

Beech Lodge

CURRICULUM, TEACHING AND LEARNING POLICY

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CURRICULUM, TEACHING AND LEARNING POLICY

This Policy, which applies to the whole school, is publicly available on the School website and on request a copy may be obtained from the School Office.

Legal Status:

- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations, 2014.

Applies to:

- the whole school including activities inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietors and volunteers working in the school

Related Documents:

- Special Educational Needs and Disability Policy (SEND) Policy, English as an Additional Language Policy, Educational Visits and Off-Site Activities Policy, Behaviour Management Policy, Assessment Policy, Marking Policy, Gifted and Talented, Social, Moral, Spiritual and Cultural Policy, Preventing Extremism and Tackling Radicalisation Policy.
- Subject Policies including, where relevant, Schemes of Work (Programmes of study).

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, who is responsible for the day to day organisation of the curriculum. The Headteacher monitors and reviews the planning for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.
- The Proprietor undertakes an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than July 2023, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.



Signed:

Dan Gillespie
Headteacher

Daniela Shanly
Proprietor

Above all, we believe in engendering in young people a love of lifelong learning. Beech Lodge School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

Linguistic (This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. English is taught across all Key Stages. Oracy is a key priority for all key stages and is embedded in all schemes of work and evidenced in Oracy booklets. External qualifications in English Language from Entry Level 1 to Level 2 are available.

Mathematical This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Mathematics is taught across all key stages. External qualifications in Maths from Entry Level 1 to Level 2 are available.

Scientific This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Science is taught in all Key Stages. External qualifications in Science from Entry 1 to Level 2 are available. Animal Management at Entry Level 3 or Level 1 is taught as a vocational option at KS3 and KS4. Outdoor education is taught as a weekly subject throughout Key Stages 2 and into transition classes.

Technological These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Home Cooking is taught as a weekly subject throughout all Key Stages. External qualifications at level 1 and level 2 are available. Media Studies is taught up to level 2. Construction is taught as a weekly subject up to year 9 and as a skills development option at year 10 and 11. IT is taught to level 1 on a 2 year cycle.

Human and Social This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Humanities are taught up to and including transition classes. PSHEE and RSE is taught across all Key Stages. Lifeskills is taught as a weekly subject to upper transitions and lower Deancroft students. Practical lifeskills is offered as formal work experience in the Apprenticeshop. Careers is delivered to years 8 and above as a discrete subject for one term out of three during the academic year. Duke of Edinburgh Bronze and Silver awards are offered for pupils in year 9 or above. An ASDAN Leadership accreditation is available to year 10 and above.

Physical This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health. Due to small class sizes traditional team sports are restricted. Our PE curriculum focuses on physical literacy and discrete self-regulation and emotional awareness and wellbeing, through timetabled PE lessons and supplemented with programmes of adventurous activities throughout the year. All pupils have regular opportunities throughout the week for physical exercise. The school has a purpose built gym, available for use from 14 years of age. An external qualifications in Sport Science Level 1 and Level 2 is available.

Aesthetic and Creative This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of most subjects, but some make a particularly strong contribution, such as Art, Construction and Music. Pupils are encouraged to demonstrate their learning in a variety of ways. Art is taught across all Key Stages. An external qualification in GCSE Art and Design is available. Music is offered as a level 1 or 2 external qualification and on a weekly basis as an enrichment activity. Performing Arts is taught on a cyclical basis within Claremont, both as a taught subject and enrichment activities.

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The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedure are to ensure that every pupil has access to a broad and varied curriculum, which is appropriate to their stage and age. When allocating lesson times, we acknowledge current best practice for pupils within our age range.

Values and Purposes Underpinning the Curriculum

- At Beech Lodge School we believe education is about developing the 'whole child', by encouraging each individual's intellectual, social, cultural, emotional, spiritual, moral and physical growth.
- At Beech Lodge School we are acutely aware of the importance of developing young people who are committed to becoming valued and responsible members of the wider community. This is reflected throughout the curriculum by our work with Values Based Education.
- We believe that children's full potential will only be realised when their sense of well-being and belonging is at its optimum.
- We believe in giving children the opportunities to enable them to become independent learners with the confidence, knowledge and skills to be prepared for life in a rapidly changing and challenging world.

Aims of the School Curriculum

- The curriculum offers pupils a thorough, fun and practical vehicle through which they develop a joy of learning and a sense of achievement and pride. To achieve this it is essential to make use of the pupil's natural skills and talents and take account of the unique nature of each child.
- We work with each pupil's strengths, interests and experiences in order to develop their self-confidence, their ability for self-exploration and their effectiveness at collaborative exploration.
- Our fundamental aim is to help each pupil to think independently, to be able to read between the lines, to question, to enquire, to see the bigger picture and to make connections with their own lives and the wider world.
- The curriculum is modern and holistic in content within a humanist moral framework.
- The curriculum is taught in an active rather than passive fashion, seeking opportunities for practical and kinaesthetic learning.
- All subjects and topic areas of the curriculum are treated as inter-connected, as well as being connected to everyday life.
- The curriculum offers an education 'in context'; helping the pupil to also understand the context and history of each topic area.
- The curriculum is designed to be flexible and ever changing, operating within a flexible and bespoke timetable.
- The curriculum is set up to take into account the individual and unique needs of each pupil.
- Assessment procedures within the curriculum are designed for the stage that a pupil is at and their ability to access formal assessment.
- The school curriculum is also designed to develop the pupil's sense of identity through knowledge and understanding of the social, cultural, moral and spiritual heritages of Britain's multicultural society and of the local, national, European and global dimensions of their lives.
- By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, our curriculum enables pupils to think creatively and critically, to solve problems and to make a difference for the better.
- The curriculum provides each pupil with the opportunity to become creative, innovative, enterprising and capable of working independently and collaboratively, thus equipping each pupil with the skills and confidence, which will underpin both their success in, and enjoyment of life.
- The curriculum also develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- The school curriculum promotes pupils' spiritual, moral, social and cultural development and, in particular, develops principles for negotiating the boundaries between appropriate and inappropriate behaviour

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choices as well as understanding the many different cultural, historical and social nuances which make up those boundaries.

- We aim to develop the pupils' knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- The school curriculum aims to develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.
- The curriculum promotes equal opportunities and enables pupils to challenge discrimination and stereotyping.
- The curriculum aims to develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. It also helps to equip pupils as consumers to make informed judgments and independent decisions and the understanding of their responsibilities and rights.
- The school curriculum promotes pupils' self-esteem and emotional wellbeing and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- The curriculum aims to develop each child's ability to relate to, and empathise with others.
- The curriculum is designed to effectively enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- We aim to prepare pupils for the next steps in their education, training, employment and life and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.
- To effectively achieve these aims of our curriculum we always try to work in collaboration with the individual needs of each pupil, with families and the local and global community.
- We believe that the essential prerequisite for effectively achieving these aims is to deliver our curriculum within a small scale, child centred educational environment, which is best suited to ensuring that every child has a genuine opportunity to fulfil their full intellectual, social, moral, creative, spiritual and physical potential.

Main Purposes of the School Curriculum

To establish an entitlement

The School Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible global citizens.

To establish standards

The School Curriculum makes expectations for learning and attainment explicit to pupils, parents and teachers, and establishes fundamental standards for the performance of all pupils in the subjects it includes. These standards can be used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups and schools. However, these standards are not rigidly imposed but take careful consideration of the particular and unique needs and history of each pupil.

To promote continuity and coherence

The School Curriculum contributes to a coherent framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

To establish an education for all

To ensure entitlement for all pupils to a broad, balanced, modern and holistic curriculum that offers continuity and coherence and secures high standards.

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To raise attainment

To raise attainment in all subjects, through careful consideration and understanding of each child's needs and learning methods.

To provide a thorough curriculum

To induct pupils into the essential knowledge, skills and discourse of subject disciplines and to develop specialisms appropriate to aptitude.

To prepare pupils for their future

To equip pupils with the essential social, intellectual and moral awareness that will prepare them for further and higher education, for the world of employment and for their future self-confidence and well-being.

To increase awareness of community

To help pupils become more aware of, and engaged with, their local, national and global communities. The School Curriculum helps pupils become fully aware of both the differences and similarities of their communities within a fundamental framework of empathy, tolerance and understanding.

To encourage self-responsibility

The School Curriculum aims to encourage pupils to develop a strong sense of self responsibility, to take responsibility for their actions, their emotions and their own health and safety, by being able to make informed choices based on an appreciation of the benefits and risks inherent in the choices they make.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and RSE make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Beech Lodge builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism/extremism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school promotes SMSC and prevent extremism, please see our: 'SMSC' and 'Preventing Extremism and Radicalisation' Policies.

Personal, Social, Health and Economic Education (PSHEE) and RSE (Relationship and Sex Education) (Also please refer to our PSHEE policy):

Each pupil's Personal, Social, Health, Economic and Relationship and Sex education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

Children with Special Educational Needs and Disabilities (SEND) including Pupils with an Education, Health and Care Plan (EHCP) (More details are found in our SEND Policy):

All of our pupils have an identified special educational need or disability. Our curriculum is designed to provide access and opportunity for all children in the school. When necessary, the curriculum is adapted to meet the needs of individual pupils. If a pupil has a special or additional need, our school complies with all legislative and best practice requirements to meet these individual needs. If a pupil has an emerging need, the school team around the child makes an assessment of this need and in most instances is able to provide resources and educational opportunities, which meets the pupil's needs within the teaching group and wider school community. If a pupil's need becomes more severe, consideration is given to involving appropriate external agencies.

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Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer support, depth and challenge to motivate and inspire pupils and enable them to succeed.
- involving pupils in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging pupils to evaluate their personal achievements.
- developing pupil's skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with pupils, staff and parents to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through dialogue, reports and parent consultations.

Auditing our curriculum: teaching and learning

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other organisations;
- the views of our pupils, parents and staff;

Relationships and Sex Education

The School provides Relationships and Sex Education as discrete lessons in all Key Stages under the umbrella of PSHEE. As with all teaching at Beech Lodge, students are taught RSE at a level appropriate to their emotional and cognitive development. We take into account professional assessment, stage of emotional development, the pupils' history and family background, and work closely with parents/carers to ensure the pupil is in the right learning environment, learning the required content at the time that they are able to engage and understand it in order to achieve the best outcomes for that pupil. This is done on a case by case basis. All pupils in year 5 upwards will receive RSE however parents/carers have the right to withdraw their child from non-statutory parts of the programme. The scheme of work for the school's Relationships and Sex Education is available to parents. It forms a key part of the Personal, Social, Health and Economic Education (PSHEE) course and has regard for the government's guidance in Relationships and Sex Education (RSE and Health Education Sept 2021).

Political education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner. The School will monitor the curriculum, external visitors, extra-curricular provision etc. to ensure that the pupils receive a balanced view and are not being exposed to extreme views or ideas. In addition to this, pupils experience live and real democratic process through the student council.

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On-going development of the school curriculum

The school curriculum is specifically designed to remain flexible whilst retaining its core values. This flexibility is essential to allow the school to respond to topical issues and changes in society and the world at large. As a school, which prides itself on its ability to meet the individual needs of each child, the curriculum itself can also be adapted to the changing needs of our pupils.

- The curriculum is used as a thorough, academic guide, whilst still allowing due flexibility and the ability to change and adapt.
- The teacher may adapt the curriculum to meet the pupils' needs, interests and abilities at the time, whilst always ensuring that key areas are covered.
- The curriculum is loosely attached to a term-by-term framework. However, if the class is particularly engrossed in a specific topic area, it will be given more time. This allows the children to experience the rewarding nature of 'in depth learning' or allow over learning for concepts which are not fully embedded.
- Wherever possible, the curriculum up to transition groups operates within a flexible daily timetable, which allows the teacher to spend as long as they feel appropriate and necessary on each subject. The small class size enables significant tailoring of content and delivery methods as appropriate.
- Interesting topical issues are always given space within the curriculum, whether they are issues raised by the class, the media or world events. Consequently, the curriculum is ever changing.
- When certain topic areas within a subject are taught in depth or when new, topical areas are added to the curriculum, it can mean that other, less important or relevant areas receive less treatment or are not studied. However, it is to be understood that the fundamental purpose of the school's curriculum is to provide an education based on quality rather than quantity.

Addressing individual needs

- As a small school with small classes we are in an excellent position to address the unique needs of each pupil. With a flexible curriculum we are able to tailor the curriculum for the benefit of each individual.
- The composition of classes is based on stage of pupils (Beech Lodge scales) and with a degree of ability setting within core subjects in Deancroft. Due to the way in which Beech Lodge operates by stage, rather than age, there are some mixed age group classes where appropriate.
- Where there is a broad mixture of ages and abilities in certain classes and subjects, the teacher divides the class into appropriate groups. When the range of abilities is impossible to bridge, the teacher deploys their LSA appropriately recognising that all groups have the entitlement to quality first teacher from the teacher.

Setting suitable learning challenges

- We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The school curriculum programmes of study set out what most pupils should be taught at each key stage – but we teach the knowledge, skills and understanding in ways that suit our particular pupils' abilities at any given time. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age related programmes of study. A similarly flexible approach is applied to take account of any gaps in pupils' learning resulting from missed or interrupted schooling.
- For pupils who have been traumatised by previous experiences or schooling and need to follow a gentler pace, provision is made to ensure these pupils receive time in the school day to rebuild their confidence and enthusiasm for learning.
- For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
- For pupils whose attainment significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the

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breadth and depth of study within individual subjects or by planning work that draws on the content of different subjects.

Responding to pupil's diverse learning needs

- When planning, teachers set high expectations and provide opportunities for all pupils to achieve. We are aware that pupils bring to the school different experiences, interests and strengths, which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
- To ensure that we meet the full range of pupils' needs, teachers are aware of the requirements of the equal opportunities legislation that covers race, gender, sexual orientation and disability.
- Teachers take specific action to respond to pupils' diverse needs by creating effective learning environments, securing pupil's motivation and concentration, providing equality of opportunity through teaching approaches, using appropriate assessment approaches and by setting flexible targets for learning.
- We also trust that if all of the above is set in place individual children will invariably begin to fulfil their potential. Targets for learning are not written in stone and take into consideration that each child learns at a different pace and has experienced varied learning journeys prior to Beech Lodge.

Pupils with special educational needs

As the majority of our students have Education, Health and Care plans in place the curriculum planning and assessment for pupils always takes into account those with special educational needs and carefully considers the extent of the difficulty experienced by the pupil. Teachers encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access is to be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice. We provide access to learning for pupils with special educational needs by:

- a. Providing for pupils who need help with communication.
- b. Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- c. Planning for pupils' full participation in learning and in physical and practical activities.
- d. Helping pupils to manage their behaviour effectively and safely and, at Beech lodge Stage 4, to prepare for adult life.
- e. Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids, which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers take action however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the school curriculum. Potential areas of difficulty are identified and addressed at the outset of work, without recourse to formal provisions for disapplication.

The school takes specific action to enable effective participation of pupils with disabilities by:

- a. Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b. Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c. Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

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Pupils who are learning English as an additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is necessary to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the curriculum may be ahead of their communication skills in English. Consequently, teachers plan learning opportunities to help pupils develop their English and aim to provide the support pupils need to take part in all subject areas.

The school takes specific action to help pupils who are learning English as an additional language by:

- a. Developing their spoken and written language
- b. Ensuring access to curriculum and to assessment

Inclusion in all subjects

To overcome any potential barriers to learning in all subjects, some pupils may require:

- Support to access text, such as through prepared recordings, particularly when working with significant quantities of written materials or at speed.
- Help to communicate their detailed ideas in tasks that require extended writing, through alternative communication methods such as the use of ICT or speech, to allow them to demonstrate their understanding and to maintain their concentration and motivation.
- Non-visual means to access sources of information when undertaking enquiries into each subject.

Building personal development into the curriculum

Personal development is an essential aspect of Beech Lodge School's curriculum. The Schemes of Work provide opportunities to plan sequences of work, learning outcomes and teaching approaches that support personal development. The Curriculum provides pupils with a broad range of opportunities for developing different skills, important for learning and for life beyond the classroom. Pupils are encouraged to apply their different skills in everyday situations as they spend time planning and developing their work, make choices and decisions, and think creatively and independently.

- The curriculum incorporates the development of many cross-curricular skills including skills essential to English, Humanities, ICT, Science, Maths, PSHEE and Art and Design. Educational visits and the use of experts from outside of the school further broaden the pupil's perspective and understanding. The curriculum offers a series of educational visits that deepen the pupils' understanding of the world around them. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained.
- Oracy plays a significant role in the learning of all subjects. The idea of learning to talk combined with the idea of learning through talk is a critical discrete learning that occurs in all curriculum areas.

Assessment

- All assessment procedures are used to help the child, not to set them up for failure. Pupils are encouraged to learn from their mistakes rather than see them as an indication of failure.
- Assessment procedures vary according to the pupils' age, emotional stage and, to a certain extent, ability.
- Pupils are assessed on an informal, daily basis. Assessment is also carried out by the teacher in the extensive class discussions that form an integral part of each lesson, as well as in individual sessions.
- When pupils are able to access them, we conduct bi-annually standardised tests in spelling, comprehension and numeracy skills.

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Homework

- When homework is appropriate, the school liaises with parents and carers to ensure that homework is suitable for their child's and family circumstances.

Communication with Parents and Carers

We believe that parents and carers have a fundamental role to play in helping pupils to learn. Teaching staff at Beech Lodge School provides advice to parents about the progress of pupils in their studies. We do all we can to inform parents and carers about what and how their children are learning by:

- holding bi-annual parent-teacher consultations;
- holding parents' information evenings to explain our school strategies;
- sending information to parents and carers at the start of each term in which we outline the topics that the pupils will be studying during that term at school;
- sending annual reports to parents and carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents and carers how they can support their pupils with homework;
- sending out a weekly newsletter giving parents and carers relevant information about the school week and upcoming initiatives, including a National Online Safety information sheet to support the safety and well-being of their children;
- being available - we have an open door policy;
- regular, available email correspondence and telephone communication;
- we inform parents and staff that social media is not an appropriate communication tool.

We believe that parents and carers have the responsibility to support their child and the school in implementing school policies. We expect parents and carers to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour/well-being at school;
- promote a positive attitude towards school, staff and learning in general;
- promote healthy and safe use of social media and similar platforms by their children.

Beech Lodge School is a school characterised by expert pastoral care and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment which celebrates individual strengths and talents and allow pupils to develop the confidence, motivation and resilience that are the hallmarks of our school.

1. Getting Ready to be at School



Some students are not yet ready to cope with the demands of being at school, or have found school life overwhelming and are not ready to attend. Once they have shown that they are able to meet the majority of the statements below, they may be ready to attend school. Statements in the Fagus domains below are from the Infancy and Early Childhood stages of expected development.

Essential Fagus Domains

Awareness and Understanding of Others

- Shows the emotions of guilt and embarrassment (demonstrating some awareness that others have opinions about them)
- Performs voluntary actions to benefit others (prosocial behaviour e.g. making a present for another child). These acts may not be selfless (e.g. may be out of obligation, to gain praise from an adult, to avoid getting into trouble and/or feeling guilty)
- Understands that their words and actions can hurt others (e.g. may become upset when they know that they have hurt another child)
- Are showing signs that they are able to see situations from another person's perspective

Moral Development

- Knows that a harmful, purposeful act is worse than an accidental act (from 3 years)
- Identifies that apologising or giving an excuse after breaking a rule is more socially beneficial than doing nothing (from 5 years)
- Performs some voluntary actions to benefit others (this is called prosocial behaviour). These may not be selfless (e.g. May be out of obligation or to avoid feelings of guilt)
- Makes amends for behaviour which has caused harm to others (e.g. apologises, does something kind after hurting another child)

Self Control

- Understands and carries out actions requested through simple instructions
- Can initiate or stop behaviours in accordance with social expectations (e.g. sitting still on floor during circle time)
- Generally follows adults' instructions
- Able to wait for their needs to be met (from 4 years)
- Aware of behavioural expectations and boundaries (e.g. classroom rules) (from 4 years)
- Cooperates with peers most of the time (from 3 years)
- Leaves situation when angry if prompted by an adult (from 4 years)
- Starting to manage emotions and regulate behaviour (e.g. few tantrums) (from 5 years)
- Understands the needs of fairness and cooperates with peers most of the time (from 5 years)

Socialisation

- Plays separately from, but close to other children (this is called parallel play)
- Engages in shared interactions with others, usually focused around play objects
- Generally enjoys the company of others



2. Ready to be At School

This is the next stage of life at Beech Lodge. Students in this stage need some extra staff input in order to help them to be around people and ready themselves for more formal learning. This stage involves sensory regulatory input and a focus on Social Skills; a high level of staff support is needed to help students with coping strategies and relationship difficulties. This stage sees students participate in practical based activities, and staff will help to motivate students towards formal learning when ready. Statements in the Fagus domains below are taken from the Early Childhood and Middle Childhood stages of expected development.

Essential Fagus Domains

Coping

- Seeks comfort from appropriate people within different settings (e.g. from a trusted teacher at school)
- When offered choices by an adult will choose and use an appropriate coping behaviour (e.g. choosing from the options to play something different or look at a book, for example when frustrated with a game)
- In some situations, is able to independently choose coping behaviours, without support from the adult (e.g. might walk away from a difficult situation, distract themselves and/or use self-soothing behaviours when upset)
- Uses positive self-talk/positive affirmations/self-reassuring statements to cope with difficult situations (e.g. "I can do this")

Play

- Takes turns with other children (emerges from 2 years)
- Engages in fantasy role play with other children (e.g. playing Mummies and Daddies).
- Follows simple rules in games (from 3 years)
- Plays fairly and cooperatively
- Engages in skill-orientated play activities and games with rules (e.g. sports, card games, board games)

Motivation and Self-Efficacy

- Motivated to perform tasks that they find interesting (From 2 Years)
- Interested in tasks they are good at and vice versa (From 2 Years)
- Looks at peers to work out whether they will be able to do a task themselves (e.g. "If my friend can do it, I probably can do it)
- Motivated to try things that their peers are doing, even if it is above their own capability
- Understands they can succeed on a task that is difficult by applying more effort

Self-Control

- Concentrates on chosen task for 10 minutes (from 5 years)
- Demonstrates control over emotional impulses (e.g. has few angry outbursts when frustrated)
- Behaves and responds appropriately with different people in a wide range of settings

Self-Esteem

- Makes judgements about their skills/abilities within a particular area (e.g. "I can run fast") (from 3 years)
- Understands that others make evaluations/ judgements about them (e.g. may say "Mummy says I am good at maths")
- Has varying levels of confidence for different activities

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3. Ready to Learn

Having settled into life in a Beech Lodge classroom, students will take advantage of the differentiated curriculum, small class sizes, high levels of staff support, and access to specialist 1:1 teachers to reach their full potential. Staff will focus on teaching students problem solving strategies and to become more independent learners. Lessons will be a mixture of teacher and student led, to develop pupils' personal skills as well as academic skills. Statements in the Fagus domains below are taken from Middle Childhood and Adolescence stages of expected development.

Essential Fagus Domains

Motivation and Self-Efficacy

- They are able to make accurate judgements/evaluations of their own abilities
- Has an understanding of usefulness and is more motivated on tasks that they do not enjoy but they see as being useful (e.g. a child who does not enjoy maths may still be motivated to complete maths work because they know the information will be useful to pass their SATs test)
- Demonstrates some motivation to learn outside school (e.g. homework)
- Uses feedback from others to evaluate/assess their own ability

Coping

- When upset or in need, thinks about ways to solve the problem (this is called problem-focused coping)
- Seeks new information to find ways to solve a problem (e.g. asking others, reading about it)
- Considers social/interpersonal factors when selecting a coping method (e.g. the effect of their own coping actions on others)
- Shows resilience when conflicts arise with peers and thinks of ways to resolve these conflicts

Cognitive Development

- Demonstrates logical thinking when solving problems that they have experienced first hand (i.e. uses reason and good judgement to solve problems that they have encountered, for instance using turn taking in games (everybody gets a turn))
- Plans and organises simple activities
- Demonstrates some time management skills
- Sustains attention on a task
- Is able to consider situations from somebody else's point of view

Self-Concept

- Compares themselves to others and uses this information to evaluate/judge their own skills/abilities/personality traits
- Defines themselves in different ways across a number of areas (e.g. academic, social, emotional, physical).
- Distinguishes between who they are now (their real self) and who they would like to be (their ideal self)

Self-Esteem

- Understands the difference between what they can do and what they would like to be able to do
- Uses the performance of others as a benchmark to measure their own behaviour and competencies (e.g. "I am better than my peers therefore I am good at this activity")

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4. Ready to Move on

As students begin to think about their futures, staff must ensure that they have the balance of academic and personal skills to succeed on the next step of their education. This next step will be different for each student, some will move to another school or college, some will move on to employment or apprenticeship. During this stage, pupils will need to develop their independence and organisational skills, while managing themselves in class in order to gain appropriate level qualifications. The statements in the Fagus domains below are taken from the Adolescence stage of expected development.

Essential Fagus Domains

Moral Development

- Prosocial behaviour (voluntary actions performed to benefit others) is often selfless and anonymous (e.g. does not seek praise after performing a kind act)
- Uses their initiative to tackle negative behaviours and appropriately deals with prejudice, inequality and discrimination
- Makes different moral judgements in different situations/at different times by taking the context into account

Self-Awareness

- Knows ways to keep themselves physically, emotionally and mentally healthy
- Acts differently in different situations, appropriately changing their behaviour in response to the expectations within that situation (e.g. acting sensible in a job interview, being silly with friends)
- Reflects upon the difficulties that they face, thinking about what they can do to resolve the problem and how they could act differently next time

Motivation and Self-Efficacy

- Demonstrates some motivation to learn outside school (e.g. homework)
- Uses feedback from others to evaluate/assess their own ability
- Uses their experience of success and failure to understand what they can and can not do
- In late adolescence sets more mastery goals for themselves which focus on developing understanding or learning a new skill (e.g. I am going to learn to speak Spanish vs. performance goals which are focused on achieving a particular standard/grade e.g. I am going to get an A grade in my Spanish exam)

Cognitive Development

- Independently organises their school work
- Plans own social activities
- Confidently searches for information using different and appropriate sources (Middle Adolescence)

Socialisation

- Appreciates that their friends have different opinions about some things and does not let this affect the relationship
- Decreasing number of conflicts with friends
- Increased ability to resist peer pressure in mid-late adolescence (14-19 years), compared to early adolescence (11-14 years)

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