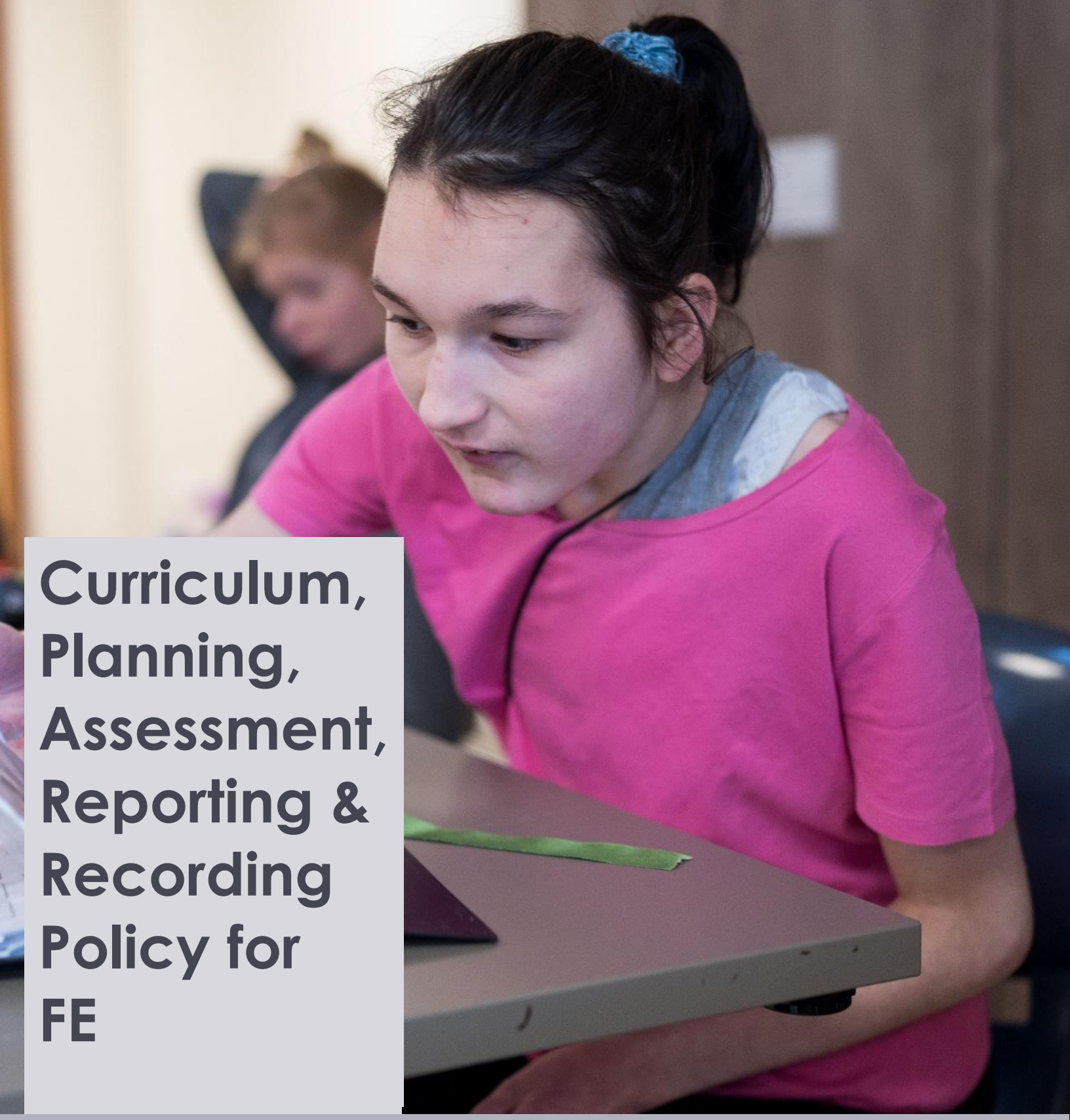

Curriculum, Planning, Assessment, Reporting & Recording Policy for FE

The Loyne Specialist School

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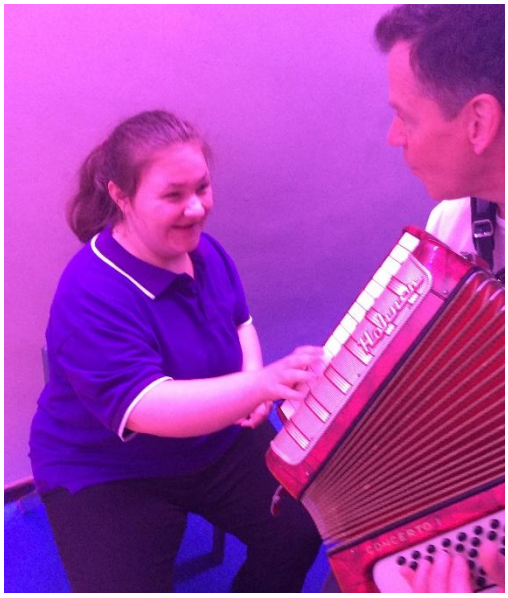
Vision for FE

"Engaged, Empowered and Visible"

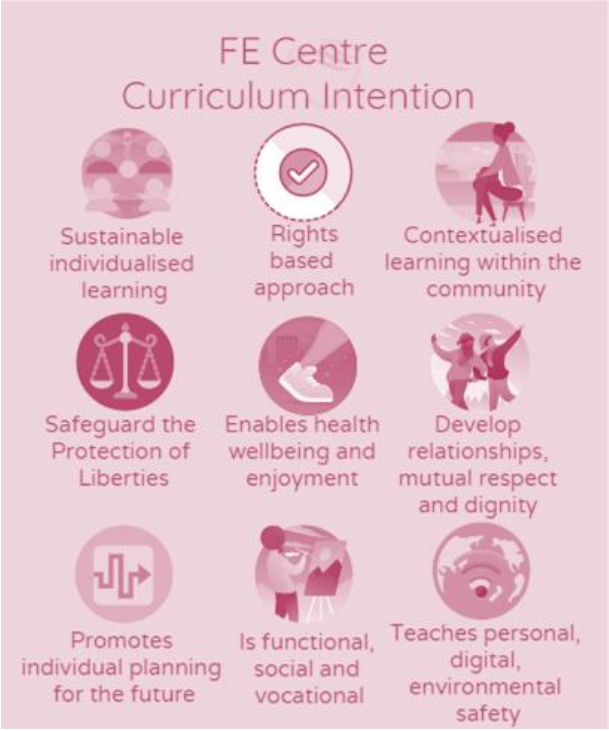


Within FE, learning is shaped by aspirations for life as determined by individual interests, strengths and contexts. The curriculum is carefully crafted to promote advocacy, self-efficacy and behaviours that maximise social inclusion.

"Your present circumstances do not determine where you can go, they merely determine where you start"

Nidd Quebein

Curriculum Intent for FE

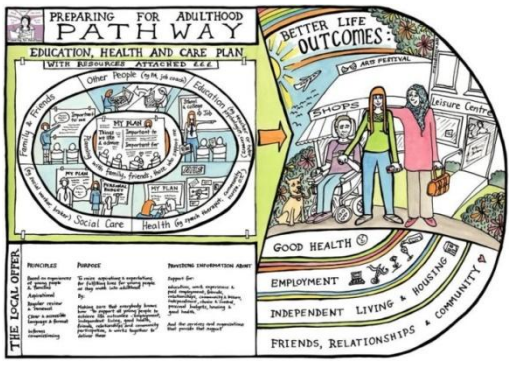


The intention of the curriculum within the FE department is that of supporting a smooth transition into the adult world that awaits them beyond their time in school. The curriculum is underpinned by the development of lifelong skills whilst maintaining an unambiguous focus on promoting the rights, choices and responsibilities available to students in this age range.

The detail relating to the needs of each student is summarised on their Personalised Learning Plan which can be found in their Key Information File which contains all pertinent and relevant up to date information. Electronic copies are saved in pupil folders on the teacher drive on the school network.

The journey through FE mirrors the vision of the Preparing for Adulthood programme whose vision is that young people with SEND should have equal life chances as they move into adulthood to include:

- Employment
- Independent Living
- Friends, Relationships & Community Inclusion
- Good Health



The Loyne Specialist School

Our approach is underpinned by the FCDO strategy, which states:

'People with disabilities in all their diversity - including marginalised and under-represented groups - are meaningfully engaged, empowered and able to exercise and enjoy their full rights and freedoms on an equal basis with others, without discrimination and across the life-course. They are full and active members of society and decision-makers in all aspects of life, including diplomatic and development efforts.'

This is also reflected within ***'The Big Picture – Curriculum Intent for FE Centre' see page 8.***

Faculties of Learning

Our over-arching FE curriculum is therefore reflected through four faculties of learning which match those of the Preparing for Adulthood Pathways. These strands are not taught within a linear context, but are interwoven into the curriculum offer for all students.

The Loyne Specialist School

Access points

Within the FE Centre, students access the curriculum within one of three pathways, depending upon the needs of the individual. Detail about the learning content is documented in the Faculty Guide for each area which is found on the teacher drive. Broadly, the access points are best described as the following:

Lake

Students at very early levels of development who may have profound or complex learning difficulties and are working within Steps for Life 1-4 (B Squared) access a curriculum which provides engaging opportunities, promotes and enables early skill development focusing upon functionality of movement, communication and purposeful interactions within their environment.

River

Students who have severe learning difficulties and are working within Steps for Life 5-7 (B Squared) access a curriculum that builds upon and generalises established skills for learning and life-long functional skills. To ensure meaning, purpose and functionality for students in line with their long-term aspirations and lifelong learning outcomes.

Ocean

Students who have severe or moderate learning difficulties and are working within Steps for Life Entry Level 1 to 3 (B Squared) access 'Ocean' which is a broad and balanced curriculum to extend the application of generalised skills across a broader range of contexts and to ensure increased autonomy over their long-term aspirations and lifelong learning outcomes.

The faculties are structured and differentiated to meet the needs of student within each access point as follows:

Curriculum Intent

The Big Picture

The Big Picture - Curriculum Intent FE Centre

Access	Lake		River		Ocean
To engage					
Employment	To experience a sense of participation.		Understanding own strengths and interests and applying these into the world of work.		Take an active part in volunteering, paid and unpaid work opportunities.
	Enterprise	To participate in a creative process. To experience participation and fulfilment in the world in which they live.	Enterprise	• To be able to follow a process through to output.	• To understand the purpose of process in delivering a product.
	Conservation		Conservation / Horticulture	• To foster an appreciation for the world and it's resources.	• To understand how to care for the environment in which they live.
	Community		Skills For Working Life/ Catering	• To develop an understanding of the range of skills needed within a workplace.	• To understand and generalise practical skills across a range of vocational experiences.
	Volunteering		Employability /Work Encounters	• To experience the responsibility and accountability that comes when working for others.	• To apply and generalise skills in real life including problem solving.
To empower					
Independent Living	To experience the effect of choice and control within their lives		To safely participate in functional learning with increased independence.		To apply functional learning across a range of environments
	Functional Skills	To have an awareness of and begin to understand that actions have consequences and to show an interest in their effects.	Functional Skills	• To become able communicators in order to exercise choice and control and develop skills needed to maximise their life outcomes.	• To become confident communicators in order to maximise independence in their future lives.
	Digital Media		Digital Media	• To use appropriate technology safely.	• To be competent and safe user of technology.
To be visible					
Friends, Relationships and Community Inclusion	To be valued and active members of their community.		To become active young adults who make a positive contribution to the community.		To become responsible young adults who make a positive contribution to the community.
	PSD	To develop an increasing awareness of themselves and others To be able to access their own environment as independently as possible To tolerate, accept, anticipate and respond to change	PSD	• To develop positively as adults making the most of their abilities.	• To develop positively as adults making the most of their abilities with increasing responsibilities.
			Local College Access	• To develop awareness of future options.	• To develop preferences for their future options.
	Sport and Leisure		Sport and Leisure	• To develop awareness of local sports and leisure facilities.	• To develop confidence in accessing local sports and leisure facilities with increasing independence.
			Duke of Edinburgh	• To develop the experience of adventure alongside peers.	• To develop the experience of adventure alongside peers.
To be physically and mentally well					
Good Health	To be able to live safe, healthy and happy lives.		To make and communicate choices to live safe, healthy and happy lives.		To be confident individuals, able to make and communicate their own decisions being able to live safe, healthy and happy lives.
	Wellbeing	To be given opportunities to express creativity and experience enjoyment. To maintain and promote co-ordination and movement.	Wellbeing	• To access a range of experiences that lead to comfort, health and happiness.	• To experience, recognise and practise strategies that lead to comfort, health and happiness.
	Arts		Arts	• To express personal creativity as an individual or as part of a group.	• To develop a sense of fulfilment as a result of their own creativity and the appreciation of different art forms.
	Yoga				

Key skills

There are also 4 areas of key skills that are explicitly taught through each Faculty of Learning focussing on developing effective communication, positive behaviour, functional movement and thinking & problem solving skills.

Curriculum Implementation

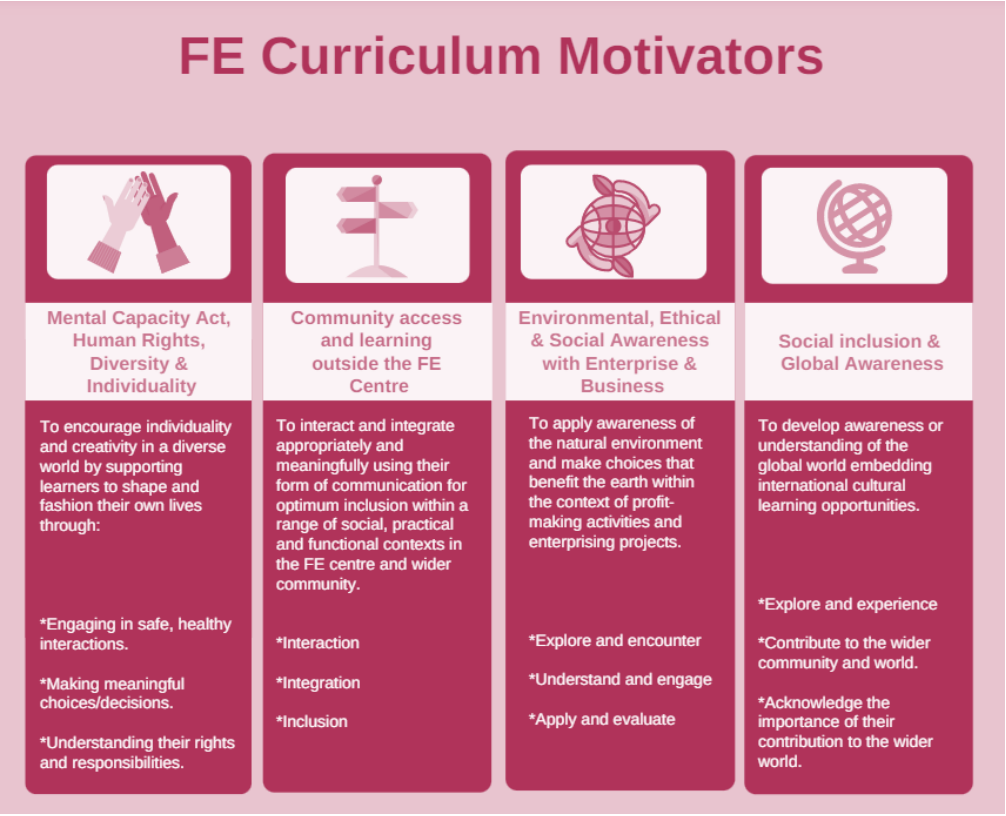
Our students are unique. They are individuals in their own right. Their paths are different and our curriculum endeavours to support this journey. The FE Centre provides a three-year programme which has been developed to allow students to have choices and to access high quality courses with the maximum amount of stretch regardless of starting point or rate of progression.

Each student works on individual priority learning targets. However, our curriculum is designed to ensure students work on a range of key skills that encompass the development of their lifelong learning outcomes within context, be that within the workplace, home or in the community. In practice, this means that one student will typically work on targets providing challenge in areas of communication, behaviour and awareness and problem solving alongside a topic-specific target.
Within the curriculum a synergy is created intentionally across topics and projects to promote the development of a "lifelong learning toolkit" with

clarity of intention. This supports students to build networks within the FE Centre and develop an understanding of themselves within a tangible yet safe environment. Students are split into teaching groups based upon aspirations, ability, peer group and interests. The courses on offer have collective aims to provide a tangible purpose to their work. All students can contribute, whatever their ability, to a common goal. We proactively teach functional skills within a range of contexts in preparation for life after the Loyne

Our curriculum is dynamic and it evolves to meet the requirements of each cohort, each year. (See FE Centre Faculties Guides). Curriculum leaders and the senior leadership team monitor curriculum implementation to ensure that there is a broad and balanced curriculum.

Curriculum Motivators

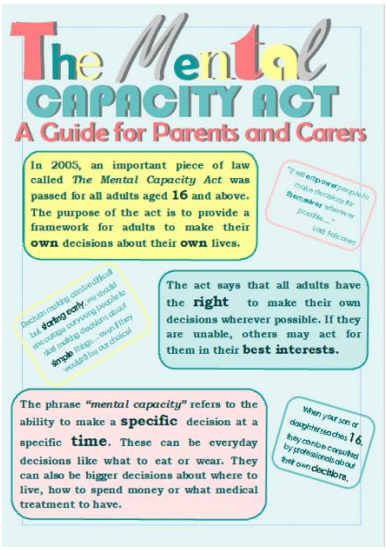


Our curriculum, aims to ensure that through 'authentic learning experiences' students are well prepared for life in modern Britain by promoting cultural capital within school. This means that the contribution of Fundamental British Values and Social, Moral, Spiritual and Cultural education is pivotal in promoting learning as part of a highly ambitious, deeply considered, carefully planned and meticulously delivered curriculum. For examples of

SMSC in action across our curriculum, please see www.gridmaker.net/loyness

Mental Capacity Act

The Mental Capacity Act 2005 covers people in England and Wales who can't make some decisions or all decisions for themselves. The ability to understand and make a decision when it needs to be made is called "mental capacity". It is a statutory requirement for all adults working with young people aged 16 and above, to understand and implement the principles of the Mental Capacity Act, as documented here:

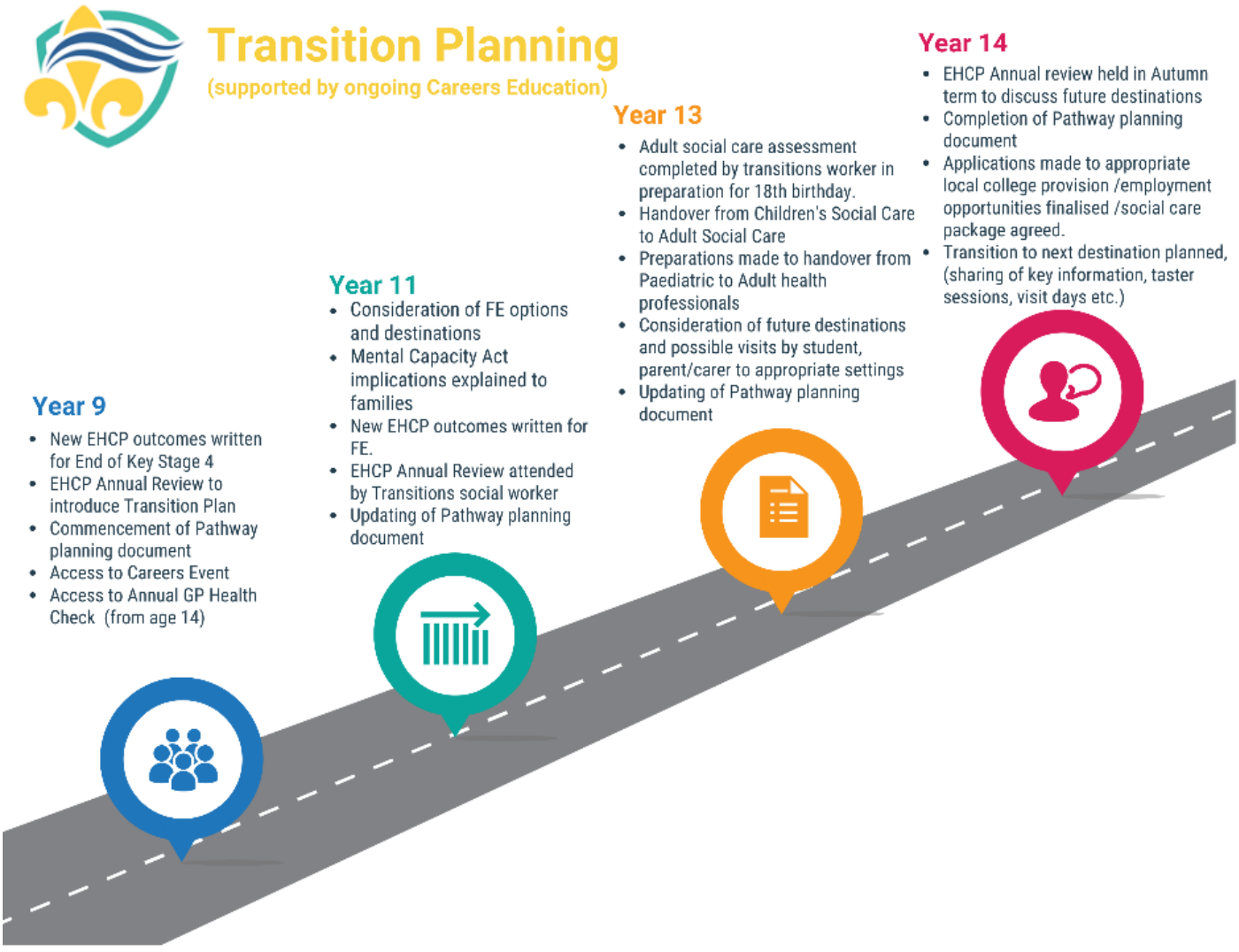


https://www.gov.uk/government/collections/mental-capacity-act-making-decisions

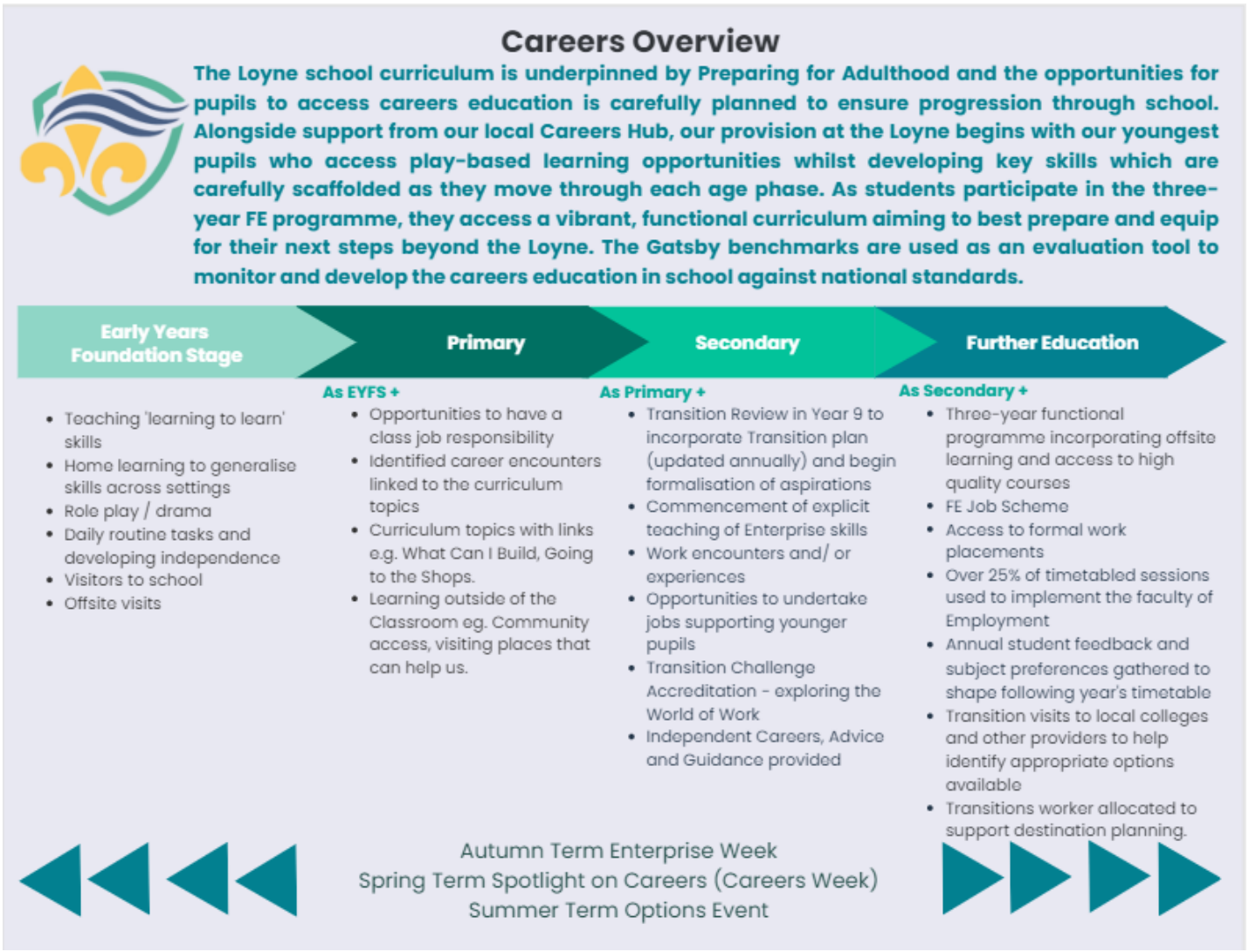
In all aspects of our FE curriculum, due diligence is paid to the MCA.

Careers and Transition Planning throughout FE

As part of the whole school journey through careers, FE provides the final, functional content required to enable students to be as fully equipped as possible for life beyond the Loyne.



Careers education within FE is documented within the Faculty Guide for Employment. This journey is demarcated by key transition points that involve a wider professional team (from Health and Social Care), alongside families and the young person, in capturing the support needed to complete a personalised Pathway Plan. The Gatsby benchmarks are used as an evaluation tool to monitor and develop the careers education in FE against national standards.



Curriculum coverage

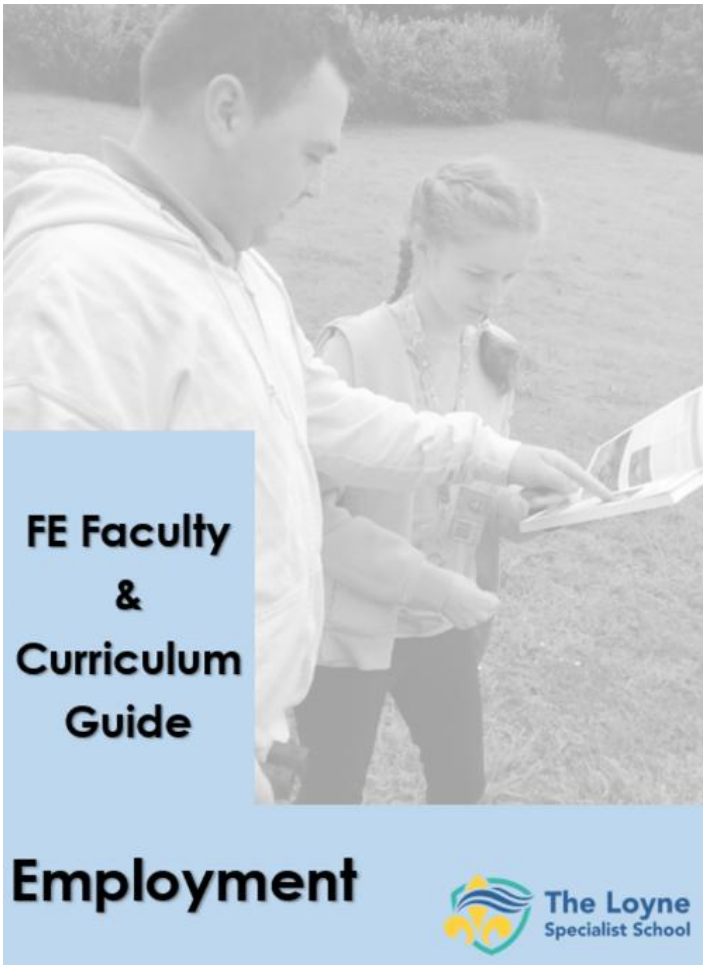
Throughout their three years in FE, students cover the following topics on a rolling programme:

	Autumn	Spring	Summer
Year 1	*All About Me*	*The Wider World*	*The Environment*
Year 2	*Home Management*	*Science & Technology*	*Health and Survival*
Year 3	*Popular Culture*	*Beliefs and Values*	*Community*

Faculty & Curriculum Guides

Curriculum guides for all subjects are located in the Faculty Guides. These are broken down into termly topics from the mapping to be delivered over each term. Documented within the guides are: expected coverage for the three access points against the key skills; accreditation links, suggested activities, assessment and resources.

Curriculum Guides are monitored by Subject Leaders and are used to inform learning maps and short term planning.



Learning Maps

Learning Maps are produced for individual students each term. Outcomes are broken down into the faculties and key skills areas. The Learning Map documents SMART learning outcomes relating to specific subjects and reflect individuals Annual Review targets. PLO's are highlighted in yellow. They also capture additional learning expectations taught alongside the

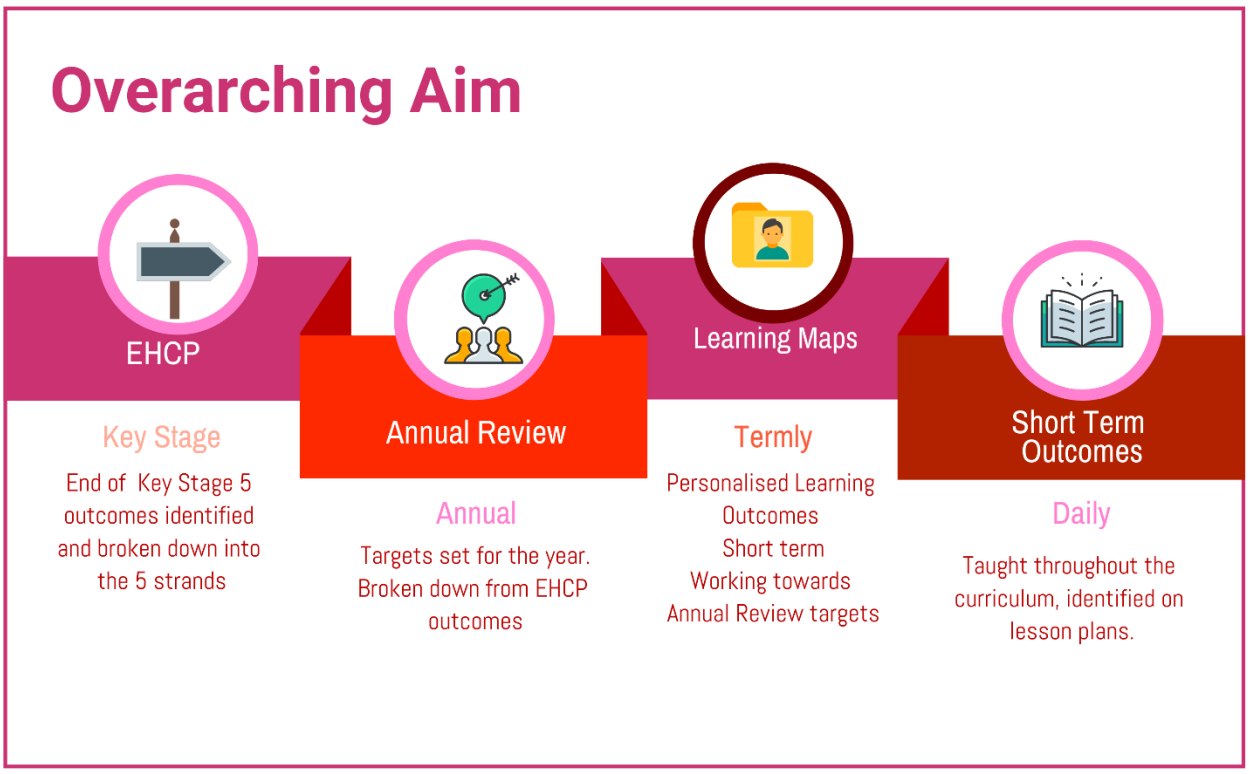
FE Learning Map

Name:			Class: FE	Access: Lake / River / Ocean		Key Word Level
Faculties of Learning	Curriculum subjects	Communication	Behaviour & Awareness	Movement & Co-ordiantion	Thinking Skills & Problem Solving	Accreditation
		Personalised Learning Outcomes are highlighted in yellow				
Employment						
Independent Living						
Friends, Relationships and Community Inclusion						
Good Health						
Home Learning						

timetabled subjects e.g. work experience, interventions. Home learning suggestions are documented at the bottom of the table, this will include activities to promote the generalisation of taught skills into the home.

Education, Health, Care Plans

Throughout the holistic curriculum we endeavour to meet the needs of each child and young adult and our overarching aim is to identify priority learning areas that meet key stage outcomes as specified in the EHCP. Students' personalised outcomes (PLOs), which are derived from their Annual Review Targets, are incorporated into their learning maps and highlighted for ease of reference. During the Annual Review of the EHCP, the outcomes, targets and priority learning are discussed and agreed.



Meaningful and personalised outcomes on the EHCP ensure that there is a focussed and transparent route to the next stage of each lifelong journey. Key Stage Outcomes are carefully considered and inform both annual and termly target setting which in-turn directs small step teaching.

Home Learning

An integral strand to our curriculum (also reflected on Student Learning Maps) is 'Home Learning'. Working collaboratively with parents/carers, teachers identify learning foci from key skills and faculties of learning that can be proactively developed upon and applied in the home setting on an ongoing basis. Specific areas for learning or targets are shared via class dojo (and in particular using 'portfolio').

Resources should be provided where needed and support is offered to parents via discussion, workshops and webinars in order to support students to generalise skills from school to home and into the wider community. This further embeds our focus upon preparing all pupils for adulthood. Parents/carers should be invited to feedback to the class team either in person or via virtual means and next steps will be discussed. Where a pupil has mastered a new skill this is celebrated with an e-certificate being sent home.

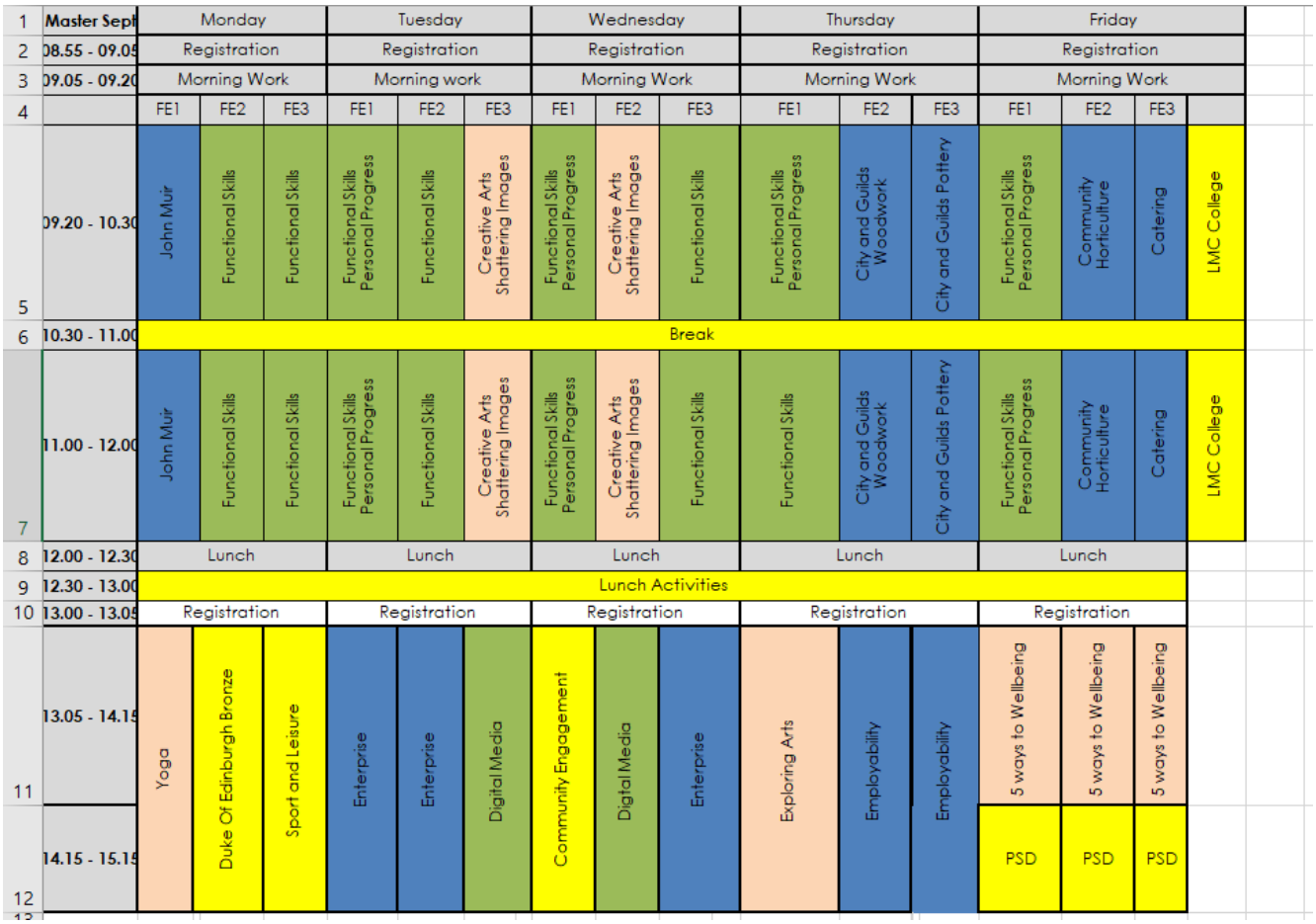
On occasions 'home learning' may be initiated for a variety of reasons. Using targets derived from the pupil's learning map and thematic content, class teachers should share learning activities with parents/carers which are to be completed at home. In the instance of a class closure a daily virtual session should also be offered during periods of closure. Similarly, to home learning, feedback from parents will be regularly sought.

Planning

Teachers plan for all aspects of the school day whether formally or otherwise. The Faculty & Curriculum Guides and Learning Maps support teachers with short term lesson planning (incorporating learning activities, resources, lesson structure and assessment opportunities). Planning can either reflect one lesson or a series of lessons as detailed on the planner. These can be found on the teacher drive.

Pedagogy

The FE Curriculum is adapted year on year to meet the needs of the cohort, reflect access points, priority learning, aspirations and topic coverage. An example of the timetable would be as follows:



Master Sept	Monday			Tuesday			Wednesday			Thursday			Friday			
08.55 - 09.05	Registration			Registration			Registration			Registration			Registration			
09.05 - 09.20	Morning Work			Morning work			Morning Work			Morning Work			Morning Work			
	FE1	FE2	FE3	FE1	FE2	FE3	FE1	FE2	FE3	FE1	FE2	FE3	FE1	FE2	FE3	
09.20 - 10.30	John Muir	Functional Skills	Functional Skills	Functional Skills Personal Progress	Functional Skills	Creative Arts Shattering Images	Functional Skills Personal Progress	Creative Arts Shattering Images	Functional Skills	Functional Skills Personal Progress	City and Guilds Woodwork	City and Guilds Pottery	Functional Skills Personal Progress	Community Horticulture	Catering	LMC College
10.30 - 11.00	Break															
11.00 - 12.00	John Muir	Functional Skills	Functional Skills	Functional Skills Personal Progress	Functional Skills	Creative Arts Shattering Images	Functional Skills Personal Progress	Creative Arts Shattering Images	Functional Skills	Functional Skills	City and Guilds Woodwork	City and Guilds Pottery	Functional Skills Personal Progress	Community Horticulture	Catering	LMC College
12.00 - 12.30	Lunch			Lunch			Lunch			Lunch			Lunch			
12.30 - 13.00	Lunch Activities															
13.00 - 13.05	Registration			Registration			Registration			Registration			Registration			
13.05 - 14.15	Yoga	Duke Of Edinburgh Bronze	Sport and Leisure	Enterprise	Enterprise	Digital Media	Community Engagement	Digital Media	Enterprise	Exploring Arts	Employability	Employability	5 ways to Wellbeing	5 ways to Wellbeing	5 ways to Wellbeing	
14.15 - 15.15													PSD	PSD	PSD	

However, this can also be broadly described as the following allocations:

Faculty timetable distribution	**Time allocation***	**%**
Employment	**7**	**28%**
Independent living	**8**	**32%**
Friends, Relationships & Community	**5.5**	**22%**
Good Health	**4.5**	**18%**

16 – 19 Study Programme timetable distribution	**Time allocation***	**%**
Functional Skills	**8**	**32%**

Vocational Development	**7**	**28%**
Non-qualification Activity	**10**	**40%**

*approximate taught hours per week

Students are offered the opportunity at the beginning of the academic year to state their preferences for curriculum areas and this is carefully considered when allocating students timetables. The majority of lessons are arranged into mixed ability cohorts in order that students are able to mix with a variety of peers and to allow for students have access to a range of teaching skill sets. This is aimed at supporting students to transition well within the department, support the development of social skills and helps to effectively prepare students for transition into adulthood.

Interventions are used where it has been identified through careful consideration and assessment that a student requires additional support in a specific area, that may sit outside of the curriculum. Examples of interventions utilized in the FE Centre include, 'Talk Together', 'Let's Listen and Move', Rebound therapy.

As part of our holistic curriculum, we also offer students opportunities to develop functional fine motor skills using a carefully constructed progressive framework. For example, students are taught how to tie shoes, fold paper, pair socks and learn how to apply such skills in day to day life.

Curriculum Resources

Curriculum catalogues are available on the resources drive (saved under resource audit) and detail the resources available and where they are stored. Resources can be borrowed as and when needed provided they are return to their original location following use (reporting any damage to the curriculum lead).

Assessment of and for Learning

Our approach is continually evolving as we seek ways in which we can demonstrate the individual and unique progress our complex learners make across all important skill sets that will enhance life chances and

provide the strongest platform from which they can move further into the community.

'We measure what we value'

The assessment systems that we use enable us to accurately pitch objectives which are documented on student Learning Maps. The overriding principle of good assessment is that it should be clearly tied to its intended purpose which should be to inform classroom teaching practice and ensure that teaching effectively meets the needs of all of our students. There are three main forms of assessment: day to day assessment, summative assessment and statutory assessment

Where students are supported by other agencies, outcomes may be identified collaboratively and delivered during identified sessions. These sessions are primarily practical and assessments will typically be based upon observations of students' learning. Progress will be shared among class teams and inform reports to parents and carers.

Day to Day Formative Assessment

Evidence of this can be found primarily on Evidence for Learning (EfL) or in pupils learning files and guidance is provided as follows:

Evidence of Student's Learning - FE

It is imperative that any annotations made by staff provide the date and context in which explicit learning takes place and details the support given and next steps when appropriate.

Evidence for Learning (EfL)

- Assessment against personalised learning outcomes are recorded in PLG frameworks at beginning & end of term (as a minimum)
- For curriculum areas 1 entry as a record of baseline and at least 1 other entry per term to reflect progress (annotations to include next steps).
- WOW moments
- Where possible also tag any 'awards or accreditation' that the evidence corresponds to e.g. RRSA, LOtC etc.

Learning File

- File should be divided by curriculum areas
- Any tangible work that is produced by pupils, annotated and marked using the visual marking code (including next steps)
- For students accessing EL1 and above a range of written work is expected across all curriculum areas

Accreditation

- Where evidence is captured on EfL this should be tagged and annotated accurately and printed for the pupil's accreditation folder.
- Any other work should be presented in accordance with Accreditation Requirements

Annotations made by staff should comment on:

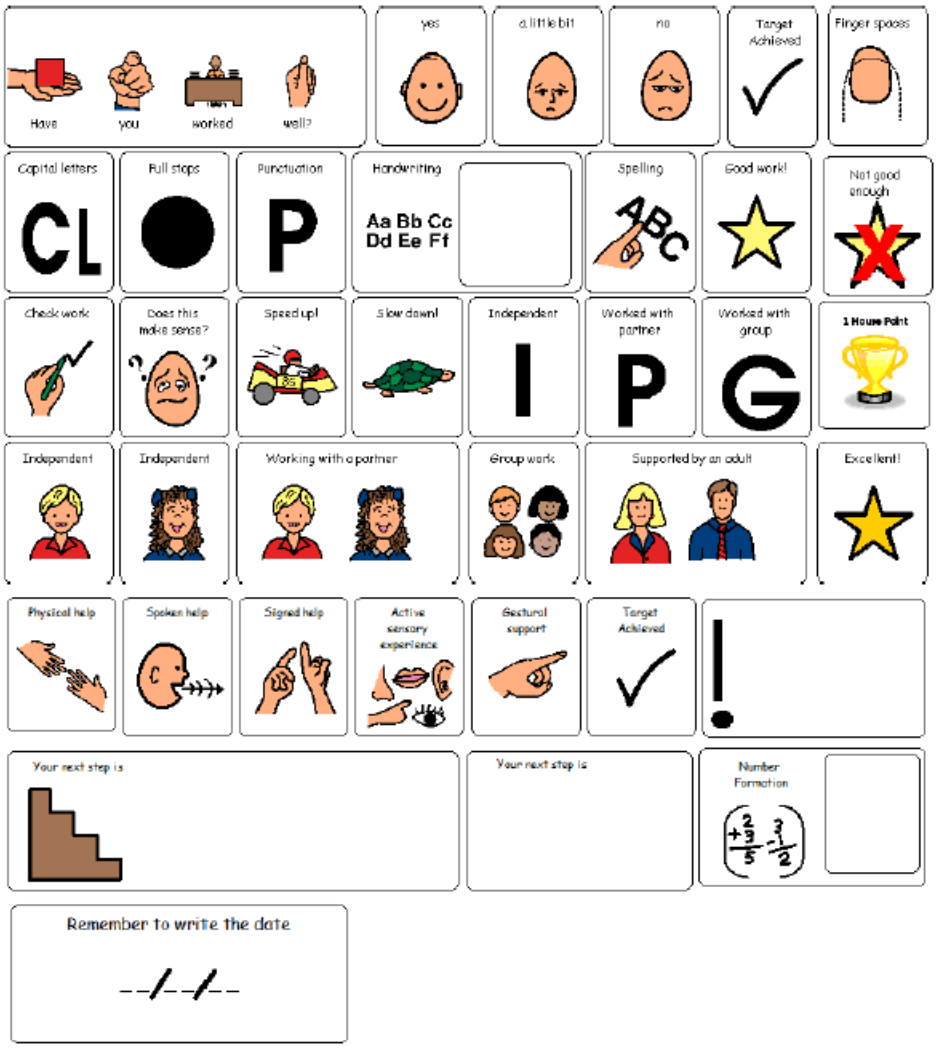
- how well the student has achieved their learning objective
- the next steps to facilitate progression
- the student's attainment towards their personalised learning outcomes
- presentation and effort
- level of support given

Where students produce tangible work all teaching staff are expected to use the below marking code consistently across subject specific areas of learning.

Any work evidenced in learning /files should be marked and dated. Consideration should be given by using stickers most appropriate to students' age and understanding.

The marking code consists of four types of comments / feedback

- Student's own assessment against learning outcomes and work completed
- Feedback given by teaching staff to ensure progression or provide the next steps e.g. the use of finger spaces, letter formation
- Comments made by teaching staff on the quality of work e.g. excellent, good, not good enough
- Comments given on context of work and level of support given e.g. group work, support by an adult



Student contributions are highly valued and when work is returned to students, comments should be read and discussed with them (if appropriate) to support further learning. As the students become more

familiar with the code, they should be encouraged to use the symbols themselves to evaluate their own work and the work of their peers.

Each class has their own bank of marking stickers and extra copies can be found in the photocopying room.

In-School Summative Assessment

Pupil Assessment Profile (PAP)

School has developed a 'menu' of assessments that staff can use to capture student's progress which are then recorded on their PAP which can be accessed in pupils Key Information File and saved in their personal folder on the T Drive. These may include, for example:

- The Early communication checklist (Loyne)
- Key Word Level of Understanding
- Makaton Checklist (Loyne)
- Welcomm
- Visuals (Loyne)
- PECS
- Switching skills
- Eye Gaze
- Phonics
- High Frequency Words
- Salford Reading Assessment
- Salford Spelling Assessment
- The British Picture Vocabulary Scale (BPVS)
- Quest for Learning
- Loyne Pedal awards/bike ability (Loyne)
- Swimming badges (Loyne) & STA swimming certificates

Assessments are completed as and when required but at least annually each summer term. These should also be shared as part of the Annual Review Process.

B squared is used for all students to record small steps progress. For students in FE Centre this will be completed twice yearly using Steps for Life for

Literacy and Numeracy. Analysis of progress against B Squared helps support the school in identifying strengths and areas for improvement.

Certificates

Certificates awarded to students should be sent home in a timely manner so these can be celebrated with parents & carers. A copy of the certificate should also be uploaded onto the pupil's Evidence of Learning profile.

Statutory Assessment

Annual Reviews of the EHCP

PLOs which are derived from Annual Review targets are uploaded onto EfL and assessed at the end of every term. Progress made towards annual targets and EHCP outcomes are reported through the Annual Review Education Advice and discussed at the annual review meeting held each year. EHCP outcomes and Annual targets are reviewed for each student by SLT are incorporated into the monitoring cycle.

Accreditation

There are many aspects of the FE curriculum that are accredited by external bodies, verified both internally and externally. Alongside the Faculty & Curriculum Guides, staff leading in FE should ensure that they are familiar with the qualification specifications, including the required evidence needed to satisfy the awarding body.

Our current awarding bodies include:

City & Guilds	Functional Skills (Literacy, Numeracy, ICT) Skills for Working Life
ASDAN	Personal Progress Bronze Silver PSD Employability Short Courses
Duke of Edinburgh	Bronze Silver

John Muir	Conservation Award
Arts Award	Discover Explore Bronze

Evidence should be annotated accurately to reflect the expectations required by the awarding body and be presented in accordance with the accreditation requirements.

Home/ School Communication

Communication between school and home is crucial to maximising student progress and is facilitated by the use of an app called Class Dojo. Messages are regularly sent between home and school. Where information is of a sensitive nature, a phone call will be made. Student learning maps including PLOs are shared with parent/carers on a termly basis in order to support with effective home learning.

The FE curriculum at the Loyne has been crafted around lifelong learning devised around students as active participants preparing for adulthood. A purposeful learning experience is created, consisting of many different and connected parts, that enables students to learn, practise and generalise a range of skills within simulated and real-life environments. Learning is holistic and allows students to acquire skills and knowledge alongside social and emotional growth which is sustainable and meaningful. For further detail including termly curriculum information and timetables please visit the school website

https://www.loyneschool.org.uk/further-education/

Policy Reviewed: January 2025
Reviewed by: Emma Flynn
Review date: January 2026

Policy Reviewed: January 2026

Reviewed by: Emma Flynn
Review date: January 2027