

Curriculum, Teaching and Learning Policy

		Date	Review Date
Written by	Anna Hulme	6/6/22	5/9/23
Reviewed by	Emma Shutt	6/6/22	5/9/23
Signed by (Gov)	M Squire	10/6/22	10/6/23

Legal Status

This is a Statutory Policy that complies with the Education (Independent School Standards) (England) Regulations 2014, enforced January 2015,

Part 1: Quality of Education

Policy Applies to: -

- All staff (teaching and non-teaching) and volunteers working within the school

Related Documents: -

- Assessment, Marking and Reporting Policy
- Educational Visits and Off-Site Activities Policy
- Positive Relationships Policy
- Personal, Social, Health and Economic Education Policy
- Special Educational Needs and Disability (SEND)
- Inclusion Policy
- Spiritual, Moral, Social and Cultural Education Policy



- E- safety Policy
- This Policy should also be read with the School Prospectus, either on-line or a paper copy

Availability

This Policy is made available to staff, parents and pupils via the school website and, on request, a paper copy may be obtained from the School Office.

Monitoring and Review

This Policy is subject to continuous monitoring, refinement and audit by the Principal.

Policy Statement and Rationale

We aim to provide a broad-based academic Curriculum enhanced by educational visits and extracurricular activities which will be delivered within the context of the schools aims and ethos.

We have students referred to Intuition School who are working between pre-entry level and entry 3, therefore, our qualification offer intends to drive progression and outcomes all the way to Level 2.

We aim to provide a challenging and stimulating curriculum, which encourages an enthusiasm and love for learning and develops intellectual curiosity, creativity and personal growth, together with a trauma-informed pastoral care offer and parallel curriculum activities to help students develop a wide range of key and transferable skills.

Our curriculum is well planned and ensures that all students are able to acquire knowledge and understanding, develop and practise new skills and make progress in a range of learning areas.

There are options at KS4 for students to enhance their core subject offer with further personalised learning, such as cookery qualifications or accessing different provisions.

Where a student has EHC Plan the Outcomes are broken down into Milestones and further fine grained into termly milestones. Each student is fully aware of these milestones as they are incorporated into their individualised Personal Safety and Support Plans.

Aims



Intuition School aims to provide an environment where students are happy, well balanced, and

- who are curious and have a thirst for knowledge
- who know how to learn and work independently
- who understand their own ability
- who strive to produce their best results
- who is kind, compassionate and tolerant
- who live healthy lifestyles
- who are prepared for the next stage in their lives
- who know how to conduct themselves appropriately and are well mannered

We do this by: -

- providing a fun, stimulating and challenging learning environment.
- reflecting our high expectations through encouraging independent learning and self-discipline.
- establishing a mutually supportive partnership between parents/carers and staff enabling shared responsibility for the education of the students.
- promoting an awareness of and respect for a diversity of cultures, values and beliefs and abilities.
- working together to create a caring community of learners, where every student feels safe and valued.
- ensuring all students have appropriate and equal access to the curriculum

Our Ethos



We provide an educational community that is rich in aspiration, innovation and nurture. We use bespoke teaching methods and evidence-based strategies that enable our students to emerge as emotionally secure and resilient young adults.

Our curriculum – Essential Skills

Intuition School is committed to providing a curriculum which ensures that all of the students acquire and develop skills appropriate to their ability and aptitude in the following areas: -

- **Linguistic:** This area is concerned with developing communication skills and increasing a student’s command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in English lessons. The teaching of literacy and literacy skills is not, however, confined to these subjects. Teachers will encourage good linguistic and literary standards in all subjects as evidenced in Medium Term Planning.
- **Mathematical:** This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways including practical activity, exploration and discussion.
- **Scientific:** This area is concerned with increasing the student knowledge and understanding of nature, materials and forces, and with developing the skills associated with science as a process of enquiry, i.e.: observing hypotheses, conducting experiments and recording their findings.
- **Technological:** Technological skills for the students can include information and communication technology, coding, developing, planning and communicating ideas, working with equipment, materials and components to produce products that the students are proud of, and evaluating processes and products.
- **Human and Social:** This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. At Intuition School History, Geography and Religious Education make a strong contribution to this area intrinsically weaved into a thematic curriculum.
- **Physical:** The aim in this area is to develop the physical control and coordination of the students, as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health.



- **Aesthetic and Creative:** This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution; including computing and the study of literature, music, art and drama, as they call for personal, imaginative and often practical responses.

Teaching and Learning

The National Curriculum informs our planning, but we operate a predominately functional skills and personal development led curriculum. It has been developed to increase each student's knowledge and skills across a broad range of subjects, ensuring students achieve their full potential and emotional resilience. The curriculum is constantly under review, taking account of the changes in the needs of our students and of those of our society.

We aim to do this in a fun and exciting environment developing our students' self-motivation, ability to think and learn for themselves, and application of their intellectual, physical and creative skills.

Our staff are enthusiastic and have good knowledge of the subject matter being taught. They adopt teaching methods applicable to the students' learning and pastoral needs. We understand that students learn in different ways and respond to different types of input (visual, auditory or kinaesthetic) therefore our teachers will deliver teaching in different ways to address the needs of each student.

Students are taught in mixed age classes and work according to their ability. This ensures that students only progress to the next level when their knowledge and understanding of a subject is secure, enabling individual needs to be met. Lessons are planned and the following are the types of activity in which the students take part: investigations and problem solving, research, computing, practical activities, outdoor activities and visits, debates, role play and drama and oral presentations, cookery, gardening and enterprise projects, creative study. Students may undertake work independently, in pairs or in groups. We encourage students to take responsibility for their own learning.

We ensure that no student is discriminated against as we take account of the needs of each student and that all are treated fairly and equally. We make reasonable adjustments where necessary. We follow the SEN Code of Practice and our SENCO reviews EHCPs regularly to ensure all interventions are in place and making a difference to each student.

With positive relationships as the foundation, we adopt a trauma informed approach. The Relationships Policy outlines how best we encourage good behaviour through a series of effective strategies that encourage all the students to behave responsibly both in and out of school.

We monitor curriculum, teaching and learning by:



- reviewing each subject area of the curriculum regularly and at least annually
- ensuring that all abilities are taught the requirements of our curriculum and that lessons have appropriate learning objectives and outcomes
- monitoring and reviewing school practices which impact upon teaching and learning.
- Monitoring and reviewing the way in which subjects are taught
- Monitoring the support that class teachers require
- Using and assessing well – judged and effective teaching methods and managing class time
- providing learning coaches in class
- providing differentiated teaching to take account of the most able and those with special educational needs.
- Setting appropriate homework.
- providing good quality accommodation and good quality, appropriate resources
- setting up Personal Safety and Support Plans for all students
- Maintaining regular communication with the parents/ guardians and the student regarding the IEP
- Making reasonable adjustments for students with SEND.
- Implementing the School’s Relationships Policy consistently.

See also the Relationships, Special Education Policy and Anti Bullying Policy

Planning

Planning is vital to the educational process. Curriculum lessons are planned to take account of each subject area and the skills and knowledge that we hope our students will acquire. This planning takes account of the range of the aptitudes, needs, skills and prior knowledge within the

class. Our staff build on students' prior knowledge of the subjects to ensure that the lesson is taught in an appropriate level, environment and with the appropriate materials available.

We do this by establishing:

- A 5-year Curriculum Overview of themes
- Termly Curriculum Maps of all subjects
- Termly schemes of work for each subject, indicating what topics are taught in each term and to which group of students. This takes account of the mixed age, ability-based teaching groups within the school.
- Weekly Plans for individual subjects
- Half Termly Lesson Observations and Book Scrutinies focussing on Prior Learning, Exit tickets and Feedback given and received from students
- Clear and accurate individual Personal Support and Safety Plans that inform teaching staff of a student's prior knowledge, learning needs, EHCP targets, Maths and English termly targets, Emotional Intelligence Age, BKSB Assessment results, yearly WRATS5 results

Progress and Assessment

The school has a high ratio of teaching staff minimum 1:6 pupils and we also have a close working relationship with parents/carers; both of these factors enables us to know the students well, be able assess their needs and to plan lessons to take account of each student.

Assessment is ongoing and in variety of formats (not exhaustive)

The assessment process enables teachers to be able to accurately, plan and then deliver appropriate work and also allows us to see each student's progress.

Progress, assessed through a variety of means, is measured on a regular basis, targets set, and lesson plans put in place. Assessment data is also documented on individual Personal Safety and Support Plans, which are dynamic documents, under constant review.

Informative assessment takes place continuously in the classroom and comprises of: -

- well understood learning objectives, which are shared with the students.



- plenaries being used as assessment opportunities.
- effective teacher questioning.
- observations of learning.
- analysing and interpreting evidence of learning to inform future planning.
- sensitive and positive feedback to the students.

Some regular summative assessment will also take place, such as:

- Precision Teaching of Spelling and Multiplication
- Half termly 'teacher' based assessments
- Termly online progression testing and diagnostic testing {BKSB}
- Termly written assessments {WRATS 5}
- Practice examinations and Formal Examinations

Staff training and resources

Lessons are observed termly. Constructive feedback is given, training needs identified and drawn up on to a professional development CPD plan. Performance Appraisals occur annually.

Staff take part in regular training and development both in and out of school and share good practice between themselves.

New members of staff follow an Induction process.

EAL

Students who have English as an Additional Language (EAL) are assessed on entry to the school and lessons are planned to take account of their needs. If the student needs additional support, small group work or 1: 1 work may be provided to enable them to fully access the curriculum.

Students with Special Educational needs and Disabilities (SEND)

Each student will have a Personal Safety and Support Plan, which will document the termly milestones based on their EHCPs and provide the additional assistance the student might need. Parents/Carers and their student are always involved in the planning, learning stages and reviewing stages.

See also the SEND Policy, Information Report, Inclusion Policy and Accessibility Plan

Personal, Social, Health, Education

We actively promote personal, social, health, citizenship and economic education for each student understand it is an important part of a student's development and it is an integral part of our curriculum, reflecting the school's aims and ethos.

Through good role models, students receive a comprehensive, ability appropriate programme.

We provide positive experiences through planned activities so that our students:

- understand the need for, and take part in activities to establish a healthy lifestyle
- are aware of the needs of themselves and those around them
- engender mutual respect and tolerance of those with different faiths and beliefs
- understand that certain characteristics are protected by law
- understand and have regard for the fundamental British Values of Democracy, the rule of law and individual liberty
- have economic education to prepare them for the next stage in their life
- have age appropriate sex and relationship education

See also the Spiritual, Moral, Social and Cultural Policy and RSE Policy.

Timetable



The Timetable is constantly under review. When allocating lesson times, we are mindful of Government Guidance. All of our lessons are 45 minutes.

Effective Classroom and Learning Environment

Each of our teachers maintains good relationships with all the students in their class and treats them with kindness and respect. We recognise that they are all individuals, with different needs and we treat them fairly, giving them equal opportunities to take part in class activities.

We praise students for their efforts and, by doing so, we help them to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times and when students misbehave, we follow the guidelines for sanctions, as outlined in our Relationships Policy.

Following our baseline assessment up on entry students will be placed into the applicable teaching group according to their current ability.

We aim to provide a learning environment which: -

- is challenging and stimulating.
- is peaceful and calm.
- is happy and caring.
- is organised and well-resourced.
- makes learning accessible.
- is encouraging and appreciative.
- is welcoming.
- provides equal access and inclusion.
- provides a professional working atmosphere.

Termly learning/ classroom walks are carried out by a member of SLT. These are recorded and shared at the following curriculum meeting. Actions are identified via any findings.

Learning Outside the Classroom – Educational Visits/Off-Site Activities

Integral to our Curriculum is a wide range of educational experiences which extend beyond the classroom door and enrich the Curriculum. Visits may be linked to a topic or are designed to extend a student’s knowledge of the world in which they live.

We ensure at least 3 cultural and science-based visits per school year such as to:

The local Mosque, Shakespeare’s house, The Big Bang Fair, Theatres, museums,

Subjects Offered

Subject	Level /Certification	Awarding body	GCSE Equivalent
Maths Functional Skills	E1, E2, E3, L1 (signposted for GCSE)	Open Awards	Entry level 1-3 This is similar to having: 1 GCSE below grade G or level 1 Level 1 A level 1 qualification is similar to having a GCSE at grades D–G or 1-3. Level 2 A level 2 qualification is similar to having a GCSE at grade A*–C or 4-9.
English Functional Skills	E1, E2, E3, L1 (signposted for GCSE)	Open Awards	
Science	E3-L2 Award	AIM	
ICT	E3-L2 Award	AIM	
IT User Skills			
John Muir	Award	John Muir Trust	
Skills for Living and Work {including Animal Care}	E3-L2 Award,	AIM	
Health and Wellbeing	E3 - L1 Award	AIM	

Visual Art	L1	AIM	
Non-Qualification Programme Activity			
<ul style="list-style-type: none"> ● PSHE {including Character Education} and RSE 			
<ul style="list-style-type: none"> ● Physical Education 			
<ul style="list-style-type: none"> ● Forestry Skills {Spring and Summer Terms} 			
<ul style="list-style-type: none"> ● History {through thematic links} 			
<ul style="list-style-type: none"> ● Geography {through thematic links} 			
Holistic Curriculum Offer			
<ul style="list-style-type: none"> ● Mindfulness 			
<ul style="list-style-type: none"> ● Family Links Parenting Course 			
<ul style="list-style-type: none"> ● Spiritual, Moral, Social and Cultural 			
<ul style="list-style-type: none"> ● School Links College Courses 			
<ul style="list-style-type: none"> ● Community Programme 			
<ul style="list-style-type: none"> ● Travel Training 			
<ul style="list-style-type: none"> ● Creative Studies 			

Subject Rationales

We have Rationales for each of the subjects on offer at Intuition School. These can be available upon request.

How work in each subject is to be taught

English

Our aim is to develop pupils' reading, speaking, listening, and writing skills to help them become confident communicators. English will be taught to all pupils aged 11 -16. Teachers will use a combination of small group sessions and 1 to 1 tutorials. Pupils will study towards a Functional Skills qualification depending on the results of their initial assessments and diagnostic assessments and in what academic year they are in when they join the school. Pupils will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Pupils will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes.

They will:

read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism

read and evaluate texts critically and make comparisons between texts

summarise and synthesise information or ideas from texts

use knowledge gained from wide reading to inform and improve their own writing

write effectively and coherently using Standard English appropriately

use grammar correctly and punctuate and spell accurately

acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

listen to and understand spoken language and use spoken Standard English effectively.

Pupils studying towards Functional Skills qualifications will read, write, speak, listen, and communicate in English at an appropriate level so they can apply these skills effectively to a range of purposes in the workplace and in other real-life situations.

They will:

Listen, understand, and make relevant contributions to discussions with others in a range of contexts



Apply their understanding of language to adapt delivery and content to suit audience and purpose

Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing

Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation, and grammar

Understand the situations when, and audiences for which, planning, drafting, and using formal language are important, and when they are less important.

We will ensure that all pupils have access to a wide range of reading material to read for pleasure and to develop their reading skills. Teachers will promote reading by encouraging pupils to read out loud at the beginning of lessons, to read quietly during break and lunchtimes and before lessons start in the morning. Pupils will also be encouraged to join the local library and borrow books to read in their free time.

We will also buy reading sets for various reading levels to support the development of pupils' reading skills. 1 to 1 tutorials will be used to give individualised support and raise the level of reading across the school.

We will invite external organisations such as Talk the Talk to help us develop pupils' oracy so they can become confident communicators

Mathematics

Our aim is to encourage pupils to see that Maths is for everyone. It is diverse, engaging, and in equipping them with the right skills to reach their future destination, whatever that maybe.

Mathematics will be taught to all pupils aged 11 -16.

Pupils will study towards Functional Skills qualification depending on the results of their initial assessments and diagnostic assessments and in what academic year they are in when they join the school.

We will encourage pupils to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society.

Pupils studying towards Functional Skills qualifications will demonstrate a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real-life situations.

They will:

demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity

be introduced to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life

develop an appreciation of the role played by mathematics in the world of work and in life generally.

Teachers will use a combination of small group sessions and 1 to 1 tutorials.

Science

We aim to stimulate curiosity, interest and enjoyment in Science and its methods of enquiry; to develop abilities that are relevant to the study, practice and application of Science which are useful in everyday life.

Pupils can study at various levels from Entry Level 1 through to Level 2 Functional Skills from the Open College Network, West Midlands. The following table shows the themes covered:

Cells and Organisation	Everyday Materials*	Forces and Motion
Human Reproduction	Recycling	Magnetism
Science and Cosmetics	Science and the Human Body	Forensic Science

Teachers will use small group sessions and where necessary 1 to 1 tutorials.

Given that we do not have a fully functioning laboratory teachers will look through the specifications to identify the practical activities that can be delivered without the use of a laboratory. We will source the equipment needed to ensure that pupils experience some practical aspects of science. Where experiments cannot be conducted with the resources available, teachers will source suitable online demonstrations and tutorials they can use in class.



Teachers will plan relevant educational visits to enhance pupils understanding of scientific concepts; to observe procedures and to see how certain concepts are used in real life.

Pupils will be taught to follow safety procedures strictly.

ICT

Our main aim is to enable learning providers to offer flexible approaches to delivery and assessment and to use teaching resources and equipment effectively. The AIM Qualifications IT User Skills qualifications have a wide range of units and enable learners, tutors and employers to identify the most appropriate units and levels of skills to meet their needs. The qualifications allow for flexibility and choice through the use of optional units and spiky profiles. Learners can have a range of competences recognised at lower or higher levels.

These qualifications can be used flexibly to meet learner needs. Depending on the context of the learning and the needs of each individual learner, the qualifications can:

- Prepare individuals to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding
- Prepare learners for employment
- Support a role in the workplace
- Encourage engagement in learning

Geography

Our Geography provision gives pupils the opportunity to travel the world via the classroom, through the thematic approach so it is covered across a variety of subjects including English, Visual Art and community projects.

It is focused on the pupils, it is about their place in the world – how they live in it, how it is changing for better and for worse and about their future in it. It is about broadening pupils' horizons, so they get a sense of seeing the bigger picture through social, economic, and environmental lenses.

History



Our History offer helps pupils understand past events and people and their significance in order to get a better insight into the world around them through the thematic approach so it is covered across a variety of subjects including English, Visual Art and community projects.

The study of History provides pupils with the opportunity to develop essential skills of analysis and evaluation, and we aim to cultivate those as fully as possible.

Teachers organise educational visits where they will add value to pupils learning giving them opportunities to gather data improve their understanding of historic events.

PE

Our aim is to help pupils develop control, coordination, tactical skills; improve performance, fitness health. We also develop moral values such as fair play, modesty, integrity, and commitment through sport.

Teachers will deliver PE lessons, facilitate popular indoor and outdoor sports, and encourage pupils to try a range of activities

The school will plan with local leisure centres and outdoor sports centres for pupils to regularly to take part in these indoor and outdoor sports.

We will engage external trainers in activities based on pupils' interests

Across all activities, pupils will be taught to follow safety procedures and teachers will conduct rigorous risk assessments and implement relevant control measures

Skills for Living and Work

Skills for Living and Work qualifications have been designed to provide routes into employment or further study for those learners in foundation, supported or residential and other learning environments, where a mainstream curriculum would not meet learners needs or offer routes into sustained employment.

By providing learning and skills across a range of unit content, including personal development, employment skills and a specially selected range of appropriate skills that can lead to further study, employment or self-employment via a range of suitable vocational skills, these qualifications will equip learners to enter the world of work, study and adult life.

Skills for Living and Work qualifications include endorsed pathways, giving learners the opportunity to study a range of skills in an area of special interest or identified for further learning.

These include:

- Personal Development
- Work Skills
- Arts and Crafts Skills
- Food and Drink Skills
- Land and Environment Skills.

Visual Art

This qualification provides knowledge, understanding, and skills for learners to contribute visual art activities. This qualification gives learners flexibility to sample different creative areas, rather than specialise too early. The qualification provides a platform for progression and enables development of generic transferrable skills. Students will be given opportunities in Digital Photography, drawing, art appreciation, graphic design, water colour painting, oil painting amongst other chances.

Creative Studies

The module includes opportunities to try new techniques, research arts topics and explore creative themes. Pupils will complete project- based activities in small groups facilitated by teachers and individually Pupils will be provided 2 hours a week for Creative Studies because of the therapeutic nature of the subject. Rooftop Studios are commissioned to provide these sessions, which incorporate elements of music, dance and drama.

PSHE/RSE

We offer personal, social, health and economic education for all pupils which incorporates the new statutory guidance for sex, relationships, and health education in England



Our PSHE provision supports our mission to build firm foundations for the future by nurturing the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; building on their existing knowledge, skills, and state of personal development; releasing them into the world ready for their next stage of education and for adult life. We encourage respect for other people, and ensure that pupils are aware of the protected characteristics set out in the 2010 Act(a) We have a policy which outlines their RSE provision, and it meets the requirements of the DfE's statutory guidance. We will consult parents about the provision at the time of referral and inform them of their right to withdraw their child from part or the whole of the sex education component of RSE. We will ensure that all pupils (except those who are excused) have access to the RSE curriculum which is appropriate for their age and needs. Teachers deliver discreet PSHE lessons based on the PSHE Association's programme of study and through group planning, teachers also identify opportunities to develop the PSHE offer across the curriculum.

We will invite various organisations and visit relevant centres to support pupils understanding of various aspects of the PSHE offer such as drug awareness and sexual health.

Character Education

Teachers will use the resources developed by the University of Birmingham's Jubilee Centre for Character and Virtues to deliver small group lessons about character and hold assemblies as well.

Pupils will be encouraged to put in practice what they learn on a daily basis when they are in class, extracurricular activities or when critical incidents occur

Career Guidance

We provide access to accurate, up-to-date careers guidance for all our pupils through the curriculum; local authority advisers, and various external sources such as the National Careers Service. The advice provided enables pupils to make informed choices about a broad range of career options which are not stereotyped and help to encourage pupils to fulfil their potential. Pupils also work towards a qualification in Skills for Living and Work. Teachers deliver small group sessions and 1 to 1 tutorials to facilitate learning. Teachers organise visits from external speakers, events such as career speed dating, "Talk about the future" delivered by the charity Talk the Talk. Work experience, college visits, visiting speakers and educational visits also contribute to preparing pupils for their chosen destinations after school. Further details are outlined in our Career Education, Information, Advice and Guidance policy.

Interventions at Intuition School

As well as baseline testing students will carry out core subject diagnostics testing every half term. This, along with collaborative teacher assessment will accurately inform specific interventions. Intervention does have a specific place within our timetable, however there is further opportunity for one to one provision throughout the school week. These interventions are monitored, tracked and data generated that will inform overall subject progress and development areas.

Communication with Parents/Carers

We believe that parents and carers have a fundamental role to play in helping students to learn; to this end we do all we can to inform them about how their students are learning and achieving by: -

- Uploading information to our website and systematically directing parents/ carers to our website at the start of each term, in which we outline the topics that the pupils will be studying during that term.
- Uploading Curriculum Policies and Overviews to the School Website and informing social media of events and celebration.
- Sending termly reports to parents/carers, in which we explain the progress made by each student and indicate how the student can progress or improve further.
- Maintaining strong lines of communications with all parents/carers.
- Half termly newsletters and regular updates

We believe that parents/carers have a responsibility to support their students and the school in implementing the Parent/Carer Agreement. We would like parents to: -

- Ensure that their student has the best attendance and punctuality possible.
- Do their best to keep their students healthy and fit to attend school.
- Inform the school if there are matters outside of school, which are likely to affect a student.
- Promote a positive attitude towards the school, staff and learning in general.

- From September 2021, ensure their students are dressed in school uniform.

Concerns and Complaints

Parents/Carers who have concerns or complaints about any aspect of the Curriculum should, in the first instance, discuss these with the student's teacher. If the issue is not resolved, parents should contact the Principal. The school has a separate Complaints Procedure in place, which may be found on the website (www.intuitionschool.co.uk) or a paper copy may be obtained from the School Office.

Appendix to Curriculum Policy

Differentiation

At Intuition School, differentiation takes place in all lessons in order to ensure that each and every one of our pupils is able to access the curriculum to their full potential and to feel confident in their success as a learner. Effective differentiation helps pupils to realise excellence through perseverance. Rather than operating the more typical 'Gifted and Talented' provision delivered in many other schools to target higher attaining and/or highly engaged pupils, we believe that all pupils should be stretched and encouraged to learn both in and beyond the classroom. Where pupils show a particular aptitude and/or interest in an area of learning, the teacher will identify and monitor this and, where possible, plan opportunities within the school. Parents will also be provided with information about opportunities beyond school; out of school achievements in any area are shared and celebrated in school assemblies.

For this reason, our ultimate aim is that differentiation should be personalised, such that each student is able to work to secure maximum learning and engagement.

Differentiation at Intuition School takes five distinct forms:

By task – where pupils of differing abilities and/or learning styles are given tailored activities to enable them to achieve the Learning Objective to the best of their abilities.

By outcome – where all pupils are given the same, open-ended tasks to complete allowing for pupil response at different levels. This can be demonstrated through the use of 'All, Most, Some' structure for Learning Outcomes, within an all-encompassing Objective. This should not be relied on regularly as the sole means of differentiation, however, since it can inhibit the attainment of pupils at the lower-performing end of the class.

By support – where more support is given to some pupils than others. It should not be assumed that more support will necessarily be given to one particular pupil demographic, since it will vary by task – in some situations, for example, those pupils with SEND may need personalised support, whilst in others More Able pupils may need help to reach the next level of understanding.

By choice – Where more than one method or strategy may be deployed in order to achieve the same Learning Outcome, pupils are allowed to select the style/method that will work for them, and that they enjoy. This is most effectively used when accompanied by time for pupils to reflect upon whether they feel their choice was the right one and the way in which they learn best.

By resource – Where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable dependent upon literacy, speed of working, need for stretch and challenge, etc.

A truly effective lesson makes use of multiple types of differentiation. At Intuition School differentiation and personalisation are central to teaching and learning and ensure that all learners can access the learning provided. Our pupils have a wide ability and age range and for some pupils English may be their second language.

A **curriculum** that is differentiated for every pupil will:

- build on past achievements.
- present challenges to allow for more achievements.
- provide opportunities for success; remove barriers to participation.

Pupils learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all pupils in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that any one pupil will be at the same level in all parts of a programme of study. All classes will require an element of differentiation if the pupils are to meet all the learning outcomes.

The aim is to create a **learning environment** that encourages students to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe environment.

It should focus on:

- encouraging independence – tolerating and encouraging student initiative.

- accepting – encouraging acceptance of others’ ideas and opinions before evaluating them.
- variety – including a rich variety of resources, media, ideas, methods and tasks.
- higher levels of thinking: setting tasks involving logical problems, critical thinking and problem solving.

Tasks across all subjects should be varied and include

- open-endedness: encouraging risk-taking and the response that is right for the pupil by stressing there is no one right answer.
- group interaction: with highly able and motivated pupils sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives).
- variable pacing: allowing pupils to move through lower order thinking more rapidly but allowing more time for students to respond fully on higher order thinking tasks.
- variety of learning processes: accommodating different pupil’s ‘learning styles.
- debriefing: encouraging pupils to be aware of and able to articulate their reasoning or conclusion to a problem or question.
- varied grouping strategies: facilitating pupils to work with “like minds”, in some situations, or deliberately using ‘mixed-ability’ grouping where interaction and differentiated roles may benefit all participants.

Language Considerations It can be misleading to assume that the language used by a teacher will be understood by all the class. Some pupils have very weak linguistic abilities with both receptive and expressive language problems. They may miscomprehend simple commands and appear to be lazy or stubborn, when in reality they just do not understand the instructions. Bearing this in mind, the teacher needs to differentiate the language used, keeping it simple, again highlighting key words, and asking pupils to repeat the instructions of a given task in their own words. Use of Bloom’s Taxonomy questioning techniques helps to differentiate to enable all to understand.

Adjusting Questions: during discussion activities, teachers direct the higher-level questions to pupils who can handle them and adjust questions accordingly for pupils with greater needs. All pupils are answering important questions that require them to think but the questions are targeted towards the pupil’s ability or readiness level. Teachers need to know what the Learning Outcomes are and assess whether these



have been reached. Contextualisation (Maths / English minimum core) is present within schemes of work and this disseminates through to short term planning, teaching and learning.

Good Teaching Practices

Teachers should get to know the pupils well, becoming aware of any factors which may affect their learning, keeping up to date with EHCPs and annual reviews. Moving around the class will let pupils feel they have had the teacher's individual attention. All teaching staff are trained in how to use Bloom's Taxonomy to inform their differentiation practice when planning. His layered approach to developing thinking skills helps staff to clarify their thinking when ordering skills and wording objectives.

All teachers and learning coaches will be informed of individual students needs following the Initial Assessment. This will give relevant information about the student such as previous levels, current baseline levels and preferred styles of learning as well as any necessary strategies that are required. This is essential information before teaching commences and will be reviewed frequently. Subsequent planning is then formed with these aspects fully in mind.

An ethos should be established whereby a contribution from pupils is valued, with all achievements being celebrated and pupils being encouraged to become involved and to take risks with the articulation of ideas and suggestions.

Constructive Feedback is given to pupils orally and in the marking of their work (see Assessment Policy).

Records of assessment, which indicate what each pupil has already achieved and their individual levels of understanding, are also kept.