

Curriculum

POLICY STATEMENT

- At Neptune School we believe that a successful curriculum should be personalised, inspirational, engaging, and balanced. Neptune School recognises that every pupil is different and yet equal and therefore we provide practical and creative opportunities, that allows for pupils' independence and choice.
- We aim to secure outcomes to develop pupils' academic achievements, independence, engagement, and social development by ensuring their access to the appropriate curriculum model, as they transition through school and move into adulthood, growing into responsible citizens.
- We aim for every pupil to be engaged and to become confident, courageous, and responsible citizens this is achieved through our meaningful, functional, and well sequenced curriculum. Our curriculum includes the essential building blocks for learning and so we have a clear plan about what knowledge our pupils will learn and when. Due to the nature of our pupils and their previous schooling experiences, our curriculum is designed to allow pupils to revisit areas for learning that they may have missed, whilst not limiting their future progression. The success of our curriculum is due to its responsiveness to each pupil, building on individual strengths, interests, and learning styles

Document Control

Policy Code:	Neptune 4	Policy Owner:	Abbie Heard
Version:	24.03_v2.01	Policy Author(s):	Abbie Heard (Quality Manager) Shane Villa Hayes (Head Teacher)
Date ratified:	February 2024		
Review Frequency:	1 Year		
Next review date:	September 2024	Ratifying Committee:	PRG

Document History (last 3 versions)

Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
March 2024	V2.01	Greg Regan	Redeveloped policy to suit the school's curriculum

CONTENTS

1. Intent	3
2. Neptune School Curriculum	5
3. Implementation	6
3.2 Expectations of Team Members.....	6
3.3 Curriculum Structure.....	7
3.4 Structure of the School Day.....	7
3.5 Key Stage 2	8
3.6 Key Stage 3	8
3.7 Key Stage 4	8
3.8 Vocational Education and Careers Guidance.....	9
3.9 Outdoor and Experiential Learning.....	9
3.10 Spiritual, Moral, Social and Cultural Development.....	10
3.11 Promoting British Values.....	11
3.12 Differentiation.....	11
3.13 The Learning Environment	12
3.14 Learning Outside the Classroom (LOTG).....	12
3.15 Equality of Opportunity.....	12
3.16 Gifted and Talented Pupils.....	12
3.17 Information and Communication Technology.....	13
3.18 Approaches to Curriculum Planning, Teaching, and Learning and Progress Monitoring.....	13
3.19 Progress Monitoring.....	13
3.20 Safeguarding.....	14
4. Impact.....	15
5. Legislative Framework	16

1. Intent

- 1.1.1 Our curriculum intent is to ensure that all pupils become:
- Confident pupils who enjoy learning, make progress, achieve and are able to live safe, healthy, and fulfilling lives.
 - Courageous pupils who have their own character and distinctive qualities enabling them to achieve.
 - Responsible citizens who are socially aware individuals and make a positive contribution to their community and society.
- 1.1.2 Neptune School strives to provide a caring learning environment in which all pupils can develop academically, socially, emotionally, and morally to reach their full potential and achieve personal success. We strive to create a school in which pupils and team members feel safe, secure, and valued. We aim to ensure that our curriculum provides equal opportunities for all of our pupils, regardless of gender, ability or their cultural, ethnic, or religious background. We are committed to delivering a curriculum that is fit for purpose, personalised, and is based on thorough assessment of our pupils' individual needs and learning styles, alongside their strengths, interests, and areas for development.
- 1.1.3 We strive to ensure Neptune School is a centre of excellence, in both learning and teaching. We offer a broad and balanced curriculum for KS2-4 which is rich in experiences and is designed to engage pupils and help develop their love of learning. At Neptune School, we make use of our outside spaces and local environment in order to provide a physical and active curriculum at all key stages.
- 1.1.4 Our primary aim is to meet the individual and complex needs of our pupils, preparing them for adult and working life in the 21st century. We aim to prepare our pupils for the next steps in their education and beyond into the world of work and to support them to become active and responsible citizens, by helping them to develop positive personal and social values.
- 1.1.5 We recognise that every pupil is an individual with unique learning needs. Each of our pupils has an education health care plan (EHCP) which comprehensively sets out the individual's needs and strengths. In addition, on arrival at Neptune School, gaps in knowledge and understanding as well as learning styles are identified through thorough baseline academic assessments. All pupils will also undergo an initial assessment with our therapies team to identify any areas of need and strategies to address them. We aim to address any gaps and difficulties through individualised learning, Personal Pathway Plans, and a personalised therapeutic approach.
- 1.1.6 Neptune school aims to provide a high quality of education which promotes learning for all our pupils within a secure and purposeful environment, which young people find stimulating, engaging and enjoyable.
- 1.1.7 To achieve this, we aim to:
- Offer all pupils access to aspects of the National Curriculum wherever possible, being adaptive and considerate of their individual learning styles and needs.
 - Ensure that all pupils have access to a broad, balanced, and appropriately adapted curriculum.

- Deliver a curriculum that is designed to address the individual's development of cognitive, sensory, physical, personal, social & emotional and communication needs, as laid out in their EHCP.
- To make learning an enjoyable experience which develops pupils as fully rounded individuals and enables them to explore their talents and interests and achieve their potential.
- To re-engage pupils who have become disengaged with learning and build their confidence and self-esteem so that they see themselves as successful learners
- To support pupils to develop basic skills in communication, literacy, numeracy, and decision making so that they can function in adult life.
- To prepare pupils for the world of work and independent living and to take their place as active citizens of the UK.
- Ensure that the importance of literacy and numeracy skills is promoted across the whole curriculum, especially communication and functional skills.
- Encourage and support personal growth and self-reliance in a spirit of co-operation.
- To provide experiences that will help pupils gain increased self-esteem and self-respect as well as respect for others and the environment.
- Develop pupils' understanding of the local and larger community and help them to contribute to it.
- Develop pupils' understanding of relationships by providing positive role models.
- Help pupils to become good citizens by teaching them about their world and helping them to understand the varied beliefs, values, and abilities within it.
- Provide pupils with learning which will enhance their life skills such as cookery, healthy eating, budgeting, and functional skills.
- Encourage physical activity and outside interests through PE lessons and through learning outside the classroom.
- Promote spiritual, moral, cultural, social, and physical development.

2. Neptune School Curriculum

Curriculum Drivers	NURTURE	FLOURISH	GROW
	Intent	Implementation	Impact
Confident Pupils	Enjoy learning, make progress and achieve.	<p>Small group teaching in a calm and consistent learning environment; Maximum of 4 students per class with LSA support. A Bespoke education packages to meet individual needs and aspirations. Rigorous Academic Progress Tracking and Assessment through the use of B squared tracking software.</p> <p>Baseline Developmental Assessments and Progress Tracking, including initial Motional assessment. EHCP progress tracking - communication, social interaction, emotional regulation and flexibility.</p> <p>PACE and attachment-based interventions and approaches embedded throughout the curriculum. Full ongoing staff training in full range of therapeutic practices ensuring therapeutic intervention is practiced across all school activities.</p> <p>Integrated Speech and Language support per student including group sessions, 1:1 intervention. Ongoing Clinical staff support to ensure practice remains relevant and sound.</p>	<p>For pupils to continually grow in confidence, independence and self-esteem in a safe, secure and stimulating environment. Students start to accept that making mistakes is part of the learning process.</p> <p>Make links within different aspects of their learning and apply their understanding in different contexts.</p> <p>Respect and celebrate differences in gender, race, ability, culture, and religion.</p> <p>Understand the importance of keeping safe, being both mentally and physically healthy, and forming positive</p>
Courageous Pupils	Have own character and distinctive qualities enabling them to achieve.	<p>Specialist Differentiated Teaching. Targeted Literacy and Numeracy interventions. Bespoke PSHE and SRE learning opportunities which support student's individual needs.</p> <p>Specialist teaching and support staff with ASC and attachment training. Restorative Approaches</p> <p>A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need. Individual Education plans and self-regulation plans. Continued oversight of delivery of therapeutic interventions including MDT/ Reflective practice sessions with the integrated therapies team.</p> <p>Robust Safeguarding systems and liaison with external agencies and relevant stakeholders.</p>	<p>Demonstrate improved self-regulation skills as well as positive behaviours for learning.</p> <p>Make a positive contribution to the school and local community. Understand that all people are different and special with different talents, abilities and needs. To secure friendships and a sense of belonging.</p> <p>Subject knowledge and skills appropriate to their individual starting points and needs from the moment they start at Neptune School. Learn within a coherent and progressive framework which enables them to explore the breadth and depth of the national curriculum.</p>
Responsible Citizens	Socially aware individuals making a positive contribution to society.	<p>Examinations and accreditation. – ASDAN and Functional Skills. Functional and life skills taught across the curriculum.</p> <p>Social, moral, spiritual and cultural learning programmes.</p> <p>Interventions which support social skills and self-regulation. Weekly Enrichment and Self Esteem building activities. Celebration of small steps of progress academically, socially and emotionally.</p> <p>Work Experience linked to interests and goals. Personalised learning which links to individual ambitions and talents Weekly Outdoor learning opportunities</p>	<p>Understand the purpose and value of their learning and see its relevance to their past, present and future. Have high aspirations for themselves and others. Grow their range of vocabulary by being immersed in a language rich environment.</p> <p>Use problem solving skills and engage creatively as well as reflect on and articulate their learning journey. Students start to make considered and informed choices about things that are important to them and have the freedom to express their opinions on a range of different topics and issues.</p> <p>Share and celebrate our school core values which guide them in their attitudes, choices, and influence their behaviours.</p>

3. Implementation

3.1.1 To provide that challenging and relevant curriculum we aim to:

- Develop effective learning skills for each pupil; recognising that we all learn in different ways, a range of strategies must seek to secure individual potential across all aspects of the curriculum.
- Encourage each pupil to take full advantage of the opportunities provided to develop particular interests and abilities both within and beyond the timetabled school day.
- Provide opportunities for pupils to “make good choices” and build self- esteem.
- Develop an appropriate balance of academic and practical work to prepare young people for a rapidly changing and demanding world.
- Ensure that pupil progress is carefully monitored and assessed in order to achieve the highest standards of achievement and progress.
- Ensure that all pupils who attend the Neptune school have Individual Education Plans (IEP’s) which cover the core subjects of English and Maths as well as Social Emotional Aspects of Learning. These will provide strategies and targets for each individual. The IEP’s will be created and reviewed by team members every 6-8 weeks and will be sent to parents/carers and social workers etc. These will be monitored regularly.

3.2 Expectations of Team Members

3.2.1 Team Members at Neptune School are expected to actively advocate and seek to develop the curriculum aims stated and should:

- Have high expectations of pupils and seek to help them achieve the best possible outcomes.
- Be adaptable and employ a range of appropriate teaching and learning methods which meet the needs of the pupils. These include the special educational needs of the pupils, and also include making any adaptations for pupils who may access English as an additional language.
- Strive to ensure that, wherever possible, pupils are able to access the curriculum and given opportunities to succeed.
- Develop and deliver programmes of study and schemes of work in line with aspects of the National Curriculum and build upon pupils’ prior learning and experiences, thus providing progression and continuity.
- Provide challenging and inspiring learning opportunities which meet the needs and future aspirations of their pupils.

- Capture the pupil voice by giving regular feedback through assessment and marking, negotiating targets, and encouraging pupils to evaluate their own achievements.
- Ensure clear learning, progress and improvement is highlighted and shown visually to all pupils.
- Help all pupils to become independent and confident using encouragement and reward, in line with our therapeutic approach policy.
- Help pupils to accept that making mistakes is a natural part of the learning process.
- Nurture the talents of every pupil and celebrate all achievements and successes, both formally and informally, through praise in the learning environment.
- Endeavour to work in partnership with other team members, parents/carers, and the wider community to achieve shared goals, keeping them well informed

3.3 Curriculum Structure

- 3.3.1 The curriculum is planned in line with aspects of the National curriculum aims and embraces a cross-curricular approach underpinned by children who are Nurtured, to Flourish and Grow which builds on cross-curricular skills, in particular those of literacy, numeracy and ICT whilst addressing themes such as careers education and guidance, citizenship, environmental, health and sex education.
- 3.3.2 The development of pupils' personal and social skills and their spiritual and cultural development are addressed specifically through the PSHE programme, assemblies, and whole school theme days, as well as being woven through the whole curriculum, both formal and hidden.
- 3.3.3 Literacy, Numeracy, and ICT skills are considered fundamental to all areas of learning and are taught as discreet lessons across KS2, 3 and 4 as well as there being an emphasis on the further development of these skills across the whole curriculum. Specific intervention is put in place for those pupils requiring additional assistance to access the curriculum.
- 3.3.4 Our curriculum recognises the importance of meeting emotional, social, and mental health needs first and foremost, without such foundations academic learning cannot exist. The Curriculum structure allows pupils to make progress at their own realistic pace by developing strategies to self-regulate, manage emotions, work around their individual passionate interests and strengths, meet academic targets and ultimately prepare for life after Neptune School.

3.4 Structure of the School Day

3.4.1 There are 6 periods per day, each of which lasts for approximately 45 minutes. There is a 15-minute tutor period each morning and afternoon, in order to provide time for pupils to access 1:1 time with their key worker. Team Member briefings take place before and after the school day in order to ensure that any information or concerns around Pupils is communicated to all Team Members effectively. Friday afternoon sessions are used to support the school's extended curriculum by offering a range of enrichment activities both on and off site. School assemblies and student council meetings are also timetabled weekly enhancing the curriculum and ensuring that the student voice is captured.

3.4.2 English, Maths and Science are considered of key importance at Neptune School for all Pupils at KS2, KS3 and KS4 and more time is allocated to these subjects in order to promote the development of vital basic skills.

3.5 Key Stage 2

3.5.1 Our KS2 Pupils are taught in mixed age classes and the curriculum is a thematic, topic-based curriculum and incorporates all core subjects and follows the KS1 (where applicable), KS2 and KS3 National Curriculum objectives to ensure all areas are covered.

3.5.2 Lesson plans are carefully differentiated within each class so that every student's needs are met. The curriculum is designed on a 2-year rolling programme so that Pupils don't revisit the same areas of the curriculum.

3.5.3 All KS2 Pupils also have access to a Motional assessment and personalised curriculum of activities which are specifically linked social and emotional aspects of learning, enrichment, and personal skill development.

3.6 Key Stage 3

3.6.1 All Key Stage 3 Pupils have access to the whole National Curriculum and Pupils are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to extend their knowledge in other areas of the curriculum. This is supported by an intensive focus on literacy, numeracy, and science. Pupils often have gaps in their knowledge which need to be addressed and they work towards individual AQA awards to encourage progress and celebrate success in these areas.

3.6.2 During Year 9, in preparation for completing GCSE courses, pupils follow Entry Level and/or Functional Skills accredited courses in Maths and English as well as ASDAN programmes and short courses in science. Social, Moral, Spiritual and Cultural (SMSC) aspects of learning and Social and Emotional Aspects of Learning are incorporated into planning across the curriculum as well as issues being addressed directly in the PSHE programme where appropriate.

3.7 Key Stage 4

3.7.1 In Years 10 and 11, Pupils continue to have access to study the full national curriculum with a key focus on English, ICT, Maths, SRE, RE, Citizenship, PSHE (Including careers and finances) and Science and then have the option to personalise their learning by choosing a variety of subjects from: The Arts (Music, Art and Design), Humanities (Geography, History and RE), Outdoor Education, Food Technology, PE, Horticulture, and ICT. Pupil's personalised timetables are reviewed regularly and are created after the requests of the pupil, statutory requirements of each pupil's educational, health and care plan, and views taken from significant parents, carers and social workers have been considered. The aim of this phase is to personalise the curriculum, to meet individual personal needs, engage the pupils and provide maximum opportunity to achieve. Opportunities may be offered to Pupils to attend an offsite provision where they can study a variety of vocational awards if they are not currently offered at the school.

3.7.2 Available Qualifications in school;

- GCSEs
- Entry Level Qualifications
- Functional Skills Qualifications
- ASDAN Awards and qualifications
- AQA unit Awards

3.8 Vocational Education and Careers Guidance

3.8.1 All pupils are offered impartial advice around future careers and college choices. Neptune School liaise closely with local colleges and CSW Group in order to support Pupils effectively with their Post 16 options.

3.8.2 In Year 10 and 11 Pupils have the opportunity to attend work experience placements in order to enhance their employability skills.

3.9 Outdoor and Experiential Learning

3.9.1 To help engage all pupils in all Key Stages, practical elements of the curriculum are encouraged, such as Art, Design and Technology, PE, and Cookery. The school also encourages pupils to become involved in outdoor learning projects that use our natural environment. We offer horticulture projects which link closely to many areas of the curriculum including Science, Design and Technology and Speaking and Listening skills as well as activities such as shelter making, natural craft and woodwork.

3.9.2 It is our belief at Neptune School that, when learning outside the classroom, our pupils attain higher levels of knowledge and skills, improve their physical health, and increase their motor abilities, socialise, and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes.

- 3.9.3 The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. We feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work has been developed and this is delivered at developmental and transitional stages of the curriculum throughout the year.
- 3.9.4 Outdoor and sporting activities, ranging from horse riding to assault courses, are also offered which assist in developing self-confidence and increasing self-image. The Spiritual, Moral, Social and Cultural (SMSC) development of the pupils at Neptune School is at the heart of the school environment and is evident in the teaching of RE/Cultural Studies, Social Skills, PSHE (including Sex and relationship education), Citizenship and out wide range of extracurricular enrichment activities.
- 3.9.5 Each pupils emotional and social needs, their need to learn about themselves and their own feelings, relationships and how their behaviour affects others is considered when planning. Our outdoor and experiential learning programme and access to off site and extra-curricular activities will give pupils the opportunity to explore and learn beyond the classroom. This will allow them to build their life skills and develop a wide variety of activity specific skills and knowledge.
- 3.9.6 Through the outdoor learning curriculum and the access to group activities, we aim to provide pupils with a wide variety of positive experiences that will not only help to build their self-esteem and social skills but also provide them with memories they can cherish for the rest of their lives. Our outdoor learning and experiential learning programme encourages personal growth by supporting pupils in challenging and unfamiliar activities, environments, and situations. Pupils have the opportunity to work towards building their personal development in terms of courage, leadership, teamwork and raising self-esteem.

3.10 Spiritual, Moral, Social and Cultural Development

- 3.10.1 Spiritual development is promoted in a variety of ways. Whole school assemblies and theme days are delivered regularly which include religious content and themes. Our schemes of work encourage pupils to consider the nature of religion, it's beliefs and practices. Pupils are encouraged to discuss and reflect on topics such as the origins of the universe, good and evil, life after death, beliefs about God and concepts such as justice, trust, honesty, and love . Many lessons and extra-curricular experiences allow pupils to access incidental learning opportunities which prompt them to ask questions about meaning and purpose.
- 3.10.2 Moral development is promoted every day though rewards and praise for achievement and effort, through the use of the school behaviour charter and high expectations and respect for our pupils. The ethos and practices of the school encourage pupils to learn to distinguish between right and wrong through restorative approaches and we aim to encourage positive relationships by demonstrating tolerance and understanding. In addition, discreet teaching, tutor time and theme days address many moral, ethical, environmental, and social issues. Pupils are encouraged to value themselves and others and to explore the influence of family, friends, and other sources on moral choices.

- 3.10.3 Social Development is a key part of the ethos of the school. All pupils are encouraged to play a full role in the social life of the school. We aim to develop pupils' knowledge, values, personal and social skills across the whole curriculum in order to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. By building links between the school and the wider community we are able to offer many extracurricular activities such as sport, music and a wide range of trips and activities out of school.
- 3.10.4 Social development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as school council, peer mentoring programme, participation in the whole school outdoor learning programme, work in support of charities, and assisting at school functions and events. Further opportunities for social development are provided through the outdoor education, team building activities and life skills programmes.
- 3.10.5 Pupils are also regularly reminded of the need to develop positive peer and adult relationships. Cultural development is encouraged both within lessons and through a very wide variety of extracurricular activities. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography-based studies of other countries and their cultures, study of poetry and fictional literature from different cultures.

3.11 Promoting British Values

- 3.11.1 Throughout the curriculum, team members actively promote the fundamental British Values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in specific lessons in PSHE, Religious Education and Topic activities, as well as being promoted in the general ethos of the school. Additional learning experiences such as outdoor educational trips and curriculum related visits/activities offer added learning opportunities such visits to places of worship, museums, courts of law etc. as well as visitors to the school from the police and local community.

3.12 Differentiation

- 3.12.1 At Neptune School we have small class groups and high levels of learning support. Despite this, there is still a wide range of ability in these class groups. In addition, our pupils who have social, emotional, and mental health difficulties and/or Autism have a wide range of preferred learning styles. Some work better in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer. To take account of these differences and the range of ability in any class, all team members at Neptune School have a responsibility, when planning work, to meet the needs of all pupils.
- 3.12.2 This may mean, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs, preferred learning styles and personal pathway plan targets are also crucial, and these are recorded and communicated through the individual pupil profiles.

- 3.12.3 Team members additionally have a duty to ensure the curriculum is adapted for pupils who access English as an Additional Language (EAL), using strategies such as providing visual supports, opportunities for engaging practice sessions and offering dual language worksheets and explanations if possible.

3.13 The Learning Environment

- 3.13.1 Neptune School provides a purposeful and structured learning environment which promotes high standards and good working practices. Displays of pupils' work appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All teachers, and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. Classrooms are structured and organised environments where pupils can work effectively, comfortably, and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops, and any other learning environments with respect.

3.14 Learning Outside the Classroom (LOTC)

- 3.14.1 It is our belief at Neptune School that, when learning outside the classroom, our pupils attain higher levels of knowledge and skills, improve their physical health, and increase their motor abilities, socialise, and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. We feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work has been developed and this is delivered at developmental and transitional stages of the curriculum throughout the year.

3.15 Equality of Opportunity

- 3.15.1 All subject leaders are aware of and plan accordingly to the whole school equal opportunities policy. They also should actively promote quality of opportunity in the curricular work of the subject. As a school we regularly explore the range of opportunities available to ensure that all curriculum area engage pupils by showing respect for their cultural and personal identities. The Headteacher and SENDCo will advise team members in devising appropriate teaching programmes for any pupil who requires additional support in order to successfully access the curriculum.

3.16 Gifted and Talented Pupils

- 3.16.1 A number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all team members to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work, which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams, and organisations. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in a pupil's record of achievement.

- 3.16.2 Pupils who are identified as high achievers in the transitional phase are assessed on their readiness to begin studying their GCSE early. If they are deemed ready to begin these, then they may be placed into an appropriate Y10 class to begin their studies.

3.17 Information and Communication Technology

- 3.17.1 At Neptune School we believe that the development of capability in the use of ICT is an essential requirement of the Pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. The development of ICT at the School is guided by the following principles:

- All Pupils have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT lessons, and as a result of the use of ICT in subject areas.
- ICT resources are planned and deployed within the context of the Neptune School as a therapeutic community. We seek to ensure that resources of the highest quality and of an appropriate type are provided to meet the needs of all users.
- Team members are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school based INSET programme, and there are also opportunities to attend external courses.

3.18 Approaches to Curriculum Planning, Teaching, and Learning and Progress Monitoring

- 3.18.1 Upon pupils' arrival at Neptune School, a 'pathway' or 'flight path' will be determined that the pupil should be placed on for the next academic year. This decision will be based on the pupil's age, information regarding prior levels of learning and progress, initial assessment data and educational psychologist reports. The learning descriptors for each stage act as a learning ladder throughout a pupil's school-life towards a projected GCSE grade.
- 3.18.2 The baseline assessment is used to create a personal educational plan. The flight path provides a plan for subject progress and identifies areas of missed subject knowledge and content. Daily lessons are planned and delivered in a variety of methods. In addition to specific lessons planned and delivered by the subject teacher, a significant proportion of learning takes place across the entire curriculum at Neptune School. This is done in a cross curricular and experiential approach. This approach represents a core aspect of the Neptune School learning experience.

3.19 Progress Monitoring

- 3.19.1 Learner progress is monitored during the lessons and at appropriate modular/termly/yearly intervals. All teachers assess their pupils in relation to a range of assessment objectives and 'can do' statements for each subject at every stage. This allows them to know what their pupils do and what they need to achieve next.
- 3.19.2 This policy has additional sub-categories as follows;

Policy No.	Description
4a	English
4b	Mathematics
4c	ICT
4d	Design Technology
4e	Arts
4f	Citizenship
4g	Physical Education
4h	Physical Social and Health Education
4i	Careers Education
4j	Science Health & Safety Policy

3.20 Safeguarding

- 3.20.1 The whole school curriculum, ethos and philosophy is underpinned by the need to safeguard pupils. All team members are trained to ensure that pupils are kept safe and are supported by the designated safeguarding leads in dealing with safeguarding issues and concerns.

4. Impact

- 4.1.1 Through our topic-based curriculum and cross curricular personal development programmes, we are able to hook learners in with a memorable experience and learning opportunities which meet their individual needs. We encourage pupils to explore the world and community that they live in and often spark their interests with a wide range of interesting starting points.
- 4.1.2 This allows our pupils to develop deeper understanding and knowledge of a range of subjects in a variety of ways. Pupils are able to express themselves and demonstrate their new skills in ways which suit their learning styles and individual developmental needs. Pupils develop their literacy and numeracy skills across the whole curriculum through careful planning and curriculum mapping.
- 4.1.3 Pupils are encouraged to apply previously learned skills to their learning, and they demonstrate these skills through shared evaluation experiences and opportunities for reflective talk, collaborative working opportunities and problem-solving tasks. Pupils develop skills in independence and grow in confidence through self-esteem building activities and enterprise projects.
- 4.1.4 Additionally, pupils make good progress towards their EHCP outcomes, showing holistic development.

DRAFT

5. Legislative Framework

5.1.1 This policy has been drawn up on the basis of law and guidance, namely:

- Equality Act 2010
- Children Act 2004
- The Disability Equality Act 2006
- Human Rights Act 1998
- The Equality Act 2010 and schools' Departmental advice for school leaders, school team members, governing bodies, and local authorities, DfE, May 2014
- Advice on standards for school premises for local authorities, proprietors, school leaders, school team members and governing bodies, DfE, March 2015
- Keeping Children Safe in Education, DfE 2023
- SEND Code of Practice, DfE
- Advice on standards for school premises for local authorities, proprietors, school leaders, school team members and governing bodies, DfE, March 2015
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015
- Working together to safeguard children, 2023