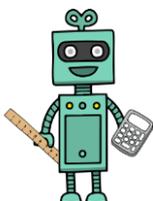
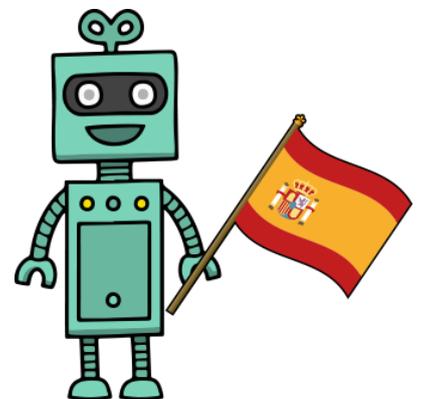
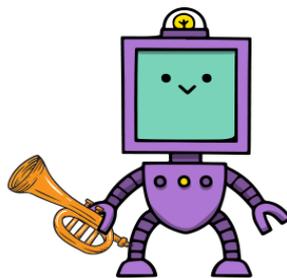
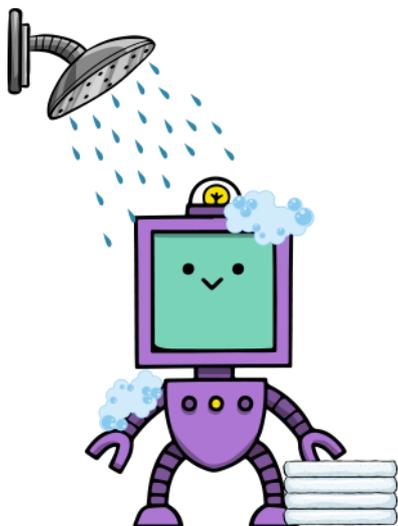


Whole School Curriculum

Policy



$$1+1=2$$



Prospect House Curriculum Policy

Intent

Long term Curriculum Intent:

A broad and balanced curriculum is vitally important as it enables students to be effective learners, providing them with the skills and knowledge required to successfully navigate the wider world. At Prospect House, we are committed to inclusion, our curriculum offer is fully differentiated to meet the needs of all students. Additionally, we aim to reflect the context of the community and city in which we are based. Our curriculum offer is ambitious and staff are supported to deliver a bespoke curriculum package, which is both creative and ambitious. A modular approach to topics ensures that students have a range of learning opportunities to develop the knowledge and understanding needed to enable them to play an active role in their community and to acquire the skills needed for lifelong learning.

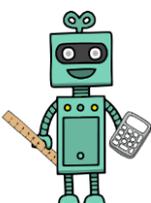
Three key drivers underpin the curriculum at all levels:

- Literacy and numeracy
- Skills for life
- Personal Development

Prospect House Three Key Drivers – Curriculum Intent		
Literacy and numeracy	Skills for Life	Personal Development
Literacy and numeracy are the cornerstones of education and enable students to access the wider curriculum. We intend for all subjects to embed literacy and numeracy opportunities to maximise progress and develop fluency in these areas. For students with SEN, successfully acquiring functional literacy and numeracy knowledge underpins the goal of future independence.	The skills curriculum runs in parallel to academic learning and allows students to transfer their skills and knowledge in a cross curricular way. The skills curriculum links closely to independence, employability, healthy lives and participation in society, allowing students to acquire the functional skills required to be successful in the wider world.	The personal development programme supports students to explore and question the world around them, promoting critical thinking, advocating social justice and encouraging learners to apply their learning to real-world issues. Our curriculum is intended to promote these aims in a cross-curricular setting, working in tandem with discreet citizenship, enrichment and enterprise lessons and supported by a personal development and cultural capital programme.

Our overarching goals within EYFS, KS1 and KS2 are to:

- Provide students with a curriculum which is exciting, creative and fosters a commitment to learning.



1+1=2



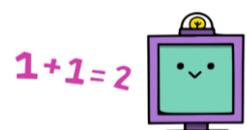
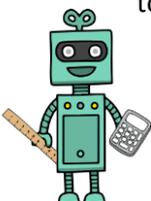
- Enable students to achieve, develop and remember their skills, knowledge and memory to the best of their ability utilising a wide variety of strategies to deeply embed learning.
- Promote high standards and achievement in communication, reading, writing and maths across a creative curriculum.
- Develop a knowledge of themselves and others.
- Learn and work through creative approaches.
- Access learning styles and environments which best support their learning, knowledge and understanding.
- Promote spiritual development and the understanding of British values.
- Enable students to become positive citizens who are prepared for life in modern Britain
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Be aware of the importance of and participate in the arts.
- Enable children to develop moral sensibility through carefully taught values.
- To understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Develop the personal and social skills of every child.
- Provide equality of access, opportunities, responsibilities and experiences of adult life.
- Provide appropriate accreditation and careers curriculum (KS4).

The curriculum is planned to provide continuity and progression through the provision of well-structured and sequential schemes of work. To ensure a fully inclusive curriculum is implemented, many pedagogical approaches are adopted. These approaches include the TEACCH approach, SCERTS, SPELL Framework, Intensive interaction. Furthermore, to aid communication and the ability to access teaching and learning opportunities, teachers effectively utilise colourful semantics, Sulp, intensive interaction and sign supported English across all curriculum areas.

Long-term intent for the whole school Skills Curriculum:

The skills curriculum runs in parallel with academic learning and allows students to be assessed on their non-academic based skills. The skills curriculum links closely to independence, employability, healthy lives and participation in society. These aspects permeate through the skills curriculum which is founded upon the principles of executive functioning, if pupils are to be successful learners they must develop in the areas of:

- **Working memory:** Governs our ability to retain and manipulate distinct pieces of information over short periods.
- **Mental flexibility:** Helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.



- **Self-control:** Enables us to set priorities and resist impulsive actions or responses.

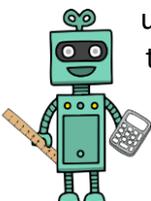
Executive function skills are the set of higher-order mental skills that allow us to plan, organise, make considered decisions, manage our time and focus our attention. These skills are particularly difficult for a child with special needs to develop and implement effectively. The skills curriculum is intended to enable pupils to develop the skills necessary to successfully and effectively participate in learning activities and transfer skills to other learning outside of regular classroom routines thus creating successful learners in the real world. Skills are accessed in a cross curricular way; each student has their own skills targets sheet; evidence will be identified through the use of the skills emblem which indicates linked work within books. Additionally, students are set long term EHCP literacy and numeracy targets, all skills targets link into EHCP outcomes providing a golden thread of provision. Example of a skills targets sheet and skills emblem:



Medium Term Curriculum Intent:

The curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time, allowing learners to meet the complexities of the workplace with confidence and competence. Students re-visit essential learning as they move through the school to build, develop and refine their skills. Careful timetabling and personalisation ensures that these key components work together to meet the needs of each individual.

Each subject includes termly and half-termly topics, clearly identified within a knowledge map at each key stage. Subject specific skills and knowledge are assessed and revisited utilising the skills map overview, which explicitly links with classroom monitor targets. Schemes of work provide highly creative and stimulating foci and are



$$1+1=2$$



fully inclusive thus enabling a broad spectrum of learners to access the curriculum in a highly personalised way. Schemas incorporate skills and knowledge and include a variety of activities, tailored to suit the needs of all learners.

Within SOW and planning, clear lesson objectives ensure that teachers have an understanding of the sequencing of topics, lesson objectives are visible on PPTs and within work sheets. Each student is given targets (informed by ability) tracked through classroom monitor. Progress and knowledge developments are sequenced and broken down into 'Steps to Success' sheets, evidenced in the front of workbooks. Each scheme provides plentiful opportunities to support the three whole school drivers and national policies.

How have we planned the curriculum to ensure our intent is actioned?

A clear knowledge map (rolling plan) enables an overview of the curriculum offer. All curriculum areas are well resourced with termly/half-termly SOW available on the system for each unit. Teachers tailor SOW in a sequential and personalised way within planning. All modules are supported by a wide variety of differentiated resources. Each subject leader is responsible for the writing of an Action Plan, which is supplemented and developed throughout the course of the year, enabling leaders to respond dynamically to termly data and whole school SIP targets, ensuring timely interventions can be implemented to support student progress. The Action Plan, outlines wider strategic aims for the department in line with school improvement targets.

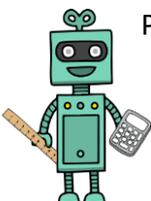
In Service Training

Prospect House actively encourages staff to keep their continuing professional development up to date. This is accomplished, by enabling staff to attend high quality external and in-service training in all aspects of the curriculum. Staff training needs are monitored, reviewed and addressed through the performance management process and as part of their own continued professional development in line with the School Improvement Plan.

Equal Opportunities:

The school provides for all students, offering a broad and balanced curriculum to ensure equality of opportunity and access. In planning the programme, individual needs of students in relation to culture, gender, age and ability are taken into account through appropriate groupings for respective activities.

A variety of teaching styles and strategies are utilised, crossing the stereotypical boundaries and differentiating the curriculum on offer to make it accessible to the wide group of pupils at Prospect House. This policy should be read in conjunction with the Equal Opportunities Policy, the S.E.N. Policy and all other policies.



1+1=2



Implementation

How will we assure that subjects are implemented in line with curriculum intents?

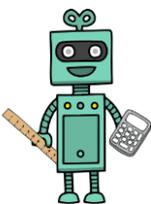
Leaders conduct a variety of quality assurance activities including:

- Regular review, audit and amendment of curriculum maps.
- Provision of a broad variety of CPD opportunities facilitated by SLT and curriculum leaders.
- Clear expectations outlined within subject specific policies.
- Planning moderation
- Learning walks
- Collaborative marking moderation
- Deep dive book looks
- Formal and informal lesson observations

Rationale for choice of curriculum topics:

At Prospect House we have worked hard to ensure that the curriculum is inclusive, ambitious and varied. When choosing topics, we asked curriculum leaders to consider several aspects. All topics are:

- Exciting, promote a love of learning and encourage curiosity and creativity.
- Age appropriate.
- Reflective of the whole school curriculum intent thus allowing opportunities to promote numeracy, key skills and world citizenship.
- Reflective of the National Curriculum
- The RE curriculum follows the Local Authority Agreed Syllabus.
- SRE education is taught at a level suitable to the individuals and lessons are arranged accordingly, in same sex groups.
- A vehicle through which all key literacy and numeracy skills can be developed.
- Key drivers for a differentiated and personalised national curriculum.
- Inclusive and accessible to learners with a broad spectrum of SEN needs.
- Deliverable within a termly or half-termly period.
- Well aligned with the interests of students thus ensuring high levels of engagement.
- Strongly linked to the wider world and broader functional needs of students thus equipping them for the wider world.
- Cross-curricular and regularly link in with broader themes across rolling plans to ensure a rich and deeply embedded curriculum offer.
- Aligned with student targets to support a sequential approach to learning.



$$1+1=2$$



How is the subject implemented within different access groups?

We provide flexible pathways through the curriculum.

The diversification of our curriculum ensures that the needs of all students are met and each student is equipped and prepared for success in the future having gained the appropriate skills to be an effective citizen in modern Britain. Each access or 'ability' group covers all National Curriculum subjects. The balance of curriculum time will vary from group to group. A personal learning profile for each pupil enables staff to provide an environment suitable to meet individual needs and supports students to reach their maximum potential.

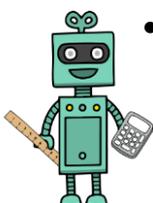
The School Day

09.00 - 09.30 am	Registration and Tutor Time
09.30 - 10.15 am	Session 1 - [45 minutes]
10.15 - 11.00 am	Session 2 - [45 minutes]
11.00 - 11.15 am	AM Break
11.15 - 12.00 pm	Session 3 - [45 minutes]
12.00 - 12.10 pm	PSHE
12.15 - 13.15 pm	Lunch
13.15 - 13.30 pm	Collective Worship
13.30 - 13.45 pm	Whole school focus
13.45 - 14.30 pm	Session 4 - [45 minutes]
14.30 - 15.20 pm	Session 5 - [45 minutes]
15.20 - 15.30 pm	Tutor Time

Curriculum Maps

A Curriculum Map tracks the content for each subject. Each key stage and access group follows a bespoke plan tailored to suit the differing needs at each level.

Curriculum leaders have developed SOW for each topic, supported by a Curriculum Map overview.



- EYFS and KS1 follow the same two-year Curriculum Map
- KS2 follow a four-year Independent Curriculum Map

$$1+1=2$$



Exemplar Curriculum Map:

Key stage 1 – Year B

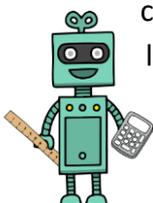
	Autumn		Spring		Summer	
English	Science & Magic		Fantastic Beasts		Who Lives Here?	
	Fiction & Story Writing	Writing for other Purposes	Stories from other Cultures	Non-Fiction	Poetry	Plays & Drama
Maths	N: Life Skills SSM: Space U&A: Problem Solving		N: Number Properties SSM: Shape U&A Logical Thinking		N: Calculation SSM: Measure U&A Decision Making	
Science	Healthy Animals	Materials Matter	Ready, Steady, Grow!	Habitats	Squash, Bend, Twist, Stretch	Gardens and Allotments
PSHE	Me and my emotions	My Relationships	Keeping Safe in the Community	Keeping Safe at Home	Healthy Choices	Personal Care and Changes
Computing	Potion lab	A is for Algorithm	Fantastic Tales	Mythical Creatures	Where I Live?	Marvellous maps
PE	Parachute and Target Games	Striking and Fielding Games	Dance and Movement	Circuits and Aerobics	Ball and Target Games	Athletics
Humanities (History/Geograph)	Great Fire of London	Let's Explore: The UK	Significant People: LS Lowry	On The Farm	My Family Tree	Houses and Homes
Music	Let's Sing		Let's Play		Let's Learn	
	Contrast	Imitation	Waltz	March	Loud & Quiet	Boogie Train
Art/DT/FT	DT: Tudor Houses	DT: Transport	Art: LS Lowry	Art: Animal Painting	FT: Healthy Eating	FT: Teddy Bears Picnic
RE	Me and my beliefs	Religious stories (Judaism)	Exploring religious buildings (Christianity)	Religious figures (Christianity)	Special objects/ artefacts Islam	Religious festivals -Eid Islam



The curriculum is taught through bespoke modules of discrete subjects, or where relevant, modules are grouped across subjects in topics. Curriculum leaders have developed SOW for each topic, which are supported by a rolling plan overview. The curriculum embeds knowledge over time, the repetition of key skills throughout each topic ensures that existing knowledge is built upon and that staff and students understand how to make future progress. Skills are interlinked and literacy and numeracy opportunities are embedded within SOW and lessons. Each topic has suggested lesson objectives and individualised steps to success, ensuring that assessment progression can be seen on a weekly basis (short term goal setting within weekly formative assessments) as well as a medium term progress (termly targets) and long term progress (ECHP long term learning destinations). Where possible, the provision has been mapped to interlink with similar topics in other subjects. Additionally, a wide variety of enrichment opportunities are available within focus days connected to subject areas.

Subject Specific Skills

In addition to the knowledge based Curriculum Map and the non-academic Skills Curriculum, the full variety of subject specific skills are embedded within lessons and SOW across each term. Skills and knowledge are assessed within termly classroom monitor targets which increase in difficulty as students reach each attainment milestone. Teachers continually build on prior skills and knowledge through bespoke and individualised learning pathways. Example of subject specific Spiral Skill Map:



1+1=2



Subject	Linked Skills							
English	Reading Writing S&L		Reading Writing S&L		Reading Writing S&L			
Maths	SSM Number U&A		SSM Number U&A		SSM Number U&A			
Science	Enquiry and research	Observing and recording	Predicting and Testing	Identify and classify	Suggesting answers and solutions	Gather and record		
History	Enquiry and research	Chronology	Historical terms and enquiry	Interpreting History	Continuity and change /similarities and differences	Causes and consequences		
Geography	Field skills	Map Work	Locational knowledge	Human Geography	Physical Geography	Navigating the local community		
Art	Creating Ideas	Drawing and Mark Making	Colour	Technical – textiles/ printing	Sculpture	Artists		
Technology	Design	Make	Evaluate	Technical Knowledge	Cooking	Nutrition		
Computing	Computer Science			Digital Literacy		ICT		
PSHE	Making choices	Communication	Negotiation	Risk management	Being Healthy	Mental wellness		
Citizenship and Careers	Being responsible: making Choices	Communication	Rules and laws	Transitions	Setting and achieving goals	Money management		
Enterprise and Employability	Listening Carefully	Presenting	Problem solving	Staying Positive	Being creative	Leading	Working in a team	Aiming High
PE	Balance	Agility	Technique	Co-Ordination	Analyse	Tactics and strategies		
MFL	S&L	Reading		Writing	Knowledge about place and culture			
RE	Question	Reflection	Discussion	Philosophise	Challenge	Connect		
Music	Listening	Composing	Performing	Responding	Creating	Reflecting		

Access Groups at Prospect House

Each access or 'ability' group covers all National Curriculum subjects. The balance of curriculum time will vary from group to group, a personal learning profile for each student ensures that they learn in an environment suitable to meet their individual needs and reach maximum their potential.

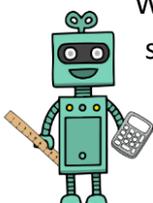
Experiential Learners

Experiential students will be taught in smaller groups (up to 8) with consistent staffing. Students in experiential classes are likely to require a high level of staff input to access the curriculum, and multisensory teaching. We have a range of specialist teaching environments to support learning for this group, including specially designed sensory resource bases. Students may require physiotherapy and / or medical input. They have access to all areas of the National Curriculum, and all students will spend time in the Sensory Resource Base working on their core skills.

Structured Learners

Students accessing the structured curriculum have additional social communication difficulties; they need a distraction free learning environment, which takes account of their need for structure and clarity. Students work in groups with consistent staffing. The majority of students are taught core skills (English, Mathematics, ICT and PSHE), within an integrated lesson covering four sessions throughout the school week, using structured teaching approaches with an emphasis on communication and independence.

Where appropriate, some students follow an individual timetable, students work in small groups for foundation subjects and their weekly timetable offers many



$$1+1=2$$



opportunities for physical activity including sensory integration sessions. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide students with the social and communication support to maximise their learning.

Independent Learners

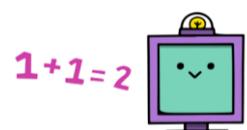
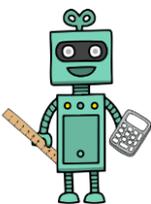
Independent learners follow the programmes of study outlined in the new National Curriculum at all Key Stages. All National Curriculum subjects are taught to pupils aimed specifically at their individual needs. Students in these groups are likely to work in larger groups and will have consistent staffing, where appropriate subjects may be timetabled to provide specialist teachers for some subjects. The student groupings within each subject area are carefully planned to ensure access to appropriate resources and levels of challenge. Their timetable is similar to any primary school timetable but in a highly and significantly smaller learning environment.

The Remote Curriculum Intent:

Remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. Opportunities for remote learning have become essential within the within the COVID-19 pandemic and teachers have adapted quickly to ensure high quality work has been sent home, both in lockdown and over periods of self-isolation.

A key aim of the remote curriculum is to keep students engaged and actively learning when not in school. The Prospect House Remote Curriculum is inclusive and accessible to all students, whilst providing a balanced and coherent curriculum offer that can be delivered at home so that there is a seamless provision between home and school and any gaps in learning are minimised. At Prospect House, we aim to provide all students with excellent learning opportunities in order to limit any negative impact on their overall education.

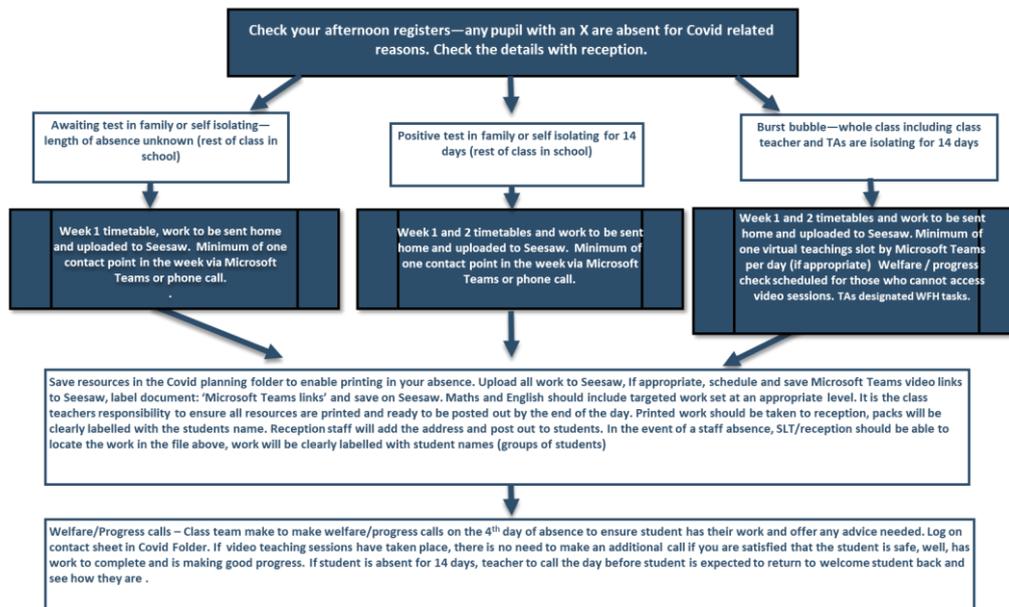
The Remote Learning Handbook outlines the requirements, expectations, and implementation of the Remote Learning Curriculum offer. This document is utilised in conjunction with CPD and whole school quality assurance to ensure that staff have a clear understanding of how to adapt the curriculum for remote education to best meet the needs of pupils.



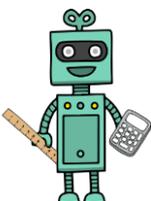
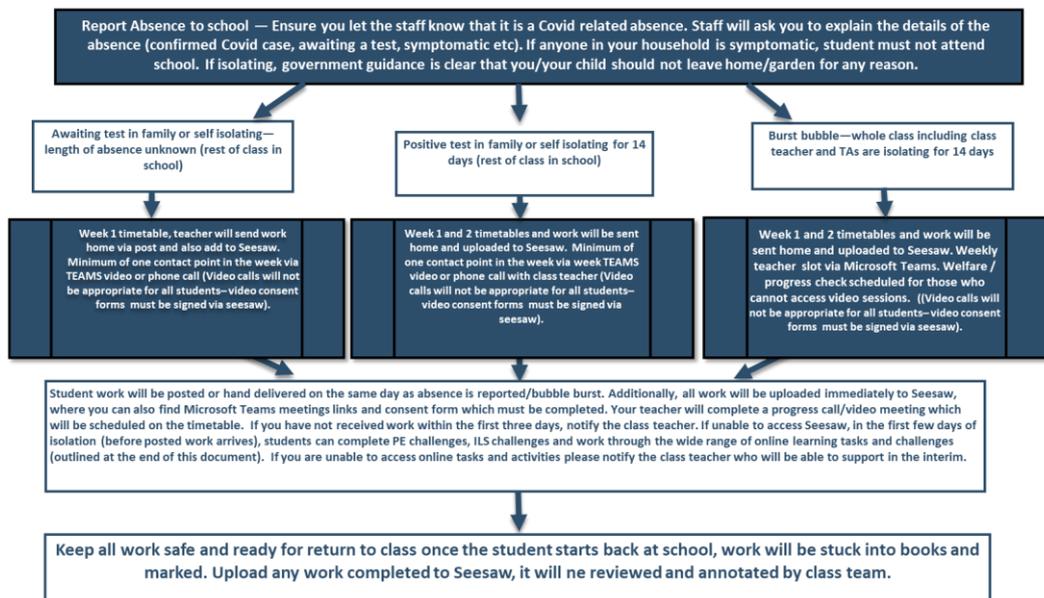
Implementation of the Remote Curriculum is supported through:

- Comprehensive staff handbook detailing the implementation of the Remote Curriculum
- Parent/carer handbook
- Inhouse research
- SLT led teams.
- Ongoing CPD
- Work Scrutiny
- IT support

Remote Curriculum Contingency Plan



Parent Carer: Remote Curriculum Plan



1+1=2



Records of work and Achievement

Learning Journeys: EYFS will build up learning journeys linked to the different areas of engagement – more information can be found in the EYFS policy.

Workbooks: KS1 and KS2 students utilise workbooks, each workbook contains a target sheet with steps to success. Target sheets will be updated termly. Additionally, skills work will be embedded within books and identified through the use of skills stickers. For those students accessing accreditation courses, an additional file of evidence may be utilised. Within FE teachers may opt to utilise a book or file to suit the needs of their students and the programme of study. Additionally, every student has a long term individual progress file which tracks achievement through the entirety of their learning journey at Prospect House.

Accreditation

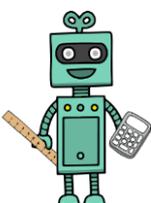
Suitable Accreditation is offered to students in both academic and vocational areas, which supports transition to adulthood and future employment opportunities. Through their time in school, students build up a portfolio of accreditation that will serve to enhance their future chances of employability. We maintain a strong focus on applied learning in preparation for securing supported and independent employment.

Prospect House recognises the importance of Accreditation, external recognition allows students to demonstrate that they are able to meet the requirements of national standard and quality expectations. Externally ratified qualifications allow students to build their record of achievement, thus improving opportunities of future employment.

Enrichment and Extension Activities

In order to ensure the whole offer meets the young person's needs and their parent's aspirations, the curriculum includes a range of enrichment and extension activities. The timetable each week will include the opportunity to take part in extended school activities available during lunchtime, as well as within discreet enrichment lesson time on Thursday afternoon. Sessions cover a range of areas and interests: for example; Film Club, Breakfast Club, Sports, Music, ICT Clubs.

Teachers make use of the local community to enrich the curriculum offer. This includes using local sporting venues and leisure centres, parks, galleries, theatres and attending sports and competition events. In addition, all students have the opportunity and are expected to take part in a range of other enrichment and extension activities, for example; residential and summer schools, Duke of Edinburgh Scheme (bronze and silver levels), adventure holidays.



$$1+1=2$$



The Role of Curriculum Leaders

Curriculum Leader Responsibilities include:

- Produce an annual Action Plan for development of the subject within the school
- Contribute to the SIP
- Use data to ensure that all students are suitably challenged to achieve and progress
- Organise and lead subject related INSET and enrichment opportunities
- Advise and support other teachers and staff in developing curriculum areas
- Oversee the ordering of resources
- Liaise with SLT to monitor and evaluate the curriculum and to work with parents and governors
- Attend relevant training for subject area
- Organise subject leader's files resources and equipment
- Keep up to date with statutory and DFE requirements
- Ensure SOW and resources reflect a deep and rich offer
- Lead curriculum teams and HLTAs.

Health and Safety

All school resources meet with Health and Safety standards and undergo regular checking by suitably qualified agencies. Subject coordinators are responsible for appropriately risk assessing all activities. All educational visits outside school comply with relevant Health and Safety Policies of the school. All staff must complete a full risk assessment before undertaking any off site activity.

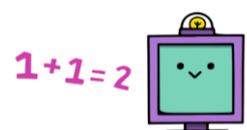
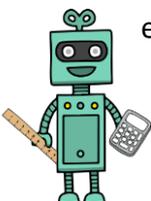
Impact

Why do we collect data?

There is no expected national progress for pupils with SEN, as the expected progress measure has been removed from performance tables. The final report from The Rochford Review, published on 19 October 2016, set out recommendations for the statutory assessment arrangements of pupils working below the standard of National Curriculum tests at KS1 and KS2.

The report recommendations included:

- Removing P scales and using pre-Key Stage standards to assess pupils permanently
- A need to assess pupils in the four areas of need outlined in the SEND Code of Practice (communication and interaction, cognition and learning, social mental and emotional health, sensory and or physical needs).



At Prospect House we think the collection of data within an SEN context is extremely important. There are several reasons for this:

- Data allows the delivery of an ambitious and aspirational curriculum which allows for;
- The celebration of success through the provision of a clear learning pathway.
- Data provides the building blocks so that staff gain a 'bigger picture' understanding of how knowledge is embedded over time.
- To report to parents thus enabling them to fully support students in their learning aspirations.
- To evaluate SOW and ensure that there are no systemic issues or ineffective schemas.
- To provide meaningful, rigorous and timely interventions.
- Accountability – staff and students have a shared sense of responsibility.
- Informs whole school focus area for 'Mean in 15'
- Ensures that minority groups and disadvantaged children are well supported to make outstanding progress.
- Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next steps.

What is the intent of data?

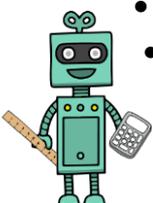
At Prospect House it is important that data is intended to:

- Align with individual developmental levels through the setting of meaningful and appropriate targets.
- Benefit the student in terms of the pride they take in their progress. Data is used in a celebratory and positive way, which enriches the students learning journey.
- Be helpful, user friendly and time efficient for teachers.
- Personalised and differentiated; assessment looks different within each access group and is tailored to a variety of needs.
- Formative and dynamic and summative and reflective.
- Facilitate appropriate and timely interventions.
- Reportable: Parents and students understand strengths as well as focus areas.

How do we collect data (short term/medium term)?

Short Term Data is collected in a broad variety of ways:

- The use of next steps within books.
- Written annotation and verbal feedback
 - Individual assessment opportunities (see planning documents)
 - Self and peer assessments (differentiated to suit the needs of students)



1+1=2



- Subject specific assessment sheets (where appropriate)

Medium Term Data Collection

Pupils are 'base lined' during their first year; classroom monitor is utilised throughout key stages and data is collected via termly targets appropriate to each student. In experiential and structured groups, students will work towards one ALO target per term. If a target is not achieved within a term the same target may be set again (if appropriate). Within independent classes students work toward three targets per term (one target per strand). In addition, to ensure that our most able learners are stretched and challenged, those students working at AL06 and above receive an additional target per academic year in Maths and English. All Maths and English targets are displayed within classrooms and books/files.

Parents are invited to target setting meetings twice a year and results are sent via termly reports. Analysis of assessment data is used to set termly curriculum targets and annually to create whole school targets included within the SIP. Progress files track long-term progress and evidence a 5-year learning journey. The progress of pupil premium/disadvantaged students is closely monitored through an additional tracking sheet which clearly outlines personalised intervention initiatives.

How are we utilising data so that it has an impact (interventions)?

- Teachers are very discreet in their use of interventions which are often mutually agreed upon; staff and students share their learning goals.
- HLTAs works closely with underachieving or exceptional students within tutor times working on a given strand or focus area as defined by class teachers.
- Curriculum leaders work closely with teaching staff and adopt a collaborative approach to sharing best practice.
- Teaching staff and curriculum leaders tailor individualised bespoke intervention packages, creating resources and learning opportunities tailored to specific needs.
- An open-door policy means that teachers can observe good practice across the school thus enriching pedagogy.
- If data highlights any systemic issues, leaders will utilise information to inform wider interventions (staff training, SIP targets)

Curriculum Leaders and SLT utilise core subject data to generate a termly whole school focus area for 'Mean in 15' slots.

