

BRYN TIRION HALL

SCHOOL



School Curriculum Policy

Reviewed October 2016

Reviewed December 2017

Revised October 2018

Revised October 2019



Introduction

At Bryn Tirion Hall School, we believe that we are lifelong learners; children and adults alike, this means we are always evolving, in order to embrace change for the better - hence our motto 'Change by choice'. We believe that learning should be a rewarding and enjoyable experience for everyone, especially as most of our pupils have often experienced failure, shame and blame in several schools. Our curriculum is creative, with an equal focus on developing skills, knowledge and understanding through a variety of experiences - especially employability. Our aim is that all our children and young people leave Bryn Tirion Hall School with the skills, knowledge and understanding they need for a successful and happy future.

The Aims of our School

- Give equality of opportunity and promote respect/ empathy/ tolerance
- Support our children and young people to be:
 - 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
- Support and develop Donaldson's new curriculum recommendations "A move away from what students should be learning, towards what they should become." (Priestley and Biesta 2014)
- Promote the skills of resilience and perseverance and the ability to adapt and cope with change
- Promote healthy attitudes, confidence and independence
- Develop a growth mind-set community
- Embed literacy, numeracy and digital literacy across the curriculum
- Embed employability skills
- Develop communication skills
- Support self-awareness and reflectiveness
- Provide a structured and supportive environment
- Promote social skills and skills for life-long learning
- Encourage problem solving and critical thinking
- Promote the professional development and mental health/wellbeing of all in the school community
- Work in partnership with parents
- Develop partnerships with employers, community groups and individuals, becoming an integral part of the local, national and global communities
- Work with other Schools, further and higher education and other training institutions to provide a breadth of learning opportunities

English

- At Bryn Tirion Hall School, we aim to give our pupils the best possible education in English and Literacy that they can access. Literacy is taught daily throughout the school in English lessons and interventions, as well as being integrated across the school in the wider curriculum.
- Qualifications offered are Agored essential skills in communication entry level 3 to level 2 and GCSE English Language.

Maths

- At Bryn Tirion Hall School, Mathematics is considered an essential life skill; we seek to develop a secure understanding and promote interest in and enjoyment of the subject. Maths is taught daily throughout the school with an emphasis on developing knowledge, strategies and mental skills and applying them through problem solving, games, role-play and practical activities. Our maths department supports the development of Mathematical skills from arrival to leaving.
- Resources include TES, Primary Resources, twinkl, abacus, Wordsmith, TES MTP, Agored Essential Skills Syllabus, Edexcel GCSE syllabus, White rose maths, CGP workbooks, Pearson workbooks
- Qualifications offered are essential skills from entry 3 to level 2, GCSE Maths

Science

- Science at Bryn Tirion Hall School aims to stimulate and excite children's curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge.
- Qualifications offered are open award level 1 and WJEC GCSE single award.

PSE

- Dosbarth Glas: Keeping safe, Fire, household products, growing and changes Body parts, Living in the wider world – Groups Communities & Money, Relationships, Healthy relationships and Different Relationships, Self- esteem and Confidence.
- Dosbarth Coch: Body development, Growing and Changing, Feelings and Emotions, Healthy Relationships, Healthy Lifestyles/Rights and Responsibilities, Taking care of the Environment, Money Responsibilities.
- Dosbarth Gwyrdd and Pwis: Resilience, Emotional Wellbeing linked to the Mindfulness Program, Mental Health Awareness and Zones, Healthy Lifestyles, Young People's Rights, RSE, Keeping safe and Managing Risk
- Dosbarth Aur and Melyn Agored Unit level 1 and 2: Resilience, Homelessness and Housing Agored Unit, Preparing Healthy Meals and Diet and the Impact on our Physical and Mental Health: Agored Unit, Relationships: Different Types, Healthy and Unhealthy, Sex Education Agored Unit, Children's Rights and Responsibilities: Agored unit linking to RRS

- Qualifications include: Princes Trust and Agored learning core PSE

PE

- At Bryn Tirion Hall School we aim to develop pupils who will be physically active and can flourish in a range of different physical activities
- Majority of PE lessons take place offsite
- Qualifications on offer are PE GCSE (short course), Princes Trust Modules and Sports Leaders level 1-3, swimming awards

ICT

- Bryn Tirion Hall's teaching and learning includes various branches of ICT in order to ensure all students are exposed to the plethora of disciplines this subject offers.
- Schemes of work include foundational knowledge on the fundamentals of IT hardware and software, in conjunction with MS Office applications. Programming projects including Scratch and Microbit are also taught in order to advance skills in computational thinking and sequencing.
- Pupils are also given the opportunity to explore the more creative aspect of ICT. This is provided through schemes involving sound and video editing to create radio jingles, adverts and animations.
- Assessment for learning is gauged using various methods including padlet, socrative, kahoot, quizziz and questioning for formative assessment.
- Summative assessment includes end-of-topic tests, before and after comparison results and exercises & tasks.
- Qualifications on offer are G2G – ECDL qualification level 1 and 2, Agored computing and 3D printing, GCSE ICT, essential skills in digital literacy entry level 3 to level 2

RE

- We aim to give all children an understanding of all religions and knowledge of the importance of tolerance and respect towards all faiths
- Qualifications offered are RE GCSE

History and Geography

- At Bryn Tirion Hall, we want to inspire children to want to know more about the past and to think and act as historians.
- At Bryn Tirion Hall, we believe Geography can inspire curiosity and fascination about the world and its people.
- Qualifications offered are based on the requirements/requests of the class – currently, History GCSE

Princes Trust

- Units include: Participating in Exercise, Digital Skills, Managing Money, Personal Project Presentation Skills, Teamwork Skills, Career Planning, Preparing for a Healthy

Lifestyle, Personal Development, Time management, Enterprise Veggie Patch,
Leadership Skills, Interpersonal Skills L2

Human rights education and the United Nations Convention on the Rights of the Child

- Rights respecting school bronze, currently working towards silver award.

One World

- Through our commitment to One World we teach Empowerment, Enterprise, 3 R's Projects Recycle, Reuse and Reduce, Renewable Energy, Global Connections, Cultures, Countries, Human Rights, Bullying, Identity, Relationships and Sustainability
- Liaise with schools in North Wales and in other countries
- Engage in Enterprise Activities through the West Cheshire and North Wales Chamber of Commerce

Careers and Work Related Experience

- We aim to 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 - whatever they choose
- CWRE curriculum is taught discretely at year 10 and above, through lessons and alternative provision (see below) and year 9 and below in Careerousel (see below)
- Qualifications Princes Trust and Agored units. External organisations deliver projects
- Pathways Programme planned from September 2020.

Alternative Provision

- All pupils in Years 10 and 11 are offered an opportunity to access Alternative Provision at least one day per week from the following:
 - G2G CIC - Computer Programming/IT/3D Printing
 - MD Productions - Work Related Skills through Creativity
 - Cornerstones - Construction Skills
 - Sports Leadership
 - MCPT
 - Individual Work Placement
- All pupils working towards vocational qualifications (City & Guilds, BTEC, Agored Units or supplementary industry related training)
- College visits, creating CV, current job opportunities, work experience, traineeships apprenticeships. World of Work project.

Careerousel

All pupils in Year 9 and below are given the opportunity to access Careerousel, a variety of taster sessions in a range of industries to introduce the pupils to opportunities and career possibilities:

2018-2019

- 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)

2019 – 2020

- It's only a game (Wrexham and Mold Tennis Club Kim Inspire activity based programme with tennis and skills needed to run clubs etc)
- The Business of Music (music based with career planning) - a variety of topics (football, drama, music) which could in turn be something which the students consider a career in or at least have a better working understanding of the nature of the business.
- Learning Through Leisure (skills in the leisure industry, teamwork and presentation skills)
- Me PLC (personal project) - The focus on creative arts including performance, music, stagecraft, Hair & Makeup, Fashion Design and stage management
- Chester Zoo Project - Chester Zoo palm Oil project
- Business of Football - a variety of topics (football, drama, music) which could in turn be something which the students consider a career in or at least have a better working understanding of the nature of the business

External Leadership – Outdoor Education

- Our External Leadership Team support pupils in an outdoor environment, beyond the classroom walls using the environment, school equipment and following National Governing Bodies guidelines
- Use ICT to record and research information
- Promote skills of learning of independence, Resilience, Perseverance, Risk Management and Social Skills, Healthy Attitudes, Confidence, Communication, Self-awareness, Reflective, Problem Solving and critical thinking, whilst learning in a controlled and challenging atmosphere. These are identified on Seesaw and/ or through target setting and recorded on seesaw
- Activities range from: water skills, bush craft, climbing, independent travel, archery, camping, first aid and more
- Qualifications on offer are: First Aid, Royal Life Saving Society, Drowning Prevention, Canoe Wales/British canoeing Kayak, canoe, SUP Foundation Bushcraft, National

Outdoor Learning Award, In-house certification for archery, basic expeditions, bushcraft, climbing

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
- Promote skills of learning of independence, resilience, perseverance, social skills, healthy attitudes, confidence, communication, self-awareness, problem solving, critical thinking
- Pathway for progression tracking skills booklet shows skills attained from basic, intermediate, advanced and exceptional
- Currently pupils complete units contributing to Prince's Trust. However, next year we hope to deliver Independent living entry level open award and individual Capital Development level 1

LNF

- Develop, maintain and improve literacy and numeracy standards across school
- Ensure progression in literacy and numeracy for all
- Reading, writing, speaking and listening is taught and practised in a range of situations and across all subjects with a focus on the learner
- Oxford Reading Scheme and Headsprout to support developing reading skills
- Monitored, tracked and assessed through targets, Building Blocks and Pupil Progress Trackers
- Assessment of and for learning of literacy and numeracy target at the start and end of every half term.
- Essential skills in communication and numeracy qualifications from year 9 entry level 3 – level 2.

DCF

- Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios
- Citizenship, interacting and collaborating, producing, data and computational thinking
- We have been working within the DCF and all pupils in school have DCF targets on their Individual Education Plan

Timetable

- Subjects are taught individually alongside cross curricular themed days or weeks

Assessment

Standardized Tests

- Baseline assessment occurs in the first 6 weeks of arrival of a new pupil and every term thereafter
- A number of standardised tests are used to create a 'picture' of pupils learning needs (appendix 1)
- Information from these tests are used to complete Pupil Progress Tracking sheets (PPT) and updated termly
- PPT support teachers' planning and target setting and identifies gaps in learning

Building Blocks

- Assessment of pupil progress is measured by four statements: emerging, developing, secured and mastered
 - Emerging – pupil has been exposed to the knowledge and/or in the taught learning environment.
 - Developing describes the pupil using the knowledge/skill in the taught learning environment but with lots of support
 - Secured describes the pupil using the knowledge/skill within the learning environment it was taught independently
 - Mastered – pupil using the knowledge/skills can use across a range of unfamiliar settings
- Wider skills are identified on Seesaw and Building Blocks in all areas of the curriculum, gaps are identified and targets are set.
- What matters statements, progression steps and achievement outcomes are being developed and recorded on building blocks
- Extends beyond the classroom and pupils have opportunities to develop skills, competencies and wider learning through non formal an informal curriculum opportunities.

Marking

- Clear feedback by using a positive comment and a suggestion for next steps, using books, verbally or Seesaw
- Evidence in monthly marking meetings of progress through marking and pupil feedback
- LNF feedback met in all subjects
- Pupils, parents and carers are encouraged to respond through seesaw

Targets/IEPs

- Each pupil has targets for literacy, numeracy, digital competency, wider skills and personal
- Standardised tests and literacy, numeracy and digital framework can be used to inform targets
- Teacher assessment can be used to inform targets
- Wider skills are targeted from identifying gaps on seesaw and building blocks
- Teachers set aside a morning at the beginning of each half term to set targets and a morning at the end of half term to evaluate
- All targets are set through consultation between the teacher and the pupil (IEPs)
- These are kept in tutor classrooms and are referred to by pupils during lessons and are updated as targets are achieved
- Targets are shared with all staff, e.g. external leadership help pupils achieve targets during outside the classroom learning
- Targets are shared with all parents/carers/stakeholders through seesaw and/or end of term reports

Qualifications

- Prince's trust, Agored, Essential Skills and Learning Core, Open Awards, GCSE (appendix 2), other vocational qualifications through alternative provision

Moderation

- Modules for prince's trust and Agored units are moderated to ensure that consistency and sufficiency of standards of pupil's achievement are assured, we attend standardisation workshops which are designed to support assessors and quality assurance staff
- Digital Competency Framework standards are moderated through the North Wales special schools cluster group
- LNF moderation group through North Wales Special Schools cluster group

Recording and Reporting/ Communication

- Termly reports carers/parents
- We record on individual progress from standardised tests in reading comprehension, spelling, maths and science on pupil progress tracking (formally curriculum assessments). These are now referenced by progress in age and/or GCSE grades (PPT)
- All accreditation certificates are kept in pupil files and will be updated to record of achievements on leaving
- All pupils complete an annual review of their statement or EHCP
- Pupils aged 11, 14 and 16 have a transition review which is combined with the annual review with Careers Wales in attendance for aged 14 and above
- There is a celebration held termly, parents/carers/stakeholders have an opportunity to meet class staff and discuss and talk about their pupil's progress and work

- Parents/carers/social workers/education officers are able to feedback on reports through seesaw

Intervention

- Where progress has not been made and/or gap between chronological age is deemed to be causing concern
- Literacy, numeracy, digital literacy, attitude, communication, behaviour concerns, skills
- Within the classroom
- Individual support outside classroom
- Referral to our Therapy and Psychology Team (TaPT) for further investigation

Lesson Observations

- Termly learning walks/lessons observations (if appropriate) and teacher self-evaluation on iabacus

CPD / Training

- Specific training needs to deliver and develop the curriculum will be identified by the teaching staff and senior management through performance management, appraisal and teacher self-evaluation
- Using Building Blocks teachers can self-evaluate their own performance against new teaching standards Wales

Residential Trips

- Camping with External Leadership in North Wales
- Skiing in France

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
Digital Competency Framework updated 2018
Skills framework for 3 to 19-year-olds in Wales
Education in Wales: Our national mission 2017-21
Relationships-and-sexuality-education-in-schools-guidance.pdf
Keeping learners safe
How to develop thinking and assessment for learning in the classroom Nov 2010
National Literacy and Numeracy Framework: Curriculum for Wales 2008 version
National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework March 2013
Digital Competence Framework: draft Curriculum for Wales 2022 version
Careers and the world of work: a framework for 11 to 19-year-olds in Wales
Professional standards for teaching and leadership 2017
A guide to Curriculum for Wales 2022
Equality and Diversity Policy
Careers and Work Related Education
SER and SDP
<https://www.qualificationswales.org/english/get-involved/consultations-and-surveys/closed-consultations-and-surveys/post-16-learner-journeys/>
<https://gov.wales/post-16-education-and-skills>

Appendix 1

Assessment procedures on arrival to termly (PASS is yearly, targets half termly) September 2019

On arrival (within 6 weeks to inform Post Admission Review (PARs) and Pupil Education Plans (PEPs), Individual Development Plans (IDP) for Annual Statement Reviews (ASR)	Outcome
Behaviour support Plans and PI RA - 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
Salford Sentence Reading Test – 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 PPT <input type="checkbox"/> Targets in place for progress (target setting) <input type="checkbox"/> Share targets with pupils
NGRS – Spelling assessment – informs which spelling strategies are needed to make progress	<input type="checkbox"/> Baseline spelling age <input type="checkbox"/> Update PPT using spelling age <input type="checkbox"/> Targets in place for progress (target setting) <input type="checkbox"/> Share targets with pupils
Progress Test in Maths (PTM) 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 PPT using GCSE grade <input type="checkbox"/> Targets in place for progress (IEP) <input type="checkbox"/> Share targets with pupils
Progress Test in Science (PTS) Track progress in science year-on-year Identify pupils’ strengths and weaknesses	<input type="checkbox"/> Baseline assessment <input type="checkbox"/> Update PPT using GCSE grade
Target Setting/IEP –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	<input type="checkbox"/> 1 literacy targets, 1 numeracy target, 1 DCF target, 1 skills target and 1 personal (PASS or Boxall) target <input type="checkbox"/> Set targets for more able and talented pupils <input type="checkbox"/> Set targets for interventions <input type="checkbox"/> Use standardised testing, teacher assessment and LNF/DCF framework to set targets

record that which is additional to or different from the differentiated curriculum plan in place of normal provision.	
CAT4 Test - Assess pupils' cognitive ability and likely academic potential, pinpoint gifted and talented pupils and underachievers. These are every key stage and on arrival.	<input type="checkbox"/> Inform personalised learning pathways <input type="checkbox"/> Update curriculum assessment
NGRT - 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 PPT using reading age and GCSE grade
One page Profile – 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
SeeSaw - tracking of skills e.g. problem solving, thinking skills, independent skills	<input type="checkbox"/> Parents and carers are linked
School Pod	<input type="checkbox"/> Update personal details <input type="checkbox"/> To collect attendance data from previous school
Pupil Progress Tracking (PPT)	<input type="checkbox"/> Update all information termly
Boxall Profile - To develop a precise and accurate understanding of children's emotional and behavioural difficulties, and for planning effective interventions and support activities. This should be done on the 6th week. OR PASS on arrival and yearly	<input type="checkbox"/> Produce Boxall Profile for pupil (if applicable) <input type="checkbox"/> Produce PASS target based on evidence from PASS questionnaire

