment: Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their students achieve.

15.1.3. Summative assessment: Activities and examinations which formally assess achievement.

- 15.2. Through reporting and assessment Lokrum Fields endeavours to achieve the following:
- 15.2.1. Comply with the relevant awarding body's statutory assessment requirements.
  - 15.2.2. Monitor progress and support learning, ensuring that every student is acquiring new knowledge and developing their skills and understanding.
  - 15.2.3. Celebrate the achievements of students and identify areas for development.
  - 15.2.4. Inform students of their progress and provide advice on how to improve.
  - 15.2.5. Guide the planning, teaching, additional support, curriculum development and the creation of resources.
  - 15.2.6. Communicate with parents about students' achievement.
  - 15.2.7. Provide assessment information to ensure continuity when a student changes year group or leaves the school.
- 15.3. The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.
- 15.4. All teaching staff have good knowledge of the school's assessment system. Formative assessment takes place every day throughout all lessons. Summative assessment is carried out at planned times during the year, as appropriate.
- 15.5. Teachers and teaching assistants (TAs) provide prompt feedback to our students. Any misconceptions are corrected swiftly, and corrections are reinforced as necessary through supplementary teaching.
- 15.6. Lokrum Fields accesses standardised testing and external examinations as appropriate for the students. Students will have the option at KS2 to complete national assessments.
- 15.7. Students are given ample opportunity to prepare for summative assessments and external examinations, including completing exam-style questions and specimen questions and papers regularly in order to minimise stress surrounding exams.
- 15.8. As far as is practicable, the classroom environment is not changed for summative assessments and external examinations in order to minimise stress and allow students to achieve their full potential.
- 15.9. The attainment and progress of individuals and groups of students are tracked using Classroom Monitor and regularly reviewed and monitored. All assessment data will be

held centrally on Classroom Monitor, except to the extent that it is appropriate for assessment data in relation to online learning to be held at InterHigh. Classroom Monitor stores written, photographic and verbal records evidencing the students' learning journeys while also informing our assessment judgements. Teachers will actively use this data to inform their lesson planning, differentiation and any necessary modification of curriculum plans.

- 15.10. The progress of students who are accessing online curriculum delivery will be actively monitored by an on-site qualified teacher and their progress will inform their ongoing learning path as part of a continuous process, including direct liaison between staff at Lokrum Fields and the InterHigh teachers.
- 15.11. Outcomes from both informal and formal assessments will be reported back to the Headteacher, students and parents at appropriate intervals.
- 15.12. We take a holistic approach to students' progress, recognising both academic progress and progress in other areas relating to their SEND. Progress towards EHCP outcomes and related goals is tracked through each student's Ambition Pathway, which is maintained in co-production with students, parents, staff and therapists.
- 15.13. Parents are invited to attend parents' evenings with the teacher each half term. Parents are also welcome to discuss the progress of their child with teachers or the Headteacher at other times.
- 15.14. Half-termly progress and curriculum engagement information is made available, so that parents are fully informed of the child's engagement with the curriculum and age-related expectations.
- 15.15. A written annual report is provided to parents in the summer term, including the attainment and progress of individual students, in the context of age-related expectations and standardised grades, and in the context of their ambition pathways
- 15.16. Reports promote and provide:
- 15.16.1. Positive home/school relationships.
  - 15.16.2. Information for parents.
  - 15.16.3. Opportunities for discussion with parents/carers.
  - 15.16.4. In some cases, information for partnership agencies.

15.16.5. Next steps for students.

15.17. Assessment of students with EAL will take into account the students' age, length of time in the UK, previous education and ability in other languages.

15.18. The Headteacher reports progress to governors on a termly basis, in the form of a Headteacher's report.

## 16. Enrichment activities

16.1. The school offers students a wide range of trips, visits and activities to enhance their academic learning and personal development.

16.2. Trips and off-site activities will be arranged in such a way that they are equally accessible to all eligible students.

16.3. Enrichment activities include

- Duke of Edinburgh
- Learning in the outdoors
- Themed lunches
- Caring for and interacting with school animals
- Cultural and community experiences
- Sporting activities
- Opportunities to engage in special interests

## 17. Attendance

17.1. We recognise that many of our students have complex needs and may not be able to attend school from time-to-time. Teachers will make suitable schoolwork available for children for whom this may be beneficial if they are absent for long periods.

17.2. Our curriculum planning includes contingency arrangements for students and staff who are affected by Covid-19. We will offer remote learning where appropriate to ensure students who are self-isolating have equivalent access to the curriculum to those who are able to attend.

## 18. Students who have English as an Additional Language (“EAL”)

- 18.1. The term EAL is used to refer to students who use a language other than English at home.
- 18.2. Students with EAL may have conversational fluency in English prior to gaining written fluency.
- 18.3. Students at Lokrum Fields will ordinarily have an Education, Health and Care Plan. Therefore, we anticipate that our students will have been in the UK education system for a significant period prior to joining Lokrum Fields. Our approach to helping students who have English as an Additional Language has been developed against this background.
- 18.4. Lokrum Fields welcomes students and families from diverse backgrounds and encourages students to appreciate diversity. We aim to ensure that all students feel welcome and included at Lokrum Fields.
- 18.5. ICT is used routinely at Lokrum Fields and our software includes live translate of both verbal and written language. Staff are trained to make optimal use of this in order to support students' understanding, to facilitate their communication and to liaise with families.
- 18.6. Students will take their school laptops home each day and this will enable parents to access newsletters, for example, using the built-in translate function. Where appropriate, staff will also go through parental information with the student in advance, to help the student pass any important messages to their parents.
- 18.7. We liaise closely with parents on a day-to-day basis and through regular EHCP reviews. Parents are welcome to be accompanied by an appropriate interpreter in any meetings at Lokrum Fields.
- 18.8. Our approach to integrated speech and language therapy includes staff having a focus on pre-teaching and reinforcing topic vocabulary for all students. Students with EAL will benefit from this approach and will receive additional support to understand and pronounce new vocabulary as needed.
- 18.9. Every student's progress is closely monitored, with the aim of identifying and removing any barriers to learning and enabling students to reach their full potential. Where students have EAL, progress monitoring will include actively considering whether language is

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impeding progress and whether any additional support and resources are needed. Advice will be sought from other professionals, including our on-site therapists, as appropriate.

18.10. As part of our approach to identifying each student's skills and providing opportunities for relevant qualifications, we will facilitate students with EAL taking a GCSE or similar in their home language where possible, to recognise the value of being multi-lingual.

## Appendix 1 - FAQs

### 1. Why is Interhigh used at Lokrum Fields?

- 1.1. Interhigh has an established track record of providing live online education to thousands of students each year.
- 1.2. Interhigh has passed Wider Ambition's due diligence procedures, both in terms of its procedures and in terms of the quality of teaching.
- 1.3. Lessons are taught by subject specialists who have had SEN training.
- 1.4. Lessons are taught in real-time, allowing live online chat and verbal interaction between the students and the teacher.
- 1.5. Lesson resources are available online in advance, allowing for effective pre-teaching.
- 1.6. Lesson resources remain available online after the lesson, allowing for effective revision.
- 1.7. Additional resources are available online for each topic, providing further depth for students who have a particular interest in a subject.
- 1.8. Lessons are recorded, so students who are unable to attend or who need to revisit a topic can re-watch the lessons.
- 1.9. Students are not on camera and teachers will only manually activate student microphones if a student asks to speak, so lessons are not disrupted by poor behaviour of other students.
- 1.10. Students can contact the teacher through online chat in the lesson (with a privacy option available) or through email.
- 1.11. Each subject typically involves one 'lead' lesson and two 'follow' lessons each week.
- 1.12. The 'lead' lessons are lecture-style, with little student interaction and larger class sizes. This enables students to experience learning alongside a larger number of peers and prepares them for a key aspect of further and higher education.
- 1.13. The 'follow' lessons are interactive, with small class sizes and opportunities for students to work in very small groups in online break-out rooms. This enables students to form

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friendships, to develop confidence in interacting with both neuro-typical and neuro-diverse peers, and to develop leadership and team-working skills.

- 1.14. Students who do not feel ready to interact can access the lessons without being pressured to do so, enabling them to gradually build their confidence.
- 1.15. Students are able to mix and match subjects across year groups, providing flexibility in addressing any gaps in their education and in studying at a higher level in areas of strength.
- 1.16. Interhigh enables Lokrum Fields to support a wider range of GCSEs, allowing students to follow their strengths and interests.
- 1.17. Interhigh provides students with access to broader opportunities, such as art, writing and sporting competitions, involving peers from around the world.

### 2. What is the difference between accessing Interhigh at home or using it through Lokrum Fields?

- 2.1. We recognise that some students have had previous experiences of online learning, for example during a Covid lockdown, and may have struggled to engage with this. Using Interhigh in the supported environment of Lokrum Fields is very different from students attempting to access online learning from home.
- 2.2. Students who use Interhigh at Lokrum Fields are supported by high level Teaching Assistants. This support includes, for example:
- 2.3. Helping students to become familiar with the software and with this method of teaching and learning.
- 2.4. Liaising with Interhigh teachers with or on behalf of students, ensuring teachers remain aware of our students' needs.
- 2.5. Reviewing curriculum material in advance and providing additional pre-teaching where appropriate.

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- 2.6. Scaffolding executive function, for example helping students to recognise when they need to login to a lesson or when assignments are due, and helping with downloading, printing, scanning and submitting work.
- 2.7. Being available to directly assist with questions or issues arising during lessons, or to facilitate the student asking questions in class or by email.
- 2.8. Supporting peer interactions during break-out group working.
- 2.9. Assisting with completion of assignments, including facilitating group working where more than one student at Lokrum Fields is following the same Interhigh course.
- 2.10. Reviewing assignment feedback with the students.
- 2.11. Facilitating effective self-regulation, including use of sensory resources and sensory breaks.
- 2.12. Supporting transitions between use of Interhigh and other lessons and activities which are delivered in-house.
- 2.13. Supporting students to catch up on missed lessons using lesson recordings or the online lesson resources.
- 2.14. Providing additional exam practice and familiarisation with exam conditions.
- 2.15. Students have the benefit on our on-site facilities and support from our subject specialists, for example being provided with science practicals in our on-site science lab to reinforce Interhigh learning.
- 2.16. In addition to students' progress and attainment being monitored by the subject specialist teachers at Interhigh, an on-site teacher also reviews their progress and attainment. This enables any issues to be addressed promptly and provides Lokrum Fields with a collated overview across both Interhigh and in-house subjects.
- 2.17. Students who access Interhigh as part of home education are likely to have substantial gaps in their timetable in between lessons, which it can be difficult for them to use optimally. At Lokrum Fields, students follow individual timetables, with gaps between

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online lessons being used to provide a broader curriculum, in-house teaching, therapeutic input and supported self-study, alongside breaks and supported social interactions.

2.18. Students who access Interhigh as part of home education will sit their GCSEs in an exam centre which will often be unfamiliar to them. At Lokrum Fields, students take their GCSEs in a familiar environment, having benefited from additional exam preparation.

3. Is there an option for students to access in-house GCSE teaching instead of using Interhigh?

3.1. Our default approach is that students use Interhigh to study the more desk-based subjects at GCSE. Our staff assist, support and monitor students' use of Interhigh. Where a subject is available via Interhigh, it would be exceptional for a student to be taught that subject entirely by in-house staff instead.

3.2. We offer in-house GCSE teaching by subject specialists in areas which are less conducive to online learning, for example PE, art, design, technology, photography, textiles, drama and media. The range of options available will vary depending on the student cohort and the extent to which their preferences overlap. Students are likely to be able to take up to two in-house options, should they wish to do so, with additional choices being supported where resourcing and timetabling permits.

3.3. Where students wish to study a subject which cannot be facilitated through Interhigh or in-house, we may engage an alternative online provider or arrange on-site tuition, depending on limitations such as timetabling and funding. We aim to facilitate students' preferred GCSE choices wherever feasible.

3.4. We recognise that use of Interhigh will be unfamiliar to many students. We are committed to providing students with a high level of support, including providing them with opportunities to become familiar with Interhigh prior to years 10 and 11 where possible.

3.5. If a student is unable to use Interhigh, despite on-site support, we will discuss an appropriate solution with the student and their parents, and consider whether additional funding will be required via an EHCP review. In the first instance, any in-house tuition is likely to continue to follow the Interhigh curriculum and make use of Interhigh lesson resources where appropriate, enabling students to benefit from studying topics at the same time as those who

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are using Interhigh. For example, it may be appropriate for a student to access the 'lead' lessons through Interhigh (the less interactive, lecture-style lessons which provide an overview of course content) but to access in-house teaching instead of the Interhigh 'follow' lessons. Alternatively, it may be appropriate for the core content of the 'lead' lessons to be taught in-house, with the student then being able to participate in the online 'follow' lessons. In some cases, students may need in-house teaching for both the 'lead' and 'follow' elements, in which case there may be more divergence from the Interhigh curriculum plan.

3.6. Where students at Lokrum Fields are following the same course, opportunities for students to discuss the subject and work together offline will be facilitated, regardless of whether any of those students are receiving some in-house teaching instead of online learning.

4. Does Lokrum Fields only use subject specialist teachers at GCSE?

4.1. Interhigh lessons are taught by subject specialists.

4.2. Lokrum Fields employs subject specialists for the GCSEs which are routinely taught in-house, including PE, art and related subjects, and drama.

4.3. Where, in exceptional circumstances, we agree to a student receiving in-house tuition instead of accessing a subject through Interhigh, our default is to provide tuition from an in-house subject specialist whenever possible.

4.4. We use Interhigh partly in order to offer students a wider range of GCSEs than could be offered in-house. Therefore, we will not always have an in-house subject specialist available for the full range of subjects offered by Interhigh. In these cases, we will consider whether the student would be better supported by Lokrum Fields engaging an external specialist for that subject, or through working with an in-house teacher who is competent in the subject and has a high level of SEN training.

4.5. We consider a subject specialist teacher to be a teacher who specialised in the subject as part of their teaching qualification, or who has a degree in the subject and has relevant teaching experience.

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4.6. We consider a teacher to be competent to teach a GCSE outside their specialism if they have taught the full GCSE course in the past eight years and can demonstrate that a high proportion of students achieved the equivalent of grade 7+, or if they have achieved a B or above at A Level in the subject in the past eight years, or they have achieved at least a B at A Level more than eight years ago and have demonstrated their ability to achieve grade 9 themselves in a recent GCSE past paper at Lokrum Fields.

5. How is student time split between Interhigh subjects and those which are taught in-house?

5.1. The amount of time which students spend using Interhigh compared to in-house teaching will depend on their choice of GCSE subjects and their profile.

5.2. Students who study predominantly desk-based subjects at GCSE will spend more time using Interhigh; those who choose one or two of the more creative/physical subjects will spend comparably less time using Interhigh.

5.3. The distinction between in-house teaching and use of Interhigh is not clear-cut, as all students benefit from support from in-house teachers and teaching assistants while using Interhigh.

5.4. There is ample time between Interhigh lessons to ensure all students receive a broad experience of offline learning experiences and interactions, including participation in Lokrum Fridays.