

Teaching, Learning and Curriculum Policy



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

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

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”** (January 2017).

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.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

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

We have held the IQM Centre of Excellence status for the past 4 years and attained Flagship School status for the first time in 2018.

We have demonstrated through 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 publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM review assessment reports** for further details.

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”.

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)**”. 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.**

Qualified for Life (2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

“Learners are the heart of all that we do” and further “every child and young person benefits from personalised learning”.

Successful Futures (2015) also states that:

“Each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges”.

Key principles

This policy will provide an overview of the principles and practice of teaching and learning at Trinity Fields School, as well as providing an outline of the curriculum delivered across the departments.

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.

We have incorporated statutory and non-statutory guidance and adopted a broad range of principles to ensure our curriculum is relevant to pupils’ individual abilities and needs. Our curriculum is constantly being reviewed and refined to reflect Curriculum for Wales (CfW) and assessments arrangements in Wales. Our bespoke approaches will include the Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF). These key principles will help to ensure that our curriculum is flexible, reflective, takes into account stakeholder views and is responsive to the changing needs of our pupils and the communities in which they live.

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 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 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. Our curriculum takes account of all the relevant Welsh Government documents, including:

- Routes for Learning (2006);
- Making the Most of Learning (2008);
- A Curriculum for all learners (2010);
- Routes for Literacy (2013);
- Routes for numeracy (2013);
- Qualified for Life (2014);
- Successful Futures (2015);
- Digital Competence Framework (2016);

- Routes to Digital Competence (2016).

The four purposes of the Curriculum for Wales

“Successful Futures” made 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.”

We are fully committed to developing and implementing the four purposes of the curriculum, as they will apply within a special school context. Full details of these can be found on **Pages 29-31** of “Successful Futures”. In summary, we want all of the pupils at Trinity Fields School to be:

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

A summary diagram of the four purposes taken from “Successful Futures” is in **Appendix 1**.

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: Touch Trust, story massage, music therapy, rebound therapy etc.

The curriculum offered to all pupils will include a wide range of learning experiences that cover:



- Language, literacy and communication (including Welsh 2nd language)



- Mathematics and numeracy



- Science and technology



- Health and well-being



- Expressive arts



- Humanities, including Religious Education

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:

- pupils' rights, as part of our Rights Respecting Schools agenda;
- robust safeguarding arrangements, which includes our duty under PREVENT and is in line with **Wales Safeguarding Procedures** (see safeguarding policy for details);
- pupil centred planning;
- the therapeutic curriculum, which includes, physiotherapy, speech and language therapy, occupational therapy, Touch Trust, story massage etc.

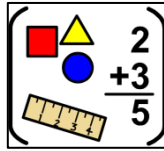
Further details relating to the individual Area of Learning and Experience (AoLE) are in the associated policies.

Cross-curriculum links

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 and numeracy framework (LNF);
- Routes to literacy;
- Routes to numeracy;
- Digital competence framework (DCF);
- Routes to digital competence.





The LNF was developed 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.

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.**

Routes to Literacy and Numeracy (2006) complement the LNF and supports teachers in identifying progression steps for our pupils with more complex needs who are functioning at the earliest stages of development. They include skill statements that form part of the LNF and provide a continuum of development for pupils' literacy and numeracy skills.

Our teachers will use the LNF and Routes to Literacy and Numeracy to:

- develop our curriculum content to ensure that all pupils have opportunities to develop and refine the skills that are set out in the LNF and Routes to Literacy and Numeracy;
- 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 our LNF tracker; 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.

Teachers' planning takes full account of the LNF and teachers are now beginning to weave the DCF into their planning. Teachers' assessments of pupils' literacy and numeracy are challenged and ratified through the termly and well-established Special Schools Consortium Moderation meetings.



Trinity Fields is part of the Pioneer School network for digital competence. 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. The DCF has been developed by practitioners from Pioneer Schools, supported by external experts; it has four strands of equal importance, each with a number of elements.

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:

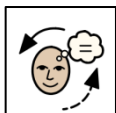
- problem solving and modelling;
- data and information literacy.

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.

As with the LNF, there will be Routes to Digital Competence that will identify progression steps for our pupils with more complex needs, who are functioning at the earliest stages of development.

Skill acquisition

The Skills Framework for 3-19 year olds in Wales (2008) introduced a more skills focussed curriculum; this has been strengthened through the LNF and more recently through the DCF. As we move towards the full implementation of CfW, the development of pupils' wider skills across all stages of education will include:



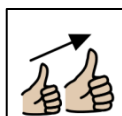
Thinking and problem solving skills



Planning and organising



Creativity and innovation



Personal effectiveness

Curriculum for 3-16 year olds

Our 3-16 year olds follow the Curriculum for Wales. Pupils learn through rich experiential, investigative and directed play activities. Our staff are highly skilled in the way in which they achieve the appropriate balance between self-exploration and more adult-led activities in order to challenge pupils to reach their full potential and allow them to access opportunities for independent learning, wherever possible. Our pupil centred ethos and approaches allow all pupils to develop their independence and make progress commensurate with their abilities and needs.

Provision for our pupils is holistic; again with the child at the heart of the curriculum. Our 3-16 provision offers all pupils well-planned learning experiences, allowing them to be creatively involved in their own learning, whilst building upon what they already know and can do, their abilities, needs and interests and what they understand. Our active learning enhances and extends pupils' holistic development.

Our staff acknowledge pupils' prior learning and achievements, offer choices, challenge them with care and sensitivity, encourage them and help move their learning along. Our curriculum is flexible and responsive to pupils' needs.

As we move towards the full implementation of the CfW and assessment procedures, along with the implementation of the ALNET Act (Wales) our thematic and individual planning (IEPs/IDPs) will be reviewed and amended, in light of these significant developments.

Our thematic plans, including our termly topic cycles take account of these changes. There six areas of learning and experience (AoLE) are:

- Expressive arts
- Health and well-being
- Humanities
- Language, literacy and communication
- Mathematics and numeracy
- Science and technology

Further details are in our “3-16 Department” policy.

Curriculum for 14-19 year olds (Learning Pathways)

The 14-19 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;
- Learning Coach support;
- access to personal support; and
- impartial careers advice and guidance.

Our commitment to the principles of the 14-19 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 at Key Stage 4 and post 16 for all pupils.

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 14-19 learning pathways classes will be found in **Appendix 2.**

Further details are in our “14-19 Learning Pathways” and “Accreditation” policies.

Curriculum for Wales

In the lead up to the full implementation of the CfW, like all schools across Wales, staff have been reviewing and amending policies, curriculum offer and planning in light of the new curriculum and assessment requirements.

Each of the six AoLEs has equal importance. The following provides a mapping summary of the AoLEs and how these link with current curriculum arrangements.

We are currently working with other special schools from across Wales to review and develop our provision so that all of our pupils have access to and continue to enjoy the most innovative learning experiences.

Mapping the Curriculum for Wales against the current curriculum

Appendix 3 maps out our current curriculum across the school's phases against the new CfW requirements.



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.



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.

RE will sit within humanities, as well as drawing on history, geography and social studies.



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 through investigating, understanding, and explaining.

Our multi-sensory and first-hand 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.

Curriculum themes

Our curriculum offer in all phases 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 equip them with the skills required for living a fulfilling and as independent life as possible.

Curriculum themes 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 4 year rolling programme of themes which act as vehicles for staff to plan, develop and implement exciting and innovative learning experiences across all school phases. 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**.

Curriculum planning

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 policy 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: Programmes of Study: these are taken from the Foundation Phase Areas of Learning and from CfW AoLEs within the context of the whole curriculum; they cover the whole school age range; as well as including accredited qualifications for pupils within our 14-19 learning pathways classes.

Phase 4: Schemes of Work: these demonstrate long, medium and short term planning based on key skills and subject skills as appropriate. They document the knowledge and skills to be promoted through specific activities, experiences, lessons or half term blocks.

3-16: teachers' planning is based upon the six AoLEs. A thematic approach incorporating the LNF and Routes to Literacy and Numeracy is embedded within teachers' planning. Teachers will also use the DCF and Routes to Digital Competence to extend pupils' skills across all of the AoLEs. Thematic plans are delivered alongside individual therapy programmes as appropriate to individual pupils. The curriculum is also designed to develop, 'cross cutting themes' including: Relationships and sexuality education (RSE): **following statutory guidance**, human rights, diversity, careers and work related experiences, local, national and international contexts.

14-19 Learning Pathways: teacher's planning ensures that the content of accredited courses follow a structured framework of activities as outlined in the curriculum specifications of the selected programmes.

Phase 5: Teachers also develop medium term planning from Schemes of Work appropriate to the particular needs of the class and pupils within their class. 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 6: Individual Education Plans (IEPs) are written and reviewed three times a year; targets are based on the priorities identified in pupils' Statements of Special Educational Needs. These targets generally focus on the skills of communication, numeracy, personal and social development and physical development. They may also include an objective to improve a particular aspect of a pupil's behaviour.

Some pupils will also have Individual Behaviour Plans (IBPs) which provide clear strategies to support behaviour management, as well as helping pupils' develop behaviour for learning. Positive handling plans (PHPs) have also been developed for pupils who may require restrictive physical intervention to help keep themselves and other safe.

Further details about IBPs and PHPs in our Behaviour Policy.

This phase of our planning will be updated in line with the ALNET Act (Wales) and new Code of Practice.

Phase 7: Assessment and recording: staff monitor and record responses and progress. This evidence will be recorded in Pupils' Record of Achievement (primary age pupils) or Progress File (secondary age pupils). Samples of pupils' work are maintained as evidence of progress in all areas of learning.

Phase 8: Review and Evaluation: this will involve a review and evaluation of:

- Short term targets: pupil's individual education plan;
- Short, medium and long term planning;
- Policies and guidelines.

Current planning arrangements

Half-termly planners

The weekly break down within areas of learning into numbered weeks makes our planning clearer to develop and implement.

Weekly planning

- The landscape format to be used by the specialist Music and PE teachers.
- The portrait format is used across all classes, with the inclusion of a 'Resources' column and 'Key Skills' to be identified.
- Class teams are clearly directed through a colour coded system indicating deployment of staff to pupils.
- Key learning objective(s) for each session are clearly identified in **blue font**.
- Planning for the differentiation of activities clearly shows how the activity will be presented for the range of needs in each class. Pupil groupings are also be clearly shown.
- Assessment for Learning (AfL) opportunities are included at the planning stage. Staff ensure that AfL opportunities are clearly shown on daily plans.
- Planners will be annotated to evaluate and inform future development of the activities.
- Planning must also include details of the sessions: introduction, activity and plenary.
- All planning is displayed in the classroom by the Friday afternoon of the previous week.

Our current planning proformas will be found in **Appendix 5**. Again, in line with the ongoing developments in curriculum and assessment as part of "Successful Futures" all of our planning and assessment processes will be reviewed and amended to reflect the 2021 curriculum changes.

Teaching and learning

At Trinity Fields School staff believe that our pupils learn most effectively when there is a stimulating, friendly and safe learning environment. Intrinsic to this are high expectations, consistency, praise and tolerance combined with clear and shared learning goals.

We believe that the pupils should be taught behaviour to enable them to be ready to learn successfully. We believe that behaviour strategies should be designed to promote positive attitudes and relationships ensuring that pupils are respected and actively involved in self-managing their feelings and behaviour, wherever possible. It is essential that any strategies for

managing challenging behaviour should be well planned and targeted specifically to the individual's needs.

In order to develop excellence in teaching and learning we expect all staff to:

- know pupils' individual abilities and needs, based upon our detailed assessment and tracking procedures;
- have relevant subject knowledge and skills;
- have excellent classroom management, which includes sound classroom craft skills and excellent behaviour management strategies;
- know what social and psychological factors affect pupils' learning;
- have a wide range of practical and well-established strategies to excite, motivate and engage all pupils in their class;
- be able to develop pupils' independence, social and communication skills through all learning experiences, both within and outside the classroom;
- listen to pupils, build and develop a positive relationship based on individualised rewards;
- use a total communication approach, allowing pupils time to process information and praise them for partial/full compliance in their learning goals;
- share and develop learning goals with pupils and parents;
- communicate with parents/carers working in partnership to achieve shared targets.

Our approach to whole school shared leadership supports staff to develop highly effective classroom practice to ensure all pupils achieve their learning goals and make the progress commensurate with their abilities, ages and learning needs. This shared approach to leadership is supported by research, which demonstrates that the most effective schools have leaders, who:

- respect and share their vision with staff;
- develop reflective practice;
- develop teamwork;
- develop effective relationships;
- recognise and celebrate pupil and staff achievements.

Teaching and learning is about everything we do at Trinity Fields School. As a school team we work together closely to ensure all pupils have daily access to teaching that is exciting, innovative and creative, allowing them to reach their potential.

Overarching aim

All staff will work collaboratively to ensure all pupils have access to a broad, balanced and relevant curriculum differentiated to meet their individual abilities and needs, so that through these well-presented learning experiences all pupils can make the expected progress.

Objectives

We will ensure that all pupils have access to teaching and learning opportunities that are of a consistently high standard by:

- ensuring excellent teaching through the provision of highly trained staff and high quality resources;

- ensuring excellent learning through appropriately differentiated curriculum, clear individual education plans and careful delivery of individual programmes from other agencies;
- providing pupils with a variety of situations, new and different, through which they can practise, develop and refine their skills;
- using formative and summative assessment purposefully, giving accurate and timely feedback to pupils and parents/carers;
- working closely with parents/carers and multi-professional colleagues to achieve consistent approaches in order to optimise learning;
- engaging with our mainstream schools, particularly those that host our satellite classes and those where we have our teachers leading specialist resource bases, to ensure that our pupils gain knowledge, experience and understanding of the local community in which they live.

Definitions

Excellent learning is demonstrated when pupils:

- are motivated, interested and eager to participate in their learning;
- behave well and respect others;
- make consistent, comprehensive gains in their learning commensurate with their abilities and learning needs, showing increased knowledge, understanding and skills;
- plan, review and achieve their personal targets and meet targets set in their IEPs;
- can apply their learning in a variety of situations;
- understand what they are doing, how well they are progressing and what they will need to do to improve.

The key principles of excellent teaching include:

- staff maintaining a consistent focus on the overall purposes of the curriculum;
- staff having excellent subject knowledge, along with an excellent knowledge of the abilities and needs of their pupils;
- providing a relevant context for learning which encourages all pupils to make connections and transfer previous knowledge and skills into new learning situations;
- using a range of activities, strategies and resources to engage the interests of all pupils and build upon previous learning;
- maintaining a focus on the development of pupils' skills in literacy, numeracy and digital competence;
- providing a relevant amount of challenge for all pupils, whilst encouraging the development of problem-solving, creative and thinking skills;
- effective planning and clarity in sharing learning objectives;
- developing excellent working relationships with pupils and the class staff team encouraging them to work independently and collaboratively;
- involving pupils, wherever possible, in the planning, delivery and evaluation of themes and lessons and encouraging cooperation;
- using accurate formative and summative assessment of pupils' achievements to inform and improve future teaching and learning;
- effective support by multi-agency working and close liaison with parents/carers.

Assessment, recording and reporting (ARR)

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

- 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;
- LNF assessments (which includes Routes to Literacy and Numeracy);
- individual PIVATS assessments;
- Foundation phase profile;
- THRIVE assessments and action plans;
- accreditation for pupils in the 14-19 Learning Pathways;
- IEPs/IBPs/PHPs (review and evaluation);
- records of achievement and progress files;
- thematic planning and evaluation;
- annual review reports;
- weekly Star Awards information;
- All about me/pupil profiles;
- pupils' work, including digital portfolios;
- photographs, video clips Eye gaze data;
- 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 of the 6 AoLEs in "Successful Futures"; 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 "Going for Gold" Celebration Assemblies in the presence of their parents/carers.

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 moderation events;
- making effective use of exemplification materials;
- school portfolios of moderated work developed by AoLE leads;
- moderation of our own PIVATS assessment scores with those from the LA's SRBs.

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

Accreditation 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 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 the 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 IEP/THRIVE 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.

Pupil centred planning (PCP)

We follow the principles of pupil centred planning (PCP) which further supports our Rights Respecting approach; PCP is a continuous process of listening and learning about what is important to and for each pupil, both now and in the future.

Pupil centred reviews are in place across all school phases to explore what is happening from the pupil's perspective and from the perspective of others at the PCP meeting. Our PCP reviews are currently working alongside our well-established annual review procedures.

We are giving the PCP approach high status as we recognise its inclusivity and further enhances pupil voice.

Role and responsibilities

All aspects of planning, which includes thematic plans, developing IEPs, IBPs, THRIVE 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**. Literacy, numeracy and digital competence all have a senior leader attached to the team to help ensure that these skills become embedded into all aspects of curriculum and individual planning and delivery.

Leaders of AoLE (TLR post holders and class teachers) are responsible for:

- developing, implementing and evaluating the impact of policies, 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.

Phase leaders (TLR post holders) are responsible for:

- 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 (HT, DHT, AHTs) 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 2023		

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:

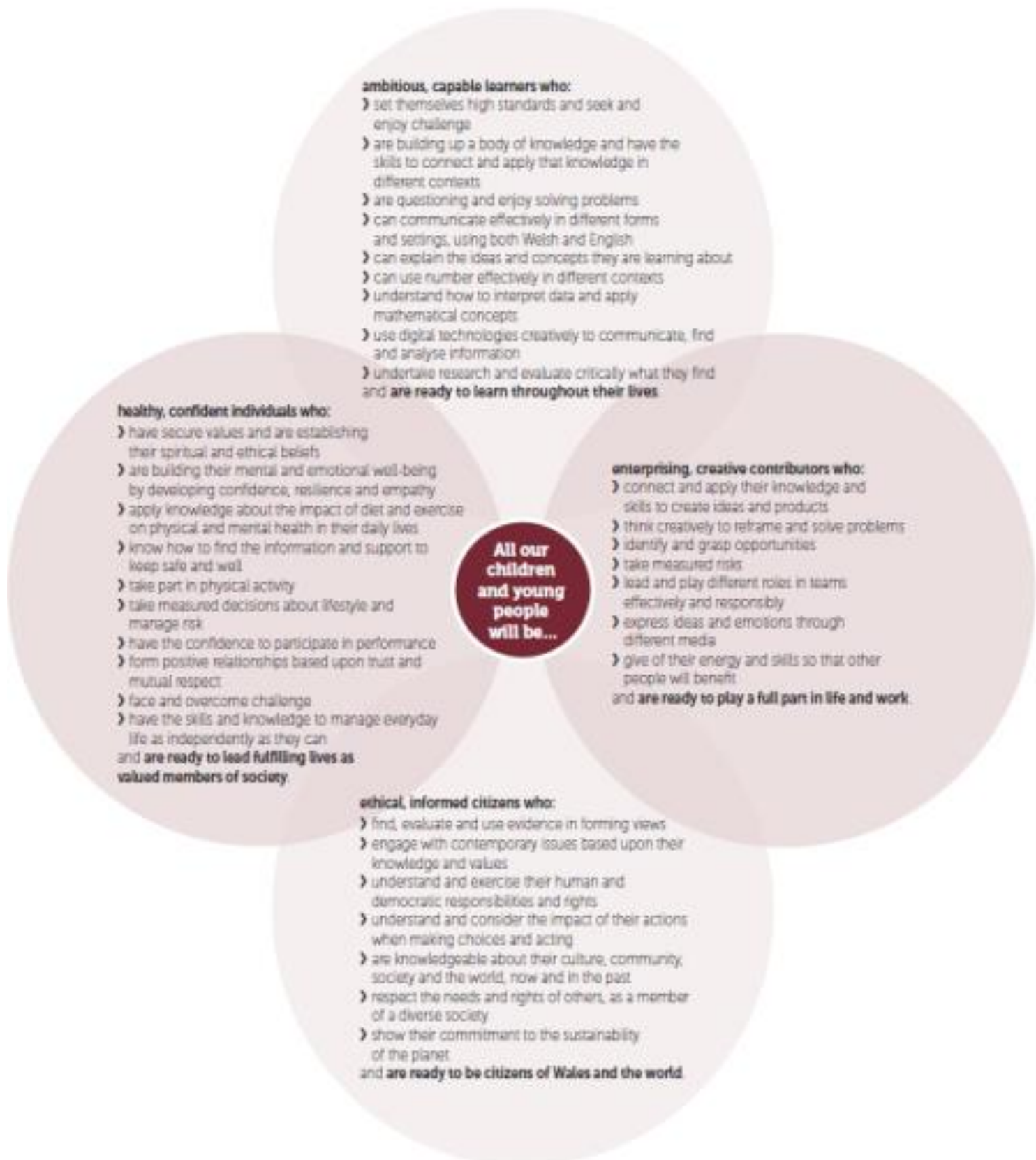
Article 12: Every child has the right to be heard.

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 1: Four core purposes of the curriculum










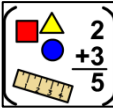

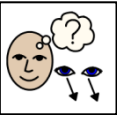


Appendix 2: current pupil offer within the 14-19 learning pathways

All pupils in the 14-19 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 14-19 learning pathways pupils include:

	<p>ASDAN Transforming Aspirations</p>	<p>This programme covers all Areas of Learning and Experience in the CfW along with activities to develop the skills required for adult living. This programme follows four pathways which are made up of 12 subject areas.</p>
	<p>ASDAN Lifeskills Challenge</p>	<p>This is an online bank of challenges that are used in all 14-19 classes. The challenges can be completed by learners working from pre-Entry to Level 3. This programme enables us to meet individual needs by providing a personalised curriculum.</p>
	<p>ASDAN Bronze Award</p>	<p>This is a Personal Development Programme that is offered to our more able pupils which allows them to develop and recognise a range of skills that will be invaluable for independent living and work.</p>
	<p>AQA Unit Award Scheme</p>	<p>The AQA Unit Award Scheme (UAS) offers pupils the opportunity to have their achievements formally recognised and provides worthwhile and meaningful opportunities for pupils. The learner's achievements can be evidenced and rewarded in a variety of ways. We have developed a comprehensive 5 year rolling programme of Literacy and Numeracy units.</p>
	<p>Duke of Edinburgh Award (Bronze)</p>	<p>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.</p>

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

AoLE	Foundation Phase (3-7 year olds)	National Curriculum (8-13 year olds)	14-19 learning pathways
 	<ul style="list-style-type: none"> • Creative Development 	<ul style="list-style-type: none"> • Art • Drama • Music and dance • Film and digital media 	
 	<ul style="list-style-type: none"> • Personal and Social Development, Well-being and Cultural Diversity • Physical Development 	<ul style="list-style-type: none"> • Physical education • Personal and social education • Relationships and sexuality education • Careers and Work Related Experiences 	<ul style="list-style-type: none"> • Physical education • Personal and social education • Relationships and Sexuality Education • Careers and Work Related Experiences
 	<ul style="list-style-type: none"> • Knowledge and Understanding of the World 	<ul style="list-style-type: none"> • Religious education • History • Geography • Business and social studies • ESDGC 	<ul style="list-style-type: none"> • Religious education
 	<ul style="list-style-type: none"> • Language, Literacy and Communication • Welsh Language Development 	<ul style="list-style-type: none"> • English • Welsh 2nd language • MFL • Digital communication 	<ul style="list-style-type: none"> • English • Welsh 2nd language
 	<ul style="list-style-type: none"> • Mathematical Development 	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics
 	<ul style="list-style-type: none"> • Knowledge and Understanding of the World 	<ul style="list-style-type: none"> • Science • Design technology • Computer science/IT 	<ul style="list-style-type: none"> • Science

	<ul style="list-style-type: none">• Skills framework	<ul style="list-style-type: none">• Skills framework	<ul style="list-style-type: none">• Skills framework
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Appendix 3: mapping the current curriculum against the Curriculum for Wales requirements

Refer to “Successful Futures”, P.34 for more details

Appendix 4: Topic/theme cycles: Department 1 and Department 2

Department 1

	Autumn	Spring	Summer
1st Cycle	Special Times and Celebrations	Sut Mae'r Tywydd?	Spectacular Seashore
2nd Cycle	I Am Amazing	Movement and Transport	Toys and Games
3rd Cycle	Woodland Adventure	Let's Go Shopping	A Day Out
4th Cycle	My Favourite Book	Rainbow World and Colour	Muck, Mixture and Mess

Department 2

Years 3 - 6			
	Autumn	Spring	Summer
Year 1	All about me	Above and below (Space and sea)	Do cows drink milk?
Year 2	Pirates, plans and adventures	Roald Dahl's delights	At the fairground
Year 3	Superheroes	Vile Victorians	All creatures great and small
Year 4	Carnival time	Wonderful weather	Helping others
Years 7 - 9			
	Autumn	Spring	Summer
Year 1	Our community	Global gourmet	Incredible animals
Year 2	Lights, camera, action!	Time travellers	Under the ocean
Year 3	Celebrations	To infinity and beyond	Amazing castles (Minecraft)

Cross curriculum responsibilities: literacy, numeracy and digital competence will run throughout the curriculum. Each area of learning and experience (AoLE) should incorporate both a Welsh dimension and an international perspective.

Appendix 4: Contexts for learning: 14 - 19 learning pathways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Identity	Beliefs and values	The environment	Sport and leisure	Wales and the world	The world of work
Year 2	Community spirit	Special occasions	Personal wellbeing	Health and fitness	Enterprise	Moving on
Year 3	Relationships	Different cultures	Active citizen	Keeping Healthy	Communication	Growing and changing
Year 4	Valuing each other	Seasonal activities	Doing things for myself	Science and technology	Around the globe	Independent living
Year 5	Communication	Expressive arts	Welsh culture	People around me	E-safety and the media	Skills for life

See foundation phase, school curriculum phase and 14-19 learning pathways policies for further details.

See Assessment, Recording and Reporting policy for further details.

Appendix 7: Areas of Learning and Experience (AoLE)

Curriculum and skills		
Tracey McGuirk		
Whole school assessment		Assessment for Learning
Leanne Boardman		Lucy Crimmins
Collective Worship		
Tracey McGuirk		
14-19 Learning Pathways/Careers and the World of Work		
Carol Wheelwright		
Sensory curriculum		
Anthony Rhys/Sue Williams/Liz Jenkins		
Languages, Literacy and Communication (including Welsh 2nd language and MFL)		
Senior lead: Tracey McGuirk		
Languages and Literacy	Primary Communication	Secondary Communication
Beth Watkins/Laura Thorpe/Sian Harris /Claire Evans/Joanne Daniels	Helen Muscat/Jenny Evans	
Mathematics and Numeracy		
Senior lead: Lucy Crimmins		
Emma Hillman/Hannah Pearse/Nicholas Fairfax		
Science and Technology (including Computing)		
Christine Thomas/Ryan James/Anthony Rhys/Matt Gurmin		
Health and Well-being (including PE)	Humanities (including RE)	
Katie Rupnik/Kellan Groves/Steph Gillard/Deborah Howells/Tonia Sparey/Catrin Aubrey	Dale Lord/ Kate Thomas/Carol Wheelwright/Eirian Griffiths	
Expressive Arts (including art, drama, music, dance, digital media)		
Claire Boswell/Vicki Chiplin/David Evans/Emma Kiss		

Appendix 8: Roles and responsibilities of senior leaders

Headteacher: Ian Elliott	Deputy Headteacher: Tracey McGuirk	Assistant Headteacher: Leanne Boardman	Assistant Headteacher: Michelle Fitton	Assistant Headteacher: Christine Thomas
Whole school/LA responsibilities				
<ul style="list-style-type: none"> Accountability Budget Challenge and support Community links CPD Designate lead: safeguarding Equalities Governing body Inclusion, outreach and satellite development Leadership development Liaison with LA, EAS, schools and Welsh Government Monitoring and evaluation Performance management Professional networking Pupil voice Quality assurance and scrutiny Resource management School vision, aims and values Strategic planning, leadership and direction of the school Values, aims and principles Whole school target setting 	<ul style="list-style-type: none"> ASD Behaviour management Bespoke learning packages CASS: strategic lead Collective Worship Curriculum and skills Deputy designate: safeguarding Funding matrix GB (H&S, Pupil Achievement and Curriculum) Health and Safety LAC lead LLC: strategic lead Monitoring: IEPs, IBPs, PHPs, pupil targets and teaching plans PLCs Staff development: coaching and mentoring Strategic lead: 14-19 LP TEACCH Team Teach lead tutor THRIVE Timetabling Total Communication 	<ul style="list-style-type: none"> Assessment, recording and reporting Foundation Phase: strategic lead GB: (Pupil Achievement and Curriculum) Healthcare plans and medical provision Induction: pupils and staff Investors in Families LNF: internal and external moderator Managing staff attendance-shared role with other AHTs NQT mentor PTA Staff cover- shared role with other AHTs Student/volunteer placements Team Teach tutor Therapies 	<ul style="list-style-type: none"> Assessment and data analysis: CASS Development plan: CASS Home support Managing staff attendance-shared role with other AHTs Operational running of CASS Policy development and review: CASS Self-evaluation: CASS Staff cover- shared role with other AHTs Staff recruitment: CASS Standards: CASS Strategic links with SRBs and other Caerphilly schools: ASD provision Team Teach tutor 	<ul style="list-style-type: none"> Annual reviews Extra-curricular activities LNF: internal and external moderator Managing staff attendance-shared role with other AHTs PCP Champion PIVATS across the LA Pupil attendance Staff cover- shared role with other AHTs Strategic lead: 8-13 curriculum Strategic links with SRBs and other Caerphilly schools Whole school events
Shared safeguarding responsibility in absence of Designate and Deputy Designate				
Shared responsibilities				
<ul style="list-style-type: none"> Admissions Day to day running of school Looked after Children Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 3 Staff recruitment, deployment and retention Standards: L&T 	<ul style="list-style-type: none"> Admissions Day to day running of school Looked after Children Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 2 Staff recruitment, deployment and retention Standards: L&T 	<ul style="list-style-type: none"> Assessment and data analysis Day to day running of school Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 1 Staff recruitment, deployment and retention Standards: L&T Transition 	<ul style="list-style-type: none"> Day to day running of school Partnership links Pastoral care (pupils and staff) Transition 	<ul style="list-style-type: none"> Assessment and data analysis Day to day running of school Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 1 Staff recruitment, deployment and retention Standards: L&T

Team leader: Department 1 Lucy Crimmins	Team leader: Department 2 Kate Thomas	Team leader: 14-19 learning pathways Carol Wheelwright
Strategic lead (whole school)		
<ul style="list-style-type: none"> ● Assessment for Learning ● Numeracy 	<ul style="list-style-type: none"> ● Assessment for learning ● Eco Schools/green Flag 	<ul style="list-style-type: none"> ● Accreditation and moderation ● Post school transition
Departmental responsibilities		
<ul style="list-style-type: none"> ● Curriculum, assessment and standards ● LNF and digital competence ● Management of Department 1 budget ● Management of resources (staff and resources), shared responsibility with SLT ● Partnerships: parents, local authority, governors, local community etc. ● Performance management team leader ● Self-evaluation and improvement planning ● Staff induction and development, including coaching and mentoring support to new staff, shared with SLT ● Standards: outcomes and provision, shared responsibility with SLT ● Transition ● Well-being: pupils and staff 	<ul style="list-style-type: none"> ● Curriculum, assessment and standards ● LNF and digital competence ● Management of Department 2 budget ● Management of resources (staff and resources), shared responsibility with SLT ● Partnerships: parents, local authority, governors, local community etc. ● Performance management team leader ● Self-evaluation and improvement planning ● Staff induction and development, including coaching and mentoring support to new staff, shared with SLT ● Standards: outcomes and provision, shared responsibility with SLT ● Transition ● Well-being: pupils and staff 	<ul style="list-style-type: none"> ● Curriculum, assessment and standards ● LNF and digital competence ● Management of 14-19 LP budget ● Management of resources (staff and resources), shared responsibility with SLT ● Partnerships: Careers Wales, Elite, local FE colleges, businesses etc. ● Performance management team leader ● Records of Achievement and Progress Files ● Self-evaluation and improvement planning ● Staff induction and development, including coaching and mentoring support to new staff, shared with SLT ● Standards: outcomes and provision, shared responsibility with SLT ● Transition ● Well-being: pupils and staff

