



**Longdon Park
School**



**Longdon Park School
Curriculum Policy**

Last Reviewed: January 2026

Next review: January 2027

Rationale

There is a need for our curriculum to be flexible, adaptable and robust enough to meet the ever-changing demands of the modern world, and best prepare our students for a life within it - this is the cornerstone of this policy.

As a school specifically supporting students with ASC, delivering education to a diverse group of students, our curriculum has been adapted and tailored to meet individual needs. We believe that all students deserve the right to an education that will support them to become happy and confident individuals; acquiring qualifications and achievements that will support them for their future.

The Curriculum

At Longdon Park School we ensure access to the curriculum areas that are listed within, but not limited to, the Independent School Standards. In accordance with this, we provide a curriculum that meets the needs of each student based on the terms of their Education, Health and Care Plan.

All student receive access to a part or full-time educational / therapeutic package. Our curriculum includes a range of:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human
- Social
- RSE
- Physical
- Creative

aspects appropriate to student age, aptitude and stage of development.

Curriculum intent

Longdon Park School harnesses passions, unlocks ability and realises potential through delivering individualised learning pathways to support students and their families.

Our school community strives to equip all students with a toolbox of skills, strategies, and knowledge to prepare them for their onward journey and realise the contributions they can make to the wider world.

Safe – Happy - Independent – Nurtured - Engaged

Curriculum implementation overview

As a specialist SEND setting, Longdon Park School recognises that many of our students face significant barriers to learning and may experience disadvantage as a result of their additional needs, prior educational experiences, and wider contextual factors. Our curriculum is therefore designed with the understanding that all students may require additional support, adaptation, and equitable access to learning.

The curriculum can be accessed at different levels according to each student's needs, previous experiences, and level of attainment. The majority of our cohort at Longdon Park School have needs arising from an actual or suspected diagnosis of Autism Spectrum Condition (ASC). As a result, students may experience barriers to learning related to cognition and learning, including memory; communication and interaction; language and concept development; flexibility of thought; sensory processing; social awareness; and behaviours associated with their condition.

On admission to the school, some students have experienced multiple failures and exclusions from previous settings. Our curriculum and teaching and learning approaches are therefore designed to reduce barriers to learning, rebuild confidence in education, and ensure positive engagement in school life while supporting good progress for all learners.

It is the expectation that all students will access the curriculum and attend the sessions within their timetable in order to fulfil their potential. Approaches used to plan and deliver the curriculum are carefully designed to meet the needs of individual learners. For many students this will involve adaptive teaching strategies, structured support, and specialist subject-focused approaches. For a minority of students, it is more appropriate to follow a Personalised Curriculum.

Our Personalised Curriculum is a student-centred, needs-led approach rather than one that is solely subject or content driven. It has been developed to support the planning and assessment of learning for students who are working below the National Curriculum and who may not make progress in a neurotypical way. This approach allows learning to be carefully tailored to individual developmental pathways, ensuring that all students are able to engage meaningfully with learning and develop the knowledge, skills, and independence needed for their future.

Planning of Personalised Learning

In order to ensure that our students are accessing a curriculum that is appropriate to their needs, we assess informally around the time of referral, speaking with previous placements where possible regarding current curriculum and progress as well as reviewing the current EHCP. Alongside this, we discuss student needs with parents and carers to gauge an overview of how they would be best placed within school.

Upon entry to the school, the first steps in the target setting process are to gather information from the EHCP and therapy reports in order to identify long-term outcomes and routes for learning. This information is contributed to, and collected termly, through collaboration from all members of the child's core team, including teachers, teaching assistants and therapists.

The students lead/form teacher, in consultation with all professionals, will then agree learning intentions on a termly basis mapped against the child's EHCP outcomes. Within class groups, teachers will baseline learners in their first two weeks based on teacher judgements and use this to plan, taking into account possible teaching and learning strategies that facilitate curriculum approaches.

Curriculum Implementation - Planning & Organisation

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each student is enabled to make the very best progress in the development of their knowledge and skills.

Planning

- Entry to exit - Gives an overview of the intent of learning in each subject areas on a year by year basis for each subject area. These are produced by our subject leads for each area.
- Yearly overview – Highlights the intent of learning on a broad week by week basis for each subject. These are produced by our subject leads for each area.
- Half termly schemes– Highlights the key knowledge and skills that students should be striving to achieve by the end of a topic. Learning outcomes are identified on a weekly basis for the half term. Careers, British Values and SMSC links are also embedded into this planning alongside pre-empted misconceptions, allowing for teachers’ delivery to be well rounded and thoughtfully sequenced.

Teachers should be flexible and evaluate their own practice to make necessary adjustments to planning in response to changing student needs. Subject and Key Stage leads will review the curriculum / planning in their area and will meet with the senior team to discuss strengths and barriers to their department through regularly scheduled meetings.

The Senior Leadership Team and subject and key stage leaders are responsible for monitoring the planning and delivery of the curriculum through both the standard QA and Deep Dive processes. This monitoring is organised into an annual cycle, which informs training and further developments.

Quality Assurance:

Quality Assurance at Longdon Park is conducted in two ways. Through Deep Dives and a monitoring cycle, both subject leads and key stage leads work with the senior team to effectively monitor and respond to the needs within their subjects.

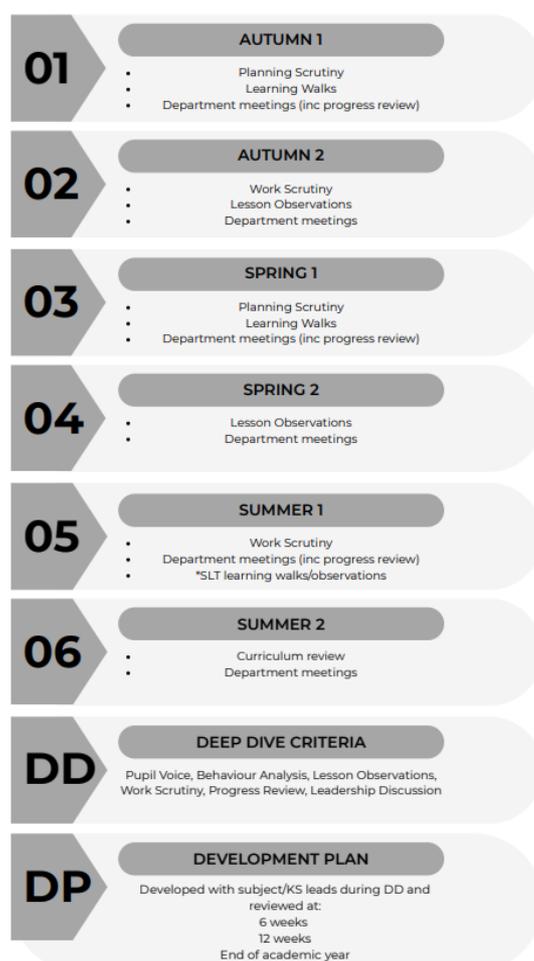
Monitoring Cycle:

The monitoring cycle is based on subject leads of core subjects and key stage leads of non-core subjects carrying out regular monitoring in the form of half termly learning walks or lesson observations, work or planning scrutiny and a departmental meeting. An example of the QA cycle provided.

Deep Dives:

Deep Dives are carried out at Longdon Park to ensure all subjects provide a positive and meaningful learning experience for all students. Deep Dive processes include a behaviour analysis, a work scrutiny, pupil voice, lesson observations, progress data review and a leadership discussion. This will be carried out by the Assistant Headteacher- Quality of Education, subject leads where applicable and key stage leads.

Following a Deep Dive a developmental plan will be generated alongside subject leads to be reviewed with the Quality of Education lead at week 6 following the deep dive, week 12 and at the end of the academic year.



Compliance

The 1996 Education Act states that governors, councils and heads must “forbid the promotion of partisan political views in the teaching of any subject in the school.”

Teachers within out setting will not promote their individual political as a part of any planned or delivered session. All teacher must remained unbiased in its view / delivery.

This also applies to individual external providers that provide education to our students.

Stepping stones implementation

The Stepping stones program is a graduated, individualised curriculum plan that is designed to prepare pupils who are not classroom ready for gradual reintegration into the classroom through a combination of academic, therapeutic and Enrichment / pastoral intervention. Pupils work on a structured program that is based around their individual outcomes from their education, health and care plan with increasing levels of academic and vocationally based study.

Staff working with pupils follow the same planning documents as detailed above to delivery lessons to our stepping stones students. Sessions are either TA or teacher led depending on the subject and content.

Therapeutic curriculum Implementation - Planning & Organisation

Upon admission, initial assessment from OT, SaLT and Psychotherapeutic services is conducted if appropriate and clinical teams will review existing clinical information in order to establish need. The recommendations from these assessments inform the therapeutic curriculum on an individualised basis. This may include access to the universal clinical provision at Longdon Park, the Enhanced provision where programs are overseen and designed by clinicians or Specialist provision where pupils timetables include direct 1:1 or group input from one of the therapeutic professionals.

Individual therapeutic curriculums are regularly reviewed by clinicians are promote progress towards individualised therapeutic targets and EHCP outcomes.

Monitoring Academic Progress

The first steps of target setting for the students who are accessing the National Curriculum is to find out where they were in their previous placement. If appropriate; from this point the subject teacher will set a range of tasks and sessions based on this level, in order to gauge whether they need to challenge or support at a lower level. They will then baseline the student using standardised assessment descriptors across the course of a term on Evidence for Learning in order to then monitor student progress in the given subject area.

During this time a range of specialists at the school, will further inform staff how students work best and identify any interventions that may need to be implemented. These professionals include, Occupational and Speech & Language therapists.

In keys stages 2 & 3 our classroom ready cohort follow the national curriculum for academic subject areas. Progress in these Key Stages then determines which pathways students will access in Key Stage 4. The pathways that are on offer include the Entry Level / Functional Skills or the GCSE pathway.

Dependent on the pathway the student is following; their expectations will be set through a multi-disciplinary team in order to assess the rate of progress they should be making. This is captured and shared as part of the annual review process.

Throughout the course of their learning journeys at Longdon, students are tracked against National Curriculum or qualification specific criteria on a termly basis through all academic areas, this data is collected on Evidence for Learning and then shared with parents through pupil reports, these reports are shared three times per year.

Curriculum implementation – Key Stage 2

The curriculum for Key Stage 2 is mapped against the National Curriculum for each of the subjects that we offer. In addition we provide therapeutic / sensory / enrichment activities as part of our student's timetables where our own programmes have been implemented. These are linked to EHCP targets and holistic development.

Literacy skills are embedded throughout the curriculum wherever possible with lessons. This could take the form of activities such as review of key words, spelling starters, verbal discussion or group / individualised reading to access content. Reading ages of students / support allocated is carefully considered depending on the reading ages of the learners within the group. Students benefit from access to both a physical and online library where books are mapped against both student interests and their individual reading ability. Students continue to be monitored on accelerated reader throughout key stage 2.

Students benefit from accessing two tutorial slots at the start and end of each day allowing them to successfully transition from home to school and reflect on their day's progress with tutors' at the end of the day.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning and access to the wider curriculum flows into the afternoon. Long term recall activities are built into sessions which gives learners the opportunity to revisit content they have been taught throughout the subject. Our learners receive regular feedback in each subject area with more detailed target driven feedback provided once in every four lessons per subject.

Additionally, all students also benefit from therapeutic input in the form of movement / sensory sessions as well as a dedicated session led by the therapy team on zones of regulation.

Preparation for adulthood sessions are introduced at key stage 2. These sessions focus on a combination of education in careers as well as providing students with activities to monitor progress against the EHCP outcomes.

Students have the opportunity to enrich their timetable through a choice of activities (see enrichment choices booklet). These sessions allow our students to interact with one another or members of the community in a less academically focused environment. Progress in these sessions is tracked against individual EHCP outcomes. The table below shows a typical week for each of our learners at Key Stage 2. (Not taking into account individualised therapy sessions).

A sample of a typical key stage 2 timetable can be found below.

| Monday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
|-----------|-----------------|---------------|--------------------|---------------|-----------------|-----------------|---------------|--------------------------|--------------------------|---------------|
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Maths | Geography | Break | PE | English | Lunch | Enrichment | Enrichment | PM REG |
| | | | | | | | | | | |
| Tuesday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Maths | History | Break | PE | English | Lunch | Enrichment | Enrichment | PM REG |
| | | | | | | | | | | |
| Wednesday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Maths | EHCP focus - Games | Break | RSE | English | Lunch | Enrichment | Enrichment | PM REG |
| | | | | | | | | | | |
| Thursday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Maths | English | Break | Science | Computing | Lunch | Cultural | Creative | PM REG |
| | | | | | | | | | | |
| Friday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Cooking | Cooking | Break | PFA / Community | PFA / Community | Lunch | Activities / golden time | Activities / golden time | PM REG |
| | | | | | | | | | | |

Curriculum Implementation – Key Stage 3

The curriculum for Key Stage 3 is mapped against the National Curriculum for each of the subjects that we offer. In addition we provide therapeutic / sensory / enrichment activities as part of our student’s timetables where our own programmes have been implemented. These are linked to EHCP targets and holistic development.

Key stage 3 show gradual progress towards a secondary model, where the young people remain in their class groups for the majority of sessions, but core subjects are delivered on a rotational basis allowing for greater subject specialist knowledge in delivery.

Literacy skills are embedded throughout the curriculum wherever possible with lessons. This could take the form of activities such review of key words, spelling starters, verbal discussion or group / individualised reading to access content. Reading ages of students / support allocated is carefully considered depending on the reading ages of the learners within the group. Students benefit from access to both a physical and online library where books are mapped against both student interests and their individual reading ability. Students continue to be monitored on accelerated reader throughout key stage 3.

Students benefit from accessing two tutorial slots at the start and end of each day allowing them to successfully transition from home to school and reflect on their day’s progress with tutors’ at the end of the day.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning and access to the wider curriculum flows into the afternoon. Therapeutic or sensory activities are also part of our KS3 learner’s mornings each day. Long term recall activities are built into sessions which gives learners the opportunity to revisit content they have been taught throughout the subject. Our learners receive regular feedback in each subject area along with a weekly target.

Additionally, all students also benefit from therapeutic input in the form of movement / sensory sessions as well as a dedicated session led by the therapy team on zones of regulation.

Students have the opportunity to enrich their timetable through a choice of activities (see enrichment choices booklet). These sessions allow our students to interact with one another or members of the community in a less academically focused environment. Progress in these sessions is tracked against individual EHCP outcomes.

The table below shows a typical week for each of our learners at Key Stage 3. (Not taking into account individualised therapy sessions).

| | | | | | | | | | | |
|------------------|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------------|------------------------|---------------|
| Monday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Computing | Futures | Break | Humanities | English | Lunch | Enrichment | Enrichment | PM REG |
| Tuesday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Creative | Maths | Break | PE | English | Lunch | PFA | PFA | PM REG |
| Wednesday | AM Registration | Period 1 | Period 2 | Break | Period 4 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:45 - 12:25 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | PE | Maths | Break | Science | English | Lunch | Enrichment | Enrichment | PM REG |
| Thursday | AM Registration | Period 1 | Period 2 | Break | Period 4 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:45 - 12:25 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | PFA | Maths | Break | Science | English | Lunch | PFA | PFA | PM REG |
| Friday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:20 - 10:00 | 10:00 - 10:40 | 10:40 - 11:00 | 11:00 - 11:45 | 11:45 - 12:25 | 12:25 - 13:25 | 13:25 - 14:10 | 14:10 - 14:50 | 14:50 - 15:00 |
| | AM Registration | Humanities | Maths | Break | Science | Creative | Lunch | Activities/Golden Time | Activities/Golden Time | PM REG |

Curriculum implementation – Key stage 4

The curriculum for Key Stage 4 is mapped against the National Curriculum / qualification routes appropriate to each learner for each of the subjects that we offer. Students benefit from a range of academic and vocational options, delivered across both of the Longdon Park sites. GCSEs, AS levels, Functional Skills, Entry Level and NOCN qualifications can be delivered based on student preference and voice. Students between the ages of 14 and 18 follow an accreditation-based curriculum wherever possible

The daily timetable is balanced so that students can experience a broad range of learning experiences. Therapeutic or life skills sessions are also part of our KS4 learner's day. Long term recall activities are built into session which gives learners the opportunity to revisit content they have been taught throughout the subject. Our learners receive regular feedback in each subject with clear targets and reflection tasks set once in every four lessons.

Literacy activities are built into English qualification lessons to develop our learners' confidence and enjoyment in reading. Students benefit from access to both a physical and online library where books are mapped against both student interests and their individual reading ability. Students continue to be monitored on accelerated reader throughout key stage 4.

Students benefit from accessing a tutorial slot each day allowing, them to successfully transition from home to school.

Preparation for adulthood sessions (known as Life Skills) are continued at key stage 4. These sessions focus on a combination of education in careers as well as providing students with activities to monitor progress against the EHCP outcomes.

Curriculum implementation – Longdon Parkway

With the addition of the Longdon Parkway vocational site, students are now able to supplement their core timetable with a range of vocational qualifications at level 1 and 2, delivered in an industry standard workshop environment. They also have access to additional GCSE qualifications in Computing, Art and History/Geography.

In addition, and where appropriate students will receive weekly input from a speech and language therapist or an occupational therapist.

Curriculum implementation – Example Timetable

The table below shows a typical week for each of our learners at Key stage 4 (Not inclusive of therapy sessions). Student timetables are tailored towards student interests within KS4 with some students accessing external college courses and work experience placements.

| Monday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
|-----------|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 08:45 - 09:20 | 09:30 - 10:05 | 10:05 - 10:50 | 10:50 - 11:00 | 11:00 - 11:45 | 11:45 - 12:30 | 12:30 - 13:15 | 13:15 - 14:00 | 14:00 - 14:45 | 14:45 - 15:00 |
| | AM Registration | Futures | PFA | Break | PFA | PFA | Lunch | Enrichment | Enrichment | PM REG |
| | | EBA | | | | | | | | |
| Tuesday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:30 - 10:05 | 10:05 - 10:50 | 10:50 - 11:00 | 11:00 - 11:45 | 11:45 - 12:30 | 12:30 - 13:15 | 13:15 - 14:00 | 14:00 - 14:45 | 14:45 - 15:00 |
| | AM Registration | Core Rotation | Core Rotation | Break | Core Rotation | Core Rotation | Lunch | Options | Options | PM REG |
| | | | | | | | | | | |
| Wednesday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:30 - 10:05 | 10:05 - 10:50 | 10:50 - 11:00 | 11:00 - 11:45 | 11:45 - 12:30 | 12:30 - 13:15 | 13:15 - 14:00 | 14:00 - 14:45 | 14:45 - 15:00 |
| | AM Registration | Core Rotation | Core Rotation | Break | Core Rotation | Options | Lunch | Options | Options | PM REG |
| | | | | | | | | | | |
| Thursday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:30 - 10:05 | 10:05 - 10:50 | 10:50 - 11:00 | 11:00 - 11:45 | 11:45 - 12:30 | 12:30 - 13:15 | 13:15 - 14:00 | 14:00 - 14:45 | 14:45 - 15:00 |
| | AM Registration | Core Rotation | Core Rotation | Break | Core Rotation | RSE | Lunch | Options | Options | PM REG |
| | | | | | | | | | | |
| Friday | AM Registration | Period 1 | Period 2 | Break | Period 3 | Period 4 | Lunch | Period 5 | Period 6 | PM REG |
| | 08:45 - 09:20 | 09:30 - 10:05 | 10:05 - 10:50 | 10:50 - 11:00 | 11:00 - 11:45 | 11:45 - 12:30 | 12:30 - 13:15 | 13:15 - 14:00 | 14:00 - 14:45 | 14:45 - 15:00 |
| | AM Registration | Core Rotation | Core Rotation | Break | Physical | Physical | Lunch | Enrichment | Enrichment | PM REG |
| | | | | | | | | | | |

Curriculum implementation – EYFS

For the small amount of young people who are unable to access academic content at a year 1 level in national curriculum areas, Longdon Park can deliver an adapted version of the reception year Development Matters scheme. This is the government recommended curriculum base on the 7 strands of development from the Early Years and Foundation Stage guidance;

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Activities that support the development of the above are collaboratively planned by the teachers working with the Development Matters and are sequenced within a yearly overview to ensure that full coverage is achieved within each strand over the academic year.

Intervention

Intervention is an integral part of ensuring that all learners are able to access the curriculum and make appropriate progress. The need for intervention is identified and assessed by individual subject teachers through ongoing assessment, monitoring of student progress, and professional judgement.

Subject teachers are responsible for identifying students who require additional support and determining the most appropriate form of intervention. Intervention may take place in a range of ways depending on the needs of the learner and the nature of the subject content.

Intervention may include:

- **In-lesson intervention**, where teachers provide targeted support during normal teaching time. This may involve differentiated tasks, additional explanation, small group support, or adaptive teaching strategies to address specific learning gaps.
- **Additional support outside of lessons**, which may be delivered by teachers or **Teaching Assistants (TAs)**. These sessions may focus on reinforcing key concepts, addressing misconceptions, or supporting students to catch up with missed or challenging content.

- **Phonics interventions**, delivered by staff trained in Little Wandle or TRT dependent on key stage. Phonics interventions will be put in place and reviewed regularly alongside the results of the termly STAR reader.

Intervention approaches are intended to be flexible and responsive, ensuring that support is timely and appropriate to individual learner needs. Subject teams will monitor the impact of interventions and adjust strategies where necessary to ensure that students are supported effectively in achieving the curriculum outcomes.

Assessment, Recording, Reporting & Accreditation (refer to marking and assessment policy)

Most students at Longdon Park follow national curriculum from Key stage 1-3. From Key Stage 4 onwards – some student will have the opportunity to work towards the following qualifications – This is inclusive of the below but not limited to:

- Entry Level 1-3
- Functional Skills
- General Certificate of Secondary Education (GCSE) at 9-1
- National Open College Network Certificate (NOCN) Level 1-2

All learners in key stage 2 and key stage 3 groups are measured against National Curriculum expectations for each subject area. Some programmes such as Maths follow other standardised assessment frameworks e.g. White Rose, these however are also mapped against national curriculum criteria. Progress across the steps helps to identify the most appropriate pathway for students in key stage 4.

Progress across each of the criteria covered across a term are assessed against the descriptors of Emerging, Developing, Securing and Mastering which can be found below.

We collect information about all pupils reading and spelling ages and use this to influence individualised support in lessons and literacy sessions. Where pupils have difficulty in accessing reading tests through STAR reader, we have a team of phonics specialists who coordinate intervention and assessment in early years reading using the Department for Education approved Little Wandle Scheme.

| | Emerging | Developing | Securing | Mastering |
|--------------------|---|---|---|---|
| Descriptors | Areas of the topic have been covered but there is no evidence of progress within this area. | Areas of the topic have been covered, there is minimal / some evidence of progress within area. | Areas of the topic have been covered and progress is as expected for the student. | Areas of the topic have been covered. Progress has been sustained and student has demonstrated excellent application. |

Extended Learning

The formal academic curriculum is enhanced by days/sessions that are planned for enrichment purposes. This may include culture immersion days, health, ecological or religious/spiritual activities. The aim of such events is to broaden student's experiences as well as giving them an opportunity to apply their skills in varied situations.

Our curriculum endeavours to further develop student's personal skills, therefore we run joint target setting meetings with therapists and carers/ parents; we develop appropriate targets and strategies based on their EHCP and specific needs.

Cross Curricular Links

Literacy and Reading, Numeracy, British Values and SMSC are cross-curricular strands, highlighted in a wide range of activities.

External providers

To ensure that our learners have access to the best possible opportunities, the school will occasionally work with external providers. This is to facilitate access to alternative qualifications that the school itself does not provide.

We hold these external providers to the same high standards and expectations of our own staff team through our robust quality assurance processes.

Staffing and Resources

The education team consists of primary and secondary teachers, specialist core teachers and intervention teacher as well as experienced teaching assistants, occupational and speech and language Therapists. A variety of specialist settings are provided to meet the diverse needs of our students.

Working with Parents

We encourage parents to visit whenever possible and in particular to attend the annual review meetings. Parents are provided with updates on progress in termly reports that comment on all areas of the curriculum as well as EHC outcomes.

We use an online tool called "Class Dojo" in order to post children's work and media to parents so they can see what their children have been up to on a regular basis.

Review

The curriculum is reviewed termly on an ongoing basis, evaluating a range of success indicators to ensure it meets the needs of all our students. We continue to develop a curriculum that is tailor made to each individual to provide specific and holistic opportunities.