



## Local Procedure/Protocol

<b>School/Home Name:</b>	Bramley Hill School
<b>Local Procedure/Protocol Title:</b>	Curriculum Protocol and Procedures
<b>Linked to Group Policy Title &amp; Code:</b>	Curriculum Policy
<b>Date Reviewed:</b>	September 2023
<b>Next Update Due:</b>	September 2024
<b>Procedure/Protocol Lead:</b>	Lianne Watson – Head Teacher
<b>Procedure/Protocol Sponsor:</b>	Hayley Dorian – School Development Lead
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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### 1. CONTEXT

- 1.1** Bramley Hill School is an independent specialist day school providing high quality education for boys and girls. Based in Surrey, the school meets the needs of pupils with a primary diagnosis of autism and additional needs such as ADHD, speech and language difficulties, sensory issues and associated behavioural difficulties.

There are 36 pupils on role as of June 2023 with a male: female ratio of 26:10.

Due to the nature of pupils with a SEN, Bramley Hill recognises that many of our pupils will not be working at age related expectations, some presenting well below their normal age expectations. This is usually due to gaps in their education journey, cognitive ability or disengagement from education.

All our pupils have a diagnosis of autism which impacts on social communication, the way they see the world, their ability to cope with change and to be flexible in their view and their abilities to interact with others. Many pupils have additional diagnoses which may include ADHD, ADD, OCD, PDA, ODD and SEMH.

In addition to their diagnosis children and young people at Bramley Hill School present with a range of additional barriers to learning including: (examples of support provided to overcome barriers)

- Speech, Language and Communication needs supported by Speech and Language Therapists (pictorial communication and other alternative and augmented communication)
- Sensory, Physical and Medical needs supported by Occupational Therapists (sensory diets, bespoke clinical support)
- Social, emotional and mental health needs supported by Clinical Psychologists (positive behaviour support, bespoke pastoral and clinical interventions)

- 1.2** Bramley Hill School benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Bramley Hill School is well-resourced and has a comprehensive range of facilities. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff.

We are committed to providing our pupils with a happy, nurturing and motivating atmosphere for them to enjoy their learning and where they are encouraged to reach their potential.

### 2. VISION, AIMS AND INTENT

- 2.1** Our vision is for each pupil to trust they belong, discover a love of learning and find their sense of self-worth.

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We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Bramley Hill School provides a needs-led curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Supporting our pupils to be ready for the next stage of learning
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils’ employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Bramley Hill School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 Leaders at Bramley Hill School ensure that:

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

#### 3.2 The teaching staff at Bramley Hill School ensure that:

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress

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- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

### 3.3 Clinical staff ensure that:

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

### 3.4 All staff ensure that:

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

## 4. IMPLEMENTATION

### 4.1 Curriculum Delivery

At Bramley Hill School we engineer success by teaching our pupils to overcome some of the barriers presented by their autism so they can improve their quality of learning and quality of life in education, at home, in leisure and in work.

To engineer success, we support our pupils to learn through the following steps:

- Access to Learning
- Attention
- Engagement in Learning
- Feedback and Improvement

How we achieve each step is based on the needs of classes and individual pupils.

### ACCESS to LEARNING

We use a combination of universal and bespoke strategies and resources to support pupils to access lessons:

Universal strategies are available when applicable:

- Small class sizes
- Visual timetables (PECs, photos, words, colours, class and individual)
- Labelled drawers
- Individual workstations (TEACCH™ style stations with trays, individual desks, shared space)
- Reduced transition (Some classes use a primary model of teaching where teachers transition to class or taught by the same teacher for the majority of subjects)
- Visuals ordered left to right in sequence (Now – Next -Then)
- Lesson Episodes (Lesson structured to reduce anxiety and be predictable to pupils)
- Zones of Regulation™ (Emotional Literacy)

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Some pupils and learners will require more bespoke support to achieve access to the classroom. Teaching staff collaborate with pastoral and/or clinical staff, dependent on need, through informal meetings and discussions, class meeting and ITAC (Internal Team Around the Child) meetings to identify strategies for support.

For example:

- Alternative and Augmented Communication (PECS, , Visuals, Reduced language)
- Bespoke timetables (Some pupils struggle to integrate into class and require support through transition plans)
- Occupational therapy
- Sensory support/diets
- Attention autism™
- Boxall™ Profile

For some pupils these strategies need to be embedded into the pupils’ daily school routine before engagement in learning can occur.

A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

## 4.2 Key Stage 1 & 2 (Years 1 - 6)

KS1 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme. The primary curriculum is a fully sequenced curriculum framework from Nursery to Year 6 and long-term plans and for all subjects of the national curriculum.

Bramley Hill provides lesson plans and resources for:

- Mathematics (through the White Rose Maths scheme)
- Accelerated reader (Reading comprehension)

### Pupils access:

English, Maths, Science, Computing, Physical Education (PE), PSHE/Careers/ (including Relationships and Health Education), Humanities (Geography and History), Religious Education (RE), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

## 4.3 Key Stage 3 (Years 7 – 9)

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Classes are delivered using a combination of primary model (form tutor teaches most subjects) and secondary model teaching (form tutor and specialist subject teachers), depending on their cognitive, speech, language, communication abilities and social emotional and mental health needs Some lessons and/or activities are led by Teaching and Learning Assistant (TLA), where deemed suitable, supported with planning from a teacher.

Classes are supported by TLAs to ensure there are staff with strong relationships and a deep understanding of pupil individual needs in each class, additional support may be required from the Pastoral Team in relation to behaviour support. The TLAs main role is to support pupil learning by:

- Strengthening Fluency – Supporting pupils to understand key vocabulary and skills
- Modelling Tasks – Show pupils how to complete a task or activity
- Promoting Independence – Give pupils time to process questions and/or tasks, developing strategies so pupils can rely less on staff support
- Scaffolding Tasks – Adapt tasks provided by teachers so pupils can access learning
- Communicate with pupils – Give the pupils a voice and provide choice

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on phonics/SPAG. Pupils are taught by their form teachers for English, Maths and PSHE but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab and the Sports hall.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities, (Geography and History), Religious Education, Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

#### 4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils’ level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, PSHE/Career (including Relationships, Sex and Health Education, Personal Development, Social Communication, Life Skills and Enrichment. Pupils select additional ‘option’ subjects to cater to their individual interests and career aspirations and these include Media, computing, Art, RE, Food technology and Humanities. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs. Most subjects in KS4 are taught by subject specialist teachers.

#### 4.5 Life Skills

We recognise the power of outdoor learning to engage and give our pupils a sense of accomplishment. We have a dedicated teacher for PE who delivers lessons to all our pupils, incorporating team games and sports. We have implemented a sequential programme which provides our pupils with key life skills and accreditations as they progress through the school.

Social skills groups – Social Skills sessions are led by a Speech & Language Therapist and Assistant Psychologist, ensuring pupils develop essential interpersonal skills which are fundamental for their future career prospects and quality of life.

Community Visits – Visits enable pupils to practise their independence skills such as functional vocabulary or money skills, giving them greater confidence to access the world around them.

Swimming – Swimming sessions at the local leisure centre ensure pupils learn key skills to keep themselves safe in the water.

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Forest Schools - The 'Forest Schools' approach helps our pupils to understand and respect the natural environment, taking care of the world around them and provides a valuable and rich resource for exploring Topics outside the classroom setting

Cycling, Road Safety and Bikeability - (in partnership with the community organisation Sustrans) teaches our pupils this key life skill whilst also keeping fit and healthy.

Surrey Outdoor Learning & Development – The SOLD team lead our sessions on teamwork skills through activities such as bouldering, water sports and high ropes courses; these build up key life skills over time such as cooperation and resilience.

CREST - In Key Stages 1 and 2, our Crest Awards help our pupils become independent and reflective learners through enquiry-based project work which is based around Science, Technology, Engineering and Maths.

AQA - In KS3 the AQA Unit Award Scheme (UAS) accredits achievements with formally recognised qualifications.

Through our Skills for Life curriculum, we teach our pupils practical skills that they will retain for the future, improving their wellbeing and quality of life.

	Squirrels and Badgers	Otters and Hawks	Lynx and Foxes
Autumn 1	SOLD	Swimming/Crest	Forest School
Autumn 2	Swimming/Crest	Cycling	Skills for Life
Spring 1	Forest School	Skills for Life	Swimming/ AQA
Spring 2	Skills for Life	Swimming/Crest	Cycling
Summer 1	Swimming/Crest	Forest School	SOLD
Summer 2	Cycling	SOLD	Swimming/AQA

#### 4.6 Reading

Reading is given a high priority in our curriculum as the ability to read and understand opens up the learning for all of our pupils. The development of pupils' vocabulary is a vital to learning and understand all curriculum subjects. Pupils are encouraged and supported to read weekly during:

- Ruth Miskin phonics and fresh start
- Shared Reading Lessons (Pupils working at Entry Level and below)
- Guided Reading Lessons (Pupils working between Entry Level and Level 1)
- Independent Reading
- Reading Clubs
- Opportunities to read embedded into all subjects (Disciplinary Literacy)

#### 4.7 EDI – Equality, Diversity and Inclusion

At Bramley Hill we deliver an education that provides pupils with regular opportunities to explore and develop their own moral values and beliefs, spiritual awareness, a caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures and societies throughout the world. The fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths are fully embedded

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throughout all aspects of the curriculum. Fundamental British Values are embedded throughout the school day but more specifically via lessons, offsite trips, celebration days and enrichment activities.

#### 4.8 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

#### 4.9 Physical Education

All pupils access PE lessons at Bramley Hill School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4 for those pupils who would like to pursue a related qualification.

#### 4.10 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Bramley Hill School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

**Pupils at Key Stages 3 and 4 have access to impartial careers advice from Adviza.** They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

#### 4.11 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Bramley Hill School, SMSC and British Values are promoted in so much of what we do, not least during PSHE/Careers lessons/theme days.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

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## 4.12 COVID-19 Recovery Curriculum

At Bramley Hill School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

## 4.13 Timetables

Class timetables are designed so that pupils access a broad and balanced, so that they gain exposure to all lessons covered within the National Curriculum. All pupils are given time for transitions between activities and movement breaks throughout the day.

We recognise that all our pupils will need more intensive therapeutic input in different combinations and at different points on their journey. This can change over the course of their placement and is under constant assessment and review with families and the wider professional team (such as case officers, social workers, CAMHS). To support the implementation of our approach we have a highly skilled multi-disciplinary team who work in collaboration with our education staff to design bespoke timetables for each pupil.

## 5. IMPACT, ASSESSMENT AND MONITORING

### 5.1 Impact

The impact of the curriculum at Bramley Hill School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

### 5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Our expectation is that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

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Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

### 5.3 Monitoring

The school’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Bramley Hill School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

## 6. CURRICULUM MODEL

6.1 All our pupils have a diagnosis of autism which impacts on social communication, the way they see the world, their ability to cope with change and to be flexible in their view and their abilities to interact with others. Many pupils have additional diagnoses which may include ADHD, ADD, OCD, PDA, ODD and SEMH. In addition to their diagnosis’s children and young people at Bramley Hill School present with a range of additional barriers to learning including: (examples of support provided to overcome barriers)

- Speech, Language and Communication needs (pictorial communication and other alternative and augmented communication)
- Sensory, Physical and Medical needs (sensory diets, bespoke clinical support)
- Social, emotional and mental health needs (positive behaviour support, bespoke pastoral and clinical interventions)

All subjects taught by Bramley Hill School teachers have targeted progression points across a wide range of levels from Year 1 to Year 11 (GCSE).

### LONG TERM PLANNING

For all subjects delivered by Bramley Hill School teachers there are topic(s) identified for each half term/term identifying which content from the long-term plan to teach.

Long term plans are guides created by subject leaders to map skills and knowledge that is expected to be taught to pupils across timetabled subjects. Content is often linked to the national curriculum, but also linked to common needs identified through annual reviews by pupils, parents, teachers and therapists.

### MEDIUM TERM PLANNING

Medium Term Planning (MTP) is created by individual teachers to support delivery of a subject to classes and individuals. Teachers are expected to use the long term plans to guide their planning by identifying suitable targets and learning intentions, and then structure teaching to support each pupil to learn. These targets need to be achievable and realistic while also remaining ambitious so pupils are stretched and challenged. Half term targets and weekly success criteria will vary, sometimes greatly, from pupil to pupil. Teachers focus on engineering success for pupils to meet expectations at their stage of learning.

To quality assure that teacher expectations are ambitious yet achievable, progress meetings will be held thrice a year to discuss half termly targets and pupil success criteria with the Quality of Education Team and/or line managers. Progress is also discussed in Annual Review meetings to ensure that each pupil is likely to meet agreed educational outcomes and gain suitable qualifications.

## 7. REFERENCES

None

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**8. ASSOCIATED FORMS**

None

**9 APPENDICES**

None

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