

West Kirby School



Curriculum & Teaching and Achievement Policy

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Context

West Kirby School is a non-maintained Special school for pupils aged from 5 to 19 in West Kirby, Wirral. The School caters for pupils who exhibit a range of special educational needs including, but not exclusively: Autism, Social Communication difficulties, ADHD, Attachment difficulties and Demand Avoidance.

Due to the complex nature of the pupils that attend West Kirby it is our responsibility to provide them with the most appropriate education to promote their academic learning, life skills, personal, social, health and citizenship and their Spiritual, Moral, Social and Cultural education and meet the long term outcomes as identified in their EHCP (Education, Care and Health Plan) and Statements from Welsh LAs. This policy covers the flexibility of approach we take and how this approach supports the pupils access the curriculum.

The Principal has overall responsibility for the implementation, development and monitoring of all areas of Curriculum & Teaching / Achievement throughout Key Stages; supported by Deputy Head Teacher and the Education Team Leaders (ETLs).

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1: Curriculum Intent and implementation

Intent:

At West Kirby School our intent is to provide a curriculum that changes pupils lives; through offering a broad, ambitious and adaptive curriculum that follows the National Curriculum. We believe that a pupils diagnosis or starting point in life should not be a limiting factor to their future.

Our curriculum from Key Stages 2- Key Stage 5 is designed to meet the needs and aspirations of our pupils and provide them with the necessary skills to live as independent and fulfilling lives. At West Kirby School our intent is to provide a curriculum that changes pupils lives; through offering a broad and ambitious curriculum that follows the National Curriculum.

Our curriculum aims are:

- To ensure all our children are at the centre of a broad, varied and ambitious learning experience that is enjoyable and relevant for the future
- For all pupils to gain 5 GCSE or equivalent by year 11
- Our creative curriculum aims to create a sense of awe and wonder through exposure to a host of new experiences
- Provide a holistic curriculum that promotes positive mental health and well-being and enhances our children's life skills, social skills and cultural awareness

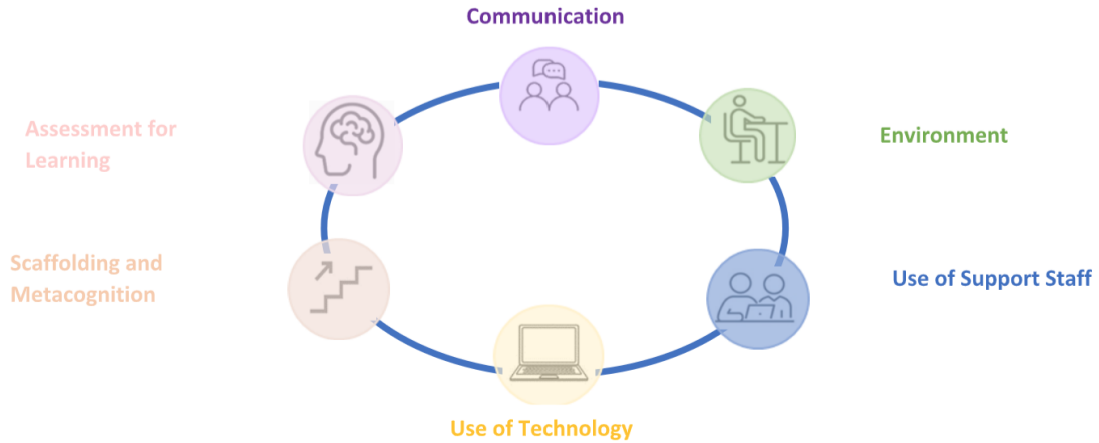
Implementation

West Kirby School and College offers an ambitious, broad and adaptive curriculum, with the aspirations and interests of the pupil at the centre. We aim for all pupils to access the National Curriculum with a range of qualification opportunities, to cater for pupil's diverse needs and abilities, including:

- Entry Level Certificates
- Functional Skills
- BTEC
- Cambridge Nationals & Technicals
- GCSEs
- A Levels

Our approach

Our pupils have a range of needs and varying academic starting points, we support pupils to make personal and academic progress through adapting our pedagogy and practice.



Our vision									
Intent	Share the high expectation that children and young people (CYP) at the school achieve at least five GCSEs or equivalent (depending on ability). Ensure that young people leave school with a good reading level. <ul style="list-style-type: none"> Support, enable and develop CYP to self-regulate and manage their social emotional and mental health and physical needs both within a school environment and in life. Become respectful members of society who are community minded, uphold British Values, understand Protected Characteristics and who contribute to charitable causes. Enable young people to be proactive, enterprising, aspirational and career minded. <ul style="list-style-type: none"> Ensure that CYP and their parents/carers feel pride in their achievements and a developed/developing self-esteem. Develop independence and resilience in pupils. Enable staff to feel pride in and be aspirational for their pupils and for themselves. 								
	Needs of the pupils		Subjects		Qualifications	Specialist Services	Awards		
Implementation	ASD ADHD Attachment Dyslexia OCD Demand Avoidance Anxiety	Developmental Co-ordination disorder Social Communication <u>Self Esteem, Failure tolerance</u>	English Maths Science Computing Life skills	Art History Geography DT German Classics	Chinese TED Creative Media RE Health and Social	Food Tech Horticulture Graphics Drama D of E Animal Care	ASDAN Entry Level Level 1 Level 2 GCSE AS Level A Level	SALT OT Clinical Psychologist Attachment and Trauma PCT Reading Support Learning Mentor	ADHD Friendly School – November 2019 Autism Accreditation Award – December 2019 Wellbeing Award (August 2021) Arts mark Gold – April 2019 Trauma Award (September 2020) Leading Parent Partnership award – (September 2021) Anti-Bullying mark- 2024 Science primary award - 2024 Dyslexia friendly award Silver - 2024
	Approaches to Learning * Highest learning expectations & behaviour * Teaching styles and resources meet pupil's need * Personalised learning			* Consistent approach to teaching & differentiation * Inclusion for all * Promote communication		Enrichment - Weekly Wellbeing and Life skills includes – climbing, den building, swimming, Viking Golf, mountain biking Sports opportunities including wheel chair rugby and Judo. Residential trips including Outward bounds, camping, narrow boat. Work Experience opportunities in local area			
Impact	Personal Development Through our SMSC curriculum, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and work with others. Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual, social, moral and cultural issues that form an intrinsic part of growing. Pupils gain the skills, knowledge and understanding they need to lead, healthy, independent lives and to become informed, active and responsible citizens					Pupils Outcomes Data outcomes *External examination results *Pupil Progress <u>meetings</u> *Pupils Progress Conversations *Parent surveys *Pupils Surveys Staff <u>Surveys</u> *Learning Walks *Lesson Observations Book <u>Scrutiny</u> *Successful transitions in year 11, and Post 16			

Subject leaders, in conjunction with the Deputy Head Teacher (C&T/A), have a responsibility for the implementation, development and monitoring of their particular subject area across the key stages, thus ensuring continuity and progression throughout the whole school.

Primary Curriculum

Our Primary curriculum is designed to support our youngest learners to develop the learning and social skills needed to thrive in school. A key focus in all Primary classes is placed on developing our pupils social, communication and self-regulation skills to give them the best opportunities to learn and thrive.

All classes follow the National Curriculum with our core focus being placed on developing our pupils literacy (writing, reading and oracy) and numeracy skills to provide them with the skills and knowledge to access later stages in education. Phonics is delivered daily to all pupils needing it as well as daily reading, writing and maths sessions. Pupils are given the chance to explore their local and wider world through our use of “Learning means the world” through which foundation subjects are taught.

Our Primary pupils benefit from the use of specialist rooms and staff from our Secondary provision with specialist subject staff delivering lessons in subjects such as food, music, MFL and PE.



Outside of the classroom pupils benefit from weekly “holistic learning sessions” where they have the chance to develop their cultural capital through visits to places of significance or interest and trips into the local and wider communities to develop social and communication skills.

Secondary Curriculum

Key Stage 3

Our Key Stage 3 curriculum follows the National Curriculum. Some pupils have bespoke timetables and curriculums based on their needs which is designed with input from our clinical team. All schemes of work are adapted to ensure pupils are able to access the curriculum, with additional support offered to ensure pupils EHCP targets and suggestions are met. Additional intervention sessions are in place for pupils who need extra support; this ranges from Phonics and other reading and comprehension interventions to numeracy sessions. All Key Stage 3 pupils undertake reading sessions daily and have timetabled library lessons.

Key Stage 4

Pupils are able to choose from a range of options which lead to qualifications ranging from GCSEs, Btecs and entry/foundation level depending on pupils aspirations and needs. All pupils study English, Maths, Science, ICT, PSHE, PE and RE.

Key Stage 5

Our Post 16 provision provides pupils with the opportunity to re-sit qualifications and have further opportunity to study a subjects to levels appropriate to their needs ranging from L1-A Level. Post 16 have lessons to develop life skills ready for the next stage of their education or work. Enterprise skills are also developed, alongside opportunities to visit colleges and places of work.

Personal development

All pupils from Key Stages 2-5 have weekly PSHE/life skills lessons. These lessons are designed to prepare pupils to live safe, independent and fulfilling lives in modern Britain. They are designed to enable pupils to make informed and safe decisions. Statutory guidelines around PSHE/RSHE are followed with pupils being taught the skills and knowledge appropriate to their age and stage of development. Lesson planning, delivery and expectations are in line with all other subject areas of the school, with us viewing Personal Development as a particularly vital element of our curriculum due to our pupils needs and vulnerabilities.

Assemblies, form time and special curriculum events are used to give pupils a broader range of experiences and support the teaching and understanding of Protected Characteristics and British Values as defined by The Equality Act 2010. External agencies are used to provide appropriate and expert knowledge for certain areas of our PSHE curriculum.

Parents/carers have the right to withdraw their child from some aspects of sex education within the Personal Development curriculum up until three terms before a child's 16th birthday. Full schemes of work and examples of the content covered can be requested from school at any point.

2: Impact and assessment/monitoring

The impact of the curriculum at West Kirby School is evidenced in the work pupils produce and their progression over time, alongside pupils progress towards their EHCP targets. All of our pupils have diverse and unique needs, meaning progress can look/happen at very different rates for each pupil. Our systems are designed to ensure pupils make the best progress they can and staff are able to implement the most suitable adaptations needed.

Assessment methods and materials

Formal and informal strategies are used to track pupils progress. These include:

- Adapted schemes of work for all subject areas
- Low stakes quizzes in class
- Questioning
- Marking and feedback of pupils work
- Mock exams for older pupils

A range of programs are used to provide information on pupils abilities and progress, including:

- CAT4 for pupils from Key Stage 3 and above
- Progress through English and Maths (PTE/PTM) completed up to year 10
- DRA to provide reading ages

Reporting

Progress reports are sent in the autumn and summer term. All years have parents/carers evenings alongside annual reviews to discuss pupils progress. Form/class teams are also able to provide weekly updates on pupil progress in all areas. SLT offer further meetings/communication with parents/carers where required.

Moderation

As a school we work with a number of local schools and organisations to complete moderation sessions around pupils progress as well as termly moderation sessions as a staff body to ensure that pupils learning is at the centre of what we do and any issues identified swiftly.

Interventions

We understand that there may be times where pupils have not made progress. To support pupils who have not made progress we put in a place a range of interventions to address gaps in learning and offer booster/strengthening sessions for pupils who are identified as potentially benefiting from additional input.

List of interventions:

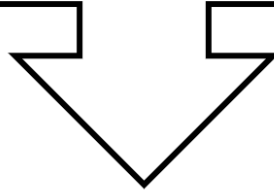
- Specific clinical led interventions (led by SLT and clinical team)
- Literacy interventions (Phonics, comprehension and fluency)
- Subject specific interventions focused on gaps in knowledge
- Specialist interventions focusing on supporting pupils with specific learning/cognitive conditions

Interventions offered are used to offer specific targeted support to address gaps in knowledge. Quality first, adapted teaching is given to all pupils through their subject lessons.

QoE Interventions

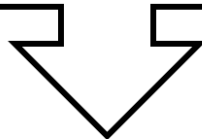
Interventions

- Overseen by DHT QoE with focus on specific interventions based on data and specific gaps in knowledge
- Data reviewed by subject leads
- Half termly meetings with subject leads and ETLs to allocate slots and review progress
- Review of why pupils need it, quality first teaching must come first
- DHT QoE to manage and only person to be able to allocate slots
- Subject leads to set out what gaps are needed to be addressed
- Weekly overview of sessions to be on SIMS



Learning mentors

- Maths/English weekly specific sessions with trackers and monitored by subject leads and DHT QoE
- Focus on specific areas of need tied to curriculum gaps
- Sessions planned and delivered based on subject SOW
- Delivered to targeted pupils



Booster sessions

- Sessions targeted at identified KS4 pupils based on data
- Specific focus on exam preparation and practice
- Targeted at high ability pupils

Feedback

The effective use of feedback techniques can have a powerful influence on pupils' learning and progression. Feedback is adaptive to pupils needs, with staff using verbal feedback and written feedback where appropriate.

V – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

S – Support given



- Next Steps



- Success criteria achieved ABC – Writing on the line



- Full stop used correctly



- Finger space

! – Using exclamation Mark Correctly

? – Using question mark correctly

TD – Teacher Directed

CI – Child Initiated

WT – Working Towards

ABC – Capital Letters in the correct Place

// – New paragraph needed Sp – Spelling support given

Due to the diverse nature of our pupils needs and abilities we understand that in depth written feedback is not appropriate for all pupils. Our expectation is that all pupils receive timely feedback that supports them to make progress and addresses any misconceptions or misunderstandings.

Workload

WKET understand that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact the learning. If a teacher is unsure about the effectiveness of their own practices, the Education Team Leaders will help with developing an approach to marking and feedback that is more suited to the teacher.

Quality Assurance

To ensure that pupils are receiving the best possible education quality assurance takes place consistently across the school, overseen by the Headteacher and Deputy Headteacher (C&T/A). The table below shows the range of activities that take place each term. The focus of each activity is on ensuring that pupils are learning, safe, happy and an ambitious curriculum is being implemented across the school. ETLs take part in all elements of QA and all staff have the opportunity to see each other teach. After each activity next steps and areas of development are shared which are followed up to ensure a continuous cycle of reflection and improvement.

Half Term	Activity	Staff completing moderations
Autumn term	Book Scrutiny x 2	SLT/ ETLs
	Curriculum conversations	SLT/ ETLs
	Learning Walks	SLT/ ETLs/ Subject Leads
	Pupil Progress meetings	SLT/ ETLs/ Subject Leads
	Moderation	All staff
Spring term	Book Scrutiny x 2	SLT/ ETLs
	Curriculum conversations	SLT/ ETLs
	Learning Walks	SLT/ ETLs/ Subject Leads
	Pupil Progress meetings	SLT/ ETLs/ Subject Leads
	Moderation	All staff
Summer term	Book Scrutiny x 2	SLT/ ETLs
	Curriculum conversations	SLT/ ETLs
	Learning Walks	SLT/ ETLs/ Subject Leads
	Pupil Progress meetings	SLT/ ETLs/ Subject Leads
	Moderation	All staff

Homework

We understand that due to our pupils neurodiversity they struggle to differentiate between home and school and as such homework can be a struggle. We set homework in a variety of forms and offer it weekly on a rotation for each subject. Bespoke homework can be requested and is suggested for certain pupils, alongside the opportunity to complete homework in school time or on site after school.

Revision materials for all pupils sitting exams are provided by school alongside revision clubs and opportunities for parents and carers to undertake revision workshops to help equip them with the skills to support their child at home. Homework is set using the Edulink app.

Primary

Reading books are sent home weekly to support pupils reading, alongside homework booklets that support topic work and development of literacy and numeracy skills.

3: Reading

Reading is a vital skill that will support pupil's learning across the whole curriculum. At West Kirby School, we aim to develop a love of reading to all of our pupils. A range of fiction and non-fiction texts are available to the children in our well stocked library and the notion of everyone a reader is promoted across the school. Reading for pleasure is at the heart of our reading ethos with 20 minute reading sessions completed on rotations daily (**DEAR**).

Throughout the year, events are planned to promote reading for pleasure in the school community. These events include national and school competitions, activities linked to World Book Day, visits to library, author visits to book shops and our own Literacy Festival.

Pupils are tested using the DRA twice a year until the reading age of 12yrs 10 months. Pupils are monitored by the Reading Support team and English team who report to the Deputy Head. Reading interventions are completed by Reading Support, HLTAs and TAs.

Phonics

At West Kirby School and College we use Read Write Inc. Phonics programme. For pupils Year 5 and above who require additional support e.g. children aged 9 and above who have reading ages below 9 or are below national curriculum expectation for Key Stage 2, we use Read Write Inc. Fresh Start. This teaches students to read accurately and fluently with good comprehension; also, how to spell correctly and compose their ideas for writing step-by-step.

Phonic lessons are moderated through observation by the reading phonics lead supported by a Read Write Inc Consultant.

Key Stage 1 and 2

In Key stage 1 and 2 pupils are listened to each day until they develop the skills to become a 'free reader'. Free readers are pupils who are reading above the reading age of 10 years.

Key Stage 3

Pupils in Key Stage 3 continue to have timetabled reading lessons as part of DEAR time and library sessions.

Key Stage 4 and 5

Pupils with a reading age of below 12.10 will continue to have reading interventions through the Fresh Start Phonics program.

4: Staff Development

West Kirby Educational Trust believe firmly in our core mission to “change childrens lives” through providing them with a broad, balanced and ambitious education. Our pupils are each unique, with a host of different needs and backgrounds. Despite a pupils starting point, diagnosis or educational background we believe each one has the right to develop the skills needed to live fulfilling and as independent as possible lives.

Our staff curriculum is designed to consistently improve, challenge and grow our staff to provide real impact for our pupils. The staff curriculum is broken down into two main areas;

1. CPD

Staff undertake CPD twice per week. This time is used to provide staff with protected time to complete necessary tasks to support pupils, undertake specialist training related to pupil needs, undertake specialist training related to developing staffs skills and knowledge and opportunities to work collaboratively. Topics are set out in line with the schools SDP and led by staff or subject experts. Time given over to administration and data tasks support staff wellbeing and gives regular opportunities to work with wider members of the staff team.

External CPD is offered and available to staff wanting/needing further development. The range of external CPD on offer includes:

- NPQ's (from Lead learner to Headteacher providing teaching staff nationally recognised qualifications matched to their career stage and aspirations)
- National College courses (providing all staff with a bank of courses relating to education)
- Apprenticeships (from admin staff to apprenticeship routes into teaching)
- Masters qualifications
- Subject Knowledge courses
- SEND specific courses
- PRICE
- And training at staff's requests

2. Active research

Research is a key element to the development of West Kirby School and provides us with the opportunity to look at best practice in SEND and within the wider field of education. Much educational research is undertaken in/with Neurotypical settings and so is not always easily applicable to the needs of our diverse cohort and much research around SEND is form a clinical focus and not always applicable to an educational setting. Through an active research program at West Kirby School we hope to bridge the gap through this to provide our pupils with the best possible provision.

Our research program is ran to allow staff to undertake research into areas they are interested in and which are aligned to the school SDP. Research groups are led by a member of SLT and ETL's (middle leadership team) and are timetabled to meet at least once per half term and one twilight per term. Within these groups are further broken into sub groups to allow in depth research to take place in specific areas under a broader central theme.

Staff decide on specific actions to implement and then spend the next term implementing these into practice, coming together regularly to discuss progress and see what is working and what is not. Through this a cycle of continuous new practice and ideas is brought through school, with all staff being able to share ideas.