



Curriculum and Assessment Policy May 2022

This policy is an overview of the Curriculum at Stony Dean School and how we assess and track against that curriculum.

Curriculum:

1. Driving Principles
2. Diversity of Learning
3. Teaching Ethos
4. Levels of Provision

Assessment:

5. Pathways
6. Tracking and Supporting Progress

1. Driving Principles

Our curriculum at Stony Dean is driven by the outcomes and aspirations we have for our pupils. Our pupils, their needs and complexities are always changing but our aim for them does not. We aspire for our pupils to be able to:

- Communicate effectively
- Function independently
- Access employment

It is these 3 main priorities that underpin the drive and values of the school and for which our curriculum is designed to achieve.

Communication

We aim for our pupils to develop confidence so they can use taught strategies, technology and more specialist aids to be able to communicate with family, peers, colleagues and the wider community. Our Speech and Language Therapists and Occupational Therapist integrate therapy as part of the whole curriculum so that strategies are taught and supported in every aspect of school life.

Independence

We aim for our pupils to be able to access life and employment independently in line with their needs. This applies to being able to access learning and activities with minimal or targeted support in school. It also applies to key life skills which enables our students to live independently or semi-independently in the future such as cooking, looking after themselves and travelling safely.

Employment

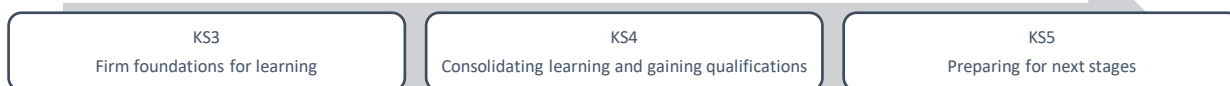
We aim is that our pupils will be able to engage in society and community through employment whether that is paid or voluntary. By teaching explicitly the skills and strategies you need to work alongside others and engage with and complete tasks, pupils feel the confidence and independence to access work in the future. We give students a wide taster of different jobs including work experience so they are able to make informed decisions and have the confidence to move on to successful next steps after Stony Dean. This ranges from college courses, apprenticeships, supported internships, voluntary work and paid employment.

2. Diversity of Learning

We have designed our curriculum to comply with national expectations and draws from best practice and research from across the country.

The curriculum has been designed specifically by our specialist staff for the pupils at Stony Dean and the challenges which they might face in learning. The schemes of work are based on the national curriculum and draw on our pupils' needs and interests as well as national best practice to ensure they are appropriate, engaging and meaningful.

The curriculum develops through each key stage focusing on the preparation of the next stage of the pupil's education.



KS3

In Key Stage 3 (years 7-9) students access an expected secondary curriculum. Students are grouped in tutor groups and move round the site to access different lessons taught by specialist subject teachers.

Subjects taught are:

• Art	• Learning 4 Life (L4L)	• Resistant Materials
• English	• Maths	• Speech & Language Therapy
• Food Technology	• PE	• Science
• Humanities	• Performing Arts	• Work Related Learning (WRL)
• ICT	• RE	

KS4

The curriculum in Key Stage 4 (years 10 and 11) develops the foundations built in KS3 preparing them for qualifications and moving on to sixth form. Students choose their 2 preferred subjects for options in Art, Food Technology and Design Technology. All pupils experience all three subjects with a life skills focus for a term a year.

• Art	• ICT	• Science
• Design Technology	• Learning 4 Life (L4L)	• Speech & Language Therapy
• English	• Maths	• Work Experience
• Food Technology	• PE	• Work Related Learning (WRL)
• Humanities	• RE	

For a summary explanation of each subject's curriculum please see **Appendix 1**.

There are opportunities in some subjects to gain qualifications where it is appropriate for the pupils. This is decided on the academic strengths of the year group and also the mental health impact of exams on our pupils. This changes year on year depending on the needs of each cohort. For the range of possible qualifications offered please see **Appendix 1**. Qualifications are not offered on an individual basis.

Sixth Form

All lessons and experiences in Sixth form are based around the 4 aims of Employability, Independence, Well Being and Community Spirit. The Sixth form is treated as a work place environment in order to help prepare the students for their future, and the following subjects are covered during their time here.

• Functional Skills English	• Prince's Trust Achieve Programme	• Careers-Construction skills	• Work placements and workplace experiences
• Functional Skills Maths	• Travel Training	• Careers-Young Enterprise	• Alfriston School collaboration
• Communication Skills	• Community projects	• Bucks College Group Experience	• Enrichment programme

Foundation and Vertical

The Foundation and Vertical Departments are mixed age classes designed for students who need increased support academically or with their social communication and transitions. They have an adjusted curriculum which runs alongside the main subjects which builds more on life skills. This includes:

• Art	• ICT	• PE
• Daily Living Skills	• Learning for Life	• Science
• English	• Leisure and Recreation	• Speech & Language Therapy
• Food Technology	• Maths	• Work related learning
• Foreign Cultures	• Music / Performing Arts	

Sharing Learning with Parents

Curriculum Maps share what each group is learning each term. It provides a brief summary for each subject of the teaching and learning that will happen each term. <https://stonydean.bucks.sch.uk/curriculum-maps/>

Termly online meetings for parents are held as an opportunity for lead teachers to explain the learning in more detail, give tips for helping at home and answer questions from parents. There is an accompanying area of the website where additional information from these meetings is shared.

There are opportunities throughout the year for parents to discuss their child's learning and progress more formally in the year. Parents Evenings give parents the opportunity to talk to each subject teacher and Annual Reviews allow a much more in depth review of the child's progress against their EHCP targets.

Out of School Learning

We believe that often the most effective learning is that which occurs in the context of real life. This not only makes it varied and more meaningful for pupils but links to our underpinning values of effective Communication, Independence and Employability. We offer a range of trips and visits for all year groups throughout the year. Some of which are regular such as supporting Amersham Town Council's maintenance team, volunteering at a local Toy Store's main warehouse, and fishing. Some will be standalone visits which support the curriculum such as to museums.

In addition to the academic benefits of these trips, there is much to be learnt for our pupils in the nuances of everyday life from sensory exposure to interacting with the public and using public transport. We offer residential trips in the upper part of the school which further builds on our core values and broadens the experiences of our students, academically, socially and personally.

3. Teaching Ethos

Our teaching ethos is underpinned by our 3 core values of effective Communication and Interaction, Independence and readiness for Employment. Using these driving principles, our teaching is planned to be relevant and meaningful. We use real life contexts to bring learning to life so that pupils are motivated and are able to use their learning in contexts out of school.

Our small class sizes enables personalised approaches to teaching. We are able to be highly adaptive within lessons to ensure the learning is at the right level and to support and challenge where needed. Every class is staffed by both a teacher and Learning Support Assistant. Our staff are highly trained to scaffold pupils' work so they can experience a level of independence when completing it regardless of their ability.

Our therapy department incorporates Speech and Language Therapy and Occupational Therapy. We work with an integrated model where strategies are integrated where-ever possible into lessons throughout the school. Our therapists specifically train our staff to use strategies which support all our pupils and where needed additional training is provided for staff who teach students with specific needs. Our Speech and Language Therapists run whole class therapy sessions and also attend English lessons to support language development. Where specific needs occur, blocks of small group work may be implemented to address a particular need.

Stony Dean has a specialist low arousal environment that is pupil led and uses 'Autism friendly' strategies across the curriculum to support Semantic Executive Functioning. To achieve this and develop independence each lesson is delivered using a schedule and if required individual task schedules. An interest led curriculum, keywords, pictures, symbols and objects of reference are used to support processing, understanding and learning. PORIC is also applied making lessons meaningful and relevant to the learners. The TEACCH approach is practiced in Foundation and the individual needs of complex pupils can also be met through flexi-schooling using outside resources and agencies.

4. Types of Provision and Support

All students at Stony Dean school have an EHCP. This dictates the level of provision which they need to access education. We have 3 levels of provision which cover the amount of support students will need to access the curriculum successfully and support them with any additional needs and complexities relating to their time in school.

These 3 levels are:

- Universal
- Targeted
- Personalised

Universal

Universal is the provision which all students have access to. This includes:

- Highly specialist SEN training for staff
- Embedded Speech and Language strategies such as key words, schedules and visual approaches such as colourful semantics
- Speech and Language therapy curriculum delivered in groups on a weekly basis

Most students at Stony Dean will have their EHCP outcomes met through universal provision.

Targeted

Some students will need additional support to the universal offer. This will still happen in class or in small groups and the support will be targeted to the student. Quite often the student may not even be aware of the additional support.

Personalised

Some of our students with the most complex needs will need highly personalised support in order to access education. This will often be in very small groups and may include agencies from outside school.

5. Pathways

Stony Dean has designed pathways within each curriculum subject to show where a pupil is working at and to set targets in order to support progress through the subject.

On entry, pupils are assessed by staff and are allocated a pathway. This is by no means restrictive, pupils are able to move pathways throughout their time at Stony Dean depending on their progress and circumstances.

Pathways for most subjects are designed around end qualifications. For example:

English Pathway 1 – Life skills pathway Pathway 2 – Entry Level 1 or 2 Pathway 3 – Entry Level 3 Pathway 4 – Functional Skills Level 1 (potentially Level 2) Pathway 5 – GCSE Language	Maths Pathway 1 – Entry Level 1 or 2 Pathway 2 – Entry Level 3 Pathway 3 – Functional Skills Level 1 Pathway 4 – Functional Skills Level 2
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All other subjects have 3 pathways, similar to the 1-3 pathways above.

Throughout the year, pupils are monitored according to their progress. Pupils who are achieving above their expected pathway may be moved to a higher pathway and given more challenge. Pupils who are below where is expected on the pathway will be given additional support and interventions as well as professional meetings discussing why that may be the case.

6. Tracking and Supporting Progress

In addition to the pathways, each subject has devised their own assessment ladder to track the progress through the subject. These ladders are split into levels starting at W (working towards) going up to level 5. Each level is split into three sub sections: - developing, achieving, met.

Students working in our Foundation department typically have a spikey profile which does not fit with the main school assessment framework. We have devised an assessment system that is based on the areas of cognition and development as laid out in The Rochford Review.

The model works on 5 stages ranging from F1 to F5 with 1 being the lowest. We expect students joining the school to at least reach the requirements set out in the stage descriptors in our Pre-F1 assessment criteria. The areas of learning are split into 2 main parts:

- Part 1 - Cognition and Learning
- Part 2 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and Physical

The levels closely reflect the curriculum that is being taught so there is a cycle of finding out what the children need to learn, teaching and consolidating skills and checking they have learnt it.

Three times a year, teachers level the students in all subjects. This provides a more formal review of those who may be above or below pathway and may need extra support or challenge.

These levels are shared with parents both at Parents' Evenings and also in the School Report which is sent to parents at the time of the Annual Review.

Appendix 1

Subject	Description	Pathways
Art	<p>All KS3 pupils have one art lesson per week and a double Community art lesson for a term per year. KS4 pupils have a double art lesson per week if they choose this subject.</p> <p>All pupils are encouraged to explore different materials and techniques through projects, building on their art skills as they move up the school. KS4 pupils work towards gaining an Arts Award certificate which involves more personalised investigations and creativity, research and gallery visits.</p>	<p>Pathway 1 – Arts Award - Bronze</p> <p>Pathway 2 – Arts Award - Silver</p>
Daily Living Skills <i>Foundation and Vertical only</i>	All Foundation and Vertical pathway students have a double lesson of Daily Living Skills each week. KS3 & KS4 students follow a skills-based curriculum that is assessed on the Foundation tracker through Evidence for Learning. KS4 Foundation students are working towards obtaining an ASDAN qualification in this subject over a two- year period.	Foundation & Vertical Subject – 1 pathway
English	Students receive between 4 – 6 English lessons per week. Our curriculum focuses on reading, writing and speaking & listening skills. We study a range of texts and genres in English to support and guide students in achieving a qualification (Entry Level, Functional Skills on GCSE Language).	<p>Pathway 1 – Life skills pathway</p> <p>Pathway 2 – Entry Level 1 or 2</p> <p>Pathway 3 – Entry Level 3</p> <p>Pathway 4 – Functional Skills Level 1 (potentially Level 2)</p> <p>Pathway 5 – GCSE Language</p>
Food Technology	<p>KS3 pupils engage in a carousel with Food Technology, getting to experience each subject for a term. We begin with the basics from using our senses with food and begin building students into comfortable basic beginner skills of cooking: using knives, hobs, showing them cutting skills until they are confident with using different equipment and being safe around the kitchen.</p> <p>KS4 work towards a BTEC qualification for home cooking skills. While students who are in KS5 work towards their Princess trust achieve program focusing on healthy living and independence.</p>	<p>KS4 – BTEC qualification in home cooking skills</p> <p>KS5 - Princes Trust Unit</p>
Foreign Cultures <i>Foundation and Vertical only</i>	Pupils in Foundation and Vertical departments learn about different countries and cultures based around a different theme each term. They broadly follow the Humanities assessment criteria and follow the skills-based pathway. These lessons use pupils' written English skills and also encourage discussion about their thoughts and feelings. Independent written work is encouraged with varying degrees of support as needed.	Foundation & Vertical Subject – 1 pathway
Humanities	KS3 and KS4 pupils receive two lessons a week. In KS3 pupils learn about a variety of Geography and History topics including a look at their local area. Pupils are encouraged to investigate and discuss their views on a variety of topical issues. Part way through year 9 and across KS4 pupils work towards a coursework-based entry level qualification in Humanities including topics such as climate change, responses to war, child labour and how to take a role in society.	<p>Pathway 1 – Skills based</p> <p>Pathway 2 – Working towards EL 2</p> <p>Pathway 3 – Working towards EL 3</p>
ICT	KS3 pupils receive one lesson a week and KS4 pupils receive 2 lessons a week. The ICT curriculum in KS3 at SDS is split into three components; Digital Literacy, Computational Thinking and Online Safety. In KS4 pupils are taught the fundamentals of Microsoft Office in order to complete an Entry Level qualification.	<p>Pathway 1 – Life skills Pathway</p> <p>Pathway 2 – Entry Level 2</p> <p>Pathway3 - Entry Level 3</p>
Learning 4 Life (L4L)	Pupils have one lesson a week (Year 7 have two lessons a week, one of which is a team building and communication lesson) on numerous topics, some include; relationships, bullying, drug education, safety, online safety, consent, relationships and sex education and current issues that pupils may want to discuss that are in the news.	<p>L4L Pathways are linked to the school development plan. There are no qualifications in L4L.</p> <p>Pathway 1 = Pupil needs support with everyday tasks and communication.</p> <p>Pathway 2 = Pupil can work independently for short periods of time and needs support communicating</p> <p>Pathway 3 = Pupils can work independently for long periods of time and can communicate effectively.</p>
Leisure & Recreation	All Foundation and Vertical pathway students have a double lesson of Leisure & Recreation each week. Pupils have the opportunity to access	Foundation & Vertical Subject – 1 pathway

<i>Foundation and Vertical only</i>	community-based activities throughout the year with support from the Speech and Language Therapists. Students within KS4 also have the opportunity to take part in supported group work experience.	
Maths	<p>In KS3 year 7 students receive 4 lessons a week, while years 8 and 9 receive 5 lessons a week. The curriculum is aimed at meeting students at their level, so they are grouped by ability. Maths is taught using the CPA model, Concrete, Pictorial and Abstract.</p> <p>KS4 students receive 4 lessons a week and are working towards a qualification; either Entry Levels 1 to 3 or Functional Skills Levels 1 or 2. These qualifications continue to build on skills learned at KS3 as well as helping students to progress towards taking courses at college. The focus continues to be on practical skills maths.</p> <p>In the 6th Form students have 3 maths lessons a week and work towards AQA Employability Units which focus on maths. The students do various projects which build and solidify their maths skills.</p>	<p>Pathway 1 - Working towards Entry Levels</p> <p>Pathway 2 - Entry Level 1-3</p> <p>Pathway 3 - Functional Skills Maths Level 1</p> <p>Pathway 4 - Functional Skills Maths Level 2</p>
Performing Arts	KS3 students receive one Performing Arts lesson a week to support speaking & listening. The curriculum often links to topic studied in English to imbed learning. Students have the opportunity to develop skills in these areas: improvisation, movement, mime, music and rhythm & media, as well as developing communication, group work and instruction following skills.	KS3 only – 1 pathway
RE	KS3 pupils receive one lesson a week in Religious Education. RE lessons are designed to enrich student's understanding of life from a social and religious perspective. The topics are linked to a variety of faiths, life choices and cultures. Pupils are encouraged to investigate and discuss their views on a variety of topical issues. Skills gained within RE help to develop communication and group work; allowing students an opportunity to broaden their knowledge whilst growing in confidence.	<p>Pathway 1 – Skills based</p> <p>Pathway 2 – Working towards EL 2</p> <p>Pathway 3 – Working towards EL 3</p>
Resistant Materials	KS3 students engage in a carousel with Resistant Materials, Food Technology & Community Art getting to experience each subject for a term. Within KS3 Resistant Materials students develop confidence using various tools, materials and equipment in a safe and accurate manner. In KS4 students are given the choice of which subject they would like to continue to participate within. Students in KS4 develop a more in-depth knowledge into practical work especially woodwork/carpentry as we begin to look at assembly using woodworking joints. More emphasis is placed upon precision and the overall appearance of student's work. KS4 students also get the opportunity to experience a Life Skills module which consists of students working together in groups to complete a common project e.g. we have made furniture for various areas of the school.	<p>Pathway 1 - UAS Entry Level</p> <p>Pathway 2 - UAS Level 1</p> <p>Pathway 3 – BTEC Entry Level</p>

<p>Speech & Language Therapy</p>	<p>Topics covered in the Speech and Language Therapy groups have a strong focus on social interaction and emotional regulation. Pupils are taught and coached on topics such as Zones of Regulation where they have opportunities to compare and evaluate the effectiveness of different strategies for self and mutual regulation.</p> <p>Throughout the key stages pupils are given opportunities to develop their social communication and interaction skills through carefully selected evidence-based topics: 'Appearance and Personality', 'Interests and Friendships', 'Conversational Skills' and 'debate skills' for older pupils.</p> <p>The engaging and exciting SALT curriculum culminates with Lego-based Therapy in the summer term in Key stage 3. Pupils have the opportunity and are guided to develop attention and listening, expressive language, compromising and negotiating skills.</p>	<p>Pupils' progress are tracked against locally written targets which directly link Education, Health and Care Plan outcomes.</p>
<p>Science</p>	<p>Pupils receive 3 lessons a week. The science curriculum has opportunities for cross curricular links and development of skills for employment, independence and communication. Each year has a specialised curriculum of 'science for life' where it is adapted especially for that age group and their abilities. The curriculum gives the theory and practice that students will need as they grow independence and become adults in the world of work. KS4 work towards Entry Level Certificate, which includes coursework and test papers linked to biology, chemistry and physics.</p>	<p>Pathway 1 – Skills based Pathway 2 – Working towards EL 1 or 2 Pathway 3 – Working towards EL 3</p>
<p>Work Related Learning (WRL)</p>	<p>At Stony Dean School, students are introduced to the world of work through their WRL lessons which begin in Year 7. There is a strong emphasis on Health and Safety, correct equipment use, enterprise and teamwork through practical tasks including horticulture and site maintenance activities and projects. This develops further as students reach Year 9 learning about aspects of different workplaces, roles and responsibilities, and beginning to identify personal skills and qualities. Year 10 students have the opportunity to gain the British Safety Council Entry Level Award in Workplace Hazard Awareness, as well as carrying out a term-long off-site work placement, and learning about the role of the volunteer in society.</p> <p>During year 11 students are supported on suitable work placements throughout the year, getting the chance to both use and develop transferable work skills, form professional relationships in the workplace, and gain an understanding of how organisations operate over a long time period.</p>	<p>WRL Pathways are based on predicted future work placement accessibility. Pathway decisions are made by staff judging ability and aptitude during lessons.</p> <p>Pathway 1 – Could access a group work placement. Pathway 2 – Could access an individual work placement with frequent/ higher levels of support Pathway 3 – Could access an independent, individual work placement.</p>