



Life Skills
Enterprises

Curriculum Policy

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Introduction

Life Skills Enterprise is an independent, co-educational school for students aged 11 – 18 years; they all have an education, health and care plan (EHCP). The need of the students is primarily Autism.

Students' profiles:

- All students on roll have an EHCP.
- Most students have had several educational placements, and/or have been out of school for extended periods before coming on roll at Life Skills Enterprise. Consequently, they are likely to have gaps in learning and to be working below age-related expectations.
- Most of our students have previously had poor experiences of school and learning has been a negative time for them and they are often anxious as a result.
- Our students often learn at a slower pace and have issues with subjects being taught in a 'traditional' manner. The curriculum is therefore adapted to reflect students' needs with an emphasis on developing Life Skills and providing therapy, as being in a positive mindset allows them to engage more effectively with their learning.

We provide full-time supervised education for students. This means:

- at least 190 days a year
- 38 weeks a year
- 30 hours a week

It is sometimes appropriate to offer a part-time provision for a student at the school. This will always be done in full agreement with all stakeholders as some students need a staged transition back into education. Time in school will gradually be increased, in line with an agreed plan, always with the aim of the student attending full-time.

1. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Education (Independent School Standards) Regulations 2014.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

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2. Curriculum Aims

At Life Skills Enterprise the overarching aim of the curriculum is that the students are fully prepared for their next steps in learning and towards adult life and that learning is relevant and enjoyable. This is achieved with the use of a double stranded curriculum that encompasses both an emphasis on life skills and a more traditional academic curriculum. We fundamentally believe that meeting students' social and emotional needs, combined with academic achievement will increase their chances of becoming positive, independent, and resilient members of society.

This is achieved by:

- Meeting the needs of all the students' EHCPs.
- Providing a relevant, broad, and balanced education, in line with the National Curriculum, accessible to all students. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Narrowing the gap for the students not achieving their age-related expectations.
- Acquiring a range of key life skills and focusing on functional skills, including key literacy, numeracy, and ICT skills.
- Offering a comprehensive, onsite, suite of therapies to support students, allowing them to engage with an academic curriculum.
- Enabling students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Supporting students' spiritual, moral, social, and cultural development (SMSC) and personal development.
- Supporting students' physical development and responsibility for their own health and enabling them to be active.
- Promoting a positive attitude towards learning and nurturing students' individual talents.
- Ensuring equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.
- Providing subject choices that support students' learning and progression and enable them to work towards achieving their goals.
- Developing students' independent learning skills and resilience, to equip them for further/higher education and employment.
- Equipping students with the knowledge and cultural capital they need to succeed in life.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- The school is compliant with Independent School Standards in Part 1.
- The school is providing a "broad and balanced curriculum" which includes English, mathematics, and science.
- Proper provision is made for all students with different abilities and needs, in line with their EHCPs.
- All courses that are provided for students below the age of 19 that lead to qualifications, such as GCSEs. Functional Skills and Entry Level Certificates are approved by the Secretary of State.
- The school implements the relevant statutory assessment arrangements.
- Students are provided with independent, impartial careers guidance, and this is appropriately resourced.
- It participates actively in decision-making about the curriculum.

3.2 Principal and SLT

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meets all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including children with special educational needs.
- The Assistant Principal with responsibility for Teaching & Learning and Curriculum has responsibility for monitoring and evaluating the implementation of a broad and balanced curriculum, the short, medium, and long-term planning and that appropriate and regular assessment is taking place. Where necessary, they will decide if alternative qualifications can be offered to best suit the needs of students.

3.3. Quality Assurance Team

- Ensure all planning documents are in place for all subjects (long-term plan and schemes of work).
- Review assessment data regularly and carry out quality assurance (schemes of work check, lesson visits, workbook scrutiny).

- Are responsible for liaising with the non-specialist staff to ensure they are supported and confident in delivering the content of the curriculum.
- They must select appropriate awarding bodies and courses so that they best meet the learning needs of Life Skills Enterprise students.
- They must take responsibility for remaining up to date with pedagogy and subject pedagogy.

3.4 Teachers

All teachers are expected to act in accordance with DfE Teacher Standards (2011). They should:

- Plan lessons for all subjects in line with the long-term plans and schemes of work.
- Teach lessons with clear objectives and relevant, challenging, activities that are adapted to suit the individual needs of all students.
- Plan for application of relevant literacy, numeracy, and ICT skills.
- Regularly assess formatively and summatively to ensure that all students are making the required progress and that informed changes can be made to future lesson planning.
- Mark in line with the Marking Policy.
- Speak to the Assistant Principal for Quality of Education for any proposed changes to the curriculum.
- Participate in professional development and work collaboratively to develop their understanding of teaching and learning.

3.5 Support Staff

- Support the implementation of the school curriculum in accordance with this policy
- TAs should support students who are disengaged or abscond to help them reengage with the curriculum and their learning
- Access the relevant professional development to support students with accessing the curriculum fully
- The Deputy Head will ensure that all classes are receiving appropriate guidance and support to meet the statutory careers requirements, in line with the 8 Gatsby Benchmarks.

3.6 Students

- Will be consulted on the curriculum and their voice be heard and contributions considered
- Will have their individual needs addressed in line with their EHCPs
- Will be given additional targeted support where required
- Will receive both internal and impartial, external advice, to help each student progress into a successful life outside of school.

3.7 Parents and Carers

- Will be consulted about the curriculum and their contributions acted on, where appropriate

- Will be informed regularly of their children's learning through consultation sessions and reports
- Will be updated regularly, via the school website, through Class Dojo and a termly newsletter with all relevant curriculum information
- Will be informed of all available options for their child/rens' future education in a timely way.

Organisation, planning and delivery

4.1 Meeting the need of the students

As all the students at Life Skills Enterprise have an EHCP, we ensure that they can all access an ambitious curriculum in line with their needs and make meaningful progress. This is how we meet the requirements of our students:

- The school has a team in place to map and evaluate all the EHCP outcomes, overseen by the Assistant Head in charge of Behaviour and Attitudes. Every student has an annual review which provides an opportunity for all stakeholders to come together and identify the needs of the students and set clear goals. These then form the basis of the Provision Maps which set more focused targets with a medium-term outcome and the staff are supported to implement them effectively.
- All students have targeted interventions built into their timetable, alongside scheduled sessions that allow students to regulate and reflect.
- Access to bespoke, therapeutic based activities. These include horse riding, boxing, Thrive, outdoor learning, model making, allotment sessions, Personal Training sessions, music lessons, literacy sessions, use of the outdoor setting and sensory spaces.
- An onsite Therapy Team.
- Small classes (no greater than 10 students).
- A high level of adult support in the classes (as least 1 class teacher and 2 teaching assistants).
- At the point of induction, staff are encouraged to build strong relationships with the students and read relevant documentation to build a knowledge and understanding of their strengths and difficulties.
- Specialised staff training which is not solely focused on the delivery of academic content, but also on the needs of the students, including, PROACT SCIPr-UK, PDA, Eating Disorders, supporting students with Hypermobility and Dyslexia training.
- Working closely with all stakeholders, especially parents and carers, there is ongoing communication, and feedback is asked for and acted upon regularly on the effectiveness of the provision.

4.2 How work is planned

- The students are taught a broad and balanced range of subjects which are being delivered in line with the National Curriculum.
- Where staff are required to teach outside their specialist areas, support is given through the planning of the curriculum.
- Where instructors are in place, they will be supported in developing their pedagogy through CPD and termly quality assurance.
- Curriculum mapping has sufficient depth across all subjects and is used by staff to ensure effective and consistent planning. There is a clear connectivity between long term mapping, medium term planning and the lessons delivered. Our long-term

plans are created in a collaborative fashion, over seen by the Quality Assurance Team, to ensure they suit the needs of the students and allow for progression as the student undertakes their learning journey through the school.

- Schemes of work identify opportunities for cross-curricular development, SMSC development and promoting Fundamental British Values.
- Resourcing is driven by planning and subject areas have the materials and equipment that is needed to deliver the planned curriculum. This is regularly assessed to ensure it has a positive impact and includes separate learning areas, including the allotment.
- ICT is also embedded in supporting students to engage effectively with the curriculum. Rather than students being provided with all resources they are encouraged to be independent users of ICT and using digital technology to enquire, and problem solve. They use text, moving images, sound and pictures and showcase work digitally, including printing and saving work and through organising and maintaining digital files. A range of software is extensively used to support interventions and is embedded into everyday use within the curriculum.
- We will gather as much information about our students' prior attainment at the point of referral.

4.3 Curriculum Offer

Aspect	Subject/ Activity Qualification & Awarding Body (if applicable)	Classes
Linguistic	English	KS2/3
	Functional Skills English Pearson Edexcel ELC 1-3/ L1-2 *	KS 4/5
	DEAR (Drop Everything and Read)	KS 2-5
Mathematical	Mathematics	KS2/3
	Functional Skills Maths Pearson Edexcel ELC 1-3/ L1-2 *	KS 4/5
Scientific	Discovery Studies	KS2/3
	Entry Level GCSE Science Pearson Edexcel ELC 1-3	KS 4/5
Technological	DT (Creative)	KS2/3
	Cooking Flexi Sessions (through Life Skills/ Wheel of Independence)	KS2-5
	Land Based Studies (BTEC) Level 1 Pearson Edexcel	KS4/5
Human and Social	Global Studies (History, Geography, RE)	KS2/3
	ASDAN Personal Development Programme	KS 4/5
Physical	Physical Education	KS 2-5
	Sensory Circuits	KS 2/3
	Outdoor Learning	KS 2/3
Aesthetic and creative	Art (Creative Studies)	KS 2/3
	Art & Design WJEC GCSE	KS 4/5
	Music (Individual/small group lessons)	Available to all students with an interest
Personal Development	PSHE (including Relationship & Sex Education)	KS 2-5

	Enrichment Trips	KS 2-5
	Thrive Approach	KS 2-5
	Duke of Edinburgh (DofE) Bronze Award	KS 2-5
	Life Skills Wheel of Independence	KS 2-5 Targeted OT groups
Careers Guidance and Work Experience	Useful skills needed to make the most out of life. External Provider: EBP Kent	KS 2-5
	Career Lessons Unifrog Programme	KS 2-5

*GCSE is also available if diagnostic assessments indicate the student has the ability

4.4 How subjects are delivered

Linguistic- listening, speaking, reading, and writing

- Linguistics and communication are the cornerstone of the curriculum at Life Skills Enterprise as the ability to express oneself is an essential life skill. This is delivered through English, which as a gateway subject, enables students to access the entire curriculum. English and Literacy are promoted through all subjects, which is the responsibility of all staff, but they are overseen by the Quality Assurance Team.
- English is taught in every class, across all key stages.
- KS2/3 have selected class readers that link into the writing element that they cover in their English sessions
- Teachers teach the classes and small 1-1 interventions as required.
- At KS4/5 the students follow Edexcel Functional Skills programme, starting at the Entry Level and can complete Levels 1 and 2 or GCSE depending on diagnostic assessments.
- Since reading is key to future success in life, there is a distinct and targeted Literacy plan in place across the school, in line with the 2021 DfE Reading Framework.
- There is a wide range of age appropriate, high interest reading material to engage all students and promote a love of learning in the school library and each classroom which is monitored using Star and Accelerated Reader. Students are also able to borrow books from the local library and always encouraged to read in their free time.
- Reading and literacy sessions are completed by all children at all key stages. The students read, either as a class reader or individually which is recorded in their reading journals and they take regular tests relating to what they have read.
- All students also get the opportunity to access Modern Foreign Language workshops throughout the year which focus on French. Languages are also offered as an extra-curricular option to those students with an interest.

Mathematical

- Our aim at Life Skills Enterprise is for students to enjoy mathematics and recognise the importance of it in their everyday life. They are encouraged to develop their confidence and develop a positive attitude towards the subject.
- Maths is delivered to every student, across all key stages at both sites and is overseen by the Quality Assurance Team.

- Students at Key Stages 2 and 3 follow the National Curriculum using the White Rose Programme.
- At KS4/5 the students follow Edexcel Functional Skills programme, starting at the Entry Level and can complete Levels 1 and 2, depending on diagnostic assessments.
- Teachers use a combination of group sessions and, where appropriate, 1-1 tutorials.
- There is a wide range of manipulatives available to ensure that all students can access mathematics.

Scientific

- Science is taught across the curriculum at all key stages with an emphasis to evoke a sense of awe and wonder. We aim to stimulate curiosity and enjoyment in Science and its methods of enquiry to demonstrate how the application of the subject can be useful in everyday life.

- All students can complete experiments and are taught how to follow safety procedures.
- Students at Key Stages 2 & 3 study Science in their Discovery lessons and follow the National Curriculum.
- At Key Stage 4/5 the students follow Edexcel Functional Skills programme, starting at the Entry Level and can complete Levels 1 and 2, depending on diagnostic assessments.
- Students also have the opportunity through workshops to further their scientific understanding including CSI workshops, a visit from the Wonderdome and using virtual reality headsets. Students also can take part in relevant trips including the Science Museum.

Technological

- All students have a laptop and are encouraged to use ICT to ensure that they are equipped with a good working knowledge of the skills required to prepare them for future employment.
- Students can work with different equipment and develop their digital skills and understanding.
- All students also can gain basic cooking skills, delivered through the Wheel of Independence framework. This allows all students to have the chance to learn basic skills including knife work, food hygiene and following basic recipes. They also can deliver meals using the food that has been grown in the school allotment.
- Students in KS4/5 are completing the Land Based Studies Pearson Edexcel BTEC. They complete 3 lessons a week where the focus is on developing skills that can be applied in the real world. This includes looking after animals, maintaining an allotment/ garden and using a range of tools in a safe manner.

Human and Social

- Students are taught to have an insight into people and places, how people live and how they interact with their environment, developing a sense of awe and wonder and providing them with an understanding of the world they live in.
- In KS 2/3, History, RE and Geography is delivered through Global Studies lessons. This is delivered in line with the National Curriculum.
- Students in these classes receive 2 lessons a week.
- Teachers organise educational visits and field trips where they will add value to their learning and provide the students with an opportunity to gather data and deepen their understanding of processes and events. Workshops also have a focus on deepening understanding of the past including the life of a Roman soldier.
- Students in KS 4/5 complete the ASDAN Personal Development Programme. Students work on a selection of challenges from 12 different modules. Whilst completing these, they are also developing 6 key skills that support their personal development.

Physical

- Many students have negative connotations of physical exercise, so the focus of PE is participation and for students to really enjoy the activities. In turn, helping students develop key motor skills including control, coordination and improving their stamina and fitness. Students are also encouraged to develop moral values such as teamwork, fair play, resilience, and commitment.
- All students across all key stages have a double timetabled PE lesson every week.

- Lessons either take place in the various sport facilities that are on site or off site for specialist sports, including a local golf course, swimming pool and climbing centre.
- Students are also encouraged to take part in tournaments and fixtures, including football, athletics and swimming galas with other local independent schools to support their understanding of teamwork and resilience.
- Alongside PE, students at all key stages can also partake in sports fixtures and tournaments through the Thanet Inclusive Games programme. This is an important opportunity where students can engage in alternative sports that they might otherwise not experience and the opportunity to interact with students from other SEN schools in the local area. This embraces the importance of key skills such as fair play, teamwork, and respect of others.
- All students are also taught to ride a bike. This is an imperative life skill that Life Skills Enterprise believe is imperative that all children can do.
- Students in KS2/3 also have a weekly session of Sensory Circuits. This is a sequence of activities, that is devised in conjunction with the Occupational Therapist and delivered by the class teacher and the therapy assistant, to support students with their gross motor skills and help regulate their senses.
- Where in most settings Outdoor Learning is often offered as a bolt on to the curriculum, or for students that are identified as needing time out of the 'traditional' classroom environment, at Life Skills Enterprise this is not the case.
- With the newly developed outdoor learning space, all students can use the space throughout the week, allowing them to engage positively with their surroundings and develop important social skills.
- KS2/3 also have a double session of outdoor learning each week.

Aesthetic and Creative

- Art is highly regarded on the curriculum due to the therapeutic nature of the subject.
- It is delivered to all students, every week, across all classes.
- All lessons in KS2/3 are planned and delivered in line with the National Curriculum. There is a focus on investigating artists, producing their own creative work, exploring their ideas and using different techniques including drawing, painting and sculpture.
- KS4/5 students are taught by a subject specialist and delivered WJEC GCSE Art & Design.
- Peripatetic music sessions are offered on a weekly basis by Kent Music to the students who have an interest. They can play guitar, drums or keyboard and can take part in an end of term performance. Several of the workshops also focus on music and culture, so that all students encounter music experiences. These include Stomp and an African Drumming workshop.

Personal Development

- There is a strong focus through the curriculum on Personal Development and it is imperative to the students at the Life Skills Enterprise to support them.
- All students are taught PSHE, incorporating the new statutory guidance for sex, relationship, and health education in England. It is delivered in line with the strands of the PSHE Association and covers Social, Moral, Spiritual and Cultural (SMSC), Fundamental British Values (FBV) and Sex and Relationship Education (SRE). Online safety is also embedded into the PSHE curriculum, teaching students to be alert and aware of how to safely use ICT resources. Students are taught about how to recognise and avoid danger when using ICT resources and preventing themselves from cyber bullying and online exploitation. All students have a timetabled lesson every week.
- Life Skills Enterprise is committed to developing our students' social, moral, cultural, and spiritual education throughout the curriculum and each of their individual contributions to the school community is recognised. Links to SMSC are plotted within our planning and partisan political views are not promoted through

the teaching of any of the subjects. This is monitored through lesson observations and all staff, students, families and visitors to the school will also be expected to refrain from sharing partisan political views.

- Fundamental British Values are also reflected in the planning and embedded through the curriculum. This is underpinned by the values of democracy, mutual respect, tolerance, individual liberty, and the rule of law and addressed in all subjects. However, they are explicitly delivered through assemblies, PSHE, workshops and taking an active role in the school council.
- We encourage respect for other people and ensure that students are aware of protected characteristics.
- All students can complete weekly Enrichment sessions, these are outlined further in the policy under 'Extra-Curricular Opportunities'.
- All students are baselined using the Thrive Approach baseline assessment. Those students who are presenting significantly lower than their chronological age have scheduled individual support. However, each class also has a weekly timetabled slot where they all complete activities that help support their mental health and improve their wellbeing.
- All students complete weekly Duke of Edinburgh lessons (DofE), delivered by a highly experienced teacher. This allows them to start completing the formal qualifications, with the aim that all students leave the school with at least the Bronze Award.
- All students have weekly Life Skills sessions and targeted group sessions with the OT. These provide students with key life skills and is assessed against the Wheel of Independence framework.
- We provide up to date career advice for all students to enable them to make informed choices about a broad range of career options which are not stereotyped and fulfil their potential. There are strong work experience links that have resulted in many students having very successful work placements.
- Students have document meetings, in line with the Gatsby Benchmark, with the external advisor (Anne Cameron) provided by Education Business Partnership (EBP).
- All students also have termly career workshop sessions which focus on developing key skills, such as independence, teamwork, and resilience, in the world of work delivered by EBP and East Kent College.
- All students also have weekly lessons using the online platform, Unifrog, they will undertake planned lessons, complete relevant quizzes, questionnaires, and tasks to help inform and guide them with regards to careers.

4.5 Extra- Curricular Opportunities

These opportunities are imperative to the students at Life Skills Enterprise and provide the double stranded element of the curriculum that will allow them to become active members of society.

Extra-Curricular	Interventions	Therapy
Personal Training	Sensory Circuits	Occupational Therapy
Model Making	Typesy	Psychotherapy
Cooking Flexi	Social Club	Lego Therapy
Daily Mile	Independent Living Sessions	Speech and Language Therapy
Allotment Sessions	Girls' Group	Thrive/Pastoral Interventions
Curriculum Workshops	Shopping	Therapy Assistant 1:1 and Groups
Weekly Enrichment Trips	Travel Training	Physiotherapy
Music Lessons	Learn to Ride	
Boxing	Reading Doctor	
Basic languages - Spanish, French, Portuguese	Horse Riding	
Board Games Club		
Beach Combing		
Wildlife Club		
Dance Club		
Thrive Feelgood Friday		
Reading Club		
Roller Skating		

Intervention	Rationale	Code
EHCP	Provision must be provided as a legal statutory requirement.	
Whole School	Provision provided as a whole school approach.	
Targeted/Referral	Provision provided by targeting a need or referral basis.	
Interest Led	Provision provided based on pupil interest/self-referral.	

Intervention Sessions

All students have intervention sessions timetabled. Some are whole class, group or individual and are determined by Section F on EHCPs. During these sessions, the delivered interventions are driven by the students' EHCPs and a referral process and are reviewed termly. The impact of these interventions are tracked on the Students' Provision Plans, the Wheel of Independence tracker and the Thrive Tracker.

- Psychotherapy
- Occupational Therapy
- Speech and Language Therapy (through the Speech-Link programme)
- Thrive Approach
- Independent Living Sessions (Wheel of Independence)

- Travel Training
- Shopping Intervention
- Physiotherapy Clinic
- Yoga/ Mindfulness Sessions
- Drawing and Talking Sessions
- Targeted literacy Sessions
- Typesy
- Sensory Circuits
- Lego Therapy
- Learn to Ride
- Social Group

Extra- Curricular Clubs

- Alongside the classroom offer, there is also a selection of clubs which further broadens the depth of the curriculum on offer. It also allows the students to select activities that appeals to their personal interests. All students complete these extra-curricular sessions, other than Music, on Friday afternoon as part of 'Feel Good Friday'.
- Music (Kent Music, Wednesday Morning)
- Boxing
- Horse Riding
- Games club
- Times Table Rockstars
- Wildlife Club
- Allotment
- Introduction to French
- Art & Craft Club
- Social Club

Enrichment Trips

- Off- site visits and activities are used to supplement work in the classroom. Each class has a weekly timetabled slot to ensure these happen.
- These provide all students with the opportunity to study the local environment and provides a way of linking real life experiences with more abstract concepts delivered in the classroom. They are plotted against the Thrive strands to support the student also with their emotional needs.
- Visits will include, amongst others, the Turner Contemporary Gallery, Richborough Fort, local beaches, Pegwell Nature Reserve, Clip and Climb, local cinemas, Ramsgate Fire station, The Science Museum, Kersney Abbey and Betteshanger Country Park.

Workshops

- These include outside speakers, team-building sessions and time dedicated to key topics such as peer on peer abuse and online safety.
- These days allow students to learn about a topic in real depth and interact within and outside their classes outside of a typical timetabled day.

Title	Logistics
History Focus Roman Re-enactment	Half Day Workshop
Science STEM Focus CSI Workshop	Full Day Workshop
English Focus Macbeth	Half Day Workshop

Science/ ICT Focus Wild Animals VR	Half Day Workshop
PSHE Focus Spark2Life- Understanding the problems of prejudice	Full Day Workshops
PE Focus Circus Skills	Full Day Workshop

External Visitors

- The students can also cement their learning using the external speakers that we have in the school. These sessions have either consolidated learning that has taken place or provide an enriching experience to engage the students in a particular topic.
- These will, amongst others, the Police, The Fire Brigade, East Kent College, a local hairdresser, Education Business Partnership Kent, a dental nurse and Dog's Trust.

4.6 Assessing, tracking, and reporting

The curriculum is assessed to support the student's progress. Assessment methods are not excessive or onerous. The information from these assessments is used to inform future planning, as well as identifying the current attainment of learners. The way students are assessed, and frequency are set out in the table below, this is in addition to on-going formative assessments. The reports generated from these assessments inform the teachers' planning and intervention sessions. Progress is reported to parents and career through regular Parent/Carer consultation sessions and a comprehensive end of year report sent in the summer term.

Assessment and Data Tracking

Below is an overview of how pupils' performance will be tracked:

Subject	Evaluation Cycle					Staff Responsible	Parental Engagement
	Type of assessment 1	Type of assessment 2	Type of assessment 3	Type of assessment 4	Type of assessment 5		
Mathematics	Assessment Term 2 White Rose KS2/3 Functional Skills/ GCSE KS4/5	Assessment Term 4 White Rose KS2/3 Functional Skills/ GCSE KS4/5	Assessment Term 6 White Rose KS2/3 Functional Skills/ GCSE KS4/5	Formative assessment during lessons All Classes	Mock Examinations January FS. GCSE ELC/ Functional Skills Examinations KS 4/5	Subject teacher; head of subject; School's Exam Officer	End of term report, exam results and parent/carer consultation sessions

English	Assessment Term 2	Assessment Term 4	Assessment Term 6	Formative assessment during lessons All Classes	Mock Examinations January FS. GCSE		
	Star Reader Assessment - every term (reading) All Students	NFER (Reading) Grammarsau raus task (Writing) KS2/3	NFER (Reading) Grammars auraus task (Writing) KS2/3		ELC/ Functional Skills Examination s KS4/5		
	NFER (Reading) Grammarsa uraus task (Writing) KS2/3	Functional Skills/ GCSE KS4/5	Functional Skills/ GCSE KS4/5				
	Functional Skills/ GCSE KS4/5						
	Phonics Baseline						

Science	Baseline 'Cold Task' Start of every term/ new unit KS2/3	End of assessment 'Hot Task' End of every term/ new unit KS2/3	Formative assessment during lessons All Classes	Mock Examinations January ELC GCSE KS4/5	ELC GCSE Examination KS 4/5		
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Art & Creative Studies	Baseline 'Cold Task' Start of every term/ new unit KS2/3	End of assessment 'Hot Task' End of every term/ new unit KS2/3	Formative assessment during lessons All Classes	End of unit moderation on class tracker	GCSE Examinations KS4 KS4/5	Class Teacher Exam Officer	
Global Studies (Humanities)	Baseline 'Cold Task' Start of every term/ new unit KS2/3	End of assessment 'Hot Task' End of every term/ new unit KS2/3	Formative assessment during lessons All Classes			Class Teacher	
PSHE	Thrive Tracker	Formative assessment during lessons All Classes				Class Teacher Exam Officer	
Life Skills	Wheel of Independence Tracker						

Land Based Studies BTEC	Formative assessment during lessons KS4/5	End of unit moderation on class tracker KS 4/5	Final Externally Moderation Course Work KS4/5			Class Teacher Exam Officer	
Duke of Edinburgh Award (DofE)	Formative assessment during lessons All Classes	End of unit moderation on DofE Award Tracker					

PE	Formative assessment during lessons All Classes					Class Teacher	
ASDAN	Formative assessment during lessons All Classes	End of unit moderation on class tracker	Work moderated by external verifier			Class Teacher	

5 Inclusion

Life Skills Enterprise is an inclusive school where all teachers set high expectations for all Students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students from disadvantaged backgrounds and Pupil Premium (PP). Extra-curricular activities, parental engagement and interventions all have a place in 'closing the gap' for the pupil premium students, however, ultimately the focus is on ensuring that they experience effective teaching. The most recent research from the Education Endowment Foundation states that well trained teachers with a developed pedagogical understanding is the most effective approach for supporting disadvantaged students. It is imperative that expectations are not lowered and that they are provided with an ambitious and challenging curriculum.
- All students at the school have an EHCP and we comply with the best practice and legislative requirements to ensure that their needs are met. The school will liaise regularly with all external agencies and stakeholders to make certain that the relevant scaffolded resources and support are implemented. The school participates in the annual review and provides Provision Plans for every student. It sets out targets to support progression and these are regularly reviewed to inform improvement (see SEND Policy). Teachers plan lessons so that students with special educational needs can study every subject, wherever possible, and ensure that there are no barriers to every student achieving.
- Students with English as an additional language (EAL) are provided with the necessary support and resources so they can fully access the curriculum. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support them to take part in all subjects. There is a policy within the school to provide progression in line with other individuals.
- Higher achieving students are also carefully considered throughout the curriculum. Opportunities are created for all individuals to reach their potential and to ensure that work is engaging and challenging enough for all, whatever their ability. If a student demonstrates an exceptional ability or talent in a particular area, the school will support this by providing additional resources, opportunities and/ or specialist expertise. This may include specialised resources, courses, trips and activities and additional tutoring and their class will be carefully selected to reflect their needs.

6 Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Scrutiny of key documentation including this policy and long, medium- and short-term planning
- Receiving the Assistant Principal's curriculum report at the Full Governing Body meetings

The Assistant Principal with responsibility for Teaching & Learning, along with the Quality Assurance Team, monitor the way the subjects are taught throughout the school by:

- planning scrutinies
- developmental learning walks/lesson visits and formal observations
- book scrutinies
- speaking to students
- collate an annual review assessing the views of the curriculum by the parents/carers and students, to be implemented, where appropriate
- annually review the Curriculum policy to be shared and ratified by the full governing bo

