

School:	Haywards Farm, Northcroft and Juniper House Schools		
Policy:	Curriculum Policy		
This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.			
This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DfE guidelines and changes.			
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Rationale

At Amegreen Education, our curriculum is designed to provide an ambitious, inclusive and meaningful education that recognises the individual strengths, needs, starting points and aspirations of every pupil.

The curriculum encompasses the planned learning and wider experiences provided across our schools. It combines a broad academic curriculum with personal development, enrichment, intervention and preparation for adulthood, enabling pupils to develop the knowledge, skills and confidence required for their next stage.

Our curriculum reflects the specialist nature of our schools. We recognise that pupils may have experienced barriers to learning, disrupted education or difficulty accessing previous educational environments. Curriculum planning therefore considers pupils' individual starting points while maintaining high expectations and appropriate ambition. Adaptations and reasonable adjustments are made to enable pupils to access, engage with and benefit from the intended curriculum.

Alongside academic learning, we place particular importance on developing communication, independence, wellbeing and social interaction. These areas support pupils to engage successfully with learning, build positive relationships, participate in their communities and prepare for increasingly independent adult lives.

The curriculum is supported by strong relationships, pastoral care and an understanding of each pupil as an individual. Through teaching, enrichment and wider school experiences, pupils are provided with opportunities to develop literacy, numeracy, communication, cultural understanding, creativity, physical development and wider life skills.

Our curriculum is designed and delivered in accordance with the Independent School Standards and relevant Department for Education statutory requirements and guidance.

Aims and Objectives

The curriculum at Amegreen Education is underpinned by our ethos and values and reflects our commitment to ensuring that pupils feel safe, included, appropriately challenged and able to succeed.

Through our curriculum and wider school experience, we aim to:

- Provide an ambitious, broad and balanced curriculum that is appropriate to pupils' age, needs, starting points and aspirations;
- Enable pupils to build knowledge and skills over time, addressing gaps in prior learning while maintaining appropriate challenge;
- Promote communication, literacy, numeracy and foundational learning skills across the curriculum;
- Support pupils to become increasingly confident, resilient and independent learners;
- Identify and remove barriers to learning through appropriate adaptations, reasonable adjustments and targeted support;

- Promote pupils' wellbeing, emotional development and ability to self-regulate, supporting successful engagement in learning;
- Develop pupils' communication and social interaction, enabling them to build positive relationships and participate meaningfully alongside their peers;
- Provide opportunities for pupils to explore their strengths, interests and talents through the academic curriculum and wider enrichment experiences;
- Promote equality, diversity, respect and inclusion, preparing pupils to participate positively in modern British society;
- Develop pupils' understanding of their community, rights, responsibilities and contribution to wider society;
- Promote independent living and preparation for adulthood, developing the practical knowledge and wider life skills pupils need for their future; and
- The curriculum is responsive to pupils' individual and changing needs while maintaining high expectations for what every pupil can achieve.

The curriculum is responsive to pupils' individual and changing needs while maintaining high expectations for what every pupil can achieve.

Curriculum Intent, Implementation and Impact

The curriculum at Amegreen Education is ambitious for all pupils and is designed to provide breadth, balance and appropriate challenge. Across subjects and phases, leaders identify the important knowledge, concepts and skills pupils need to learn, with clear end points and coherent sequencing that enables pupils to build on prior knowledge and make progress over time. Teaching approaches are informed by educational research and evidence about how pupils learn most effectively, including the use of retrieval practice, explicit instruction, scaffolding and assessment for learning.

Pupils' academic, communication, social and wider developmental starting points inform curriculum planning, teaching and assessment. Particular attention is given to securing foundational knowledge and skills, including communication and language, reading, writing and mathematics. Where gaps are identified, teaching, adaptations and interventions are used purposefully to address barriers while maintaining access to an ambitious and meaningful curriculum.

Curriculum implementation is informed by teachers' knowledge of the curriculum, subject content and the individual needs of the pupils they teach. Teaching builds on prior learning and uses appropriate modelling, explanation, retrieval, checking for understanding, scaffolding and carefully considered adaptations to enable pupils to access and engage with learning. Subject leaders identify the distinctive knowledge, concepts and disciplinary thinking that pupils require within each subject so that they can increasingly understand how knowledge is applied and evaluated within different curriculum areas.

The impact of the curriculum is evaluated through what pupils know, understand and can do over time, the progress they make from their individual starting points and their wider

development. At Amegreen Education, curriculum impact also reflects pupils' developing communication, independence, wellbeing and social skills, alongside the knowledge and skills required to prepare successfully for adulthood and their next stage of education, training or employment.

Breadth and Balance

Our schools aim to offer a well-structured learning environment where each student's individual strengths, talents and aptitudes are nurtured and developed.

The curriculum comprises all of the planned activities that we organise 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 the school organises to enrich the experiences of the students. It is the aim of our schools to provide a broad academic curriculum, which will be delivered within the context of the School Ethos, Vision and Mission and underpinning the fundamental aims of the school's pedagogy.

The curriculum forms the major component of a student's education, which, together with the pastoral care and the extra-curricular enrichment offered, help students to develop a wide range of key and transferable skills so that they leave the school equipped to become a positive and valuable member of society. To affect this, our planned curriculum activities are organised to promote both learning and personal growth and development; providing a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

Our engaging and balanced curriculum, delivered within a nurturing and supportive environment, provides all students inclusive of those with Special Educational Needs and Disabilities (SEND), those with an Education, Health, and Care (EHC) Plan, and those with English as an Additional Language (EAL), with the opportunity to self-regulate, learn, and make progress.

Our school ensures that all areas of experience expected by the Department for Education and Independent Schools Inspectorate are comprehensively provided for. The teaching throughout the school will allow students to develop their speaking, listening, literacy and numeracy skills throughout their education at through the delivery of our curriculum and the encouragement of inquisitive and diverse learning opportunities.

Whole School Enrichment Opportunities

Enrichment opportunities are threaded throughout the curriculum at Amegreen Education and form an important part of our wider curriculum and personal development offer. Our enrichment programme is designed to broaden pupils' experiences, increase engagement and provide meaningful opportunities to apply knowledge and skills beyond formal classroom learning.

Our enrichment provision has three overarching aims:

- Promoting independent living
- Improving communication
- Enhancing wellbeing and preparing pupils for adulthood

These aims are developed through the following enrichment strands:

Civic engagement – including volunteering, debating, school democracy, pupil voice and opportunities to engage with and contribute positively to the local and wider community.

Arts and culture – including opportunities to participate in and experience music, art, dance, theatre and other expressive arts, alongside visits to museums, galleries and cultural venues.

Nature, outdoors and adventure – including outdoor learning, climate education and sustainability projects, gardening, environmental activities, residential experiences, camps and other opportunities to engage with the natural world.

Sport and physical activity – including individual and team sports, dance, fitness, cycling and other physical activities, alongside opportunities to represent the school and experience live sporting events where appropriate.

Wider life and future skills – including digital literacy, STEM activities, cooking, managing money and finances, enterprise, employability, independence and other practical skills that prepare pupils for their future lives.

Across all strands, enrichment is planned to complement and enhance, rather than replace, pupils' curriculum entitlement. Activities are accessible and appropriately ambitious for all pupils, including those with SEND, with reasonable adjustments and adaptations made according to individual need.

Enrichment contributes directly to pupils' personal development, independence, communication, wellbeing and preparation for adulthood, enabling pupils to develop the knowledge, confidence and practical skills required to participate as fully and independently as possible in their communities and future lives.

Where enrichment includes off-site activities, external organisations or alternative provision, these opportunities are appropriately planned, risk assessed and monitored in accordance with Amegreen Education's relevant policies and procedures.

Interventions

At Amegreen Education, interventions form part of our inclusive curriculum offer and are planned in response to pupils' individual needs, identified barriers to learning and EHCP outcomes.

Wherever possible, pupils are not routinely withdrawn from their classroom or separated from their peers to access interventions. We recognise the importance of pupils remaining part of their class community, accessing the wider curriculum and having regular opportunities to learn, communicate and socially interact alongside their peers.

Dedicated intervention sessions are built into the school timetable for all pupils. This enables targeted academic, communication, therapeutic, emotional and social interventions to be delivered without unnecessarily removing pupils from their core curriculum entitlement or identifying individual pupils as different from their peers.

Interventions are tailored to individual need and may support areas such as literacy, numeracy, communication and interaction, emotional regulation, social understanding, independence and preparation for adulthood. Where appropriate, interventions directly support the achievement of outcomes identified within a pupil's Education, Health and Care Plan (EHCP).

Our approach recognises that inclusion is not simply about being physically present within the classroom. Pupils are supported to develop the communication, emotional regulation, independence and social skills they need to access learning successfully, build relationships and participate meaningfully alongside their peers.

The effectiveness and impact of interventions are assessed, monitored and reviewed through the school's assessment processes, with further detail set out within the school's Assessment Policy. Intervention planning is adapted in response to pupils' progress, emerging needs and identified outcomes

Alternative Provision and Transition

At Amegreen Education, alternative provision may form an important part of a pupil's transition into school, ongoing education and preparation for successful engagement in learning. For some pupils, particularly those who have experienced extended periods out of education, disrupted placements or significant barriers to attending school, transition requires careful planning, flexibility and time. Where appropriate, we utilise existing positive and trusted relationships with alternative provision providers and familiar adults to provide continuity, reduce anxiety and support pupils to re-engage with education.

Alternative provision may therefore be used as part of a planned and individualised curriculum and transition programme, with the aim of gradually developing a pupil's confidence, engagement, relationships and readiness to access their wider school curriculum. Transition arrangements are regularly reviewed and adapted in response to the pupil's progress and individual needs.

Where alternative provision is commissioned or used, Amegreen Education retains responsibility for the pupil's education and safeguarding. Provision is selected purposefully to complement the pupil's curriculum, identified needs and agreed outcomes, rather than unnecessarily replacing their curriculum entitlement.

The school maintains regular communication with the pupil, parents/carers and alternative provision provider and monitors attendance, safeguarding, engagement, curriculum access, progress and outcomes. Information from alternative provision contributes to the school's assessment, SEND and pastoral planning and is used to inform ongoing transition planning and preparation for the pupil's next stage.

Oracy, Reading, Literacy and Phonics

Securing strong foundations in communication, language, reading and writing is a priority throughout the school and provides the basis for successful access to the wider curriculum.

Oracy, reading, literacy, communication and oracy are prioritised across the curriculum at Amegreen Education and are recognised as fundamental to pupils' ability to access learning, communicate effectively and develop increasing independence.

The curriculum explicitly develops pupils' oracy skills through planned opportunities for purposeful communication across subjects. Pupils are taught how to articulate their thinking, listen actively, respond appropriately to others and use increasingly ambitious vocabulary when communicating.

Pupils who are at the early stages of reading receive appropriate systematic synthetic phonics teaching, irrespective of chronological age. Teaching is responsive to individual starting points and supports the development of decoding, fluency, vocabulary and comprehension.

Reading materials and wider curriculum texts are carefully selected to be appropriately matched to pupils' reading knowledge while remaining ambitious and age-respectful. Where pupils have gaps in foundational literacy skills, targeted teaching and intervention are used to address these barriers and increase access to the wider curriculum.

Opportunities to develop reading, literacy, communication and oracy are embedded across subjects, enabling pupils to build confidence, express their ideas, engage with others and develop the skills required for learning, social interaction and preparation for adulthood.

Mathematics

Mathematics is a fundamental element of the curriculum at Amegreen Education and plays a key role in enabling pupils to access learning, solve problems, make informed decisions and prepare for adulthood. Our mathematics curriculum is ambitious, relevant and carefully sequenced to meet the needs of our pupils.

The curriculum provides opportunities for pupils to develop understanding across all strands of maths. Learning is planned to secure strong mathematical foundations and enable pupils to apply their knowledge with increasing accuracy, fluency and independence. Teachers use regular assessments to identify and address gaps in learning while maintaining high expectations and ensuring that pupils continue to access an appropriately ambitious curriculum.

Mathematical concepts are introduced through practical experiences, visual representations, discussion, modelling and real-life contexts to support understanding and promote engagement. Opportunities for repetition and retrieval are incorporated where appropriate to help pupils retain and apply their learning over time.

Pupils are supported to develop the mathematical knowledge and skills required for everyday life, including using money, telling the time, measuring, interpreting information and managing personal finances. Where appropriate, pupils apply mathematical skills in meaningful real-world situations across the wider curriculum, enrichment activities and community experiences.

Personal, Social, Health and Economic Education (PSHE)

Personal, Social, Health and Economic Education (PSHE) is an integral part of the curriculum and wider personal development offer at Amegreen Education. It works alongside our whole-school enrichment programme to promote independent living, effective communication, wellbeing and preparation for adulthood.

PSHE is planned to meet the age, developmental stage and individual needs of our pupils, including pupils with SEND. Through planned lessons, enrichment opportunities and the wider school experience, pupils develop the knowledge, skills and understanding they need to manage their lives now and in the future.

Our PSHE provision supports pupils to develop their understanding of health and wellbeing, relationships, personal safety, emotional regulation, economic wellbeing, citizenship, independence and life in modern Britain. Pupils are supported to recognise and communicate their emotions, understand the feelings and perspectives of others, develop positive relationships and understand how their choices and behaviour can affect themselves and others.

PSHE connects directly with our wider enrichment strands of civic engagement; arts and culture; nature, outdoors and adventure; sport and physical activity; and wider life and future skills. Together, these opportunities enable pupils to develop confidence, resilience, teamwork, independence and the skills required to participate positively in their school, local community and wider society.

Pupils are supported to understand and appreciate different cultures, faiths and perspectives and to develop an age-appropriate understanding of democracy, public services and institutions, individual liberty, mutual respect and the rule of law.

The detailed planning, delivery and monitoring of PSHE and statutory Relationships, Sex and Health Education is set out within the school's separate PSHE and RSHE Policy, which should be read alongside this Curriculum Policy.

Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education (RSHE) forms an important part of Amegreen Education's PSHE and wider personal development curriculum. RSHE is delivered in accordance with the current statutory framework and Department for Education guidance and is supported by the school's separate PSHE and RSHE Policy.

Teaching is planned to be appropriate to pupils' age, developmental stage and individual needs, with appropriate adaptations and reasonable adjustments made for pupils with SEND. Pupils are supported to develop the knowledge and understanding required to form positive and respectful relationships, keep themselves safe, understand physical and emotional wellbeing and prepare for the opportunities, responsibilities and experiences of adult life.

Relevant aspects of RSHE are taught through PSHE, science and the wider curriculum. Teaching is carefully planned and sequenced so that pupils build knowledge and understanding over time and have appropriate opportunities to revisit, consolidate and apply their learning.

RSHE contributes to pupils' spiritual, moral, social and cultural development (SMSC) and supports pupils to understand different families, relationships, cultures, faiths and perspectives, while developing respect for others and the knowledge and values required to participate positively in modern British society.

Detailed curriculum content, statutory requirements, parental engagement and rights, arrangements for pupils with SEND and the school's approach to delivery are set out within the school's separate PSHE and RSHE Policy.

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual, Moral, Social and Cultural development is embedded throughout the curriculum and wider life of Amegreen Education. It is supported through PSHE, RSHE, enrichment, curriculum subjects and the everyday experiences and relationships pupils encounter within school.

Pupils are provided with opportunities to develop their self-knowledge, self-esteem and confidence, distinguish right from wrong, understand and respect the law, accept responsibility for their behaviour and understand how their actions may affect others. SMSC learning goals are embedded within each lesson and are shared with students through the learning objective template. This remains visible throughout the lesson and is referenced and reflected on during learning activities.

Through the curriculum and wider school experiences, pupils are encouraged to develop respect for other people, cultures, faiths and beliefs and to understand and appreciate the diversity of modern British society.

SMSC provision supports pupils to develop the independence, communication, wellbeing, social understanding and wider life skills required to prepare successfully for adulthood and participate positively in their communities.

Fundamental British Values

At Amegreen Education, Fundamental British Values are actively promoted through the curriculum, PSHE, RSHE, SMSC, enrichment opportunities and the wider life of the school.

The school actively promotes the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Fundamental British Values are explicitly embedded within each learning session and are shared with students through the learning objective template, which remains visible throughout the lesson to reinforce understanding and application.

Pupils are provided with meaningful and age-appropriate opportunities to understand and experience these values. This includes opportunities to develop pupil voice, participate in decision-making, understand rights and responsibilities, contribute to school and community life and understand how democracy and public institutions operate.

Through our civic engagement enrichment strand, pupils are provided with opportunities to participate in activities such as school democracy, debating, volunteering and community engagement. These experiences support pupils to develop confidence, communication skills and an understanding of how they can contribute positively to their communities and wider society.

Pupils are supported to understand the importance of the rule of law, including the difference between right and wrong, the purpose of rules and laws and the consequences of their own actions. Pupils are taught that everyone living in England is subject to its civil and criminal law.

The school promotes individual liberty by supporting pupils to develop independence, make informed choices, express their views appropriately and understand their rights and responsibilities. This is closely linked to our wider commitment to promoting independent living and preparing pupils for adulthood.

Through the curriculum and wider school experience, pupils learn to respect people from different backgrounds, cultures, faiths and beliefs. Pupils are encouraged to listen to and consider different perspectives and to understand that people may hold different views while being entitled to dignity and respect.

The promotion of Fundamental British Values is embedded across PSHE, RSHE, SMSC and the school's enrichment programme, supporting pupils to develop the knowledge, understanding and skills required to participate positively and safely in modern British society.

Special Educational Needs and Disabilities (SEND)

At Amegreen Education, our curriculum is designed to be inclusive, ambitious and accessible, recognising the individual strengths, needs, starting points and aspirations of the pupils within our specialist schools.

Pupils have access to an age-appropriate and meaningful curriculum, with teaching, resources and the learning environment adapted where necessary to remove barriers to participation and learning. Adaptations and reasonable adjustments are carefully considered to ensure that pupils can access the intended curriculum, while maintaining appropriate challenge and avoiding unnecessary narrowing of their curriculum entitlement.

For pupils with an Education, Health and Care Plan (EHCP), identified needs and agreed outcomes inform curriculum planning, teaching, intervention and wider provision. Staff are expected to know and understand the individual needs of the pupils they teach and how these may affect their learning, communication, emotional regulation, independence and social interaction.

Where a pupil presents with an emerging or changing need, staff work collaboratively with the school's SEND leadership to identify barriers and determine appropriate support, adaptations or interventions. Where required, the school works with parents/carers and relevant external professionals to develop a fuller understanding of the pupil's needs and inform future provision.

Curriculum planning is supported by ongoing assessment, observation and review. Pupils' progress towards academic, personal development and EHCP outcomes is monitored regularly, enabling provision to be adjusted in response to progress and changing need.

Our approach to SEND is underpinned by inclusion. We aim to enable pupils not only to access learning but also to develop the communication, independence, emotional and social skills required to participate meaningfully alongside their peers, engage successfully within their school community and prepare for adulthood and their next stage of education, training or employment.

English as an Additional Language (EAL)

Amegreen Education is committed to providing students with the necessary support and teaching who identify with English as an additional language. Where this is required, an appropriate programme will be implemented.

Inclusion, Equality, Diversity and Accessibility

At Amegreen Education, inclusion is central to our curriculum. We are committed to ensuring that all pupils, including those with SEND and those who may experience barriers to learning or participation, are able to access, engage with and benefit from an ambitious and meaningful curriculum.

Curriculum design and delivery reflect pupils' individual needs, starting points and intended outcomes, alongside the school's duties under equality legislation. Appropriate adaptations and reasonable adjustments are made to remove barriers to learning and participation, while maintaining high expectations and curriculum ambition for all pupils.

Through the curriculum and wider school experience, pupils develop an age-appropriate understanding of equality, diversity and the protected characteristics. Pupils are supported to respect and value difference, develop positive relationships and understand the importance of treating others with dignity and respect.

Our inclusive approach supports pupils to develop independence, communication, wellbeing and preparation for adulthood, ensuring that every pupil has opportunities to participate meaningfully in school life, their community and wider society.

Careers Education and Preparation for the Next Stage

At Amegreen Education, careers education forms part of our wider curriculum and preparation for adulthood. Pupils are supported to recognise their strengths, develop aspirations and understand the opportunities available to them as they progress through school.

Careers education and guidance are appropriate to pupils' age, needs, interests and aspirations and are supported through the curriculum, enrichment, meaningful experiences and individual transition planning.

As pupils progress through the school, they are supported to develop the knowledge, skills and independence required to make informed decisions about their future, including progression to further education, training or employment.

Preparation for the next stage is embedded across the curriculum and is not limited to formal careers activities. The school works with pupils, families and relevant professionals to support effective transition and ensure that future planning reflects pupils' individual strengths, needs and aspirations. Pupils receive impartial careers information and guidance that supports their decision-making about future education, employment and training opportunities.

Subject Leadership

Subject Leaders are responsible for leading and championing their subjects, ensuring that curriculum planning is ambitious, appropriately sequenced and supports pupils to build knowledge and skills over time.

Subject Leaders work alongside the Head of School, senior leaders and SENCO to ensure that curriculum content is appropriate, accessible and responsive to pupils' needs and starting points. They ensure that appropriate adaptations and reasonable adjustments enable pupils with SEND and other barriers to learning to access the intended curriculum while maintaining high expectations.

Through the school's curriculum monitoring processes, Subject Leaders develop an informed understanding of the quality, implementation and impact of their subject. This informs subject development priorities, resources and staff training and supports continuous curriculum improvement.

Subject Leaders support teachers to develop the subject and phase knowledge required to deliver the curriculum effectively. Each subject is supported by appropriate curriculum documentation, including schemes of work and subject-specific guidance and policies where required.

Curriculum Monitoring and Review

Curriculum intention, implementation and impact are monitored by the Head of School, senior leaders and subject leaders to ensure that the curriculum remains ambitious, inclusive and responsive to pupils' needs. Student Achievement Plans (SAPs) form an important part of this process, providing a clear link between pupils' identified needs, EHCP outcomes, individual targets and the provision required to support progress.

Monitoring includes the review of curriculum planning and schemes of work, SAPs, learning walks, lesson observations, work scrutiny and assessment information, alongside the views of pupils, parents/carers and staff. Leaders use this information to understand the quality and impact of the curriculum, identify strengths and areas for development, and inform staff training and continuing professional development.

When evaluating the curriculum, leaders consider whether learning is appropriately sequenced, builds on pupils' starting points and prior knowledge, and supports clear progression. Leaders evaluate the impact of the curriculum on pupils' achievement, including whether pupils are making progress from their individual starting points, achieving their SAP and EHCP outcomes, developing secure knowledge and skills, and applying their learning with increasing independence. Leaders also consider pupils' personal development and preparation for adulthood, and whether pupils with SEND, EHCPs or other barriers to learning are accessing, participating in and benefiting from the intended curriculum.

Curriculum monitoring is a continuous process of review and improvement, enabling leaders to respond to emerging or changing needs and ensure that provision, adaptations and interventions remain appropriate and effective for pupils attending Amegreen Education.

Evaluation of Learning

Our staff take time to reflect on their teaching, routinely evaluating lessons, provision and planning to effectively enable progression; ensuring that all students enjoy learning and progress at an appropriate pace. Leaders and teachers evaluate learning over time by considering the extent to which pupils remember important knowledge, develop subject-specific skills and apply their learning with increasing confidence and independence. Evidence is drawn from pupils' work, assessment information, curriculum discussions, lesson visits and wider observations of learning.

Students are tracked throughout their learning journey, through formative and summative assessment. Students are assessed discreetly and calmly in all subjects on a half-termly basis. Assessment results are used to inform future planning and are moderated to inform and aid individual progress. Class teachers are responsible for ensuring that data for their subject has been recorded onto the school's tracking system by the end of each half term. Attention is paid to skills in speaking and listening, English literacy, mathematics and science.

Teachers make cross-curricular links in lessons, and all students are encouraged to take part in speaking during each lesson and listen to their peers. We use Stable Futures as an additional resource to enrich our children's vocabulary and build on skills in listening and responding to others, English Literacy underpins all subjects. The progress of students is tracked through online resources including spreadsheets.

Assessment and Achievement

Assessment at Amegreen Education is purposeful, proportionate and used to support teaching and learning. A combination of formative and summative assessment enables teachers to identify what pupils know, understand and can do, identify gaps in learning and determine appropriate next steps.

Assessment information is used to inform planning, adapt teaching and identify where additional support or intervention may be required. Particular attention is given to securing foundational skills, including communication, literacy, reading and mathematics.

Pupils' progress and achievement are reviewed regularly and assessment information is moderated to support consistency and accuracy. Where progress is not as expected, teachers and leaders consider the reasons for this and adapt teaching or provision accordingly. Assessment is undertaken in a way that is appropriate to pupils' individual needs, supports engagement and avoids unnecessary assessment burden.

Assessment information also contributes to career planning and preparation for adulthood, helping pupils to recognise their strengths, develop aspirations and make informed choices about their next stage of education, training or employment.

Further detail regarding assessment, recording, moderation, reporting and the evaluation of intervention impact is set out within the school's Assessment Policy and relevant subject policies.