



**Bramfield House
School**

Curriculum Policy

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Approved By:	Leigh Bailey, Head of School
Last Reviewed on:	March 2026
Next Review Due By:	September 2026

Context

Boys who attend Bramfield House School have a primary need of SEMH. Some of our learners may present with additional complex needs such as ADD, ODD, ADHD dyslexia, dyscalculia and dyspraxia and attachment difficulties. Around 40% of boys have underlying ASC either diagnosed or undiagnosed. All boys have an EHCP. Many of our boys have missed substantial periods of time in education, some may have previously been on part time timetables, either out of education or in multiple settings. Most boys come to Bramfield house after one or more breakdowns of placement and have poor experiences of education. A large proportion of our boys are in local authority care or are involved with social care.

In response to the changing needs of the boys being referred to the school, particularly the increase in boys with complex needs, the school has expanded its offer to include a wider range of curriculum routes, this allows the curriculum offer to expand the opportunities for nurture and a vocational curriculum and puts a greater emphasis on key skills particularly, literacy and numeracy. This effectively allows for curriculum planning and implementation to be tailored specifically at meeting the needs of both ASC and SEMH boys through bespoke learning environments on the same site.

The SENCo coordinates a collaborative approach to a personalised curriculum which may involve various professionals such as Speech and language therapist, Occupational Therapist, Psychotherapy, Mental Health Practitioner or Educational Psychologist etc.

Monitoring of progress is reviewed each term. To ensure consistency and attention to individual student needs, the planning and recording, of the curriculum is through adapted and personalised curriculum schemes of work which form part of an inclusive curriculum delivery. Plan, do, review is a cyclical approach which enables staff to identify gaps, address them and reassess formally. Subject staff are required to show within their short-term planning how gaps will be met. Information is shared with Parent / Carer and pupil which is discussed at the Annual Review meeting with the Local Authority and other relevant agencies and through termly reports. Boys are made aware of their individual targets for the term and are recorded on EFL.. Staff also use an IEP to address the most significant and pertinent area of need within the EHCP.

Legislation

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2016 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014, with regards to:

Curriculum

- Full-time supervised education for Boys of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1), which gives Boys experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

- Boys acquire speaking, listening, literacy and numeracy skills to the standard expected of Boys nationally.
- Where the principal language of instruction is a language other than English, lessons in written and spoken English will be supported so that boys achieve the fluency of boys nationally in speaking, reading and writing English.
- Pupils achieve the outcomes within an Education, Health and Care Plan, which fulfils its requirements.
- Personal, social, health and economic education which helps pupils' personal development and this reflects the school's aim and ethos
- Encourages respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010; Boys receiving secondary education, have access to accurate, up-to-date careers guidance that:
 - Is presented in an impartial manner.
 - Enables them to make informed choices about a broad range of career options; helps to
 - Encourages them to fulfil their potential; and to access a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

Intent, Aims and Ethos

At Bramfield House 'curriculum' should be interpreted in its widest possible meaning this is rooted in developing our boys into well rounded and worldly young men. We strive to develop key qualities in each young person which we refer to as 'the Bramfield boy'. Qualities of 'Ready, Grit, Spark, Team and Adventure' underpin our desire to develop confident young men who are well educated both in the traditional sense but also in the way they are prepared for the challenges of real life through the widening of experiences we offer.

We achieve this through every planned learning experience the boys have as a member of the school. This is formally delivered within a lesson, informally outside the classroom throughout the whole school day and through our individual interactions with each young person. Our curriculum is embodied in all the planned activities that we organise to promote learning, personal growth and development. Teachers and care staff, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all boys.

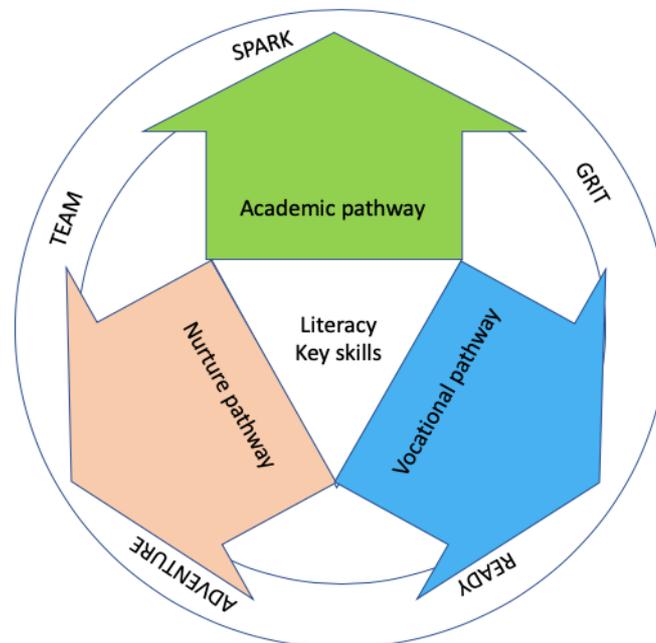
These drive the way that we approach the curriculum and the experiences of each boy.

The overall Intent of the curriculum is to enable all the young people at Bramfield House School to become Successful Learners, Confident Individuals and Responsible Citizens. We aim to achieve this by: -

- Providing a broad and balanced education for all boys.

- Supporting boys' spiritual, moral, social and cultural development.
- Developing the cultural capital of our boys, helping them to understand British Values and providing them with the knowledge of how society works.
- Developing the characteristics of the 'Bramfield boy'
- Enabling boys to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations including applying them to real life vocational applications.
- Support Boys' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning by developing emotional resilience, personal resilience and independence in preparation for adulthood.
- Develop key skills that will stand the test of time, developing good readers, competent literate and numerate boys.
- Re-engage learners by aligning learning with strengths and interests of boys
- Provide opportunities for work related learning and employability.

Our curriculum intent is represented by this pictorial vision:



The school has developed three discrete pathways Nurture, Vocational and Academic underpinned by Keys Skills and supported by the intention to develop the whole boy (The Bramfield Boy characteristics).

The Intent of SMSC within the Bramfield House curriculum

As a school for boys with challenging social, emotional and behavioural needs, we believe that provision for the social, moral, spiritual and cultural development of our boys is integral to curriculum planning. Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that boys know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable boys to develop an understanding of their individual and group identity.
- Enable boys to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Bramfield House spiritual Development:

As a school we will provide learning opportunities that will enable Boys to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Bramfield House moral Development:

As a school we will provide learning opportunities that will enable Boys to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Bramfield House social Development:

As a school we will promote opportunities that will enable Boys to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Bramfield House cultural development:

As a school we will promote opportunities that will enable Boys to:

- Actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society.

The Intent of PSHRE within the Curriculum

PSHRE is central to the development of the boys in our school. Our programme is designed to help boys deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps boys to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHRE programme is central to achieving our school's own aims, objectives and mission statement. PSHRE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports boys in reaching their full potential.
- Developing key concepts, language skills, strategies and understanding to enable Boys to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.
- Developing an understanding of sex and relationships that will affect them throughout life, highlighting sexual issues and the balance of "power" in relationships. Further sex education will be delivered in science lessons.

The values and ethos of the school will not only be made explicit in PSHRE, but they will also at times be shaped by what happens in PSHRE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our Boys. The PSHRE programme is embedded within other efforts to ensure children and Boys have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

Bramfield House School provides opportunities for children and Boys to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities:

We promote the needs and interest of all Boys irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the

Boys to ensure that all can access the full PSHRE provision. We promote social learning and expect our Boys to show a high regard for the needs of others. PSHRE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities.

Protected characteristics

The Equality Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

In our school we teach Protected Characteristics through assemblies, restorative approaches, anti-bullying sessions and during compulsory 1-2-1 tutor or PD sessions when necessary. We also provide opportunities through the day in co-regulate and co-connect sessions to address any issues that may be a challenge or concern regarding identity and respect.

British Values

British values are promoted in so much of what we do, not least during our school assemblies, PSHE and life skills lessons. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge Boys, staff or professionals expressing opinions contrary to fundamental British values, including ‘extremist’ views.

Non-partisan views

Our curriculum is designed to be non-partisan and the OFG group reminds those with an influence over our Boys to maintain a non-partisan approach at all times during curriculum delivery.

Careers

Bramfield House School provides careers education and guidance programme for its Boys in years 8, 9, 10 and 11. The primary learning outcomes of this programme are:

- Self-development: Boys should learn how to understand themselves and develop their capabilities.
- Career exploration: Boys should learn how to investigate career and opportunities.
- Career management: Boys should learn how to implement their career plans.

Boys in Year 8, 9, 10 and 11 will have positive careers input by school staff, as well as external careers advisers from Year 10.

Cross Curricular Links

- It is important for all our pupils that they can recognise the key skills used in all curriculum areas. This enables pupils to generalise skills they have learned in one subject applying them to the next.
- Where subject topics overlap co-ordinators will utilise this learning opportunity.
- All subject co-ordinators will complete their schemes including information, relative to literacy and numeracy links with their subject. ICT opportunities will also be utilised in all subject areas.

The Governing Board

Bramfield House School Governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets:
- Bramfield House School is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for Boys to cover the requirements of the funding agreement.
- Proper provision is made for Boys with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for Boys lead to qualifications, such as GCSE and other qualifications, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum
- Boys from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Fill in any gaps in learning resulting from disrupted education prior to joining the school.
- The governing body will ratify annually this policy annually.

Head of School

The Head of School 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 boys will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Requests to withdraw children from curriculum subjects are reviewed and managed appropriately.
- The school's procedures for assessment meet all legal requirements.

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for boys with different abilities and needs as all children have an EHCP.

Assistant Headteacher

The Assistant Headteacher will ensure that:

- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Themes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all courses. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our boys.
- Where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- Assessment is appropriate to the course and the boys following particular courses. There should be consistency of approach towards assessment.
- Boy's performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee CPD weekly training needs regarding curriculum planning and delivery within their area of responsibility.

The Curriculum Subject Leaders for Ibstock, Primary. Middle and Secondary

Are responsible for making sure:

- The curriculum is planned and devised to best suit the needs of groups of young people and individuals.
- The curriculum is delivered and evaluated effectively by the whole school team and responds to changes in the school population through the curriculum.
- The curriculum is delivered with due regard to the individual needs of each pupil and differentiated as appropriate.
- Subject teachers provide a strategic lead, offer support and advice to colleagues, and monitor progress in their subject area.
- Subject teachers provide appropriate plans and schemes of work which are tailored to the individual goals of each young person.

- The procedures for assessment meet all subject requirements and are used to proactively support the learning and development of the boys.
- There is equality of access to the whole curriculum.
- Teachers use effective strategies for overcoming barriers to learning, managing pupil behaviour and encouraging boys to act responsibly towards others.
- Teachers are maintaining a learning culture within the classroom, this will be monitored by learning walks.
- Ensuring pupils are making progress based on assessments from several sources including, work scrutiny, baseline assessments, Solar levels, EFL, teacher assessment and EHCP outcomes.
- Ensuring agreed teaching methods are being applied consistently across the key stages, for individual pupils.
- Ensuring timescales are being adhered to for; Reports, IEP's, EHCP's, EFL and Assessment deadlines.

Teachers

Are responsible for making sure:

- A learning culture exists within their classroom with expectations for behaviour and lesson content understood by pupils.
- Provide a stimulating environment for learning with pupil work displayed as examples of achievement.
- Pupils are confident to speak out / ask questions in front of peers.
- Their subject knowledge is current and teaching practice is in line with any current developments.
- Have high expectations for all students relative to individual ability, based on knowledge of CAT4 and AR baseline testing.
- Show learning outcomes in every lesson for each pupil.
- Give regular feedback to pupils both written and verbally, in line with assessment policy that is designed to inspire and motivate, whilst maintaining validity.
- Provide differentiated targets / outcomes, matched to individual pupil ability.
- Be able to use ICT / SMSC discretely within their lesson and show this in lesson planning.
- Direct support staff in an efficient manner, showing knowledge of individual pupil needs.
- Use a wide range of teaching techniques that are tailored to individual learning needs of the pupils, using regular AFL scaffolded questioning throughout lessons to assess pupil knowledge.
- Engage in lesson looks and team teaching with other teachers in a continued effort to enhance own practice.
- Promote independent learning where possible by task setting and behaviour management.
- Provide opportunities for pupils to reflect upon, learn from and improve upon their performance.
- Frequently record assessment on school system, currently SOLAR.
- Have knowledge of specific learning needs of all pupils in the classroom.

Overall responsibility for the monitoring of teaching and learning rests with the Headteacher alongside the SLT and MLT who, will make regular visits to classrooms to observe lessons and review pupil's work. Staff will be provided with feedback from these visits.

All staff:

Staff at Bramfield House School are expected actively to promote and seek to secure the curriculum intent named above and, in particular to:

- Have high expectations of boys.
- Employ a variety of appropriate teaching and learning methods.
- Ensure that reasonable adjustments are made where necessary to promote access to the curriculum.
- Deliver programmes of study which build upon boys' previous experiences, providing progression and continuity, and which conform to the requirements of the curriculum.
- Provide work which meets their boys' needs and develops aspirations, offering depth and challenge, and motivating and inspiring all.
- Involve the learner in the process of learning, by discussing work, giving regular responses through verbal assessment, next steps and feedback.
- Boys to evaluate their own achievements.
- Develop boys' skills to become independent learners; encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals; keep parents/carers regularly and fully informed about the progress and achievements of the boys.

Implementation of the curriculum

Lower School

The school operates a 29-period week. There are 6 periods per day, 4 in the morning, and 2 in the afternoon, each of which lasts between 30 mins and 60 minutes. Monday mornings have a longer tutor period which are designed to support young people to make the transition between home and the school environment. These are devoted to tutor support, personalised target setting and the delivery of PSHE. A weekly assembly occurs on a Tuesday or Wednesday afternoon which focuses on key foci from the SMSC calendar and rewards.

Each class has its own timetabled sessions, delivered by qualified teachers and Instructors. Each class has at least 2 support staff from the class team supporting in the lesson. The primary phase area has specific space which is focused on supporting boys to re-engage in learning or to work independently where required. Staff from the class team such as the TA, HLTA or Learning mentor can use this space to help regulate behaviours or deliver academic or interventions to develop communication and social skills.

The curriculum at Key Stage 2 will enable re-engagement with learning through a thematic approach. There will be a key focus on developing core skills and a prioritisation on personal development through a whole school approach using Trauma Informed Practice and the language of Thrive. Pupil's social needs are also taken into consideration along with any other aspects that are deemed important, and the SMSC requirements are met through the delivery of weekly timetabled PSHE lessons. Learning outside of the classroom is a key element of the Key Stage 2 curriculum and access to vocational subjects, Swimming, and PE are seen as key to further engaging pupils in practical lessons.

The curriculum which includes daily Maths, English, Reading (and for some phonics) also includes Science, Geography, History, Art, Forest Schools, Construction, Food Tech, PE, Music, Horticulture and PSHRE which are covered during the week. Humanities are introduced and developed on a thematic topic-based curriculum (creative curriculum) and incorporates all core subjects and follows the KS1 (where applicable), KS2 and KS3 National Curriculum objectives to ensure all areas are covered. These are placed into a long-term plan, which is continually updated.

Intervention curriculum

Alongside this thematic approach discrete intervention to support learning in numeracy and literacy will focus on Boys being able to catch up and fill in gaps in their learning. The reading and literacy Lexia and Phonics program supports the intervention-based curriculum, where gaps in learning are planned for and addressed on an individual basis.

Key Stage 2

The Key Stage 2 curriculum focusses on the development of Literacy and Numeracy skills, there are phonics lessons that are both structured and progressive. The introduction of these sessions has seen literacy levels increase at an accelerated rate. All pupils in Key Stage 2 have swimming lessons alongside PE lessons to help achieve one of the aims of the “Bramfield Boy” (swimming being a vital life skill). Topic sessions include humanities and SMSC based content.

Subject	Number of lessons
English (inc phonics and reading)	8
Maths (inc Mental Maths)	3
Science	2
Humanities (Geo / History half termly)	2
PE	1
PSHE	1
Circle Time	5
Horticulture / Construction (termly)	1
Tutorial	5
Art	1
Life Skills	1
Catering / Music (termly)	1
Bramfield Boy	1
Forest School / Swimming	1
Co-Regulation	10

Key Stage 3

The Key Stage 3 curriculum is currently part of the secondary phase with most key stage 3 pupils based in the middle school area. This is to allow pupils to access both vocational and academic subjects within a more nurturing environment, so they have fewer physical transitions through the day. This has been planned to better support the transition of learners between Key stages, whilst still offering a broad and balanced curriculum for those that require additional support. Pupils have

access to a literacy teacher or HLTA/TA, who provides small group interventions for pupils significantly below age related literacy levels. Key stage 3 will also determine which academic pathway best suits each individual pupil in terms of future progression. This will be assessed by testing (CAT 4 and baseline) and in consultation with pupils and subject teachers. Pathways identified will give a clear progression route for pupils to follow with the aim of achieving their academic outcomes as reviewed within the EHCP. The vocational subjects offered below are tailored for pupils depending on ability and engagement with the subject area.

Subject	Number of lessons
English	3
Science	2
Maths	3
Statistics	1
Geography / History	2
PSHE	1
P.E.	1
ICT	1
DT / Art	1
Bramfield Boy	1
Life Skills	1
Tutorial Class	5
Co- regulation	5
<i>Vocational Blocks</i>	
Motor Mechanics / Photography / Land Base Studies	2
Media / Construction / Catering	2
Sport / Music / 3D Design	2

Key Stage 4

The Key stage 4 curriculum currently works towards qualifications at Entry level, Level 1 and Level 2 Functional Skills alongside GCSE and L1 exams and assessments. All pupils are required to attend Maths, English, Science, PE, ICT and PSHE. Pupils are then allocated option subjects currently choosing between academic or vocational qualifications and outcomes linked to Level 1, Level 2 or GCSE's. The options are discussed at the end of Year 9 and currently range from Art, 3D Design, Geography, History, Construction, Motor Vehicle Maintenance, Catering, Sport, Land Base Studies and Music. The option of Digital Skills, Photography and Media is also developing for those pupils who show interest in following this subject into further education.

Subject	Number of Lessons
Maths	4
English	4
Science	2
PSHE	1
ICT	1
PE (Non Option)	1
Tutorial	5
Co- Regulation	5
Life Skills	1
Option Blocks	
Art	3
3D Design	3
Land Based Studies	3
Geography	3
Construction	3
Land Based Studies	3
Sport	3
Motor Mechanics	3
Catering	3
History	3
Bramfield Boy	1

Adaption of the

curriculum

Examples of ways in which the curriculum is adapted for those in the primary phase for Boys with SEMH / ASD include:

- Tasks aimed at incorporating special interests
- Use of Learning Mentors and other supporting adults
- Templates and examples of expected outcomes
- Individualised worksheets
- Relate skills/information to functional situations
- Modelling drama or speaking and listening activities
- Using talents and interests to increase engagement (Sports / Fishing)
- Adapted Curriculum to suit academic level
- Shared life experiences.
- Incorporation of movement breaks for some boys
- Collaboration with different subject areas and cross curricular themes

Examples of ways in which the Curriculum is adapted for those with SEMH include:

- Tasks aimed at incorporating special interests
- Role play and/or speaking and listening activities
- Curriculum having 'in-built' rewards
- In house vocational offer

- Differentiated use of language and tasks
 - Templates and examples of expected outcomes
 - Relate skills/information to functional situations
 - Adapted Curriculum to suit academic level
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- Incorporation of movement breaks for some pupils
 - Collaboration across different subject areas
 - Comprehensive Outdoor Education experiences

Social and Emotional

As with any learning, the assessment of Boys' personal, social and emotional development is important. It provides information, which indicates boys' progress and achievement and informs the development of the programme. Boys do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on boys' self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Further progress can be monitored and reflected through class points system, IEP's, educational reviews and AQA Unit awards.

Academic

Each department provides a curriculum framework within which arrangements for assessing and recording pupils achievements are integral to the learning progress.

Assessment will be for a variety of purposes: diagnostic, formative and evaluative. It will be used as an aid to making judgements about the achievements of a pupil and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such as teacher observation, class work, tests, investigation, project work, and examinations (where appropriate).

Assessment will take place at three connected levels: short term, medium term, and long term, these assessments will be used to inform teaching in a cycle of planning, teaching and assessment.

Short term assessments will be an informal part of every lesson to check pupils' understanding and gain information which assists in adjusting day to day lessons plans.

Medium term assessments will assess some of the ideas linked to the key objectives which have been covered during a half term and are clearly reflected in the scheme of work.

Long term assessments will be made through End of Key Stage Tests or tasks and using external examinations such as AQA Units, Entry Level Certificate, Level 1 and 2 Controlled assessments and G.C.S.E where appropriate. Bi-annual testing for comprehension, numeracy and spelling will take place for all pupils with any new pupils being assessed within 6 weeks of placement.

(Also see Assessment, Recording & Reporting Policy)

Organisation of the Curriculum

Bramfield House currently operates three “phases”, the Lower School, Middle school and Upper School. The Lower School’s timetable is based around pupils from Year 3 up to Year 9. Pupils who are not ready to transfer on to the Upper School timetable and require more support by the end of year 7 remain on the Lower School timetable within our Nurture Provision. Pupils who are ready to transfer into the Middle School do so at the end of year 7. Key stage 3 pupils move towards a secondary curriculum with a similar timetable to the Upper school but they are located in a different area and have a base classroom for most of the academic subjects to reduce transition and build a sense of belonging within Key stage 3.

Each class has its own timetable of lessons delivered by qualified subject specialists. Each class has at least 1 member of the class team supporting in the lesson. The class team consists of a Learning Mentor, HLTA and a TA. There is a clear literacy focus in every lesson which is focused on developing subject specific vocabulary and to promote a love of reading.

Classes consist of six boys in Ibstock and eight boys who have either a single 30-minute lesson or a double lesson. The teaching and learning approaches are based upon the child’s needs and lessons have a strong emphasis on both emotional, social and academic needs. Lessons use both visuals and written materials delivered via chunking, scaffolding, modelling and prompting methods to help the pupils develop concentration, self-esteem and become resilient learners. Pupils EHCP needs are a focus and IEP’s related to individual needs set targets using EFL and are used as a key assessment tool helping to identify behavioural targets for the term and the monitoring of academic progress over the school year. Regular internal meetings are used to also monitor progress of pupils and identify routes for further progression.

Definition

Planning and content of the curriculum at all times take account of Boys’ age, attainment, gender, ethnicity, background, diagnosis and EHC Plan. The curriculum is structured so as to be balanced, creative and broad to promote Boys’ intellectual, physical and personal development. It is determined, organised and implemented, having regard to the needs, experience, interests, aptitudes and stage of development of the boys and the resources available to the school.

It includes the statutory requirements for religious education, literacy, citizenship, numeracy, disability, assemblies, work related learning (including careers education), sex education and equal opportunities. The curriculum is seen as academic, vocational and pastoral. As boys move through the Key Stages, they will be encouraged to exercise greater choice in terms of the subjects they study and vocational pathways available. This serves to prepare Boys for the next stage of education, training, or employment. As well as academic attainment boys will also make personal development in personal, moral, social, and cultural contexts. This is promoted through whole school assemblies, tutor group sessions and themes which run each week.

The curriculum provides the best opportunities for equality of access and for boys to learn and ultimately make the best progress that they can. To this end planning is effective and will provide continuity and progression of learning. Self-evaluation is structured to provide opportunities for monitoring the extent to which the curriculum is enabling Boys to attain their respective individual targets. Best practice reflects the manner through which assessment information is used to inform curriculum planning.

The core curriculum is enriched by further curricular provision, including sporting events, music and expressive arts events, off site trips, visiting speakers/groups, outdoor education, work experience opportunities (Key Stage 4), vocational training from year 8 onwards and other experiences which support the learning of the student.

Bramfield House School's curriculum is engaging and always relevant to our Boys' needs and will continue to evolve in accordance to pupil need.

Addressing Special Educational Needs and Disabilities

As part of the admissions process and after a place has been confirmed, a range of data and information is shared with education staff prior to the pupil commencing the placement. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The statement of special educational needs will provide further information in order that personalised planning can take place.

On admission to the school each young person will complete a full baseline assessment in every subject. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the statement received indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments.

The curriculum at Bramfield House School therefore works to embrace formal and informal learning. It includes a wide range of activities that provide ways to enrich the experience and learning of the children.

Mutual respect and tolerance for each other (staff and Boys) is viewed as an important part of the curriculum and this is actively role modelled. The school has a clear focus on the social and emotional development as well as the wellbeing of each child, and how this influences their academic progress.

All Boys who will attend Bramfield House School will have Education Health and Care Plans (EHCP's) which are reviewed annually, or more frequently if required, by liaising with local authorities ensuring we can continue to best meet the needs of individuals.

Each subject area meets these needs by following our Curriculum making them accessible to all Boys within the school.

Examples of ways in which the Curriculum is adapted for those at Bramfield House, for Boys with SEMH include:

- Tasks aimed at incorporating special interests
- Modelling speaking and listening activities
- Explain and use ambiguous language to aid understanding
- Templates and examples of expected outcomes
- Individualised worksheets
- Relate skills/information to functional situations
- Adapted Curriculum to suit academic level
- Shared life experiences.
- Incorporation of intervention tasks for some Boys
- Collaboration with different departments
- Lessons having 'in-built' rewards
- Differentiated use of language and tasks

Inclusion

Teachers set high expectations for all Boys. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. Each class teacher attempts to set suitable learning challenges, respond to Boys' needs and overcome potential barriers to learning. Including:

- Boys with higher attainment / ability
- Boys with low prior attainment
- Boys from disadvantaged backgrounds
- Boys with SEND
- Boys with English as an additional language (EAL)

Bramfield House School is recognised for;

- providing outstanding teaching and promoting achievement through personal development
- delivering a broad, balanced and relevant curriculum
- having regard for the preferences and needs of all learners
- valuing Boys as individuals, respecting their rights and beliefs
- raising aspirations and equipping Boys with life skills
- promoting the value of a healthy lifestyle
- a whole-school ethos based on trust, fairness and respect
- making all Boys feel welcome irrespective of race, colour, creed or impairment
- having high ambitions for our Boys and expecting them to participate and achieve in every aspect of school life

At Bramfield House School baseline assessments are carried out on all Boys to ensure that all teachers and support staff have a good understanding of the aptitudes, needs and prior attainment of the Boys. Baseline assessments are undertaken in all subjects alongside CAT4 and Literacy, Numeracy and Spelling.

Specific recommendations from assessments are then used by Teachers when planning and delivering lessons as well as in evaluating their subjects. Teachers are expected to have a good knowledge and understanding of the subjects they are teaching and ensure they utilise the school facilities and resources to maximise pupil potential. The main emphasis of planning lessons in the school is to make the curriculum relevant to each individual pupil.

Assessing, Recording & Reporting Pupil Achievements and Progress

Boys are currently assessed using an assessment tool SOLAR which uses descriptors that match up to what is expected within year groups. This system was brought in following the removal of National Curriculum levels. Boys will work through the expected outcomes and teachers will record progress each half-term alongside end of unit assessments delivered in the classroom. Literacy programmes such as Lexia and Accelerated Reader also reflect academic ability and record progress. Evidence can also be recorded on SOLAR and shared with Boys via displays, in workbooks or files and also on a flight-path map. This program is used alongside baseline assessments to generate feedback based on gaps in pupil knowledge and help inform the planning of teachers for individual pupils.

ITAC (Internal Team around the Child)

The Internal Team around the Child (iTAC) approach has been developed by Bramfield House as a response to the need for more joined up services, and the need to provide a more integrated approach within existing resources. The iTAC process ensures all the relevant practitioners concerned with individual cases are convened regularly, and services delivered are integrated, prioritised and coherent and achieve their intended outcomes.

The team is made up of professionals from across different disciplines and settings, to holistically meet the needs of the child or young person. Typically, this will involve, but is not limited to;

- Tutor (who may also be the class Teacher)
- Teaching Assistant (consistent TA attached to the class or Learning Mentor)
- Learning Mentors (identified class pastoral assistant to work with the class)
- HLTA Support staff
- Members of SLT
- Subject specialist teachers
- Clinical Team

Implementation of the PSHRE provision:

We recognise that our boys bring with them prior learning from real-life experiences including trauma and sometimes loss. Our lessons respect this fact and aims to build on pupils' resilience, providing a programme that reflects the universal and unique needs of our boys.

Our PSHRE programme is taught within a safe and supportive learning environment where our boys can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHRE programme is just one part of what the school does to help boys develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHRE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of boys is the responsibility of all staff supported in partnership with families and the wider community.

The purpose of each lesson is made clear and learning experiences meet the needs of all the boys in the class. The programme offers a wide variety of teaching and learning styles within PSHRE education, with an emphasis on interactive learning and the teacher as facilitator.

Entitlement

All boys are given full access to the curriculum at an appropriate level. During the Admissions and the Interim Assessment period the most appropriate class setting is decided. If Boys need to change classes after this period, it would happen through:

- Statutory Annual reviews.
- With Referral to SLT
- Discussion in IEP and team meetings
- Consultation with parents and Boys

All classes will receive a curriculum appropriate to their Key Stage and tailored to their ability levels.

Music is offered as a cyclical termly lesson, discreet sessions on a 1:1 basis or in small groups across Key Stage 2 and 3, an optional reward either at breaks and lunch or during 'Friday's rewards'. Some Boys study music as part of the vocational groups or as an option in Key stage 4. Currently Music Grading can be offered in Key stage 4 or pupils can study Music as part of an Arts Award.

MFL

Modern Foreign Languages are taught as part of the curriculum during European themed days and can also be accessed through Bramfield Boy as part of the Character Curriculum. Due to a significant number of our Boys having linguistic difficulties, emphasis has been placed on supplying additional time for acquisition of receptive and expressive language skills, through Communication Groups, Narrative Sessions, and Reading Groups. Pupil's are made aware of the different cultures in PSHE and RE lessons to supplement learning.

SMSC

At Bramfield House School we provide an education that provides Boys with opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Throughout the curriculum, we encourage Boys to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As part of the wider SMSC curriculum, Boys are encouraged to act responsibly and work to support their own and the wider community. Work is carried out on the development of Boys understanding of institutions such as Air ambulance, RNLI, Police, Fire, NHS, Post Office, Law and Courts etc. Coupled with this Boys are supported to understand democracy in society and how to participate in processes such as voting in local and national elections through the use of mock election processes.

We understand the key role this plays in allowing Boys to achieve and develop both academically and socially. These key concepts will be promoted throughout the curriculum and in all aspects of school life. Evidence of work / activities in this area can be seen in the PSHE Curriculum overview and the class floor books.

The school pays particular regard to the Equality Act 2010 and the characteristics set out in it. The teaching around the protected characteristics can also be evidenced through the PSHE programme.

Protected characteristics

The Equality Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

In our school we teach Protected Characteristics through assemblies, restorative approaches, anti-bullying sessions and during compulsory 1-2-1 tutor sessions when necessary. We also teach subject specific lessons during our 'Ready to Learn' sessions in a morning.

British Values

British values are promoted in so much of what we do, not least during our school assemblies, Life Skills and in PSHE. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge boys, staff or professionals expressing opinions contrary to fundamental British values, including 'extremist' views.

UNCRC

We ensure that the UNCRC is valued in all aspects of Bramfield school life. It covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights. We ensure that as many of the rights are met through our offer

The following rights are of equal importance to every child. Every child has the right to:

Relax and play

Freedom of expression

Be safe from violence

An education

Protection of identity

Know their rights

Health and health services

Non-partisan Views

Our curriculum is designed to be non-partisan and Bramfield House reminds those with an influence over our Boys to maintain a non-partisan approach at all times during curriculum delivery.

Careers

Bramfield House School - provides a careers education and guidance programme for its Boys in Years 9, 10 and 11. The primary learning outcomes of this programme are:

- Self-development: Boys should learn how to understand themselves and develop their capabilities.
- Career exploration: Boys should learn how to investigate career and opportunities.
- Career management: Boys should learn how to implement their career plans.

Boys in Year 9, 10 and 11 will have positive careers input by school staff, as well as an external careers adviser.

To be read in conjunction with:

- Assessment Policy
- Teaching and Learning Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs and Inclusion Policy
- Educational Visits Policy
- E-Safety Policy
- Communication, Reading and Writing across the Curriculum Policy
- Careers Education and Guidance Policy
- Monitoring and Evaluation Policy
- SMSC Policy
- 3 route pathway plan