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Engage Academy

Curriculum, Teaching & Learning Policy

April 2024



Nurturing inclusive learning communities



1	Summary	Curriculum, Teaching & Learning Policy			
2	Responsible person	Gemma Harvey			
3	Accountable ELT member	Alison Ward			
4	Applies to	Engage Academy			
5	Trustees and/or individuals who have overseen development of this policy	Gemma Harvey			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Teaching & Learning Network			
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Date	Version	Action	Summary of changes
June 2023	1.0	New Policy	
March 2024	1.1	Review	Addition to curriculum Appendices

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1. Aims

The aims of our curriculum policy are to promote a rich curriculum that is accessible to all learners enabling them to experience personal and academic success. Our curriculum is a holistic learning experience which optimises all learning opportunities throughout the day whilst maintaining focus on social and emotional development.

2. Principles of the Quality of Education

The curriculum at Engage Academy embodies the Ethos Academy Trust curriculum principles to provide a safe, supportive environment with embedded routines to promote enjoyment and reengagement in learning.

CURRICULUM PRINCIPLES

ETHOS ACADEMY TRUST

DIVERSE

In selecting what knowledge to teach our pupils, we provide access to society, represent what has influenced the world today, challenge common misconceptions, introduce equality and diversity and help children find, and be proud of, who they are.

LITERACY, ORACY & VOCABULARY RICH

Our pupils' ability to use effective speaking and listening is fundamental to their language and social development. A strong focus on literacy skills, including oracy and reading, will enable pupils to find their voice, develop self-esteem, helping to achieve success socially, emotionally and academically.

EVIDENCE INFORMED

At the heart of an evidence-informed approach is the rigorous application of research outcomes, best practice and the science of learning. The wealth of evidence at our fingertips ensures we offer pupils the most effective learning opportunities.

DEVELOP THE 'WHOLE' CHILD

Adhering to the six principles of nurture, our academies focus on a pupil's whole self. This includes all aspects of the child's well-being, including: relationships, identity, emotional skills, creative and cognitive capacities.

ACCESSIBLE

Our approach is aligned to the needs of the pupils. Through Quality First teaching, our academies ensure that their curriculum supports all pupils to learn. For some, we use an instructional approach. For others we may utilise a personalised approach that is tailored to a pupil's needs.

SERVING OUR COMMUNITIES

Our academies' curriculum reflects the needs of the local community and context, whilst also meeting the demands of the national and global agenda. We support our young people to be community-minded with a willingness to get involved. We want our pupils to be able to draw on a deep understanding of the Ethos core values, to be tolerant of others and willing to listen and appreciate the views and lifestyles that others may follow.

EXPERIENTIAL LEARNING THAT PREPARES PUPILS FOR ADULTHOOD

Our academies plan opportunities for pupils to engage creatively, physically and socially, delivering a range of subjects that prepare pupils for their next steps. We support and challenge pupils to engage in new experiences. Maximising opportunities for careers education sits at the heart of preparing pupils for the world of work.

TRAUMA INFORMED

Our academies incorporate trauma informed practices into their nurture curriculum to help pupils understand and manage trauma. Co-produced transition plans, therapeutic language, the use of microstructure and routine and teaching pupils about positive relationships, conflict resolution and strategies for emotional wellbeing support this approach.

ENRICHED EXPERIENCES

Our academies' curriculum extends beyond the classroom, enriching lives and broadening horizons for all. Our curriculum vision is one of entitlement for all and a belief that aspiration, ambition and character is nurtured and grown through enriched experiences.

3. Curriculum

We take the view, supported by research that appropriate social and emotional development is essential alongside academic achievement to maximise pupils' life chances. The curriculum intent is aligned to the Trust's core values and is underpinned by the following six principles of nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

This is implemented and embedded successfully and consistently across school. Pupils achieve exceptionally well in relation to their baseline starting points and aspirational targets in both their academic and SEMH development.

Intent

A coherently planned and sequenced curriculum has been developed to meet the needs of all pupils in developing their skills and knowledge for future learning. The foundation subject curriculum is taught through a topic-based, two-year long-term planning cycle. This covers all national curriculum objectives for the primary age range through a three stage approach (bronze, silver and gold) ensuring that pupils on a long-term placement have access to a full and progressive curriculum.

Each half term, teachers set a medium term plan which outlines the skills and knowledge, including key vocabulary, to be covered in English, maths and the creative curriculum taken from the long term plan. Cross curricular links are planned where possible to allow pupils to develop their knowledge and understanding of a topic through different subjects and develop their skills in a variety of ways. Short term plans are written to support the delivery of all lessons. Staff use an agreed planning template.

For full curriculum intent see Appendix 1.

Implementation

Teaching is based on the starting points of all pupils to ensure that prior learning is built upon and gaps in skills and knowledge are fully addressed. Teachers have a high level of understanding of current educational research in both content and teaching pedagogy and this is reflected in high quality classroom practice.

Teachers plan highly personalised lessons for all pupils, ensuring adequate time for practice to embed and deepen pupils' knowledge, understanding and skills, securely developing their confidence in and resilience with learning. They have access to high quality resources and programmes of study which reflect our ambitious intentions and support staff workload.

Reading is valued highly, with all staff intent on developing a culture of reading for pleasure across school. Pupils are quickly and effectively assessed on arrival, ensuring that they are taught at an appropriate level through Read, Write Inc as necessary, with their reading books being closely aligned to their phonic knowledge. Opportunities for reading are effectively linked with many aspects of the wider curriculum, which has also supported pupil resilience in other curriculum areas.

An oracy-based curriculum is well embedded across school through CPD from Voice 21, which has ensured that staff are well trained to develop pupils' oracy skills to give them strong foundations for accessing the curriculum and for succeeding in life beyond school.

Pathways

Pupils are grouped according to a combination of their 'Pathway', academic ability and SEMH need rather than chronological ages. The learning offer for pupils is reflective of the pathway that they are in (these are not set and pupils can move between these as their emotional or academic needs require).

Pathway 1 – Pupils have minimal barriers to learning (see Pathway Assessment Tool), or have effective strategies already in place, enabling them to access whole group (up to 12 pupils) adaptive teaching at a suitable level for them.

Pathway 2 – Pupils have some evidence of barriers to learning (see Pathway Assessment Tool) and access a combination of whole group (up to 12 pupils), small group and 1-1 adaptive teaching at a suitable level for them.

Pathway 3 – Pupils have significant barriers to learning (see Pathway Assessment Tool) and access a combination of small group and 1-1 adaptive teaching at a suitable level for them with access to continuous curriculum.

Staff have exceptionally high expectations of pupils. Positive relationships between staff, pupils and parents support the strong progress and the positive outcomes they achieve in relation to their starting points.

Impact

Quality assurance of education demonstrates that teachers have strong subject knowledge. High quality external CPD, attendance at local authority network meetings and links both across the trust and with mainstream schools ensure that staff maintain an excellent knowledge of the current curriculum and mainstream practice.

The quality of education is evidenced through learning walks, 'book looks', pupil progress meetings and pupil discussions, triangulated with academic, SEMH and attendance progress data to ensure a consistent and robust approach.

Assessment procedures have been streamlined to be efficient and purposeful for both staff and pupils and are effectively used to support and inform future teaching and targeted interventions (see assessment procedures).

Pupils achieve consistently well and are able to articulate the skills and knowledge that they have developed across the curriculum. Pupils are effectively prepared for their next stage of education, in line with their aspirational academic targets and EHCP targets and achieve the best possible outcomes regardless of their length of stay.

4. Planning

Phonics

All pupils are assessed on arrival using the Ruth Miskin scheme Read, Write, Inc assessment. They are then grouped accordingly and access RWI either in small groups or on a 1-1 basis to develop early reading and writing skills. Daily lessons consist of learning new sounds and practising previously learnt sounds before learning to 'Fred talk' words to blend and read them. Pupils will also be taught to form the letters correctly and sound out the words to segment to speed them before learning to hold a sentence in their head to write it.

Pupils that can read accurately and fluently will access RWI spelling interventions as needed.

Reading

Pupils still learning phonics through RWI access daily reading as part of the phonics lesson from a book matched to the sounds that they know. This ensures that the reading is at an accessible level for pupils to practise and apply the skills learnt in their phonics lessons. Pupils will also have access to a book banded reading scheme to select from as they wish encouraging reading for pleasure and breadth of comprehension skills.

Pupils that are fluent readers will access daily reading through the book banded reading scheme at a level determined by a combination of teacher assessment using PM Benchmarking assessment resources, pupil engagement and resilience. These pupils will also access daily guided reading lessons in which they will have access to texts which are beyond what they could access independently to allow development of comprehension skills. These are taught with particular skills in mind, for example inference or retrieval of evidence from the text which is then followed up in daily individual reading.

English

Pupils access daily English lessons which are planned through a class novel often using the Power of Reading scheme at a level appropriate for each class. These lessons cover the national curriculum for English over the course of the year. Other opportunities for writing with a purpose are built into the curriculum in a cross curricular way. This can be using trips and visits as a stimulus or linking the English into activities run by our forest school's practitioner.

Speaking and Listening

Speaking and listening is an integral part of our curriculum and activities to promote this are threaded throughout the day. Pupils participate in breakfast assembly, snack time and lunch time with a focus on conversational skills and such communication is consistently modelled by staff. Many pupils access personalised intervention in this area of need whilst they are with us at Engage.

In addition to this, Voice 21's oracy strategies are embedded into daily practice supporting us to create a whole school ethos of oracy. Through this staff, pupils and parents now understand the value, and impact of, a talk rich approach on pupils' social and emotional development.

Maths

Maths is taught across school by following the White Rose Mixed Age Schemes of Learning to best fit the main cohort in each class. Individual pupils receive intervention where needed using a range of schemes such as Numicon's Breaking Barriers. Pupils are taught using the concrete, pictorial and abstract approach ensuring that they are confident at each level before moving on. They are encouraged to verbalise and explain their answers to demonstrate their thinking and understanding. Pupils are encouraged to be independent in their learning and challenge themselves to move into abstract thinking when they feel that they can.

All pupils take part in daily maths lessons, many of which are practical and offer hands on learning experiences. The style of maths lesson varies between classes depending on the ages and needs of the pupils with lots of our mathematical learning being incorporated into the continuous and creative curriculum. New mathematical vocabulary is embedded through other areas of the curriculum including weekly cooking lessons and den building, measuring and direction work within the forest area. We also use a variety of different maths interventions for pupils who are finding concepts difficult to grasp.

In some classes, maths skills are consolidated through play within the continuous provision and have access to various online programmes to practise skills such as times tables.

Creative Curriculum

Many of the subject areas are taught with a thematic and innovative approach as part of our Creative Curriculum or through continuous provision, where appropriate, to engage pupils in their learning through a personalised approach taking into account individual interests and specific needs. The creative curriculum offers pupils a practical, hands – on approach to learning with many links to nurture based therapy activities to support pupils SEMH needs. Pupils SEMH needs are assessed using Boxall profiling and individual and group targets derived that are incorporated into the creative curriculum. Weekly cooking sessions aim to develop pupils' life skills and help them to make healthy and safe choices related to their diet and food preparation. Pupils' learning is embedded and extended through use of the forest area and outdoor

classroom. Some pupils also have continuous access to a smaller outdoor area as part of their play based learning which is set up with activities to support the current topics.

Our long term plans are divided into three stages (Bronze, Silver and Gold), cover six topics per year and rotate on a two year cycle. The objectives are taken from the National Curriculum though for specific groups of pupils this may be narrowed slightly to focus on personal areas of needs whilst supporting reengagement into learning.

Fundamental British Values and Spiritual, Moral, Social and Cultural Education are embedded throughout the curriculum, from collective worship at breakfast time, through core subjects and heavily in PSHE and Citizenship. We have regular involvement from relevant outside agencies to support pupils' understanding and develop community links. Some collective worship themes are planned around key religious events and festivals and require pupils to reflect on their own perspectives and beliefs. This compliments planned religious education lessons based upon the Kirklees agreed syllabus.

Pupils receive 4 week blocks of swimming lesson from qualified swimming instructors each term. PE and other opportunities for physical activity are built into the school day where the focus is on allowing pupils to develop their self-esteem and confidence through a range of outdoor and sporting activities alongside the development of their mental and physical health and wellbeing.

4.1 Environment

The main classrooms will have an English/SPaG/phonics, maths, topic and 'good work' display boards to support pupils learning through the use of key words, visual prompts, photographs of learning and completed work to share successes.

Displays will contain elements of questioning, be informative and celebratory and will be changed at least termly. All areas that pupils have access to will be conducive to learning; physical safety, comfort, and emotional security within school will be ensured; children and adults are spoken to in a positive manner, using shared scripts that are displayed around the building; a rich and stimulating environment for all sensory systems will be provided; pupils will be encouraged to develop resilience, responsibility, resourcefulness, reasoning and reflectivity.

One classroom will be set up with continuous provision, when the cohort requires, to enable the pupils which need it to have access to quality, child initiated learning through play alongside small, chunked learning tasks.

4.2 Routines and allocated timings

All classes follow a similar daily routine as outlined in the timings below. Each day begins with a settling time and family style breakfast assembly to promote social and

emotional learning and the development of oracy skills though a daily topic. Similar nurture times are timetabled throughout the day with class staff leading structured games over break and lunch to avoid unnecessary transitions.

In order to ensure that children benefit from a broad and a balanced curriculum the following subject time allocations are recommended. They have been calculated to allow for maximum curriculum time alongside the high level of nurture and SEMH support that we provide.

Subject	Allocated time	Further information
English	60 mins daily (5 hours per week) Lessons to be taught during the morning.	Content varies by stage and individual need of pupil: <ul style="list-style-type: none"> • Individual/guided reading • Handwriting • English • Phonics/spelling Lessons may include focussed activity time in the outdoor continuous provision dependent on stage of the pupils.
Maths	45 mins daily (3 hours and 45 mins per week) Mental maths - 10 mins daily (50 mins per week) Main lesson to be taught during the morning.	Lesson may include focussed activity time in the outdoor continuous provision dependent on stage of the pupils.
PE	1 hour and 10 minutes per week	Discrete PE lesson building on skills and knowledge.
Physical activity	2 x 15 min break time per day (2 hours 30 mins)	Structured games and physically active break times
Swimming	1 hour per week	1 hour lesson 4 weeks per term
PHSE	30 mins per week	Discrete lesson Also accessed through collective worship, social time and keyworker time
RE	Equivalent to 30 mins per week	Delivered either in weekly lessons, blocks, through collective worship and theme days.
Story time	15 mins daily (1hr 15 mins per week)	Class book read aloud by the teacher during snack time each day.
Creative curriculum	3 x 1 hour 10 mins (2 hours 20 mins per week)	Science, history, geography, art and DT including food and nutrition. Topic based learning with subjects being taught at the time they best fit with

		<p>topics and through other curriculum areas.</p> <p>Enhanced through half termly theme days linked to religious celebrations, countries etc.</p> <p>Visits and visitors.</p> <p>Reading/guided reading and writing opportunities are utilised in cross curricular learning.</p>
Forest skills	1 hour per week	1-1, 2-1 or whole class learning
Key worker time	30 mins per week	Pupil interest activity celebrating individual talents and interests to enhance the curriculum
Social time	1 hour per day (5 hours per week)	Nurture, mindfulness, social skills, keyworker relationships time, parent links, life skills, settling time, restorative practice.
Collective Worship	15 mins daily (1 hour and 15 mins per week)	Links to core values, Personal development, RE, SMSC.
Personal Development	30 mins a week	Discrete lesson PHSE/RSE Threaded through all other learning including collective worship and social times.
Personalised intervention	As needed	Eg: Lego therapy Therapeutic storywriting Numicon intervention Read, Write Inc Behaviour intervention

4.4 Recording work

Work in all subjects will be recorded using a variety of methods including written, ICT, pictorial, photographic and reflective recordings. Pupils are encouraged to believe that any work completed should represent their highest standards of personal achievement.

5. Feedback and Marking

At Engage Academy we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Effective feedback motivates further learning, improves self-esteem and enables

pupils to make progress. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other relevant research. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful; and
- provide specific guidance on how to improve and not just tell students when they are wrong.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Engage Academy has investigated alternatives to onerous written marking, and collaborated with other schools who have already implemented effective feedback policies, in order to create this policy in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the lessons.

5.1 Key Principles

Our policy on feedback a number of principles at its core:

- the sole focus of feedback and marking should be to further the children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to the students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at the later date;
- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;

- all pupil’s work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

5.2 Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or learning task
3. Review feedback – away from the point of teaching (including written feedback)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. Regardless of stage of feedback, there will always be some form of acknowledgement of the work produced and/or the effort that a pupil has demonstrated.

At Engage Academy, these stages can be seen in the following practices:

Types of feedback	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • Includes teachers gathering feedback from teaching, including input learning, mini whiteboards, starter questions etc. • May involve the use of inclusion workers to provide support or further challenge. • May re-direct the focus of teaching or the task. May include highlighting or annotations. 	<ul style="list-style-type: none"> • Deep dives/learning walks • Some evidence of annotations, corrections, improvements (in a different coloured pen) or highlighting. <p>*NB Expectation of, and therefore evidence of, corrections and improvements will increase as pupils’ engagement in and resilience towards recording learning improves. This can usually be seen over the first 6 weeks of pupils attending Engage.</p>
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or learning task. 	<ul style="list-style-type: none"> • Deep dives/learning walks • Timetabled pre- and post- teaching based on assessment.

	<ul style="list-style-type: none"> • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Evidence of self and peer assessment. • May be reflected in selected marking (end of a writing unit).
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. May involve written comments for pupils to read/act upon. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to targets being set for pupils' future attention or immediate action. 	<ul style="list-style-type: none"> • Acknowledgement of work completed/effort put in. • Written comments and appropriate response/actions. • Adaptations to teaching sequences when compared to planning. • Assessment tools updated regularly for all pupils. • Adaptation of future learning based on need.

5.3 Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and smiley faces or highlighting of the learning objectives.

Review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage of learning, the learning objective is highlighted.

In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

5.4 Self Reflection

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. If appropriate, the children will write self-reflection comments or use smiley faces to show how they feel about their learning in that lesson. If and when appropriate, in Maths, the children can self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers still look at these books and acknowledge the learning every lesson.

5.5 Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and symbol codes. The core of this code is set out below, although some additional stage-appropriate elements may be included where needed.

Annotation	Meaning
	Work that demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
	Work that needs further attention or displays an error or misconception (e.g. poor word choice, punctuation error or specific error in a calculation, etc.)
I	Work has been completed independently.
S()	Work has been completed with support. Brackets indicate initials of the staff member supporting (it may be necessary to indicate level of support).
A	Work has been completed away from the main lesson.

6. Assessment

Within 4 weeks of arrival at Engage Academy pupils are baseline assessed. Teachers then meet with the Senior Leadership Team to complete our Pathway

Assessment Tool. The Pathway Assessment Tool calculates expected holistic progress for a pupil whilst taking into account risk in the following areas:

- Attendance;
- Home circumstances;
- Trauma impacting on learning;
- Behavioural incidents;
- Ability to self-regulate;
- Attainment levels;
- Resilience to academic challenge;
- Ability to work positively in a group;
- Ability to form positive relationships; and
- SEMH needs.



Criteria	Score
1 Attendance	
2 Home circumstances	
3 Trauma impacting on learning	
4 Behavioural incidents	
5 Ability to self regulate	
6 Working at age related expectations	
7 Resilience towards academic challenge	
8 Work positively in a group	
9 Ability to form positive relationships	
10 SEMH need	
Total	0

Pathway Assessment Tool	
Pupil Name	Date
A score is given for each category and the final number determines the strand. Please input data into the BLUE sections.	
Risk rating	
1	Low risk/Concern
2	Medium risk/Concern
3	High risk/Concern

Outcome	Strand 1 - Established	Strand 2 - Developing	Strand 3 - Emerging
Score	16 to 10	23 to 17	30 to 24
Expected progress	Three areas of progression	Two areas of progression	One area of progression
Academic progress	Progress towards target in three subjects (R,W,M)	Progress towards target in two subjects (R,W,M)	Progress towards target in one subject (R,W,M)
SEMH Progress	6+ points of progress in any area of Boxall	4 points of progress in any area of Boxall	2 points of progress in any area of Boxall
Attendance Progress	Increase of 10% or attendance above 90%	Increase of 10% or attendance above 80%	Increase of 10% or attendance above 60%

No.	Pathway 1 - Low Risk	Pathway 2 - Medium Risk	Pathway 3 - High Risk
1	80%+ attendance	60-80% attendance and/or reduced timetable and/or persistent absence	<60% attendance and/or reduced timetable and/or severe persistent absence
2	Settled home circumstances	Some evidence of challenging home circumstances	Significant/challenging domestic / home circumstances
3	Little impact of trauma /safeguarding concerns on learning	Trauma/safeguarding concerns have an impact on learning	Trauma/safeguarding concern having severe impact on learning
4	Few behavioural incidents	Behavioural incidents are disruptive rather than violent	Aggressive and violent behaviour / High number of positive handling
5	Ability to self regulate most of the time	Occasionally needs support to self-regulate	Consistently needs support to self-regulate
6	Working at age related expectations (ARE)	Moderate gaps in learning working 1-2 years below ARE	Significant gaps in learning working 2+ years below ARE
7	Regularly resilient towards academic challenge	Occasionally resilient towards academic challenge	Rarely resilient towards academic challenge
8	Child can work positively in a group	Needs some support to work positively in a group	Needs significant support to work positively in a group
9	Can form positive relationships with peers	Needs some support to form positive relationships	Needs significant support to interact positively with others
10	Minimal evidence of SEMH needs	Some identified SEMH needs	Significant SEMH needs
Expected Progress	Progress in all of the following: academic data, attendance data or SEMH progress	Progress in two of the following: academic data, attendance data or SEMH progress	Progress in one of the following: academic data, attendance data or SEMH progress

No.	Pathway 1 - Low Risk	Pathway 2 - Medium Risk	Pathway 3 - High Risk
1	80%+ attendance	60-80% attendance and/or reduced timetable and/or persistent absence	<60% attendance and/or reduced timetable and/or severe persistent absence
2	Settled home circumstances	Some evidence of challenging home circumstances	Significant/challenging domestic / home circumstances
3	Little impact of trauma /safeguarding concerns on learning	Trauma/safeguarding concerns have an impact on learning	Trauma/safeguarding concern having severe impact on learning
4	Few behavioural incidents	Behavioural incidents are disruptive rather than violent	Aggressive and violent behaviour / High number of positive handling
5	Ability to self regulate most of the time	Occasionally needs support to self-regulate	Consistently needs support to self-regulate
6	Working at age related expectations (ARE)	Moderate gaps in learning working 1-2 years below ARE	Significant gaps in learning working 2+ years below ARE
7	Regularly resilient towards academic challenge	Occasionally resilient towards academic challenge	Rarely resilient towards academic challenge
8	Child can work positively in a group	Needs some support to work positively in a group	Needs significant support to work positively in a group
9	Can form positive relationships with peers	Needs some support to form positive relationships	Needs significant support to interact positively with others
10	Minimal evidence of SEMH needs	Some identified SEMH needs	Significant SEMH needs
Expected Progress	Progress in all of the following: academic data, attendance data or SEMH progress	Progress in two of the following: academic data, attendance data or SEMH progress	Progress in one of the following: academic data, attendance data or SEMH progress

The pathway that a pupil is assessed as being in determines the expected holistic progress per pupil, across a term. This progress may be within academic progress, SEMH progress or attendance progress.

The table below demonstrates expected progress per pathway.

Outcome	Pathway 1 - Established	Pathway 2 - Developing	Pathway 3 - Emerging
Score	16 to 10	23 to 17	30 to 24
Expected progress	Three areas of progression	Two areas of progression	One area of progression
Academic progress	Progress in three subjects (R,W,M) Equivalent to 3 terms progress in a year 33% progress per subject, per term	Progress in two subjects (R,W,M) Equivalent to 2 terms progress in a year 22% progress per subject, per term	Progress in one subject (R,W,M) Equivalent to 1 term progress in a year 11% progress per subject, per term
SEMH Progress	6+ points of progress in any area of Boxall	4 points of progress in any area of Boxall	2 points of progress in any area of Boxall
Attendance Progress	Increase of 10% on previous term attendance or attendance above 90%	Increase of 10% on previous term attendance or attendance above 80%	Increase of 10% on previous term attendance or attendance above 60%

Pupils' progress is tracked throughout their placement at Engage using a variety of methods. Pupils' ongoing progress in RWI phonics, reading, writing, mathematics, SEMH and attendance is recorded and analysed.

Reading, writing and maths attainment and progress is assessed using BSquared which enables us to demonstrate small steps of academic progress in each area.

This data is collected termly though use as ongoing teacher assessment during lessons is encouraged. SEMH progress is assessed termly using Boxall profiling.

This is the used to inform interventions and support required. All progress data is collated termly and RAG rated to capture holistic progress by pupil, class and school. Pupils may complete standardised age score for maths, reading and spelling is assessed using the PM Benchmarking (Reading), Schonell (spelling) and PUMA (maths) if it is felt necessary. Pupils' progress towards their EHCP targets are also tracked half termly to inform teaching, EHCP review and planning meetings.

Other informal assessments are used in daily teaching as outlined below:

- Feedback to pupils about their own progress is achieved through the marking of work, which includes discussion and verbal feedback during and after the lesson (see marking policy);
- Formative assessment is mostly carried out informally by teachers in the course of their teaching. It involves identifying each pupil's progress in each aspect of the subject, determining what each pupil has learned and what therefore should be the next stage in his/her learning;
- Specific assignments for individual pupils;
- Individual discussions in which pupils are encouraged to appraise their own work and progress;
- Formal assessments completed if appropriate, through a range of methods.

7. Monitoring

Both senior leaders and subject leaders monitor the quality of education through a termly, planned series of deep dives, learning walks, pupil discussions and books looks with is triangulated with academic and SEMH progress data to ensure a consistent and robust approach (for further information please see Appendix 2 – EAT Quality Assurance policy).

An annual monitoring timetable is reviewed and implemented each year to capture all times of day, learning, behaviour and subjects. Good practice seen across school will be monitored and shared across subjects and the following areas; academic needs, behaviour and relationships, nurture and SEMH and the use of class teams. This will then be used to identify areas of training needed, peer observations and support networks.

Regular pupil progress meetings are held to inform future interventions, class alterations or any additional support which may be needed.

8. Celebrating achievement

Children are positively encouraged to share their achievement at school and out of school, wherein:

- Each child is given the opportunity to have work or his/her highest standard displayed at some time each half term;
- Use of daily reward systems (see behaviour policy) to celebrate small steps of success;
- School events, including breakfast assemblies and information days are seen as opportunities for pupils to demonstrate their abilities and share success;
- Trust core value postcards awarded to a selection of pupils weekly;
- Visits to SLT to share success and receive stickers and positive praise;
- Positive texts or phone calls home to share successes with a key adult.
- Earning steps towards a visit to Tesco to spend £5.

9. Reporting to parents

- Regular meetings;
- Daily contact whilst transporting children to school;
- Half-termly newsletters are shared with parents to inform them of the curriculum to be taught in the coming weeks;
- Regular texts/ phone calls home;
- Termly written reports (shared at a parent event where possible to allow for parents to discuss the report with their child's teacher); and
- Half termly parent events.

Appendix 1 – Curriculum Intent

Engage Academy Curriculum Overview



Intent	Vision	Nurturing Inclusive Learning Communities					
	Aim	To create an environment where children develop a love of learning enabling them to enjoy and flourish in life.					
	Our Curriculum is underpinned by the 6 nurture principles	The classroom offers a safe base	Children's learning is understood developmentally	Transitions are significant to the lives of children	Nurture is important for the development of wellbeing	Language is understood as a vital means of communication	All <u>behaviour</u> is communication
	Core Values	Leading with Integrity	Leading with Integrity	Improving Continuously	Encouraging Freedom and Responsibility	Celebrating Achievement	
Our Curriculum is designed to:	Help pupils to gain an appreciation of long-term commitments that frame a successful and fulfilled life – family, relationships, local community and faith.	Provide stimulating and engaging learning opportunities to meet the needs of individual pupils and support academic progress.	Help pupils to have the ability to be motivated by short term and long-term goals by developing motivation, resilience and capacity to manage challenges, transitions and other difficulties confidently.	Encourage pupils to develop respect, resilience and a positive attitudes towards themselves and others.	Expand pupils' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility by introducing them to the best that has been thought and said.		
	Promote a sense of pride, belonging and identity to support pupils in taking ownership of their learning and personal development.	Enable pupils to work towards SEMH targets identified through Boxall and specific targets identified in EHCPs.	Support pupils to improve their attainment, progress, knowledge and confidence within <u>maths</u> , reading and all aspects of literacy across the curriculum equipping them to meet future aspirations.	Ensure pupils feel safe and understand how to stay safe by having highly effective safeguarding procedures, making links with external partners to prepare and maintain safety throughout education.	Celebrate academic and SEMH progress through a variety of age-appropriate reward systems that recognise even the smallest steps whilst maintaining rigour and high expectations enabling pupils to develop a knowledge of the possibilities available to them beyond Engage Academy.		
	Develop pupils' self confidence in social situations, empowering them to share their views and listen attentively to the views of others, displaying good manners and respect.	Use the highly personalised knowledge of pupils and the well-developed relationships to support pupils' wide range of differing needs with creativity and flexibility whilst allowing them to explore their strengths and ambitions.	Develop life skills and raise self-esteem through high quality personal development.	Give pupils opportunities to explore and express their character to learn positive moral attributes like courage, honesty, generosity, integrity and humility which helps to build the skills they need to become responsible citizens within their communities and the wider world.	Make transitions a positive and celebratory period through carefully planned and highly personalised support packages.		

Implementation	Teaching is based on the starting points of all pupils to ensure prior learning is built upon and gaps in skills and knowledge are fully addressed.	Teachers have a deep understanding of content knowledge and teaching pedagogy which is successfully translated into high quality classroom practice.	Teachers have a deep understanding of content knowledge and teaching pedagogy which is successfully translated into high quality classroom practice.	Teachers have a deep understanding of content knowledge and teaching pedagogy which is successfully translated into high quality classroom practice.	Teachers have a deep understanding of content knowledge and teaching pedagogy which is successfully translated into high quality classroom practice.
	Long term plans identify and map out the topics that pupils will study and identify the sequential skills to be developed alongside knowledge acquisition. Below outlines the curriculum coverage for all pupils:				
	Core learning		Cross-Curricular learning		
	PHSE/Personal Development				
	English	<u>Maths</u>	Geography	Art	
	Read, Write <u>inc</u> , Phonics	RE	Design and Technology	Dance/Drama/Music	
	PHSE	Science	Computing	PSHE	
		History	Forest Skills / PE		
The curriculum is designed to <u>maximise</u> learning and personal development opportunities, with all aspects of structured and unstructured times carefully planned to include:					
<ul style="list-style-type: none"> Interventions to support pupils SEMH needs Development of speaking and listening skills through focused discussion sessions and <u>personalised</u> interventions Fine and gross motor skills development Visiting local community settings to develop social skills and improve awareness of the wider world 					

Impact	Overall holistic assessment progress	SEMH progress (Boxall)	Progress towards EHCP targets	Improved parental engagement
	Attendance progress	Academic progress in reading, writing and <u>maths</u>	Reduction in <u>behaviour</u> incidents	Life skill progress through Junior Dukes <u>programme</u> .

Appendix 2 – Quality Assurance

This document gives guidance to staff on the structure of Deep Dives (also known as lesson observations) which will be used for appraisal purposes and the continuous improvements of the quality of education at Engage Academy. This document also gives guidance in relation to Learning Walks. Head teachers and other leaders may, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process.

Introduction

At Engage Academy, our approach is to promote high quality teaching and learning to ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and Social, Emotional and Mental Health (SEMH) needs, enabling all pupils to make sustained progress and achieve positive outcomes.

This policy seeks to outline the guidance on Deep Dives and Learning Walks used to monitor and improve the quality of education, including behaviour for learning, across the academic year and on the procedures to be followed before, during and after such observations.

Ethos Academy Trust recognises that visits to classrooms by the Headteacher/SLT, in order to support teachers and talk to pupils, may be separate from this policy.

Aims and Objectives

The aim of Deep Dives and Learning Walks is to ensure improvements of individuals the whole Academy and provide evidence for appraisal, self-evaluation, accountability and reflection. These activities form part of the ongoing professional dialogue that builds on an individual staff member's strengths and developmental needs.

Deep Dives and Learning Walks, along with coaching, mentoring and appraisal reviews" by the Head Teacher, senior leaders, middle leaders and subject leaders are a vital and effective tool to support continuous school improvement at Ethos Academy Trust.

We are committed to ensuring that any Deep Dive/Learning Walk is supportive and developmental and that those who are involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Seek to reach agreement in advance on how Deep Dives/Learning Walks are to be carried out;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

Deep Dives and Learning Walks aim to meet the objectives below:

- To encourage and support staff to recognise and evidence their areas of strength;
- To encourage and support staff to recognise and develop their areas for development;
- To encourage staff self-reflection on their every day practice;
- To provide focused CPD for all staff;
- To support and develop effective teaching and learning;
- To maintain a positive learning community;
- To promote a culture of fairness for all;
- To promote best practice; and
- To support and promote the Trust's values and a culture of recognition.

Application and Timing

To ensure good practice, Academy and Trust Leaders will:

- Consult staff on the pattern of Deep Dives/Learning Walks which teachers can expect annually and seek agreement with the teachers on these arrangements;
- Ensure that teachers are given reasonable notification of any Deep Dives (a minimum of 10 working days);
- Ensure that there will be a reasonable amount of time between Deep Dives/irrespective of the purpose of them;
- Ensure that Deep Dives/Learning Walks will be undertaken solely by persons with qualified teacher status or appropriate training, experience and professional skills;
- Ensure that the purpose of visits by head teachers/SLT, middle leaders and subject leaders will be made clear before they occur;
- Ensure that staff are able to respond and act upon next steps; and
- Include all teaching members of staff in these procedures to ensure all staff are able to develop and progress in their careers.

Purposes of Deep Dives and Learning Walks

Deep Dives and Learning Walks are a crucial part of developing professional practice and ensure teaching and learning is quality assured. The purpose of them is to:

- Know strengths and weakness in subject areas, standards and coverage, teaching, learning and progress;
- Gain views on pupils' attitudes and engagement in learning (knowing more, remembering more);
- Know strengths and weaknesses of teaching; ensure consistency through the Academy;

- Support and advise colleagues based on first-hand experience;
- Have the chance to reflect on own practice and opportunity to develop our teaching skills;
- Share good practice and ensure consistency;
- Meet CPD requirements; and
- Inform INSET needs.

Whenever possible the Academy will seek to carry out Deep Dives/Learning Walks for a range of purposes in order to avoid overburdening teachers. These may include;

- Personal development, behaviour and welfare;
- Social, moral, spiritual and cultural;
- Displays;
- Classroom environment;
- Assessment;
- Targeted SEND support
- Outcomes;
- Quality of teaching and learning;
- Feedback and marking;
- Quality of questioning; and
- Cross curricular learning.

Types of Observations

Learning Walks – informal

Learning Walks will usually be carried out by the SLT/Subject leads/Middle leaders in order to monitor the quality of teaching and learning.

Learning Walks will usually last around 5/10 minutes and may involve the observer talking to pupils and looking at their work. The frequency will depend on the individual teacher and the Academy needs at that time.

Generally, feedback will be given the following day (verbal feedback will always be given and written feedback may also be requested).

Drop in observations may occur where fellow teachers observe a lesson for their own personal / professional development. This will be agreed in advance by all parties. Formal notice may not be given and these observations will not be used as part of the formal appraisal process.

Deep Dives (Observations) – formal

The purpose of Deep Dives is to assess the teacher's performance and progress against their objectives and relevant standards.

Teachers will not receive more than three formal deep dives per year and will not usually last for more than three hours.

Generally, feedback will be given the following day (verbal). All reasonable endeavours will be used to provide written feedback within 5 working days.

Additional Deep Dives

Additional formal Deep Dives may take place if:

- The teacher requests them;
- There are concerns that the teacher is not meeting teacher standards; or
- The teacher is subject to formal capability proceedings.

The above policy will apply to additional observations.

Feedback and Records

Oral feedback will be given following any Learning Walk or Deep Dive as soon as possible after and no later than the end of the next working day whenever possible. A professional dialogue will be maintained.

Written feedback will be provided within 5 days of the Learning Walk/Deep Dive taking place.

The written feedback will include the date on which the Learning Walk/Deep Dive took place, what was observed and over what timescale. The teacher has the right to append written comments to

the feedback comments. The Headteacher/Trust Leadership will have access to the records, unless the teacher wants/allows it to be shared with subject leads, peers or external partners.

Deep Dives and Learning Walks – Formal Capability Procedures

For teachers on a formal capability procedure, an important part of the support offered to the teacher will be a clearly defined amount of classroom Deep Dives/Learning Walks with structured oral and written feedback. The amount of Deep Dives/Learning Walks will be discussed with the teacher and their union representative (where the teacher requires a union representative) who is supporting and advising them on the process.

Appendix 3 – Remote Learning

1. Statement of School Philosophy

At Engage Academy we strive to be creative, innovative and flexible in our approach to learning and will always endeavour to ensure that pupils and their parents are supported to the best of our ability. This policy sets out how we aim to support pupils with their learning when face to face teaching is not a possibility.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils that are unable to attend school through the use of quality online and offline resources and teaching videos;
- Provide clear expectations to members of the school community with regard to delivering high quality interactive remote learning;
- Include continuous delivery of the school curriculum alongside supporting the mental health and well-being of pupils;
- Support parents to help their child engage in remote learning as necessary;
- Support effective communication between the school and families.

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2 for example Microsoft 365 Teams, ClassDojo, Purple Mash, GetEpic! and links to online learning websites such as Oak National Academy and White Rose Maths;
- In EYFS, KS1 and KS2: Use of video on Microsoft Teams for start of day registration, instructional videos and some group/individual lessons;
- Phone calls home;
- Printed learning packs where this is identified as the best for the individual; and
- Physical materials such as writing tools if needed.

Suggested structure for remote learning

Pupils will be allocated tasks on Microsoft Teams to be completed during the agreed timescales. If pupils are able to, it is recommended that they complete the lessons which have been set at the usual time they would have a lesson in the correct order. This will mean pupils' learning should suffer minimal disruption and they will be in a position to reintegrate smoothly back to their usual teaching sessions and routines as soon as it is possible to do so.

4. Home and School Partnership

Engage Academy is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs.

Engage Academy will provide access guidance and ongoing support on the use of online platforms to parents and pupils.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Engage Academy would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work by encouraging them to engage with the learning tasks.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

5. Roles and responsibilities

Teachers

Please note that the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning, teachers must be available within their usual teaching hours to provide support and instructions for learning activities.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work for online learning which is reflective of the work which is being carried out in lessons / would have been carried out in lessons had the bubble / class been in school. The work set should follow the suggested timetable wherever possible as this has been designed to keep to the structure of the school day;
- Providing feedback on work;
- Maintaining regular contact with parents/carers to report any concerns with progress and to discuss appropriate strategies to support improvement; Any complaints or concerns shared by parents / carers or pupils should be reported to a member of SLT. Any safeguarding concerns should be immediately referred to the DSL.
- Ensuring the safeguarding policy addendum is followed including recording, downloading and securely saving the virtual lessons.

Where a smaller number of pupils are self-isolating the teacher will set the learning tasks and provide the required feedback but may not be in a position to provide teaching due to other teaching commitments.

Inclusion Workers

- Inclusion workers must be available during usual working hours;
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure;
- Make phone calls to isolating students at the start of the day to ensure they are ready to access remote learning;
- During the school day, inclusion workers must complete tasks as directed by the class teacher or a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement;
- Ensuring all pupils have access to IT equipment and internet so they can access remote learning;
- Monitoring the effectiveness of remote learning;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy;
- Ensuring the online learning safeguarding policy addendum is being adhered to with spot checks being carried out on a half termly basis.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work;
- Helping staff with any technical issues they're experiencing; including logging in, usernames and passwords;
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer;
- Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Pupils and parents will be asked to sign the acceptable use agreements in the appendices before beginning any virtual learning.

Engage Academy Pupil Agreement

When I am in a virtual teaching session I will try to:

Be ready for the virtual session everyday



Talk to an adult if I feel upset



Show respect



Listen to and follow adult instructions



Complete learning activities



Signed

Parent/Carer Agreement

I give consent for my child to take part in online lessons via Microsoft Teams and for each session to be recorded for safeguarding purposes.

I understand that prior to any livestream, my child will be reminded of the following:

- Not to share private information;
- Not to respond to contact requests from people they do not know;
- Who they should tell if they see or hear anything upsetting or inappropriate.

Teaching staff will be reminded of our code of conduct and how the Academy expects them to behave.

The Academy will ensure that any face to face virtual learning, either one to one or in small groups, follows best practice, is risk assessed and has been approved by the school's Senior Leadership Team.

The Academy will ensure that staff know and follow correct safeguarding procedures if they are having a one-to-one conversation with a child.

The Academy will ensure that everyone is able to contact their Designated Safeguarding Lead if they have any concerns about a child. This may be because a staff member sees or hears something concerning during an online lesson.

Name

Signed.....

Date.....