

Orange Tree School

Curriculum and Teaching Policy

OTS and OTS-Ridgeway

DOCUMENT DETAILS	
Target Audience (s):	<input type="checkbox"/> All Staff <input type="checkbox"/> Clinical Staff <input type="checkbox"/> Non-Clinical Staff <input type="checkbox"/> External suppliers or visitors <input type="checkbox"/> Regulatory / Legal bodies <input checked="" type="checkbox"/> LSAs and support staff <input checked="" type="checkbox"/> Teaching staff
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Frequency of review:	Every two years
Last review date:	08/09/2024-26/03/2025
Next review date:	26/03/2026



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1. Vision

“Exceptional teachers who support students’ passion for learning with the tools for success for every individual.”

2. Aims of the Policy:

This document is a statement of how Teaching for Learning will take place at Orange Tree School. It is meant to be a working document to be updated and referred to regularly. The document can be used to support whole-school Continuous Professional Development, or to be used to support the various teams within the school.

3. The OTS classroom Principles:

- High Expectations- of learning and behaviors underpinned by a firm belief that all students can achieve.
- Routines- which creates a calm, organic and purposeful learning environment.
- Positive Relationships- that keep students safe and promote everyone’s wellbeing.
- Formative Assessment- to gather evidence of students understanding and accelerated progress.
- Challenge- to ensure our students reach their potential and support to make learning accessible.
- Literacy/Numeracy- taught explicitly across the curriculum.
- Active Participation- of students who lead their learning and recognize that mistakes are learning opportunities.
- Excellent Subject Knowledge- clearly structured lessons that motivate students by enabling them to succeed.
- Retrieval Practice- Independent learning to make learning stick.

4. Curriculum Intent

Our curriculum aims/intends to:

The main aims/intention of the curriculum on offer at Orange Tree site is to:

- Provide a nurturing curriculum that re-engages learners with formal education and outcomes in line with their SEMH needs.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to use these in different contexts and to be able to apply these in relevant situations inside and outside of school.

- Support pupils' spiritual, moral, social and cultural development taking into account their SEMH and individual needs.
- Support pupils' physical development and responsibility for their own health and well-being and enable them to be active in a way suitable to them.
- Promote a positive attitude towards learning and gaining new skills.
- Ensure equal access to learning for all pupils, with high expectations for every pupil whilst taking into account the vulnerability of the students and anxiety induced by any pressures or demands by giving appropriate levels of challenge and support. This includes consideration of language access where pupils are exposed to languages other than English.
- Have an ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide KS4 subject choices that support pupils' learning and interests and enable them to work towards achieving their goals. OTS-Ridgeway provide core subjects and some other choices .
- Provide students with time to bridge gaps in their knowledge, catch up if they have been unable to attend school, have high expectations whilst managing their anxiety and mental health around exams and achievement.
- Develop pupils' independent learning skills and resilience, to support personal progress and next steps whilst being mindful of their mental health.
- OTS will have a three-year KS5 curriculum for 16-19. OTS-Ridgeway teach following the home school guidance. It could be 2-year KS5

These curriculum aims are underpinned by our Orange Tree values which we model at all times to support learning, personal development and growth:

- **O**ptimistic
- **R**eady to Learn
- **A**chievement
- **N**ice and Kind
- **G**ood listening
- **E**ffort
- **T**eamwork
- **R**espectful
- **E**ngagement
- **E**mpathy and acceptance

Organisation and planning

- All subjects are designed using the National Curriculum but the intent and implementation for each subject is designed with an open mind due to the fact that all students have different starting points educationally and different mental health and medical difficulties.
- All subjects look at the foundation blocks and essential learning requirements and ensure these are all taught by the end of KS3 where possible to support students to be able to access KS4 learning. This can sometimes mean that some aspects of the KS3 curriculum are shortened, combined or adapted to allow more time on focused topics of learning.
- Lessons are designed to support recall of information or revisiting learning to support memory development, processing development and to cover gaps in knowledge.
- Relationships and sex education, and health education is taught explicitly through PSHE and taught with the student's needs, anxiety and mental health needs in mind.
- Spiritual, moral, social and cultural development is taught throughout the curriculum, more specifically in PSHE, Social learning and assemblies.
- British values are taught throughout the curriculum.
- At OTS, careers guidance is taught in PSHE through lessons and the online platform unifrog. We also provide yearly 1:1 independent career advice and Year 11 students attending a careers fayre.
- OTS-Ridgeway liaise with the home schools when specific events are organised by the home school. The student can participate online or attend the event on-site if authorised by the MDT.
- At OTS-Ridgeway, we provide weekly career sessions (after the assembly) on Thursdays as part of PSHE.
- But we also plan individualised sessions.
- OTS-Ridgeway use different resources such as Skill assessment National Career Service for KS4 and KS5 or Buzz Quiz for KS3

5. Lesson Design and Managing Learning

What are the routines that teachers follow at OTS to create consistency across the school.

1. Meet and greet

- Students are welcomed to the lesson.
- The teacher enthuses students and gauges their emotional state as they arrive. Using a variety of regulation strategies to support students.

2. Planning

- At OTS, all lessons are planned to ensure high levels of student progress. At OTS-Ridgeway we plan according to the home school guidance and resources to ensure the students follow the same syllabus therefore the reintegration back to the home school is smoother.
- Seating plans are in place, IEP's, My One Page Profile Social learning and Student behaviour Strategies in the Purple Folder containing key pupil profiles, behaviour strategies, IEPs and relevant planning information.

OTS-Ridgeway we do not have seating plans.

OTS-Ridgeway could have students studying Edexcel, AQA and OCR in the same classroom. Therefore, planning in advance is essential to ensure the progress of students. The lessons are usually very individualised despite sharing the same classroom and the same year group.

3. Lesson start

- 'Do Now' is ready
- Title and date written in black/ blue pen in the students exercise and assessment books every lesson as well as on the white board throughout the lesson.
- Equipment is provided in all classrooms.
- At OTA, register taken at the beginning of the lesson, within 5 minutes of the start of the lesson. At OTS-Ridgeway we write in the Record of Learning after each lesson for each student. The ROL includes information about the content, performance and behaviour. This is important for the key teachers to measure the progress of their key students and inform the multidisciplinary team on a weekly basis.

4. Green pen use during learning time

- Redrafting during MIB lessons after GEM
- Peer and self-assessment (Optional)
- Improving their work in Purple Assessment Books responding to teachers marking and feedback. Teacher will use WWW and EBI to support marking and feedback.
- At OTS, when the teacher marks the exercise book, students respond to feedback and marking using Green Pen. OTS- Ridgeway does not use this. The feedback is never written in the exercise book as many students tend to be perfectionists. The feedback is written in a sticky note, and they provide feedback verbally or written in the same note. However, we write feedback on worksheets and tests. This is then discussed individually with the student.

5. Presentation of work

- Black/ Blue pen
- Diagrams in pencil
- No corrector fluid
- All work presented neatly with clear handwriting with titles, dates and Learning Questions/objectives underlined.
- No graffiti on or in the students exercise or assessment books.

6. Dismissal

- Students pack away equipment.
- At OTS students are dismissed in an orderly fashion at the scheduled lesson end time. At OTS- Ridgeway the students are collected by the Health Care Assistants and taken to the wards for other commitments.

Expected Planning

All lessons in OTS will be well planned to ensure that all students are able to make the highest rates of progress during each lesson and overtime. There is no requirement for teachers to keep records of planning unless they are beginner teachers (ITT or NQTs) or requiring improvement. There is no prescribed format for individual lesson planning. However, for the benefit of consistency across the school and in our commitment

to ensure the best possible learning experience for our students, lessons must include the OTS Principles relevant to that lesson and have a clear structure. At OTS we use a formatted template to be used at the start of every lesson and lesson timeline used throughout the lesson. All monitoring activities at OTS will evaluate the extent to which students have made progress in the lesson.

Planning Flexibility

It is essential that teachers understand that effective formative assessment practices will lead to:

- the re-shaping of a lesson plan during the lesson
- teachers who are alert to learners' lack of understanding during the lesson
- teachers who move swiftly to put any lack of understanding right, therefore reshaping explanations and tasks by adapting the lesson plan to enable this to happen.

6. Lesson Sequence

Clearly structured lesson sequences promote learning.

1. Lessons must have a clear start. This might include retrieval practice activities to review/recap previous learning. Call them: **Do Now.**
2. Variety of activities to build on previous and new concepts, evidence of **consolidation of learning** in students work. **Challenge Activities** evident on the PPT, books and **Keywords with definitions.**
3. Lessons must have a clear finish (**e.g. Plenary**) which will include a review of learning objectives/Questions but may also include quick fire questioning to correct misapprehension and promote metacognition (thinking about learning). A preview of the next lesson may follow.
4. Learning sequences must have a measure of assessing among learners whether the **lesson objectives and success criteria were achieved.**

Learning sequences must contain clearly planned episodes of activities and learning. Activities should be purposeful and appropriate to meet the needs of all learners.

7. Well Managed Learning

OTS

- Students learn best in an environment where they feel safe and can be challenged.
- This can be achieved through high expectations of work and behaviour and at OTS a fair application of sanctions when necessary.
- Students' self-esteem is enhanced, and they learn more successfully, with praise, reward and celebration. At OTS-Ridgeway the praise must be measured as some of our learners interpret praise as recovery and they want to be ill.
- At OTS-Ridgeway low self-esteem: If they struggle with self-worth, compliments may feel undeserved or insincere, leading to discomfort. This needs to be based on professional judgement.

- At OTS-Ridgeway Social Anxiety: For some, receiving attention can trigger anxiety, making compliments feel overwhelming or embarrassing. Professional judgement needs to be used to assess anxiety levels.
- We agree on the vital importance of respect, courtesy, kindness and consideration for others at all times.

It is understood that every student, member of staff and parent/carer is responsible for promoting good behaviour. We are very optimistic about the ability of our students to live up to our high expectations of behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end, it will not be tolerated. It is expected that all students will be treated with unconditional respect by all staff; in return, we expect that all children will treat adults and each other with unfailing respect. We expect that all students will prioritise their learning and understand the importance of courtesy and good manners. Good behaviour is the norm; poor or off-task behaviour is a hindrance to learning.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Follow the OTS systems and expectations.
- Develop a positive relationship with students, which should include:
- Greeting students in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

8. Purple Folders at OTS not OTS- Ridgeway.

Purple folders contain key pupil profiles, behaviour strategies, IEPs and relevant planning information. They are a useful reference point for teachers and observers in getting a quick and easily accessible view of the student's profile, Behaviour strategies and IEP's and seating plans.

9. Raising attainment in the classroom:

Being fully aware of the needs of our students' teachers at OTS strive to become the most effective teachers we can be and provide the highest quality standards of education to the students we serve. Therefore, we are committed to raising standards of attainment for all our cohorts. At OTS this is reviewed formally three times during the academic year through teaching and learning Observations/ Learning walks, they are linked to Performance Management and Teacher standards criteria. Line managers will conduct observations several

times throughout the academic year as well as book looks to evaluate quality of teaching and learning across the school.

At -Ridgeway we discuss the planning and attainment on a weekly basis and drawing action plans for specific students. Our students are in a temporary provision and could recover from their illness being discharged after a few months.

10. Teaching mixed attainment classes:

Our teaching staff endeavour to provide the right levels of support and challenge so that students of all attainment levels reach their full potential.

Teachers keep regularly updated records of their students' progress either in their planners or excel spread sheet, adapt curriculum plans, their lessons and use differentiation within the classroom to ensure progress for all. Classrooms are taught as 'mixed attainment' at KS3 and some KS4. At OTS students in science, Maths and English students are in sets. We aim to keep as many classes as possible as mixed attainment all the way up to GCSE so that we do not limit any student's potential, to ensure equity and so that our students can learn from each other support those requiring the most literacy or numeracy support.

At OTS-Ridgeway we do not have sets. If a student presents specific needs and those cannot be met in a group, we provide one-to-one lessons.

11. Marking and Feedback:

What are the OTS expectations for feedback?

- Teachers will provide formative feedback in lessons as OTS recognises this is one of the most effective strategies to maximise students' progress.
- Feedback can be given in a variety of ways, written and verbal feedback from the teacher, peers or the students themselves.
- In line with our classroom Principles, formative assessment and feedback are an expectation in all lessons across the school. At OTS all feedback will be completed in either Purple/Pink Pen.
- If additional Homework is requested. Teachers will provide this for the students or parents with marked work and feedback (if requested).
- At OTS- Assessment books will be marked every half term. Target setting and redrafting taking place. Exercise books will be looked at and marked with general feedback on presentation, corrections and literacy mistakes.

12. Feedback Techniques and Responding to Marking:

Feedback will always be given for GEM Tasks. (NOT AT OTS-RIDGEWAY)

A GEM task is a piece of work where a student can show their progress at a specific moment in the Scheme of Learning sequence. GEM's will take place every half term.

What Went Well (WWW) and Even Better If (EBI) will be used in feedback and if teachers have marking grids these can be used to provide feedback to support students' progress.

At OTS-Ridgeway-The feedback on progress is a continuous process. Based on daily observations and discussions with the student, the next lesson is planned.

What does effective feedback look like?

Comments (not marks or grades, which are reserved for summative assessment points) or whole class feedback will be provided and should always be:

- focused on the learning not the student
- about the learning, not only the presentation
- clear about what the student has achieved and what still needs further work to improve
- phrased so that the student can understand how s/he should respond
- phrased as targets or linked to targets already shared with the student.
- Any written feedback will require a student to respond and demonstrate understanding of how to improve.
- Students' spelling, punctuation and grammar should be identified or corrected
- At OTS-Students must use green pens to check their work before it is submitted.

What should happen after feedback on a GEM is given?

- Work should be returned promptly to students.
- Students should be given time in lessons to respond to teacher feedback. This could include doing corrections and / or redrafting parts of work. Teachers are not expected to provide written feedback on any MIB tasks.

How will this be monitored?

- Work scrutiny in departments and by Curriculum Area Leaders, Teaching and Learning lead and SLT.
- During Learning Walks exercise and assessment books will be monitored and evaluated. At OTS- GEMs will take place every half term. All GEM's and MIB's will be completed in the Assessment book that the student will use throughout Key Stage 3, 4 and 5.

12. Some AfL feedback techniques that make students think.

Responding to marking

Write your teacher feedback, signed and dated, at the start of the exercise book (Assessment Book). Students then make an appropriate response below the teacher feedback, including where to find any redrafting. Do not mark the next piece of work until the student has responded to the last feedback provided.

Focused marking

Mark students work against one or two specific criteria, even though there may be many criteria that could be marked. This allows you to provide more focused and detailed feedback on these criteria than if everything was marked.

Find and fix your mistakes

Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes individually.

Margin marking at OTS

Instead of marking each spelling or grammar mistake on essays, place comments and literacy codes in the margin. Students correct the literacy to help them identify the mistake. **Literacy codes will be stuck into all exercise, assessment books and folders that are used in lessons. This is going to be introduced during the new academic year 2024/2025.**

Aim for the next level

Students identify areas of improvement by comparing their work to exemplars at the next level of achievement. Students realise that they need to set themselves higher standards. Able students find that they can improve a good piece of work.

13. Effective Formative Assessment

Effective formative assessment involves collecting evidence about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students' current understanding and the desired goals. Assessment approaches are adapted where necessary to reflect pupils' individual needs and starting points.

Formative assessment should be at the heart of our classroom practices at OTS. It focuses on clarity over three processes: where learners are in their learning, where they are going, and the steps needed to get there. It is one of the principles in the OTS Classroom Principles as agreed by all of us as a professional body.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another. Encouraging Peer Marking.	
Learner	Understand learning intentions	Activating students as owners of their own learning, taking EBI and making them targets.	

Summative Assessment

Section A1: Assessment Grades - what are they?

- The grade the student achieved on their most recent assessment.
- This should be the assessed/ mock exam. It can include coursework only for Arts GCSE subjects or vocational/technical qualifications.
- GCSE 9-1 or Vocational Grading
- A-level A*-E or Vocational Grading

Section A2: Assessment Grades - how are they calculated?

- From the mark on the recent assessment converted to a grade
- There should be only 1 assessment grade given to students or staff for each.
- assessment. We do not calculate a grade and then adjust to give a second final grade.

We use the raw marks or rankings on the papers to give a grade with clear boundaries. So how do we make our assessments appropriate to the year group for which it is set? There are a number of options. Each department should be clear on the methodology used and adopt this for all Assessment points/ mock exams:

- i) set assessments that increase in difficulty from Y7 through to Y11 with set grade boundaries
- ii) use sections of past papers relevant to each year group and adjust the grade boundaries.
- ii) use tests that assess current student skills and calculate expected progression produce a set of clear grades for that specific assessment.

Section B1: Predicted Grades - how are they calculated?

- From the grade on previous assessments with an added level of improvement based on patterns from previous years
- Teacher judgement can be used to adjust the prediction by no more than 1 grade from that calculated from prior assessment data.
- At OTS-Ridgeway we complete the Tracking Grid each term for the specific subjects for each student. Sometimes this is enough to predict a grade. However, some home schools receive the student's work regularly and they use their own grade predicting system.

Section C1: BTEC and vocational qualifications - what are they?

- At OTS-We offer vocational and technical qualifications at KS4 and KS5 whereby assessment is from a number of units; both internally and externally assessed. These include Pearson BTEC or other awarding organisations.

Section C2: BTEC and vocational grades - how are they calculated?

- At OTS-the assessment grade at each AP/mock exams are the current grade of a student's completed units (both externally and internally assessed units).
- This should improve throughout the course as students have the opportunity to complete units.

Section C3: BTEC and vocational grading - how do we achieve consistency?

- At OTS- Ensure an assignment tracker is used, and all assignments are entered as they are completed.

At OTS -In addition to this, teachers analyse class data after each mock exams and /or GEM's, identifying students in need of further intervention and planning next steps. Teachers will meet with their line manager following each assessment point to discuss the progress of their students.

14. OTS Independent Learning Strategies:

The time students spend in the classroom is invaluable. They, however, need to make sure that they revise and study outside the classroom to be successful in their examinations. It is therefore critical that we use lesson time to develop their independent study skills and to teach them the best ways to revise and retain information. Using study time available for KS4 students and strategies provided by the therapy team, this will be used to encourage independent learning. OTS have purchased a number of online platforms to support this inc. Twinkle for resources, Seneca and GSCE Study Bugs.

In 2014, Brown, Roediger and McDaniel published '*Make it Stick: The Science of Successful Learning*'. This seminal book, packed with case studies, reminds us that repeatedly working at a skill until we have 'mastered' it is meaningless unless we can still do it a week, a month, or even a year later. Similarly, it might feel satisfying to be able to remember something at the end of a lesson – but if we don't test ourselves to practise recalling that information at intervals after that knowledge is acquired, it will be lost.

Our five Independent Study Strategies are tried-and-tested methods of extending our knowledge and committing it to long-term memory. The strategies are:

- **Chunking** – breaking content down into small, manageable units to make the information easier to process. Students may wish to record these units of information on flashcards.
- **Quizzing** – preparing tests about the content. The tests may take the form of comprehension questions, multiple choice or cued recall. Just *trying* to remember something you have learned means that you will remember it more readily next time – it is that effort that reinforces the knowledge in your long-term memory.
- **Elaboration** – asking questions about how things work and why to ensure that you do not just know the material but understand it. Mind-maps are good for this.
- **Spacing** – interleaving your subjects by alternating between subjects and topics as you revise. Don't just revise what you learnt yesterday.
- **Meta-cognition** – paying good attention to feedback and acting on it, as well as developing a good understanding of the requirements of each exam question, can add eight months to students' progress!

Apart from developing these every day through lessons, at OTS we also provide:

- **Additional 1:1 Revision session.**
- **Study Time: At OTS**-Based in the library.
- **At OTS-Collapsed Subject specific days:** Students given a whole day to focus on revision skills in specific subjects.
- **Assemblies** - At key points, students are reminded of the importance of the strategies and how they linked to their learning process.

15. Reading in school:

The benefits of reading for pleasure are well documented. We aim to support our students in cultivating their reading habits through the expectation that they **read for at least half an hour every day**. This is embedded in the tutor time program with comfortable reading in the afternoon.

At OTS we use a programme called 'Accelerated Reader' (AR). AR is an educational program and is designed to monitor and manage students' independent reading practice and comprehension in English. The program assesses students' performance through quizzes and tests based on the books they have read. AR monitors students' progress and establishes personalised reading goals according to their reading levels. Assessments provide information to teachers about student growth and student achievement. The assessments are taken by students and are scored automatically by the software. To monitor students' progress, teachers and administrators are allowed to view reports at the individual, classroom, and year level and then give instructions to individuals and provide tailored intervention. At OTS, we complete 3 termly AR assessments: one at the start of the academic year, to assess the students' baseline reading ages and levels; one in middle of the academic year (January – March); and one at the end of the academic year, to monitor progress.

The school has a Recommended Fiction Reading List. We expect students to use this list as a starting point for exploring people, places, times, forms, and genres. From this student can get a better idea of what they enjoy reading and therefore become independent readers able to choose fiction they know they will read for pleasure.

At Key Stage 4 (Y10 to Y11) we expect students to read and reread their GCSE English Literature set texts. These are:

- The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson.
- Macbeth by William Shakespeare.
- An Inspector Calls by J. B. Priestley.
- Love and Relationship Poems from the AQA Poetry Anthology.

These texts are loaned to students, but we recommend students obtain their own copy that they can annotate to support their studies. KS4 students should supplement their set text reading by reading non-fiction, study guides, academic journals (provided in English lessons), and broadsheet newspaper articles.

At OTS-Ridgeway -We follow the home schools' guidance on the books the student must read

16. OTS and OTS-Ridgeway- Classroom Quality Assurance:

Learning Walks:

These provide continuous feedback for staff and enable all teachers to continue developing and sharing good practice. They address the school priorities for teaching and learning. Where possible, observations will be conducted in a pair and feedback should be given within 48 hours.

Learning Walks will focus on how teaching enables high levels of student learning and progress in the lesson as well as how it contributes to excellent personal development and welfare and behaviour and attitudes. Observers will evaluate how well the OTS Classroom Principles contributes to ensuring that this happens. At OTS-There are 3 scheduled LWs per year linked to appraisal objectives and at OTS-Ridgeway learning walks are at least one per week.

Work Scrutinies/ Book Looks:

CALs, postholders and SLT look at student books to evaluate the extent to which the following areas enable student progress: quality of student work (including essential routines), increased challenge, quality of teacher feedback and student response to feedback. Book scrutinies are part of a continual discussion with teachers

about outstanding practice and sharing of good practice. They complement the learning walks to get a holistic view of teaching and learning. Student books will be scrutinised at different points during the year during learning walks and lesson drop-ins/walk-about.

17. Professional Development CPD

Statement of intent

At OTS, we believe staff development is of crucial importance to colleagues to continually improve our practice and to achieve the very best outcomes for our students. We strategically design our CPD around our school needs and priorities including SEMH, trauma-informed practices and SEND. Through thoughtful, regular and consistent CPD, teachers and support staff at Orange Tree School are given the space, time and resources to support their development. Following specific courses, at OTS the school feels are a priority using the National College as our online CPD providers as well as in house CPD and outside agencies. At OTS-Ridgeway we use TES learning platform.

Aims of CPD:

- To empower staff to continually improve the quality of education and outcomes for our students.
- To embed a culture of reflection, challenge, and learning for staff as well as students.
- To create more consistency across the Academy in our management of the classroom and community
- To continually improve our curriculum, offered to students.

18. Legislation and guidance:

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

19. Roles and responsibilities

The Advisory Board

The advisory board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The advisory board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, are approved by the secretary of state.
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the advisory board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The advisory board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Teaching staff are responsible for implementing this policy through their planning, teaching and assessment practice.

20. Inclusion

Teachers at Orange Tree School set high expectations for all pupils, supporting both academic outcomes and personal confidence so that every pupil knows they can access learning and achieve. Teaching is informed by appropriate assessment, enabling staff to monitor progress, set ambitious targets, and plan learning that provides suitable challenge and support for all groups of pupils, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs and/or disabilities, including SEMH
- Pupils with English as an Additional Language (EAL), where applicable

The school recognises that some pupils may be exposed to languages other than English in the home. Where English is a pupil's strongest language and they are able to communicate effectively, access the curriculum, understand safeguarding information, and make appropriate progress, they are not identified as having English as an Additional Language (EAL). Home language information is recorded at admission and pupils' communication and access to learning are monitored through normal classroom practice. Staff are mindful to distinguish between language acquisition and special educational needs, ensuring that language differences are not misidentified as learning or communication difficulties. Should a pupil be identified as having EAL needs that impact access to learning, wellbeing, or safeguarding, the school will assess language proficiency and put appropriate support in place to ensure equality of access and progress, in line with the Independent School Standards and the school's inclusive approach.

Teachers plan lessons so that all pupils with SEN and/or disabilities can study every National Curriculum subject wherever possible, and so that there are no barriers to participation, learning, or achievement. Teaching approaches are adapted as necessary to meet individual needs, ensuring pupils are supported to make progress from their starting points.

Further information can be found in the school's Equality Information and Objectives, SEN Policy, and SEN Information Report.

21. Monitoring arrangements

The advisory board monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School Visits
- Advisory Board meetings

Pupils' progress is monitored through a combination of ongoing formative assessment and structured assessment points. Teachers use in-lesson assessment strategies to check understanding and adapt teaching in real time, alongside identified assessment tasks such as GEMs to capture progress at key points in learning. Progress is tracked using subject-specific tracking grids, which are reviewed regularly by teaching staff and leaders to identify patterns, next steps, and any need for additional support. The quality and impact of teaching and learning are further monitored through learning walks and work scrutiny. At OTS-Ridgeway, progress is also recorded through detailed Records of Learning (ROL), which provide qualitative evidence of engagement, learning, and progress and inform ongoing planning and multidisciplinary discussions.

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the full advisory board.

22. Links with other policies

This policy links to the following policies and procedures:

- SEN policy and information report
- Equality information and objectives
- RSE Policy
- PSHE Policy