



R.E.A.L. Education Limited

Curriculum Policy

(7 - 19)

(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Ilkeston)
(R.E.A.L. Independent Schools, Blidworth)
(R.E.A.L. Independent Schools, Hinckley)
(R.E.A.L. Independent Schools, Mansfield)

Review Date: 17.06.23, or sooner if required.

Reviewed March to May 2021- Updates include: Amendments to the Intent, Implementation and Impact sections and the addition of roles and responsibilities.

Original Developed March 2020 according to the new curriculum framework

Amended 10/06/2022 - appendices 2, 3 and 4 added to include curriculum pathways, principles for teaching and learning and the teaching and learning checklist. Additions to curriculum intent.



Curriculum Policy

Introduction

The curriculum encompasses all the planned opportunities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

Research supports that learners need to be in a positive emotional state in order to be ready to learn (Education Endowment Foundation, 2020). Therefore, we place a high emphasis on supporting learners with their social and emotional development to enable them to be ready to access, enjoy and retain curriculum knowledge and develop the skills for succeeding in life.

At REAL Independent Schools we strive to ensure that our teaching, learning and curriculum is enjoyable, meaningful, relevant, appropriate, well sequenced and coherently planned as possible whilst retaining an ability to personalise. We offer our learners high quality educational experiences in a safe, calm, creative, inclusive and stimulating environment. Every learner is valued as an individual; we aim to nurture well rounded, respectful and confident individuals who will develop skills for life-long learning. We support our learners on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare learners for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our schools.

Our curriculum promotes respect for the views of each individual learner, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. Our curriculum is organised to promote cooperation and understanding between all members of our community. We are fortunate at R.E.A.L to have varied and specialist learning environments. These are respected and used by all in



our schools and we aim, through our curriculum, to teach consideration for our world, and how we should care for it for future generations, as well as our own.

At R.E.A.L. Independent Schools our values of **Trust, Innovation and Achievement** permeate all areas of school life and are promoted through the planned as well as the hidden curriculum.

Why

Our broad and balanced curriculum enables us to provide a bespoke and inclusive pathway for each individual learner. This highly personalised approach is based on initial assessment which means that all learners are able to make progress based on their individual starting points. The individual curriculum offer is reviewed regularly and adjusted as learners progress both academically and with regards to their personal development.

Our learners have widely unique and varying starting points. We have a high proportion of Looked After Children (30%), some of whom have experienced a great deal of trauma and change in their lives. Many have attended several educational placements before they join us. The curriculum takes this into account by ensuring we place strong emphasis on developing trusting relationships and by identifying any gaps in learning. Additionally, many of our learners experience high levels of social and economic deprivation, for this reason we ensure that the curriculum has a strong cultural capital dimension where enrichment activities are an important planned element of the broader curriculum. This enables our learners to benefit from a range of activities that may otherwise appear to be inaccessible to them with the added aim of raising aspirations. For example, in English we organise theatre visits and library visits. We also offer a very wide range of sporting activities such as golf, mountain bike riding and abseiling. Learners are taught how to behave in each setting and to respect different environments. This not only supports their academic learning but also enables them to take their rightful place in society in the world of work as adults and encourages them to select and benefit from positive and enriching leisure activities.

Given the diverse and complex range of needs, prior experiences, previous attainment and key stages, our curriculum design is based on 4 pathways that take into account the individual learner's starting points and ensures that all learners are able to make strong progress. These pathways, which progress from the informal to the formal include (1. Re-engagement, 2. Emerging, 3. Developing and 4. Formal) and are designed to be flexible, allowing individual learners to be able to transition between them. The design of our pathways is underpinned by the Preparation for Adulthood Framework and preparing for life beyond REAL.

R.E.A.L Independent Schools are ambitious in our expectations of learners. We foster and develop positive attitudes to learning and fulfil aspirational academic, social, technical and vocational targets. This is set out by the Learning Manager, in collaboration with teaching



staff, within the Individual Curriculum Intent Profile (ICIP) and within the individual's Progression Framework on Evidence for learning.

We recognise at R.E.A.L that curriculum progression is not only about movement up a ladder of skills and knowledge; lateral progression is also important. We will ensure, through our pathways, that learners are able to apply the skills and knowledge that have been taught to different contexts, situations, with less scaffolding and support, with different people and in different environments. Retention of the foundation and fundamental skills and knowledge to embed into the long term memory is important in order for us to ensure that learners know more, do more and remember more over time. We want all pupils to have successful transitions - whether that be across our curriculum pathways; into a more formal learning environment, between key stages and onto independence and adulthood, further education, training and employment.

How

Our personalised approach to the curriculum, and a good knowledge of how our learners engage and learn best, means that we are able to match teachers and support staff to the learners. Positive and trusting relationships are key, it is important for our learners to feel 'safe enough' to take risks in their learning. The impact of this may result in some occasions where staff will be required to teach outside of their specialisms. In order to support this, all delivery staff have access to individual support plus an engine room overseen by our subject leads. Each engine room offers a carefully planned and sequenced curriculum, subject specific support and enhanced resources.

All delivery staff are expected to differentiate schemes of learning and resources to meet the individual needs of the learner, as set out within their Education Health and Care Plan (EHCP) and developed through their ICIP form. Where learners are accessing a highly bespoke curriculum, it is the role of delivery staff, in consultation with Learning Managers, to ensure that key skills, knowledge, understanding and attitudes are identified..

Impact

We measure the impact of our curriculum through use of holistic data - ranging from attendance, behaviour and welfare to progress in individual curriculum areas, destination and learner outcomes data.

We have a rigorous and triangulated approach to assess the impact of our curriculum, utilising staff at all levels (Heads of Area, Deputy Heads, Subject Leads and Learning Managers) to analyse learner progress and plan for and monitor the success of our individualised provision and interventions. Learner voice and parent/carer views form an integral part of this assessment, through the use of person centred planning and reviews, questionnaires and informal discussions. Alongside this we continuously evaluate learning



through our quality assurance processes: lesson observations, book looks, learning and climate walks to highlight developments and improvement priorities within their programme.

The Policy

The Policy is updated annually and has been developed in line with the following legislation and guidance:

- The Education (Independent School Standards) Regulations 2014
- National Curriculum in England: Framework for Key Stages 1 to 4
- SEND Code of Practice (2014)
- Equality Act (2010)
- The Education Inspection Framework (2019)

The policy should be read in collaboration with the following R.E.A.L Independent Schools documents:

- Assessment and Pupil Tracking Policy
- Special Educational Needs Policy
- Careers Guidance Policy
- British Values Statement
- PSHE and Citizenship Policy
- Spiritual, Moral, Social and Cultural Policy
- Equality Statement
- Behaviour Management Policy
- RSE Policy
- Quality Assurance Policy
- Individual Curriculum Statement
- Marking Policy
- Continuous Performance Management Policy

Appendix One - Roles and Responsibilities

Role	Key Responsibilities
All	<ul style="list-style-type: none">● Ensure school policies are implemented.● Promote high expectations for engagement, academic progress and attendance● Ensure that appropriate resources are available.● Provide opportunities for learners to develop their cultural capital opportunities and support the embedding of SMSC, PSHE and British Values -



	<ul style="list-style-type: none"> • Ensure learners have a secure and stimulating venue and environment that supports learning and high expectations
Teachers	<ul style="list-style-type: none"> • Delivery of group and 1 to 1 learning sessions depending on the needs of the cohort. • Work alongside the curriculum leads to ensure schemes of work, lesson preparation forms and resources are developed and regularly reviewed. • Ensure that schemes of work and lesson preparation forms are implemented and differentiated to meet the individual needs of the learners • Carry out regular assessments and keep adequate records to monitor progress. • Take action following assessments to inform future planning and set challenging personalised learning targets • Provide reports to parents and stakeholders at the request of Learning Managers • Implement and monitor any specific interventions and support offered by Curriculum Leads and Learning Managers • Support TAs and STAs in the production and delivery of resources and sessions
HLTA, STA and TA	<ul style="list-style-type: none"> • Deliver small groups and 1 to 1 sessions depending on the needs of the cohort. • Ensure that lesson preparation forms are implemented and differentiated in a creative way to meet the individual needs of the learners • Seek support from teachers and curriculum leads in order to contribute to any assessment work and ensure that personalised targets are implemented within sessions so that progress can be monitored effectively. • Provide report to parents and stakeholders at the request of Learning Managers • Ensure pupils have a secure and stimulating venue and environment that supports learning and high expectations • Implement and monitor any specific interventions and support offered by Curriculum Leads and Learning Managers
Curriculum Leads	<ul style="list-style-type: none"> • Set and promote the vision for their individual curriculum areas • Coordinate schemes of work, which are appropriate to meet a range of needs and ensure that they are available and accessible via a maintained engine room. • Monitor progress and attainment across the schools and to work with School Leaders, Learning Managers and staff to ensure that appropriate support and interventions are put in place quickly where progress is a concern • Ensure that learning objectives are appropriate and sufficiently challenging to ensure that all learners make strong progress • To work alongside leaders and learning managers in quality assurance work including lesson observations, climate walks, deep dives, book looks, scrutiny of planning, analysis of data and to moderate and interrogate the assessment decisions made by staff • Support staff and develop an appropriate programme of CPD for staff who are teaching outside of their specialism • Ensure that there is a clear progression of skills across the schools and key stages. • Report to school leaders about the progress of the learners on their caseload



<p>Learning Managers</p>	<ul style="list-style-type: none"> ● Co-ordinate the personalised curriculum for each learner on their caseload ● Promote high expectations for engagement, academic progress and attendance. ● Ensure that learners have equitable access to a broad curriculum in line with their identified curriculum pathway ● Monitor the progress of learners and ensure that learners are able to achieve good outcomes in line with their full potential ● Ensure that parents, carers and the learners are consulted with regularly and that the curriculum is regularly reviewed through the person centred review process ● Ensure that all staff are supporting learners to make progress towards the outcomes within their EHCP and that challenging targets to support learners to make strong progress are set. ● To quality assure the planning, delivery and assessment of individual learners on their caseload
<p>Deputy Heads</p>	<p>Ensure that:</p> <ul style="list-style-type: none"> ● The curriculum and policies are regularly reviewed ● Teaching is consistently of a high quality and that sessions are delivered in a creative and meaningful way ● High standards are achieved and maintained ● Teacher assessments are appropriate and that there is a shared understanding of assessment across the staff ● Resources are efficiently deployed ● Training needs are identified ● Learning objectives are appropriate and sufficiently challenging to ensure that all learners progress
<p>Head of Schools and Heads of Area</p>	<p>Ensure that:</p> <ul style="list-style-type: none"> ● Any changes to statutory regulation and guidelines are adhered to ● The curriculum offer meets the Independent School Standards and EIF ● Qualifications on offer are appropriate, relevant and up to date ● All statutory curriculum requirements are met
<p>Governors</p>	<p>Ensure that:</p> <ul style="list-style-type: none"> ● Legal requirements are fulfilled ● Request information from the Head of Schools and Heads of Area to clarify judgements and procedures. ● Hold leaders to account through governing body meetings and visits ● Standards are maintained and improved throughout the school ● Receive reports from the Head of Schools and Heads of Area regarding progress made on raising standards ● Ensure the Independent School Standards are maintained.



Appendix 2

Pathway One - Re-Engagement

Profile of need - Learners on this pathway may/will:

- Have had negative experiences in school such as bullying, difficulties making friends or exclusions. They may have been out of education for a long time impacting on their readiness and motivation to learn.
- Present with low self esteem, low aspirations and be low in confidence.
- Currently be experiencing significant social, emotional, and mental health challenges which impact significantly on their readiness and ability to learn.
- Experience significant anxiety which may be generalised, impacting on daily life, or very specific, for example, social anxiety including anxiety about school. Learners will benefit from Learning Managers producing an anxiety curve.
- .Currently have complex medical needs, dietary requirements or sensory needs that staff will need to be aware of and take into account when planning a programme.
- May be “hard to reach” with complex or unmet SEND or Social and Emotional and Mental Health needs and as a result need to establish strong and trusting relationships with a small number of key staff in a 1:1 setting.
- May initially need their provision to be in or close to the home, where they feel comfortable.
- Needs a calm and person centred approach to help manage any anxieties.
- Find communication extremely challenging, particularly when anxious or stressed, so will need adults to work closely with the people that know how to support them best.
- Demonstrate patterns of risky behaviours, which staff will need to be aware of when planning any transitions.

Curriculum

Pathway 1 is intended to be a short term, highly tailored programme aimed at re-engaging learners in the process of learning after a period or periods out of education. An assessment profile may be completed detailing starting points, including relevant holistic baseline information where appropriate. It is recognised that learners may not be ready to access any formalised assessment at this stage and will therefore require a highly personalised approach, for example using games and other activities to assess what they know and can do and to develop trusting relationships with an adult.

Learners will be provided with opportunities to engage with activities, in line with areas of interest and strengths. A learner’s programme, at pathway 1, will have a sharp focus on establishing relationships for learning, interpersonal skills and will be underpinned by the preparation for adulthood framework.

Learners will be provided with learning activities, designed by the staff who know them best, which aim to spark interest and curiosity linked to learning. Planned activities will also support the learner to work towards the outcomes as set out within their individual Education and Health Care Plan and develop relevant knowledge and skills under the following headings:

- Employment
- Good Health
- Independent Living
- Friends, Relationships and Community

How do we monitor progress?

Research has consistently shown that positive student engagement in learning is multidimensional. For example, interest in and enjoyment of education, positive relationships with teachers and peers, feelings of belonging to school, deep thinking, and investing effort into learning are all important dimensions of re-engagement.



Learners will be assessed against the progress that they make towards the following End of Key Stage Key Performance Indicators for a pathway 1 learner:

- Learners have an established venue / learning environment that is suitable for learning and where they feel safe.
- Learners have established relationships with at least one key adult.
- Learners are engaging well with one area of interest or strength.
- The learner is making progress with their Personal Development and Wellbeing and is tracked using the PDW tracker area.
- The learner is making progress towards their EHCP outcomes as evidenced on Evidence for Learning.
- Once most of these have been achieved this will indicate that a learner is ready to move onto pathway 2. With the right support some learners can progress straight from pathway 1 to pathway 3 or 4.
- Occasionally some learners may need to revert to a re-engagement curriculum because of personal circumstances, even if they have been with REAL a long time. This will provide support for the learner to regulate and re-establish a more secure pattern for learning.

Pathway Two - Emerging Learner

Profile of need - Learners on this pathway may/will:

- Have developed trusting relationships with a small number of staff.
- Be more consistently accessing education, the outside world and have identified venues where they feel comfortable and safe.
- Be developing their resilience and ability to manage change, routines and expectations, but may still experience low self esteem, emotional dysregulation, lack of concentration and underdeveloped social skills.
- Experience some difficulty in acquiring basic literacy and numeracy skills, and in understanding concepts.
- Participate in some traditional work within an area of interest, but may not be ready to access more formal learning or a formal learning environment.
- Be able to revisit or work towards some learning objectives within an appropriate stage when delivered authentically in order to build confidence.
- Find interactions with peers challenging but tutors and learning managers should ensure that - wherever appropriate - learners have the opportunity to interact with peers in order to support the development of skills.
- Benefit academically and therapeutically from experiences outside of the classroom, to help them observe and interact with 'real life' contexts.
- Present with more risky behaviours than their peers, most likely due to anxiety. Any transitions will need to be carefully managed in order to keep everybody safe.
- Present as being on this pathway for a long time but with support they can make progress to other pathways.

Curriculum

The purpose of the curriculum on pathway 2 is to establish a more consistent pattern for learning by focusing on informal learning opportunities and those teachable moments which are often real life and practical in nature.

The pathway 2 curriculum develops initially from strengths and interests, in order to build confidence, and a continued trajectory towards strong engagement with learning..

Learners within this pathway will be mostly working towards identified and personalised objectives at an appropriate stage within core curriculum areas. Objectives will be linked to the individual EHCP and identified in consultation with Learning Managers. The identified objectives are authentically and within a relevant context by a skilled staff team.



Learners will have the opportunity to explore the wider curriculum areas through the provision of bespoke, purposeful and immersive activities which are designed to spark interest and promote further engagement. It is acknowledged that whilst most learners are able to progress onto Pathway 3 and 4 there will be some learners who don't progress onto pathway 3 and 4 by the time they leave REAL. Learners in Year 10 and above will work towards a set of intended learning outcomes, designed by experienced staff, who understand the profile of a typical pathway 2 learner at R.E.A.L. These outcomes are underpinned by the Preparation for Adulthood Framework, The Autism Education Trust Progression Framework and the SEND PSHE Planning Framework. The framework is designed to support skills for life including a focus on key areas such as online safety, communication, practical literacy, money management and drugs and alcohol.

How do we monitor progress?

Staff will provide evidence each session, linked to the progress learners make towards their learning intentions and their individual Progression Framework, on Evidence for Learning.

Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 2 learner.

Once the Intended learning outcomes have been mostly achieved this will indicate that a learner is ready to progress onto pathway 3 or the pathway 2 intended learning outcomes designed for learners at a higher key stage.

The learner's Personal Development and Wellbeing is prioritised and forms a key area of their curriculum and progress is being tracked.

Pathway Three - Developing Learner

Profile of need - Learners on this pathway will/may:

- Have undergone a period of assessment to establish whether they have a spiky profile, which means that they have strengths in some areas and developmental needs in others. This may be due to gaps in learning that have arisen due to periods out of education in previous settings or a specific cognition and learning need.
- Have undergone a period of assessment to establish whether they are working below the expected levels in all subjects due to associated global delay. For these learners, progression may not be traditional and it may take a longer time to learn new knowledge and skills.
- Have developed more trusting relationships with some adults who understand their needs and are getting ready to access a more formal curriculum in the areas that they enjoy and are of strength or interest. This is likely to be vocational for a number of these learners.
- Be developing their ability to recognise the importance of an education and will be identifying priorities for learning which will need to be nurtured by the staff.
- Require a different approach within the curriculum areas that they find most challenging and causes anxiety; this is often, but not always, literacy.
- May need staff to consider some "emerging learner" strategies, 1 to 1 or paired sessions, in the subjects learners find most challenging or cause them anxiety.
- In the most part be more able to access some paired work, small groups and vocational groups across the week.
- Need lots of cultural capital opportunities designed to support continued raising of aspirations.



Curriculum

Learners will need more regular opportunities to work alongside their peers in order to practise the skills developed within pathway 2. Learners within this pathway will begin to follow the planned curriculum for their age or stage across an increasingly broad range of subject areas including vocational subjects. Vocational subjects may include music, land based studies, construction and mechanics.

Learners are able to access the planned curriculum through identified support and scaffolding. This may include opportunities for experiential and sensory based learning, strategies such as short time limited tasks, differentiated texts, writing frames and lots of opportunities to revisit earlier work and practise skills to ensure that learning becomes more secure.

Learners are provided with personalised support and interventions designed to support them to make progress with their personal development, wellbeing, cognition and learning. This may occasionally include some learners continuing to work towards the intended learning outcomes, as set out for a pathway 2 learner, in one subject area where they continue to need extra support.

At KS4 and 5 learners will be working towards qualifications and accreditation which recognise their achievements linked to personal development, the core curriculum and vocational subjects at Entry Level and Level 1.

In addition, for learners who require it, their curriculum will include skills for life; for example travel training, revisiting road safety and safety within the home as learners prepare for independence.

How do we monitor progress?

Staff will provide evidence, each session, linked to the progress learners make towards their individualised Progression Framework which can be found on Evidence for Learning.

More frequent informal assessments and the monitoring of small steps to inform planning will support pathway 3 learners to make good progress from their starting points.

Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 3 learner. When these are achieved this will indicate that a learner is ready to progress onto pathway 4.

Pathway Four - Formal Learning



Profile of need - Learners on this pathway may/will:

- Be likely to have acquired sufficient skills to process and memorise new information, as well as developed sufficient working memory to be able to make connections between learning.
- Be following a more traditional formal curriculum and working consistently on a school site and within curriculum groups although, less frequently, may need an alternative venue to maintain their curriculum.
- Be developing their ability to manage key transition points during the school day and wider life.
- Be developing their ability to apply what they are learning to new contexts and combining it with other information to develop problem solving skills.
- Be developing their willingness to try new things and will be developing an increased sense of self awareness and self advocacy.
- Be developing their understanding of how they learn best and will be developing increasingly higher aspirations for the future linked to learning and life.
- Be increasingly more able to work independently for periods of time and will begin to seek out and respond to feedback on the work that they produce.
- Be increasingly more able to engage in meaningful and purposeful communication.
- Continue to experience social and emotional challenges, but with support, they are working hard to manage these and reduce the impact on their engagement in education.

Curriculum

Learners on this pathway will follow the national curriculum in a broad range of subjects. Subjects studied will include - maths, English, science, PE and physical activities, ICT and computing, PSHE and the foundation subjects - humanities, the arts, design technology and STEAM. Learners will also have the option of studying vocational subjects aligned with their interests and aspirations for example business studies and creative digital. At Key Stage 4 and 5 learners will work towards a range of qualifications at Level 1 and 2 as well as GCSEs. In addition learners will work towards a set of learning intentions designed by experienced staff, who understand the needs of a typical pathway 4 learner, as they prepare for adulthood and to transition to life long learning and employment. Learning intentions will be set under the 4 preparation for adulthood headings:

- Employment
- Good Health
- Independent Living
- Friends, Relationships and Community

How do we monitor progress?

Staff will provide evidence, each session, linked to the progress learners make towards their individualised Progression Framework which can be found on Evidence for Learning.


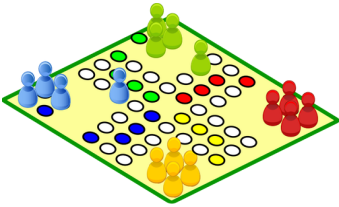

As well as ongoing formative assessment, learners will be regularly assessed using standardised and more formal summative assessments, end of topic tests, mock papers and using exam style questions.

Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 4 learner alongside a set of preparation for adulthood intended learning outcomes. Together these will indicate their readiness to transition to a more mainstream provision, training provider, college, apprenticeship or employment.

Appendix 3

R.E.A.L Principles for Getting off to a Good Start



These key principles are based on Maslow’s hierarchy of needs and are designed to support and empower tutors to ensure that learners are prepared as well as they can be for their learning experiences and to build consistent routines.




Principle	What this means for us at R.E.A.L:
<p>Positive Meet and Greet</p> 	<ul style="list-style-type: none"> ● Meet and greet learners at the entrance of each hub in a positive and welcoming manner. ● Be on time. ● Model the behaviour you expect. ● Use empowering language. ● Think about your body language and where you are positioning yourself. ● Check the learner has been given breakfast and offer this if they have not eaten. ● Read learners body language, listen to what they say. ● Use this time to assess and acknowledge how the learner is feeling.
<p>Engagement</p> 	<ul style="list-style-type: none"> ● Know your learners well, how best to engage them and adjust your activities accordingly. ● Activities could include playing a game, newsflash, colouring and reading, think for the day, quiz.... ● Allow for mistakes. ● Support learners to feel safe. ● Use a range of strategies such as having a quiet area, give learners a choice of activities, build in time for learners to talk to each other if they wish.
<p>Preparation for Learning</p> 	<ul style="list-style-type: none"> ● Activities are set up and ready, incorporate learners' interests and are personalised. ● Staff are in their area ready to deliver at the start of the lesson. ● Consistent expectations are set with regards to




	positive behaviour for learning.
--	----------------------------------

R.E.A.L. principles for Teaching and Learning

These key principles have been adapted from Rosenshine’s Principles of Instruction and are designed to support you, along with the Teaching and Learning Checklist, by identifying the fundamental principles for effective teaching and learning at R.E.A.L. This document is underpinned by educational theory and aims to increase the consistency in teaching and learning, reduce cognitive overload and improve outcomes for our learners.

Principle	What this means for us at R.E.A.L:
Excellent starts and endings 	<ul style="list-style-type: none"> • Have your learning activities set up and ready. This may include sensory and exploratory activities or independent reading. • Start every session with a recall task to develop fluency. • Use retrieval tasks to review and revisit learning from previous sessions or unlock prior knowledge which will support the new topic. • Use recall tasks to support developing fluency. • End sessions by summarising, evaluating and checking understanding. • Reteach content where necessary.
Build positive relationships 	<ul style="list-style-type: none"> • Take the time to get to know learners and their risk management strategies well. • Incorporate their interests and personalise learning. • Be clear on your expectations regarding positive behaviour for learning. • Build positive routines. • Utilise trauma informed practice and approaches to support positive behaviour and attitudes. • Communication with parents, carers and

	<p>colleagues at transition points.</p>
<p>Clear learning objectives and learning outcomes</p> 	<ul style="list-style-type: none"> ● Clearly identify the knowledge and skills the learner should be able to demonstrate by the end of the session. ● Each 'session' should have 1 learning objective ● This objective should be clear to the learner and why they need to learn this. ● How will this skill be useful to them in a real life context? ● How does this fit into the next lesson? ● Keep a track and use this to inform your planning.
<p>Present new content, knowledge and skills</p> 	<ul style="list-style-type: none"> ● Find the hook and engage learners using sensory activities and immersive activities. ● Find exciting ways to help learners make connections. ● Present new learning in small steps. ● Plan your explanations ahead. ● Give clear, concise and detailed explanations.
<p>Modelling and scaffolding</p> 	<ul style="list-style-type: none"> ● Model how to do; provide worked examples and success criteria. ● Think aloud. ● Model an example > Work together on one > Work independently ● Pre-teach vocabulary. ● Provide additional support such as visuals, sentence starters, wordbanks, checklists and frameworks where needed to support learners to acquire and consolidate knowledge. ● Try to use open frames that can be used in different lessons. ● Put vocab / key ideas on the board ● Offer verbal support to address misconceptions, 'don't forget you need to include...' ● Scaffolding is temporary support and you should aim to gradually reduce the amount of support. ● Learners should be provided some choice in their work.

<p>Questioning</p> 	<ul style="list-style-type: none"> ● Ask lots of questions throughout the lesson to check understanding and deepen learning. ● Use question stems: What if... How do you know... why does.... What might... ● Question for depth - <i>tell me another on... can you give me another example...</i> ● Give appropriate processing, waiting and articulation time. ● Provide time for learners to come up with and ask questions. ● Encourage the why? ● Ask learners to explain what they have learned.
<p>Meaningful feedback</p> 	<ul style="list-style-type: none"> ● Feedback should support development and help a learner to get from a to b. ● Feedback should be provided where your misconceptions are identified. ● Feedback should be specific and link back to learning outcomes. ● Feedback can come in many forms - through your marking, verbal and written.
<p>Practice</p> 	<ul style="list-style-type: none"> ● Provide opportunities for guided practice using modelling, support and scaffolds. ● Provide opportunities for independent practice every session. ● Check in to identify and address any misconceptions. ● Provide opportunities for 'overlearning' to support automatic recall and fluency through activities like Corbett Daily 5 in maths. ● Help learners to understand why independent practice is so important.

Appendix Four - Checklist for Teaching and Learning

This checklist is designed to support you by identifying best practice in planning and delivering your sessions. It supports the curriculum policy and aims to increase the consistency and improve outcomes for our learners. It should highlight for you, what you already do that is good practice, as well as enable you to identify areas that may need



further development. The purpose is simply to support you to self-review and reflect on your own practice.

Intent (My Planning)	Who is responsible
The Learning Manager and or R and I team will ensure that I know what area or areas of the curriculum I am responsible for and I am clear about learner starting points and the curriculum pathway.	LM
The Learning Manager has provided the ICIP and / or EHCP / Assessment profile and this is used when planning learning.	LM and tutor/teacher
I have set appropriate small step lesson objectives and/or learning outcomes that are clear and measurable. Learning objectives should link with the aims of the wider curriculum and curriculum intent documents and are recorded on the Learning Preparation Form.	Tutor
My planning takes into account the learners' prior learning and knowledge and ensures that learning is well sequenced.	Tutor
I will ensure that within my sessions there are planned opportunities for reading with or to an adult.	Tutor
My planning incorporates core skills of maths and English as well as employability skills.	Tutor/ Subject Leaders
My planning shows consideration of British Values and SMSC.	Tutor / Subject Leaders
I have key vocabulary ready and ready to introduce prior to the start of teaching new topics. Subject leaders can support this.	Tutor / Subject Leaders
The Learning Manager will ensure that ambitious termly targets linked to the ECHP are set within the learner progression framework on Evidence for Learning.	Learning Manager
Implementation (Delivery)	
I will ensure that the session objectives / learning outcomes are clearly communicated with the learner at the start of the session and revisit throughout the session.	Tutor
I ensure that the learner is prepared well for my sessions as I	Tutor



inform them of what they will be doing during the session from the outset and the purpose of this.	
I have prepared all required resources before the session. They are accessible, innovative, engaging and personalised where appropriate. These are available from the outset.	Tutor
I am knowledgeable about what I am going to teach, enthusiastic and ensure that delivery is both dynamic and active where possible.	Tutor
I set high expectations for behaviour and learning and develop good working relationships.	Tutor
I ensure the level of work is matched well to the learner's ability and interest levels, as well as their special interests if this helps engagement.	Tutor
I ensure that the reading expectations are adhered to, in line with the learner's curriculum pathway	Tutor
I ensure that I am asking questions, allowing appropriate time to respond, that probe and check understanding. I adapt my teaching and questioning in response.	Tutor
I model good speaking, listening and literacy skills. This includes clear pronunciation and good grammar.	Tutor
I promote fundamental British values and our R.E.A.L core values and ensure that they are evident within my sessions. (Promoting British Values)	Tutor
My sessions have a clear structure including: <ul style="list-style-type: none"> • Warm up activity to promote engagement • An activity to retrieve learning from the previous session • Introduce learning for the session - linked to development of knowledge, understanding or skill. • Provide activities which enable learners to apply and practise what they have learnt or are learning • Mini plenaries to check understanding and adapt teaching accordingly • Feedback and evaluation 	Tutor
I deal with any negative behaviour or language according to R.E.A.L policies.	Tutor



I ensure that SMSC, PSHE, E-Safety and Health and Safety are promoted well in my sessions.	Tutor
Impact (Assessment and Feedback)	
I continuously assess learning to ensure that learners are secure before I move on.	Tutor
I ensure that work evidence is of high standard and well organised with the date and learning objective. Work evidence is available in line with the curriculum pathway. For learners on pathway 3 and 4 this should be within a book/folder. For pathway 1 and 2 this may be using Evidence for Learning platform amongst other evidence.	Tutor
I ensure that work is marked and that I provide clear next steps for development - including on reading, writing and grammar - both verbally and in writing during the session appropriate to the learner's needs.	Tutor
I ensure that any tracking documents are completed and that this is used to support ongoing assessment.	Tutor
I will upload any supporting evidence to the learner's individual progression framework and PSHE framework.	Tutor
I monitor the impact of the curriculum regularly to ensure that the learner is making good progress. I make adjustments where necessary. I advise and support tutors accordingly.	LM / Subject Leads