



# Curriculum Policy

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| <b>Written</b>          | January 2026   |
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| <b>Role</b>             | Headteacher    |
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## Welcome

Ysgol Y Rhos is an independent day school. It is part of the Unique Care Limited company, which has five pupils' homes locally. The school is registered with the Welsh Government for pupils with Social, Emotional and Behavioural Difficulties. Many of our pupils have a range of complex needs and benefit from a small environment with a bespoke curriculum. We are registered for 24 pupils, aged between 8 and 16 years.

Contact details for the school are;

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## Our Ethos

At Ysgol y Rhos we cater for both boys and girls in the age range of 8 to 16 years. We understand that many of the pupils who come to the school have had a turbulent and often disrupted past educational experience. Most have been to a number of schools, have been subject to exclusion, and struggle to maintain their learning in more mainstream settings; often subject to low self-esteem, low confidence in learning and a high level of disengagement from the education system. Further, the risks presented by their Adverse Childhood Experiences, and associated problematic and complex interpersonal skills development, have impaired their ability to be integrated into, and educated by, mainstream schools. Many of our learners come with a range of additional learning needs, some with a statement of special educational needs, an individual development plan (IDP), or an Education, Health and Care plan (EHC Plan), as applicable. At Ysgol Y Rhos we seek to offer a fresh start for all our pupils and work to provide an experience of education that is commensurate with each individual's needs and abilities. We support pupils to re-engage, to address gaps in their previous education and empower them to both participate in, and take responsibility for their education, and their future.

## Introduction

This policy will outline the purpose and approach to the curriculum at Ysgol Y Rhos its main aims are to;

- Stimulate and support re-engagement with the learning process, using research based, active learning approaches wherever possible and engaging in a significant number of real-life learning experiences.
- Promote accelerated learning in order to compensate for previous missed opportunities and enable pupils to gain the best outcomes possible in the time they spend in Ysgol Y Rhos.

## Governing Standards

This policy has been prepared with regard to

- The Independent School Standards (Wales) Regulations 2024
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018
- The Additional Learning Needs Code for Wales 2021
- The Equality Act 2010
- Part 1 of the UNCRC

## United Nations Convention of the Rights of the Child (UNCRC)

Our curriculum policy has also been written with due regard for the UNCRC demonstrating our commitment to the promotion and protection of children's rights ensuring that the voice, welfare and dignity of all our pupils is paramount to the work that we do. Our curriculum policy encompasses the UNCRC in the following ways.

| Article    | Theme                                   | Links                                                                                                                                                                                                |
|------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Article 2  | Non-discrimination                      | The curriculum at Ysgol Y Rhos is accessible to all pupils regardless of disability, care status, gender, ethnicity, religion, language, or background.                                              |
| Article 3  | Best interests of the child             | Curriculum decisions at Ysgol Y Rhos prioritise pupil wellbeing, safety and developmental needs. The curriculum is flexible in responding to the individual needs of our pupils.                     |
| Article 6  | Right to life, survival and development | Our curriculum supports pupils intellectual, emotional, physical and social development. Learning experiences are designed to build resilience, confidence, independence and life skills.            |
| Article 12 | Right to be heard                       | Pupils at Ysgol Y Rhos have opportunities to influence curriculum design, topics, enrichment activities and learning approaches. Pupil voice is embedded into the curriculum.                        |
| Article 13 | Freedom of expression                   | Our curriculum encourages our pupils to express ideas, opinions, creativity and emotions safely and respectfully.                                                                                    |
| Article 14 | Freedom of thought, belief and religion | Teaching at Ysgol Y Rhos respects pupils beliefs and values. Our curriculum promotes open-mindedness, ethical understanding and respect for difference.                                              |
| Article 15 | Freedom of association                  | Our curriculum encourages collaboration, teamwork and social learning. Pupils are supported to engage positively with peers through group work and shared learning experiences.                      |
| Article 16 | Right to privacy                        | Curriculum activities that involve personal reflection or discussion and handled sensitively. Pupils are not required to share these publicly.                                                       |
| Article 17 | Access to appropriate information       | Pupils at Ysgol Y Rhos are provided with accurate, age-appropriate and balanced information. Digital literacy and critical thinking are taught so pupils can access and evaluate information safely. |
| Article 19 | Protection from all forms of harm       | The curriculum at Ysgol Y Rhos actively promotes safeguarding through; Relationships and Sexuality Education, Online Safety Education, Anti-bullying Education, Healthy Relationships.               |
| Article 23 | Rights of children with disabilities    | Pupils with Additional Learning Needs are supported to access the full curriculum through tailored teaching, specialist support and inclusive planning.                                              |
| Article 24 | Right to health                         | The curriculum at Ysgol Y Rhos promotes physical and mental health through; emotional literacy,                                                                                                      |

|                  |                                                      |                                                                                                                                                                                                                                            |
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|                  |                                                      | physical activity and mental health awareness. Pupils are taught strategies for self-care and resilience.                                                                                                                                  |
| Article 28       | Right to education                                   | The curriculum ensures all learners have meaningful access to education that meets their needs and prepares them for the future.                                                                                                           |
| Article 29       | Aims of education                                    | Education at Ysgol Y Rhos develops our pupils; personality, talents and abilities, respect for human rights, respect for others and the environment and prepares our pupils for adult life and citizenship.                                |
| Article 30       | Minority language, culture and identity              | The curriculum at Ysgol Y Rhos respects and promotes; cultural diversity, Welsh language and identity and home languages and backgrounds.                                                                                                  |
| Article 31       | Right to play, leisure and creativity                | The curriculum at Ysgol Y Rhos includes opportunities for; play-based learning, creative exploration and outdoor learning.                                                                                                                 |
| Articles 34 - 36 | Protection from exploitation and sexual exploitation | Through RSE and Safeguarding education pupils at Ysgol Y Rhos are taught; boundaries, consent, online safety and how to seek help if they are worried.                                                                                     |
| Article 39       | Recovery from trauma                                 | The curriculum at Ysgol Y Rhos supports pupils who have experienced trauma by; providing structure and stability, embedding nurture and therapeutic approaches and valuing emotional regulation and wellbeing alongside academic progress. |
| Article 42       | Awareness of rights                                  | Pupils at Ysgol Y Rhos are taught about; their rights, children's rights globally and respect, equality and justice.                                                                                                                       |

## Principles

The curriculum is the formal means by which Ysgol Y Rhos translates its aims and values into practice. At Ysgol Y Rhos, we aspire to raise educational standards through a robust vocational, academic, holistic, and therapeutic approach.

The aims of our curriculum are to:

- Provide equitable access to the curriculum and does not discriminate unlawfully against pupils because of any protected characteristic, care status, additional learning need, background or personal circumstance.  
Offer a broad and balanced provision to all pupils.
- Prepare pupils for further study, the world of work and to become active citizens.
- Develop positive personal and social values.
- Provide a variety of activities which bring about effective learning.
- Provide appropriate challenges and lead to achievement for all pupils.
- To provide a curriculum that takes into account abilities and skills as well as individual needs including those stipulated in IDPs and EHC Plans
- Provide continuity and progression from the point of transfer to the time of leaving Ysgol Y Rhos
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Use a variety of resources to provide our pupils with a holistic educational package to enhance their educational and employment opportunities, and raise their social skills, reducing the risk of social and economic exclusion.

- Teach and provide experiences for our pupils in fundamental values such as; democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs (ensuring that partisan political views are not promoted and that political issues receive a balanced presentation of opposing views).

The aim of our curriculum is to integrate academic, vocational, therapeutic and personal-development provision, while maintaining entitlement to a broad, balanced and appropriately challenging education.

The targets of the curriculum at Ysgol Y Rhos embrace the therapeutic goals and needs of pupils alongside their academic focus. Education will focus on delivery of subjects such as ASDAN, PSE SWEET, Duke of Edinburgh in addition to Functional Skills and GCSEs. Our curriculum will link in with a therapeutic approach, the phases of placement model, delivered by the therapeutic team of Unique Care Homes who work closely alongside the school.

Safeguarding is paramount throughout our curriculum.

### **Curriculum Structures**

The curriculum in Ysgol y Rhos School is *needs-led*: it is based on the reality of the assessed needs of the pupils that the school serves. It takes account of the ages, aptitudes and needs of all pupils, including those with an IDP or an EHC Plan.

Although Curriculum for Wales is not mandatory for independent schools, Ysgol Y Rhos has chosen to use its principles, progression framework and Areas of Learning and Experience to support the design of a broad, balanced and needs-led curriculum. Our curriculum embraces cross-curricular themes including:

- Career advice and guidance – Including impartial careers guidance for Secondary aged pupils using Careers Wales.
- Work Experience
- PSE (citizenship, Sex education, Welsh Culture and Heritage)
- RSE
- Science
- English
- Maths
- ICT
- Humanities
- Art
- Food Technology
- MFL
- Outdoor Education

Sex Education, Welsh Culture and Heritage, values and children's rights are embedded across the curriculum with bespoke sessions taking place. Therapy will be part of the weekly timetable constructed around each individual pupils needs. This is also supported by a cycle of Team Around the Child (TAC) meetings led by the child's therapist and attended by representatives from both the school and home.

The development of pupils personal and social skills, and their spiritual and cultural development are addressed specifically through the PSE and digital literacy programmes which will be embedded and bespoke sessions. The importance of developing ICT, literacy, and numeracy is recognised by the curriculum's time allocation and a continuing emphasis on developing these skills across the whole curriculum.

Our curriculum aspires to give pupils in all Key Stages experience in the following areas:

- Language and Communication – this will be done through English and literacy, reading and developing positive affirmations.
- Mathematics - through Maths, Numeracy and Science.
- Science – Science provides pupils with experience of biology, chemistry and physics and develops their knowledge and understanding of nature, materials and forces. Pupils develop scientific-enquiry skills through observation, questioning, forming hypotheses, investigation, experimentation and recording and evaluating findings.
- Technology – pupils develop digital competence through ICT, online safety, digital literacy and responsible use of technology. Through science, food technology, expressive arts and practical learning, pupils also plan and communicate ideas, use appropriate tools, equipment, materials and components, and evaluate processes and completed products.
- Humanities – All pupils receive a lesson of History, Geography and RE.
- Health and Wellbeing – physical education, mindfulness, and personal wellbeing.
- Creative education – introducing learners to art, music, graphic design, creative media.

Pupils will benefit from studying topics linked to their social environment along with Exam Syllabus criteria plus vocational options which are reviewed on a regular basis. Pupils are entered for appropriate externally accredited qualifications, which may include Entry Level Certificates, ASDAN awards, Functional Skills and GCSEs. Decisions are based on each pupil's age, attainment, aptitude, additional learning needs, aspirations and intended progression route.

Pupils will still be offered programmes of study that link to their individual stage of learning and not just their chronological age.

We take guidance from the Curriculum for Wales.

### **Curriculum Time**

The school week comprises of 45-minute to one hour periods, although this may be adapted to individual pupil needs. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. Generous time allocation is made for English, Maths, and Science reflecting the importance of these subjects for all pupils at KS3 and KS4. Art and PSE also play an important part of a pupil's timetable. More vocational learning such as off-site

experiences, Bushcraft, Rights Respecting School and ASDAN are delivered during afternoon sessions.

### **Schemes of Work**

A sound and well-developed scheme of work is in place for each subject. It is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of pupils. Schemes of work also provide a basis for monitoring and evaluating the curriculum as it is a working document. Common headings including:

Schemes of work aim to be made to adapt to the changing cohorts of pupils. We aim to have a bank of specific schemes of work that are highly individualised and reflect our therapeutic approach and would be applicable to new cohorts. A scheme of work is a programme of study that will be adapted in response to pupils' assessed needs, prior attainment, communication needs, individual profiles and identified barriers to learning. This can be done by taking guidance from an IDP/EHC Plan for example. Staff use a variety of tools to support planning including Taith 360.

### **Individual Learning Needs**

Every pupil has a Personal Learning Pathway (PLP) that identifies a small number of priority targets, suited to their individual needs, taken from literacy, numeracy and personal/social development in conjunction with the GL assessment's.

Individual targets reflect the objectives agreed at the Annual Review of the pupils' IDP or EHC Plan where applicable. PLP and Positive Behaviour Support Plan (PBSP) targets are SMART (specific, measurable, achievable, realistic and timed). They are discussed by the teaching team and then reviewed and revised each term by the pupils tutor reflecting the progress made by the young person.

These will then be considered for intervention sessions where pupils are taught 1:1 or in small groups depending on need and targets identified. The assess, plan, do, review cycle will then begin. All teachers consider how these targets can be pursued across the curriculum, by reflecting them in their planning for lessons. Where an individual young person has particular needs that cannot be addressed through the breadth of the curriculum, arrangements are made, as far as possible, for individual tuition.

### **Baseline assessment**

Pupils' access to the curriculum is dependent on individual needs for learning, identified at point of admission to school through a comprehensive suite of baseline and diagnostic assessment tools, covering literacy, numeracy, cognitive skills and personal-social development. These assessments are administered as part of the planned process for induction to school.

Pupils learning programmes are then tailored to meet the individual needs within small-group teaching situations.

## **Inclusion**

Ysgol y Rhos caters for pupils with significant and complex emotional, behavioural needs for whom appropriate and effective provision has not been, or cannot be, made in other settings, including in mainstream schools. Ysgol y Rhos School intends to be fully inclusive for all its pupils and cater for their needs as follows:

All Pupils have equal access to full-time education. The education is designed to be suited to the pupils' ages, abilities, aptitudes and additional learning needs. The goal is for every pupil to be actively engaged in effective learning. Every pupil has a right to involvement in their own Personal Learning Pathway and reviews and TAC meetings alongside access to nationally accredited routes and qualifications.

## **Learning about Learning**

At Ysgol y Rhos we believe the pupils should be taught to think about what they are learning because:

- research demonstrates that learning about learning (meta-learning) leads to greater retention of knowledge and great understanding, leading to a better ability to apply knowledge in new contexts.
- pupils learn to exercise active and positive control over their environment, both now and in the future.
- pupils understand themselves as learners; realising they have power as a learner, and in changing their approach to learning they can change their lives.
- pupils develop skills to learn, problem solve and think creatively as an independent learner.
- becoming empowered to take responsibility for their own learning, pupils are able to make the most of the opportunities presented.

## **Enrichment opportunities real life experiences:**

At Ysgol y Rhos we believe in providing enrichment activities and real-life experiences to pupils because:

- pupils are able to safely experience learning opportunities in the wider community.
- these experiences exploit interests and talents.
- these experiences increase the probability of success.
- these experiences help build routes to future options.
- these opportunities build self-esteem and confidence in learning in a wider context.
- these opportunities offer different avenues and styles of learning and achievement.

## **Curriculum Priority Maths and English**

### English

For many of our children and pupils, English represents the most significant barrier to learning. Some have learning difficulties; some have lost ground through having missed education; many react negatively to lessons in which reading, and writing play a part. For all learners, progress in English is essential, in that it plays a part in all aspects of the curriculum and is closely linked to thinking, learning, and employability skills.

### Rationale

We aim to provide a stimulating, secure, and supportive environment where children and pupils are encouraged to express themselves and where their contributions are valued.

We will provide an environment where pupils will develop their ability to use language to think, explore, recognise, and communicate their ideas. We will consider how we support pupils with ALN when planning so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, regardless of the pupil's English level.

### Principles

1. Literacy is a right for all pupils and a central part of the preparation for adult life.
2. There is a responsibility for all teachers and support staff to develop literacy skills and to approach its development consistently.
3. We will prioritise the development of literacy across all areas of the curriculum.
4. We will make literacy support a key feature of differentiation in all subjects.
5. We will carry out baseline testing on admission to Ysgol Y Rhos to ensure accurate assessment of need.
6. We will take specialist advice from speech and language therapists, where IDPs or EHC Plans identify barriers in this area.
7. We will provide strategies to all staff, to ensure they have accurate information about the literacy levels of all pupils they teach, and how best to support them, and their targets for development.
8. We recognise that language is central to pupils' sense of identity, belonging, and growth; and, in turn, to raising pupils' own expectations of achievement, improving pupils' confidence and self-expression.
9. Individual reading and reading clubs will be stimulated by allocating set time on our timetables.

### Maths

*'Maths is an essential life skill, and learners need to be able to apply this skill across the curriculum in different subject areas, and in real-life contexts. It is also about identifying and applying numerical reasoning in order to solve a problem and carry out the numerical procedure which enables people to work out and show their solutions'.*

### Principles

We aspire to enable our pupils to be able to:

- recall mathematical facts confidently.
- calculate accurately and efficiently, both mentally and with pencil and paper, pulling on a range of calculation strategies
- use proportional reasoning to simplify and solve problems.
- use calculators and other IT resources appropriately and effectively to solve mathematical problems and select from the display the number of figures appropriate to the context of a calculation.
- use simple formulae and substitute numbers in them.
- measure and estimate measurements, choosing suitable units and reading numbers correctly from a range of meters, dials, and scales.

- calculate simple perimeters, areas, and volumes, recognising the degree of accuracy that can be achieved.
- understand and use measures of time and speed.
- appreciate the concept of scale in geometrical drawings and maps.
- understand the difference between mean, median, mode and range and the purpose for which each is used.
- collect data, discrete and continuous, and interpret and predict, from graphs, diagrams, charts, and tables.
- have some understanding of the measurement of probability and risk.
- explain methods and justify reasoning and conclusions, using correct mathematical terms.
- judge the reasonableness of solutions and check them when necessary.
- give results to a degree of accuracy to the context.

### Social Skills and Personal Development

- allows pupils to explore the dynamics of working with others and develop appropriate and relevant skills to do so successfully.
- allows pupils a safe environment in which to explore their own feelings about being with other people and developing relationships; giving them the opportunity to learn skills to enable positive relationship building now, and in the future.
- allows pupils the opportunity to explore the reasons for and behind their behaviours and empowers them with the skills to effect change to these behaviours.
- allows pupils the opportunity and resources to reconnect with the skills needed to play and learn and the feelings evoked in different situations.
- allows pupils to develop a greater understanding of their place in society and the skills needed to maintain and improve this effectively, so that they can make a positive contribution as adults.
- empowers pupils with the skills needed to live as independently as possible.

### Careers and Preparation for Adulthood

Ysgol Y Rhos will help prepare our pupils for future careers and preparation for adulthood through the following provision;

- Careers Wales advice for Year 10 and follow-up support in Year 11;
- a careers interview for Key Stage 4 pupils following admission;
- annual work-experience opportunities;
- college visits, applications and transition support;
- impartial information about academic, vocational, employment and training routes;
- personal development, independence and preparation for adult life.

### **Tracking pupil Progress:**

Pupil progress is tracked through a variety of methods these include:

- continuity in full time education, including attendance data
- achievement of targets in Pupil Learning Pathways (PLPs), reviewed on a regular basis.
- progress and success factors identified in Annual Review reports.
- observations and feedback from stakeholders (e.g. at Annual Review meetings); includes personal progress indicators as measured by individual actions on the PEP / One Page Profile.

- regular review and assessment of literacy, numeracy and social skills, using standardised and whole-school approaches.
- success of Work Experience opportunities and other opportunities in the wider community.
- weekly 'in-school' recognition of progress, linked to individual and rewards schemes
- progress against learning outcomes and subject specific skills across the curriculum.

Tracking of this progress is recorded through the school's online systems Taith 360 and SLEUTH.

Teachers use formative and summative assessment information to identify pupils' progress, gaps in learning and next steps. Assessment outcomes inform lesson planning, differentiation, intervention and curriculum adaptation. Pupils receive regular, developmentally appropriate feedback that helps them understand what they have achieved and what they need to do next. Leaders review assessment information to evaluate individual, group and whole-school progress and the effectiveness of curriculum provision.

## **Resources**

### Education Staff

The education staff team comprises qualified teachers and teaching assistants. They have a wide variety of qualifications and experience, including working with pupils with Additional Learning Needs.

The school promotes and supports the continuing professional development of its whole group of teaching staff through use of internal training sources and external providers.

The school is currently committed to recruiting additional teaching assistants to support its curriculum delivery throughout 2026.

### Residential Care Staff

Care staff, known as Support Staff in school, work alongside educational staff to support individual pupils with learning but, more particularly, to offer an intensive level of support to help manage incidents that prevent learning taking place.

A growing number of these support staff are trained Teaching Assistants, holding Level 3 qualifications. Some are also training, or have trained, to act as substitute invigilators. There is a significant, in-depth induction package of courses that all new staff are expected to take part in and regular update/refresher training, particularly focused on different areas of the safeguarding agenda and their role in school.

Daily information exchange between the young person's home and the school is essential in managing the individual young person's programme. Ysgol y Rhos tutorial meetings (staff/pupils) focus on celebrating success as well as reinforcing behavioural boundaries. Residential Care Staff support pupils in completing tasks set for home-working when a young person is unable to attend school for any reason.

### Time

The school day starts at 09:15 and finishes at 15:00.

- Tutor Group meetings take place each day and last 15 minutes which is the beginning of the day.
- Most lessons are 45 - 60 minutes in length.
- Two hours per week are spent travelling to off-site activities (Outdoor Education and Games).
- PE is for 90 minutes per week.
- Outdoor Education lasts approximately 2 hours depending on the activity.
- Pupils have a morning break of 15 minutes and a lunch break of 30 minutes.

The school is open to teaching staff for 195 days per year, including 6 professional development days and 3 additional days focused on paperwork for individual pupils, due to the level of tracking and progress reporting necessary and the loss of PPA time due to focused meetings for each pupil.

The year is divided into 3 terms, with each term being split into half-terms following as far as possible the Flintshire school term plan.

### Resources and Accommodation

Ysgol y Rhos School is set in extensive grounds.

The main school building houses the school's reception an English room, a domestic science / life skills room, a reflection room, the school library, head teacher's office and a staffroom with small staff kitchen.

A second building houses an expressive arts room and an additional classroom space.

The third school building is our dedicated Primary based area with a small kitchen / reception area, 2 classrooms, toilet and its own outdoor space.

The fourth school building is the newest development at Ysgol Y Rhos and currently houses the school's Mathematics room, Science Room and a large multi-purpose room with a fully equipped kitchen which can be used for school lunches, assemblies and indoor PE activities.

Classrooms can accommodate 4 to 5 pupils a teacher and two support staff.

### **Home Tuition**

Alternative or home-based tuition may be arranged exceptionally where an individual risk assessment determines that temporary education away from the school site is necessary to protect the pupil's welfare or support a planned reintegration. Such arrangements will not be used informally as a form of exclusion or solely as a response to challenging behaviour.

Any arrangement will be time-limited, recorded, regularly reviewed by the Headteacher and agreed with relevant parents or carers, placing authorities and professionals, where appropriate. Pupils will continue to receive suitable, supervised education appropriate to their age, ability, aptitude and additional learning needs. Teaching will be planned and overseen by suitably qualified or experienced education staff. Care staff may support delivery but will not replace the school's responsibility for teaching, assessment, safeguarding and educational progress.

Home tuition will cover the same subjects as regular school tuition.

### **Off-site and Remote Learning**

Off-site learning forms a planned part of the pupil's curriculum and has clear educational objectives. All off-site provision is appropriately risk-assessed and supervised, with attendance, safeguarding and progress recorded in accordance with the school's relevant policies.

Where remote education is required, the school will provide suitable planned work, regular contact with education staff, appropriate safeguarding arrangements and arrangements for assessing pupils' participation and progress.

### **English as an Additional Language (EAL)**

A bespoke curriculum will be in place for children with English as an Additional Language. A translator device could be in place to support the teachers and the pupils. Appropriate qualifications could be embedded within the curriculum. Staff training will be in place in order to support pupils.

### **Teaching Expectations**

Teaching at Ysgol Y Rhos will always;

- enable pupils to acquire new knowledge and make good progress;
- take account of prior attainment, aptitude and additional learning needs;
- use well-planned lessons and suitable teaching methods;
- foster interest, independence and the ability to think for oneself;
- use appropriate resources;
- demonstrate secure subject knowledge;
- manage learning and behaviour effectively;
- not discriminate unlawfully.

### **Monitoring and Evaluation**

Monitoring of the implementation of the school's curriculum intentions, delivery and impact is done via:

- teachers' planning;
- informal visits to classrooms;
- learning walks focusing on a particular aspect of teaching and learning each half term;
- formal learning and teaching observations using set observation criteria followed by critical feedback;
- an annual appraisal system for all teachers linked to TLO and supervision, alongside regular whole-school assessment procedures form the basis for evaluation of performance and progress;
- formal action planning and performance management of staff falling below observed acceptable standards of teaching and learning;
- weekly staff meetings and daily briefings;
- team around the child meetings, whereby a core team of professionals, from care, therapy and education discuss the progress of individual pupils and develop strategies to further progress;
- feedback from stakeholders at review meetings;

- termly review and development of supporting documentation, and risk management strategies;
- baseline assessment and continuous tracking of pupil's progress;
- analysis of data forming part of evidence base for the school's self-evaluation process.

*This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.*

|                           |              |            |
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| Policy Created By         | Sam Thomas   | 05/01/2026 |
| Policy Approved By        | Catrin Jones | 06/01/2026 |
| Policy Reviewed By        | Sam Thomas   | 03/09/2026 |
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