

Burton PRU

Curriculum, Teaching and Assessment Policy

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AUTHOR (S) OF POLICY: SB with KJ

PERSON(S) REVIEWING: SB/KJ

Date of change	Author of change	Description of changes	Page number of changes	New review date*

Aims

In line with our Federation Development Plan and with the ethos of the school we aim to deliver an **adaptive** curriculum that supports **academic equity through an ethos of high challenge, high support**. We do this because:

- We aim to reintegrate students into a mainstream setting – either into a new placement or support a successful return the child’s original school.
- We feel that students have a right to be taught a similar curriculum to that in mainstream schools.
- Some of our students transfer to specialist provisions and where they will also need to access the National Curriculum.

Through our teaching we aim to:

- Support the individual needs of our students through **adaptation**
- Equip students with the skills necessary to enable them to transfer back to school successfully.
- Enable students to become confident, resourceful, enquiring and independent learners.
- Foster students’ self-esteem and help them build positive relationships with others.
- Develop student’s self-respect and encourage students to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people.
- Enable students to understand their community and help them feel valued as part of their community.
- Help students to grow into reliable, independent and positive citizens.
- Prepare our students for a mainstream or specialist learning environment – in order to facilitate reintegration.
- Prepare our students for appropriate choices at post 16 and become lifelong learners.

Effective Learning in an Inclusive Environment

We acknowledge that our students may have had difficult school experiences, often to the detriment of their learning. Students need sensitive support with clear boundaries in order to prepare them, wherever possible, to return to mainstream education. In order to support students’ learning, we recognise that students learn in different ways and we understand the need to develop strategies that allow all students to learn effectively.

Students can experience a high number of trauma and adverse childhood experiences (ACEs). Our experience in trauma means that we are able to support students with their behaviour, which has previously acted as a barrier to learning, along with providing understanding around this trauma, enabling students to take control of their future. We scaffold emotional support, along with educational provision in order for every individual to achieve and build a successful future.

Our students who have had disrupted and fragmented school experiences need to feel secure and safe. We achieve this through a school day that is comprised of routines and predictable changes. Students know what to expect and when. We make **reasonable adjustments** to suit the needs of our students. To support the successful delivery of the curriculum we will ensure that our students:

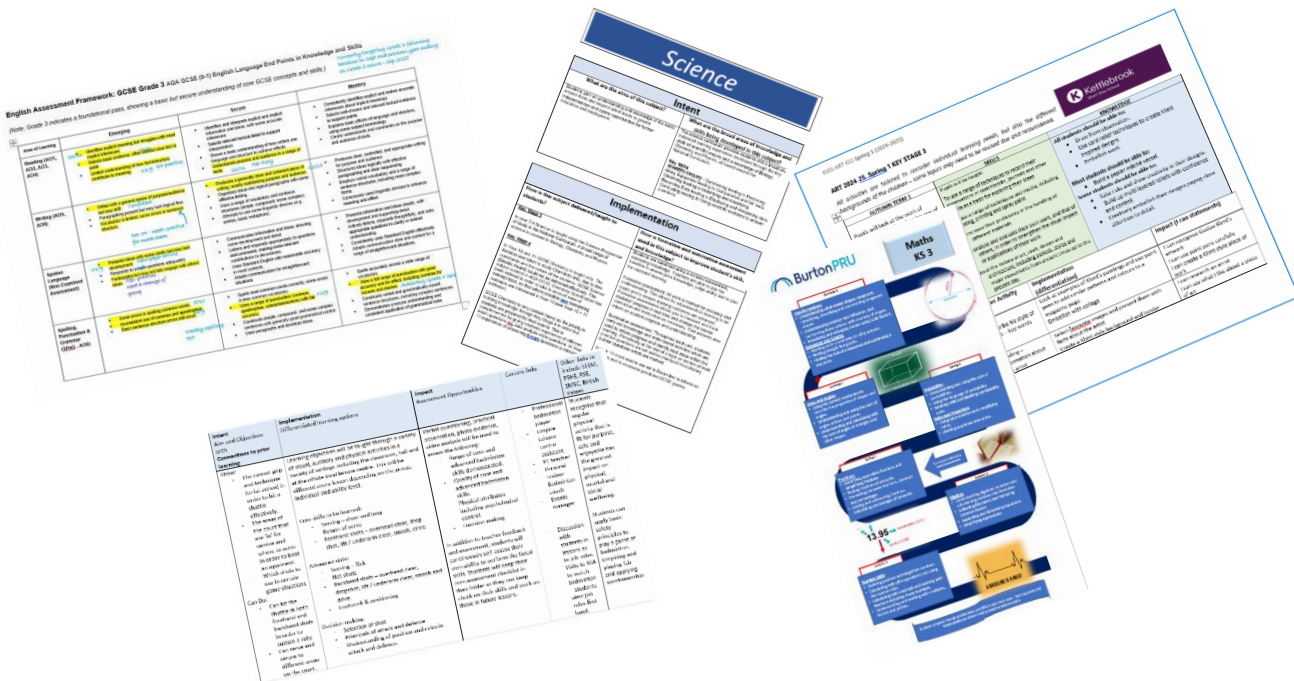
- Encounter a purposeful curriculum with **adaptive teaching** at its heart - **high challenge, high support**
- Work to a daily, well-structured timetable.
- Work within a clear and consistent framework of values and expectations.
- Are protected by clear boundaries of **relational and restorative practice** expectations.
- Experience supportive relationships with staff and peers.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention. We use meaningful ways of measuring all aspects of progress, including communication, resilience and independence. We will have the same high expectations of all students in line with our expectation of **high challenge, high support**. For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to students starting points, and take this into account alongside the nature of students' learning difficulties.

Planning and Subject Expectations

Subject Frameworks – filling the gaps

Each subject area across the Federation is expected to have the following documents in place:



- Curriculum Intent, Implementation and Impact statement
- Subject Roadmap
- Schemes of Work
- Assessment Frameworks
- Mid-term planning (completed for each half term following analysis of progress and work trawl data)

The Subject roadmap and SOW are designed to ensure that a **spiral curriculum** is embedded in each subject. Students often arrive to the PRU with gaps in their learning – either through school absence or falling behind due to unmet learning needs. We strive to enable students to *keep up with learning* through a spiral curriculum in each subject which returns to key topics across each year or over two years at GCSE. **Mid-term planning** should follow analysis of half termly data sweeps as well as regular use of the assessment frameworks. Adaptation takes place both at the mid term planning point as well as for individuals within each lesson.

Through the use of **assessment frameworks**, we have identified the clear objectives that students need to achieve at each level of each grade. This allows staff to ensure that gaps in learning are identified early to ensure that students are supported to keep up with their learning in each subject.

Super 6

All lessons are now expected to follow the Super 6 format. This provides a clear structure for lessons and helps teachers focus on the things that really make a difference. It's based on Cognitive Load Theory, which looks at how students process information in their working and long-term memory. By keeping lesson routines consistent across the school, we reduce unnecessary mental effort for students. This means they can spend more energy on learning instead of figuring out different expectations in every class. Research shows that predictable structures and well-designed tasks help manage cognitive load, making it easier for students to retain and apply what they learn.

Learning should be structured around six key elements:

1. **Engaging Starts**
2. **Recall Activities**
3. **Main Tasks**
4. **Questioning**
5. **Feedback**
6. **Reflection**

This structure applies consistently across all curriculum areas, providing clarity and predictability. Each element is represented by a dual-coded icon, reducing cognitive load by allowing students to quickly associate the icon with its corresponding lesson stage. Research shows that combining verbal and visual information helps distribute the cognitive load across separate processing channels—supporting better memory retention and reducing mental effort. Furthermore, dual coding is especially beneficial for students with EAL backgrounds and those who respond well to visual cues. Providing consistent visual stimuli supports comprehension, engagement, and inclusivity without adding to cognitive demands.



Our Curriculum

We have built a curriculum around five key principles for our students. These principals focus on inclusivity - building character and life skills enabling each individual to make the best of themselves, both academically and personally.

Our focus on academic subjects ensures that students are able to move on to the post-16 opportunity of their choice. All students study English, Maths, Biology, Art, PE, Cooking, and PSHE. Our aim is for students to be entered for a qualification for all of the subjects —whether at GCSE or foundation level. If a student arrives at the PRU with enough prior learning, they can be entered for other GCSEs already studied such as GCSE RE or Humanities subjects.

The subjects outlined below form our Core offer for all students:

Subject	Qualifications offered
Maths	Functional Skills (EL3-L2) L1/ L2 Number & measure GCSE
English	Functional Skills (EL3-L2) GCSE English Language GCSE English Literature
Science	GCSE Biology
PE	GCSE PE
Art	Arts Award GCSE
Food	BTEC Home Cooking Skills L1/L2
Personal Social and Health Education	N/A

Some students will have the opportunity to complete further qualifications at one of our Alternative Providers.

Approaches to Assessment

Formative Assessment

When each young person arrives at the KSSS, they complete a 2-week induction programme. This allows each student to settle in, whilst getting to know and trust the staff as well as navigating their way around a new and different environment. During the induction programme, staff carry out baseline assessments using exam questions & other diagnostic specific testing: WRATs, Lexplore, That Reading Thing (where appropriate) and the Diagnostic Reading Assessment. This allows us to gain a good understanding of where we need to begin their holistic learning journey with us at KSSS.

Assessment frameworks are used by subject teachers to enable clear assessment of students understanding and gaps in knowledge. These frameworks are expected to be in student books to allow students to see their own progress as well as knowing what their next steps are. These frameworks are used in conjunction with any summative assessment as well as teacher judgement to accurately assess students working at grades.

Summative Assessment

All students complete a Baseline test for each subject during the induction process. This grade allows staff to plan adaptive individual learning for each student according to their needs. All students then receive a *currently working at* grade each half term - logged on Arbor. This grade takes both formative and summative assessment into account.

Students have the opportunity to undertake national standardised summative assessments such as GCSEs, BTEC, Functional Skills, Arts Award and vocational qualifications at the end of Key Stage (KS) 4. To support both students and staff, there are opportunities for joint moderation across the Federation.

Students are also assessed against the *Local Authority School Reintegration Profile baseline* (see Appendix B). This baseline allows staff, students and parents/carers to assess holistic progress within school in areas such as Communication, Effort and Cooperation. We use this assessment to demonstrate a student's readiness to return to mainstream as well as to determine holistic progress across personal and emotional goals. This will be discussed at the Pupil Review meetings as well as forming an important part of the Personal Development File which records a student's journey through their time at KSSS.

Reporting to parents/carers

On a regular basis, keyworkers will speak to parents/carers to provide an update of their child's time at school, this includes both behaviours and academic progress. We work closely with parents/carers to ensure that there is consistency and positivity.

Parents are invited in for Pupil Review Day (PRD) at least twice a year. If parents wish to come in sooner and discuss their child, we are always happy to welcome this. On Pupil Review Day (PRD) parents/carers are welcomed into school to discuss progress, academic achievement, concerns and career paths. During these meetings we take the opportunity to discuss attendance, along with celebrating the students' successes. We welcome the families' professional support workers and

other agencies to attend– in this way we can all work closely together to help the child and their family achieve social and academic success.

Academic reports are sent out at least twice a year (generally Dec and July) but dependent on the school holiday dates may include a third report around Easter. There will be one full written report and two data reports. This includes progress tracking and advice for making progress.

Monitoring

This policy will be reviewed yearly by the Head of School and Executive Headteacher. At every review, the policy will be shared with the staff and then the Management Committee. All teaching staff are expected to read and follow this policy. The SLT & EHT are responsible for ensuring that this policy of practice is followed and adhered to.

The SLT will monitor the effectiveness of assessment practices across the school, through:

- Learning Walks
- Observations
- Book trawl
- Moderation across the Federation
- Pupil progress meetings
- Progression
- Staff meetings
- DfE or SCC guidance

Each staff member has a performance management meeting, as well as pupil progress meetings for subject areas. It may be identified during these meetings that further training is required. The senior leadership team (SLT), monitor and support the development of schemes of work, ensuring that all classroom staff have a high expectation of all students. Baseline assessments and tracking also feed into the school's quality assurance cycle which is completed by the Head of School each half term.

Roles and responsibilities

The Management Committee are responsible for:

- Monitoring that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitoring the impact of teaching and learning strategies on students' progress and attainment
- Monitoring the effectiveness of this policy and hold School Leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Monitoring that school staff are receiving the appropriate support and training on students' assessment, to ensure consistent application and good practice across the school.

SLT are responsible for:

- Ensuring the policy is adhered to
- Putting in place a programme of continuing professional development designed to share best practice and learn from experience elsewhere.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of students' progress and attainment, including current standards and trends over previous years in termly KPI reports and final Exams Analysis overviews.
- Monitoring the work of each area of the school and holding middle leaders and teachers to account.
- Making sure arrangements are in place so teachers & classroom staff can conduct assessment competently and confidently, including training and moderation opportunities etc.
- Analysing students' progress and attainment, including individual students and specific groups.

Teaching staff & other classroom staff are responsible for:

- Use the **Super 6** to ensure consistency of expectations across all lessons.
- Planning, teaching and assessing in line with the subject framework expectations - sequenced in a spiral curriculum.
- Understanding individual needs and remove barriers to learning for all students (such as SEND, disadvantaged etc) - scaffolding effective support strategies.
- Intervening and supporting students who are underachieving - this includes having high expectations for ALL students.
- Keeping up to date with developments in assessment practice and standards for the subjects they teach.
- Ensure that the learning environment is safe and ready for students to use as well as supporting learning.
- Consistently model classroom expectations by ensuring that there is a clear intent for learners.

Pastoral leads are responsible for:

- Putting in place programmes designed to ensure every child feels secure and happy in school.
- Monitoring attitudes to learning (including attendance and behaviour issues).
- Liaising with senior and teaching staff to ensure the highest possible standards across the school

Students at our school will take responsibility for:

- Their own learning.
- Following the expectations set out in the Home School Agreement and the behaviour for learning policy.
- Reflecting and acting on feedback from teachers about how to progress further in their learning.

Parents and carers of students at our school will:

- Supporting their children's learning.
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support the work of the school

Collecting and using data

KSSS use Arbor MIS to securely hold data. Baseline assessments are implemented for all students on arrival at the PRU and further assessments take place each half term. Arbor tracks each young person's learning journey and identifies if the student the progress being made.

Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. KSSS recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork - all AI-generated content must be properly attributed

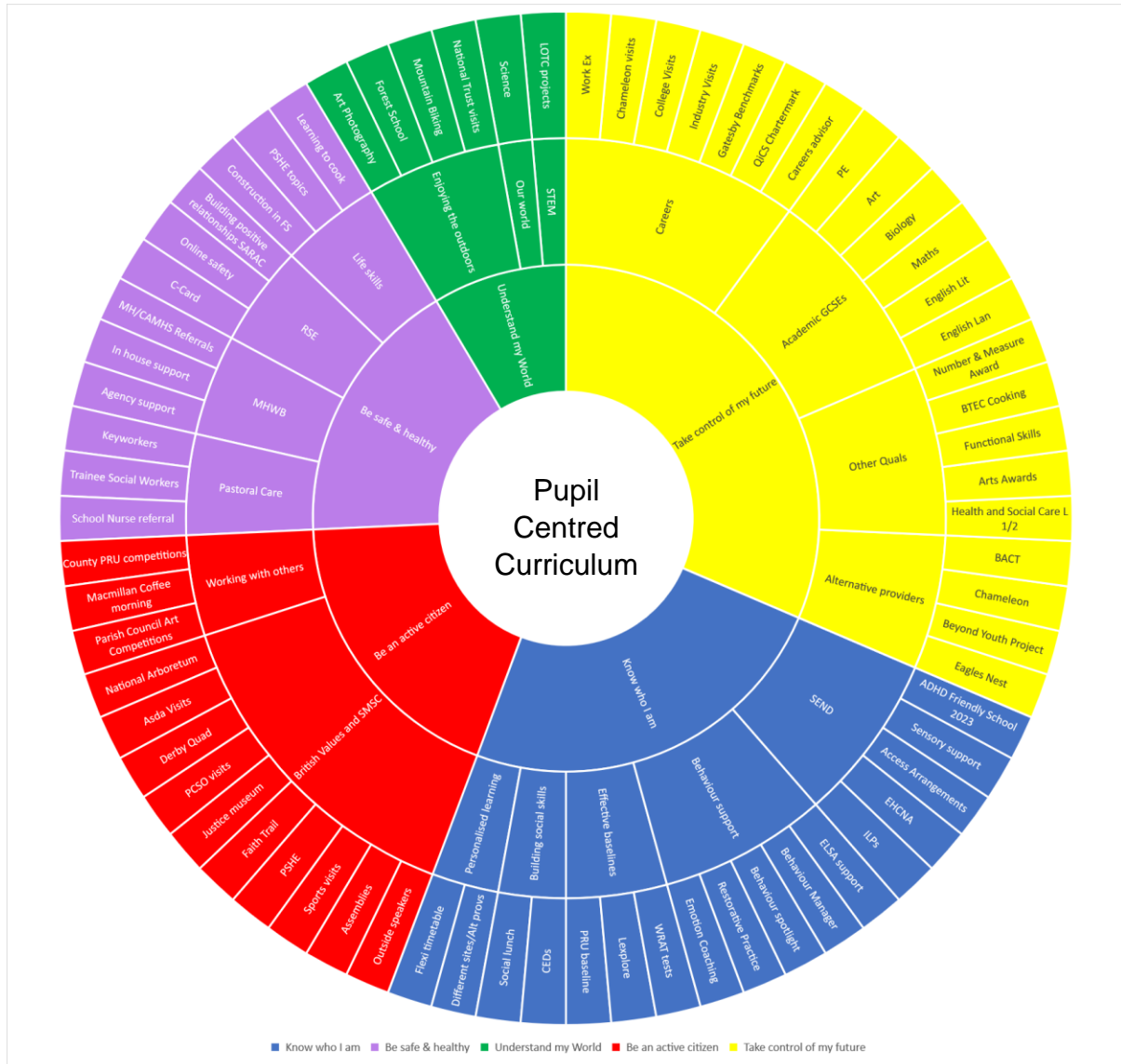
Links with other policies

This assessment policy is linked to:

- SEND policy
- Restorative and Relational Practice Policy
- Remote Learning Policy
- Exams policies
- Induction pack for Parent/Carer

Appendix A

Whole School Curriculum Map



We have built a curriculum around five key principles for our students. These principals focus on building character and life skills enabling each individual to make the best of themselves, both academically and personally.

Our focus on academic subjects ensures that students are able to move on to the post-16 opportunity of their choice. All students study English, Maths, Biology, Art, PE, Cooking, PSHE, and Forest Schools. The aim is for students to be entered for a qualification for most of the subjects —whether at GCSE or foundation level. If a student arrives at the PRU with enough prior learning, they can be entered for other GCSEs already studied such as GCSE RE and the Humanities subjects.

QUALIFICATIONS	GCSEs/Technical Qualification	Vocational/Foundation
English	English Language (AQA) English Literature (AQA)	Functional Skills English
Maths	Maths (Edexcel)	Functional Skills Maths L1 Number and Measure
Science	Biology (AQA)	
Art	Art (AQA)	Arts Awards—Bronze and Silver
PE	PE (OCR)	
Cooking		BTEC Home Cooking L1/L2
PSHE	BTEC L1/2 Health and Social Care (Edexcel)	

Students arrive with a variety of different needs— with SEND, MHWB, attachment and trauma, medical issues, safeguarding concerns or histories of poor attendance being just a few of the challenges our student face. As a result, we have built a curriculum which offers students opportunities for learning about themselves, while challenging them to build resilience, make progress and understand their own place in society.

Know who I am: This principle is focussed on students recognising the importance of understanding themselves in order to make progress. We ensure that all students are assessed on entry to provide accurate baselines ensuring that we offer the most appropriate curriculum while identifying any underlying issues, such as SEND. Behaviour management focuses on relational and restorative practice, followed up through individual work with our behaviour support officer and other staff. This work allows students to explore issues such as anxiety, managing stress—encouraging students to take responsibility for their behaviour and work. Forest Schools and ELSA sessions offer students guided self-reflection time. We encourage social skills through modelling social skills at break and lunch times, as well team building, personal challenge and aspects of SMSC through our Curriculum Enrichment Days. Through the PSHE programme students undertake vital learning about themselves, with time to reflect on their own beliefs and values.

Be safe and healthy: Student learn how to keep themselves safe both through lessons and opportunities in the wider school and community. Our PSHE curriculum is supported by cross-curricular learning, as well as offering the BTEC Health and Social Care qualification, examining topics from Online Safety to Personal Finances. On site students have access to MHWB support through our own staff and the Mental Health Support Team, supported by referrals to appropriate agencies. We are able to offer further support through trainee social workers. Students are taught RSE through our PSHE programme supported by the science curriculum and other agencies such as the school nurse, SARAC and C-Card programme. Students gain life skills such as learning to cook through Cooking and Forest Skills; health and safety using tools in Forest Schools, Science and Cooking; and healthy lifestyles through Cooking and PE.

Be an active citizen - Students are challenged to be the best of themselves through building their cultural capital. While British Values are discussed in PSHE and other academic lessons, they are demonstrated through active participation in our CIAGS programme, CEDs, PE activities and volunteer work. Assemblies and outside speakers are used to impart important messages and encourage students to see themselves as part of the community both at Burton PRU and in their local and national areas. Students are offered the opportunity to take part in local competitions through Art sessions.

Understand my World – The PRU encourages students to recognise their place in the wider world and see it as a place of opportunity. We aim to foster an interest in the world through engaging students in activities they may not have previously accessed, as well as exploring different places, cultures and faiths. Different cultures are celebrated through our assemblies, and CED visits such as the Faith trail. Our links with the Careers Hub enable students to access STEM learning in a variety of ways. We aim to ensure that students have the opportunity to experience different activities and places through our enrichment programme— from watching an International Badminton competition at the Utilita Arena in Birmingham to a visit to a local National Trust property.

Take control of my future—At Burton PRU we aspire to enable our students to become the best they can be. There is a strong focus on the academic curriculum, offering our students the opportunity to engage in positive post-16 destinations. All students have the chance to take a minimum of five GCSEs, with a potential to achieve thirteen qualifications overall. We recognise that some students are more suited to vocational subjects and as such our students can access further qualifications through our Alternative Providers. We commit to giving the students every opportunity we can. Our on site careers advisor works with students to identify routes to further education, employment or training. Our CEDs support this in Year 11 with visits to further education establishments as well as offering opportunities to explore their own interests.

Appendix B

School Reintegration Profile

Attribute	1	2	3	4	5	6
Confidence & communication with adult	Avoids communication with adults, even when directly spoken to	Avoids communication, will speak if directly spoken to but does not make eye contact	Avoids communication unless directly spoken to	Communicates as necessary but reluctantly	Will respond appropriately to adults	At ease when speaking to adults will initiate conversation
Confidence & communication with peers	Avoids communication with peers, even when directly spoken to	Avoids communication, will speak if directly spoken to but does not make eye contact	Avoids communication unless directly spoken to	Communicates as necessary but reluctantly	Will respond appropriately to peers	At ease when speaking to peers will initiate conversation
Entering the classroom	Is unable to come into class	Is able to sit in a separate area away from the main class, with support	Is able to sit in a separate area and be left alone	Is able to enter independently, but sits in a fixed place	Enters independently and is flexible where they sit	Enters confidently and is flexible about where they sit and with whom
Concentration levels	Not able to focus at all	Brief periods of concentration	Occasionally focussed	Focussed for some of the week	Focussed for most of the week	Fully focussed for the whole week
Progress	Not attending	Regressing	Static	Some lessons where progress is made	Majority of lessons where progress is made	Progress made in all lessons
Wellbeing counselling/mentoring	Too unwell to access education	Student needs considerable support to action education	Work on going – wellbeing remains the same	Work on going – progress being made	Moving towards transition to mainstream	The 'window of opportunity' Ready for transition to mainstream
Effort	Doesn't attend	Rarely makes an effort to overcome barriers to learning	Sometimes makes an effort to overcome their barriers to learning	Often makes efforts to overcome their barriers to learning	Makes efforts most of the time to overcome their barriers to learning	Consistent and concerted efforts to overcome their barriers to their learning
Co-operation	Doesn't attend	Challenging to staff	Rarely does as asked by staff	Sometimes as asked by staff	Often does as asked by staff	Always does as asked by staff
Attitude/engagement in lessons	Actively avoiding any work – disruptive	Passive	An attempt made but little meaningful engagement	Some engagement	Engaged most of the time	Fully engaged and interested in the subject
Behaviour	Makes no effort to reduce incidents doesn't attend lessons	Constant inappropriate behaviour and frequently removed from lessons	Disruptive behaviour in lessons but manages to stay in class	Reduction in incidents and more appropriate behaviour in class	Generally meets behaviour targets and appropriate behaviour in class	Successful working relationships