

Contents

1. Statement of intent
2. About our policies
3. Curriculum aims
4. Roles and responsibilities
5. Effective teaching
6. Effective learning
7. Working in co-production with parents
8. Curriculum planning and overview
9. Teaching method and timetabling
10. Learning areas
11. Remote access to education
12. Curriculum content
13. Ambition Pathways
14. Marking and feedback
15. Reporting and assessment
16. Attendance
17. Students who have English as an Additional Language (“EAL”)

Appendix 1 - FAQs

1. Statement of intent

At Wider Ambition, 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 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.

Teaching, Learning, Curriculum and Assessment Policy



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 teaching sessions that build upon the prior ipsative 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.

Wider Ambition 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 School Administrator 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. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Headteacher, Proprietor, Pastoral Lead, Curriculum and Assessment Lead, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.
- 2.12. 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 further and higher 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 Wider Ambition and their 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, in collaboration with Subject Leads and Heads of Key Stage, is responsible for:

- 4.2.1. Devising long- and medium-term plans for the curriculum.
- 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 Wider Ambition.
- 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 settings 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. In collaboration with Subject Leads and Heads of Key Stage, the management across curriculum areas, developing and implementing plans, policies, targets and practices within the context of the setting'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 Subject Lead and Head of Key Stage.
- 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 support staff 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.
- 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, 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 the 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. Wider Ambition supports teaching staff to develop their knowledge and skills and continually improve their practice.
- 5.9. The Senior Leadership Team and external advisors observe sessions delivered by all teachers on an ongoing basis.
- 5.10. Support staff 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 settings 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 within sessions, where appropriate.
- 5.14. All staff present themselves as a positive role model for our students.
- 5.15. Wider Ambition 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 support staff are appropriately trained and skilled.

6. Effective learning

- 6.1. Wider Ambition acknowledges that students learn in many different ways and recognise the need to develop strategies to allow all students to learn in ways that best suit them.
- 6.2. Wider Ambition 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 Wider Ambition 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 Wider Ambition 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 Wider Ambition staff.
- 7.3. We hold parent meetings and drop-in sessions where parents are invited to meet the teachers, support staff, and other professionals.
- 7.4. 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.
- 7.5. If a parent cannot make themselves available for any of the above but would still like to visit their child's setting, they can do so by contacting the school administrator to make an appointment.

8. Curriculum planning and overview

- 8.1. Students will be provided with full-time education unless they are accessing a Wider Ambition setting on an authorised part-time basis, for example as Alternative Provision.
- 8.2. Wider Ambition settings ensure their curriculum is broad, balanced and differentiated to suit all students' needs.
- 8.3. The curriculum is delivered throughout the year and is carefully planned to ensure best use of time.
- 8.4. Through co-production with staff as appropriate, the Headteacher will co-ordinate 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 setting websites, 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 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 all key stages, Wider Ambition settings facilitate cross curricular links across academic subjects and, where appropriate, applies learning to the outdoors and the local community.
- 8.10. In Key Stages 3-5, students can study for external accreditations – this includes a range of GCSEs, A levels, BTEC and vocational qualifications, including Duke of Edinburgh awards.
- 8.11. Learning in the community includes work experience where appropriate. Placements are carefully matched to individual students to meet their needs, suit their interests and to give them a taste of life after education. These are formulated in co-production with parents and with our Careers Lead.
- 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 6 and 7 will be taught primarily by their designated Key Stage Class Teacher and will benefit from input from subject specialists where appropriate. In years 8 and 9 students will be taught by subject specialists where possible. When sessions are delivered by a non-specialist, they will be using planning and resources prepared by the subject lead.
- 9.2. Students in Key Stages 4 and 5 will be taught academic content mainly via our partnership with the online learning provider King's Interhigh, and other approved providers. This approach enables our students to choose from a wider range of GCSE, and A level subjects and is consistent with facilitating a personalised study path. Where BTEC and other vocational qualifications are being delivered, where possible subject specialists will teach face to face. King's 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 King's Interhigh is provided in the Appendix.
- 9.3. Our in-house subject specialist teachers provide face-to-face tuition for GCSEs such as Art, and Drama. Science practical sessions are also provided on-site by subject specialists and subject specialists support learning provided by external parties as appropriate.
- 9.4. Year 9 students will be taught face-to-face alongside year 8 and will also engage in online education through King's 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 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, A level or vocational subject which is not available via King's 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 subject preference; 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 subject options.
- 9.6. Wider Ambition setting staff will liaise closely with King's Interhigh and will retain responsibility for monitoring students' progress. The teacher with primary responsibility for Key Stage 4 and 5 will have access to each student's learning platform at King's Interhigh, including full access to curriculum content, assignments, grades, feedback from teachers and session attendance. If any students are identified as making insufficient progress, additional support will be provided by Wider Ambition staff, in conjunction with King's Interhigh staff.
- 9.7. Any use of external organisations, such as King's 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 years 6 to 9, each setting day will be split into 8 sessions with planned sensory and movement breaks between each session.
- 9.9. For Key Stages 4 and 5, students will follow individual timetables depending on the number and range of subjects they choose to study at GCSE, A level or vocational levels. During the parts of the setting day which are not allocated to online learning, students will be supported to: complete "Apply" (self-study) tasks which are set by King's Interhigh in each subject; engage in therapy; and access the wider curriculum such as learning in the outdoors, cookery, music tuition and getting ready for adulthood activities.
- 9.10. Where possible, King's Interhigh sessions will be timetabled to occur within our normal day. Where sessions 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 staff during the setting day.

- 9.11. All students will be provided with a morning, afternoon, and 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.

10. Learning areas

- 10.1. Learning areas 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 learning areas are clean and clutter free.
- 10.3. Dependent on Key Stage, learning areas 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 learning areas so that they feel equipped to address new challenges.
- 10.5. Wider Ambition settings offers students a variety of furniture across the building, including a choice of seating in their learning area, to ensure their comfort and to meet individual needs.
- 10.6. A varied selection of notebooks, exercise books, paper, folders, pens, and pencils are 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. Wider Ambition recognises that there may be times when a student is unable to access education on site.
- 11.2. All reasonable endeavours are used to provide access to education for students who are unable to attend Wider Ambition settings. 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 session plans. Copies of any presentations, video clips etc which are intended for use in the session will routinely be made available in a way which can be accessed remotely at short notice. Where planned session 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. Session 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. Wider Ambition 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. 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.
- 11.8. 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.
- 11.9. 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 sessions 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.
- 11.10. Wherever practicable and appropriate, students who are accessing learning remotely will be encouraged to participate in group activities with on-site learners, through the effective use of technology.
- 11.11. 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 Wider Ambition, in order to enable all students to experience the group therapy session in a similar way.

11.12. 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. Students in Key Stages 2 and 3 will have access to Maths, English, Science, History, Geography, RE, Languages, Music, Art, Design and Technology, Physical Education, PSCE, RHSE, Drama, Computing, Careers, Learning in the outdoors and other enrichment activities.
- 12.2. Students in Key Stages 4 and 5 students additionally have access to a choice of GCSEs, iGCSEs, BTECs, OCR Technicals and A-Levels, including the English Baccalaureate.
- 12.3. 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 who are studying the same subject.
- 12.4. 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. The vulnerability of our students may result in it being appropriate to delay English GCSEs. Any such decision will be made in co-production with all interested parties.
- 12.5. In years 6 to 9, students are typically taught individual subjects discretely making cross curricular links where appropriate. A personalised or topic-based approach will be adopted where appropriate. Our curriculum plans ensure that each subject area is informed by the National Curriculum.
- 12.6. Practical subjects and subject components are delivered by specialist staff using appropriate equipment including science experiments, cooking, and the arts.
- 12.7. Students will receive a personalised curriculum that will reflect their preferred mode of engagement and areas of interest. This personalised approach enables students to build confidence and self-motivation and encourages students to try new approaches and subject areas they may not have been able to access in previous settings.

- 12.8. Curriculum topics include 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.
- 12.9. 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.
- 12.10. Physical activities are carefully planned to reflect students' interests and encourage new skills, with a wide range of opportunities being offered. Physical opportunities at Wider Ambition 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.
- 12.11. RE, PSCE and RHSE are taught through a combination of discrete sessions, break-time activities, therapeutic input and group discussions which are informed by our therapy team. The PSCE and RHSE curriculum has particular regard to the protected characteristics set out in the Equality Act and to the needs and vulnerabilities of our students.
- 12.12. Wider Ambition settings have 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.
- 12.13. For year 9 and Key stages 4 and 5, we will liaise closely with King's Interhigh to ensure that the curriculum delivery is effective for all of our students who are accessing online learning, including regularly providing King's Interhigh with specific information about our students' needs and providing feedback.
- 12.14. 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.

- 12.15. 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 Wider Ambition settings 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 Wider Ambition settings 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.
- 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, depersonalised 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. Where appropriate in Key Stage 5, careers guidance is supported through visits from external speakers from various professions and in co-production with students and parents. In Key stages 2-4, Careers guidance is supported by a specialist who has put together a curriculum framework that will be delivered in key person time.
- 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 provide the student with access to sufficient breadth of opportunity through other sessions as appropriate and in accordance with their needs and preferences.

13. Ambition Pathways

- 13.1. An Ambition Pathway is developed for each student to help plan, monitor, and evaluate their progress across all areas of their development.
- 13.2. Ambition Pathways outline individual areas of focus for students which are different from or additional to those set for all students.
- 13.3. The outcomes from each student's individual EHC Plan inform their Ambition Pathway to aid the development of short-term areas of focus and implementation of appropriate support.

- 13.4. Measurements of progress in areas of focus will be SMART (specific, measurable, agreed upon, realistic and time-related) where possible.
- 13.5. Holistic progress is monitored on an ongoing basis and recorded in the Ambition Pathway.

14. Marking and Feedback

- 14.1. The type of feedback provided to students may differ depending on students' ages, individual needs, and current circumstances.
- 14.2. Wider Ambition staff will use their professional judgement and knowledge of student provision to inform the type of feedback that is appropriate at any given point.
- 14.3. Where appropriate, Verbal Feedback will be used during each taught session to recognise student's strengths and to guide next steps with a student's learning journey.
- 14.4. Wider Ambition settings use written marking to inform summative pieces of work or assessments depending on the key stage, or where the student and or parent has specifically requested feedback in writing.
- 14.5. Summative marking is recorded in green pen by the member of staff and recognises student's strengths, successes and efforts. Depending on the key stage, subject or qualification level, the feedback will also inform, explain and demonstrate next steps to aid student progress.
- 14.6. Where a summative grade or level is attributed to a piece of work, it will be shared with students only when appropriate. For example, as part of an external assessment or examination or if previously agreed as part of a co-production meeting with parents and previously agreed by the Senior Leadership Team.
- 14.7. Spellings and punctuation are to be corrected in summative pieces, where appropriate. For example, marking against an external descriptor for spelling, punctuation and grammar. Spelling and punctuation errors should not be highlighted where this is considered likely to be detrimental to a student's self-esteem.
- 14.8. 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.

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. Ipsative assessment: Ipsative refers to comparing an individual's performance on a measure against their past performances.
 - 15.1.3. 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.
 - 15.1.4. Summative assessment: Activities and examinations which formally assess achievement.
- 15.2. Through reporting and assessment Wider Ambition 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 assessment system.
- 15.5. The Ipsative assessment model is used to baseline students' abilities and track formatively individual progress appropriately
- 15.6. Progress is measured against individual students' achievements, not age-related expectations.
- 15.7. Educater is used to record formal and informal assessments. Assessments will be tailored to student need in collaboration. This will ensure that undue anxiety is not caused by their delivery and completion. A gentle build up to assessment must always take place in advance to ensure that students are aware of all expectations including timings, marks awarded, format and any other areas deemed appropriate during the co-production phase.
- 15.8. Achievements are recorded as observations on Educater.

- 15.9. Progress assessments are recorded with a minimum frequency of every 6 sessions within each subject area, for each individual student.
- 15.10. Any misconceptions identified by staff are corrected at the appropriate time, and corrections are reinforced as necessary through supplementary teaching.
- 15.11. Wider Ambition accesses standardised testing and external examinations as appropriate for the students. Students will have the option at KS2 to complete national assessments where appropriate and as agreed in co-production with all interested parties.
- 15.12. Students are given ample opportunity to prepare for summative assessments and external examinations, including completing exam-style questions and specimen questions and papers regularly where appropriate and as agreed in co-production with all interested parties in order to minimise stress surrounding exams.
- 15.13. As far as is practicable, the learning environment is not changed for summative assessments and external examinations in order to minimise stress and allow students to achieve their full potential.
- 15.14. Teachers will actively use assessment data to inform their lesson planning, differentiation and any necessary modification of curriculum plans.
- 15.15. 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 Wider Ambition settings and the King's Interhigh teachers.
- 15.16. Outcomes from both informal and formal assessments will be reported back to the students and parents where appropriate.
- 15.17. 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.
- 15.18. Parents are invited to discuss progress with the student's key person each half term. Parents are also welcome to discuss the progress of their child with teachers or the Headteacher at other times.
- 15.19. A written annual report is provided to parents in the summer term, including the attainment and progress of individual students. Discussions with parents will appropriately consider the context of age-related expectations and standardised grades, and the context of their Ambition Pathways.

15.20. 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.

15.21. The Headteacher reports progress to governors on a termly basis.

16. Attendance

16.1. 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 students for whom this may be beneficial.

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

17.1. The term EAL is used to refer to students who use a language other than English at home.

17.2. Students with EAL may have conversational fluency in English prior to gaining written fluency.

17.3. Students at Wider Ambition settings will ordinarily have an Education, Health and Care Plans. Therefore, we anticipate that our students will have been in the UK education system for a significant period prior to joining Wider Ambition. Our approach to helping students who have English as an Additional Language has been developed against this background.

17.4. Wider Ambition 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 Wider Ambition.

17.5. ICT is used routinely at Wider Ambition Settings 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.

17.6. Students may take their school laptops home each day and this will enable parents to access emails, 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.

17.7. 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 Wider Ambition.

17.8. 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.

- 17.9. 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 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.
- 17.10. 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 King's Interhigh used at Wider Ambition settings?

- 1.1. King's Interhigh has an established track record of providing live online education to thousands of students each year.
- 1.2. King's 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 'learn' lesson and two 'explore' lessons each week.
- 1.12. The 'learn' 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 'explore' 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 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.

Appendix 1 - FAQs

- 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. King's Interhigh enables Wider Ambition settings to support a wider range of GCSEs and A-Levels, allowing students to follow their strengths and interests.
- 1.17. King's 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 King's Interhigh at home or using it through Wider Ambition?

- 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 King's Interhigh in the supported environment of the Wider Ambition setting is very different from students attempting to access online learning from home.
- 2.2. Students who use King's Interhigh at Wider Ambition settings 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 King's 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.
- 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 a Wider Ambition Setting follow the same King's Interhigh course.

Appendix 1 - FAQs

- 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 King's 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 King's Interhigh learning.
- 2.16. In addition to students' progress and attainment being monitored by the subject specialist teachers at King's Interhigh, an on-site teacher also reviews their progress and attainment. This enables any issues to be addressed promptly and provides our settings with a collated overview across both King's Interhigh and in-house subjects.
- 2.17. Students who access King's 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 Wider Ambition, students follow individual timetables, with gaps between 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 King's Interhigh as part of home education will sit their GCSEs in an exam centre which will often be unfamiliar to them. At Wider Ambition Settings, 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 and A-level teaching instead of using King's Interhigh?

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

Appendix 1 - FAQs

- 3.2. We offer in-house GCSE teaching by subject specialists in areas which are less conducive to online learning, for example art, design, 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 King's 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 King's 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 King's Interhigh prior to years 10 and 11 where possible.
- 3.5. If a student is unable to use King's 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 King's Interhigh curriculum and make use of King's Interhigh lesson resources where appropriate, enabling students to benefit from studying topics at the same time as those who are using King's Interhigh. For example, it may be appropriate for a student to access the 'lead' lessons through King's Interhigh (the less interactive, lecture-style lessons which provide an overview of course content) but to access in-house teaching instead of the King's 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 King's 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 Wider Ambition only use subject specialist teachers at GCSE?

- 4.1. King's 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.

Appendix 1 - FAQs

- 4.3. Where, in exceptional circumstances, we agree to a student receiving in-house tuition instead of accessing a subject through King's Interhigh, our default is to provide tuition from an in-house subject specialist whenever possible.
- 4.4. We use King's 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 King's Interhigh. In these cases, we will consider whether the student would be better supported by Wider Ambition 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.
- 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 a Wider Ambition setting.

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

- 5.1. The amount of time which students spend using King's 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 King's Interhigh; those who choose one or two of the more creative/physical subjects will spend comparably less time using King's Interhigh.
- 5.3. The distinction between in-house teaching and use of King's Interhigh is not clear-cut, as all students benefit from support from in-house teachers and teaching assistants while using King's Interhigh.
- 5.4. There is ample time between King's Interhigh lessons to ensure all students receive a broad experience of offline learning experiences and interactions.