

Bale's Farm

Curriculum and Assessment Policy

Intent

At Bale's Farm, we are a therapeutic learning environment. Alongside the SEMH support and guidance that we offer young people we are also committed to providing opportunities to gain essential knowledge, skills and understanding. We intend that all young people should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things. Our core offer is to support SEMH needs and aid in getting young people into that 'just right state' for learning across all the provisions they attend.

All the young people that attend Bale's Farm will have a bespoke curriculum and timetable to suit their needs which will focus upon meeting their SEMH targets.

Bale's Farm will not be the sole provider of education for young people that attend. If they are registered with a school then the named school holds the responsibility for the education of the young person and we will be working alongside them to ensure everyone meets their full potential.

If a child has an EOTAS package then this will include other educational input e.g private tutors, other learning environments or taught at home by families or online. This is the responsibility of the local county to ensure that the EOTAS package covers all areas that the child needs to meet their targets in their EHCP.

Curriculum Aims:

- Provide opportunities to develop SEMH throughout each day.
- Provide an education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment suitable to the individual young person and their needs.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity

and a thirst for learning.

Quality First Teaching

At Bale's Farm, we will provide high quality inclusive, therapeutic teaching together with continuous processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- Staff have high expectations of themselves and all of the young people.
- Staff are expected to impart knowledge accurately and with enthusiasm.
- Staff are expected to support a young person and provide them with the necessary tools to enable them to learn.
- Highly focused lesson design with sharp objectives.
- Appropriate demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of staff questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- Regular use of encouragement and praise to motivate children.

Roles and Responsibilities

Education Practitioner

The Education Practitioner is responsible for ensuring that this policy is adhered to, and that:

- * The amount of time provided for teaching and learning is specific for the individual young person.
- * That each young person has a personalized timetable to meet their needs as discussed with the relevant parties e.g. parents, schools, local county council.
- * That there is a range of opportunities alongside the therapeutic support offered which will engage the individual to develop their SEMH.
- * That there is regular reflective practice taking place to ensure a high quality of teaching takes place and that all staff feel confident working and supporting a range of children with differing needs.
- * Reports for meetings if enough notice is given and attendance of the Education Practitioner, CEO or a member of the higher-level staff will attend wherever possible on a Bale's Farm day of opening – Monday's, Wednesday's and Friday's.

Learning environment

Organisation of the learning environments are adapted to the children's learning needs;

- The use of learning resources and ICT is developed.
- Effective use of all the spaces is made.
- The learning environments remain 'Autism friendly'.
- Opportunities for a 'sensory diet' needs can be met.

Monitoring and Assessment arrangements

- Pupil progress
- Half Termly SEMH Assessments
- Daily 'End of Day's' to be uploaded into individual Basecamp folders
- Daily Staff feedback sessions
- Team teaching / Shadowing
- Pupil voice
- CPD/ Staff updates

Qualifications

Functional Skills - In key Stage 3 young people will have the opportunity to work towards their English, Maths and ICT functional skills. The tests can be sat either on site or at a local tutoring centre (this will depend on the level they are working towards).

Functional Skills are the fundamental ENGLISH, MATHS and ICT/ digital skills that people need to help them achieve their best in their working and personal lives. People can study for the qualifications in practical ways and apply core skills to real-life situations. Successive governments have championed these flexible courses to equip people with the essential skills with words and numbers they need to succeed.

English and maths are essential subjects that are included in most training and education programmes. They are a required component of Diplomas, Foundation Learning Programmes and Apprenticeships, because proficiency in these subjects is crucial for all of the reading, writing and numerical requirements encountered in the workplace. They have an important role in daily life too, helping them with regular tasks including communication, paying bills and doing their shopping.

Digital skills are increasingly required in the workplace and at home now. Many jobs that were once fully manual now often use tablets and other digital devices for things like recording information, check-ins with managers, and for accessing crucial data during the working day. More and more roles also involve remote working for some or part of the week, requiring competency with skills such as managing and joining online meetings, as well as using email with attachments, and other computer software.

ASDAN - Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. Life skills is based upon challenges that recognise learners' progress in curriculum areas that are important for success in adult life – they are usually about being able to do things, rather than about a significant body of knowledge.

ASDAN is an education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years in greatest need.

They define young people in greatest need as those living in poverty, without support for their emotional and social needs, those with a special educational need or disability, those not engaged or succeeding in their education, who miss an English and/or Maths pass at 16 or subsequently, and who are at risk of becoming NEET.

Their goal is to engage them through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives. We do this by developing courses with an accessible and practical pedagogy for learners; and by working with our partner educators to foster the personal, social and work-related abilities of young people in greatest need.

They know the development of personal, social and work-related abilities is vital for learners of all abilities because:

- strengthening these abilities supports academic and vocational learning
- they are particularly effective in re-engaging young people in greatest need
- they are important for accessing knowledge and skills at work
- they are especially important for entry level work
- they equip learners to live well and make full use of their abilities

They believe that young people should have the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities.

