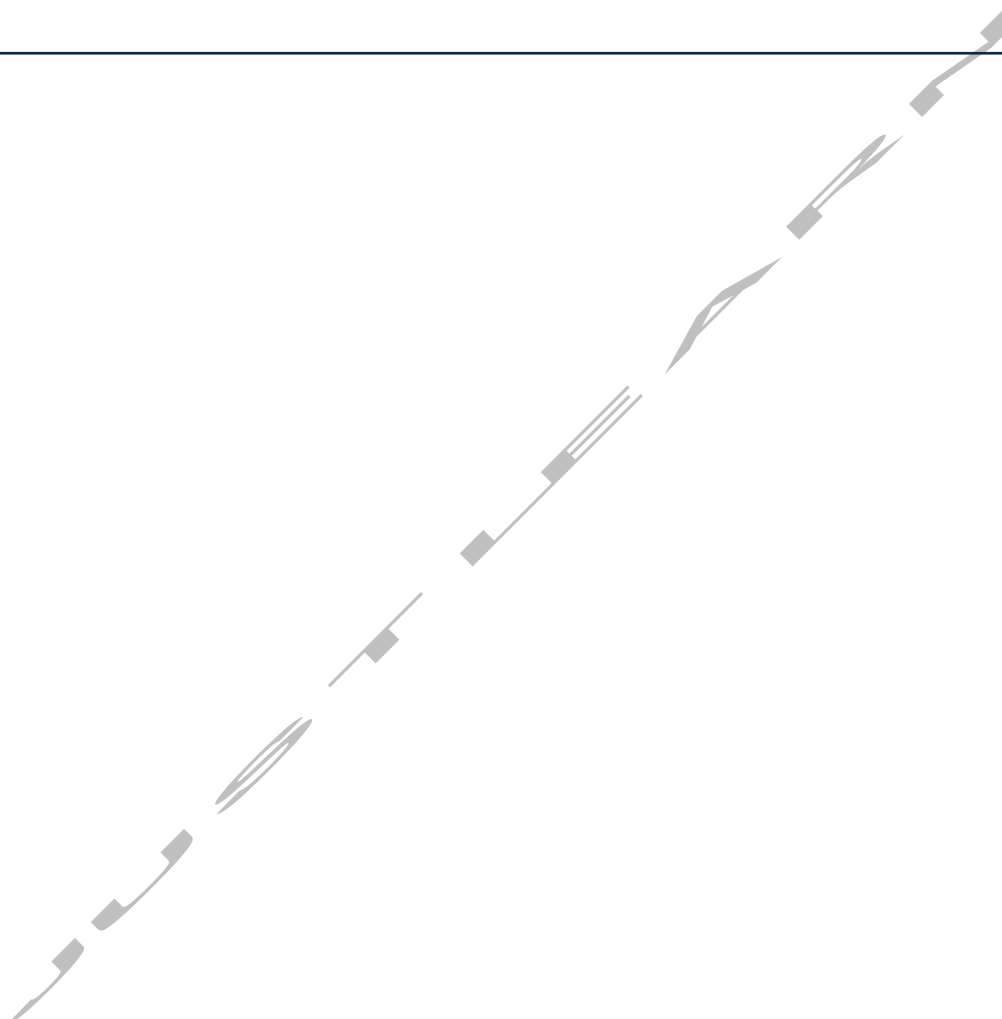


Curriculum Policy

Approved by:	Mrs Zarah Gadatara	Date: Autumn Term 2025
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Contents

1. Curriculum aims	3
2. Legislation and guidance.....	4
3. Roles and responsibilities	5
4. Organisation and planning	7
5. Inclusion.....	8
6. Monitoring arrangements.....	9
7. Links with other policies.....	9



1. Curriculum Intent & Impact

Just Learn's vision and strategic direction of education focuses on a holistic approach to learning which is broader than examination results and targets as well as recognises the provisions' role in developing responsible citizens and an effective workforce over time. This includes personalising learning: Personal Development Plans and Individual Learning Plans, supported by Care Plans. Young people receive bespoke support and guidance to meet their very often complex needs. All young people are allocated a key worker who is available to discuss their various social and academic options.

The learning experience of all our young people focuses on supporting them to achieve more, through integrated educational pathways. Our Mission statement is: "Building the pathway to your future" as well as developing curriculum-based skills over time. Our curriculum is supplemented by a wide range of specialist workshops, events, individual academic awards and trips.

Our school has an inclusive ethos that supports the learning and wellbeing of all young people. We provide a restorative experience of education within a structured and safe environment.

To move the quality of education from good to outstanding Jus'T' Learn has adopted the Sean Alison and Andy Tharby's pedagogical approach Making Every Lesson Count. The six interconnected pedagogical principles provide a framework for great teaching, explanation, modelling, deliberate practice, questioning and feedback. This clear framework gives staff a common language when planning and delivering lessons and provides a focus when assessing the quality of teaching and learning. Ultimate our teaching and learning model attempts to create an effective learning environment.

Our approach to teaching young people with SEN and/or other disabilities

Just Learn's Vision embraces the principles of an equality of opportunity for all and promotes an ethos which values and includes all young people, staff, parents and visitors regardless of their education, physical, sensory, social emotional and cultural needs.

Just Learn actively promotes a culture of awareness, tolerance and inclusion and aims to provide all young people with strategies for dealing with their needs in a supportive environment.

It is our belief that each young people have individual and unique needs and aims to raise aspiration and achievement over time for all by means of individualised learning programmes enhanced by high quality teaching.

Statement

Just Learn offers a curriculum that is broad and balanced and that reflects the National Curriculum. All young people have the opportunity to study GCSEs and Functional Skills.

Young people in KS3 have the opportunity to complete project-based learning through AQA Awards as well as following the national curriculum.

Young people in Year 10 can follow a two-year course that leads to their GCSEs.

Young people in Year 11 have the opportunity of taking GCSEs and/or follow a vocational programme of study such as the King's Trust Programme which is a qualification that enables young people to develop their interpersonal skills as well as learning to work as part of a team.

Our Personal Contribution Curriculum allows young people to become involved in, for example, the young people Council, etc. Our young people also have the opportunity to work with a student support mentor who provides 1-1 support and small group support, tailored to individual needs.

Careers Guidance:

Information on careers guidance in education is embedded within the school curriculum. Careers is touched upon in various lessons such as ICT, Citizenship, King's Trust (PDE) and PSHE. We provide specialised workshops for all young people throughout the academic year. In addition to the embedded careers guidance in the curriculum, we have a dedicated Careers Lead who follows a structured program to support each student with their applications to apprenticeships, colleges, or sixth form. This ensures that all students are guided towards suitable pathways and are not at risk of becoming NEET (Not in Education, Employment, or Training). The Careers Lead also maintains contact with school leavers to ensure they have secured a stable placement and continued support after leaving Just Learn.

1.1 Curriculum Implementation

Our curriculum aims to:

- Provide a broad and balanced education for all young people that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable young people to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support young people' spiritual, moral, social and cultural development
- Support young people' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all young people, with high expectations for every young person and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all young people
- Equip Young people with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support young people' learning and progression, and enable them to work towards achieving their goals
- Develop young people' independent learning skills and resilience, to equip them for further/higher education and employment

SMSC Statement

At Just Learn, we are dedicated to fostering the spiritual, moral, social, and cultural (SMSC) development of every pupil. We believe SMSC is vital in helping our pupils grow into well-rounded individuals who are prepared for life in modern Britain.

Our Approach:

- **Spiritual development:** We provide opportunities for pupils to reflect on their beliefs and values, experience moments of awe and wonder, and explore creativity and imagination across the curriculum.
- **Moral development:** Pupils are encouraged to understand the difference between right and wrong, respect the law, and consider the consequences of their actions through discussion, ethical debates, and our behaviour policy.

- **Social development:** We support pupils to develop social skills through collaborative learning, participation in enrichment activities, and engagement with the wider community.
- **Cultural development:** Our curriculum celebrates diversity and helps pupils appreciate different cultures, faiths, and traditions, promoting respect and understanding of British values.

Implementation:

SMSC development is embedded throughout all curriculum areas and wider school life. Staff model positive values and create an inclusive environment where all pupils feel valued and respected. Assemblies, themed days, and enrichment activities further enhance SMSC provision.

Monitoring:

We regularly review our SMSC provision through self-evaluation, pupil voice, and staff feedback to ensure it continues to meet the needs of our pupils and upholds our school ethos.

The National Curriculum

In addition to supporting the aims, ethos and value of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Organisation of the Curriculum at Just Learn

Our curriculum is delivered through 5 different types of weekly timetable with each day divided into 5 periods of either 50 minutes or 60 minutes, resulting in approximately 25 hours of teaching per week.

Just Learn employs an allocated head of curriculum to ensure the curriculum is successful in regard to intent, implementation and impact.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all schools in England must teach as well as the Independent School Standard.

It also 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](#).

3. Roles and responsibilities

3.1 The Board of Trustees

The Board of Trustees will monitor the effectiveness of this policy and hold the head of school to account for its implementation.

The Board of Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for young people to cover the National Curriculum and other statutory requirements
- Proper provision is made for young people with different abilities and needs, including children with special educational needs (SEN)

- All courses provided for young people below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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
- It fulfils its role in processes to disapply young people from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Young people from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 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 young people will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the board of trustees
- Where appropriate, the individual needs of some young people 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 board of trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The board of trustees is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for young people with different abilities and needs, including children with SEN

3.3 Head of Curriculum

With direction from the CEO, the Head of Curriculum will be responsible for the construction and maintenance of the school curriculum, school timetables and individual interventions for targeted learning (SEND).

The Head of Curriculum also administers and monitors the academic reporting process, progress tracking and quality of teaching and learning within the classroom. The curriculum officer also has input into individual young people reports where required.

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The school's head of curriculum is responsible of ensuring the curriculum policy is followed and implemented by all members of the staff.

- The school's intervention officer is responsible of ensuring that all young people that require interventions within the curriculum are in receipt of this.
- The school careers advisor is responsible of ensuring that careers guidance is implemented within the curriculum.

4. Organisation and planning

PSHE, SMSC, RSE and Citizenship

The aim of the PSHE, SMSC and Citizenship programme at Just Learn is to guide young people during their personal development so they become productive and conscientious members of society equipped with the skills, knowledge and experiences to make positive changes to their lives and to the lives of the community.

This school will deliver this element of our young people' education through a range of programs, such as Assemblies; SMSC and the curriculum.

The school programmes will:

- enable young people to develop their self-knowledge, self-esteem and self-confidence.
- enable young people to distinguish right from wrong and to respect the civil and criminal law of England.
- encourage young people to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- enable young people to acquire a broad general knowledge of and respect for public institutions and services in England.
- further tolerance and harmony between different cultural traditions by enabling young people to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

How is this delivered?

PSHE & RSE is delivered through a range of activities and through workshops, educational visits and classroom-based learning. Our school delivers Personal, Social, Health and Economic (PSHE) education using the PSHE framework developed by the Health and Education Partnership. This structured programme ensures that teaching is comprehensive, age-appropriate, and aligned with pupils' developmental needs. The framework fully meets the Department for Education (DfE) statutory guidelines, supporting pupils' personal development, wellbeing, and preparation for life in modern Britain.

Citizenship is delivered through the Edexcel Citizenship Syllabus and The King's Trust Programme with units such as personal resilience, stronger communities and aspirations.

There are many aspects of the school that link into the PSHE, SMSC and Citizenship education of our young people. These include Young People Council activities, Head Boy and Head Girl / meetings and external guest speaker events.

Curriculum Planning and Monitoring

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment of their subject areas. They report back regularly to the Head of Curriculum. An annual, structured curriculum meeting will take place and other key staff to plan the curriculum for the following year to ensure that the quality of planning and monitoring meets the needs of all young people.

Use of Artificial Intelligence (AI) in the Curriculum

At Just Learn, we recognise the growing role of artificial intelligence (AI) in education. We use AI tools thoughtfully to enhance teaching and learning, support personalised learning experiences, and help staff manage workload efficiently. All AI applications are carefully evaluated for safety, reliability, and suitability for our setting, with staff and pupils receiving appropriate guidance to ensure responsible use. Our approach is regularly reviewed to reflect best practice and evolving technology.

Literacy and Numeracy

Mission Statement

Just Learn Independent School is committed to raising the standards of numeracy and literacy of all its young people, so that they develop the ability to use these skills effectively in all areas of the curriculum and to cope confidently with the demands of everyday life and lifelong learning.

Our Approach to the teaching of literacy and numeracy

Our approach to literacy is built upon an evidence-informed understanding of effective teaching and how students learn. We ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics for early reading.

Our literacy strategy is embedded across the curriculum, with cross-curricular policies ensuring consistency in teaching approaches. We recognise that literacy skills are essential for accessing all subjects and for future academic and professional success.

Numeracy

We are committed to ensuring a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught in mathematics. Our approach ensures students have sufficient practice to be confident in using and understanding numbers.

The National Context

At Just Learn, we are committed to upholding ambitious educational standards which prepare students from all backgrounds for their next phase of education and life. We recognise that strong literacy and numeracy skills form the foundation of academic success and future opportunities for all our learners

"Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas." (Adapted from the National Curriculum guidance)

"Numeracy is not the same as mathematics. Numeracy is proficiency with number that is acquired through being taught mathematics well. Although young people usually learn their numeracy skills during mathematics lessons, to be fully numerate they must be able to apply these skills in other subject areas and real-life contexts." (The Key – Policy Information, Jan 2017)

Expected characteristics of a literate young person:

Literate young people have essential life skills and are able to apply these skills across the curriculum in different subject areas and in real-life contexts. They can understand the world around them and have an understanding of written and spoken language. Literate young people can interpret what has been written or said and can draw inferences from the evidence around them. They can communicate accurately, fluently and persuasively.

Expected characteristics of a numerate young person:

Numerate individuals are able to function responsibly in everyday life and contribute effectively to society. Numerate young people are able to handle numbers fluently in mental, oral and written work, exploit patterns within number when calculating and approximating, measure and calculate accurately, and make reliable estimates.

Policy Aims:

- To develop a whole-school approach to addressing literacy and numeracy needs across the curriculum.
- To support teachers of all subjects in identifying and providing opportunities for learners to apply numeracy and literacy across the curriculum.
- To determine learner progress in numeracy and literacy and identify the next steps for development.
- To ensure effective cross-curriculum planning for skill development.
- To provide a framework for continued development, clearly setting out annual expectations in numeracy and literacy and progression indicators for learners with additional learning needs.
- To enable all young people to develop their skills in numerical reasoning, using number, measuring and data skills (Numeracy), and in reading, writing and oral communication (Literacy).
- To ensure that learners can transfer and apply these skills in order to access learning across all areas of the curriculum.

Policy Commitment:

- Literacy and numeracy are the responsibility of all staff.
- All staff are responsible for acting as role models in the use of literacy and numeracy skills.
- All staff are expected to promote the value of literacy and numeracy skills in learning.
- Staff must actively identify, intervene and support young people who display difficulty in any or all areas of literacy or numeracy.
- Effective use is to be made of literacy and numeracy interventions, including *Language for Thinking* and *Terrific Thinkers*.
- Staff must actively intervene, support and challenge young people who display particular talents in any or all aspects of literacy and numeracy.
- If staff are uncertain about the best course of action they should seek the advice of their line manager, any member of senior staff, the intervention lead or SENCO.

Curriculum Planning:

Curriculum planning is underpinned by the National Curriculum, which guides expectations for age-appropriate skills in literacy and numeracy. Current planning supports cross-curricular skill development, with tasks designed to introduce, consolidate, apply and progress in specific literacy and numeracy skills. While the National Curriculum identifies expected standards, planning will also take into account the varying

abilities of learners. The development of skills should be progressive, with each skill being taught in one lesson, then practiced and consolidated elsewhere as required by the skill itself or the individual child.

Developing

Departments will need to consider how specific literacy and numeracy pathways can be developed over time within their departmental schemes of work. At the developing stage, young people can work in pairs or groups to strengthen particular skills. Teaching activities should include modelling good literacy and numeracy practices and the use of Assessment for Learning (AfL), particularly success criteria such as rubrics or skill ladders. These tools allow young people to peer- and self-assess against National Curriculum expectations and departmental targets.

Assessing

Young people should be given tasks where they can demonstrate their ability in specific literacy and numeracy skills within a subject, along with subject-specific level descriptors. The school uses the National Curriculum as a guide and GL Assessments to identify learners who require additional support in literacy and numeracy. Identified learners may then access targeted interventions such as *Language for Thinking* and *Terrific Thinkers* to help address their individual needs. Departments are encouraged to develop assessment grids or rubrics that reflect the skills being taught and applied in their subject areas.

Assessed pieces of work should provide a narrative comment explaining the young person's current performance in relation to the National Curriculum expectations and what their next steps should be. Each literacy and numeracy pathway should be assessed at least twice per year in order to demonstrate progression.

5. Inclusion

Teachers set high expectations for all young people. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able young people
- Young people with low prior attainment
- Young people from disadvantaged backgrounds
- Young people with SEN
- Young people with English as an additional language (EAL)

Teachers make use of a context sheet for each class, which provides key information to support inclusive practice. The sheet outlines each child's baseline grade, current working grade, and target grade, alongside details of any identified Special Educational Needs (SEN), an Education, Health and Care Plan (EHCP), access arrangements, and their NGRT results. This ensures teachers have a clear understanding of individual learner profiles and can plan lessons and support strategies effectively to meet the diverse needs of all pupils.

Teachers will also take account of the needs of young people whose first language is not English. Lessons will be planned so that teaching opportunities help young people to develop their English, and to support young people to take part in all subjects.

Teachers will also encourage all young people to complete an evaluation form to establish their subject knowledge, in order to ascertain any additional support needed.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Board of Trustees monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings
- School council

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Hub Meetings
- Book Scrutinises
- Assessment trackers
- Homework implementation

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the head of school, board of trustees and curriculum leaders. At every review, the policy will be shared with the full board of trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment & Marking policy
- Accessibility policy
- SEN policy
- Equality opportunities policy
- Careers plan
- AI Policy

EAL / Functional Skills Learners

All young people are taught Literacy and Numeracy with usage of ICT. In addition, they are taught life skills which enables.

- Young people to accept responsibility for their behaviour, show initiative, and understand how they contribute positively to the lives of those living and working in the locality and to society more widely
- Provide young people with a broad general knowledge of public institutions and services in England
- To assist young people to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions.

- To encourage the young people to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Young people are also able to complete awards and/or certificates with the King's Trust programme. This involves programmes such as money management or employability skills.

Example:

Functional Skills (ESOL)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:10	BREAKFAST / REGISTRATION & TUTOR TIME				
09:30	English	English	English	English	Prince's Trust
10:20	English	English	English	English	Prince's Trust
11:10	BREAK TIME				
11:30	Mathematics	Mathematics	Mathematics	ICT	ICT
12:30	LUNCH TIME				
13:10	Mathematics	Mathematics	PSHE / Careers	PE	English
14:10	Life in the UK	Life in the UK	Mathematics	PE	English
15:00	End of Day	End of Day	End of Day	End of Day	End of Day

Subject Specification Details:

- Step Up to English (AQA)
- Mathematics Functional Skills (Edexcel)
- ICT (AQA Awards)
- Citizenship (Edexcel)
- Prince's Trust Level 1
- P.E. (Recreational Activities)
- PSHE / RSE / Careers

Key Stage 3

The curriculum in KS3 gives young people a broad and balanced education. All young people follow the National Curriculum core subjects as well as mentoring sessions, Art, King's Trust and P.E. which helps young people improve beyond their basic digital knowledge and apply these practical skills, to gain employment or further their educational progression, our young people also follow the AQA KS3 Syllabus for Science to start preparing them for their GCSEs.

Example:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:10	BREAKFAST / REGISTRATION & TUTOR TIME				
09:30	Science	RS	English	English	Science
10:20	Science	RS	English	English	Science
11:10	BREAK TIME				
11:30	English	History	Business Studies	ICT	ICT
12:30	LUNCH TIME				
13:10	Science	Mathematics	Mathematics	Art & Design	PE
14:10	Science	Mathematics	Mathematics	Art & Design	PSHE / Careers
15:00	End of Day	End of Day	End of Day	End of Day	End of Day

Subject Specification Details:

- English – National Curriculum Schemes of Work
- Mathematics – National Curriculum Schemes of Work
- Science – National Curriculum Schemes of Work
- Business Studies – National Curriculum Schemes of Work
- History – National Curriculum Schemes of Work
- RS – National Curriculum Schemes of Work
- Art & Design – National Curriculum Schemes of Work
- P.E (AQA Award)
- ICT AQA Award

*In addition to formal taught lessons we do include trips to theatres to support English and trips to the library. There will also be culture trips to promote appreciation and respect for their own cultures, tolerance and harmony between cultures.

Key Stage 4

The curriculum in KS4 gives young people a broad and balanced education. All young people follow the National Curriculum core subjects as well as, The King's Trust Award, Religious Education and AQA Award in ICT. All of these subjects lead to a GCSE, an equivalent or an award and young people can sit their exam with us following either AQA, Cambridge, OCR and Edexcel. After each examination period, exam boards are reviewed to evaluate their suitability for our learners. This includes considering pupil performance, accessibility of assessments, and alignment with our curriculum. Where appropriate, changes may be made to ensure the chosen exam boards best support pupil progress and outcomes.

We run the King's Trust Programme which keeps young people engaged and motivated as well as develops their skills while working in a group. The AQA Award in ICT helps young people improve beyond their basic digital knowledge and apply these practical skills, to gain employment or further their educational progression.

We also offer 1:1 timetables that are tailored to the learner's needs. We can also offer History, Geography and languages if required.

Example:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:10	BREAKFAST / REGISTRATION & TUTOR TIME				
09:30	English	Science	Mathematics	Prince's Trust	ICT
10:20	English	Science	Mathematics	Prince's Trust	ICT
11:10	BREAK TIME				
11:30	Mathematics	English	English	Science	PE
12:30	LUNCH TIME				
13:10	Business Studies	Religious Studies	Science	Mathematics	PE
14:10	Business Studies	Religious Studies	Science	Mathematics	PSHE / Careers
15:00	End of Day	End of Day	End of Day	End of Day	End of Day

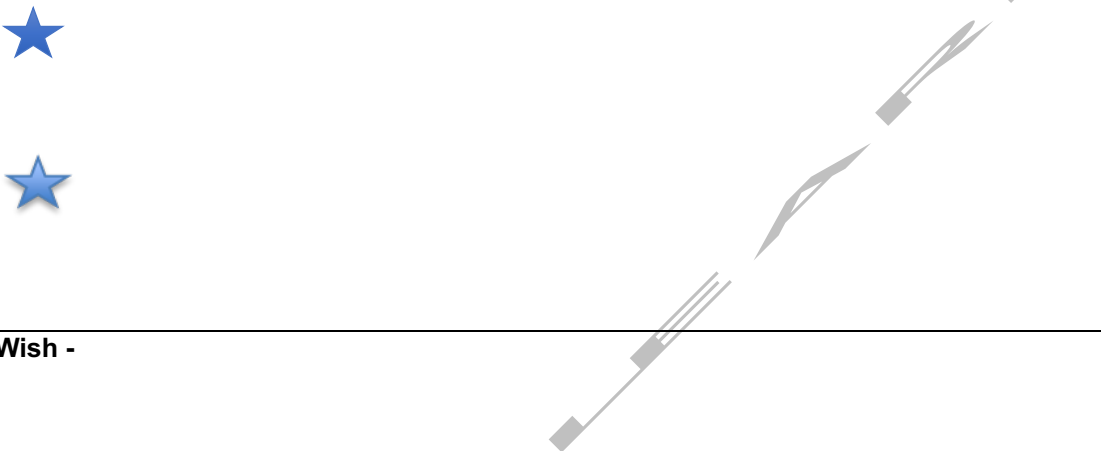
Subject Specification Details for KS4:

- English Language (AQA)
- Mathematics (Edexcel)
- Science (Biology and Chemistry AQA)
- Business Studies (Edexcel)
- ICT (AQA Awards)
- RS (AQA Short course)
- King's Trust Level 1
- P.E. (AQA Awards)
- PSHE / RSE / Careers

Appendix 1:

Marking

The marking of books should be completed efficiently. We will be following the two stars and a wish mark scheme.

Date
Learning Intention-

Wish -

Marking should be completed using **2 highlighter pens**:

- A green highlighter indicates that what the pupil has written is responding to the success criteria.
- An orange highlighter indicates that a pupil needs to focus on the highlighted area and align it further to the success criteria given.

The teacher clearly highlights those areas with the green and orange pens.

At the bottom of each marked piece, the **WWW** and **EBI** highlighted in green and orange respectively further draw attention to work which was completed well and aspects of work which still need attention. This needs to be done regularly and consistently by all teaching staff across Just Learn in order to be effective and have the highest possible impact on pupil progress.

Pupils are then to immediately implement suggested improvements in their work. Time has to be allocated during either the lesson the work is returned in or as an independent task. Feedback and response to feedback has to be immediate and thorough. The highlighted work needs to be clearly visible throughout our pupils' exercise books and improved work must be evident and emphasised.

Exemplification

Teachers, working alongside the Intervention Lead and SENCO, should build a portfolio of learner work that exemplifies the literacy and numeracy skills they are responsible for assessing. At the end of each tracking period, each department is required to submit exemplar work that demonstrates a range of attainment across the four possible outcomes for each year group, as guided by National Curriculum expectations.

This portfolio of work will be moderated by the Intervention Lead and SENCO to ensure consistency and accuracy of assessment. Where literacy and numeracy skills are taught and assessed across multiple subjects, cross-department moderation meetings will take place to standardise judgements and share good practice.