

# BRYN TIRION HALL SCHOOL

*Change by Choice!*

## School Curriculum Policy

Reviewed October 2016

Reviewed December 2017

Revised October 2018



Bryn Tirion Hall School is committed to the UNICEF Rights Respecting School Award



School Curriculum Policy

## **Introduction**

On June 30th, 2015, the (then) Education Minister Huw Lewis accepted all of Professor Graham Donaldson's curriculum recommendations for a new Welsh National Curriculum. The curriculum becomes available to implement in 2019 and will be statutory requirement in 2021. In Bryn Tirion Hall School the implementation of this curriculum has already begun.

## **Aim of the Policy**

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The curriculum at Bryn Tirion Hall School reflects the holistic needs of all of the pupils. Its priorities' are the learning outcomes for our pupils who have experienced appalling previous experiences.

The curriculum has been designed for National Curriculum requirements, including the Literacy and Numeracy Framework, digital competency framework and specialized consideration is given to embed Careers and Work Related Education (CWRE). This is a curriculum which is flexible, reflective, takes into account stakeholder views and which will evolve to reflect the needs of the pupils. We ensure that the teaching of all curriculum areas is fully inclusive and all pupils irrespective of race, gender and colour or additional needs have equal access and opportunity.

All teachers encourage pupils to use thinking skills in all subject areas. Opportunities are provided for pupils to use their Literacy, Numeracy and Digital Competency skills, to work with others, to improve their learning, to solve problems and to consolidate their learning across the curriculum.

Through the implementation of appropriately modified Welsh experiences, an awareness of the Welsh culture and the Welsh language will be promoted so that pupils and young people are given opportunities to perceive elements of Welsh life in a positive light and feel that they are part of a distinctive culture.

## **Context of Policy**

- To ensure that all pupils, regardless of starting point and barriers, achieve their potential
- To enable pupils to understand the skills and attributes needed to be a successful learner
- To enable pupils to develop their own personal interests
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning
- To teach pupils the basic skills of literacy, numeracy and digital competency
- To enable pupils to be healthy individuals who enjoy exercise and appreciate the importance of a healthy lifestyle
- To teach pupils about their developing world, including how their environment and society has changed over time
- To help pupils understand Britain's cultural heritage and traditional British values
- To enable pupils to be positive citizens in society and to feel that they can make a difference
- To teach pupils to have an awareness of their own spiritual development, and to understand right from wrong
- To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

- To give every pupil opportunities to learn a foreign language and to understand and respect other cultures
- To encourage pupils to be passionate about what they believe in and to develop their own thinking
- To enable pupils to ask questions and take risks
- To enable pupils to develop their intellect including their emotional development

## Planning

Plans are all individual to the teacher. Curriculum Overviews (See Appendix 1), Medium Term Plans (See Appendix 2) and Weekly Plans (See Appendix 3):

- Incorporate the LNF and DCF
- Meet statutory requirements
- Make reference to progression of skills
- Provide support and resources for members of staff
- Make reference to skills based learning

## Reports

We complete comprehensive reports at the end of each term which celebrate the achievements and progress pupils make. These reports are completed in a newsletter style filled with written and photographic evidence to support each pupils' learning journey.

## Assessment

Assessment, recording and reporting is central to pupil learning. The Welsh Government state '*the prime reason for all assessment information should be to help learners improve their learning*'. (Making the most of assessment 7-14, Welsh Government 2010)

At Bryn Tirion Hall School we recognise the value of assessment as providing information for planning and ensuring individual needs are met within the broad curriculum. Ongoing recording and reporting ensure that all steps of progress are monitored and built upon.

## Aims

- To provide information for effective planning
- To improve learning for every pupil
- To ensure continuity throughout the pupils' school life
- To encourage pupils to recognise their achievements
- To ensure statutory requirements are met
- To provide detailed, relevant information for parents and other professionals

We believe that effective assessment provides information which can improve learning and teaching. To do this in our school, we undertake two different but complementary types of assessment, Assessment for Learning and Assessment of Learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and what they need to do in order to achieve this aim.

Assessment of learning (summative assessment) involves judging pupils' performances against national standards. Teachers may make these judgments at the end of a unit of work, a term, a year, or a key stage. Test results describe pupil performance in terms of levels and so provide summative assessments. We give our pupils regular feedback on their learning so that they understand what it is that they need to do better e.g. through verbal feedback,

marking, target setting etc. We recognise that any assessment has a strong influence on the motivation and self-esteem of our pupils.

## **Objectives**

The objectives of assessment in our school are

- To enable our pupils to accurately demonstrate what they know and how they can apply these skills in classroom and real life situations
- To help our pupils recognise the standards to aim for and to understand what they need to do next to improve their work
- To involve pupils in their own self-assessment
- To allow teachers to plan work that accurately reflects the needs of each pupil
- To provide regular information for parents that enables them to support their pupil's learning
- To provide the Headteacher with information that allows him to make judgements about the effectiveness of the school

To support our teaching, we use the Literacy and Numeracy Framework, the Skills Framework for each subject area and schemes of work to guide our teaching. We use the assessment guidance in these schemes, Incerts and statutory tests to help us identify each pupil's level of attainment (See Appendix 8).

## **Targets**

It is an essential element of Assessment for Learning that pupils are aware both of where they are in their learning and of what their next step of learning is and how they can improve. Each pupil has targets for literacy and numeracy. All targets are set through consultation between the teacher and the pupil (IEPs) and are reviewed and updated on an ongoing basis. All pupils have targets which contain statements taken from Incerts which have been rewritten in order to be more understandable to pupils. These are kept in tutor classrooms and are referred to by pupils during lessons and are updated as targets are achieved.

Half termly target setting mornings have been planned to ensure the successful implementation of targets and their success and progress (See Appendix 10). The levels achieved at the end of key stage 3 will inform pupils learning pathway in KS4 and will give an indication of the most appropriate external accreditation.

## **Incerts**

At Bryn Tirion Hall School we use the Incerts system to record our assessments of pupils' learning. The system allows teachers to record assessments of various skills within each subject of the National Curriculum. These assessments are carried out on an ongoing basis, but will be kept up to date at least once a term. Incerts is a tool for both Assessment of Learning and Assessment for Learning. It acts as a record of where a pupil stands in their learning at any given point and can generate a National Curriculum level. It can also be used to analyse next steps of learning either on an individual or cohort basis (See Appendix 6).

## **Tracking – Standardised Tests**

In addition to the tracking of termly National Curriculum levels/outcomes, we have a system of tracking other information in relation to pupil performance from standardised tests. We are therefore able to track progress in those tests on a year by year basis. The system can be used to compare attainment between gender, sex, ethnicity, and year groups. Tests we use are Salford Reading Test, NGRT for comprehension, Progress in Maths, Progress in Science, CAT4 and Graded Word Spelling Test.

## **Moderation of Standards**

All subject leaders monitor examples of pupils' work and teacher's planning within their subject area. Subject leaders use the National Curriculum Attainment Levels to make judgments about the levels of the pupils' work and standards reached in their subject. We are part of a moderation group of the North Wales special schools.

## **Recording**

Progress towards targets are recorded on pupils IEPs/target setting documents. All staff and pupils are involved in recording IEP/targets. Teachers record achievements or progress towards objectives within units of work of all subjects and update to Incerts. All staff record progress in literacy and numeracy skills using the LNF and DCF booklets and update on a weekly basis to Incerts. We currently record on curriculum assessment sheets (See Appendix 5). Where appropriate, verbal and written feedback is provided to pupils alongside assessment. All accreditation certificates are kept in pupil files and will be updated to record of achievements when they leave.

## **Reporting**

Reports are sent termly to parents and carers which include information on alternative provision and careerousel (See Appendix 7). The report covers all areas of the curriculum including a pupil's progress. Statements cited in the LNF and DCF will be used, as well as progress towards IEP targets and accreditation and Incerts. All pupils have an annual review of their statement. Pupils aged 11, 14 and leaving have a transition review which is combined with the annual review.

There is a celebration held termly where parents/carers have an opportunity to meet class staff and discuss and view their pupil's progress and work. We are developing Seesaw to report to parents and carers on a daily/weekly basis.

## **Marking**

At Bryn Tirion Hall School we believe successful marking and feedback will contribute to all pupils being active participants in their learning and to the raising of standards. We currently write a positive comment and a suggestion for progress. Marking will also ensure:-

- Continuity and consistency in our approach to the pupils' work
- Make expectations clearer to pupils, teachers and parents
- Help in the assessment, both formal and informal, of pupil progress
- Provide a model that pupils can use themselves when assessing their own work

### **Why do we mark pupils' work?**

- To help teachers monitor pupils' progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to pupils so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
- Their achievements are recognised thus giving encouragement and building confidence
- To show that work is valued and to praise
- To ensure set tasks have been carried out

### **Effective marking should:**

- Provide clear feedback to pupils about the strengths and weaknesses of their work and ensure marking relates to the objective or focus set
- Recognise, encourage and reward pupils' efforts and progress
- Encourage pupils to strive and improve
- Direct pupils to what they need to do to improve their work and the next steps they need to take
- Help parents/carers understand strengths and weaknesses in their pupils' work
- Feedback

### **Marking is only of value if comments are read and responded to**

Wherever possible, marking will take place with the pupils. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps pupils might take in their learning.

## **Enhanced Curriculum**

### **External Leadership**

Our External Leadership Team support pupils in an outdoor environment beyond the classroom walls. They aspire to teach independence, risk management and social skills whilst learning in a controlled and challenging atmosphere. Activities range from water skills, bush craft, climbing, independent travel and more. External Leadership also deliver first aid training to pupils and staff.

### **Independent Life Skills**

Our Independent Life Skills learning gives pupils the opportunity to learn important real world skills such as personal hygiene and appearance, sewing, laundry, housekeeping, managing money, food management, transport, health and legal issues.

### **Careers and Work Related Education**

We support our pupils to develop the knowledge, skills and experience that will help them to make the transition to working life and to make a successful future for themselves. CWRE is embedded throughout the school curriculum and extra-curricular offer and is a whole school ethos and integral part the schools' strategic planning process.

### **Alternative Provision**

All pupils in Years 10 and 11 are offered an opportunity to access Alternative Provision at least one day per week. After tasters pupils self-selected/directed to appropriate course of study. Programmes currently available:

- G2G CIC - Computer programming/IT/3D Printing
- MD Productions - Work Related Skills through Creativity
- Cornerstones - Construction Skills
- Sports Leadership

All pupils working towards qualifications (City & Guilds, BTEC, Agored) plus some supplementary industry related training. Termly reviews of pupil progress will be conducted using weekly evaluations from staff and pupils and evidence of academic progress.

## Careerousel

All pupils in Year 9 and below given the opportunity to access Careerousel (provision from three external providers) once per term

Programmes currently available:

- History Meets Technology (A castle themed programme with opportunity to experience range of IT based technologies)
- Blank Canvas (A Creative Arts based programme offering pupils an opportunity to identify personal skills and interests)
- The Business of Football (An activity based programme which explores the range of job roles within a football club and the skills needed to run this successfully)

Pupils will work towards and achieve modules of the Prince's Trust Achieve Programme (3 in total).

End of programme review to be completed at the end of each 6 week series using weekly evaluation from staff and pupils and progress towards module achievement

## Intervention

Where identified targets for progress are not being met, a programme of intervention is put in place. This is based around support within the classroom, or on a one to one basis if necessary (See Appendix 9).

## Qualifications

We offer GCSE qualifications as well as Agored (Essential Skills and Learning Core), Prince's Trust (Achieve Programme) and Sports Leadership, City & Guilds, BTEC.

## CPD / Training

Specific training needs to deliver and develop the curriculum will be identified by the teaching staff and senior management through performance management meetings. This will ensure staff are confident and sufficiently skilled to support the delivery of the curriculum area and support colleagues when needed.

Linked Documents
Making the most of learning: Implementing the revised curriculum Review of Qualifications and curriculum 2013-2014 Successful futures – Donaldson Report A curriculum for Wales – a curriculum for life October 2015 Curriculum update – developments to May 2018 LNF Framework 2014 Digital Competency Framework updated 2018 Skills framework for 3 to 19-year-olds in Wales Education in Wales: Our national mission 2017-21 Other school policies

## Appendix 1

### Bryn Tirion Hall School – Curriculum Planning

**Subject Area:** English

**Key Stage:** KS2 and KS3

**Pupil Cohort:** Gwrydd and Coch

Area of study (from curriculum overview)	Princes Trust Module	Criteria	Evidence	Trips/visits/speakers	Skills
<p><b>Autumn 1</b></p> <p><b>Text Type:</b> Fiction</p> <p><b>Texts:</b> Silly Billy and Operation Night Monster</p> <p><b>Grammar Coverage:</b> Full stops, question marks and exclamation marks.</p> <p>Saying sentences.</p> <hr/> <p><b>Text Type:</b> Poetry</p> <p><b>Texts:</b> Grasshopper One, Full of Surprises, Splish Splash Splosh! and Going Through the Old Photos.</p> <p><b>Grammar Coverage:</b> Nouns and Verbs Introducing Adjectives</p> <hr/> <p><b>Text Type:</b> Reports</p> <p><b>Texts:</b> Newshounds</p> <p><b>Grammar Coverage:</b> Past and Present Tenses</p>	<p>Digital Skills</p> <p>Presentation Skills</p> <p>Teamwork Skills</p> <p>(‘Personal Project’ specification to be confirmed)</p>	<p>3.1 &amp; 3.2</p> <p>ALL</p> <p>ALL</p>	<p>Verbal discussions</p> <p>Teacher observation and records</p> <p>Assessment questioning</p> <p>Self-assessment</p> <p>Presentations</p> <p>Incerts input</p> <p>Literacy Framework indicators</p> <p>Written Work</p> <p>Reading Logs</p> <p>Problem solving via team work</p> <p>Independent research</p> <p>Pupil feedback</p> <p>Questionnaires</p> <p>Using other evidence informed resources such as introducing SEAL.</p> <p>Explanations and Summarising thoughts</p> <p>Recalling learning and ideas</p> <p>Justifying ideas</p> <p>Reflective thinkers</p>	<p>Apple creative story telling</p> <p>Voice of Nations building self confidence</p> <p>Airbus</p>	<p>Literacy</p> <p>Communication</p> <p>Social</p> <p>Digital</p> <p>Creative Thinking</p> <p>Team Work</p>



## Appendix 2

### Religious Education Medium Term Planning

#### Monitoring Learning

From September 2018, all pupils will have a baseline of level 1 following the Religious Education Level Descriptors;

*'Pupils talk about their own experiences, the world around them and aspects of religion. They recall and respond to some basic religious beliefs, teachings and practices investigated. They show some awareness that these aspects of religion are special. They recognise that their feelings, actions and opinions may be similar to or different from those of other people. On occasion, they use simple religious vocabulary appropriately to express their ideas.'*

(Welsh National Curriculum 2008)

This is with the aim that all pupils progress to achieve further levels. There are eight altogether. Nicola will continually monitor learning throughout the school year and updated pupil achievement following this guideline. Nicola will update pupil achievements *\*Autumn 2, \* Spring 2 and \* Summer 2.*

#### Festivals

Pupils will experience a sensory approach towards exploring and gaining insight into common religious festivals. Because of this, planning may sometimes alter for pupils to learn about the following religious festivals, their history and meanings;

**Hinduism:** Diwali the festival of light- 7<sup>th</sup> November

**Buddhism:** Nirvana- 15<sup>th</sup> February

**Christianity:** Lent- 6<sup>th</sup> March-18<sup>th</sup> April

**Islam:** Hajj and Eid – August

**Literacy Framework:** At Bryn Tirion Hall School, all teachers will cover aspects of the LNF as part of pupils learning and development. LNF references will be displayed, in-order to support learning support assistants with identifying which literacy/numeracy indicator(s) pupils will achieve during a lesson. Please find further information regarding LNF in planning.

**Princess Trust Evidence:** Nicola will plan individual lessons so they provide pupils with opportunities to develop skills relating to effective team work and confidence in presenting their own learning. Nicola will also aim to involve pupils in developing their own project. Nicola will utilise elements taken from the above units as part of teaching and learning activities/strategies. As an example, pupils may have to overcome a problem or conduct research as a team, setting themselves different responsibilities. They may also be asked to create their own PowerPoint to present to the class following the completion of a topic.

Planning for personal development can be used as an essential tool to encourage pupil to self-assess themselves and each other in a constructive manner. There may also be a possibility to conduct a religious based community project with some forms.

**Successful Futures References:** This stems from the four purposes of the revised Welsh Curriculum where pupils are encouraged to be; **healthy and confident, ethical and informed, enterprising and creative and ambitious and capable.** To keep up with national standards and reflect the use of them during lessons I thought it would be beneficial to reference them in my planning.

### Coch and Gwyrdd (KS2/3)

Term and Topic	Overall Learning Intentions	LNF Evidence	Princess Trust Evidence	Successful Futures References
<b>Autumn 1</b>  Rites of passage: Birth and Growing Up	To encourage a range of responses towards events in peoples' lives. To stimulate thought and discussion about aging. To understand that happiness means different things to people. To know how different religions prepare for and celebrate birth. To gain deeper insight into baptism.	<i>See short term planning for weekly break down of LNF codes.</i>  <i>Due to the unpredictable nature of pupils and frequent external visits it would be most effective to manage the coverage of literacy framework indicators on a weekly basis rather than termly.</i>	Team Work Skills: ALL Presentation Skills: ALL Personal Project: ALL Community Project: ALL  The above specifications will be integrated on a long term basis throughout all R.E lessons 2018-19.	Find, evaluate and use evidence in forming views.

	<p>To research what the term Bar Mitzvah means. To learn about Guru Gobind Sing.</p>	<p><i>This is a more realistic approach, especially when also considering the wide variety of learning needs and attainment levels of each class group.</i></p>		
<p><b>*Autumn 2</b></p> <p>Rites of passage: Marriage and The end of the journey</p> <p><b>Diwali 7<sup>th</sup> November</b></p>	<p>To compare similarities and differences with marriage. To learn about some aspects of Hindu marriage. To learn about Hindu beliefs about the cycle of life.</p> <p>To know and understand the Buddha's teachings of life and sufferings. To reflect on and celebrate the lives of those who have died.</p> <p><b>(Nicola to research Buddhism experience for pupils)</b></p> <p><b>Nicola to update pupil levels using formative and summative assessments.</b></p>			<p>Find, evaluate and use evidence in forming views.</p>

**References:** Welsh National Framework for Religious Education, Literacy Framework, BBC Active RE KS2/3, Princess Trust Awards, Successful Futures Curriculum.

## Appendix 3

### Weekly Planning Format

Class: **ICT**

Week Beginning: 24/09/2018

Day, Lesson and Period	Lesson Activity, Resources, Key Questions and Words	Learning Objectives, LNF Codes and Princess Trust Evidence	Attendance			Evaluation
Monday L2 AUR  Differentiation: JC one to one support TM one to one support Rest of class to be supported as necessary	Activities & Resources. <a href="http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=ICT&amp;level=gcsefrom2017">http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=ICT&amp;level=gcsefrom2017</a> Pupils to be given controlled assessment booklet. Pupils to be guided through the 14 tasks. 22.5 hour time allowance. <a href="#">U:\ICT</a>  Key words (RRS):  Assessment Questions:	LO: I can follow instructions in the booklet.  LNF: DCF 5P2  Incerts		Y	N	Pupils worked on their newsletters and PowerPoint on task 6 and 7. Current time 6 hours in total
			JC			
			JP			
			TM			
			JB			
			KS			
			EJ			
			DT			
			WW			
			LH			
Monday L3 Gwyrdd  Differentiation: Mb & KC to have one to one	Activities & Resources  Key words (RRS):  Assessment Questions:	LO:  LNF: DCF 5P2  Incerts		Y	N	
			JR			
			MB			
			TF			
			LR			
			LJ			
			KC			
Monday L5+6 Coch  Differentiation: KW to have one to one support. Rest of class to be supported as necessary	Activities & Resources. Key words (RRS):  Assessment Questions:	LO:  LNF: DCF 5P2  Incerts		Y	N	Pupils on EL camp
			KL			
			IM			
			JJ			
			BS			
			KW			
Assessment for Learning Observations/ Monitoring Progress/ Next Steps/ Lesson Reflections						

(References from the Literacy Framework, Princess Trust, Boxall, Rights Respecting Schools)

## Appendix 4

<b>Standing items</b>	Actioned by
Focus- Oracy (Communication): Moving on from last term's focus in writing we will now focus on Oracy across all subjects.	Teachers to begin to record communication skills
Marking- Books need to be marked each week according to the marking policy.	
Schemes of work	
Weekly plans- evaluation	
Dynamic lessons	
Evidence	
Mental Health and Wellbeing- any concerns?	JH-emotional support, JP- lots of positive praise needed, DM- Safeguarding, JR- difficulties at home
<b>New items</b>	
LNF Tracking-	Set up and ready for use.
Level Ladders-	Maths completed. English almost done-AB
More able/ less able-	Teachers to provide evidence to HP if targeted intervention has taken place and it was not successful
Organise files and folders-ICT	Ongoing
Paperwork- weekly plans???	All paperwork and plans to be in place before inspection.
Digital competency- how to incorporate into all lessons	AB to find tracker
Peer book scrutiny	Next week- draw names out of hat to look at marking.
Pupil book scrutiny per half term	SM/ HP
Year 10s exam support	More visual support/ role play/ examination techniques- ongoing
Exam techniques specialist	WJEC woman to give twilight training-PP
LGBTIQ to be embedded into displays and curriculum	To be developed
Employer Engagement- year 10 and 11 curriculum- to embed.	All teachers to complete at least one Project Specification Form by next week.
Employability to be considered in all aspects of the curriculum.	
LR to create presentation for coffee morning	
Homework- Should be an extension of the lesson.	Online homework to be used

## Appendix 5

Name				D.O.B.				D.O.A.										
Contextual Information	Ethnicity		EAL	LAC		Outside Agency Involvement		Statemented		Medical/ SpLD			Day/Residential					
	English		No	Yes		Social Worker Foster Care		Yes		None			Day					
Louis has a mild verbal bias. A slight bias for learning through reading and discussion.			Baseline	Year 5			Year 6			Year 7			Year 8			Year 9		
				Dec	Apr	Jul	Dec	Apr	Jul	Dec	Apr	Jul	Dec	Apr	Jul	Dec	Apr	Jul
English	Oracy	NC level	3b	3a	4c	4c	4a	5c	5b									
		NC points	21	23	25	25	29	31	33									
		VA		2	2	0	4	2	2									
	Reading	NC level	3a	4c	4c	4b	4a	5b	5b									
		NC points	23	25	25	27	29	31	33									
		VA		2	0	2	2	2	2									
		Reading Age	10:6+	11:04	11.04	x	x	16.5	14.7									
	Writing	NC level	2b	2a	3c	3c	3b	3a	4c									
		NC points	15	17	19	19	21	23	25									
		VA		0	2	0	2	2	2									
Spelling Age		12:7	12:10	12:04	12:01	12:01	14.4	14:10										
		X = Louis was unable to engage with testing at his point. Louis has been identified as a MAT learner and will receive a focussed programme of development.																
Mathematics		NC level	2c	2b	2a	2a	3a	3a	4c									
		NC points	13	15	17	17	19	19	21									
		VA		2	2	0	2	0	2									
Science		NC level	2a	3c	3b	3b	3a	4c	4c									
		NC points	17	19	21	21	23	25	25									
		VA		2	2	0	2	2	0									



Progressed 2 or more sublevels



Progressed 1 sub level



Intervention



### Accessing Reportal

1. Go to <https://reportal.incerts.org>
2. Type the ticket number FJW5933RVPW

or

1. Install a QR reader on your phone
2. Scan the QR code on the left

This ticket will give you, or anyone you share it with, access to information about Tyler's work. Note that this may include photographs and/or video recordings of Tyler. This data is held securely in the UK by the Assessment Foundation on behalf of Tyler's school. If you have any questions about the information you find on Reportal itself, Ms Davies will be happy to discuss them with you.

<https://reportal.incerts.org>

## Appendix 7

### BRYN TIRION HALL SCHOOL SUMMER REPORT 2017

#### NATHAN [REDACTED]

##### SCIENCE



Nathan has been working on a unit focusing on reproduction, in class he has demonstrated good listening skills, taking part in class discussions. Nathan has shown an understanding of the subject which will help him prepare for adult life. Great work Nathan!



##### PE

Nathan has enjoyed football training. He has had the opportunity to show his leadership skills as a team captain.

##### PSE

This term we have covered sexual health. We have covered a wide range of topics such as puberty, Contraception and sexually transmitted infections. This term we have mainly focused on group oral discussions. During these discussions Nathan has been able to respond to listeners' questions and comments in a useful and detailed way showing increasing maturity.

##### 中文

Nathan has enjoyed Chinese cultural lessons focussed on sport and music. He is strengthening his language skills and beginning to write more clearly.





##### TRIPS OUT

Nathan attended a sheepdog trial on a working farm. Nathan showed a real interest and asked some very pertinent questions.



##### EXTERNAL LEADERSHIP

Nathan has shown a real enjoyment in this subject. His participation in bush craft has included lighting fires, outdoor cooking and knife work. He enjoys walking and exploring. He is a fun and friendly member of the group.



##### ATTENDANCE


Nathan has had 90% attendance this term!

### NUMERACY

Nathan has showed a much better attitude towards numeracy this term and can transfer mathematical skills across the curriculum in a variety of contexts and everyday situations. He is able to select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks.

### EUROPEAN FOOD

We have made a collection of different foods from all around the continent. Nathan enjoyed making an Italian pizza amongst other recipes from Greece, Portugal and Italy. Nathan has listened to explanations of processes and followed the correct sequences to cook




### CAREERS LAUNCH

This term we had an exciting careers launch. Nathan learned about his skills and how they would apply to the world of work.

**Head Teacher Comment—**  
Nathan is now able work in each lesson including the afternoons. He has come on 'leaps and bounds' this term. A great report!

### ENGLISH


Nathan continues to work extremely hard in all aspects of his English work. He continues to do his Toe by Toe and is showing progress. His handwriting skills have improved so much over this last term. He has participated in group discussion and is currently trying to solve a murder mystery case in our lessons. Nathan has taken part in role play sessions when looking at A Midsummer Night's Dream.



### RED CROSS

Nathan received a certificate for taking part in a First Aid training course, learning how to practise CPR and how to help others in a variety of situations.

Nathan took part in a morning session learning about Refugees and their stories. He developed his communication skills by contributing to the group discussions in a sensible and mature way.



### ART


This term we have looked at Marcel Duchamp's and Damien Hurst. We have used modelling clay to create our own sculptures. We have also used digital cameras to bring our sculptures to life in a short stop animation video. During these activities Nathan has been able to present topics and ideas clearly.

### CURRENT ATTAINMENT

English	2b
Maths	4c
Science	3

**Safeguarding Policy**  
We, Bryn Hall School, will establish and maintain an ethos where our students are encouraged to talk and are listened to. We do not see school as a place to talk freely to any member of staff if they are worried or concerned about something. All staff offer support through training or supervision. We have to recognise a disclosure from a child and have to investigate this.

**Our Designated Safeguarding Officers are:**  
Paddy Prendergast, Tomas Mesum and Chris Jones



Safeguarding is everyone's responsibility and through this commitment we provide a safe and secure environment for all.

## Appendix 8

On arrival (within 6 weeks to inform Post Admission Review (PARs) and Pupil Education Plans (PEPs))	Outcome
<b>Behaviour support Plans and PI RA</b> - to enable all staff to have a thorough knowledge of each pupil.	<input type="checkbox"/> To have read and have an understanding of statement of SEN– use this to complete your BSPs e.g. ADHD, ODD, dyslexic, previous behaviours etc. <input type="checkbox"/> Involve parents/carers to complete BSPs as much as possible <input type="checkbox"/> Completed Behaviour Support and PI risk assessment
<b>Salford Sentence Reading Test</b> – An overview of reading ability. If the pupil is above 10.6 years then this test will no longer be used.	<input type="checkbox"/> Baseline reading age <input type="checkbox"/> Update Curriculum Assessment <input type="checkbox"/> Targets in place for progress (IEP) <input type="checkbox"/> Share targets with pupils
<b>Graded Word Spelling Test</b> - Assess spelling attainment and progress from age 5 to 18+ years	<input type="checkbox"/> Baseline spelling age <input type="checkbox"/> Update Curriculum Assessment <input type="checkbox"/> Targets in place for progress (IEP) <input type="checkbox"/> Share targets with pupils
<b>Progress Test in Maths (PTM)</b> Track progress. Identify pupils' strengths and weaknesses. Provides useful diagnostic information upon which intervention and support can be based.	<input type="checkbox"/> Baseline assessment <input type="checkbox"/> Update Curriculum Assessment <input type="checkbox"/> Targets in place for progress (IEP) <input type="checkbox"/> Share targets with pupils
<b>Progress Test in Science (PTS)</b> Track progress in science year-on-year Identify pupils' strengths and weaknesses	<input type="checkbox"/> Baseline assessment <input type="checkbox"/> Update Curriculum Assessment
<b>IEP</b> – Short term targets to contribute to long term targets in INCERTS. Always use SMART targets e.g. to increase reading age by 4 months in 4 weeks. To learn to spell 5 of the first 100 words in 2 weeks. To learn number bonds to 10 in 1 week. This should only record that which is additional to or different from the differentiated curriculum plan in place of normal provision.	<input type="checkbox"/> 1 or 2 literacy targets, 1 or 2 numeracy targets, 1 or 2 behaviour targets <input type="checkbox"/> Set targets for more able and talented pupils
<b>CAT4 Test</b> - Assess pupils' cognitive ability and likely academic potential, pinpoint gifted and talented pupils and underachievers	<input type="checkbox"/> Inform personalised learning pathways <input type="checkbox"/> Update curriculum assessment
<b>NGRT</b> - comprehensive overview of a pupil's reading and comprehension ability whilst identifying areas where they may be experiencing difficulties, to better inform target-setting	<input type="checkbox"/> Baseline reading comprehension age <input type="checkbox"/> Update curriculum assessment
<b>One page Profile</b> – a brief overview of a pupil. What staff like and admire about a pupil, what is important to the pupil, what do they like about themselves and how to support them in school	<input type="checkbox"/> One page profile completed
<b>Skills Booklets (LNF and DCF)</b> – assessment, tracking and monitoring of essential skills	<input type="checkbox"/> All pupils to have their individual booklet and up to date <input type="checkbox"/> To have collected assessments/tests from previous schools
<b>INCERTS</b> - Assessment, tracking and monitoring of essential skills and subjects	<input type="checkbox"/> All information to be updated to INCERTS <input type="checkbox"/> To have collected assessments/tests from previous schools



<b>SeeSaw</b> - tracking of skills e.g. problem solving, thinking skills, independent skills	<input type="checkbox"/> TBC
<b>School Pod</b>	<input type="checkbox"/> Update personal details <input type="checkbox"/> To collect attendance data from previous school
<b>Curriculum Assessments</b> ( <i>we will be phasing these out but currently will run alongside</i> )	<input type="checkbox"/> Update all information
<b>Boxall Profile</b> - To develop a precise and accurate understanding of pupils's emotional and behavioural difficulties, and for planning effective interventions and support activities. <b>This should be done on the 6<sup>th</sup> week.</b>	<input type="checkbox"/> Produce Boxall Profile for each pupil <input type="checkbox"/> Targets from Boxall Profile to be in pupils online area <input type="checkbox"/> Targets shared with pupils

## Appendix 9

### Reading, Writing and Spelling Intervention Timetable 2018-2019

Pupil Name	Type of Intervention	Lesson Period	Member of staff leading intervention
<b>Mackenzie</b> x2	Reading, Spelling and Letter Formation	Monday- Lesson 4 Thursday- Lesson 4	Nicola Whitfield
<b>Nathan</b> x5	Reading, spelling and Letter Formation	Monday –Friday Reg/Breakfast/Reading period	Nicola Whitfield
<b>Kamile</b> x2	Reading, Spelling and Sentence Structures	Wednesday- Lesson 1 Friday- Lesson 3	Tracey Dubbins
<b>Liam</b> x1	Letter Formation and Spelling	Tuesday Lesson 6	Tracey Dubbins
<b>Leon</b> x2	Reading and Spelling	Thursday- Lesson 1 Monday- Lesson 6	Tracey Dubbins
<b>Josh</b> x1	Spelling	Thursday- Lesson 3	Tracey Dubbins
<b>Jamie</b> x1	Spelling	Thursday 12:40-1:20	Tracey Dubbins
<b>Kyle</b> x2	Reading and Spelling	Monday- lesson 1 Tuesday- lesson 3	Tracey Dubbins

#### January Interventions:

WW- connectives

JP- punctuation/syntax

LH /DT paragraphing

## Appendix 10

Yearly Target: To achieve level 3 in oracy by summer term.			
Previous target: I can understand the main points of a comprehension.			
Progress towards this target: Ceajay has achieved this as he understands the texts he is reading and is answering questions correctly.			
Has the learner achieved this target?	Yes	No	Partially
Target for this half term: I can talk loudly and clearly when talking to people in important situations for example during an assembly or talking to a visitor.			
How are you going to achieve this? Record on Incerts. Record on Seesaw. Recording the discussion or assembly. Role play so he can practice.			