

# Liverpool Progressive School Whole School Curriculum Policy

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## Curriculum Statement

All students within Liverpool Progressive School are entitled to a broad, balanced and relevant curriculum. Students therefore access curriculum areas according to ability and, in some cases, preference, communication and social skills.

## Policy

### Mission Statement

Liverpool Progressive School helps children towards a better future by providing the highest quality of education where inclusion, enrichment and progression enable achievement for all children by focusing on their specific and complex needs.

### Introduction

Liverpool Progressive School provides a safe educational environment for young people aged 8 to 19 with autism, severe learning disabilities, acquired brain injuries, mental health problems and special educational needs. In accordance with the requirements of the 1993 Education Act, we seek to address the individual learning needs of all the school's students. We also accept the responsibility placed upon us by the Education Reform Act (1998) to provide a broad and balanced curriculum.

We focus on the physical, psychological, emotional and educational needs of each student who studies with us. The approaches we use are designed to effectively deliver the curriculum in an accessible and engaging manner and one which they can understand and respond to.

We tailor support to each individual student's needs and also offer individual tuition when required. It is essential that all students feel included so there are opportunities for everyone to take part in group sessions with other students.

### Legislation

This policy has been derived from legislation and advice from the following web sites and publications:

- National Curriculum Online
- QCA Revised National Curriculum
- Planning, teaching and assessing the curriculum for students with learning difficulties
- National Curriculum in Action – Students work online
- National Curriculum Handbook for Secondary Teachers in England
- National Curriculum Documents
- National Literacy and Numeracy Strategies.
- Secondary National Strategy for school improvement
- Disapplication of the National Curriculum [ Revised] DFES/0164/2003
- Key Stage 3 National Strategy
- A condensed Key Stage 3: Designing a flexible curriculum.
- Raising achievement of children in public care - OFSTED

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- 14 – 19 – Extending opportunities, raising standards.
- Designing a personalized curriculum for alternative provision at key stage 4 - QCA
- Education Protects – The role of school in supporting the education of children in public care. – DFES/EPBP
- How to focus on speaking and listening across the curriculum at KS1-3
- Every *Child Matters*

To this end we aim:

- to recognise the individual needs and talents of each student and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities
- to ensure that the curriculum incorporates statutory requirements and yet is flexible and relevant to the varying needs of our students
- to monitor standards of student achievement and the quality of teaching
- to measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each student achieves their fullest potential
- to set achievable but challenging targets that promote an ethos of continual improvement, progress and success.

During their time at Liverpool Progressive School we will therefore encourage all our students to:

- participate and achieve as independently as possible in all aspects of life
- develop positive self-esteem, confidence, a sense of worth and respect for themselves and others
- relate and communicate effectively and constructively
- access and use technology
- understand and influence the world in which they live
- develop physical understanding and ability
- appreciate and become involved in aesthetic and creative activities
- develop mathematical and thinking abilities
- develop a sense of curiosity and scientific investigation
- develop their spiritual, moral and cultural appreciation

### Promoting British Values

Through its curriculum, extra-curricular activities, teaching and learning Liverpool Progressive School will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

### Objectives for Promoting British Values

- To ensure that all develop an understanding of the values which underpin life in Britain.
- To teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today.
- To ensure that all learn to uphold the rule of law and support freedom, justice and equality.
- To help all understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society.

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- To value people's differences and respect them.
- To develop pupils' awareness and tolerance of communities different to their own.
- To value democracy and to stand up for right against wrong.
- To care for the sick, the poor, the weak and the old and treat them as valued members of our society.
- To ensure that learners become loyal and patriotic citizens of the United Kingdom.

### Strategies for Promoting British Values

- The school will promote British values through its teaching, learning across the subjects of the curriculum to help all understand how the values have underpinned life in Britain throughout its history, geography, language, literature, sport and games, personal and social education and religions.
- Liverpool Progressive School will teach children about the growth and development of our parliamentary democracy and its key institutions including the constitutional monarchy.
- Learners will be taught about democracy and universal suffrage and the duty of citizens to participate in and contribute to life in Britain.
- We will develop the skills of participation and responsible action necessary for living together in harmony as citizens of United Kingdom.
- Pupils will learn about the democratic structures of our national government and we will promote civic pride by helping them learn and understand about local government.
- Across the curriculum we will teach the importance of duty, loyalty and patriotism.

### Outcomes for Promoting British Values

Through our work and partnerships pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will equip young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will develop responsible young people who support and positively value community cohesion. This policy will make a key contribution to the school's positive ethos. The head teacher will assess the impact of this policy and monitor its operation.

### Curriculum Entitlement

Liverpool Progressive School offers a broad and balanced curriculum that provides a shared entitlement to all students as contained in the following elements

- the general requirements of the National Curriculum and the statement on inclusion
- the majority of subjects of the National Curriculum
- provision to prepare students for adult life with access to a range of accredited courses

In addition students are provided with opportunities across curriculum areas to acquire, develop, practice, apply and extend the following skills:

- key skills of communication (including literacy), numeracy, information technology, working with others, improving own learning and performance and problem solving
- thinking skills (including information processing, reasoning, enquiry, creative thinking and evaluation)

### Curriculum Organisation

The curriculum is organised into stages to ensure both hierarchical and vertical progression. Programmes of study (long term plans) have been modified whenever necessary to ensure students are provided with learning opportunities that are relevant and challenging.

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Much of the learning in Key Stage 2, 3, 4 and 5 is delivered through subject based or thematic approach and individualised learning programmes – working on a one to one basis with a tutor or learning support assistant or group approach. It is vital to acknowledge however that there must be planned opportunities for working in small groups wherever possible across the curriculum including extra curricula activities.

As a student settles into the school life, we will encourage all our students to join in with the group activities. In all Years we offer timetabled opportunities to encourage our students to develop the skills necessary to work as part of a small group in all subjects.

### **The Key Stage 2 and 3 Curriculum**

This must include the following National Curriculum subjects, as specified in their programmes of study:

- English
- Geography
- Mathematics
- Modern foreign languages
- Science
- Art and design
- Design and technology
- Music
- Computing
- Physical education
- History
- Horticulture

Other statutory requirements that we add are:

- Religious Education
- Careers Education and Work Experience [from Year 9]
- Sex and Relationship education

We also offer the following subjects areas at Key Stage 3

- Music/Drama
- Personal, Social and Health Education & Citizenship
- Outdoor Education
- Extra Curricular Activities

The school has produced programmes of study covering N.C. through subject based and thematic approach – based upon those available on the QCA National Curriculum website.

Targets are set for individual students as part of their IEP and these are used to inform planning in these areas.

Progress in the National Curriculum Subjects is reviewed termly – using N.C. and Pivats Levels. We also use AQA Unit Awards and ASDAN to record and celebrate progress.

### **The Key Stage 4 Curriculum**

We offer every student the following subjects at key stage 4/5:

- English
- Geography

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Mathematics  
Science  
History  
Computing  
Physical education  
Music/Drama  
P.E  
Horticulture  
Religious education  
Sex education and Relationships  
Careers education and work-related learning.

### **What is work-related learning?**

Work-related learning involves using the context of work to develop knowledge, skills and understanding useful in employment. It comprises three strands:

- learning through experience of work
- learning about work and working practices
- learning the skills for work.

Work-related learning is not a new concept, and existing definitions of work-related learning and current practice have helped shape the approach the school follows.

We also offer the following subjects areas at Key Stage 4

Personal, Social and Health Education & Citizenship  
Outdoor Education  
Group work  
Extra Curricular Activities

Progress in the National Curriculum Subjects is reviewed every Term – using N.C. and Privats Levels, also use AQA Unit Awards and ASDAN to record and celebrate progress.

### **Computing and our curriculum**

Our students are given opportunities to apply and develop their computing capability through the use of ICT tools to support their learning in all subjects. Students are given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information, both directly and through electronic media
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

### **Speaking and listening**

The 'use of language across the curriculum' requirement in the national curriculum for 2000 states that:

- Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, students should be taught to recognise and use standard English.

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### Writing

- In writing, students should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

### Speaking

- In speaking, students should be taught to use language precisely and cogently.

### Listening

- Students should be taught to listen to others, and respond and build on their ideas and views constructively.

### Reading

- In reading, students should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.
- Students should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject (for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop an argument).

This requirement encourages students use language, both spoken and written, to think, learn, express their ideas and use information and evidence to support their analysis, ideas and views. Students also need to be able to read texts with understanding, evaluating their usefulness and reliability.

The underlying messages of the requirement are that:

- enhancing students' language skills enhances their subject learning;
- using subject-specific vocabulary and patterns of language contributes to developing students' language skills;
- all teaching contributes to students' development of language since speaking, listening, reading and writing are, to varying degrees, integral to all lessons.

Students are likely to be more successful if there are consistent approaches to speaking, listening, reading and writing across the curriculum. To ensure that all staff build on the work of the Secondary English "Teaching Speaking & Listening strategy", the progression chart – which is intended to help teachers to identify and promote progression in speaking and listening is included in this document to ensure cross- curricular support for speaking and listening.

### Curriculum Balance

Flexibility in terms of balance within the curriculum is essential if we are to ensure relevance for individual students at different stages of their school careers. We therefore note that not all the students will necessarily experience all aspects of the curriculum all of the time.

Balance in the whole curriculum should reflect the needs of students at various age-related stages of their school careers. Some students will require a curriculum which emphasises practical, community based activity and includes sex education and careers guidance.

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The precise balance between these aspects of the whole curriculum will vary in response to the dynamic relationship between student's individual needs, determined through the annual review process, the National Curriculum and curriculum plans devised by staff to meet the common needs of students at different stages of development. Full details of agreed curriculum plans are an integral part of each student's Personal Educational Plan.

### **Responding to student's diverse curriculum needs**

The divergent individual needs of particular students will dictate variable balance in the whole curriculum. Students who display challenging behaviors may need intensive individual sessions working on interaction processes before they are able to join in with group activities.

When planning, teachers, tutors and LSA should set high expectations and provide opportunities for all students to achieve, including boys and girls, students with a diverse range of special educational needs, students with disabilities, students from social and cultural backgrounds, students of different ethnic groups and those from different linguistic backgrounds. All staff should be aware that our students bring to school different experiences, interests and strengths which will influence the way in which we learn. Teachers should plan and match their approaches to teaching and learning so that all students can take part in lessons fully and effectively.

The curriculum alone may not be able to provide sufficient breadth and balance. We therefore address other priorities arrived at in consultation with parents/carers and our colleagues from the health authority by focusing on individual needs, introducing cross-curricular elements and extra curricular activities.

### **Overcoming potential barriers to learning and providing equal opportunities.**

All students are individuals and as such can be seen as having special needs, gifts or talents which all have to be met in order that they realise their full potential. To ensure all students receive equal access to a broad balanced and relevant curriculum there is a need to look at alternative ways of doing this. This may include the use of computers, individual tuition, adapting workspaces and equipment or the provision of special resources. We encourage staff to access the specific websites which give advice for those working with students who have learning difficulties, who are gifted and talented or who may have specific behavioural problems. A range of opportunities commensurate with student's needs and abilities will be offered to all students rather than their difficulty becoming the basis for limitation or restriction of experiences. Furthermore materials will reflect the multi-cultural population of the school and materials will be checked for race or gender stereotypes.

### **Therapies**

Staff at Liverpool Progressive work closely with their health colleagues e.g. speech therapist, physiotherapist and occupational therapist to ensure the personal and therapeutic needs of students are met. The therapists provide written guidance and support and therapy programmes are carried out in classrooms as part of daily/weekly routines.

The use of therapeutic environments e.g. massage, relaxation, counselling and alternative therapies are planned for as part of the whole curriculum.

### **There are three broad levels of curriculum planning.**

#### **Long-term planning includes:**

- modified programmes of study for the different subjects
- curriculum overviews for different subject areas
- individual student targets which are set at annual reviews

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**Medium-term planning** is informed by long term planning and includes:

- half term planning for all subject areas
- monthly planning for behaviour literacy & numeracy
- individual education plans (IEPs) which are written by the personal tutor and reviewed every half term

**Short-term planning** - is carried out individually by class teachers and is used to focus weekly and day to day teaching and assessment. And include objectives/outcomes and engaging starter activity.

### **Allocation of Resources**

Subject coordinators receive an allowance and it is their responsibility to ensure that there are suitable resources and equipment available for the planned themes or modules. Storage and allocation of this equipment is the responsibility of the subject coordinator.

Resources are audited as part of the schools self-evaluation process and large-scale capital expenditure is planned for within the school development plan.

We will always aim to ensure that we have available carefully targeted and appropriate resources- designed to meet any SEN before a student is admitted to school.

### **Health and Safety**

It is the responsibility of all staff to be aware of possible health and safety issues in relation to the different subject areas where they teach or have a specific responsibility for. As far as possible they should eliminate foreseeable safety issues in various environments and with different types of equipment. It is fundamental that students also develop positive attitudes to the safety of themselves, others, equipment and apparatus and an ethos is created where a respect for the environment is developed. Any specific issues relating to health and safety, which need immediate attention, should be brought to the attention of the head-teacher or the SMT team. The Head, in consultation with the relevant teachers will carry out risk assessments whenever this is considered necessary for a specific subject area.

In addition to the schools health and safety rules teachers must be aware of and comply with additional regulations for specific activities. Teachers should also familiarise themselves with health and safety regulations specific to community provision such as local swimming pools and other outdoor facilities. Further information is contained in the "Liverpool Progressive Health and Safety Policy Document".

### **Community Links**

Appropriate use will be made of the local and wider community thus enabling students to transfer the knowledge, skills, attitudes and concepts they have learnt to other situations, and broadening the range of learning experiences available to them. The local and wider community should be involved in the life of the school through student participation in:

- community visits to shops, libraries, leisure, etc.
- visits to the cinema, theatre, art galleries etc.
- visits to a variety of geographical locations e.g. parks, the coast, towns, the countryside etc.
- visits to places of historic interest e.g. old buildings, museums,
- visits to places of technological interest e.g. airports, railway station, factories etc.
- opportunities to hear native speakers and share in their different cultures both in school and in the community
- study support activities e.g. residential holidays, ASDAN Award Scheme, sports clubs.

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Parents and Carers are encouraged to involve themselves in the life of the school by inviting them for Coffee mornings and school events.

Liverpool Progressive School invites travelling Theatre Groups, Zoo Lab, Barn Owl Bill, North Cote Primary School, etc.

We report to all of our stakeholders on an annual basis with financial breakdown.

### Assessment, Recording and Reporting

#### Assessment

There are different purposes for assessment. These include:

- checking that students have learnt the main teaching points for the day or week;
- finding out whether the students are ready to move onto the next activity;
- finding out what a particular student knows, understands and can do;
- finding out what a student does not yet know and understand or is not yet able to do;
- diagnosing the nature of any weakness;
- finding out what progress a student has made over time and setting clear targets for improvements
- comparing students' work with national standards and expectations;
- being able to report to parents on individual achievement and progress
- (QCA)

Assessment at Liverpool Progressive is threefold and linked to the recording process and planning.

#### Baseline Assessment

Baseline assessment is carried out in accordance with our assessment policy. Students are assessed within 6 weeks of starting school using a range of assessment materials. The information gained from the baseline assessment is transferred to the assessment files and used to inform future planning.

#### Formative Assessment

Formative assessment is ongoing and used to inform student's IEPs and annual review targets. Also with each lesson the IEP target is reviewed accordingly.

#### Summative Assessment

Summative assessment takes the form of:

- Annual reports to parents as part of a student's annual review
- Reports for LAC reviews
- Subject assessment that we do at 6 monthly intervals to measure progress.

Summative Records can be used for

- monitoring individual students' progress;
- setting targets for students;
- monitoring the achievements of different groups e.g. by gender, by ethnicity;
- monitoring school effectiveness, e.g. by comparing the achievements of students in different classes of subjects and comparing their performance with similar school
- setting targets for school

We encourage staff to consult the following web-sites, where much valuable information and guidance may be found:

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- National Curriculum in Action – Students’ work online
- Planning, teaching and assessing the curriculum for students with learning difficulties.

Students are actively encouraged to take part in and take responsibility for self-assessment. When appropriate – staff guide them through the process of self evaluation. It should also be noted that there are times when it is possible and extremely appropriate to create opportunities for peer evaluation

### Monitoring and Evaluation

“The gathering of information about the effectiveness of teaching and learning, and the system that is used to support this process, should be at the heart of all schools. Teachers who have invested considerable time and effort in developing curriculum materials and teaching programmes have an entitlement to know how successful their use may be, and a responsibility to make any necessary amendments. “

(Rose and Parsons)

Monitoring, evaluating and reviewing teaching and learning within Liverpool Progressive School is crucial to the management process. It is the mechanism through which student progress is assessed, “quality “assured and decisions related to future action are based.

### Aims

The purpose of monitoring and evaluation is to provide a framework in which:

- the effectiveness of the school’s ethos, aims and objectives are reflected upon
- the curriculum is monitored in a way that ensures it is broad, balanced, relevant and complies with statutory requirements
- the effectiveness of planning for quality of teaching and learning is judged
- breadth of teaching styles adopted and relevance to their purpose is ensured
- good practice can be identified and disseminated
- the effectiveness of assessment, recording, reporting and reviewing of student attainment and achievement can be considered
- student behaviour within the context of learning is deliberated upon
- the suitability of accommodation is monitored and the sufficiency and effective use of resources is judged
- the deployment and development of staff is considered
- the effectiveness and the quality of relationships within the school and community is estimated.

The achievement of these aims will contribute to our intention of assuring the quality of the provision we make for students.

### How we monitor, evaluate and review our work

#### The School Management Group (Head and Senior Team)

The SMG should review all aspects of school life through:

- regular observation of school practice
- discussion with students, parents, staff, members of the community and officers of the LEA
- attendance at meetings and committee meetings
- analysis of reports and school data.

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The SMT should particularly review policy and/or practice in respect of statutory requirements. The SMT is obligated to consider:

- the provision of information to parent/carers/SS
- the provision of information to the LA
- the school's aims and objectives
- the school's curriculum statement
- the provision of sex education and relationships
- arrangements for RE and collective worship
- any complaints in respect of the curriculum and related matters
- the special needs of individual students and how these needs are met
- the use of school premises
- the staffing establishment, staff selection and staff discipline
- the allocation and accounting of resources and
- the maintenance of equal opportunities

### Head Teacher

The head teacher should review practice and performance against the schools aims and policies and statutory requirements through:

- regular and systematic observation of practice,
- debate at a range of staff meetings
- discussions with individual colleagues, students, parents/carers and members of the local community, the audit of planning throughout the school and
- the compilation of data on a cross section of aspects of the school life.

The head teacher should regularly review school policy and /or practice re:

- the breadth, balance, relevance of the curriculum and its fulfilment of statutory requirements
- the means by which student needs are identified, met, reported upon and reviewed
- the size, suitability, deployment and commitment of staff, the relationships between staff groups and guidance and information for staff
- the suitability of school accommodation for the purpose to which it is put, ensuring staff and student safety and its opportunities for regular cleaning, maintenance and security
- audit, monitoring, evaluation and review
- school expenditure
- student personal development, behaviour and the school's Behaviour Policy and Practice statement
- the school management structure, ensuring its suitability for its size and circumstance, and effectiveness at all levels
- relationships with parents, other professionals and agencies, the local community and the school's brochure and
- its Aims and Objectives

### Subject Co-ordinator

The subject co-ordinator's monitoring role includes systematic checking and evaluation of learning programmes by:

- evaluating the success of the policy on an annual basis
- ensuring learning programmes are being implemented in line with school policy
- provide support and relevant training for staff
- to take responsibility for the monitoring and control of resources

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**Performance Management Review** - the cycle for performance management review provides a structure for monitoring and evaluation of different curriculum areas.

**School Development Plan** - highlights particular areas for development

### Teaching and Learning

The aims of teaching and learning at Liverpool Progressive School are to:

- enable students to make as much progress and achieve as much success as they can
- inspire curiosity, a desire and the skills to learn and continue to learn beyond their formal education
- make learning enjoyable
- encourage staff to learn from each other and be part of a professional culture that encourages and values discussion, research and experiment
- help staff to retain a desire to learn and meet new challenges throughout their professional career.

### Outstanding teaching at Liverpool Progressive School is characterised by:

- Setting clear and high expectations/outcomes - tasks will meet the individual needs of students, progression will be easier to identify and students will be challenged
- The use of appropriate subject knowledge, understanding and key skills - asking the right questions to check on, consolidate and extend students learning; explain and demonstrate ideas clearly and in a variety of new ways
- Effective planning - activities and resources closely matched to objectives, good match between students needs and relevant activities, learning build upon prior knowledge
- The use of appropriate methodology - being confident and able to use a broad range of teaching methods; able to select appropriate methods from repertoire to suit purpose of lesson; good questioning technique; being able to intervene at the right moment to extend students' learning; knowing and understanding students' learning needs and providing appropriate tasks which cater for and encourage differing learning styles
- Recognising and meeting the needs of all students - all students will experience success through successful differentiation, breaking down learning into small steps, using IEPs with precision and imagination, responding to the differing learning needs of groups of students e.g. students with autism
- Managing the learning atmosphere and students behaviour effectively - by planning work to meet individual needs, clearly focused lessons, students are interested, challenged and engaged, there are elements of choice in which the students can become involved, the lesson will have appropriate pace, there is a consistency of high expectations across school, these are clear, understood and fairly explained.
- Effectively managing time and resources - knowing that every minute is important, good lesson planning, lessons starting on time, linking resources, technology and support staff to the purpose of the lesson.
- Assessing students' work and using the information gained constructively by feeding back and targeting the next steps.
- Proving a learning environment that will encourage students to learn, demonstrate commitment to a stimulating learning ethos, be rich colourful, welcoming and efficiently organised

### Effective learning will be dependent on students:

- meaningfully interacting with human and physical resources

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- being given access to a wide range of resources, materials, experiences and environments
- being given opportunities to acquire, practice and consolidate new skills
- being actively involved in lessons and given opportunities to explore, experiment and problem solve
- being given the opportunity to work alone, in groups and in teams

## Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Head of Education. Embrace will then actively respond to the enquiry.

This policy is quality assured by Jason Goddard, Head of Education.

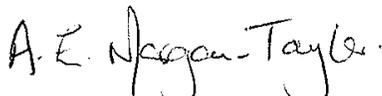
Signed:



Date: 01/03/2017

This policy is ratified by Amanda Morgan-Taylor, Quality Director

Signed:



Date: 01/03/2017

Company Confidential