

# Curriculum Policy

2025 - 2026

**‘Because Children Deserve Better’**

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## Contents

1. Our curriculum vision
2. Legislation and guidance
3. Our intent
4. Our implementation
5. Our impact
6. Linked policies
7. Linked documents
8. Appendix A: Curriculum pathways and offer 2025/26
9. Appendix B: Principles of the Golden Thread
10. Appendix C: What is expected in lessons
11. Appendix D: Minimum expectations for teachers
12. Appendix E: Marking and feedback guidance

## 1. Our curriculum vision

### Our Values: Positive, Resilient, Different, Passionate, Collaborative

Our curriculum is a unique curriculum model that supports the holistic development of all our **different** learners. Through our bespoke curriculum pathways, we ensure the individual needs of our young people are met, placing their wellbeing at the centre while maintaining high academic expectations.

It is our priority that every learner has a **positive** experience of education, is fully engaged in their learning, and that their emotional development is actively promoted. We have carefully identified the key experiences and specific components our learners need to master in isolation before progressing to more complex, composite tasks. The learner is at the heart of everything we do—the 'Pivot' of our approach—and our curriculum is designed to help them develop, grow and thrive.

We are committed to delivering a curriculum rooted in hands on and practical experiences that bring learning to life and help our learners become **resilient** adults of the future.

Our ethos is built on a **collaborative** approach: each learner is supported by a dedicated Key Person, focused on fostering strong, supportive relationships with both the learner and their family.

We are **passionate** about delivering a curriculum that is a unique model, grounded in the Independent School Standards and interwoven with our Golden Thread: Reading, PSHE, Zones of Regulation, Extended Writing, and What Learners Must Know and Not Forget.

## 2. Legislation and guidance

This policy refers:

- DfE: National Curriculum in England 2013 (updated 2014)
- DfE: Careers Guidance and Access for Education and Training Providers 2023
- DfE: Relationships and Sex Education (RSE) and Health Education 2019 (updated 2021)
- DfE: Promoting fundamental British Values through SMSC 2014
- DfE and DHSC: SEND Code of Practice: 0-25 Years 2014 (updated 2024)
- DfE: The Independent School Standards 2019

It also considers the Independent School Inspectorate (ISI) Framework for the Inspection of Association of Independent Schools (2023).

## 3. Our intent

'I know therefore I can...'

We provide a nurturing and therapeutic approach to education for our learners whilst having aspirational expectations of their academic progress and success.

Our curriculum is an intentional curriculum which has been codified so that nothing is left to chance. We have created a bespoke learning programme, containing the knowledge and experiences right for our learners:

- **Substantive knowledge** is the specific, factual content for the subject, which must be connected into a careful sequence so that learning makes sense and builds on prior learning. This is What Learners Must Know and Not Forget.
- **Disciplinary knowledge** is the 'how' and what learners 'do' with the substantive knowledge. This is the application of their knowledge – acting as an 'expert' in the subject. It is important that this is not taught as a separate strand and is related to the substantial knowledge sequence of learning.

Our learners practice in a range of contexts to master previous and current learning.

Our curriculum is built up of four pathways (see Appendix A).

We want our learners to have a positive experience of education; we are committed to encouraging positive engagement in learning. Our approach is designed to raise both the academic performance and promote positive social, emotional and mental health of all our young people. We are committed to preparing our young people for the opportunities, responsibilities and experiences of life in British Society, promoting the fundamental British Values, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is intended to provide our young people with the knowledge that they need to succeed and thrive in culturally and ethnically diverse modern Britain.

PSHE (including RSE), English and Maths are core subjects across each pathway.

PSHE is a key subject within Our Golden Thread. All subject teachers know the content of PSHE lessons; they plan to incorporate opportunities for learners to discuss and apply this learning in lessons across the curriculum. It is important that teachers know what is being covered so that they can provide opportunities for learners to talk, debate and reflect on these key life skills, across the curriculum. Our learners are generally taught in small classes so that their individual needs can be met; enabling teachers to plan for their actual next steps, supporting progress. However, with PSHE and RSE, we teach the skills that learners need both developmentally and age-related so that they are prepared for life beyond the classroom. We work closely with parents to ensure that we are teaching RSE content that is both age appropriate and that supports them to stay safe and secure in their community. Our formative assessments ensure that we track curriculum coverage and any gaps in PSHE learning are filled, as a priority.

*Further information can be found in our PSHE Rationale*

### **Golden Thread**

Our Golden Thread is built up of components of Pivot's key priorities and is a key aspect of making our curriculum unique for our learners. Our **Golden Thread** highlights our dedication to provide a nurturing and therapeutic approach to education whilst having aspirational expectations of their academic progress and success.

Our curriculum is designed to help learners make meaningful connections. It is intentionally coherent, integrated, and relevant, enabling learners to apply knowledge and skills across subjects, build on prior learning, and link their school experiences with real-life contexts.

We place great emphasis on *Our Golden Thread*, ensuring that learners have opportunities to engage with ideas and experiences beyond their everyday lives. This approach reflects our ethos of "practice, practice, practice," supporting learners to master both current and previous learning while continually making links and deepening understanding.

*Our Golden Thread* draws together Pivot's key learning priorities and what we have identified

as key skills for preparation into adulthood, making our curriculum distinctive and purposeful for our learners. It embodies our commitment to a nurturing and therapeutic approach to education, while maintaining ambitious expectations for academic progress and success.

#### Golden Thread for primary model and secondary model pathways:

Golden Thread that runs through the curriculum	Reading	PSHE	Zones of Regulation	Extended Writing	What Learners Must Know and Not Forget
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#### Golden Thread for Nurture and Links Pathways:

Key Skills (English, Maths and PSHE)	Preparing for Adulthood: Life Skills	Century Online Learning	Zones of Regulation
We have identified the core skills learners that learners need to develop in English (reading, writing and SPaG) Maths and PSHE by the end of KS2, KS3 and KS4.  *please see the PSHE rationale for more information on the approach to RSE*	Our Curriculum Mapping identified opportunities for developing life skills, as part of the preparing for adulthood, across all areas of learning.	Century learning is used for diagnostic assessments and to support learners to develop gaps in learning and any barriers to learning. Century is also an excellent tool to use to meet the individual needs of learners where they show natural flair or interest for a subject; potentially working towards gaining a qualification.	Zones of Regulation teaches learners strategies for managing their own self-regulation.

Each aspect of the Golden Thread is planned for and built into subjects and lessons across the curriculum; they support learners to practise and apply skills in different contexts and make links in learning. The Golden Thread can be presented in small and manageable chunks of learning to encourage our learners to try new things and take risks in safe environments (disciplinary knowledge).

We have carefully considered what is important for our learners to experience and learn and this is reflected in our comprehensive Subject Long Term Plans.

## 4. Our implementation

Our Pivot Curriculum is a unique model which is built up of detailed Long-Term Plans, Our Golden Thread and carefully considered schemes and subscriptions which complement our unique offer. It is adaptive, meaningful and developmentally appropriate and aspirational. It is focused on preparing our young people of independence, inclusion and lifelong learning and/or employment.

#### Planning and preparation - long term planning

Headteachers, with support from Teaching and Learning Leads, ensure that the infrastructure and long-term planning is in place for all subjects that are identified within curriculum pathway before commencement of teaching (in line with Exams Policy). All long-term plans are on the Pivot long-term planning format.

*Link to long-term planning proforma can be found on SharePoint*

## **Planning and preparation - medium-term planning**

In accordance with the Teacher Standard 4, teachers and instructors are expected to plan and teach well-structured lessons. At Pivot, teachers are required to complete medium-term planning as a non-negotiable element of their professional responsibilities.

Effective medium-term planning ensures consistency, progression, and curriculum coverage across the school. It allows for thoughtful sequencing of learning, supports targeted intervention, and enables leaders to monitor curriculum delivery and pupil progress effectively.

If a learner is on a Nurture Pathway, staff must complete the Pre-Learning Discussion, Targets and Areas of Focus sections of the individualised planning document. The expectation for this Pathway is that the above is completed along with the individual planning section.

For all other learners, the medium-term plans must clearly outline the learning objectives, key content, assessment opportunities, and strategies that reflect the adaptations in their teaching for the term.

In addition, plans must include specific details of the groups being taught, including any SEND, EHCP targets and how learners' needs will be met through planned teaching and support. Medium-term plans must use the agreed Pivot template and be uploaded to the SharePoint platform at the beginning of every term, before teaching commences.

*Link to medium-term planning proformas for Nurture and Primary/Secondary can be found on share point.*

*Plans must be uploaded to SharePoint - Curriculum Resources and Planning (saved in the appropriate school subject/school area).*

If staff do not complete and upload medium-term planning at the start of each term this undermines the quality of teaching and learning, affects pupil outcomes, and disrupts whole-school coherence. Planning will be quality assured through the QA Cycle and will be a Pivot wide focus for 2025/2026 This information is then shared with teachers and Line Manager to ensure a speedy resolution.

All staff will be supported where necessary through coaching, planning guidance, and access to collaborative planning sessions if required, but compliance with this requirement is mandatory for all teaching staff. If a resolution is not actioned this can lead to staff entering a capability process.

## **Planning and preparation - short term planning**

Short term planning refers to the day-to-day/week-to-week planning that teachers do to prepare for lessons and meet the needs of the young people. We recognise that there is no single way to do this and that teachers have preferences about how to approach this. Although we do not have an expected planning format to be completed, teachers are expected to plan lessons with consideration to the section within this policy:

*A guide to what is expected in lessons.*

Short term planning could be a lesson plan, a PowerPoint, extra detail within a medium-term plan, a mind map or LBM planning.

## Formative assessment

**Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment plays a central role in improving the quality of education and ensuring that all learners, regardless of background or ability, can achieve meaningful learning outcomes.

Teachers ensure that formative assessment is **integrated into daily teaching and learning processes**. It helps teachers identify learning gaps, adjust instruction accordingly, and provide timely, constructive feedback to learners. This approach promotes inclusive, learner-centred education, ensuring equity, access, and quality of education for all children.

Key features of formative assessment include:

- Continuous and ongoing evaluation
- Student involvement in the assessment process (e.g., peer and self-assessment)
- Use of diverse methods (e.g., observation, questioning, checklists, informal quizzes)
- Emphasis on feedback for learning rather than judgment
- Adaptation of teaching strategies based on assessment results

By fostering reflective teaching and active student participation, formative assessment contributes to **better learning outcomes**, increased student motivation, and more effective teaching strategies.

Formative assessment documentation is kept up to date and informs planning and teaching.

## Classroom environments

- Classrooms should be prepared with resources for the lesson at the start of the lesson and re-set/tidied at the end of the lesson.
- Resources should be clearly labelled with a dedicated space to return them back to.
- All notices should have a dedicated board and not be placed on the walls.
- Display boards should be tidy and backed in neutral colours, black borders.
- Displays should be linked to the current topic with modelled examples for learners to refer to (Working Walls).
- Zones of Regulation resources should be displayed to support communication.
- Every classroom should have a class visual timetable that represents the daily routine and any other activities that will be happening that day.
- All classrooms have a dedicated reading area which is tidy, categorized and labelled with space to sit comfortably and read.
- Pupils that have a differentiated timetable should have a personalised visual timetable.
- All kitchen areas should be kept tidy, with cupboards labelled and clear surfaces – there is a safe box with cleaning goods.

## Marking and feedback

We need to be mindful of the previous experience of learners when providing them with feedback. Written comments on work can be demotivating, confusing and overwhelming and for this reason, we take each learner's needs into consideration before choosing an approach. Our feedback should build retention and resilience and for this reason, we have



Marking and Feedback Guidance which use symbols and letters which support pupils to think and support verbal discussions with teachers.

*The Marking and Feedback Guidance can be found in Appendix E.*

*Further information can be found in our Assessment Policy.*

## **Evidencing learning**

We promote high standards and pride in the work of our learners. Presentation is modelled by teachers when they write on the board and on the work of learners. Workbooks should be labelled with the learner's name (first & last), class/year group, subject and the academic year (2025-2026).

Where possible, we encourage each piece of work to have a date and title – underlining is done with a ruler. A pencil is generally used in maths books.

In 2025-26 there will be a focus on the implementation of Evidence for Learning, where learning can be documented and linked to learning objectives, to inform formative and summative assessment decisions. We have planned a staged, strategic approach to ensure that the programme is implemented successfully, supporting the workload and wellbeing of staff with a view to enhance assessment, evidence collection and parental engagement across all learning pathways. In the first instance, we will focus on the Nurture Pathway, embedding the platform into daily practice to support pupil progress tracking and strengthen communication with parents and carers. This initial phase will allow us to refine our processes and ensure staff are confident in using the tool effectively. Building on this foundation, we will introduce a new pathway at appropriate times, as part of a phased rollout to all learners and teachers. By the end of our phased approach, our goal is for *Evidence for Learning* to be fully integrated across the school, providing a consistent, streamlined approach to capturing learning, supporting meaningful assessment and fostering collaborative partnerships with families.

*Further information can be found in the Evidence for Learning Project Plan – strategic implementation (found on share point)*

## **Subject leadership**

We have Teaching and Learning Leads and Subject Leaders in English, Maths and PSHE who support teachers with the implementation of Our Pivot Curriculum.

### **The aims of the subject leader are to:**

- Regularly meet with other school subject leaders to agree on key approaches
- Liaise with the Headteacher to write a subject specific action plan that supports the School Development Plan
- Support colleagues in each of the pathways, within their school
- Develop specific approaches to meet the needs of learners within each pathway
- Review the quality of the long-term Planning and Subject Rationale
- Complete quality assurance of planning, teaching and assessment
- Complete regular subject specific moderation with colleagues
- Deliver subject specific CPD



- Organise subject specific events
- Meet with inspectors and other external auditors about their subject.

	Teaching and Learning Leads	English Subject Leader	Maths Subject Leader	PSHE Subject Leader
Kirklees	Andrew Smith Peter Foster		Lida Idle	Peter Foster
Leeds East	Nicole McLaughlin (DHT)	Grant Lotherington (Lead Practitioner)	Ryan McGee (Lead Practitioner)	Keira Carnie (SENCo)

## 5. Our impact

When designing a curriculum that considers the needs of our young people and all aspects of their life, it is crucial that we judge our impact using an equally bespoke approach. Our curriculum aspires for high achievement of learners irrespective of background, starting points and SEND needs. We define impact in terms of the **meaningful progress, holistic development, and quality of life outcomes** achieved by our young people; these principles reflect our commitment to providing an ambitious and personalised curriculum that prepares pupils for fulfilled lives.

“We put the learner at the centre of everything we do”

### Meaningful progress for a Pivot learner

*We are currently conducting an assessment project; this will run through the Autumn and Spring term with final documentation agreed in Summer 2026. The aim of this project is to develop a robust and inclusive framework for making expected progress judgements for all Pivot learners. More information can be found in our Assessment Project document.*

### Standards

We define progress as highly individualised, relevant, and sustained over time. Our learners make progress from their unique starting points, which may not follow linear or age-related expectations.

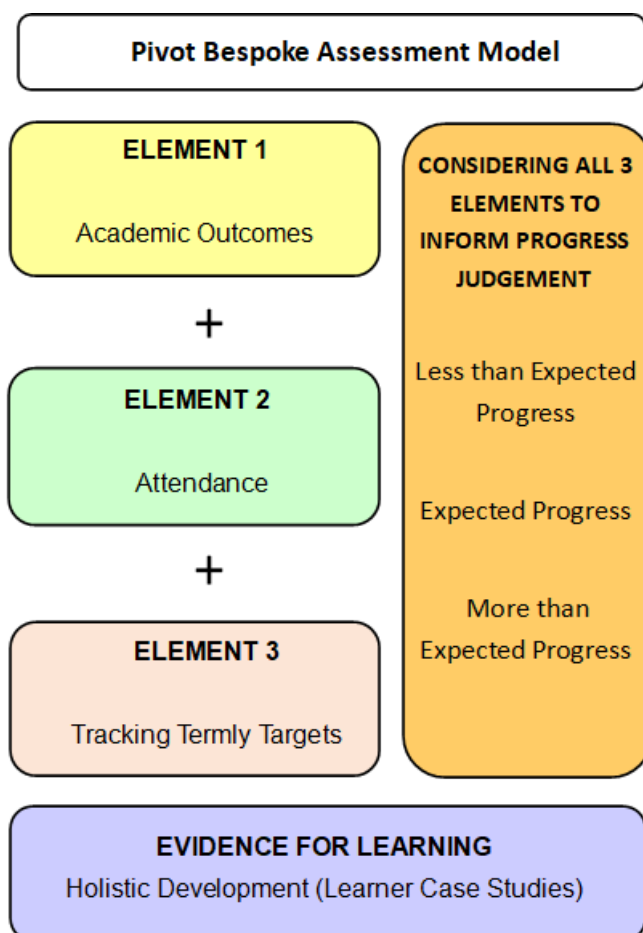
The judgments that are made around the progress of a PIVOT learner will be informed by a range of factors, not just their academic abilities.

For pivot learners, judgements about progress will be based on a balanced consideration of attendance, achievement of termly targets (based on their EHCP targets), and academic outcomes. This triangulated approach ensures that progress is evaluated contextually, holistically and consideration is not only about curriculum attainment but also levels of engagement and success in meeting personalised goals.

- Attendance will be monitored and reported in a personalised manner, considering the unique circumstances and contextual factors relevant to each learner. Recognising the diverse needs of learners within our schools, attendance data will be considered alongside health needs, medical appointments, therapeutic interventions, and individual family contexts.
- The achievement of Termly Targets are tracked; these targets link to their EHCP

outcomes. Termly Targets, link to long term EHCP outcomes and are personalised, long-term goals reflect the holistic development of each learner, encompassing not only academic achievement but also communication, social, emotional, physical, and independence skills. By systematically monitoring and evaluating progress against these outcomes, we ensure that assessment is meaningful, relevant, and aligned with each learner's individual needs and aspirations. This approach provides a clear framework for measuring expected progress, identifying where additional support or intervention may be required, and evidencing the impact of provision.

- Academic Outcomes are tracked from baseline assessments. Teachers use the common language of *Building Foundations*, *Developing*, *Meeting* and *Exceeding* to make consistent judgements about pupil attainment in relation to the outcomes of the curriculum being taught.



Underpinned by learner case studies, which capture the holistic development of our young people, including essential social and emotional development, resilience and essential life skills, we make expected progress judgements based on individualised progress as outlined above.

### Holistic development

Our curriculum promotes the holistic development of every learner by addressing not only the academic progress but also emotional, social, physical and communication needs. We recognise that for many of our young people, success is reflected in increased confidence, improved emotional regulation, stronger social connections and greater independence in daily life. Our values (**Positive, Resilient, Different, Passionate, Collaborative**) are evident in daily practice including learners choosing to, and adults encouraging learners to, make the

right choices in their learning and conduct. British values are clear to see and staff and learners promote these.

Our young people grow in:

- Self-confidence and resilience;
- Social communication and interaction;
- Physical development through sensory integration and therapy-informed practice;
- Emotional regulation and self-awareness.

Learning is embedded in real-world contexts and supported by strong relationships with staff and peers.

PSHE, RSE, and SMSC are taught in a developmentally appropriate and accessible way to support personal identity, safety, and social understanding.

The curriculum promotes creativity, self-expression, and enjoyment, recognising that engagement is itself a key outcome.

### **Quality of life outcomes**

Our aim is to improve the quality of life for every young person at Pivot. Quality of life outcomes for our learners refer to the broader, long-term benefits that education brings to their wellbeing, independence, participation and sense of fulfilment – both during school and into adulthood. For our young people, these outcomes are as important as academic attainment and are central to curriculum planning and review.

Our learners:

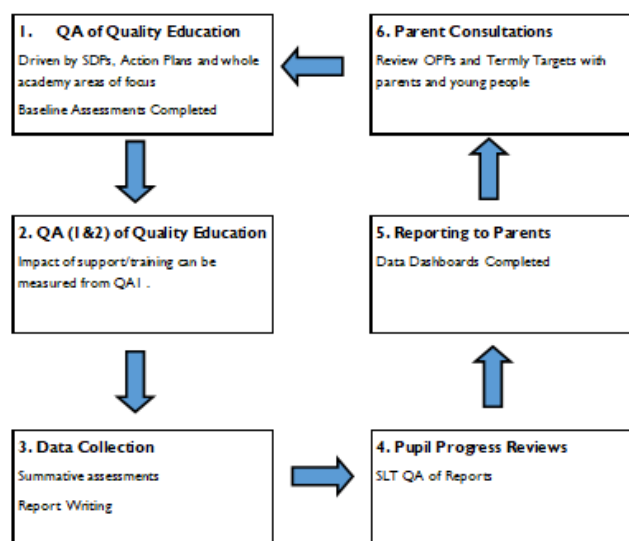
- Are prepared for life beyond school, including independence in daily life;
- Are supported to make meaningful choices and express preferences, with growing autonomy;
- Understand how to keep themselves safe, including online safety and where to seek help from;
- Build and sustain friendships and respectful relationships;
- Understand and make progress in managing their own motions, responses and behaviours;
- Participate in community life, including work experience, leisure and cultural activities;
- Make progress towards lifelong learning and employment;
- Have outcomes which are linked to pupils' EHCP long-term goals, with annual review cycles used to evaluate progress and adapt provision.

We track and reflect on:

- Learner and family voice;
- Transition success and destination data;
- Emotional wellbeing and behaviour for learning.

## Monitoring curriculum impact

We are fully committed to upholding the highest standards of quality assurance (QA) in teaching and learning. Our approach is grounded in a continuous cycle of planning, implementation, evaluation, and improvement to ensure that educational experiences are inclusive, effective, aspirational and meet the needs of our learners.



*Further detail can be found in the document: QA Cycle 2025-2026*

## Roles

### Headteacher/SLT

- Senior leaders are responsible for systematically documenting, analysing, and evaluating the progress of all learners.
- They will review attendance, termly target achievement, and academic outcomes on a regular basis to identify trends, strengths, and areas for development across the school.
- This analysis informs strategic planning, including the allocation of resources, targeted interventions, staff development, and curriculum adjustments, ensuring that provision remains responsive to the individual needs of learners.
- Leaders will also ensure moderation and quality assurance processes are in place to maintain consistency in judgements, and that evidence of progress is recorded clearly and transparently within systems including Data Dashboards and Evidence for Learning.
- Reports on pupil progress will be shared with Directors (Data Dashboard), staff, and families to maintain accountability, celebrate achievement, and guide collaborative planning. Through rigorous review and reflective practice, senior leaders ensure that assessment data drives

### SENCo

- SENCos will attend the Pupil Progress meeting to review and track progress, specially against Termly Targets
- SENCo will support in making progress judgements at the end of each term (holistic approach) alongside Headteachers
- SENCos to interrogate the data to identify strengths/barriers to learning and implement a

graduated approach to support the needs of the learners;

- SENCOs will continuously review training needs and ensure that staff are taking a consistent approach to administering assessments;
- SENCOs will actively take part of the QA Cycle with both Senior and Central team Leaders;
- SENCOs will work with Headteachers and those responsible for teaching and learning to analyse the data and collaborate with staff on developing interventions and learner support;
- Staff can request further support from SENCOs such as more in-depth assessment, screening and diagnostic tools, resources for SEND, to support with quality first teaching.

### Teaching and Learning Leads

- Teaching and Learning Leads will monitor the implementation of the whole assessment process from base line to end of the year
- Teaching and Learning Leads will work with Headteachers and SENCOs to analyse the data, agree next steps and ensure that actions are completed in agreed timeframes.

### Teachers

- Teachers are responsible for making termly academic outcome judgements about pupil attainment in relation to the outcomes of the curriculum being taught to inform pupil progress and reporting to parents
- Teachers will use the common language to describe academic **attainment**:
  - Building Foundations, Developing, Meeting and Exceeding
- Teachers will share the outcome of assessments with young people, celebrate successes and the voice of the learners will help inform next steps.

### Central team

- QA the QA across each pathway (Pupil Progress Meetings, Parent Consultations, drop into lessons) to concur the decisions of leaders and provide challenge, if needed;
  - Support with monitoring, directed by headteachers and SLT (this may include joint observations, QA of monitoring already completed, moderation of QA);
  - Provide support, as identified and agreed with headteachers;
  - Advise and get agreement from directors, headteachers and staff if any additional areas of focus will be monitored within The QA Cycle (this could be whole academy projects such as EFA);
  - Ensure that completed QA documentation is uploaded to SharePoint within 2 weeks.
  - Central Team to complete the identified QA
- Monitoring documentation is saved in SharePoint: Quality Assurance Documentation

### Directors

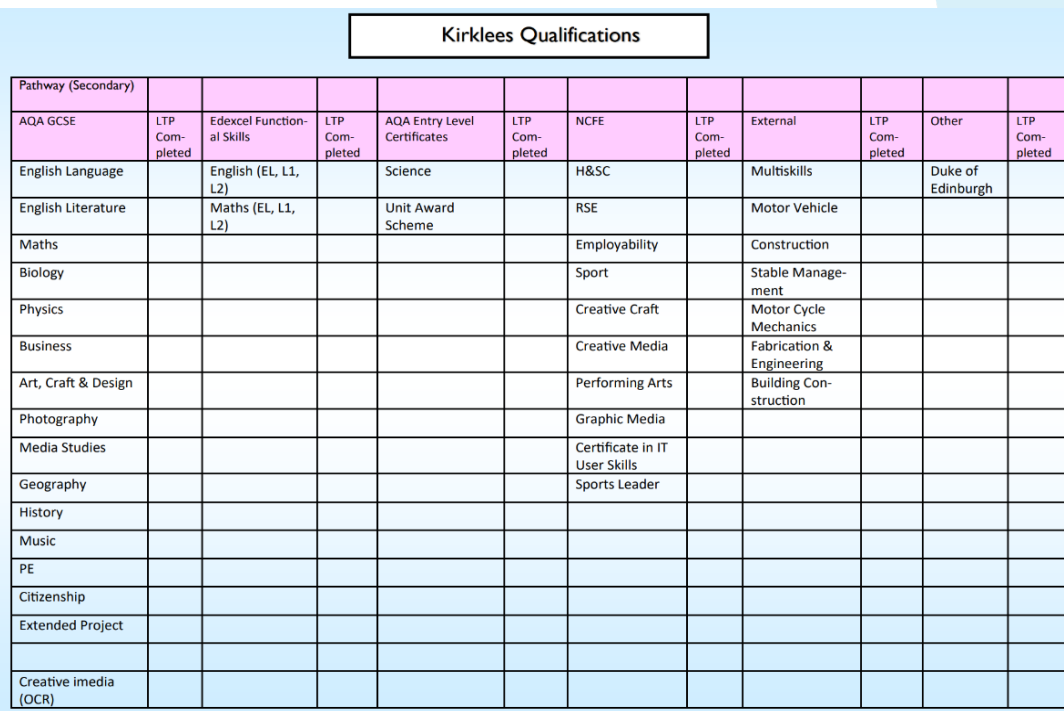
- Hold leaders and central team to account on their QA, evidence and impact of support provided

## 6. Linked policies

- Assessment Policy 2025-2026
- RSE Policy 2025-2026
- SEND Policy 2025-2026
- Exams Policy 2025-2026

## 7. Linked documents

- Curriculum Pathways and Offer 2025-2026
- QA Cycle 2025-2026
- Evidence for Learning Project Plan 2025–2027







## Leeds Qualifications

[illegible]

*The full document can be found here: Curriculum Pathways and Offer 2025-26*

## 9. Appendix B: The principles of our Golden Thread

### Reading:

- Exposure to different text types, across a range of different subjects, is an essential element of our Reading Golden Thread, to give Pivot pupils the best opportunities to make progress in their reading fluency and comprehension.
- Focusing on reading in as many different subjects and contexts, as possible, is an approach to encourage and motivate our learners.
- 'Drop Everything and Read' (DEAR) is an approach that is consistently implemented across the whole academy, so that pupils and adults can sit alongside each other and read for enjoyment, without any additional pressure of comprehension or assessment; essential for fostering a life-long love of reading.

### PSHE:

- Many of our learners require a nurturing and therapeutic approach to their education and we consider it essential that PSHE is at the heart of our curriculum, as a Core Subject, and as an aspect of Our Golden Thread.
- We consider it essential, and our responsibility, to incorporate the PSHE learning opportunities of Health and Wellbeing, Relationships and Sex Education (RSE) and Living in the wider world, into our curriculum.
- We are mindful that the consequence of us not covering these crucial areas, is that our learners are likely to gather their information and develop opinions based on unreliable and inappropriate sources. We want to cover these essential PSHE areas, where possible, through real life contexts which is why we feel that building opportunities into daily classroom practice is most effective.

### Zones of Regulation:

- All of our learners are explicitly taught the Zones of Regulation curriculum to support them to develop strategies for regulation, prosocial skills, self-care and overall wellness.
- Pupils build up a personal toolkit of skills to use to support them to self-regulate; it is essential that this is regularly built into all subjects and lessons, as part of our Golden Thread.
- Our highly skilled central team, including our Director of SEND, Lead SENCo, school SENCos, ASC Lead, Therapeutic Lead and Social Worker, all provide support to our schools on embedding Zones of Regulation into our curriculum.
- Teachers explicitly plan opportunities to support the development of Zones of Regulation into their lessons, so that the strategies become embedded, for both staff and pupils.
- Once pupils understand their feelings and Zones, they can use strategies to manage their different Zones to meet goals related to academic tasks and maintaining healthy relationships.

### Extended Writing:

- Our learners require regular opportunities to write at length so they can build up their stamina and independence in writing across the curriculum.
- Our aim is to ensure that writing skills are regularly taught across all curriculum subjects and that this is evident in planning and classroom practice, to support our learners to build up stamina and persistence in their writing.
- We also recognise that writing about things that they are interested in is motivating; a student

may be reluctant to write in an English lesson but eager to write in History, so we need to expose them to as many different writing purposes as possible.

**What learners must know and not forget:**

- We have clearly identified the important knowledge that learners must learn in each subject, within Our Pivot Curriculum.
- We recognise that because our curriculum is unique and our Golden Thread has been specifically designed to include PHSE and Zones of Regulation, in addition to the academic areas of reading and extended writing, it is crucial that the curriculum clearly identifies what the essential aspects of learning are for each subject.
- 'What Learners Must Know and Not Forget' is clearly identified on each Long-Term Planning document for each subject. We are committed to regularly reviewing these, to ensure that we get our substantive and disciplinary knowledge right for each subject.
- Mapping out the links between each subject to ensure that Our Pivot Curriculum builds on prior learning and provides opportunities for learners to apply skills and knowledge across the wider curriculum, in addition to the subject where they've acquired the new knowledge, is regularly reviewed in our regular Subject Network groups.

## 10. Appendix C: A guide to what is expected in lessons

The full (A3) document can be found here: [Minimum Expectations for Teachers - Teacher Standards.docx](#)



### A guide to what is expected in lessons

**Activation of Prior Knowledge**

- Lessons are planned and consideration is given to how to support each learner to achieve their next steps based on formative assessment in previous lessons.
- Retrieval opportunities (EFA) enable learners to recall and apply previous learning; they are encouraged to apply this learning in different contexts (The Golden Thread).
- Opportunities for learners to stop, wonder, questions, think and reflect are built into lessons.

**Teacher Input and Modelling**

- The learning objective and success criteria (EFA) are shared with learners and support staff so that everyone is clear how to be successful in the lesson.
- LBM's are clear on their role and how to support in the lesson – planning, resources and planned outcomes are discussed before the lesson; success criteria is clear (EFA).
- High quality modelling demonstrates expected outcomes and models success (success criteria).
- Teachers introduce, teach and model high quality subject specific vocabulary.
- Adult-learner relationships are key and a constant focus of teams.

**Practice**

- Learning is built on secure practical and concrete experiences before pictorial and abstract concepts are introduced - time is given for learners to practice at each of these stages.
- Planning reflects that deeper learning takes place when small steps of new information, built on concrete experiences and clear models, when learners have time to independently practice - embedding into long term memory.

**Feedback**

- Formative assessment strategies (EFA) are embedding into lessons; teachers regularly review main ideas and use this information to inform what they do next.
- Learners are clear about what they need to do next and how to be successful (EFA).
- The voice of our young people is valued and used for self-assessment (EFA).
- LBM's feedback to teachers during and at the end of lessons (EFA).
- Our key EFA strategies of retrieval activities, hinge questions and exit tickets are used to inform what happens next, in lessons (EFA).

**Resources and Environment**

- Practical and interactive activities and resources are used to enthuse and engage learners.
- Visual timetables are used in every lesson.
- Personal resources, as indicated in SEND documentation, are used to meet the needs of learners.
- Zones of Regulation is actively modelled and encouraged – learners develop their personal toolkits.
- High quality learning environments (see 'Classroom Environments') are prioritised.
- Classroom displays reflect current learning and support learners to practise and apply the skills they have been modelled (see 'Classroom Environments').
- There are high expectations of behaviour, and these are modelled by staff.

\*EFA refers to our commitment to continuing the Embedding Formative Assessment programme (SSAT) strategies to impact on quality first teaching.



## 11. Appendix D: Pivot minimum expectations (Teacher Standards)

The full (A3) document can be found here: [Minimum Expectations for Teachers - Teacher Standards.docx](#)

Pivot Academy Minimum Expectations for Teachers							
TST Set high expectations which inspire, motivate and challenge pupils	TS2 Promote good progress and outcomes by pupils (including AFL)	TS3 Demonstrate a good subject and curriculum knowledge	TS4 Plan and teach well-structured lessons (including the learning environment)	TS5 Adapt teaching to respond to the strengths and needs of all pupils (including personalisation and differentiation)	TS6 Make accurate and productive use of assessment	TS7 Manage behaviour effectively to ensure a good and safe learning environment	Partnership - Teacher and LBM
Consistent micro-routines are in place - clear expectations, boundaries and structures are embedded in lessons.	Teachers are aware of learners' prior knowledge, capabilities and EHCP targets. Teaching is planned to promote progress with these.	Lessons follow the Pivot programmes of study from the long-term Plans - every subject and qualification has one.	Learning objectives and success criteria are shared with learners. (EFA)	The needs of learners are clearly understood; EHCPs, reports and assessments have been read and inform practice.	Formative assessment strategies are evident in all lessons - teachers use this information to inform what they do next. (EFA)	Consistent micro-routines are in place, with clear expectations and boundaries which are applied fairly.	LBM's are good role models to learners; dressing, behaving and speaking in ways you expect learners to.
Learners are given clear, SMART academic and behaviour goals - small achievements and positive choices are praised.	Adaptive teaching and personalised learning are planned for all young people. (EFA)	Opportunities to practise learning from our Golden Thread: Reading, Zones of Regulation, Extended writing. What learners should know and not forget and PSHE, are high priority.	Visible timetables are in all classrooms and interacted with throughout the day.	Teaching is personalised and differentiated to meet the needs of all learners and the effectiveness of this is evaluated.	The learning expectations, outcomes and steps to success are clear for all in the lessons. Learners know how to be successful in lessons. (EFA)	Teachers actively encourage learners to behave well and display high levels of courtesy around school.	Teachers share planning and LBM's read the planning that is shared - they ask if they need help with subject knowledge or with clarity on what is expected of them.
Rewards - learners receive positive outcomes for positive choices.	Demonstrate a sound understanding of the need to develop learners' learning over time, clearly based on evidence of prior learning.	The purpose of the learning objective and success criteria is shared with learners. (EFA)	Lessons are well prepared, considering staff deployment and carefully matched resources and activities to support learners in achieving intended outcomes. (EFA)	A range of scaffolding and strategies are used to reduce barriers to learning and fill gaps in prior learning.	Holistic development of young people, beyond the academic, is valued.	Developmental gaps are prioritised and the impact these have on behaviour and engagement is recognised.	LBM's read and contribute to the Pupil Profiles and Termly Targets of the learners - adding feedback to planning. Pupil Profiles and Termly Targets.
Regulation and positive behaviours are explicitly taught through PSHE, Zones of Regulation and individual targets.	Formative Assessment is high priority and informs what the teacher does next in lessons. Formative assessment actively includes feedback from all learners. (EFA)	All staff promote and model the use of standard English, through written and spoken communication.	Planning reflects that deeper learning takes place when small steps of new information, built on concrete experiences and clear models, when learners have time to independently practice - embedding into long term memory.	The Golden Thread is planned for so that learning can be applied in different contexts, to support secure understanding.	Plan time for pupils to develop the skills of self and peer-assessment (EFA)	Teachers plan for and promote Zones of Regulation to encourage learners with self-regulation.	LBM's support the teacher by providing feedback on how the learners have made progress against the success criteria of the lesson. (EFA)
Teachers are positive role models who demonstrate appropriate behaviour and language.	Lessons are chunked into small sections, promoting success for learners.	High quality vocabulary is shared and modelled.	Equipment is high quality, labelled and where appropriate, stored to promote independence.	Planning and teaching promote progress towards achieving Termly Targets.	Learners are provided with regular and constructive feedback both orally and through marking. Learners are given opportunities to respond to and act on feedback. (EFA)	Small steps of progress are praised - teachers look for the good!	Teachers and LBM's ensure that learners have the equipment they need to be successful (refer to EHCPs, OPs and Termly Targets).
Mutual respect and trust are shown between staff and learners - young people feel safe to learn.	There are high expectations - progress, stretch and challenge is expected of all.	Teachers have a secure understanding of the subject they are teaching; they foster learner interest in the subject and address misunderstandings.	Teachers create environments in which learners are engaged.	Use differentiated questioning techniques - encouraging learners to move from basic knowledge to critical thinking. (EFA)	Learners are clear about their next steps, where they are going and how they are going to get there. (EFA)	Teachers use positive and assertive language.	LBM's support with the learning environment; they work with the teachers to keep displays updated and relevant to current learning.

Displays and working walls are used to model and support learning. The learning environment is purposeful.	The needs of learners are met - they can progress at their own, personal pace and overcome personal barriers. (EFA)	Teachers have a secure understanding of phonics and how to support young people with gaps in their phonological knowledge - promoting reading fluency.	The pace of learning meets the needs of learners - and is adapted according to feedback. (EFA)	Know pupils learning styles, provide a range of learning opportunities (visual, auditory and kinesthetic).	Teachers monitor learner progress and maintain accurate records for the groups they teach. Summative data informs target setting.	Rewards are high priority and regularly referred to. Learners receive positive outcomes for positive choices.	Teachers and LBM's Leave classrooms tidy, model tidying to learners and have high expectations of our learning environments.
Visual timetables are displayed, shared at the start of the day and frequently revisited. The are clear start and ends of lessons.	Sufficient time is built in for learners to work on their 'next steps' and Termly Targets. (EFA)	Teachers keep up to date with changes in their subject and curriculum areas, ensuring that statutory guidance is implemented.	Recognise the role of play in supporting development, learning and well-being.	Adapt learning for individual needs - addressing strengths and needs of all learners.	Data is used in pupil progress discussions to monitor progress and inform future planning, anticipating where interventions may be needed to impact on the quality of learning.	Positive relationships with young people are promoted - mutual respect between all is expected.	LBM's are consistent; they stick to the agreed approaches (e.g. when a learner leaves the class) and follow the Behaviour Policy.
Consistency is key - learners are given advance warning of changes and transitions are planned.	Use well targeted interventions routinely checking learners' understanding. (EFA)	Secure subject knowledge and pedagogical knowledge is used to deepen knowledge and understanding, addressing errors and misconceptions.	Recognise the role of outdoor environments and learning opportunities play in supporting emotional, social and cognitive development.	Ensure physical and other adjustments for SEND/behavioural and attachment needs are in place.	Feedback given to learners is timely and where possible, in the moment. (EFA)	The voice of the learner is heard and acted upon. (EFA)	LBM's ensure that all behaviour points are added before the end of lessons.
Learners demonstrate positive attitudes, values and behaviour; they are enthused to participate in their learning.	Teachers, LBM's and learners are aware of next steps. (EFA)	Able to support early maths strategies and phonics - especially for learners with gaps in their maths knowledge.	Use multisensory and interactive resources such as video clips, costumes, artefacts, speakers and malleable materials.	Interventions are in place (social, emotional and academic) and tightly monitored.	Formative and summative data is used to inform planning and individual targets. (EFA)		LBM's support teachers by using formative assessment strategies (refer to EFA training). (EFA)
Respect for learners, colleagues and parents/carers is evident.	High quality modelling demonstrates expected outcomes and models success (success criteria).		Teachers plan to develop independent learning skills.	Teachers are flexible - they respond in the moment and are willing to change plans to meet the needs of learners.			LBM's use phonic knowledge to support learners who have phonological gaps and need support with reading fluency.
The ethos of the school/academy is actively supported.	Retrieval opportunities enable learners to recall and apply previous learning; they are encouraged to apply this learning in different contexts. (EFA)		Teachers evaluate the effectiveness of teaching and use this to inform their future practice. (EFA)	Teachers provide experiential learning activities - learners can't write or talk about what they haven't experienced!			
	Learning is built on secure practical and concrete experiences before pictorial and abstract concepts are introduced - time is given for learners to practice at each of these stages.			Teachers take risks to promote a love of learning.			

\*EFA refers to our commitment to continuing the Embedding Formative Assessment programme (SSAT) strategies to impact on quality first teaching.

## 12. Appendix E: Marking and feedback guidance

Marking is about celebrating success and achievement, even the smallest of steps. It is about providing learners with an accurate picture of where they are with 'What Learners Must Know and Not Forget' and against their Termly Targets and informing them of their next steps for success. We appreciate that some learners find it challenging to have their work annotated; in these cases, recording verbal feedback and pupil self-assessment strategies will be used.

### Feedback annotations

These codes are progressive, and the codes used should be at the discretion of the teacher and appropriate to the stage of learning of the learner - tailored to their individual needs. The codes being used should ideally be displayed within a prominent place within the classroom (learning wall/display) and could also be added to the back of learners' books to support for them to refer to.

Code	Means
Sp plus underline	Spelling mistake
P	Punctuation error
G	Grammatical error e.g. 'should of' instead of 'should have'
C	Find the missing or misplaced capital letter
//	New paragraph here
✓✓	Exceptional point/use of language
Green Biro	Children have applied skills and demonstrated the success criteria skills.
Pink Biro	Children have made errors and/or need to improve their work.
Purple Pen	Children use this pen to correct and edit their work, after marking and feedback.

### Codes used by practitioners, on the work of learners

VF	Verbal feedback given. This is important to note where pupils find highlighting and annotating their work, hard.
IW	Independent Work
CW	Copied Work
SW	Supported Work
R	Pupil refused to work in their book. It may be useful to record what they did engage with and any learning that took place verbally/practically.



When scribing for learners, staff should indicate on work (using, for example, brackets) that has been annotated; they should sign their name and state that the work has been scribed and add the date of scribing. **This is a requirement for NCFE and other exam boards.**

### **Responding to marking**

It is essential that learners have regular opportunities to respond to marking and feedback through correcting mistakes, re-drafting work and responding to any questions asked through dialogue marking. Where evidence is captured in 'Evidence for Learning', it is important that learners have opportunities to reflect upon and celebrate what is captured in their learning journeys.

### **Marking across the curriculum**

Marking should be purposeful, proportionate and appropriate to the subject being taught. While high standards of literacy are encouraged across the curriculum, it is not expected that the correction of all spelling, punctuation and grammar is identified within writing outside of English. In subjects such as history, Science and Geography, teachers should prioritise feedback related to the subject learning objectives and success criteria. Literacy corrections may be highlighted where they impede on understanding or are a focus of the task. We do, however, expect that the learning and high standards developed in the Golden Thread will be encouraged to be transferred to all subjects. Teachers will be aware of individual learner targets; these are recorded on medium and short-term planning.

Any mathematical work that has been identified as correct/ exemplary will be **highlighted in green**. Any mathematical work that has been identified as incorrect/ needing further attention will be **highlighted in pink** - learners 'polish' in **purple pen**.