



ACHIEVE BEYOND  
SCHOOLS

**“We R.A.I.S.E. each other”**

# Curriculum Policy

Independent School Standards: paragraphs 2, 3, 4, 5 and 34

<b>Latest review and update</b>	January 2026
<b>Next external review and update</b>	January 2027

## **AIM**

Every pupil at Achieve Beyond Schools has an education, health and care plan (EHC plan) for their special educational needs and disabilities and social, emotional, and mental health needs. A significant proportion of our pupils also have additional special educational needs and/or disabilities (SEND), including attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), conduct disorder (CD) and autistic spectrum condition (ASC). Our curriculum is therefore carefully adapted to meet individual EHC needs and we have to be extremely flexible in our timetabling, school day timings and use of adult support. The curriculum is underpinned by our school values which permeates our assembly programme, our personal, social, health and economic (PSHE) education programme and our enrichment programme.

## **CURRICULUM**

We provide an ambitious specialist curriculum, which broadly follows the national curriculum. Our curriculum model comprises personalised teaching of pupils' EHC needs, therapy, and specialist personal, social, health and economic (PSHE) and spiritual, moral, social and cultural (SMSC) education. This is complemented by a broad, rich academic curriculum which ensures that all pupils learn linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

In addition to our specialist curriculum, our qualified teachers teach English, mathematics, science, computing, PSHE (which includes Relationships, sex and health (RSH) education), history, geography, design and technology, art and design, and physical education. These are taught at all key stages and discretely and sequentially but where possible, some subjects are taught through a thematic and connected approach from Key Stages 1–3. Our curriculum model enables pupils' learning to be developed sequentially over time, where learning builds on from one learning phase to another. From Key Stages 1–3, using our assessment framework, subjects follow a cyclical and progressive scheme of work, written in age-related expectations and learning phases.

## **ENRICHMENT**

At ABS, we provide all extensive enrichment offer. We believe this as equally important, ensuing pupils' holistic development with us.

- Our curriculum maximises use of both curricular and extra-curricular time. A wide range of mandatory extra-curricular clubs are timetabled daily after curriculum time. We run a timetable of extra-curricular clubs, in order to ensure that all pupils have equal access to extra-curricular activities and are able to experience a wide range of creative, practical and sports-based activities.
- Pupils experience of music and modern foreign languages as an extra-curricular activity and celebrate modern foreign languages and a range of music, cultures and traditions throughout the academic year.

- Regular school trips, visitors, workshops and extra-curricular activities are some of the different ways in which we enrich our curriculum to meet the needs of our pupils.
- Pupils experience outdoor learning in the form of outdoor adventurous activities, Forest Schools, participate in Eco schools and complete yearly first aid and bikeability training.
- All parts of the school day, including breakfast and morning exercise, breaktimes, lunchtimes, assembly and extra-curricular activities are seen as opportunities to deliver the curriculum, especially SMSC.

## **THERAPY**

As well as accessing regular psychotherapy, all pupils new to ABS will receive in their first term a speech and language assessment and an occupational therapy assessment if necessary. In addition, a parent interview will be held in which we ascertain:

1. Whether there have been or are currently any visual or hearing needs. If this is the case, we will support parents in attending necessary appointments
2. Vital information regarding previous home and school experiences, which will inform subsequent interventions
3. Past and present professional involvement and their input with the family.

## **QUALITY OF CURRICULUM, TEACHING AND LEARNING**

Pupils learn in many ways and our pupils are particularly complex because their behaviour tends to have been a barrier to them making the progress that they should have made in the past. They generally arrive with a history of poor attendance, placement gaps and a multitude of exclusions from school, and have therefore missed (often hugely significant) periods of education. As a result of this, they also often arrive with us with low self-esteem and a feeling of isolation and failure. This is often compounded by them having not been allowed to stay with friends in their mainstream school or larger referral unit and feeling negatively about being placed permanently in a special school. Our job as educationalists is therefore a significant challenge but one that is faced with enthusiasm and energy. We achieve this in many ways.

- We teach using precise learning objectives with a diverse range of learning tasks and strategies borne out of in-depth knowledge of our pupils.
- Where appropriate, we use 'cold' (pre) tasks to check for prior understanding and plenaries to check that our pupils have fully understood the objective of the lesson, and if they haven't, we adapt our plans and spend time with pupils to ensure they do, before moving on.
- We plan and teach in reference to our learning phases and assessment measures. These also help inform pupils' learning plans (LP) which identify pupils' next steps (targets) in learning.
- We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and that they belong, enjoy learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed.

- We ensure that teaching and curriculum builds on previous learning through a learning sequence and that constant praise, engaging learning tasks and positive use of our behaviour system keeps pupils motivated.
- We ensure learning tasks are varied and tailored to individuals, and include investigation and problem-solving tasks, ICT and use of interactive whiteboards, debates, role-plays, design and making activities, critical thinking tasks and time for reflecting on our learning. Pupils work in a variety of ways – in groups, pairs, with the whole class or independently, depending on the task and the individual.
- We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn best – what helps them learn, and what makes it difficult. They are involved in setting targets, which they work towards each term, and teachers ensure that pupils' interests and suggestions are incorporated into the curriculum as much as possible.
- Pupils engage in self-assessment throughout lessons and use a traffic light system to enable to communicate to the teacher how far they felt they achieved the learning objective and success criteria in the course of a lesson or task.
- We ensure our classrooms are attractive learning environments. We change displays every term so that the classroom reflects the subject content and current topics and use achievement walls to celebrate pupils' learning by displaying their writing and mathematics work. We also use learning walls to scaffold and support learning. We believe that a stimulating yet calm environment sets the climate for learning, and that a stimulating and organised classroom promotes focus and independent use of resources, which results in high-quality learning.
- We believe that parents & carers have a fundamental role to play in helping pupils learn which is why we have three family days where families can meet teachers to discuss their child's progress and LPs. We also support our pupils and families with secondary transition to Key Stage 3 at Year 6.
- All teaching is unbiased and balanced. Teachers know that they must never promote partisan political views in the teaching of any subject. Where political issues are brought to the attention of pupils, teachers always offer pupils a balanced presentation of opposing views.

## **PLANNING**

Teachers have real flexibility to adapt their planning to meet the needs of the very complex and challenging pupils whom they know and understand very well. Our focus is facilitating quality opportunities for pupils to learn and make progress. Long and medium-term curriculum planning overviews are written for each topic and subject. These then combine into weekly planning overviews for all subjects. Weekly overviews are designed to minimise the time spent typing up planning so that teachers can get dedicate more time to planning and resourcing outstanding lessons. Pupils' learning is evaluated on a daily basis and planning amended accordingly, so as to plan for real progression. Lessons, and the effective use of lesson time, are of paramount importance to the pupils and teachers at ABS.

## **CURRICULUM SUBJECTS**

### **English, including early reading, reading and writing**

We provide:

- daily, differentiated English sessions for all pupils focus on shared and guided reading and writing, word and sentence level skills and extended writing. Teachers receive training in Talk for Writing techniques which explore both narrative and non-narrative texts, using drama techniques to bring texts and ideas to life
- embedded and explicit teaching of spelling, punctuation and grammar in order to provide pupils with the opportunity to develop the basic skills of writing
- daily, discrete phonics sessions using resources adapted from the Read, Write, Inc. synthetic phonics and reading scheme for Key Stages 1 and 2
- additional reading sessions, such as guided reading for pupils in Key Stages 1, 2 and 3 (Read, Write Inc. or reading VIPERS (vocabulary, infer, predict, explain, retrieve & sequence) a tool devised by literacy shed based on the National Curriculum) along with a specified, appropriately challenging book from the reading schemes we use (Oxford Reading Tree/Project X). Alongside these, we have a large collection of texts for reluctant older readers
- pupils in Key Stages 1 & 2 are grouped for phonics according to their reading ability, in order to ensure that the needs of every pupil are met and that progress in reading and writing is accelerated
- pupils who need additional one-to-one or group intervention (our lowest 20% of pupils) access this with a teacher
- pupils have access to a variety of engaging fiction and non-fiction texts in their classrooms. The teaching of writing encompasses a wide range of genres, both fiction and non-fiction, which prepare pupils for later life (for example writing reports, recounts and letters)
- primary pupils and secondary aged pupils at an early stage of reading take appropriately challenging reading books home (including having access to eBooks online) to read with their family, where appropriate. Parents & carers are encouraged to read as much as possible with their children and to visit libraries
- teachers can set weekly literacy tasks for homework which extend and consolidate the learning that has taken place in class
- achievement in reading and writing is celebrated, for example, in celebration assemblies using 'Headteacher awards'
- reading is given a high profile across all subjects, and cross-curricular opportunities to develop reading skills are planned throughout the week, including visiting local libraries. Strong links are also made between reading and subjects such as science, history and geography
- we believe that neat, well-formed handwriting and the presentation of written work helps to raise standards. Pupils should take pride and have a sense of ownership in their work. Handwriting is taught regularly through short, focused sessions and may be linked with other areas, e.g. spelling, grammar and phonics. We use a recognised handwriting scheme, Nelson Handwriting, to support the development of pupils' handwriting and fine motor skills.

## **Mathematics**

We provide:

- daily, discrete lessons which follow the National Curriculum (focusing on mastery of concepts) but consider each pupil's unique starting points
- high quality, practical resources which help lessons to 'come alive' for our pupils. Teachers strive to present each new skill within a practical context that has relevance for our pupils. For example, data handling may be taught through the medium of science or probability may be taught in the context of a favourite football team's predicted performance
- Numicon which is used with pupils in order to help develop a secure number concept and support the acquisition of early skills. Counting, ordering, addition and subtraction are all taught using this multisensory resource, which also supports our pupils who have different sensory needs
- displays in classrooms which support and scaffold pupils' knowledge of concepts. Mathematics prompts on learning walls in classes reflect the current unit being taught. Other displays in classes (such as multiplication tables) help to immerse pupils in a number rich environment
- regular problem-solving activities are planned by teachers in order to provide pupils with the opportunity to apply skills in different contexts, and begin to develop abilities for higher order thinking
- weekly core skills activities are planned by teachers in order to provide pupils with the opportunity to develop calculation strategies and place value and number knowledge
- mathematics homework tasks give pupils the opportunity to consolidate their learning at home using different tools, such as MyMaths and Times Table Rockstars
- a variety of interactive resources to help pupils to learn and cement complex concepts. Online teaching tools, such as MyMaths, are used, where appropriate, to offer pupils the opportunity to master mathematical skills.

## **Personal, social, health and economic (PSHE) education and spiritual, moral, social & cultural (SMSC) development**

- Our PSHE and SMSC education is designed to support pupils' social, emotional, behavioural and educational development. Both teachers and therapists facilitate the holistic development of pupils, including their emotional and mental wellbeing. Because of this, pupils can learn and play effectively.
- Developing our pupils' social skills and teaching them about healthy living, preparing them for life in modern Britain and enabling them to make positive life choices is of considerable importance.
- We teach discrete PSHE education and SMSC daily, linked closely with British Values, embedding our school values with regular whole school or classroom values-based activities and assemblies and family lunchtimes. We also carefully connect PSHE education and pupils' SMSC development across the curriculum, with both teachers and therapists, playing an active role in this.

As well as offering all pupils therapy and fulfilling the objectives in our tailored schemes of work, we aim to develop all pupils':

### **Spiritual development (s)**

- ability to be reflective about themselves
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### **Moral development (m)**

- understanding of right and wrong
- respect for the rule of law in modern Britain
- understanding of the consequences of their behaviour and actions.

### **Social development (s)**

- use of a range of social skills in different contexts
- willingness to participate, cooperating well with others and being able to resolve conflicts effectively
- understanding of & engagement with the fundamental British Values of democracy, mutual respect and tolerance of those with different faiths and beliefs.

### **Cultural development (c)**

- understanding and appreciation of the range of different cultures, faiths within school, in London and in the United Kingdom
- knowledge of Britain's democratic parliamentary system
- positive participation to artistic, sporting and cultural opportunities
- improving understanding of and showing respect for different faiths and cultural diversity.

We provide reflection time on a daily basis as a tool to focus on the social and emotional aspects of learning as well as many of the elements of our PSHE education and values.

We formally teach PSHE education to all pupils on a very regular basis which focuses on the following areas:

- developing confidence and making the most of our abilities, including setting ourselves goals and celebrating achievements
- preparing to play an active role as citizens and developing our awareness of the importance of the communities to which we belong
- developing a healthy, safe lifestyle and knowing how to stay safe online
- developing good relationships and respecting the differences between people
- developing online safety to pupils of all ages across our schools, according to age and ability. Please also see our online safety policy.
- development of social skills including managing anger and emotions, building relationships, dealing with conflict and making positive choices, including online as part of e-safety education
- development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance
- preparation for life in modern Britain and knowledge of fundamental British value, including cultural diversity, mutual respect, the rule of law including

marriage and forced marriage, democracy, right & wrong, consequences and the range of faiths, religions, values in Britain including the protected characteristics

- providing opportunities for reflection, thinking, discussion and formal argument
- helping our community, supporting charities, and helping others
- linking with curriculum-wide trips which aim to develop pupils' understanding and experience of the world including artistic, religious, cultural and sport
- linking with our community police officers who visit regularly to lead assemblies and PSHE education sessions
- personal health and how to stay healthy with specific focus on nutrition and exercise
- development of the understanding of risk and keeping safe in everyday life, including online, and knowledge about and preventing knife crime and first-aid training
- understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities.

Carefully planned and differentiated activities ensure that all pupils begin to view and understand themselves in the context of wider society, in a structured and supportive way.

In addition, our PSHE education curriculum also ensures that pupils have the opportunity to:

- contribute to our community through activities, such as raising money for local charities and national causes
- learn about public institutions and services in England (for example, the royal family, government, national health service, fire service, the police)
- develop an understanding of the importance of tolerance and equality whilst challenging prejudice and discrimination. We teach specific lessons which promote tolerance of different family structures and recognise that whilst not everyone's families are the same, they should all be respected and valued as part of an inclusive school community
- use softstart, breaks, lunchtimes and extra-curricular time to learn and practise personal skills including turn-taking, sharing and making positive and healthy choices
- access workshops and sessions on the importance of staying safe and healthy, for example workshops on knife crime and the dangers of knife crime, drug and alcohol awareness which explore the dangers surrounding tobacco, alcohol and illicit drugs, and basic first aid.

For Relationships, sex and health (RSH) education and, please see our separate RSHE policy.

### **Regular, impartial careers information, advice & guidance**

- Careers guidance is a planned aspect of the PSHE education curriculum for all pupils, focusing on the range of career opportunities, suitable roles related to skills, qualifications and experiences, goals, next steps and raising

aspirations. Pupils at Key Stage 3, access careers advice three times a year from external, impartial and suitably qualified careers advisors.

### **Science**

- Our science curriculum provides the foundations for understanding the world through the disciplines of biology, chemistry and physics.
- Science at Key Stages 1–3 covers the national curriculum aims and content and all science programmes of study. Programmes of study are repeated annually and are sequenced carefully to enable pupils to build on prior knowledge and skills.
- We teach science at least once a week across all key stages.

### **Computing**

- Our computing curriculum equips pupils for the digital world. Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate, and learn how to use modern technology and the internet safely and effectively. All pupils are also taught about the importance of online safety once a year, every year, paying active regard to KCSIE's 4Cs: content, contact, conduct and commerce.
- Computing at Key Stages 1–3 covers the national curriculum aims and content. Curriculum content is repeated annually and builds on prior knowledge and skills.
- All pupils have access to Chromebooks and iPads.
- We teach computing once a week.

### **Physical Education (PE)**

- Our PE curriculum provides opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
- PE at Key Stages 1–3 covers the national curriculum aims and content. Curriculum content is repeated annually through different sports and builds on prior knowledge and skills. At Key Stage 2, pupils also engage in water safety and swimming instruction.
- We teach PE at least once a week across all key stages.

### **Art, design and technology**

- Our creative curriculum equips pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils are also able to use practical skills, creativity and imagination, to design and make works and products that solve real and relevant problems.
- Art, design and technology at Key Stages 1–3 covers the national curriculum aims and content for art and design and design and technology. Curriculum content is repeated annually and projects build on prior knowledge and skills.
- We teach art, design and technology once a week.

## **Cooking**

- At Key Stages 1–3, pupils are taught how to cook and learn about nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others now and in later life.
- Cooking and nutrition at Key Stages 1–3 covers the national curriculum aims and content within design and technology. Curriculum content is repeated annually and food dishes and themes build on prior knowledge and skills.
- At Key Stages 1–3, we teach cooking and nutrition for a term, once a year, every year, and pupils have access to our specialist kitchen as part of their design and technology curriculum. Class teachers teach cooking and nutrition at Key Stages 1–3.

## **Humanities**

- Our humanities curriculum is divided into two strands: history and geography.
- Our schools' values, incorporating British Values, are also covered through geography and history topics, such as the history of democracy in Britain and the rules and laws through our 'Crime and Punishment' topic.
- Humanities at Key Stages 1–3 covers the national curriculum aims and content. Curriculum content is repeated annually for geography, and both subjects are sequenced carefully to enable pupils to build on prior knowledge and skills. Our history curriculum is ordered chronologically through time.
- At Key Stages 1–3, we teach humanities as weekly, separate geography and history lessons.

## **CURRICULUM MONITORING**

Headteachers oversee the monitoring of the overall quality of education across our schools. Subjects are monitored through learning walks, lesson observations, workbook scrutiny, workbook moderations and pupil and teacher discussions. All subjects are externally scrutinised by Directors and members of the Governing Body as part of our annual quality checks. These focus on the quality and expertise of subjects, the sequencing of curriculum plans, the quality and regularity of professional development for teachers and the overall pupils' learning experience.

## **PROFESSIONAL DEVELOPMENT**

All teachers access CPD subject link meetings across all key stages throughout the year including training days. All teachers who teach reading and writing access external periodic Read Write Inc. and Talk for Writing training, as well as regular in-house training from Headteachers.

## **ASSESSMENT**

Pupils' progress is measured and tracked by formative, teacher assessments and summarised at three assessment points (December, April and July), throughout the academic year, every year. We encourage pupils and their families to consider progress a journey through the learning phases. In this way, we celebrate achievement and success with every pupil, regardless of whether they are working at age-related expectations or below.

For reading only, we also use standardised reading assessments for reading ages.

The curriculum content and assessment model is based on the national curriculum but differentiated based on pupil need. This also includes diagnostic assessment to identify individual needs and starting points, ensuring the curriculum is precisely tailored to each unique individual pupil. In the main, pupils are largely in mixed-year classes, grouped into three learning phases:

- **Phase 1:** Chronological age expectations of 6 and 7 years olds
- **Phase 2:** Chronological age expectations of 8, 9, 10 and 11 years olds
- **Phase 3:** Chronological age expectations of 12, 13 and 14 years olds.

Learning phases reflecting the content and stage pupils are taught. They are linked to national curriculum expectations of pupils' chronological ages, and we teach to phase and stage, not age.

Within each learning phase, teachers use three assessment measures – **emerging**, **securing** and **excelling** – for pupils to progress through. We avoid using terms that can be perceived negatively as we value and celebrate pupils' progress. Therefore, at each assessment point, teachers standardise and assess whether pupils are, '**on track**', or '**off track**', against their assessment measure and phase.

#### Learning phases and national curriculum expectations

<b>Pre-phase 1</b>	For pupils achieving at a level below that expected of a pupil in Year 1
<b>Phase 1</b>	Learning expected of a pupil aged 6 (Year 1)
	Learning expected of a pupil aged 7 (Year 2)
<b>Lower phase 2</b>	Learning expected of a pupil aged 8 (Year 3)
	Learning expected of a pupil aged 9 (Year 4)
<b>Upper phase 2</b>	Learning expected of a pupil aged 10 (Year 5)
	Learning expected of a pupil aged 11 (Year 6)
<b>Phase 3</b>	Learning expected of a pupil aged 12 (Year 7)
	Learning expected of a pupil aged 13 (Year 8)
	Learning expected of a pupil aged 14 (Year 9)

#### Curriculum assessment measures

<b>Emerging</b>	when a pupil is beginning to display knowledge and skills within that learning phase
<b>Securing</b>	when a pupil displays most of the skills and knowledge within that learning phase
<b>Excelling</b>	when a pupil consistently displays the skills & knowledge within that learning phase

## **Moderation**

Following standardisation, moderation of data and analysis of pupil progress takes place between leaders and teachers. Teachers are made aware of pupils who are off track, and are expected to plan follow-up support for pupils including, but not limited to, more conscious universal class provision; in-lesson differentiated support; target group teaching (such as specific phonics groups) and precision teach.

## **Pupils' starting points (baseline assessment)**

Pupils often arrive at ABS with a very mixed assessment profile, some come with a lot of assessment data, some with very little or none at all that is relevant or up-to-date. It is very often unreliable data (for a multitude of reasons) therefore we assess pupils over their first terms with us and assign them a learning phase and assessment measure in all curriculum subjects.

## **MARKING PUPILS' WORK**

Marking and feedback is the *dialogue* that takes place between teacher and learner, to ensure that learning objectives are met and that pupils are secure in their knowledge. At ABS, this is mainly in the form of oral feedback. The process of marking and offering feedback is positive and marked in a positive colour (green). At Key Stages 1–3, pupils' work is corrected daily and teachers annotate work to indicate the level of support given to the pupil, using a consistent code ('I' for independent work, 'AA' for adult assisted work). At Key Stage 1–3, pupils participate in self-assessment of their work through a simple 'red, amber, green' traffic light system, which they mark in their books at the end of each lesson.

### **We ensure that:**


- marking happens while the learning phase is in progress, there and then. This could be in the form of verbal feedback, or even written
- whenever possible, marking and feedback involves the pupil directly, there and then, or after completion while the work is still fresh in the pupil's mind
- ticks are used where work is correct, and dots where errors have been made. Other symbols may be used once their meaning has been explained (see the marking schemes below)
- if a comment is made, they are appropriate to the age and ability of the pupil and focus on the most significant strength and weakness for improvement, at any one time
- wherever possible, teachers establish direct links between oral or written praise and the class or school rewards systems
- when self or peer assessment has been undertaken (i.e. pupils may mark their own or another pupil's work) the teacher always reviews this marking
- spelling and grammar are only marked if it forms part of the lesson's objective, if it's an area of spelling or grammar the pupil should absolutely know, or if it's an area related to one of their targets on their LP. Otherwise, if every spelling is circled and identified as 'wrong', the pupil is likely to be demotivated every time they receive feedback. A recommendation of a maximum of two different spellings, which are highlighted using a green highlighter, is deemed suitable if absolutely necessary.

## Marking schemes

A copy of the marking schemes (see English and mathematics) must be stuck on the inside cover of both workbooks to allow pupils an opportunity to regularly familiarise themselves with the marking scheme.





### What does my Mathematics feedback mean?

**Fix It Centre!**

- ✓ Correct
- Incorrect
- ✓✓ I like this
-  Verbal feedback

### What does my English feedback mean?

**Fix It Centre!**

-  Missing capital letter
-  Missing punctuation
- ✓✓ I like this
-  Spelling (sp)
-  Verbal feedback

## HOMEWORK

Pupils receive extended learning tasks in core subjects, such as work set on Google Classroom or other digital platforms like MyMaths, which they are encouraged to complete on a weekly basis.

In addition, we also ask that families:

- read with their child as often as possible (hearing children read as well as reading to them are both really helpful)
- support their child with extended learning tasks by providing, wherever possible, online access and a quiet space to work.

Pupils who consistently complete their homework are rewarded as part of the schools' behaviour system.

## PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in all learning opportunities. Pupils with EAL make the best progress within a whole-school context, where pupils are educated with their peers

- We support pupils with EAL through planning differentiated tasks during lessons, offering focused vocabulary support and also provide targeted literacy support on a 1:1 basis if this is appropriate. In addition, we ensure that our classrooms are vocabulary rich and that classroom displays reflect and support the current learning topics in order to reinforce new vocabulary.

### **Assessment on admission**

The pupil's needs are identified during the admissions process. Following this, lessons will be planned appropriately, including in liaison with one of our speech and language therapists (SALTs), where necessary.

### **Teaching and learning**

Teachers can help pupils learning English as an additional language in a variety of ways:

- by planning differentiated work for pupils with EAL if necessary
- by setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers
- by monitoring progress carefully and ensuring that pupils with EAL are set appropriate and challenging learning objectives
- recognising that pupils with EAL may need more time to process answers
- ensuring that there are effective opportunities for talking, and that talking is used to support writing
- encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

### **Access and support**

- All pupils will follow the full school curriculum
- Pupils with EAL may be supported by an additional professional in the classroom, such as a SaLT or another qualified teacher
- Only where necessary, withdrawal support may take place.

### **Beginner pupils with EAL**

It takes 1–2 years to become fluent in everyday spoken English, but 5–7 years to develop proficiency in formal, written English. We aim for all pupils with EAL to:

- immediately feel part of our school community
- develop language in context
- experience their full curriculum entitlement.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from mathematics or practical subjects where they can usually make good progress whatever their language level in English. In order to further support beginner pupils with EAL, we:

- provide a classroom rich in oral experiences
- enable pupils to draw on their existing knowledge of other language/s

- encourage and use bilingual support from other pupils and teachers, where available
- use translated materials and bilingual dictionaries
- use visual support of all kinds (diagrams, maps, charts, pictures)
- develop card sorting, sequencing and matching activities.

This policy must be considered with our published curriculum overviews.