Curriculum & Assessment Policy

'HORIZONS CURRICULUM'

Trinity Fields
Cae'r Drindod

Learning together in a changing world, creating success for all.

Autumn 2025

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF's "**Rights Respecting School Award**".

The 'Rights Respecting School' Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly "**Pupil Participation**" policy and our whole school "**Pupil Participation**" policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment that influences their health. We achieved the Welsh Network of Healthy School Schemes National Quality Award

Trinity Fields is an Inclusive School (IQM Flagship School status)

Trinity Fields School has held the IQM Centre of Excellence status for the past 4 years and attained Flagship School status for the first time in **April 2018 which was last reaccredited in February 2024**. We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and developing classroom-based research.

Trinity Fields is an Investors in Families School

We are committed to developing active and effective relationships with parents, carers and families, and recognise the value of close partnership working to improve outcomes for our pupils.

We were the first special school in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings. We currently hold the Diamond Standard for Investors in Families.

We demonstrate our commitment to the "Rights to Action" agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through encouraging positive participation in their child's education.

Refer to "**Investors in Families"** action plan and assessment reports for further details.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".

MOVE and Vison Friendly School

The school started its journey towards becoming a MOVE school in 2019; successfully accredited at Silver level in **December 2021 and Gold Level in 2024**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

In July 2024, the school gained the **Silver level Vision Friendly School** quality mark.

Education in Wales: Our National Mission

Our work with pupils and their families' builds upon Wales' National Mission. This National Mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches that results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017 and updated in 2023).** These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The key priorities of the **National Mission; High Standards and aspirations for all** were updated in 2023 to include:

- Learning for Life
- Breaking Down Barriers
- A Positive Education for Everyone
- High Quality Teaching and Leadership
- Community Based Learning
- Cymraeg Belongs to us All

Statutory Components of our Curriculum

- The four purposes
- The skills, Literacy, Numeracy and Digital Competency, which are embedded in the areas of learning and experience as appropriate
- The six areas of learning and experience & The statements of what matters
- The cross-cutting themes Relationships and Sexuality Education (RSE), Human Rights, Diversity and Careers and World Related, Experiences (CWRE)
- The integral skills – creativity and innovation, critical thinking and problem-solving, personal effectiveness and planning and organising

Our Vision for the Curriculum

'Trinity Horizons Curriculum' – pushing boundaries, reaching new goals

At Trinity Fields School, our curriculum is designed to provide authentic, purposeful, meaningful and developmentally appropriate learning experiences that enable every learner to thrive, grow and achieve their full potential. We value a holistic approach that nurtures skills, knowledge and independence, while respecting each pupil's individual needs, abilities and aspirations. We place a heavy emphasis on nurturing pupils' wellbeing and fully believe that until pupils' wellbeing needs are met well, their academic progress will be limited.

We are aspirational for all our learners. We believe in pushing boundaries, challenging limitations and celebrating every step of progress. Our curriculum promotes high expectations, encouraging pupils to explore their talents, build confidence, and strive for personal success — however that may look for them.

We place a strong emphasis on literacy, numeracy, digital competence and wellbeing, weaving these across all Areas of Learning and Experience to support communication, independence, personal care, safety and lifelong skills.

We are committed to developmentally appropriate pedagogy, ensuring that learning is accessible, engaging, challenging and empowering for every pupil, at every stage. The effective use of specialist frameworks such as Literacy and Numeracy frameworks, MOVE, MOTIONAL, TIS, Autism Education Trust and Total Communication profiles supports robust, person-centred target setting. These approaches ensure that every learner is engaged meaningfully with the curriculum and that progress is individualised, relevant and aspirational.

We believe that collaboration is key to a purposeful curriculum. Our curriculum is co-constructed in partnership with pupils, staff, parents, governors and a wide range of professionals. This collaborative approach ensures our provision is inclusive, responsive and enriched by diverse perspectives, firmly rooted in the needs, voices and ambitions of our learners and community.

We recognise that in order to meet pupils' diverse, complex and individual needs they will also need access to a range of other experiences that include specialist interventions, multi-sensory environments, therapeutic input and regular educational visits to provide real life experiences for them to practice their existing skills, as well as developing new ones.

Our curriculum is rooted in the vision and values of our organisation which have been developed collaboratively with all school stakeholders. These values are:

Through a curriculum built on care, inclusion, aspiration and high expectations, and strengthened by specialist approaches, we strive to equip our learners with the tools they need to succeed — in school, in their communities, and in their futures.

The four purposes of the Curriculum for Wales

"Curriculum for Wales" makes it explicit that the new curriculum and assessment arrangements in Wales would be fully inclusive and,

"easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society."

As a school, we have worked hard with stakeholders to discuss and articulate what the 4 purposes mean in our specialist context. Each phase has articulated their own version of the purposes which is designed to be progressive throughout pupils' time in school.

- **Ambitious**, capable learners;
- **Enterprising**, creative contributors;
- **Ethical**, informed citizens;
- **Healthy**, confident individuals.

A summary of the 4 purposes associated with each phase is given in **Appendix 1.**

Key principles

This policy will provide an overview of the principles and practice of teaching and learning at Trinity Fields School. A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

It is our responsibility to acknowledge the experiences each child brings to their education experience, and to work in partnership with children and their parents and carers to support them as they develop. By creating a space that actively promotes listening to the voice of the child, we can begin to recognise and respond to the unique background and needs of each child, and children can begin to understand their rights.

The key principles essential for holistic and meaningful learning for all children start with skilful, observant and interested adults, who provide authentic and engaging experiences in effective, exciting environments.

Our role is to use our observations to plan experiences and environments that are meaningful and relevant to children's interests and needs. The **Trinity Horizons Curriculum** ensures that the mandatory elements of Curriculum for Wales are embedded within an appropriate pedagogical framework that focuses on the needs of the developing child/young person.

The **Trinity Horizons Curriculum** is delivered across the 5 phases of learning which span the age range 3 – 19. These phases are:

Explorers – ages 3 – 6

Adventurers – ages 7 – 11

Investigators – ages 12 – 14

Researchers – ages 14 – 16

Aspire – ages 16 – 19.

We are committed to provide access to a broad and balanced curriculum for all of our pupils. The curriculum is meaningful, relevant and motivating ensuring that pupils needs are met. Alongside this we recognise that the curriculum must be relevant to pupils' individual needs and there must be inbuilt flexibility in order to ensure continued relevance for all pupils at the various stages of their time in school.

The curriculum dovetails seamlessly with the school's implementation of ALN reform and is effective in delivering the contents of each pupil's Individual Development Plan

Approaches to planning and recording are consistent throughout the school. Staff meet regularly to discuss approaches, assessment and the learning outcome of classes and of individuals within a class.

Some of our pupils will need to revisit fresh interpretations of the same programmes of study, in addition to having regular opportunities to consolidate skills, which have been already acquired throughout their time at Trinity Fields.

Person Centred Planning, IDP and Access

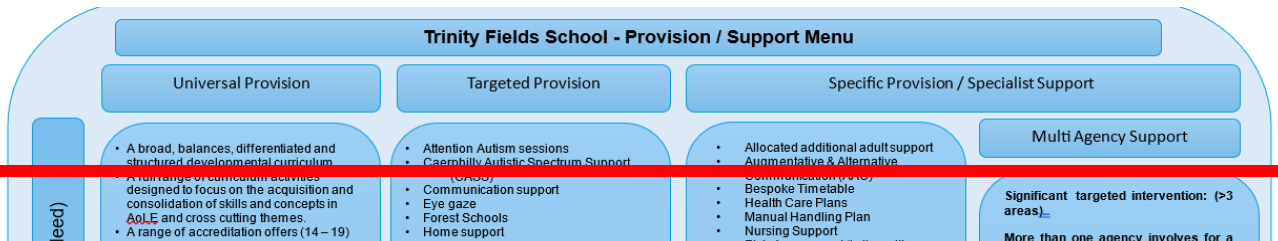
The curriculum at Trinity Fields School, developed by staff, reflects the individual and holistic needs of our pupils. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to exciting and stimulating learning experiences throughout their time at school.

Our curriculum offer to pupils will take account of their individual needs and is fully inclusive; all pupils irrespective of race, gender, colour or additional needs will have equal access to the very best learning opportunities.

Trinity Fields School promotes person centred practices as a key part of our curriculum design. Each pupil has an IDP with detailed and co-constructed ALP. These are well understood by staff. In addition, pupils are set 5 'Going for Gold' targets twice a year. These align with the IDP but are broader and more curriculum focussed. The cross cutting skills of Literacy, Numeracy and Digital Competence are referenced in these targets.

Due to the diverse and complex needs of our pupils we need to provide additional support in order for the whole curriculum to be accessible. With this in mind, we will continue to maintain the conditions most likely to facilitate learning for all of our pupils through:

- The provision of appropriate information technology resources – computers, relevant software, switches and emerging technologies.
- Appropriate use of mobility and aids for positioning – standing frames, specialist seating, adapted wheelchairs.
- An environment which supports total communication using signs, speech, symbols, objects of reference, communication aids, vocabulary Core Boards/Picture Exchange Communication System (PECS)
- Consistent and sensitive use of programmes to moderate challenging behaviours
- Our commitment to essential therapeutic activities – speech and language, physiotherapy, occupational therapy, hydrotherapy, music therapy
- The use of strategies to minimise or alleviate sensory difficulties, such as access to the sensory areas, specialist equipment such as sound enhancement systems and the use of sensory integration strategies.
- Our commitment to collaboration with parents, professionals and agencies, with the community and with the pupils themselves.



Collaboration & Partnerships are Key to Effective Curriculum Design

We recognise that a multi-disciplinary approach to curriculum design is the most effective in meeting our pupils' needs. We recognise and value the importance of collaboration to ensure pupils receive the very best provision. Pupils also have regular access to therapies provided by our colleagues from health and social services. These therapies include: physiotherapy, speech and language therapy and occupational therapy. Other therapies include music, 2 Rhythms, Hydrotherapy, Lego Therapy and rebound therapy.

- Pupils
- Families
- Health and Social Care colleagues
    - Physiotherapy
    - Occupational Therapy
    - Speech and Language Therapy
    - Nurses
    - CALDS
- Specialist teachers of VI/HI/MSI
- EAS
- CCBC
- SWASSH
- SPANN
- SWALLS
- Governors
- Mainstream Partner Schools

Curriculum (Developmental) Pathways

Our developmental pathways are an important part of planning to ensure a developmentally appropriate curriculum. The curriculum is pupil centred and delivered to match the pupil's stage of development. In collaboration with other SWASSH schools, we organise learning into 3 main pathways.

- **Pre Formal** – pupil accessing Routes for learning & Pre-progression steps 1-3. Pedagogy uses the Developmental Pathways guidance contained within the 'Enabling Learning' section of Curriculum for Wales with targets set around 5 x important child development areas including - Communication (literacy), Exploration (numeracy/DCF), Belonging, Wellbeing, Physical.

  Particular emphasis is placed on the following pedagogy:
  - play and play-based learning
  - being outdoors
  - observation
  - authentic and purposeful learning

- **Semi Formal** – pupils accessing Pre-progression steps 4-6. Pedagogy uses the Developmental Pathways guidance contained within the 'Enabling Learning' section of Curriculum for Wales and we consider this pathway the formal gateway to the more formal AOLEs/Statements of what matters. Teachers are empowered to ensure progression in target setting by combining the areas of developmental pathways with more formal elements of Literacy, Numeracy, Communication, DCF, Wellbeing

  Particular emphasis is placed on the following pedagogy:
  - play and play-based learning
  - being outdoors
  - observation
  - authentic and purposeful learning

- **Formal** – pupils accessing Pre-progression step 6 into progression step 1,2,3 – Our more formal learners access AOLEs and associated statements of what matters (in addition to more formal aspects of DCF and LNF). Developmentally appropriate Pedagogy is supported by target setting in relation to Literacy, Communication, Numeracy, DCF and Wellbeing

  Particular emphasis on the remaining 12 pedagogical principles.

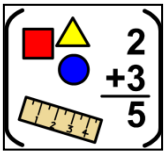
Our Pathways are underpinned by 3 Enabling Drivers:

- **Enabling Adults** - emotionally available, observant ready to respond and provide the appropriate support
- **Enabling Experiences** - promote learners' independence, offering challenge and the opportunity to experience success along the learning journey
- **Enabling Environments** - a place where learning and learners thrive

Cross Cutting Skills

All staff are responsible for developing pupils' skills in literacy, numeracy and digital competence; these are cross-curricular and will take account of the following key guidance:

- Literacy Framework – **please see the formal literacy strategy;**
- numeracy framework - **please see the formal numeracy strategy;**
- Digital competence framework (DCF) - **please see DCF Map and Online Safety SOW**;



For our youngest pupils and those in the pre & semi formal phases of learning, the cross cutting skills will be delivered through the 5 stages of child development associated with the 'Enabling Learning' section of Curriculum for Wales. For example, literacy skills will be appropriately developed through 'communication' whilst numeracy and digital competence will be developed through the 'exploration' developmental pathway.

The LNF is used primarily as a curriculum planning tool to support teachers to embed literacy and numeracy in their teaching across the curriculum. The aim is to support all teachers to see themselves as having an important role in developing the literacy and numeracy skills of their pupils. The LNF sets out the skills pupils are expected to develop over time. It is assessed and tracked using the b-squared assessment tool. Strands of LNF are mapped strategically across the school:

Within literacy pupils are expected to develop skills in:

- **oracy** across the curriculum;
- **reading** across the curriculum;
- **writing** across the curriculum.

Within numeracy pupils are expected to develop skills in:

- **numerical reasoning;**
- using **number;**
- using **measuring;**
- using **data**.

Our teachers will use the LNF to:

- Set appropriate and challenging targets for pupils to support their progression.
- develop our curriculum content to ensure that all pupils have opportunities to develop and refine the skills that are set out in the LNF;
- integrate literacy and numeracy into their teaching, whatever the subject being taught;
- inform discussions with parents/carers, pupils and other teachers about pupil performance and progress;
- help pupils (where appropriate) begin to self-assess activities and work to begin to plan their next steps;

- monitor, assess and report on individual pupil performance and progress;
- identify pupils who may benefit from intervention or who are working beyond age-related expectations.

Pupils' skills and progress in literacy and numeracy are tracked through b-squared; results are collated and analysed annually with details being provided to the governing body for them to challenge as necessary; this forms part of the assessment co-ordinator's annual data presentation

The DCF is the third of three cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills that are applied to a wide range of subjects and scenarios. It has four strands of equal importance, each with a number of elements. Each strand is mapped strategically across the curriculum with a focus per term. Online Safety and cyberbullying are taught continuously and when the need arises due to its safeguarding implications. A separate scheme of work exists for this very important element of work. It is further supported by specialist members of the engage team.

Citizenship which includes:
- identity, image and reputation;
- health and well-being;
- digital rights, licensing and ownership;
- online behaviour and cyberbullying.

Interacting and collaborating which includes:
- communication;
- collaboration;
- storing and sharing.

Producing which includes:
- planning, sourcing and searching;
- creating;
- evaluating and improving.

Data and computational thinking which includes:
- problem solving and modelling;
- data and information literacy.

Teachers use the DCF to plan engaging and innovative cross curricular lessons which will focus on the creative use of ICT across the school; we will continue to develop our use of the highly successful and specialist eye gaze technology to support the progress and achievements of pupils with the most complex needs. Pupils progress in relation to DCF is assessed using the B-Squared tool for Science and Technology.

Curriculum entitlement

All of our pupils will have access to:

- a broad, balanced, relevant and differentiated curriculum;
- an engaging and exciting curriculum irrespective of gender, race or complexity of need;

- highly skilled and qualified staff who deliver bespoke, quality learning and teaching which recognises pupils' different learning styles;
- opportunities for inclusion, whether in the main body of the school or linking with one of our satellite classes that are attached to mainstream schools;
- learning that draws on close partnership working with parents/carers so that use their unique information helps to shape the individualised approaches developed and implemented by staff;
- individual programmes that involve collaborative partnerships with other professionals which provide detailed assessments for future planning and provide for enhanced learning outcomes;
- exciting learning opportunities in a happy, sensitive, safe, secure and stimulating school environment; allowing all pupils to enjoy learning;
- celebrations that reward and share achievements whether academic, sporting, life skills or success in another areas such as behaviour;
- the culture and language of Wales which is included throughout the curriculum;
- consistent opportunities to "have their voice heard" and influence school decisions regarding learning and planning for the curriculum, as well as supporting governors in the appointment of new staff;
- a rich bilingual curriculum for first language Welsh pupils supported by Welsh speaking staff ;
- encouragement from staff to build positive relationships in order to develop appropriate behaviour for learning;
- strategies to support behaviours that enable pupils to learn;
- a positive learning ethos across the school where everyone treats others with respect and kindness;
- total commitment from all staff to promote their individual progress and ensure that they meet the identified progression steps in line with their individual assessments and learning needs.

Curriculum structure

The structure, content and delivery of the curriculum offered at Trinity Fields School is tailored to meet pupils' individual and holistic needs. We recognise that for our pupils to make optimum progress their learning must be considered within a relevant context.

Staff routinely collate data relating to pupil attainment and progress to provide a whole school profile of pupils' attainment in key areas and in skill development. Analysis of this data supports and underpins our school curriculum rationale. Assessment data demonstrates that the vast majority of our pupils are at early stages of development.

We offer the full range of learning experiences within the six areas of learning and experience; these provide a wealth of engaging contexts for pupils' learning with a strong emphasis on enabling pupils to begin to develop the skills and behaviours that are necessary for effective learning.

In addition to delivering exciting and innovative learning experiences, our assessment procedures ensure that all pupils access learning that is relevant and responsive to their abilities and needs. Pupils with more complex and profound needs also benefit from range of multi-sensory activities such as: 2 Rhythyms, Softplay, story massage, music therapy, rebound therapy, Hyrdotherapy etc.

The curriculum offered to all pupils is primarily structured using a wide range of learning experiences that cover all areas of learning and experiences (AOLE):

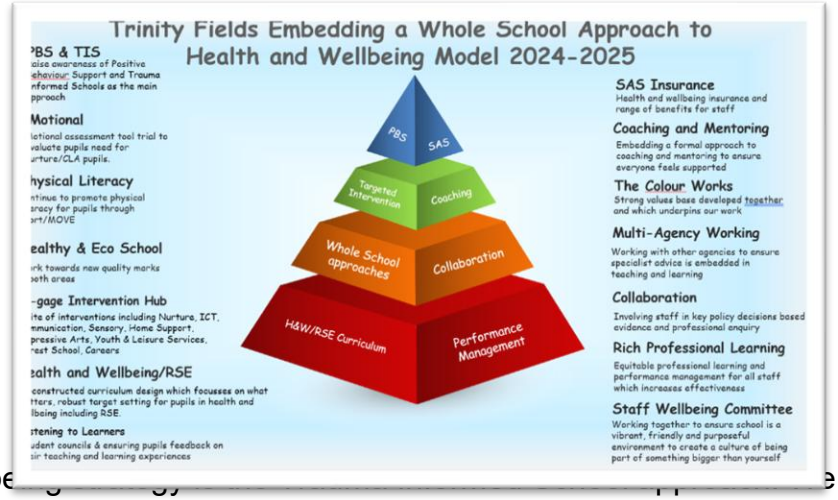
Through expressive arts, our pupils will be encouraged to develop their skills in art, music and performance. They will have rich opportunities to explore, refine and communicate their ideas through a wide range of multi-sensory approaches. Expressive arts will provide inspiration and motivation to bring our pupils into contact with the creative processes, performances and the productions of others.

Our well-established approaches to expressive arts will continue to provide many opportunities for experiences such as visits to theatres and galleries, for bringing the specialist expertise of, for example, artists and musicians into the classroom, such as our work with the Arts Council for Wales as a Lead Creative School and our ongoing work with Live Music Now! Our approaches to expressive arts will enable all pupils to access rich learning experiences that span art, drama, music, dance, film and digital media.

Our pupils need to experience social, emotional and physical well-being to thrive and engage successfully in their learning. The health and well-being AoLE will help them build the knowledge, understanding and skills that will support the development of positive and appropriate relationships, deal with some of the issues and decisions they will face and wherever possible equip them with the skills to live independently.

The learning experiences offered to all pupils will ensure that pupils access fun and engaging opportunities to help address the ongoing concerns about physical activity and diet. Our approach to health and well-being will draw on themes from PE, well-being, sex and relationships, healthy eating and cooking, substance misuse, work-related learning and experience, and learning for life.

We are committed to embedding a Whole School Approach to wellbeing and our provision is summarised below:



A key part of our wellbe e currently have 10 TIS practitioners, all of whom hold the TIS diploma. TIS methodology forms a recurring and important part of the staff professional learning offer. The TIS approach forms an important part of our

overarching PBS culture/ethos and staff work hard to implement PACE (Playful, Acceptance, Curiosity and Empathy) to support pupils through these difficulties. Staff increasingly use MOTIONAL software to identify, assess and improve the emotional health of all pupils. We feel the PACE approach and associated TIS methods work well to support all pupils' wellbeing, not just those who have experienced trauma. 2 x HLTAs support this work as part of the N-Gage team

Humanities will provide exciting contexts for our pupils to learn about people, places, time and beliefs. It will help them understand historical, geographical, political, economic and societal factors; our pupils will have access to opportunities to learn about ethics, beliefs, religion and spirituality.

Our curriculum planning will ensure that pupils will have access to rich opportunities for learning beyond the school, for example through exploring the local environment and learning from the experience of people and organisations in the community. Pupils will be supported to develop skills to understand and contribute to the communities in which they live.

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. This Area encompasses geography; history; religion, values and ethics; business studies; social studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills (Curriculum for Wales). **There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales**

As with all elements of our curriculum, our provision for RVE is person centred and developmentally appropriate. A curriculum map has been developed but teachers are empowered to deliver content deemed appropriate and relevant to each pupil at a level they will understand. Over arching themes provide meaningful and interesting contexts for pupils with whole school celebrations of different religious and cultural beliefs embedded into curriculum design.

Language is the essence of thinking and is integral to effective communication, learning, reflection and creativity. This AoLE provides our pupils with the fundamental building blocks for different forms of communication, literacy and learning about language.

Being able to listen and speak or to use non-verbal communication effectively are crucial attributes in learning and life more generally. Developing the skills to express ideas through speech and augmentative methods is of central importance to both thinking and learning.

We will ensure that all of our pupils have access to stories and texts that extend their understanding of language. We will stimulate pupils' imagination, challenge their thinking and introduce new ideas through a rich range of stories that will incorporate our extensive range of sensory stories for pupils with the most complex needs.

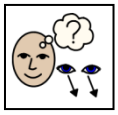
We will use this AoLE as a vehicle to develop pupils' communication skills and will incorporate the effective use of digital technologies, particularly with our pupils with more complex needs; this will provide new challenges and opens up fresh possibilities for developing language, communication and learning.

The teaching and learning of Welsh continues to be a priority for the Welsh Government. It forms a key element of this AoLE. Our provision for Welsh 2nd language will be developed in line with pupils' learning needs, abilities and ages.

Wherever possible any pupil with Welsh as the first language will have access to a Welsh speaking member of staff.

The mathematics and numeracy AoLE is concerned with developing a good, lasting understanding of mathematical concepts and the confidence to use and apply numerical skills in everyday life. It includes experiences that enable our pupils to develop their broader numeracy and money skills by exploring relationships in quantities, space and data, and to apply them to real-life situations.

Mathematics helps our pupils to make sense of the world around them and to manage aspects of their lives. It also gives them skills they need to interpret and analyse information, solve problems and make informed decisions.



Science and technology are closely linked. Science involves acquiring knowledge through observation and experimentation, and technology applies scientific knowledge in practical ways. This AoLE capitalises on pupils' curiosity about our natural, physical world and universe though investigating, understanding, and explaining.

Our multi-sensory and first and experiences approach will allow pupils to generate and test ideas, gather evidence, make observations, carry out practical investigations, and communicate with others. They will also learn how through computer science, the horizons of what is possible can be extended beyond our current imagination, such as using the Oculus Rift, Eye Gaze technology etc.

Pupils will also have opportunities to learn how to design and make things, as well as developing their skills in digital technology.

The above areas provide all pupils with a wide range of rich learning contexts to experience and develop skills in the four core purposes of the curriculum. In addition, our underpinning philosophy will include our ongoing commitment and development of:

- **Communication and Interaction –** We implement a TOTAL Communication approach in Trinity Fields School we recognise that difficulties with communication can lead to frustration, despair, poor self-esteem and difficulty connecting with other people. The importance of communication is reinforced in all important staff training including Induction, PBS and Team Teach. In addition, the LLC AOLE team are supported by 2 x specialist HLTAs who work for the N-Gage team. They provide expert advice to staff and work directly with some pupils. We also receive regular training from Speech and Language Therapists to ensure our approaches remain at the cutting edge of research.

We use several communication methods to support the development of pupils' communication skills. A summary is given below with more detailed information contained in the formal school literacy strategy. Approaches are coordinated according to each pupils' developmental level which also promotes consistency of approach. The use of visual/symbolic representation is promoted throughout the school and extends to visual schedules and timetables, labelling of resources. The communication profile is used to baseline pupils and to plan for their progression in communication. Pupils' One Page Profiles clearly indicate the communicative preference of each pupil and how best to support their development.

PECS/Core Boards	OBJECTS OF REFERENCE	EYE GAZE/ E TRANS	Signalong	INTENSIVE INTERACTION
PECs supports users to exchange symbols to express their needs, wants and ideas. Core Boards are a visual communication system offering a broader range of vocabulary	Real objects used to aid communication, to help pupils understanding of concepts	This allows users to communicate with others using assistive technologies, demonstrating Pupil Voice and choice	This is a key word sign – signing system that uses speech alongside sign to support communication and understanding	Teaches and develops the basics of communication such as eye contact, facial expression, vocalisations

Further details relating to the individual Area of Learning and Experience (AoLE) are in the associated policies.

Cross Cutting Themes

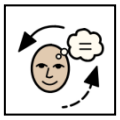
The following cross cutting themes are embedded into out curriculum design to provide further context and relevance. These should allow learners to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education – a separate scheme of work has been developed to sit alongside the curriculum at a developmentally appropriate level. This work is further developed by members of the N-Gage team
- human rights education and diversity forms an integral part of the school. We hold RRS Silver status and continuously ensure the UN Rights of the Child influence our work

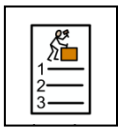
- careers and work-related experiences – planned at a developmentally appropriate level to ensure relevance and appropriateness.

Skills integral to the four purposes

The four purposes are also underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range of contexts, including financial, cultural, social and learning value. These skills are:

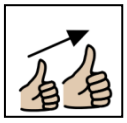


Critical Thinking and problem solving skills



Planning and organising

Creativity and innovation



Personal effectiveness

When developing these skills, learners should:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team

Explorers Curriculum

In the Explorers Phase learning is rooted in the Five Developmental Pathways within the Curriculum for Wales (3–16):

· Belonging,

· Exploration,

· Communication,

· Well-being and

· Physical Development.

We take a child-led, holistic approach that values each learner's unique play, interests and ways of learning. By nurturing relationships and prioritising connection, we create a safe, supportive environment where children can grow with confidence. Using a Total Communication approach, we ensure every child's voice is heard and understood, helping all learners explore, discover and thrive in meaningful, developmentally appropriate ways.

We work as part of a supportive multi-disciplinary team, to ensure each child receives the best possible care and learning experiences. Parents and carers are central to this partnership- your knowledge, insight and ongoing involvement are invaluable in helping us understand and support your child's unique learning journey.

Adventurers Curriculum

In the Adventurers Phase, we continue to develop the Five Developmental Pathways outlined within the Curriculum for Wales (3–16).

As some pupils begin to engage with more structured forms of learning, we also look at the six Areas of Learning and Experience and the associated 'What Matters' statements. This is implemented while maintaining a child-led, holistic approach that recognises and values each learner's individuality, interests, and preferred ways of learning. By nurturing strong relationships and placing connection at the heart of our practice, we provide a safe, supportive environment in which pupils can develop with confidence. Play remains a central and highly valued element of the learning process.

Through the use of a Total Communication approach, we ensure that every child's voice is heard, understood and respected. This includes the use of core boards, signing, gestures and other communication methods, enabling all learners to explore, discover and thrive in ways that are meaningful and developmentally appropriate.

Investigators Curriculum

The Investigators Phase at Trinity Fields School focuses on supporting pupils as they move into the Secondary Department. Within the Investigators phase, the focus shifts from *emerging* independence to strengthening, applying, and generalising these skills in broader contexts. The Investigators Phase builds directly upon the Adventurers foundations, ensuring continuity and progress through adolescence. This reflects a shift from supporting independence within routines to encouraging pupils to take ownership of them.

Learning is built around the Curriculum for Wales (Ages 3–16), which includes six key Areas of Learning and Experience:

- Health and Well-being
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Humanities
- Science and Technology

These areas are strengthened through cross-curricular skills such as literacy, numeracy, digital competence, relationships and sexuality education, human rights, diversity, and careers learning. Within the Investigators phase, experiences become more rooted in real-life scenarios, preparing pupils for later phases of Researchers and Aspire.

Researchers & Aspire Curriculum for 14-19 year olds (Learning Pathways)

The Researchers & Aspire Learning Pathways consist of a combination of six key elements that, in combination, will ensure that, over time, all pupils receive the appropriate balance of learning experiences that best meet their needs. The key elements also enable pupils to receive the support and guidance they need to realise their potential.

The six key elements are:

- individual Learning Pathways to meet the needs of each pupil;
- wider choice and flexibility of programmes and ways of learning;
- a Learning Core which runs from 14-19 wherever the learning takes place;
- access to personal support; and
- impartial careers advice and guidance.

Our commitment to the principles of the Researchers & Aspire Learning Pathways aims to encourage all of our pupils to achieve their potential so they are better equipped for adult life. Our approach will continue to widen choice, promote equality of opportunity and support individual achievement.

The curriculum for 14-19 year olds includes a variety of high quality accredited programmes of study validated by recognised awarding bodies such as ASDAN, AQA and Duke of Edinburgh Award. The accredited programmes recognise and record achievements, reinforce pupil choice and offer external accreditation for all pupils in Researchers and Aspire Phsae.

The study options available to the pupils extend choice and flexibility; securing individually tailored learning pathways that meet pupils' needs. The options also provide richer opportunities and experiences that will help pupils develop the wider skills they need for life and work.

Details of our current pupil offer within the Researchers & Aspire learning pathways classes will be found in **Appendix 2.**

Further details are in our "Accreditation" policies.

Curriculum Contexts for Learning (Themes)

Our curriculum offer in all phases of the school (Explorers, Adventurers, Investigators, Researchers and Aspire) is designed to ensure all pupils, irrespective of their age, abilities and learning needs have access to the most relevant learning experiences; these allow them to make progress over time and equips them with the skills required for living a fulfilling and as independent life as possible.

Curriculum contexts consider progression of skills, developing and building upon success from previous learning. Staff also give consideration within their planning to emerging skills and plan small achievable steps to secure sound foundations that link to the thematic approach.

In consultation with pupils, parents/carers and staff we have developed a comprehensive 'spiral' curriculum which ensures the whole school is learning about a broad 'whole school' context which is then lensed appropriately for each of the 5 phases. These lenses ensure progression and age appropriateness but also give teachers the autonomy to revisit and consolidate important concepts if pupils require this. This approach ensures that all pupils are able to access learning at the relevant stages for them, with learning experiences and skills from the lower or higher school phase being employed in order to meet our pupils' unique and individual needs. This is again very much in line with our pupil centred ethos

The current cycle of topics is in **Appendix 4.**

N-Gage suite of Interventions

The N-Gage suite of interventions has been specifically developed to enhance the main school 'Horizons' curriculum. Its aim is to provide a high level of specific and specialist support in a number of key areas. The vision is

"To empower every learner to thrive by delivering inclusive, evidence-based interventions that nurture wellbeing, independence, and lifelong learning. Through collaboration, creativity, and empathy, we aim to remove barriers, celebrate individuality, and ensure all pupils access a rich, meaningful curriculum that supports them to become ambitious, capable, and confident individuals with a good quality of life"

The aims of the N-Gage team are:

1. **To provide inclusive, learner-centred support to support the development of the universal 'offer'** that enables all pupils to access a broad and balanced curriculum, in line with the four purposes of the Curriculum for Wales. **Ensuring all pupils benefit from the specialism by timetabling universal session**
2. **To deliver targeted, evidence-based interventions which link to specific pupils' IDP** that address individual needs across cognitive, emotional, sensory, physical, and social domains.
3. **To foster wellbeing, resilience, and independence** through a trauma-informed, nurturing approach that supports the whole child.
4. **To collaborate with families, staff, and external agencies** to ensure continuity of support and shared responsibility for learner progress. To ensure that the significant expertise of the department support the induction and professional learning of the school community.
5. **To contribute to the whole-school ethos** by supporting staff PPA cover and embedding wellbeing and inclusion across all areas of learning and experience (AoLEs)
6. **To develop a rich suite of extra-curricula activities** which occur in school lunch periods and which removes the barrier to traditional after school club provision

Specific interventions provided by N-Gage include:

- **Home Support**: Provide outreach and guidance to families to reinforce learning and behaviour strategies at home.
- **Positive Behaviour Support (PBS)**: Implement proactive, person-centred behaviour plans that promote self-regulation and reduce restrictive practices.
- **Forest Schools/biophilia**: Deliver outdoor learning experiences that build confidence, teamwork, and environmental awareness.
- **Literacy/Communication**: Use structured, multi-sensory approaches to develop functional numeracy, communication and literacy skills.
- **Work Experience**: Facilitate meaningful, supported placements that build employability and life skills.
- **Sensory Processing**: Offer sensory diets and regulation strategies tailored to individual sensory profiles.
- **Multi-Sensory Curriculum**: Design immersive, accessible learning experiences that engage all senses and learning styles.
- **PE/Sport**: Promote physical development, coordination, and teamwork through adapted physical education.
- **Expressive Arts**: Encourage creativity and emotional expression through music, drama, and visual arts.
- **Nurture and Trauma-Informed Support**: Create safe, predictable environments that support emotional healing and secure attachments.
- **ICT**: Use assistive technology and digital tools to enhance access, communication, and engagement.
- **MOVE Programme**: Support physical development and independence through integrated movement opportunities.

Curriculum planning and delivery process

The structure of our curriculum planning processes is based upon Welsh Government guidance and our pupils' individual abilities and needs. These processes include:

Phase 1: Our overall teaching, learning and curriculum policies provides the overarching framework and aims for all teaching and learning.

Phase 2: The National Literacy and Numeracy Framework (LNF), Digital Competence Framework (DCF) and skills development form the basis of our teaching and learning. Leaders of AoLEs in consultation with staff and the governing body develop our policies.

Phase 3: Curriculum for Wales legislation and 'statements of what matters' contained within each AoLE. They cover the whole school age range; as well as including accredited qualifications for pupils within our 14-19 learning pathways classes.

Phase 4: Curriculum Context Booklets: these demonstrate medium term planning (termly)based on rich learning experiences, key skills and subject knowledge as appropriate. (appendix 5) They are developed collaboratively with **all** staff to ensure they are populated with a rich source of information. They are developed for each phase with learning opportunities differentiated for pre, semi and formal learners. AOLE teams also add subject specific content as part of their role. Cross curricula skills of LNF and DCF are embedded in the contexts with each term taking a difference focus.

Phase 5: Cross curricula planning and Schemes – there are separate schemes of work/curriculum maps developed by subject specialists for RSE, RVE, Online Safety, Welsh Language Development, Health and Wellbeing. In addition, the school has implemented a new literacy strategy (2024-2025) and numeracy strategy (2025-2026). These support the main curriculum structure and dovetail with the contexts for learning.

Phase 6: Teachers use the rich, over arching context booklets to develop their medium term planning (appendix 5). Teachers specific planning is appropriate to the particular needs of the class and pupils within their class. Teachers work hard to ensure the interests, opinions and aspirations of pupils are listened to wherever possible. **It is expected that all members of the class team contribute to planning**. Teachers will record short term weekly and daily plans, appropriate to the particular needs of the class which include:

- Assessment and recording opportunities related to the Programmes of Study;
- Resources, access issues and differentiation strategies;
- Evaluation criteria.

Phase 7: Going for Gold targets are written and reviewed twice times a year; targets are based on the priorities identified in pupils' Individual Development Plans (IDP) and broader curriculum targets. These targets generally focus on appropriate child development pathways and are differentiated for pre, semi and formal learners. Teachers use a range of specialist frameworks to set meaningful and SMART targets:

- Pre formal learners have targets set for communication (literacy), wellbeing, exploration (numeracy and digital competence), belonging and physical development.
- Formal (and some semi-formal learners) have targets set for literacy, numeracy, communication, wellbeing and Digital competence

Some pupils will also have Positive Behaviour Support Plan (PBS) which provide clear strategies to support behaviour management, as well as helping pupils' develop behaviour for learning. Positive handling plans (PHPs) have also been embedded into these documents for pupils who may require restrictive physical intervention to help keep themselves and other safe.

Further details about PBS plans and PHPs in our Behaviour Policy.

Phase 8: Timetabling – whole school timetables will be developed to ensure equitable access to specialist resources including; hydrotherapy, light and dark room, softplay rooms, independent living skills flats, rebound room, school hall, ICT room. Aquarium, Forest School areas, Allotment and educational visits…Individual teachers will use established pro-forma to plan their class timetable ensuring appropriate emphasis is placed on literacy, numeracy and digital competence alongside all other AOLEs. Phase leaders will monitor class timetables.

****satellite classes may have access to different and appropriate resources as necessary****

Phase 9: Assessment and recording: staff monitor and record responses and progress in real time using the 'notice, Analyse, Respond proforma (Appendix 5). Longer term evidence of progress will be recorded in Pupils' SeeSaw learning journeys and pupil files. These SeeSaw records are shared in real time with pupils and parents/carers.

Phase 10: Review and Evaluation: this will involve a review and evaluation of:

- Short term progress made by pupils
- Pupils evaluate the curriculum at the end of each context which formally informs changes/ammendments
- Short, medium and long term planning scrutinised by phase leads
- Policies and guidelines.

Our current planning proformas will be found in **Appendix 5.** Again, in line with the ongoing developments in curriculum and assessment as part of "Curriculum for Wales" all of our planning and assessment processes will be reviewed and amended to continuously to reflect ongoing development.

Pupil Grouping

At present pupils are predominantly based in age-related class groups where appropriate. We acknowledge that some children require a unique setting offering predominantly sensory and therapeutic approaches to access the curriculum and the school is, therefore, committed to sustaining bespoke bases for those children. Class sizes may vary

Assessment, recording and reporting (ARR)

Our well-established whole school assessment procedures allow staff to:

- Baseline new pupils within eight weeks of arrival
- Provide a baseline view of pupils' strengths and weaknesses as a starting point in planning for individual pupil priorities and class priorities
- Develop IDPs showing the outcomes that are being worked towards

- Identify 6 monthly targets and priorities for individual pupil's learning to be pursued across the whole curriculum
- monitor pupils' individual progress in order to support the next steps of learning;
- ensure consistency in terms of assessment outcomes through attendance at in-house and cross special school moderation and standardisation events;
- recognise and celebrate pupils' achievements;
- inform parents/carers, governors and the wider community about pupils' achievements;
- ensure continuity when pupils move into a new class/school phase;
- comply with statutory regulations.

We have developed our recording and reporting systems to ensure they comply with all statutory guidance and that they highlight pupils' progress and achievements over time. Our processes ensure that staff:

- make effective use of pupils' records to review progress;
- set challenging next step learning goals;
- have relevant and update information to share with parents/carers at our well attended termly parents' evenings;
- inform our comprehensive end of year school reports.

The records include:

- Routes for Learning assessments (incorporated into b-squared);
- individual b-squared assessments which now encompass LNF and DCF
- MOTIONAL assessments and action plans;
- Communication Profile
- AET Profile
- MOVE
- accreditation for pupils in the Researchers and Aspire Learning Pathways;
- Going for Gold targets
- IDP targets and annual review reports;
- PBS/PHP plans (review and evaluation);
- SeeSaw records of achievement and progress files (using a range of multi-media to demonstrate progress).
- thematic planning and evaluation;
- weekly Star Awards information;
- All about me/pupil profiles;
- Notice, Analyse, Respond teachers' notes;
- Behaviour Watch reports;
- comments from home-school diaries;
- parent/carers comments from annual school report.

Pupils' records are stored digitally within individual pupil files on the school's "o" drive; in addition to teachers' files and data collated by our lead for ARR.

Our annual pupil reports to parents have been reviewed in light 'Curriculum for Wales'; the reports are also school phase specific. Our end of year reports provide parents/carers with comprehensive information about:

- pupil progress;
- achievements and personal successes;
- next steps;
- pupils' own comments/photographs.

There is also a section for parents/carers' views of their child's progress and achievements which can be discussed at the summer term's parents' evening.

All pupils also have a record of achievement which is developed termly in collaboration with each pupil. These comprehensive documents are "owned" by pupils and contain a wide range of evidence that supports their progress and achievements over time. These are formally presented to pupils at our summer "Keys to Success" Celebration Assemblies in the presence of their parents/carers. Records of Achievements are presented at the end of the Foundation Phase; end of Year 6, end of Year 9; with Progress Files being presented to pupils at the end of Year 14.

Full details of our assessment, recording and reporting arrangements are in the ARR policy.

Standardisation/moderation

The process of moderation is an essential part of our assessment arrangements. In order to ensure the accuracy and consistency of staff led assessments we have developed a range of processes to support the standardisation and moderation of assessments that includes:

- termly in-house discussions with colleagues to develop accurate portfolios of standardised work, which includes digital records for our pupils with the most complex needs;
- termly moderation events with colleagues from the other 3 EAS special schools;
- termly SWASSH SPANN moderation events;
- making effective use of exemplification materials;
- school portfolios of moderated work developed by AoLE leads;
- moderation of our own B-Squared assessment scores with those from the LA's SRBs.

Further details of our standardisation and moderation arrangements in **Appendix 6**.

Researches & Aspire internal verification and external moderation

Teachers will record, collate and cross-reference evidence of each pupil's progress against stated criteria, using standardised proformas. This evidence is presented for internal and external moderation. Internal moderation will take place prior to the pupil's work being submitted and/or called for external moderation.

Internal moderation meetings will ensure that the assessment of pupil portfolios is consistent and unbiased. Samples of pupil's work will be taken to a moderation meeting once the internal verification process has been completed. The moderation meeting aims to recognise, celebrate and reward the achievements of all 14-19 pupils.

External quality assurance (EQA) will verify that the necessary processes, resources and staffing

are in place to effectively manage and support the valid award of accredited units.

Full details of the Internal Verification and External Moderation processes is in our Accreditation policy.

Making the most of learning opportunities

Teaching and learning is key to all that we do at Trinity Fields School. From the time our pupils enter the school building until they time they leave all staff take full advantage of the various situations so that these become first hand learning opportunities. These opportunities include:

- pupils finding their own way to class;
- daily Helpwr Heddiw roles in each class;
- senior roles such as Head Boy and Head Girl;
- using the photocopier and collecting resources for planned activities;
- calling pupils' names for transport at the end of the school day;
- showing visitors around the school;
- supporting governors by helping to interview possible new staff.

The above is not an exhaustive list but merely gives a flavour of the regular learning opportunities provided to pupils so that they can develop and embed a range of skills which will be useful in later adult life.

It is also worth noting that many of our pupils require full adult support to attend to their self-care needs. Daily and well-planned routines such as toileting, snack and meal times are recognised as important teaching and learning opportunities that are characterised by high quality staff-pupil interaction and intensive communication.

Pupil involvement

Trinity Fields is a Rights Respecting School. Our pupils are involved in all aspects of school life from supporting whole school improvement to interviewing staff for new appointments. All staff ensure that pupils' have as much involvement in curriculum and individual planning as possible; their involvement in our well-established assessment for learning opportunities ensures that they have an impact on the next phase of planning and learning.

Pupils are also involved in the assessment of their Going for Gold targets; we make effective use of our specialist IT resources such as Eye Gaze to ensure that as many pupils as possible are included in making choices about their learning.

Further details will be found in our pupil friendly "Pupil Participation" Policy and in our whole school policy.

Role and responsibilities

All aspects of planning, which includes thematic plans, developing Going for Gold Targets, PBS plans, MOTIONAL action plans etc. are seen as collective responsibilities which takes full account of staff skills, expertise, subject/pupil knowledge and experience.

Class teachers, working with their class team are responsible for all aspects of planning within their class; the TLR phase leader might also be involved in this process, especially if the teacher is new to the department or school for example.

All teachers have been assigned to AoLE areas based upon their subject knowledge and skills set. Full details of these teams are included in **Appendix 7**.

Leaders/teams of AoLE (UPS post holders and class teachers) are responsible for:

- developing, implementing and evaluating the impact of polices, particular those that cover their AoLE;
- helping to develop, support and challenge staff;
- developing relevant guidelines/resources etc. to support curricular implementation, with particular reference to the skills pupils need to require in that specific AoLE;
- working collaboratively to develop and maintain portfolios of work, which showcase pupils' work and achievements in their AoLE;
- supporting relevant task and finish groups/PLCs etc. that support curriculum review and development.
- Developing enrichment programmes
- Undertaking a mini-review and subsequent evaluative report every 3 years

Phase leaders (TLR post holders) are responsible for:

- Developing and reviewing the curriculum associated with their phase
- Working with staff within each phase to co-construct/evaluate the curriculum
- working collaboratively with staff in their phase to ensure high quality teaching and learning;
- developing budget plans for their areas and monitoring spending within that budget to ensure value for money;
- providing first hand evidence for our self-evaluation report and ensuring that future developments for their phase are included in the school development plan;
- working with other senior leaders to monitor and evaluate the delivery of the curriculum and the quality of teaching and learning throughout their department.

Senior leaders (AAHT and AHT) are responsible for:

- the overall quality of teaching and learning across the school;
- whole school accountability;
- ensuring the self-evaluation report is accurate, based on first hand evidence and the areas requiring important are carried through as action points into the school development plan;
- ensuring realistic budgets support areas requiring further improvement.

Full details of the roles and responsibilities of senior leaders and TLR post holders is in **Appendix 8.**

Self-evaluation and school development planning

We have well-established procedures that support our whole school self-evaluation and planning for the future processes. Self-evaluation systems are effective and take into account the views of many stakeholders; these include: pupils, parents/carers, staff, governors, as well as our partner colleagues in education, health and social services.

In partnership with the school council, we have developed a range of pupil friendly policies and documents that include:

- safeguarding;
- sex and relationships education;
- teaching, learning and curriculum;
- behaviour and Team Teach;
- anti-bullying;
- school development plan;
- pupil attendance;
- E-safety;
- 14-19 learning pathways accreditation;
- school prospectus;
- guide to annual reviews;
- individual behaviour plans.

Full details are in our "Self-Evaluation, Monitoring and Development Planning" policy.

Policy review

In light of the ongoing and rapid curriculum and assessment this policy will be reviewed on an annual basis to ensure that it reflects the progress towards the full implementation of the Curriculum for Wales.

Signed		**Headteacher**
Signed		**Chair of Governors**
Date of review: Autumn 2027		

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Appendix 1a: Four core purposes of the curriculum - EXPLORERS

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Engage in an activity in the classroom	Take part in a group activity	Use kind hands when playing with friends	Keep themselves safe by trusting an adult
Make eye contact within preferred activity	Take part in an event in sports day	Share toys with their friends	Use physical literacy skills to develop important play skills
Use a form of communication to ask for wants and needs	Take part in a Christmas concert	Begin to take turns in an activity	Begin to play alongside a friend or adult
Sit with an adult and enjoy shared attention in a story or activity	Paint a picture and enter it in Eisteddfod	Look after books and show interest in them when turning pages	Begin to develop strategies to self-regulate when upset
Put their coat on and carry their own bag	Make a structure out of sticks, mud, play dough or blocks	Take part in a celebration assembly	Begin to understand their different body parts
Put their shoes and wellies on with assistance	Contribute to their person centred meeting	Try new foods with encouragement	Being to develop important self-help skills
Develop physical literacy skills according to need	Engage in a performing art e.g. theatre, music session	Begin to understand that they live in Wales	Begin to accept help and support to carry out tasks
Engage in an educational visit to a local park/facility		Communicate wants and needs	Begin to develop an awareness of danger in their environment

Appendix 1b: Four core purposes of the curriculum - ADVENTURERS

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Purposefully engage in classroom activities for extended periods of time	Take part in group activities for a longer period of time and with larger number of people	Develop further understanding of their emotions and self-regulation. Begin to develop strategies to regulate their behaviour	Introduce the idea of public and private and changes which happen to your body over time
Make eye contact with an increasing number of people within a preferred activity	Take part in a sporting event with increasing confidence and enjoyment	Understand the importance of taking turns in learning and play	Begin to use appropriate names for parts of their body and how to communicate if they are feeling unwell
Develop a consistent and purposeful method of expressive communication	Take part in Christmas concerts and special assemblies with increasing confidence and enjoyment	Develop an understanding of their sensory systems and how to meet these needs in order to stay calm, engaged and happy	Develop further play skills and learn to take different roles within play. Begin to incorporate communication and physical skills in their play
Sit with an adult/small group to enjoy a story and explore a book	Begin to engage more with the culture of Wales e.g. artists, famous people, musicians and sports	Take part in an assembly/school performance with increasing confidence	Begin to accept other people's point of view when playing. Develop further turn taking skills during play
Begin to engage with ICT and expressive creativity through digital media	Experiment with a range of art materials/techniques to express themselves creatively	Begin to try new foods with support and develop important life skills associated with meal and snack times	Further develop independence skills in learning, play, meal and break times
Put on and take off a coat with increasing independence and show an increasing desire to look after own possessions	Actively participate in their person centred review at a level appropriate to them.	Begin to explore the local environment outside school with increasing confidence and enjoyment	Further improve communication skills and begin to ask for help in managing social situations
Begin to understand the purpose of wearing different clothes for different weathers/activities	Begin to engage in role play related to the World of work	Begin to take care of their personal hygiene needs	Continue to understand risk in their environment and how to stay safe
Refine physical literacy skills and use these skills in play and exploration of the environment			Gain experiences of the role of the police, fire service, health service in helping us

Appendix 1c: Four core purposes of the curriculum - INVESTIGATORS

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Have high expectations of what I can achieve	Use my skills and knowledge to create ideas and begin to share them with others	Begin to make independent choices and explain the reason	Understand the concepts of private and public and respect the right of people to say no. Begin to understand hormones, puberty and changes to body
Develop skills and knowledge to apply to real life e.g. functional literacy, functional numeracy money	Develop a 'can do' attitude and give new challenges a go	Begin to understand that different people have different views and sometimes make different choices	Begin to enjoy visiting places in my local community
Feel confident to ask questions and begin to solve problems in school and at home	Enjoy new opportunities and begin to look at challenges in a different way	Understand the difference between right and wrong	Begin to understand that other people have different beliefs, cultures and religions
Learn to communicate effectively using Welsh/English words, signs, symbols, gesture, AAC	Take measured risks with learning and accept that its ok to be wrong	Respect the needs and opinions of other people	Accept help to develop my own resilience and empathy by forming strong relationships
Use a range of ICT to communicate, play, code, have fun and to find answers to questions	Begin to work effectively in teams and partnerships	Understand my own background, culture and community	Know where to find information to keep myself safe online
Develop an enjoyment for learning an accept that I will get things wrong and this is OK	Begin to understand the world of work and that there are many different jobs	Understand the importance of regular physical exercise and leading a healthy life style	Understand those people who are there to help me including a range of professionals
Begin to undertake research and understand what I find out	Use art materials and techniques with increasing sophistication and for enjoyment	Further explore their local environment and enjoy taking part in activities such as local attractions, sport facilities, leisure facilities in Caerphilly	Begin to talk about feelings, and which things make me happy, upset or angry

Appendix 1d: Four core purposes of the curriculum - RESEARCHERS

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Develop a love for learning and be ready to continue learning throughout school and beyond	Be an active part of the school and wider community by engaging in community projects	Understand the impact of their own actions on the people/environment around them	Develop healthy, positive relationships with an increasing number of people
Develop as much independence as possible in learning and in life	Enjoy a wider range of educational visits to local, regional and National places of interest	Gain an understanding of what is right and wrong and make increasingly good choices	Improve understanding of RSE showing respect for others and improved understanding of public, private and consent
Learn important skills for life and further education	Engage in pupil voice activities and have their voice heard	Expresses their own opinion with increasing confidence	Improve understanding of how to stay safe online and how to manage their digital footprint
Make clear and informed choices and have the confidence to share them	Engage in careers and world of work activities in school and being to show an interest in work experience	Participate and contribute to the planning of whole school celebration days e.g. red nose days	Participate in celebrations from around the world showing increased understanding and respect for different cultures
Engage in all aspects of curricula and extra-curricula learning. E.g. take part in sports and music competitions	Develop skills which are important to sustainability and eco-schools	Engage in a wider range of physical activities and expressive arts in order to start developing 'hobbies' to enrich their lives	Learn more about the culture of Caerphilly and Wales in general. Gain an improved sense of Cynefin
Understand the expectations in school and try to stick to the rules.	Be willing to give things a go and demonstrate resilience and regulation when things don't go well	Access facilities in the local community with increasing independence and confidence	Learn how to create shopping lists, go shopping and prepare simple meals
Display resilience and perseverance when things don't go quite right	Connect and apply knowledge to solve real world problems	Engage with other professionals who support other aspects of their life e.g. physio, social worker, play worker etc…	Talk about feelings and emotions and refine strategies to remain calm and happy
Begin to investigate things that affect their life	Follow school rules and actively role model these to younger pupils	Have the skills and knowledge to manage every day life as independently as possible.	Engage with cadets programme and gain an awareness of the role of police in keeping people safe
Achieve a level of literacy, numeracy and digital skills which prepares them for the next stage of learning Begin to engage in and appreciate the importance of formal and informal qualifications			Respect the needs and rights of others as a member of a diverse society

Appendix 1e: Four core purposes of the curriculum – ASPIRE

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Develop the skills needed for a purposeful transition. Use their knowledge, skills and experiences to ensure their opinion is heard	Connect and apply all skills and knowledge to develop creativity for enjoyment and learning	Engage with a range of other professionals to support their transition from school	Understand the legal aspects of relationships and sexuality education
Achieve a range of purposeful and relevant qualifications to support their transition	Think creatively to solve problems in real life contexts	Maintain a healthy and balanced lifestyle with a secure understanding of a healthy diet and importance of education	Engage with the local police community to Improve understanding of County Lines, drugs and substance misuse
Use a range of digital techniques to communicate, find and analyse information.	Engage in meaningful work experience opportunities both within school and beyond	Build on their experiences to secure a good range of extra curricula hobbies	Develop important social skills which demonstrate respect for a diverse range of people and cultures
Undertake research and evaluate if it is real or not	Develop further understanding of money and how to manage their money appropriately	Develop a good understanding of the environment and importance of sustainability and recycling	Use digital technologies to improve their life but secure an effective understanding of staying safe on line
Explain ideas, preferences and opinions with increasing clarity and confidence	Take measured risks in learning whilst keeping an understanding of personal effectiveness	Have the confidence to take part in public events on behalf of the school	Build their own mental health strategies to ensure happiness and resilience
Communicate effectively in different forms and with different people inside and outside of school	Play different roles within the team with growing confidence and represent themselves with effectively	Face and overcome challenges in a safe and secure way to help them lead a fulfilling life after school	Show understanding, respect and tolerance of people from different backgrounds, culture, religion, disability etc…
Navigate their life with as much independence as possible	Express ideas and emotions through different media ensuring they are aware of pros and cons of different types of media		Ready to be an active and important citizen of Caerphilly and Wales

Appendix 2: current pupil offer within the Researchers and learning pathways

All pupils in the Researchers and Aspire department will continue to have experiences and opportunities that promote the 4 purposes of education, as well as continue to develop their literacy, numeracy, digital competence and wider skills. We aim to provide each pupil with experiences and opportunities that reflect all of the Areas of Learning and Experience. Some of the programmes will lead to recognised accreditation or qualifications but other planned activities may lead to other forms of achievement which may be recognised in different ways. The accredited courses that are currently offered to our Researchers and Aspire learning pathways pupils include:

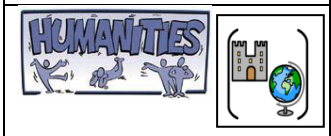
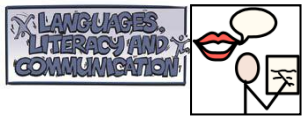
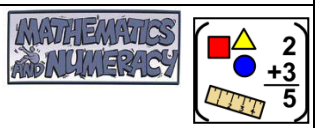
	ASDAN Transition Challenge	This programme covers the statutory programmes of study for the Key Stage 4 National Curriculum, along with activities to develop the skills required for adult living. Pupils will follow either the 'sensory' or the 'progression' programme.
	ASDAN Towards Independence	A choice of over 60 modules provides a framework of activities through which personal, social and independence skills can be developed and accredited. Modules include Everyday Living, Animal Care, Communication, Using ICT and Technology, Horticulture and Meal Preparation.
	Agored Cymru	Pre-entry to Level 1 Units are used to accredit a wide range of activities and experiences including: Taking Part in Exercise, Hospitality and Catering, Creativity, Using Eye-gaze Technology and Communicating through Sound.
	Duke of Edinburgh Award (Bronze)	Pupils are given opportunities to participate in a wide range of activities based on 4 key areas: skills development; volunteering; physical skill and an expedition.
	Young Enterprise	This programme enables pupils to develop knowledge and attitudes based on 8 key skills: communication, confidence, financial capability, initiative, organisation, problem-solving, teamwork and resilience.

We continually review and extend the range of external accreditation offered to pupils. From autumn 2026 we will be introducing additional accredited programmes which include:

- ASDAN Bronze– Personal Development Programme
- Agored Cymru: Essential Skills Wales Qualifications.
    - Essential Application of Number Skills (EAoNS)
    - Essential Communication Skills (ECommS)
- GCSE for a few pupils in Art and Design

Further details about our 'next steps' can be found in the 14-19 Department Development Plan.

Appendix 3: mapping the current curriculum against the Curriculum

Donaldson AoLE	Foundation Phase (3-7 year olds)	National Curriculum (8-13 year olds)	14-19 learning pathways
	• Creative Development	• Art • Drama • Music and dance • Film and digital media	
	• Personal and Social Development, Well-being and Cultural Diversity • Physical Development	• Physical education • Personal and social education • Sex and relationships education • Work related learning	• Physical education • Personal and social education • Sex and relationships education
	• Knowledge and Understanding of the World	• Religious education • History • Geography • Business and social studies • ESDGC	• Religious education
	• Language, Literacy and Communication • Welsh Language Development	• English • Welsh 2nd language • MFL • Digital communication	• English • Welsh 2nd language
	• Mathematical Development	• Mathematics	• Mathematics
	• Knowledge and Understanding of the World	• Science • Design technology • Computer science/IT	• Science
	• Skills framework	• Skills framework	• Skills framework • Careers and the World of Work

Appendix 4: Topic/theme cycles: Foundation Phase (3 - 7) and school curriculum (8 - 13)

Explorers and Adventurers Contexts for Learning

Our Themes

Explorers N,R,1,2	Autumn	Spring	Summer
Year 1	The Great outdoors Woodland Adventure	Heroes People I know	Colour Rainbow Colour
Year 2	Me Marvellous Me	Water Splish, Splash, Splosh	Gardening Plant a Rainbow
Year 3	Celebrations Fun times	Living things Furry Friends	Travel, Transport and Holidays A Day Out
Year 4	Books My Favourite Book	My Community Muck, Mess and Mixture	Frontiers Spectacular Seashore

Adventurers 3,4,,5,6	Autumn	Spring	Summer
Year 1	The great outdoors On the Farm	Heroes People who help us	Colour Mixing Colours
Year 2	Me I am Amazing	Water Wonderful Water	Gardening Watch it Grow
Year 3	Celebrations Let's Party	Living things Uder the sea	Travel, Transport and Holidays Journeys
Year 4	Books Author – Julia Donaldson	My Community Where I Live	Frontiers Under the Sea

Investigators, Researchers and Aspire Contexts for Learning

Our Themes

Researchers 7,8,9	Autumn	Spring	Summer
Year 1	The Great Outdoors Down in the Jungle	Heroes Superheroes	Colour Inspiring Artists
Year 2	Me My senses	Water Spectacular Seashore	Gardening In my Garden
Year 3	Special Times and Celebrations Religious Festivals	My Community Green, Green Grass of Home	Travel, Transport and Holidays Around the World
Year 4	Books Author – Roald Dahl	Living Things Animals - Zoo	Frontiers Ocean Life

Investigators 10, 11	Autumn	Spring	Summer
Year 1	The Great Outdoors Eco Systems	Heroes People Who Inspire Us	Colour Art Around the World
Year 2	Me Human Body (inc Body changes RSE)	Water Titanic	Gardening Sustainability and Self Sufficiency
Year 3	Special Times and Celebrations Cultures of the world	My Community Changing	Travel, Transport and Holidays Planning Journeys
Year 4	Books Charles Dickens	Living Things Animals - Jungle	Frontiers Glittering Galaxies

Appendix 5: Planning Pro-formas

AOLE Focus	Suggested Experiences (linked to interests/ season/ topic)
Mathematics and Numeracy	Add jewels to the crown 1-20 Explore addition and subtraction using practical resources, whiteboard and pen and number lines. Explore space and space by building a castle from a variety of materials, found materials, magnetic bricks, lego, Minecraft and 2D shapes. Experience and explore number through a variety of classroom activities. Use mathematical language [More than, less than, equal to] during practical activities and while building castles. Build towers using lego and a set number of bricks. Crown jewel math game using two dice Skip counting [pinterest- soldier jumps along the top of the castle] Medieval maths addition, subtraction and using more than, less than Copy and extend patterns using Welsh images and Castle characters Find missing numbers Measuring ingredients for baking Welsh food. Explore 2D and 3D shapes when constructing a castle. Play where is the King? Where is the knight? Can you collect ten coins to finish the game? Pupils have to answer using prepositions and locations supported by a colour semantic board to aid speech and communication.
LLC	Stories- Explore the four strands of the Mabinogi, The Red Dragon story and comic Teneere Trawsfa- Understanding Cynefin Understanding text. Sequence and recall stories. Explore vocabulary. Identify nouns, verbs, descriptive words. Use Colour semantics to structure sentences to communicate understanding. Infer meaning from text. Reading for information- Exploring the History of Castles. Read fact sheets on Cardiff Castle, Caerphilly Castle and on Welsh Artists. Finding information and researching using ICT. Pupils will ask and answer questions and practice talking in sentences. Who is Owain Glyndwr? Welsh Myths and Legends Catapult castle- sight word game, initial sounds, cvc, etc [Pinterest] Continue to work on pencil control, letter formation, writing using Capital letters and full stops.

Example context booklet

Wk	AOLE Focus	Suggested Experiences (linked to interests/ season/ topic)
3	Humanities LLC Expressive Arts Science and Technology Mathematics and Numeracy Health and Well-being	Well-being • Physical Development Positive Looking // Sue Williams Touch Trust // MOVE // Physio Programme Alex Lupo session Open Orcestra // Becco Gerrish Music Therapist // sorting bear hunt in mud, water and ice // mix mud paint // bake bear claws // cave tent and explore light sources // nature printing // nature printing Communication Helen Muscat story massage // World Book Day sensory story We're Going on a Bear Hunt // mark make in mud using nature brushes // welly and walker prints through mud, water and grass // Bear Hunt song Belonging Circle Time routine // Using Now and Next // Favourite teddy bear from home // Mother's Day plant pot presents // Mother's Day cards
4	Humanities LLC Expressive Arts Science and Technology Mathematics and Numeracy Health and Well-being	Well-being • Physical Development Positive Looking // Sue Williams Touch Trust // Mini MOVE Alex Lupo session // Becco Gerrish Music Therapist // sorting eggs by colour and size// Egg splat messy play// chalk bunnies // exploring animals lambs, chicks, ducks and bees// egg printing // egg hunt // playdoh Easter shapes Communication Helen Muscat story massage // Sensory story We're Going on a Egg Hunt // animals sounds and associations// // Egg Hunt song Belonging Circle Time routine // Using Now and Next // Associations and connections to Easter// Easter cards

Example teacher medium term plan

Invitations to Play and Learn

(Linked to pupil interests, seasons and celebrations. These activities will be made available for children to revisit throughout the term)

Sensory
- Paste
- Eggs
- Oats
- Rice
- Sand
- Touch Trust
- Positive Looking
- Music Therapy

Water
- Bubbles
- Scented water
- Coloured water
- Floating and sinking

Fine Motor
- Whisks and bubbles
- Pipettes and food colouring
- Water wheels
- Spades

Mark making
- Shaving foam / sensory salt / sand on mirrors.
- Rabbit printing
- Decorating Eggs

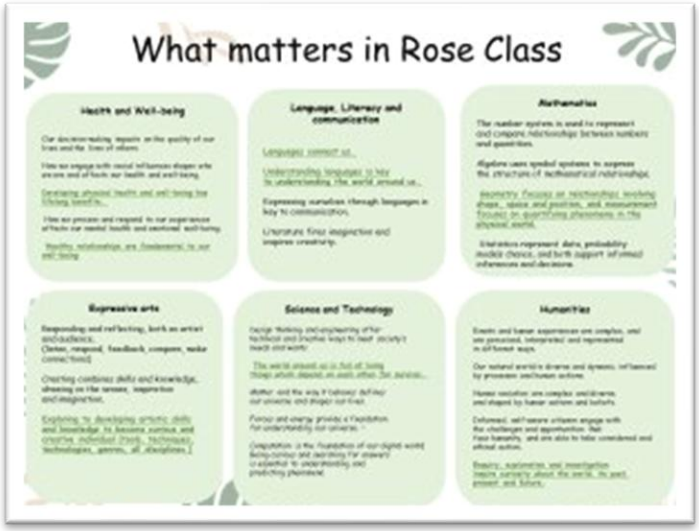
Imaginative
- Small world
- Role-play
- Doll play

Movement
- MOVe Programme
- Physio programme
- Soft play room
- Light and dark room

Reading
- Favourite books
- World Book Day

Outdoor

Example continuous provision



What matters in Rose Class

Health and Well-being

Our decision-making requires on the quality of our lives and the lives of others.

We can engage with social influences shape who we are and of both our health and well-being.

Developing physical health and well-being has lifelong benefits.

We can process and respond to our experiences of both our mental health and emotional well-being.

Healthy relationships are fundamental to our well-being

Language, Literacy and communication

Languages connect us.

Understanding language is key to understanding the world around us.

Expressing ourselves through languages is key to communication.

Literature fires imagination and inspires creativity.

Mathematics

The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical relationships.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models chance, and both support informed inferences and decisions.

Expressive arts

Responding and reflecting, both as artist and audience.
(Notice, respond, feedback, compare, make connections)

Creating continues skills and knowledge, showing on the senses, inspiration and imagination.

Exploring to developing artistic skills and knowledge to become curious and creative. Individual (tools, techniques, technologies, genres, all disciplines.)

Science and Technology

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

Computation is the foundation of our digital world. Being curious and exploring the answers is essential to understanding and predicting phenomena.

Humanities

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical actions.

Enquiry, experiences and investigation inspire curiosity about the world, its past, present and future.

Example class specific 'what matters'

Key Observations/ Pupil Voice

Aylo-Mae:
- Looking in a mirror
- Switch activated toys
- Lights and textures
- Story Massage
- Touch trust

Courtney:
- Lights (red) and textures
- VI
- Music
- Touch Trust
- Story Massage

Ela:
- Balls
- Switches
- Touch Trust
- Physical movement

Tia:
- Interactive whiteboard
- Physical Movement
- Switch activated toys
- Lights and textures
- Bubbles

Aurora:
- Physical movement
- Nursery rhymes
- Lights
- Eye Gaze
- Washer
- Rainmaker

Jashleigh:
- Physical movement
- Eyegaze
- Communication
- Eye Gaze
- Touch Trust
- Tactiles

Scarlett:
- Eye Gaze
- Music
- Mirrors
- Readings book
- Lights and textures
- Switches

Ethan:
- Physical movement
- Eyegaze
- Lights
- Eye Gaze
- Jelly
- Touch Trust

Example pupil voice capture

NOTICE – Observe: Look & Listen objectively	ANALYSE – Assessment: What have you found out?	RESPOND – Plan: shape learning experiences to support the child
Interactions, Fascinations / Interests, ways of engaging with learning, skills, achievements, Schema, Levels of involvement, enjoyment.	Interpret what we see and hear - Learning, skills, discoveries and interests, developmental stages, what might you do next to support learning and development?	Next steps: Inform current & future planning of experiences & environment. Use their interests or ways of learning as a 'hook'/ motivator, Planned interactions, activities, experiences, environment, routines, continuous provision

Notice, Analyse and Respond Proforma

Appendix 6: Current standardisation and moderation arrangements

See Assessment, Recording and Reporting policy for further details.

Appendix 7: Areas of Learning and Experience (AoLE)

AoLE	AoLE Leads/Teams
	Sian James and Claire Went **Elizabeth Neal, Damien Shepherd, Denika Brookes, Jodie Lewis, Leanne Boardman, Kate Thomas**
	Mark Evans and Rachel Western **Ryan James, Lauren Howard, Billie Jenkins, Will Spence, Catherine Daniels, Christine Thomas**
	Elizabeth Neal and Libby Harman **Nicola Moss, Carrie Sutton, Zoe Parnell, Jess Johnson, Terri Davies, Catherine Price, Anthony Rhys**
	Tracey McGuirk, Katie Rupnik, Liam Richards and Fran Reddy **Beth Watkins, Emma Whittington, Amy Barrett**
	Vicky Chiplin and Rebecca Gerrish **Katie Barge, Ruby Gwatkin, Jessica Norris, Lucy Crimmins**
	Hannah Roberts and Hannah Pearse **Elise Read, Rachel Bickerton, Jake Archer, Simon Daniels, Hannah Watkins, Carly Watkins, Kate Thomas, Hannah Pearse**

Appendix 8: Roles and responsibilities of senior leaders

Senior leadership roles and responsibilities	
Executive Headteacher: **Dave Jenkins** **Leadership**	**Deputy Headteacher:** **Tracey McGuirk** **Care, Support & Guidance**
Whole school/LA responsibilities	

• Deputy Designate lead: safeguarding
• Accountability
  • Challenge and support
  • Monitoring and evaluation
  • Quality assurance and scrutiny
• Finance
• Community links
• Equalities and accessibility
• Health and Safety
• Building Extension
• Governing body coordination
• Inclusion, outreach and satellite development
• CASS strategic link
• Leadership development
• Liaison with LA, EAS, schools and Welsh Government
• Performance management
• Professional networking
• Resource management
• School vision, aims and values
• Strategic planning, leadership and direction of the school
• Whole school target setting
• GDPR
• School organisation
	• Designated Senior Person for Safeguarding
	• Pupil Wellbeing lead
	• ASD Strategic Lead
	• Positive Behaviour Support lead
	• TEACCH/structured teaching
	• Pupil Voice
	• Total Communication
	• Sensory processing
	• Wellbeing progression
	• Embedding a Whole School Approach to Wellbeing
	• Manual handling
	• School rewards/rules
	• Healthy schools
	• Pupil IBP, PHP and risk assessments
	• Wellbeing questionnaire coordination and analysis
	• Transport liaison
	• Governors – quality of life committee coordination
	• Cross cutting themes – e-safety, SRE,RRS etc
	• Bespoke learning packages
	• Funding matrix
	• Transition Coordination
	• CLA lead
	• Cleanliness and Infection control
	• Team Teach lead tutor
	• Class Timetabling
	• Aspire Link - Careers
	• College satellite link

Senior leadership roles and responsibilities

Assistant Headteacher: Leanne Boardman Curriculum and Assessment	Assistant Headteacher: Michelle Meredith CASS	Assistant Headteacher: Christine Thomas ALN reform & Satellites	Assistant Headteacher: Anthony Rhys Teaching and Professional Learning
Whole school/LA responsibilities			
• Deputy Designate lead: safeguarding • Curriculum and progression – new curriculum implementation • 4 purposes articulation • Curriculum policy development • Literacy and Numeracy scheme • Assessment, target setting, recording and reporting. • GB: (teaching and learning committee) • Healthcare plans and medical provision • Line management Primary Associate lead • Investors in Families • PTA • Team Teach tutor • Therapies Liaison • Educational Visits – EVC • MOVE Coordinator • Cwm Ifor, Pontllanfraith satellite link • Diary dates and school calendar • Strategic links with SRBs and other Caerphilly schools • SRB Assessment and QA project	• Deputy Designate lead: safeguarding • Assessment and data analysis: CASS • Development plan: CASS • Home support - CASS • Managing staff attendance- CASS • Operational running of CASS • Policy development and review: CASS • Self-evaluation: CASS • Staff cover- CASS • Staff recruitment: CASS • Standards: CASS • Strategic links with SRBs and other Caerphilly schools: ASD provision • Team Teach Tutor • Financial Management – CASS • Performance Management – CASS • ND MDT pathway development and liaison	• Deputy Designate lead: safeguarding • Satellite provision strategic lead • Line management secondary lead • N-Gage strategic lead • ALN Strategic Lead • ALNCO • Annual Reviews • IDP Conversion • PCP Champion LA • Provision mapping • Staff wellbeing strategic lead • Managing staff attendance • Occupational Health referrals • Extra-curricular activities • Whole school events linked to curriculum • Collective worship • Internal and external moderation and quality assurance of IDPs • SRB strategic lead • PTA • Home Support including impact of specialist staff • Pupil attendance & EWO link • Strategic links with SRBs and other Caerphilly schools • EVC – delegated heads approval • Heolddu and St Cenydd strategic link • TEAM TEACH Tutor • TIS Rollout	• Deputy Designate lead: safeguarding • School based professional learning lead (PLL). Regional PLL for special schools and PRUs • Develop and maintain AOLE staff structure • Develop and maintain wider school staff roles/responsibilities • Development of a fully inclusive and evaluated professional learning (PL) strategy, linked to curriculum reform • Develop systems for tracking all professional learning across the school • Oversee all PDR arrangements ensuring compliance • Lead for digital competence and e-safety including impact of specialist staff • Student/volunteer placements • Ensure school learning environment is conducive to promote effective PL • Ensure that all Welsh Government grant conditions are met and evaluated • MER Coordination including moderation • Lead for coaching and mentoring methodology • Manage arrangements to ensure robust links with the professional teaching and leadership standards. • Collaborate with colleagues to support PL for curriculum and ALN reform across the cluster • Staff cover- shared role with other AAHTs • School as Learning organisation lead (SLO) including NPEP • NQT Mentor • Induction • VI/HI/MSI quality mark

Senior leadership roles and responsibilities

Associate Assistant Headteacher Lucy Crimmins Primary	Associate Assistant Headteacher Kate Thomas Secondary
• Line management Explorers, Adventurers, n-gage • Self-evaluate the phase, including assessment, data, work scrutiny, moderation, questionnaires, enquiry, learning walks, lesson observations. • Drive improvement planning for the phase – working with department leads to set meaningful phase priorities. • Undertake important monitoring roles relating to 'All about Me' folders, individual plans & targets, moderation of assessments. • Undertaken operational leadership of satellites including regular QA visits. • Drive curriculum development – work with all staff to develop and refine the school's curriculum to ensure even coverage, exciting, relevant and progressive learning opportunities. • Undertake budget management for the phase including delegation to departments. • Chair IDP meetings – chair an increasing number of IDP meetings under the supervision of the Assistant Headteacher (ALN). • Undertake transition work with the DHT to ensure effective transition into school, between classes and when leaving school. • Undertake performance management for all members of staff under the supervision of the Assistant Headteacher (PL). • Provide coaching and mentoring structures and systems within the phase under the supervision of the Assistant Headteacher (PL). • Coordinate cover within the department under the new staffing strategy	• Line management Investigators, Researchers, Aspire • Self-evaluate the phase, including assessment, data, work scrutiny, moderation, questionnaires, enquiry, learning walks, lesson observations. • Drive improvement planning for the phase – working with department leads to set meaningful phase priorities. • Undertake important monitoring roles relating to 'All about Me' folders, individual plans & targets, moderation of assessments. • Undertaken operational leadership of satellites including regular QA visits. • Drive curriculum development – work with all staff to develop and refine the school's curriculum to ensure even coverage, exciting, relevant and progressive learning opportunities. • Undertake budget management for the phase including delegation to departments. • Chair IDP meetings – chair an increasing number of IDP meetings under the supervision of the Assistant Headteacher (ALN). • Undertake transition work with the DHT to ensure effective transition into school, between classes and when leaving school. • Undertake performance management for all members of staff under the supervision of the Assistant Headteacher (PL). • Provide coaching and mentoring structures and systems within the phase under the supervision of the Assistant Headteacher (PL). • Coordinate cover within the department under the new staffing strategy

TLR Rachel Westren Explorers	TLR Sian James Adventurers	TLR Hannah Pearse N-Gage	TLR Jo Daniels Investigators	TLR Amy Barrett Researchers	TLR Libby Harman Aspire
• Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes & wellbeing of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • PDR for staff within the department and ensure this information feeds into whole school priorities	• Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes & wellbeing of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • PDR for staff within the department and ensure this information feeds into whole school priorities	• Provide operational leadership for a smaller number of staff associated with the N-Gage intervention. • Assist the primary/secondary leads to design, implement and review the curriculum within the N-Gage intervention ensuring accountability and value for money • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for N-Gage. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for N-Gage. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for N-Gage. • Manage the timetable of the N-Gage staff. • PDR for staff within N-Gage and ensure this information feeds into whole school priorities	• Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes & wellbeing of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • PDR for staff within the department and ensure this information feeds into whole school priorities	• Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum, assessment, accreditation and careers education provision within the phase • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes & wellbeing of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • PDR for staff within the department and ensure this information feeds into whole school priorities	• Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum, assessment, accreditation and careers education provision within the phase • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes & wellbeing of learners taking accountability for the phase • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • PDR for staff within the department and ensure this information feeds into whole school priorities