Curriculum Handbook

Contents

Note from the Head

This 'Handbook' attempts to support you in doing your job and meeting your professional standards. We put it together to ensure that our approach, beliefs, systems, and policies are understood across the school so that we meet part of our Vision as 'One Community'.

Prism became an independent school in September 2010. It rapidly grew from an alternative provision with up to 30 pupils to a special school with the possibility of supporting up to 110 pupils.

We knew we wanted better, but how to do this took much work. In March 2019, I started in this post, followed very closely by my first Ofsted inspection, awarding us a required improvement; from this, the SLT completed our first action plan. We recognised that certain things have to be bespoke to each site but that we needed to ensure the majority of the school systems and processes required to be the same across both sites. We recognised we needed to improve communication and transparent systems and processes. The Handbook is the culmination of this work.

I also want to ensure that we have relevant systems and processes and that our paperwork is relevant, useful, and used. (See Figure 1 on the back page.) I, therefore, need to know when things are not working. We can then review them and, if agreed upon, decide to change them. Ultimately, the decisions we make as a school will always have the interests of pupils firmly as the priority.

Teaching has changed beyond recognition since I started at Prism. It was a vocation where all planning, preparation and assessment was outside your working day. You work the hours to get the desired results and meet the school's needs. Everything took longer as there was no internet or computers, so it all had to be done by hand. Teachers now have some life back through their PPA time, and the internet provides everything from pictures to lesson plans and easier access to information. However, the demands for reporting, recording and providing evidence have also increased. I acknowledge that all teachers, me included, have to put in much time outside the school day to complete the ever-growing demands on us around paperwork. I have tried to give you more control over some of the directed hours so that you can organise your time yourself to support your work-life balance. In return, I have high expectations of you and the teaching and learning opportunities you provide.

Due to our size and being a dual-site, there is a danger that staff will not feel supported and will get frustrated or 'coast'. This Handbook is to help you.

I will also try to ensure you have the opportunities and support you want to develop professionally. In return, I like your best. I expect loyalty and selflessness in your work with colleagues, families and our pupils. Teaching is still a vocation and a remarkable career. Our pupils deserve the best, and I want that to be you.

I hope you find this helpful document. I have kept it as short as possible while giving you the necessary information. Some of you may find some things I have included 'trivial' and some 'challenging', but I want to clarify that you are all at different career stages. I have thought long and hard about what to include and how to present it. The Executive Senior Leadership Team The Exec, Chrissie, and Lauren are here to help with any questions or concerns. We welcome feedback on what can be omitted or added to make this document more valuable and relevant.

Thank you.

Overview

At Prism, we are proud of our approach to teaching and learning. We always look for better ways to meet pupils' needs. We welcome new ideas. We support all staff through coaching, mentoring, appraisal, continuing professional development (CPD), and research and development, but we expect you to be proactive in seeking development opportunities. We use the word 'STRIVE' is an acrostic that reminds us of our values and aims.

Our CPD programme is called the ASPIRE Programme to reflect our values and aims while hoping all staff 'aspire' to improve their professional knowledge and skills.

Vision, Values, and Aims

Our Vision is *Unique opportunities for Unique Young people*

Values & Aims – STRIVE

Social

- Preparing pupils to be good citizens and promoting equality and tolerance
- Maximise co-location and inclusion opportunities
- Develop school-to-school support and professional partnerships
- Create and develop broader community partnerships
- Create and develop global links

Tolerant

- Everyone treated with fairness, compassion, honesty, patience, respect and dignity
- Listening to others' points of view
- Value every member of the school community and celebrate cultural diversity
- Acknowledge that all members of our community have rights and responsibilities and are treated with professional courtesy
- Valuing openness and respecting confidentiality

Resilient

- A holistic approach to teaching and learning through a creative, fun curriculum
- Teach pupils the way to learn
- Recognise the importance of relationships with parents, peers, and professionals
- Encouraging creative thinking, new ideas, and risk-taking in a safe and supportive environment
- Valuing consistency, embracing change, and reflecting on practice
- Encouraging better ways to achieve our goals
- Encourage wider life opportunities through developing self-help and independence skills

Independent

- Encouraging creative thinking, new ideas and risk-taking in a safe, supportive, exciting environment
- Valuing consistency, embracing change and reflecting on practice
- Encouraging better ways to achieve our goals
- Encourage wider life opportunities through developing self-help and independence skills

Versatile

- High expectations of all through the appropriate challenge
- Recognise achievements can come in many forms
- Celebrate achievements in class, in school, at home, and in the broader community
- Encourage confident, curious, happy learners who can make decisions are challenged to achieve personal goals.

Emotionally intelligent

- Pupils first, at the heart of everything we do
- Pupil voice through 'communication first' and the 'Communication Charter'
- Happy, healthy, valued, confident learners

Teaching Standards

All our teachers are expected to meet the teacher standards to deliver our Visions. Throughout the Handbook, we will indicate which standard we believe applies. The standards are included for your reference.

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

TS1 A teacher must set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

TS2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

TS3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

TS4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

C. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

TS6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

TS8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

The Role of Teachers in Supporting the Vision, Values, and Aims Why do I need to know?

You are a leader of learning. You are, therefore, responsible for setting the tone and quality of learning in your class and with your team. You need to believe in our vision and values and be passionate about making pupils' learning at Prism the best experience possible. (See Teacher Standards Fig.1)

(TS1 A teacher must set high expectations which inspire, motivate, and challenge pupils TS8 Fulfil broader professional responsibilities)

Your responsibility is to:

1. Read the Vision, values, and aims
2. Decide if you agree with them and that you are happy to be 'On The Bus', on the journey to provide the best quality education possible for our pupils

If you **are** 'on the bus' your role is to:

- Support the Vision, Values, and Aims by putting pupils' interests first in everything you do.
- Be willing to help others by putting pupils' needs first.
- Work as a supportive member of your team and the more comprehensive school.
- Be reflective. Are you working at your best in the best ways to meet our vision, values, and aims?
- Be proactive; when you see something that needs doing, do it! Where you feel that something can be done better – tell us your views! Where you need support or training – ask!

If you are not 'on the bus,' it is time to consider why not and what you can do about it. We cannot change you or how you feel, but you can do a few things for yourself that will support us as a school team.

If you **are not** 'on the bus' you may be a:

1. **Mood Hoover** - someone who moans about everything we try to do and the way we do it because they don't understand the value of what we do for our pupils. This person continues in their role but is unhappy. As a result, we do not get the best from them and they will not get the best out of their working life. This may result in long-term illness. They also make things difficult for people working in their teams and make them unhappy. This may also result in their long-term illness.

   Your role is to decide if you are being fair to yourself and everyone else. If not, can you change?

2. **Reactionary** - someone who opposes what is happening just because 'management says so' but doesn't have any alternative solutions. Like the 'Mood Hoovers', these people make life on the team complex.

   Your role is to decide if you are being fair to yourself and everyone else and, if not, can you change?

3. **Liberalist** - someone who doesn't fully buy into the Vision, Values, and Aims but is willing to accept behaviours, ideas, and opinions different from their own. This person gets on with their job, and when the opportunity arises, they are willing to offer their opinion positively and constructively.

   Your Role:
   - To continue to work as a supportive member of the team.
   - Keep offering your suggestions for improvement, and don't become disillusioned. We will always listen. We value your opinion and ideas. We may not always take your ideas on board, but the debate helps keep our core purpose, Vision, Values and aims in mind, and sometimes you may just have a better way! We want everyone to be on the bus!

Teaching at Prism

The Teacher as Leader of Learning

You need to know your pupils well, to know their skills, interests, abilities, and learning styles, and know which pedagogical approach to use that meets their needs. Staff teams must become skilled facilitators of learning opportunities. As the leader of learning in the class, it is your responsibility to ensure that these optimum learning opportunities are provided. To do this, as the teacher, you should ensure that you:

- Know your pupils well
- Know the long-term targets for a pupil or group of pupils and how to break these down into small-step learning objectives.
- Use appropriate communication systems consistently and adapt your communication to meet the needs of the pupil
- Use an appropriate pedagogic approach and know scaffold learning for individuals, using visual support where required
- Adapt the environment to meet learner needs.
- Support your team in developing their communication and professional skills.
- Support pupils and volunteers working for some time in your class to use appropriate communication and pedagogic approaches.

Teacher Responsibilities - Facilitating Learning Opportunities.

Senior Leaders are or have been good or better teachers:

Their role is to:

- Ensure that all staff involved in delivering the curriculum and leading learning opportunities are given the support they each need to deliver the curriculum.
- It may include providing model lessons, team teaching, or 'live' observation support through CCTV. Support for you and your team primarily uses a cascade model. Most support is focused on you as the teacher through staff meetings, etc. You then pass on information to your staff/ teams or other professionals.

Your Classroom and the Learning Environment

For each half-term 'topic' or 'theme,' you must plan for and provide an environment that reflects learners' interests in the topic while enabling them to develop, transfer, and generalise skills and concepts. (TS1 Establish a safe and stimulating environment for pupils, rooted in mutual respect)

Motivation and Engagement

With facilitated learning, a curriculum approach should support pupils to be, to a large degree, in control of their learning. It enables learners to seek out highly motivating activities, which in turn increases levels of engagement. High levels of engagement ensure pupils are 'stretched', and so the upward spiral continues. (TS1 A teacher must set high expectations which inspire, motivate, and challenge pupils / TS5 Adapt teaching to respond to the strengths and needs of all pupils)

'Wow'

To engage and motivate pupils, we believe that each time you start a new topic, it should be with a 'Wow' session. This is something unusual that makes you say 'wow'; for example, for our 'Celebration' topic in the past, teachers have wrapped up the classroom furniture in birthday or Xmas paper. They covered the door so that pupils had to rip off the paper to find things. Other staff have covered the floor in bubble wrap or put 'incident tape' across the door and had a picture of a hole on the floor for our 'Holes' Topic.

Classrooms have had pagodas put up and things draped and hung from them to make a 'special space' such as an Emerald City for our 'Oz' theme. (If you want to do this, please make sure they are positioned so as not to interfere with the alarm system – check with the head or caretaker if you need help with this)

In addition to starting the topic with a 'Wow,' some teachers use a 'Wow; to end their topic, such as an 'Ugly Bug Ball' to finish the 'Holes' topic. Good practice indicates mini 'wows' at the start of each week or even each lesson. These are 'hooks' to help engage and motivate pupils to learn.

Displays

Your classroom displays should support your current learning and can be 'work in progress' that are added to as the half term progresses. Corridor displays can be current learning or previous learning. We also like to see photos and an explanation of how the work was produced. We suggest that you take photos of displays around school as evidence of learning when these link to your curriculum area and as evidence of your pupils' learning.

Teachers as leaders of Staff Teams

Each teacher in school will usually be a team leader and be responsible for several support staff. (TS8 Fulfil Wider Professional Responsibilities)

Why do I need to know?

As the leader of a classroom, you must have regard to their professionalism and develop them as a supportive and effective team. This includes ensuring that they meet their professional responsibilities when the pupils are not in school as well as when they are in the classroom.

As a team, you need to support your team to make 'good choices' professionally. You need to be clear in communicating your expectations of them and of your intentions, targets, and expected work practices. It is suggested that you agree on these with your team in the first week of the new academic year or your first week of taking up post. You need to set a good example.

All staff are expected to

- be punctual and attend well with no more than seven days of absence in twelve months.
- keep the classroom and school environment clean, tidy, and safe for all users
- provide resources of a high standard
- develop their professional practice.

These are part of their professional standards. Judgments around meeting these standards form part of the annual appraisal process. If your team, or any member of it, is not meeting the agreed standards for your class then it is your responsibility to:

1. tackle this directly through a professional conversation with the individual or team
3. Register your concerns with and ask for advice/ support from a senior leader if required
4. Register a formal complaint with a senior leader.

Support Staff Additional Hours.

The working week for most support staff is 8.30am to 4.30pm daily with 30 minutes for a lunch break.

The school day with pupils is 9.30am to 3pm.

The beginning of the day

Staff should arrive at school 5 minutes before their start time to ensure they are ready to start work at 8.30 am. It is your responsibility to monitor and approach staff who consistently arrive late or who are not ready for work at 8.30am. Pupils leave at 3pm daily. From then until 4.30pm, time has been given to ensure that staff have opportunities for training, resource preparation, and class meetings (at least once per week) during their working day.

Staffing Ratios and Intervention Teams

Staffing ratios

Classes at Prism are staffed according to the needs of the individual pupil and their needs. Our base ratio is 7:1.

Why do I need to know?

There are two main reasons:

a. Ensuring the learning needs of pupils in your class are met; we believe that each unique pupil requires an individual approach to learning. It is your job to ensure that this is facilitated. We recognise that due to the long-term and complex needs of our pupils, extra support is needed in classes to support access to learning and to overcome barriers to achievement. If you need additional staff in your class, you will need to request this from SLT. You will have to prove that the staff-pupil ratio is wrong and linked to the needs of your pupils. If we feel that you have a case and that we need to change the funding band of the pupils in your class, we have to hold a formal review of Education, Health and Care Plans (EHCPs). For the review you will have to provide an updated review report for submission to the LA; the latest pupil progress sheet and evidence of the need through the pupil's provision map; a pupil Profile should also be included; and, where appropriate, the current Boxall profile. (These are only available in hard copy in school). NB The LA doesn't always agree with a change to the banding range, and in these circumstances, we have to revert to the formula ratios and look at creative ways to ensure the pupils have the support they need.

b. Ensuring the school can cover for absent staff. To date, we have managed to continue high levels of support in school, but we have had to make changes to our practice for covering staff absence to fund high levels of support in class and our intervention teams. As a result, we do not buy in cover for staff absence except in exceptional cases or where the absence is longer than ten days. On the first day of absence, there is no cover for absent staff unless they are not covered, which would cause a high-risk health and safety issue. From day 2 to day 10, to cover for absent staff, we move staff around classes each day depending on the number of pupils and staff present to ensure all classes remain safe and able to access learning. Teachers are expected to adapt their planning to accommodate the changes daily. The alternative to this would be to have fewer staff in class and a 'cover pool' of support staff who would be allocated to support daily.

Development and Intervention Teams

Intervention Teams work in school to provide additional support for individuals and groups of pupils where there is an identified need. They are partly funded from the school budget as with class staff and partly funded through the Pupil Premium. All pupils identified as Pupil Premium Pupils should have specific additional interventions either in class or through the intervention teams.

The development teams work on a referral basis, particularly with pupil premium pupils or pupils who are not making expected progress, are gifted or talented or who have needs in addition to learning needs e.g. visual impairment, medical, language or social, emotional, and mental health needs.

Why do I need to know?

It is your responsibility to make sure the pupils in your class have appropriate interventions to support their learning and development by providing appropriate interventions or referring pupils to appropriate intervention teams. You must also monitor the progress of pupils in receipt of interventions and liaise with the development Team so that you are clear about what your pupils are learning, what progress they are making, and what impact the intervention is having on their learning.

*Copy of referral form to be completed for identified needs

Planning, Delivery, and Feedback

Planning

We believe that planning is important and that good, effective planning supports pupil progress.

Why do I need to know?

We expect you to produce Long Term, Medium Term, and Short-Term planning. The format for the Long- and medium-term planning is set but for short-term planning we provide a template for staff to use if they wish but allow teachers to use their initiative and judgments in short term planning to plan according to the needs of the pupils.

The Senior Leadership Team (SLT) will comment on your planning in Professional meetings after observations and will audit your planning folder twice a year. They will provide constructive feedback to you. Good practice and effective planning will be shared with others in school. (TS4 Plan and Teach Well-Structured Lessons)

Long-term Planning and Curriculum Coverage.

The Long-term Planning is set by the school on a two-year cycle of topic themes. Topic titles are reviewed by teachers regularly. Titles are kept broad to enable you to choose the direction of learning with your class. This links to the 'Process-Based Learning' outlined above.

It is important each year that you ensure you provide your pupils with a broad and balanced curriculum. Your curriculum coverage must meet the statutory requirements appropriate for the pupils in your class linked to their key stage and year group. We expect you to monitor your curriculum coverage so that you provide a broad and balanced curriculum.

Medium Term Planning (MTP)

Every half term, you must complete medium-term planning for learning activities that target your pupils' needs. A range of assessment and target-setting information should be used to support your planning.

Cocktail Hour

To help you complete the MTP, one staff meeting per half term is a 'Cocktail Hour'. This is an 'informal' staff meeting where we provide you with non-alcoholic cocktails and 'nibbles', and you work with colleagues around the room writing on the 'table cloths' your ideas for the different Key Stage themes.

Once you have completed your medium-term planning, you need to identify the resources you need and get any orders in quickly (see budgets and ordering above)

Medium Term Plans are working documents. At the beginning of a topic, you can establish what is already known with pupils. Use this information to adapt your medium-term plans as necessary. Some teachers produce a learning wall. It is perfectly acceptable to annotate and change your medium-term plans as you adapt your planning to meet the needs and interests of your pupils. You do not need to reprint your medium-term plans. (TS2 Promote good progress and outcomes by pupils/TS4 Plan and Teach well-structured lessons/ TS6 Make accurate and Productive Use of Assessment.

Other Medium-Term Planning – Individual learning plans (ILP)

Each pupil has individual Next Steps. These are linked to the long-term objectives from their EHCP and pupils' observations in class.

Why do I need to know?

You are responsible for producing the ILP for pupils in your class regularly. These are working documents that are used as evidence of learning and progress in Annual Reviews and EHCP Reviews. We have tried to make the system as simple as possible. The most difficult part of the process for most teachers is producing a SMART target. If you need help with this, please speak to one of the SLTs who will help you or point you in the direction of another teacher who can. (TS5 Adapt teaching to respond to the strengths and needs of all pupils.)

Short Term Planning (STP)

Short-term plans vary based on the class and pupils' pace of learning and needs. We expect you to plan weekly, you can use your own format as long as it contains all the relevant information listed below.

We ask for STP as it helps your team know what pupils are learning, what their role is, the learning objective, and the learning resources that need to be provided. It supports your communication with your team. Short term Lesson plans should be, therefore:

- Easily understood by anyone who may have to backfill your lesson if required or provide you with support
- Displayed in the classroom in an identified place.
- Placed in the grab file by the Friday evening of the previous week in case of absence.
- Reviewed STPs should be kept in your planning folder. Relevant info that could be included:
  - Groupings and initials of pupils in each group
  - Staff leading any groups
  - Continuous provision activities, unless planned separately
  - Extension activities
  - Resources if these are additional to what is already in class
  - Any specialist access equipment for the session and who it's for
  - Scribbles as you adapt your planning during the week and review the learning and next steps to help you with your future planning
  - A review of the learning that has taken place or you can use a separate sheet if you wish.

We do not want your lesson planning to be onerous. Some teachers may choose to plan daily or for a specific purpose, such as lesson observations, but this is not a school requirement.

I am learning to…

We ask that for any focused activity, there is a displayed Learning Intention. This can be displayed however you wish.

Where you are using Enhanced Continuous Provision, you should also display them for a week or half term's activity, depending on what you plan for. This helps other adults contribute to assessments and some of our pupils self-assess against the learning outcomes.

Reviews, Feedback, and Ongoing Adjustments to Planning and Delivery

Reviewing (see also section on Assessment)

- Helps focus on outcomes for pupils and ensure that future sessions and ensuring they meet pupil needs
- Informs adjustments needed to learning intentions, STP, and MTP linked to pupil progress and need.
- Helps amend teaching strategies between and within lessons including pairings/groupings access and differentiation changes
- Changes how a team supports individual pupils throughout the day
- Helps amend sessions depending on the level of pupil engagement
- Takes account of changing needs and the next steps required
- Informs whether or not pupils should move on to the next task or consolidate learning
- Helps to develop lesson content
- Helps inform reports
- Helps review resources for future planning.

Why do I need to know?

- You are expected to review and record amendments to your planning based on daily practice.
- You are expected to give feedback outcomes from learning objectives to others, particularly to pupils (TS8 Make accurate and productive use of assessment)
- You are expected to produce evidence of pupil progress against learning objectives and must develop systems in your class to get this evidence feedback from your team, where you delegate responsibility for learning activities to your support staff (TS8 Fulfill wider professional responsibilities.) Feedback from and to pupils on their learning and celebrating success

The research shows that pupil self-review and giving pupils feedback on their learning are two of the key contributors to a pupil's progress.

Why do I need to know?

It is your responsibility to find the best way to get feedback from and provide feedback to your pupils during and at the end of the lesson.

To support pupil progress, feedback should be constructive identifying what they have done well and their next steps. You also need to support your class team to provide this feedback to pupils where you delegate responsibility for delivering activities to them.

It can be used for;

- Ongoing dialogue with pupils and/or their carers
- Give descriptive feedback to a pupil, pointing out what they did well and what they should work on next.

Assessments, Target setting, Monitoring and Review Cycle

Assessment informs targets, which inform planning. This, in turn, supports the delivery of lessons. Monitoring and feedback linked to the delivery of lessons or interventions support progress. The Assessment, Planning, Teaching Interventions, and Review Cycle are at the core of pupil progress, whether that is at a whole school level, class level pupil group or individual level. Completing assessments of progress through regular reviews and reporting this progress supports future target setting. This cycle ensures that you provide the best possible learning experiences for your pupils and put in appropriate interventions where required. The rest of this section looks at the Assessment Cycle and its component parts.

The Assessment Cycle

Types of Assessment

There are three main types of assessment

- Diagnostic or Baseline Assessment
- Formative Assessment
- Summative Assessment

Why do I need to know?

Assessment gives us data that shows us where we are having an impact on pupil's learning. Assessment provides data at the school level, class level, and specific group and individual levels. It is important that you make use of the data in your class and curriculum teams or as a middle leader to show that what you provide has a positive impact on pupils' learning. We expect all teachers to use assessment to support their day-to-day practice. (TS6 Make accurate and productive use of assessment)

Without the Assessment Cycle, we could not have met the individual needs of pupils. However, assessing progress doesn't mean that 'one size assessment fits all' or that one type of assessment meets all needs.

The Assessment Cycle at Different Levels

Whole School

- Questionnaires
- Audits
- School Self Evaluation
- Curriculum and Intervention Team action plan reviews
- Reviews of practice
- Summative Assessment Data
- Pupil observations
- Baseline and reviews (CCTV and class team observations)
- Class Target reviews
- whole class planning reviews
- Curriculum reviews
- Summative Assessment Data Groups
- Identification of needs and interventions assessments

- Intervention impact reviews
- Intervention Team medium- and short-term planning and reviews
- Group work reviews
- Summative Assessment Data
- Baseline and current levels, needs and interventions
- ILP, care plan, behaviour plan reviews
- Intervention impact reviews
- Formative ongoing assessment
- Summative Assessment

Diagnostic Assessment (this may also be part of summative assessment)

At Prism, we use the term Baseline Assessment to measure a pupil's ability at the start of the year. This is included in the Diagnostic Assessment. This type of Assessment is used to identify a pupil's needs, skills and understanding in specific areas e.g. communication or phonics.

Academic Baseline

At Prism, all academic assessment starts with a baseline and must happen by the end of week 3 after starting school even if this is part way through the year.

Specific Baselines

As well as academic baselines specific baselines assessment, e.g. can be used to identify areas where targeted interventions are required.

These assessments should be completed:

- Boxall Profile

These assessments help to inform planning, ILP and EHCP outcomes, Care Plans, Behaviour Plans, and Intervention Plans at the beginning of the year or when a pupil first starts with us.

Topic Concept, Skill, Knowledge Baseline Assessment

It is good practice to assess a pupil's baseline against concept, skill and knowledge at the beginning of a topic as part of a 'Process Based Teaching Approach' and to display this information in class as part of a Learning Wall. This helps pupils reflect on where they were and see what they have learnt.

Target Setting - Planning for Progress

On completion of the Baseline assessments, we set targets for pupils. You need to set the next steps so that you know where the pupil is going, and then you can break down learning into small, achievable steps that you can incorporate into your planning. There is no point in planning unless you aim for your pupils to practice their skills, develop new concepts, or acquire new learning. Without planning for this progress, you are merely providing a babysitting service and not addressing the core purpose of the school. Using the baselines you have of the pupils in your class, you can plan for progress.

Annual Targets

In addition to setting the end of Key Stage target, we also set annual targets for pupils of 'Expected Progress' in English and Maths.

Summative Assessment and Use of Data

At Prism, our summative assessments use the same systems as for diagnostic or baseline assessments. We assess three times a year over designated weeks identified on the School Calendar.

Use of Summative Assessment Data - Data Drops

The results of summative assessments and progress towards annual targets are discussed with the Headteacher and Assessment Lead during a designated meeting three times a year. At these meetings, we discuss

- pupils not reaching individual expected levels and interventions they are receiving + the impact
- pupils exceeding expected levels, interventions and the impact
- Pupils are on track. Are there any interventions that support this?

In addition, teachers should consider what evidence they would need to bring to this meeting to support the professional dialogue. It may be the evidence books or notes of attendance issues etc.

Reporting Terms

Progress is reported in the terms Emerging, Developing and Secure for Core Skills and For BTEC/ Vocational Subjects wording such as Pass, Merit and Distinction.

Moderation and standardisation

At Prism, as all summative assessment is 'Teacher Assessment', we believe it is good practice to moderate work to ensure the accuracy of this assessment and so that all teachers have an agreed understanding of different standards of work.

In school moderation

- Whole School Moderation takes place formally as part of staff meetings under directed time at regular intervals throughout the year.
- Curriculum Team Moderation also takes place as part of curriculum team meetings and moderated examples of work at different levels for their subject are kept in the curriculum team files
- Base Moderation there is no requirement for bases to moderate work between them, but it is good practice for teachers to do this, especially when they are new to teaching.

Uses of Summative Assessment Results

At Prism, summative assessment is used for;

- Reporting un–national Reporting Requirements
- Our annual target setting and reporting with Governors and Parents.
- Reporting about individual pupils' progress through Annual Reviews that have a statutory duty to monitor the progress of pupils in their area with special educational needs.

Formative Assessment

This section outlines the formative assessment and planning process at Prism.

Why do I need to know?

At Prism, we use assessment in all its forms as key information for planning. This can be at a whole school, class, group or individual need level. For teachers, this information particularly informs their medium, and short-term planning and pupil individual interventions and personalised learning.

Formative assessment

- Is a systematic, continuous process used during instruction by teachers;
- Evaluate learning while it is developing;
- Is indivisible with instruction and integrated with teaching and learning;
- Actively involves both teacher and student;
- Provides a feedback loop to adjust on-going instruction and close gaps in learning;
- Involves self- and peer-assessment
- Informs and supports instruction while learning is taking place.

Assessments are 'formative' when the information is used to adapt teaching and learning to meet the learner's needs rather than to report on progress. When teachers know how pupils are progressing and where they are having difficulty learning, they can use this information to make necessary adjustments, such as re-teaching, trying alternative approaches, breaking down the task into smaller components or offering more opportunities for practice. These activities can lead to improved success.

At Prism, we are committed to formative assessment, and all staff are required to continually assess pupils. This assessment takes many forms. We do not dictate to staff how they should carry out formative assessments, as different techniques suit different staff groups and different learners. Teachers use a range of strategies and systems for recording formative assessments, and they determine which is the most appropriate to use in the learning situation.

Who is involved in Formative Assessment?

- All staff in the class team
- Interventions Team Staff

Formative Assessment Strategies

- Individual assessment sheets
- Termly reports
- Photos
- Learning journeys
- Note board
- End-of-year report
- Videos
- Diary
- Record incidental learning on the board
- Learning journals
- Verbal feedback
- Learning boards
- Reflection at the end of the lesson
- Weekly assessments
- Lesson evaluations
- Tracking assessment
- Achievement certificates
- Feedback on work
- Targets in activities
- Assessment of planning sheets
- Formal assessment -tick sheet/weekly
- 1:1 work assessment
- Reflective discussion
- Recording sheets
- Audio recording
- Student reflection on learning
- Visit evaluation sheets

Recording Formative Assessments

Formative assessment is recorded in a range of ways but is always used to plan future learning activities and opportunities.

- It provides teachers with information to share with parents at the half termly parents review meetings and termly Parents' Evenings.
- It is used to provide feedback on the range of achievements their pupil has made and to inform the discussion about what future learning opportunities are appropriate and should be offered.

How does formative assessment inform planning and other aspects of teaching and learning?

- Target Setting
- Achievements influence moving targets forward
- Plan the right targets for the future
- Directs lessons, especially skills-based learning
- Informs whether or not the target is achieved

How often does formative assessment take place?

It is a teacher's professional decision as to how frequently they and what format formative assessment takes place there are some suggestions below.

Daily (e.g. post-it notes, recording on board)

- Weekly (e.g. Photos)
- Few times per week
- Half termly (e.g. learning journeys, accumulating notes)
- Termly
- All the time
- Discussed in class meetings at least once a month
- As required by development
- As often as needed when it happens
- Variable for each task
- End of each topic (usually two weeks) for literacy and numeracy
- For foundation subjects every 3-6 weeks
- Good/outstanding work
- Every lesson (during/after lesson/plenary)
- Periodically over the week/ half term

Data Analysis

Once summative data has been collected, it is analysed to look at trends in pupil progress linked to different cohorts and groups such as:

- Gender
- Ethnicity
- Home Language
- Special Education Need
- Learning Need
- Vulnerable Pupils

The data collected by school which is available for all teachers to use. They can upload evidence onto Evisense such as photos and videos to support their pupil progress assessments.

The data is shared with all governors so that they have an oversight of the achievement of the school. Governors receive an annual presentation on the school's data where they can specifically perform their role as the school's critical friend.

Why do I Need to Know?

You need to make use of the data to fulfil your class and curriculum team responsibilities. You should know which pupils in your subject area are making better than expected progress and are potentially gifted, and what is being done to support them further, as well as those who are making less than expected progress.

You should know which groups of learners are achieving better than others (if any) and possible reasons why. The most important thing about assessment is the lessons we can learn from it, so that we can continue to improve the learning opportunities for pupils. The analysis of data helps to inform the School Development Plan.

Teachers should use data analysis in their subject teams to help write their subject development plan, request resources or ensure that teachers have the skills to deliver their subject. They should also look at their class information to review their practice and make changes or seek help as appropriate.

In addition to subject progression, we also collect data on;

- Challenging behaviour – used as supporting information linked to pupil progress
- Attendance – used as supporting information linked to pupil progress
- Interventions - used supporting information linked to pupil progress

This data is also used to inform progress for pupils' Annual Reviews of Education, Health and Care Plans (EHCPS).

Interventions

As a result of assessments in various forms, we may need to introduce interventions to support further pupil progress.

Why do I need to know?

It is your responsibility to ensure that interventions to support pupil progress are provided. They can be individual or group interventions provided by different teams:

- Class team- ensuring you or a member of your class team provides the intervention
- School Intervention team – complete the referral form. Intervention team will provide short term support on a needs basis when they can.
- Professional Intervention Team – some external professionals e.g. SALT or Educational Psychologist do work on short term interventions with us or advise how you can work with pupils in class.

You will normally need to speak to a member of the SLT and complete a specialist referral form to access this support.

Learning or Working Walls

A 'Learning' or 'working' wall is an ongoing display that shows pupil knowledge and skills at the beginning of the topic and is added to as the half term progresses to show the skills, concepts and knowledge that the pupils develop. It is an excellent way to evidence your pupils' learning. It can include pupil work, photos, Objects of reference, etc.

How do we give feedback to the pupils on their learning?

- Praise
- Instant praise
- Non-verbal praise (tone of voice, facial expression, tactile approach)
- Self-evaluations:" How do you feel?"
- Peer evaluations -giving compliments etc.

Tactile Positive Reinforcement (physical)

- 'Hi-fives'
- Rewarding by extending favourite tactile activity

Auditory Feedback

- Verbal-repeating what they have achieved
- Verbal praise
- Video viewing, listening to recordings
- Cheering
- Rewarding by extending favourite auditory activity
- Ongoing dialogue about what we are doing well and next steps
- Ongoing - through questioning, open/closed, peer, allow mistakes

Visual Feedback

- Sharing work with class
- Wow sessions
- Well-done sessions
- Stickers, e.g. For good spag, etc.
- Working for' boards with clear expectations and relevant motivators
- Photos-show pupils' photos of themselves
- Marked worksheets
- Video playback to pupils
- Rewarding by extending favourite activity
- Certificates/achievement certificates
- Showcase work

Other

- Recap at the beginning of the lesson
- Recap-ask pupils what we are learning
- Let pupils know what I am looking for in lessons - I am learning to…
- Class gathering/invite pupils to comment /Circle time at the end of the session
- Plenary - what pupils did well/ what they need to work on

Feedback from Staff

You have to agree with your team how you are going to get feedback from them about pupils learning in each lesson. The system you use is up to you.

Celebrating Success.

As pupils do something for the first time, learn something new or meet personal targets, we give feedback and celebrate their success. We do this in a number of ways, including

- talking to the pupil about their success
- 'Hand stamps' where pupils may have an inked 'smiley face' put on their hand for all to see
- Written feedback and smiley faces or stars in their books
- Postcards sent home to parents
- Special Book and Special Drawer
- WOW boxes
- Star Learners

Why do I need to know?

Different pupils prefer recognition for their success in different ways. It is your responsibility to find out your pupils' preferred methods of celebrating success. It may be different for each pupil. Please talk to your support staff, previous teachers, senior teachers, intervention team managers, and senior leaders for suggestions on how to recognise and celebrate success with your pupils, particularly those who respond badly to praise and reward.

Monitoring and Evaluation

Why do I need to know?

We expect all our teachers to be reflective practitioners and learn from our monitoring and evaluation systems. Professional Development is also very important to us, and though many people do not see monitoring and evaluation practice as part of professional development, it is key to ensuring we continue to improve as a school, providing the best learning opportunities we can. As professionals, we expect you to meet deadlines in our different monitoring and review cycles. Deadline dates are set each year and shared through staff briefings, staff meetings and emails. (TS2 Promote good progress and outcomes by pupils/TS3 Demonstrate good subject and curriculum knowledge/ TS4 Plan and teach well-structured lessons/TS5 Adapt teaching to respond to the strengths and needs of all pupils/ TS6 Make accurate and productive use of assessment.

Monitoring

To ensure pupils are making progress and achieving personal targets, we need to monitor this progress.

Monitoring happens in a range of ways

a.   Lesson observations
b.   Learning Walks
c.   Book Trawls
d.   Moderation of subject areas
e.   Governor visits and discussions
f.   School-to-school reviews
g.   Local Authority Prioritisation Meetings
h.   OFSTED full inspections and subject inspections

Some monitoring may be paired, or group monitoring may be linked to our new Teaching Triangles Programme for Peer-to-Peer support.

Some monitoring may be paired through peer support, supervisor and appraisals.

Lesson Observations

We use different types of lesson observations for different purposes. These may be formal or informal, live or through the CCTV system, completed by SLT, Curriculum Leads, External Reviewers, Peer to Peer support and development.

Formal Lesson Observation – Learning Walks

We no longer have formal planned lesson observations – We carry out regular learning walks from the SLT Teaching and Learning team (each one with a different focus) and are linked to the targets on teacher Appraisals. At least two are linked to the whole school target.

- These usually last about 15 to 20 minutes
- These lesson observations last between 5 and 15 minutes
- Additional lesson observations take place for new teachers and for staff in pre-competency and competency situations as part of the agreed requirements of policies and procedures.

Informal Lesson Observations

Governors may come into their link classes to become familiar with teaching and learning. They may stay for the whole lesson, the whole morning or the whole day.

Curriculum leaders may come to observe your lesson as part of their role in monitoring their subject. This will be with your agreement and may be part of a request you have made for support. Staff may ask to see your lessons as part of their personal development.

CCTV Observations

The CCTV is a specialist video recorder that you can set up in your room to record your lessons.

The video is uploaded to a cloud-based website.

You can choose

- To use them for your personal development
- Share them with your class team to improve classroom practice
- Share them with your appraiser/coach/ mentor as evidence of your practice
- Use a live feed to get support from others as you are teaching, e.g. for behaviour support in classes where observers may cause disruption

Learning Walks

- Learning Walks will also be completed by the same groups of people as observations.
- There may also be Health and Safety Learning Walks completed by the Headteacher and LA Union representatives, or the Fire brigade, local authority building control.

The Learning Walks usually have a teaching and learning/policy implementation focus, and outcomes are reported on the Learning Walk Review sheets unless they are completed by external agencies.

- All teachers are expected to act on the outcomes and actions of learning walks, particularly where these are linked to Health and safety
- Learning walks may also happen when showing parents and pupils around school as SLTs are walking in and out of classes.

Book Trawls

Book Trawls will usually be completed by SLT leaders or curriculum teams. They are completed to review our evidence of teaching and learning and as part of moderation exercises. They may also be completed by:

- As part of School-to-School Support
- Governors, as part of their role in assessing teaching and learning
- OFSTED as part of an inspection – full or subject-based

Reporting

We report to parents and carers, governors, other professional bodies, the Local Authority and the DFE at different times and for different purposes.

Why do I need to know?

It would be best if you worked in partnership with parents and professionals to get the best outcomes for pupils. Pupil Progress is one area that parents feel that they want more information on every time we send out a questionnaire. We have different reporting formats which you need to know about.

Reporting Formats;

We report to parents in different formats.

- Termly PRISM Herald newsletters
- Half-term face-to-face meetings and reviewed pupils' progress plans to discuss pupils' progress on ILPs and to review care and behaviour plans
- Termly parents' meetings
- Annually through Annual Reviews of Statement of Education Health and Care Plans
- Annually through the end of year reports

Principles of Report Writing

Whichever report you are writing, follow the following principles.

The report must be written following the principles of plain English so that anyone can read it

- Keep sentences short. The average length should be 15 to 20 words, and the maximum sentence length should be 30 words.
- Say only one thing per sentence.
- Use simple everyday words where possible or explain complicated terms.
- Use first and second personal pronouns, e.g.' I have learnt to...' or 'In class we have been...'
- Use active, not passive sentences, e.g. 'The girl read the book' rather than 'The book was read by the girl'.
- Use a logical order in your writing and group things that link together.
- The report must be typed in Tahoma font at Point 12.
- The report must be checked for spelling and grammar errors. These show up as squiggly lines, either red or blue. If you do not know the correct spelling or grammar to use, please ask someone to help you.
- If you use 'Cut and Paste' in any report, make sure you have the correct pupil's name on the report.
- The report must be checked for meaning, grammar and punctuation.
- Sentences are supposed to make sense!
- All book titles, topic titles, names of people and places and the pronoun 'I' must be capitalised appropriately, e.g. 'The Wizard of Oz'.
- Topic and book titles should be within inverted commas, e.g. 'Holes'.
- Where you are quoting speech, it should be within speech marks, e.g. "baba baba".
- Sentences should finish with a full stop.
- Commas are not used before the words 'and', 'but' or 'because'.
- Consider your use of semi-colons; would a full stop and a new sentence be better?

It is unacceptable for professionals to hand in reports or any other written document for public sharing without completing a spell check. Poorly written and spelt work shared with others beyond school reflects on you as a professional and us as a school. We accept that mistakes can be overlooked when you read a document yourself as you read what you think should be there. As a senior leadership team, we always ask each other to read documents and point out our mistakes. It should become common practice for you to do this, too.

The Annual Review or EHCP Report Why do I need to know?

All teachers are expected to write the annual review reports or complete the paperwork for the EHCP. These are important reports. What is written influences what goes into the pupil's EHCP or Statement which are legal documents. Also, these reports can influence the banding the pupil is given and therefore the funding we receive as a school and ultimately the resources, including the staffing you get in class.

When are reports due?

Reviews of the EHCP happen annually at about the time they were originally issued.

The reports are due in at least two weeks before the review/EHCP meeting so that they can be sent out before hand to all parties. This is a statutory requirement. Our SENDCo in school will give you the deadline by which your report must have been written, checked and submitted. Y9 and Y11 reviews are in the first half of the autumn term as they have to be with the LA by 31st October each year. This is a statutory requirement.

Using Photos for Reports.

The photos you use are often more important to our families than the text. For Annual Reviews a set of photos should be put into a 'Power Point' presentation to be shared with the parents. Photos of the End of Year Report should be linked to the text. If you need help with inserting pictures into the template, please ask.

Why do we report in so many different ways?

All schools are judged for their success by parents, the Local Authority, the DFE and the wider community, whether we like it or not. These groups do not all judge us using the same criteria; the DFE want to know academic progress and compare us with other schools, and parents may want to know academic progress but

also judge us against more holistic criteria, such as whether their pupil is happy and safe, well cared for and developing in many different ways.

At Prism, we take a holistic view of pupil progress and celebrate pupils' progress, not just against academic standards.

Annual Progress

Whole School Progress

- Reported to governors, parents and the wider community
- The whole school's annual progress against expected, above and below-expected progress
- The progress of pupil premium pupils in our pupil premium report on our website
- End of Key Stage 3 and Key Stage 4 Progress
- Annually on our website and in newsletters
- Termly
- Whole School and Specific Groups' progress
- We report expected, above and below expected levels termly through
- Headteachers report to governors
- Newsletters to parents
- Individual Progress
- End of Key Stages 3 and 4 progress for individual progress
- We report to Parents
- Individual pupils progress annually through our Annual Review Meetings using evidence from learning books and PowerPoint presentations
- Each term, we report individuals' progress towards meeting annual targets from Educational Health and Care Plans

We also report pupil holistic progress termly through

- Reviews of care plans (if necessary)
- Reviews behaviour support plans.

Observations

We constantly review our offer to pupils and their families. We want to ensure that;

- We are maintaining a great provision
- The teaching is appropriate for our pupils' individual needs
- Staff receive the support they need to improve their skills to support pupil progress continuously.

Why do I need to know this?

Observations of teaching and learning are a crucial part of the monitoring and evaluation cycle.

At Prism, we see observations as an opportunity to provide constructive feedback to develop teaching, provide support and guidance and improve our standards.

There is no limit to how many observations can take place in a school year, though a maximum of 3 hours will be spent by members of SLT to support our appraisal process.

ICT, Computing and Social Media

Using ICT to support Teaching and Learning

At Prism, we expect all staff to be, or work towards, being, 'Computer Literate' with the basics of using email for sending and receiving information and completing other word-processed or data tasks dependent on their role. We expect teachers to be able to;

- Use the internet
- Send and receive emails
- Create and save PowerPoint presentations
- Create and save Word documents in the appropriate school format
- Insert pictures or graphs into a document without overly distorting the images.
- Import information into Excel sheets and know how to produce simple data
- Use extensive and small-screen computers

Why we use ICT – rationale

We are living in a technology and media-rich world. There are lots of good reasons for using ICT with our pupils; it can be fun and motivating, it can enable our pupils to be more independent, to communicate, to practise skills, to learn about problem solving and creativity, it is a key life skill, and it helps us as educators to engage and challenge them so we can enhance their learning experiences.

We have many ICT resources at Prism and staff are encouraged to familiarise themselves with these so they can make the most of them.

ICT v Computing

Our definition of ICT encompasses any technologies that can be used to support our pupils in their learning journeys. When we talk about using ICT to support teaching and learning at Prism, we talk about a variety of tools. These include things you will find in the classrooms:

- Laptops
- Touch screen computers
- Interactive screens
- Apple Macs

You will also find ICT tools in specialist areas like

- The recording studio
- The hall
- Music room
- Sensory garden

We use Information Communication Technology (ICT) to support learning across the curriculum. We believe it is a vital part of modern life providing access to the wider world, leisure activities and support for emotional health and wellbeing. For a number of our pupils, it is also as a vital communication system.

ICT supports the learning taking place through;

- Providing independence, e.g. making choices, or specialist access to learning, e.g. through eye gaze
- Providing concept understanding, e.g. cause and effect
- Providing pupil's voice

Social Media

The school has a policy on social media. While it can be useful for sharing information about school quickly and easily, it is also very dangerous, as your photos and comments are publicly shared. Even if you have a high level of privacy, your friends who you share with may not. The latest copy of the social media Policy is in the Employee Handbook. You must read it to understand what is acceptable and what is not.

Reading

Reading is an essential skill which is vital for playing an active role in society and harnessing a love of literature. Reading is embedded within our school to support pupil's learning throughout the curriculum. Pupils at Prism will read with enthusiasm and become independent and reflective readers. Opportunities for reading will be provided through staff support, well-structured lessons, phonics intervention, differentiated text and external support for pupils with speech and language difficulties. Prism will offer various texts and opportunities to read, such as comics, newspapers, and leaflets.

Prism aims to:

- Ensure pupils understand how to read with fluency and accuracy whilst ensuring they fully comprehend what is being read
- Improve a learner's baseline assessment and articulation through differentiated text.
- Improve their knowledge and confidence when in discussion with other people.
- create a reading environment in which pupils can thrive and develop a love for literature.
- Provide access to quality and appropriate texts to help pupils become enthusiastic and reflective readers.
- Use reading to improve a learner's oracy skills and written work through exposure to various sentence structures, grammar use and punctuation.
- Ensure every pupil has opportunities to improve their reading skills daily throughout the curriculum.

Transitions

Transitions

At the end of every academic year, we prepare pupils to transition from one class to another or from secondary to college/employment or training. This is a challenging time for pupils, their parents, and staff. We want to ensure that this process is as smooth as possible for everyone involved. All the relevant information about the learners must be passed from one teacher/team to the other to prevent parental distress in the new academic year.

There is a transition week in June/July during which all pupils move to their new classes up to three times a week. This also enables any new starters to visit their new class. Before transition week, teachers visit pupils who will be in their class in September within their current class so the pupils have a familiar adult when it comes to transition week.

Due to the nature of our referral system, we will support pupils and parents throughout the year in transitioning to a new school or outreach. After a referral has been accepted by Prism, a plan will be developed for this, and the necessary staff will be made aware of their role within this plan.

Teacher Transitions

If you are changing classrooms, we apologise, but we do not believe this should happen during pupil learning time, even at the end of term or the year. If everything is packed up and moved, you will need help to enable good teaching and learning.

We are trying to keep teachers in the same classrooms for at least two years at a time, but they must be kept clean and tidy, free from clutter and have everything in labelled boxes/ cupboards so that if you are off long-term sick, the teacher coming in to cover you can find where things are.

The vast majority of items in your class should not be moved if they belong to the school. Personal items should be kept at home and only brought in as required, as school insurance does not cover them. The remainder of the items moving with you can be labelled with the class name.

Curriculum Policy

PRISM Independent School provides alternative education to pupils aged 11 to 19 [Key stages 3, 4 and 5]. The pupils are referred from schools, The Local Authority, or through a Permanent exclusion (PEX). Most pupils have experienced significant barriers to learning in mainstream settings and demonstrate social, emotional and behavioural difficulties.

Therefore, our curriculum at PRISM is designed to engage, support and stretch pupils, offering them the opportunity to put in place the personal and educational building blocks that will help them progress into further education, training and employment.

PRISM Independent School operates on two sites, each providing specialist facilities and opportunities for different courses of study. Both sites will offer functional English and Maths to all pupils.

Our Intention

To create a school environment that has the following characteristics:

- Based upon straightforward practice and values
- Pupil-centred approach
- Safe environment where the wellbeing of pupils and staff is a priority
- Separate key stage curriculums
- Delivery of interesting, challenging and stretching sessions
- To have a curriculum in place that is relevant, enjoyable and motivates pupils
- To ensure Prism curriculum offer embraces the protective characteristics
- The curriculum will contain embedded scientific, technological, human and social aspects, along with aesthetic, physical and creative elements.
- To raise personal aspirations and care about supporting others
- Offer pathways to make positive progressions

Key Stage 3 curriculum offer will contain:

- Maths (Pre-Entry – Level 2)
- English (Pre-Entry – Level 2)
- Entry Level Vocational Studies BTEC
- Citizenship (to include History, Geography and RE)
- Science Award
- Art and Design AQA award
- Forest School

Key stage 4 curriculum offer will contain:

- Choice of Vocational Subject (Construction, Land Based Studies or Multi-Media)
- Personal Growth and Wellbeing BTEC Level 1
- English (Pre-Entry – Level 2)
- Maths (Pre-Entry – Level 2)
- Digital Media (Pre-Entry – Level 2)
- Home Cooking Skills (Levels 1 and 2)
- Workskills BTEC level 1
- Forest School
- Sports AQA awards
- Art and Design AQA awards
- Citizenships AQA Awards

Key stage 5 [specific] curriculum offer:

- Maths, English, ICT (Core Skills)
- PSHE
- Vocational Qualification

Implementation

At PRISM Independent School, a dynamic creative curriculum creates opportunities for pupils to develop self-esteem, confidence, life skills, teamwork, leadership and communication alongside a vocational subject, which allows the young people to achieve their potential.

Areas of Learning

Over the course of placement at PRISM, it is expected that all pupils of statutory school age will experience the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, embedded within the core curriculum and vocational areas, through explicit subject teaching. There is a particular emphasis on acquiring and developing basic functional skills in English and Maths. The range of experiences that exist within the core curriculum will help to prepare students for the opportunities, responsibilities and experiences of adult life, including acquiring a knowledge of public services in England and developing an understanding and appreciation of social, moral, spiritual and cultural issues.

SEN and Requirements of EHCPs

Where a learner has an EHCP, special consideration is given to the special educational provision the LA considers what is necessary to meet the child's needs as detailed in the EHCP. Key staff from PRISM take part in review meetings.

During the referral process, a discussion takes place with the referrer to ensure that a placement at PRISM is appropriate. Pupils are placed at the site that will best meet their learning, social and emotional needs.

Copies of EHCPS and review documentation are kept on file. Staff are made aware of pupil's individual needs and action points for planning in a number of ways:

- Individual needs, including pupils' EHCP are discussed regularly at staff team meetings, which take place at least once a week
- These are updated whenever a new pupil joins the group or when an EHCP review has taken place.

Suitability for Ages/Aptitudes of all Learners, Differentiation and Progression.

Purchasing and Budgets

Whole School Specific Curriculum Resources.

General art resources, evidence books, printer and photocopier consumables are purchased centrally. For Art resources, see our site coordinators; for evidence books, printer inks and photocopy consumables, please see a member of staff in the main office.

PE and Music equipment and large whole school resources, for science etc, these resources are identified by the curriculum team and bids are put in for these resources through the curriculum action plans for the following year. The same applies to the Intervention and Support Teams e.g. ICT. If there is something you think your pupils would benefit from, put your request in writing to the curriculum Leads or SLT and they will decide whether to fund it.

Unique Items, trips and fundraising

If you want to buy something special for your class or go on an 'awe and wonder' visit, you can approach Fundraising manager. They will source funding opportunities to fund things such as;

- Large items of play equipment, e.g. a sandpit or climbing frame
- A school trip if you need financial support in addition to pupils' voluntary contributions,
- A specific item of communication equipment or specialist resource for a specific pupil where funding has not been available through other sources.

The requests should go to Tracy Wheatley. She has pigeon hole on the Main site and email tracy.wheatley@prismyouthproject.org . Please remember that these requests take time to process and should go to Tracy at least a term in advance of need.

Special Items – Christmas Presents and Y11 Leavers Gifts

These are funded either by our School Fund or via fundraising.

You are not expected to purchase appropriate gifts for your class, these will be sourced by the SLT.

We do not buy gifts for birthdays except for 16th birthdays; instead, if you choose to throw a group celebration, this will need to be done for all pupils in the group. We expect to give £5 for each towards Xmas present and leavers' gift.

Information, Advice & Guidance (IAG) Policy

Introduction

PRISM is an independent school working with young people from disadvantaged/deprived backgrounds who have social, emotional or mental health (SEMH) difficulties.

Our young people have behavioural challenges and mental health issues predominantly caused by their environment but may be a result of special educational needs.

PRISM has a pass rate of 95% for BTEC Qualifications and 75% for Functional Skills (Maths and English).

Policy

PRISM works with pupils, parents and carers, staff and external professional to provide high quality, appropriate IAG for pupils.

PRISM recognises that whilst their educational attainment rates are above average for BTECs and Functional skills for pupils with SEND and SEMH, the following steps for young people are as crucial to young people and their families

Prism aims to ensure that pupils have happy, successful and productive lives and careers.

We will ensure that each learner at PRISM will have;

1. An individual IAG plan which links to their ILP

2. Create and update an electronic C.V.

3. Engages in work around enterprise and employability

4. Are directed towards their career goal through further education, apprenticeship and or employment

5. Regular reviews of both the learner's ILP and IAG plans

6. Work experience placements and visits for them to experience the workplace firsthand

7. Has a relevant progression plan

PRISM will provide;

1. Access to qualified staff

2. Access to technology

3. Access to work experience placements

4. Access to a broad and balanced curriculum which supports learners develop the skills, knowledge and understanding to support them in their future lives and careers.

PSHE Policy

Introduction

Personal, social, health and economic (PSHE) education is a vital subject for all young people. Prism recognises the importance of this for all pupils and reviews the content of PSHE continuously in order to meet the needs of pupils in the content of PSHE, as well as embedding this throughout the curriculum. The curriculum will be delivered against the RSE (Relationship and sex education) guidance 2019.

The DfE (2020) states that;

"Personal, social, health and economic (PSHE) education is an essential and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE, we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescriptions.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions."

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The aim of this policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

PSHE at PRISM will support the development of the skills, attitudes, values and behaviour which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form positive relationships
- Make informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum

PSHE and RSE (Relationship and Sex Education) sessions will be offered to all pupils. The sessions will include content in the following areas:

- Drug, Alcohol and Substance misuse
- Finance
- Sexual Health
- Positive Relationships
- Risk Taking Behaviour
- Online Safety
- Equality
- Health
- Family and relationships
- Local issues, e.g. knife crime, safeguarding, racism, bullying, county lines etc.

Parents have the right to request there child not be involved in specific aspects of the PSHE programme, this is to be made in writing to the Safeguarding officer.

BTEC Registration and Certification Policy and Procedures

Aim:

- To ensure that individual students are registered on the correct programme within agreed timescales.
- To ensure valid student certificates are claimed within the timescales specified by the awarding body.
- To construct a secure, accurate, and accessible audit trail to ensure that students' registration and certification claims can be tracked using the certificate issued to each student.

The Centre will:

- Register each student within the awarding body requirements.
- Provide a mechanism for tutors to check the accuracy of the student registration.
- Make each student aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to student's details.
- Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post-certificate

Registration

All Pupils Must be register with 3 weeks of starting at Prism for all Accreditation planned to undertake in the academic year.

Why you need to know this

It is your responsibility to ensure the pupils are registered at the correct level and on the correct course, using the staff diary there are set timelines for registrations, exams and submissions of results.

Expected Levels for BTEC Qualification

To support with target settings, please see the tables below for expected achievements based on the month of starting for the pupils.

BTEC Introductory Level 1 Qualifications

Start	Expected Achievement
September – December	Diploma
January – March	Certificate
April – May	Award

Entry Level 3 Vocational Studies BTEC

Start	Expected Achievement
September – November	Extended Certificate
December – February	Certificate
February – March	Award
April – May	Subsidiary Award

Personal Growth and Wellbeing

Start	Expected Achievement
September – November	Extended Certificate
December – February	Certificate
February – March	Award
April – May	Subsidiary Award

Workskills

Start	Expected Achievement
September – November	Certificate
December – February	Extended Award
February – March	Award
April – May	Subsidiary Award

Example registration form:

PRISM INDEPENDENT SCHOOL

Learner's accreditation registration form

Tutors Name:

Qualification [title]:   Level: Date:

Top up	Name	Date of Birth	Award	Certificate	Extended Certificate	Diploma	Functional English	Functional Maths

Return this form to Katie.Corfield@prismyouthproject.org

Internal Moderation

Before running any unit of BTEC they must very quality assured by the internal verifier/ Lead internal verifier. This will be done by sampling your Assessment plan and assignment brief.

Example assessment Plan:

BTEC Assessment Plan

Programme Title									
Unit or Component No & Title	Assignment Title	Targeted Learning Aim/s or Assessment Criteria	Internal Verification of Assignment Brief Date	Assignment Hand Out Date	Assignment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
Year 1										
Year 2										
Lead Internal Verifier Signature								**Date**		

* Lead Internal Verifier must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 15 working days of the learner receiving the results of assessment which must be within a timely period of the assessment taking place.

BTEC

BTEC Assignment Brief

Qualification	
Unit number and title	
Learning aim(s) (For NQF only)	
Assignment title	
Assessor	
Hand out date	
Hand in deadline	

Vocational Scenario or Context	

Task 1	
Checklist of evidence required	-

Criteria covered by this task:

Unit/Criteria reference	To achieve the criteria you must show that you are able to:

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	e.g., work sheets, risk assessments, case study

FOR NQF LEVEL 2 ONLY: If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

To achieve the criteria you must show that you are able to:	Unit	Criterion reference

Types of Evidence of Learning and Assessment that could be used on the assignment brief, etc.

Evidence of learning may be;

- Pupil written work, pictorial, photographic or artwork included in Evidence books
- Observation record sheets included in Evidence books
- Written commentaries on Intervention Sheets.

In order to remind pupils of their successes and progress we share this evidence with them in lessons and with parents/cares at annual reviews, through power point presentations and Evidence Books or at Structured Conversation Meetings or Parents Meetings.

If using observation records and witness testimonies, please ensure that the correct sheet is used.

Example Witness Testimony/Observation Record:

Assessment Decisions

All Assessment Decisions should be recorded on the Assessment Record sheet.

Example:

BTEC

RECORD OF ACTIVITY

*Observation Record	***Witness Statement**
*please delete as applicable	
Learner name:	
Qualification:	
Unit number & title:	
Name of *Observer/ *Witness: *please delete as applicable	
Date of Activity:	

Assessment criteria targeted :

Description of activity undertaken:
- **(what the learner did)**
- **the evidence provided/questions asked and answers given:**

Please state evidence this record is in support of:

Competency sheets

I confirm this is an accurate record of the activity undertaken

Learner signature:		**Date:**	
*Assessor/*Witness signature: *please delete as applicable			
Role:		**Date:**	

Verification of Assessment Decisions

Using the dates provided on the Assessment plan, you will be asked to provide either of the following

- minimum of 3 completed versions of the pupil's work of the Mandatory units (if required) and three vocational units

    or

- Minimum of 3 versions of the pupil's completed unit for three units

Feedback will be given to you within one week of submission, and if required, a resubmission will be discussed.

Access to Fair Assessment Policy

Statement of Assessment

1. PRISM Youth Project and Independent School aim to provide a variety of qualifications which provide all Pupils with the opportunity to achieve their full potential by the most appropriate and direct route.
2. Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
3. We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

Pupils are made aware of the existence of this policy and have open access to it. It can be found in the main offices of each site and a hard copy can be requested from the Site Coordinators or the Senior Management Team. All tutors are made aware of the contents and purpose of this policy through annual training.

This policy is reviewed annually and may be revised in response to feedback from Pupils, tutors and external organisations.

What Pupils can expect from PRISM?

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards, and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

Pupils can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment are to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

A fair assessment of Pupil's work can only be made if that work is entirely the Pupil's own. Therefore, Pupils can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another Pupil's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will be investigated fully, following the guidance of the relevant awarding body.

If a Pupil feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Malpractice Policy

Introduction

This policy defines the procedures to be followed in the event of any dispute or allegation regarding malpractice from either a staff member or a candidate regarding the assessment of internally marked qualifications and examinations invigilated by staff at the school and marked externally.

Examples of Staff Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff about portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates' work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations;

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

Staff Malpractice Procedure

Investigations into allegations will be coordinated by Chrissie Marshall or Lauren Jackson Hammill, who will ensure the initial investigation is carried out within ten working days. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- Informed in writing of the allegation made against him or her
- Informed what evidence there is to support the allegation
- Informed of the possible consequences, should malpractice be proven
- Given the opportunity to consider their response to the allegations
- Given the opportunity to submit a written statement
- Given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- Informed of the applicable appeals procedure, should a decision be made against him/her
- Informed of the possibility that information relating to a severe case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

If work is submitted for moderation/verification or for marking that is not the candidate's own, the awarding body may not be able to give that candidate a result.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, PRISM Youth Project and Independent School may impose the following sanctions:

1. Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
2. Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
3. Special conditions: Impose special conditions on the future involvement in assessments by the member of staff
4. Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time
5. Dismissal: Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post

Examples of Candidate Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates about portfolio-based qualifications. This list is not exhaustive:

- Plagiarism
- Collusion
- Failing to abide by the instructions of an assessor
- The alteration of any results document

If a teacher suspects a candidate of malpractice, the candidate will be informed, and the allegations will be explained. The candidate will be able to give their side of the story before making any final decision. If the candidate accepts that malpractice has occurred, they can repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments, and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates in examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate.

If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed, and the allegations will be explained. The candidate will be able to give their side of the story before making any final decision. If the candidate is found guilty of malpractice, the Awarding Body will be informed, and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

Appeals

If a malpractice decision is made that the staff member or candidate feels is unfair, they have the right to appeal in accordance with the Appeals Policy.

Reduced Education and Off-Site Policy and Procedure

Intent

At the PRISM Independent School, we acknowledge that our pupils need flexible, individual curriculums and, occasionally, timetables to meet the needs outlined in their EHCP. One size does not fit all.

We aim to tailor our universal offer to fit the needs of most pupils who come to Prism. However, pupils have a range of social, emotional and mental health needs, as well as many co-existing diagnoses such as Autism, ADHD, ODD, PDA, Attachment Disorder or needs, anxiety or sensory processing difficulties.

We recognise that our curriculum and environment need to be inclusive and accessible, providing opportunities for all pupils to succeed. Furthermore, we recognise the need to offer other provisions and opportunities, particularly as pupils prepare for adulthood, to allow pupils to achieve outside of what is available in the school environment.

Legal Framework

This policy has due regard to legislation and statutory guidance, including but not limited to the following:

- The Education and Inspections Act 2006
- General Data Protection Regulations 2018
- The Education Act 2002
- DfE (2013) Alternative Provision DfE (2017)

Accreditations

While on reduced education or off-site provision, the individual pupil's curriculum will be aligned with the long-term plans used for in-house sessions to support the transition to on-site education.

Personalised Curriculum

The 'universal offer' is personalised through differentiation to meet the need and, depending on the individual, the pupil's pathway; this may involve offering different and/or therapeutic input in small groups or 1:1 withdrawal for specific interventions.

Individual Timetable

Some pupils may need to access an individual timetable due to anxieties or specific learning needs. These are also offered to pupils in KS4 who are following a more vocational route, alongside access to GCSE/ Functional Skills qualifications in core subjects. Pupils access vocational training up to two days per week.

Some pupils may be allowed to concentrate more fully on core subjects such as maths or reading; their timetables reflect this. Any individual timetable offered results from a full consultation with parents and often the educational psychologist, CAMHS clinical psychologist or other professional where available.

Reduced Timetable

Parents/ carers and the school may occasionally decide that a pupil needs access to a reduced timetable due to substantial time away from school, anxiety, or medical needs. A pupil transitioning from one setting or homeschooling may also require a reduced timetable in an interim period. We always aim for pupils to be with us full-time in school, but we acknowledge that we may need to reduce pressures for a child or young person to thrive and have a team of home support tutors to support continued education off-site.

Timetables are reviewed regularly, at least half-termly to increase exposure to school and to peers. They are usually written in conjunction with the educational psychologist or CAMHS.

Site Provision at another centre (leased by the school and run by school staff)

We acknowledge that many pupils at PRISM Independent School need space and a practical approach to learning, including brain breaks, time to process, and physical space to self-regulate. This may include pupils going for a walk away from others on site, going to their preferred space in a classroom, using a range of tools such as 'twiddles', or a range of other self-regulation activities that will be identified in their plans.

Therefore, we lease a centre close to the pupil for ease of access and an exceptional learning environment. The school may arrange off-site provision for pupils for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of pupils who have had one or more fixed-period exclusions or who are at risk of permanent exclusion
- To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their more comprehensive development and equipping them with skills and experience that will benefit them later in life
- To further personalize the curriculum for some pupils where there is a need
- To meet the needs of pupils who struggle to meet the academic and social demands of onsite education expectations
- To negate any damage caused by negative experiences, a pupil may have had in subject areas they cannot access
- To meet the EHCP obligations

Once directed to offsite provision, the length of time a pupil spends there will depend on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored. Directing a pupil to offsite provision can benefit them in different ways depending on their circumstances, including the following:

- Pupils are given a greater degree of flexibility in what and how they learn, which can increase motivation
- Pupils are given a level of independence and are encouraged to take responsibility for themselves.

High-Quality Offsite Provision Alternative provision will differ depending on their needs; however, the providers commissioned by the school aim to:

- Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs to help them overcome barriers to attainment and learning.
- Achieve good academic attainment on par with that provided at the and deliver appropriate accreditation and qualifications.
- Improve pupil motivation, self-confidence, attendance and engagement with education.
- Report attendance as agreed in a timely fashion.
- Report breaches of health and safety to the school urgently.
- Report Safeguarding concerns to the DSL/ a DDSL.
- Be in line with School expectations, including Behaviour Policy, E-Safety and GDPR
- Provide clearly defined objectives to the school and pupil.
- Communicate clearly between school and provider, usually weekly.

Before commissioning a service, the school completes:

- an agreed contract between Pupil, School and Home.
- Complete a check of Risk Assessments and Documentation.
- Be satisfied that a Safeguarding checklist has been completed.
- Work together to continue to improve the service.

The school will provide in a timely fashion.

- Medical information
- Arbor contact sheet
- EHCP targets and Personal Support Plan
- Risk Assessment.

PRISM staff, including Senior and Middle Leaders, will visit at least three times each school term to check on paperwork, policies, and safeguarding. They will also observe a session and check learners' progress. Other visits may be arranged as required.

The suitability of the offsite provision is continually assessed to ensure they continue to offer the best path for the school's pupils.

Planning

The school strives to encourage all pupils to achieve or exceed the standards of a good education. The school focuses on assessing and identifying a pupil's needs early. Suppose a pupil is directed to an alternative provision. In that case, the school ensures that a personalised learning plan is developed, setting clear objectives for improvement and attainment (where possible using external qualification measures), timeframes, assessment and monitoring progress arrangements, and a baseline of the current position. Pupils will evaluate their placement, and any written reports and updates will be stored with their assessments and qualifications.

Safeguarding

Complying with guidance about ensuring all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks. Ensuring all staff receive and adhere to the school's Safeguarding and Child Protection Policy.

The School Administrator is responsible for:

- Monitor the attendance of pupils receiving off-site provision and update the school's records daily.

Once the school has decided to direct a pupil to offsite provision, the Headteacher/coordinator will contact the pupil and parents to discuss the decision. They will clearly explain to the pupils and their parents why they are directing them to offsite provision. An agreement will be made between the school and the parents regarding referring the pupil. This agreement will be reviewed at least half-termly. Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting and at reviews. Once parents have acknowledged the referral to an alternative provision, the pupil must attend the provision; failure to participate in the provision will carry the same consequences as non-attendance at the school, as outlined in the Attendance Policy (see safeguarding and wellbeing handbook).

This will be documented where parents/carers refuse the offer of alternative provision. A pupil referred to offsite provision will remain on the role and be registered there from the day the provision commences. The staff member will contact Prism to inform the school of attendance, usually by 10 unless a different timescale is in place (this will be agreed upon at the initial meeting).

Progress, behaviour and welfare.

Staff are required to complete a termly report on the pupils' behaviour, effort, skills, and teamwork as part of the school's monitoring process.

The staff will contact the school if a serious behaviour incident occurs whilst a pupil is in offsite provision. Misconduct could result in a provision being immediately withdrawn.

Pupils not making satisfactory progress at their placement may be invited to a formal review meeting, which will be attended by the coordinator, pupil, their parents/carers and the provider. The school may end the placement if a pupil's progress does not improve following two formal review meetings. The placement may also be ended without notice or formal review in some extreme circumstances, e.g. safeguarding concerns or gross misconduct.

Declaration of Receipt

Please complete the form below and tear off for submission

Your Name: _____   Date: ___ / ___ / ___

I confirm that I have read and understood this document *'Curriculum Handbook'.*

Signed: _____