

Curriculum Policy

Approved by:	Local Governing Body	Approved Date: July 2025
Review Date:	July 2026	
Links	SEND policy, RSE Policy, CEIAG Policy, Behaviour Policy	
Staff responsible	Principal, Vice Principals and Curriculum Assistant Principal	

Intent	2
Aims	2
Teaching & Learning Approach.....	3
Positive Teaching Expectations	5
Workbook Expectations	5
Marking and Feedback Expectations	6
Literacy Strategy.....	8
Curriculum Overview.....	12
Period 5.....	13
Homework Expectations	13
Cultural Capital Curriculum	15
PSHE Curriculum.....	15
Support for Special Educational Needs - Mainstream.....	16
English as an Additional Language (EAL).....	16
Work related Learning	17

Intent

At Cockshut Hill School our curriculum aims to:

Provide our learners with a varied curriculum offer that promotes ambition and accounts for the social contexts of our learners.

Develop learners' Cultural Capital through varied curriculum experiences that inspire learners and help them gain an appreciation of achievement, creativity and nature.

Foster a culture where reading and learning is important to learners both in school and throughout their lives.

Enable learners to coherently understand, remember and make connections between the knowledge they are taught within and across subject areas.

Deliver powerful and challenging knowledge to learners to drive their learning experiences and their emotional intelligence.

Encourage learners to embrace and have opinions on the social, moral, spiritual and cultural issues they may encounter throughout their lives.

Instil resilience and ambition in our learners by promoting challenging ideas and concepts in lessons.

Aims

Cockshut Hill School's curriculum policy is guided by the following aims:

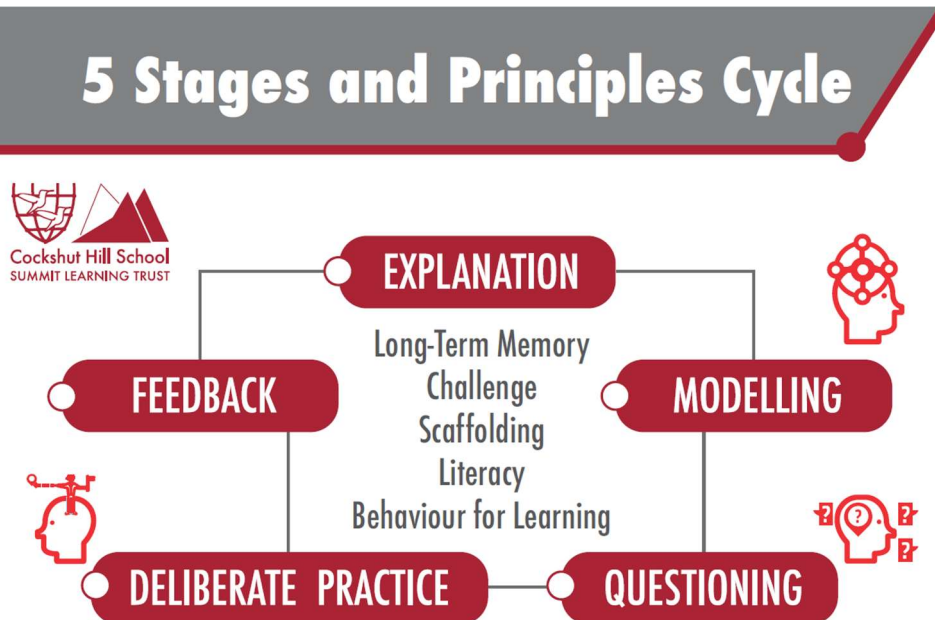
- Place learners at the centre, prioritising their interests above those of the institution.
- Provide a curriculum that is fit for purpose, offering differentiation and personalisation.
- Establish a centre of excellence in teaching and learning.
- Prepare all learners for a successful adult and working life in a 21st-century global society.
- Offer learners the opportunity to engage in meaningful new cultural experiences through the Cockshut Hill Cultural Experiences Programme.
- Commit to excellence and continuous improvement.
- Nurture the talents of all learners and celebrate their successes.
- Collaborate with primary schools to ensure a smooth transition.
- Engage with the community.
- Involve parents and carers in the educational journey.
- Foster a learning environment that is, above all, inspiring.

Learners will:

- Have their individual needs met, both within school and beyond the classroom, extending into their family and community, through a curriculum that offers breadth, support, and challenge.
- Receive additional support if they begin to fall behind in their learning, helping them to quickly get back on track.
- Be provided with coordinated support to make informed curriculum choices at Key Stages 4 and 5.

Teaching & Learning Approach

Our teaching and learning approach is based on the extensive research of Shaun Allison and Andy Tharby's Making Every Lesson Count, Rosenshine's Principles of Instruction, and Doug Lemov's Teach Like a Champion. We focus on developing and applying five key stages essential for effective teaching, integrated through a direct instruction model known as "The 5 Principles Teaching Cycle." This approach ensures that both the five stages and the five core principles are consistently embedded throughout each lesson.



Additionally, our Professional Learning and Development (PLD) programme utilises instructional coaching informed by Paul Bambrick-Santoyo's Leverage Leadership model, specifically employing the 'See It, Name It, Do It' methodology to support and enhance teachers' instructional practices. We further enhance our curriculum through a dedicated focus on four core Pillars of Teaching and Learning Mastery, as part of our T&L Mastery Programme, detailed below:

Pillars of T&L Mastery



1. Lesson Design & Evidence-Informed Instruction

This pillar emphasises designing lessons with clear objectives that explicitly support learning, using evidence to inform teaching decisions and respond effectively to learners' needs.

2. Classroom Culture & Expectations

This pillar focuses on creating a strong, positive classroom culture for both learners and colleagues, ensuring everyone feels safe, respected, and motivated through high expectations and consistent routines.

3. Progress & High Standards

This pillar ensures all learners experience appropriate challenge and make continuous progress by maintaining clear, ambitious standards and effective teaching practices.

4. Skills for Learning

This pillar highlights the importance of developing core literacy, numeracy, and digital skills as essential foundations for success in learning and beyond.

The 5 T&L Stages:

The 5 T&L stages are used to deliver new content, skills and knowledge to learners. These may be seen within one lesson, numerous times. Or may be evident over a series of lessons.

1. Explanation

Expert explanations are delivered to ensure learners meet the learning objectives. High-quality resources are used to help learners acquire knowledge.

2. Modelling

Examples of high-quality work (worked examples) are regularly shared with learners. Live modelling strategies are used to demonstrate how to apply substantive and disciplinary knowledge, supporting the metacognitive aspects of learning.

3. Questioning

A variety of questioning strategies are employed throughout the teaching cycle to support explanations, identify misconceptions, and assess learning.

4. Deliberate Practice

Following teacher-led instruction and guided practice, learners engage in deliberate practice, allowing them to develop fluency in skills and knowledge. During this process, teachers monitor and circulate to maintain engagement.

5. Feedback

Verbal and written feedback are embedded within lessons, ensuring learners understand how they are progressing and what steps are needed to achieve excellence. Learners are given the opportunity to respond to their feedback by either improving the assessed work or applying the feedback to future learning tasks.

The 5 T&L Principles:

The 5 Teaching & Learning principles are apparent throughout all stages of a lesson.

1. Long-Term Memory

Strategies to support long-term memory are at the core of the curriculum. Every lesson begins with an inspiring driving question, which is reviewed at the end of the lesson. All lessons also start with retrieval practice of previous knowledge. Each lesson includes at least two forms of Assessment for Learning (AfL) to engage learners and address misconceptions.

2. Challenge

Lessons are part of a knowledge-led, coherently sequenced curriculum that provides learners with the knowledge and cultural capital they need to succeed in life. Learning activities are challenging to promote deep thinking, and resources are of high quality, offering a high level of challenge for learners.

3. Scaffolding

Teaching is responsive and adaptive to meet individual learners' needs, particularly for those who are SEND, disadvantaged, EAL, or HAP. Teachers regularly check and implement strategies in EHC plans, learner profiles, and EAL profiles.

4. Literacy

A wide variety of literacy strategies are employed throughout the teaching of the curriculum. Marking for literacy occurs in every formative assessment piece, using the literacy codes.

5. Behaviour for Learning

Teachers use effective behaviour for learning strategies, maintain positive relationships with learners, and follow the school behaviour policies to support a positive learning atmosphere. Clear routines, positive language/ praise, and proactive strategies are consistently applied.

Positive Teaching Expectations

All staff members are expected to follow the guidelines below in every lesson to enable our learners to make the best progress possible.

1. Meet your class on the corridor
2. Ensure learners sit in a seating plan.
3. Ensure bags and jackets are on floor/back of chairs
4. Take the register in the **first 5 minutes** of the lesson.
5. All learners answer with 'Yes Ms' or 'Yes Sir'.
6. Ensure learners have a retrieval practice activity task as they come in while you greet others and complete the register.
7. Ensure your green folder is available and any bespoke interventions identified are addressed with learners.
8. Circulate around the classroom throughout the lesson.
9. Dismiss the class and see them out onto the corridor.
10. Collect and chase any homework by required deadline.
11. Learners must be able to answer the questions:

'What are you learning?' | 'Why is what you're learning important?' | 'Why do you need to learn this?'

Workbook Expectations

All staff members should ensure that all learners have high expectations of their workbooks every lesson. All learners are expected to have:

- Full date to be written using correct capital letters; this should be underlined using a pencil and ruler.
- All titles and subtitles, including the DQ, should be written and underlined using a pencil and ruler.
- There should be no markings or drawings in the margins or anywhere else within/on the book unless it is part of the work.
- Complete all work in blue or black pen.
- Response work must be completed in green pen.
- The task code written in the margin next to the classwork activities to indicate what it is:
 - **DQ:** Driving Question
 - **RP:** Retrieval Practice
 - **Notes:** For note taking
 - **DP:** Deliberate Practice
 - **DQR:** Driving Question Review

Marking and Feedback Expectations

All teaching staff members are expected to mark workbooks per the marking and feedback guidelines below:

All Staff members must:

- Challenge learners who do not meet workbook expectations.
- Mark all Key Marked Pieces (KMPs) using WCMF sheets and record grades on the tracker where relevant (minimum one per term).
- Apply Literacy Codes consistently to improve standards (mandatory for KMPs, WCMF, and Live Marking).
- Use the Whole Class Marking Feedback (WCMF) sheet at least once per half term (Core subjects – twice per half term). See Appendix 1.
- For Year 11 (English, Maths, Science), WCMF usage will vary:
 - **Autumn 1** – Two WCMF sheets linked to Key Marked Pieces.
 - **Autumn 2** – WCMF sheets linked to mock exams, plus evidence of ongoing live marking/feedback.
 - **Spring 1** – Two WCMF sheets linked to Key Marked Pieces.
 - **Spring 2** – WCMF sheets linked to mock exams, plus evidence of ongoing live marking/feedback.
 - **Summer 1 & 2** – Continued live marking and feedback until exams.
- Provide REPAIR time in lessons (at least once per half term; Core – twice per half term), to complete WCMF - highlighted with a yellow box, for learners to act on feedback.
- At KS4, use the Pupil Progress Tracker to identify reteach priorities and highlight strengths/weaknesses in knowledge and application
- Live mark learners' work using red pen (this may be targeted at subgroups such as SEND or HAP).
- Ensure evidence of peer marking in books using green pens.
- Use Assessment for Learning (AfL) at least twice per lesson, with verbal feedback to address misconceptions and drive progress.
- Use a visualiser to deliver whole-class feedback where appropriate.

WCMF Department Flexibility:

- Departments may adapt the WCMF sheet to suit subject-specific needs, particularly for Cambridge National qualifications (using assessment grids instead).
- Creative subjects will not use the WCMF sheet at KS3 but must employ feedback strategies aligned with our T&L Stages and Principles.

Key Marked Piece (KMP) Expectations:

- Non-core subjects – 1 KMP per half term.
- Core: English, Maths, Science – 2 KMPs per half term.
- Summative assessments (AP1 or Mocks) replace the need for a KMP; a WCMF sheet should be used for feedback instead.
- KMPs must allow learners to demonstrate knowledge and skills acquired.
- KMPs must be teacher-marked with a WCMF sheet; REPAIR work must follow, completed in green pen and highlighted with a yellow box.
- Each KMP should last **30+ minutes** to enable depth of knowledge, quality feedback, and learner reflection/improvement.

Learner Interventions Expectations:

All staff members are expected to analyse their class data to identify interventions where there is underachievement to ensure progress for all learners following the guidelines below

- Data will be analysed by the subject leader and key stage leads after each data entry point and discussed during department data meetings. At KS4 this will be alongside the Pupil Progress Platform where data can be analysed at a granular level looking at key areas and topics of underachievement. At KS3 department QLA's will be used to identify specific topic, content and skills that need to be re-taught and assessed
- Data discussed with learners identified at subject meetings (initially from key subgroups)
- Learners highlighted with intervention on class context sheet and implemented within lessons.

Literacy Strategy

Reading (EEF 1, 3, 5)

Form Reading

Form reading program is a strong foundation for our reading culture and we have invested in contemporary texts that are diverse so that learners are exposed to issues that are not found within curriculum content thus allowing us to make our learners more aware of the society in which they live. Reading with our learners supports their understanding of the world, gives them opportunity to see themselves and feel represented; and opens conversations about controversial or 'taboo' topics in a safe and respectful environment.

This...	Rationale
Twice a week form reading.	✓ Promotes reading as a fundamental part of our school culture. ✓ Promotes a calm start to the day. ✓ Aids consistency. ✓ All learners read at least 2 full books a year.
Form readers	✓ Reduces reading avoidance. ✓ Provides consistency in quality.
Hard copies of books with audio book narrative/ form tutor reading.	✓ Develops exposure to new vocabulary (orally and visually) ✓ Develops exposure to accurate spelling of new vocabulary (visually) ✓ Models reading intonation (orally). ✓ Allows Form Tutors to manage reading behaviours and have 1-1 conversation with students about reading to bolster engagement.
Use P.A.U.S.E to support reading and discussion.	✓ Predict – allows learners to pre-empt what happens next. Develops learners' curiosity. ✓ Active Prior Learning – Building links to previous experiences and learning. ✓ Understand Ideas – Begin to analyse what has happened and understand the text. ✓ Synthesise – Practice summary skills along with exploring different contexts. ✓ Evaluate – Building up questioning and opinions around the text.
All students follow along with a ruler/bookmark.	✓ Promotes focus and aids developing readers/Dyslexic readers. ✓ Allows latecomers to start quickly without disturbing the session. ✓ Bookmarks for both staff members and learners with appropriate guidance.

See [Appendix 2](#) for a synopsis of each form reader.

Disciplinary Reading (EEF 3)

At least **two** reading activities are required within each curriculum area according to the scheme of work using the PAUSE strategy. See [Appendix 3](#).

Fluency Levels

Using the Access Reading Test (ART) Hodder test we can evaluate learners' (Year 7-10) current literacy levels and comprehension abilities. This assessment aids us in understanding students' reading proficiency, identifying strengths and areas for improvement, and guiding instructional strategies to support individualised learning needs. Assessment occurs biannually for Year 7 and annually for Year 8 through 10 thereafter.

To assist our learners and effectively utilise reading age information, we have developed fluency levels that will guide your in-class interventions. These are uploaded to learners Arbor profiles, context sheets as well as on the Fluency Tracker for staff to access.

Months difference between reading age and chronological age	Category
More than 12 months above chronological age <i>e.g. over 1 year above</i>	Above
Between 12 months below and 12 months above chronological age <i>e.g. plus, or minus 1 year</i>	At
Between 12 months below and 36 months below chronological age <i>e.g. Between 1-3 years below</i>	Below
More than 36 months below chronological age <i>e.g. Over 3 years below</i>	Significantly below

Reading for Pleasure

To further prioritise learners' literacy, we have fostered an environment which promotes reading for pleasure. This includes access to our central Library space, which also houses extra-curricular opportunities. Additionally, exploring how reading relates to subject areas with each subject having exemplar fiction books which support and summarise their learning. And finally, every learner throughout their time at Cockshut Hill is gifted a reading book for them to keep, promoting reading for pleasure, alongside the weekly recommendations and tips in the school bulletin.

Writing & Vocabulary (EEF 1, 2, 4, 5)

Literacy Codes – Assessing Literacy

To support the writing and fluency skills of each learner we have provided a streamlined approach to marking which includes a focus on literacy.

Staff members are expected to mark for literacy using the codes in each Key Marked Piece/ assessed piece that is completed based on the marking policy. These key assessed pieces are identified on the curriculum area's scheme of work.

These 7-key areas are the common misconceptions our learners make across all subjects, and therefore by minimising their focus and consistently utilising the same identification methods we can promote and enhance better literacy levels.

This mark...	Means
SP	Spelling mistake – correct this spelling.
P	Punctuation error – add in or change incorrect punctuation.
G	Grammar or meaning error – re-write this area for clarity.
C	Capital letter error – change to or from a capital letter.
//	New paragraph – start a new paragraph here.
WW	Incorrect word – correct the error or use a better word.
T	Incorrect tense – correct the tense.

Disciplinary Writing

Each curriculum area is responsible for enhancing learners' skills, enabling learners to develop strong writing skills that are transferable across different subject areas. Each curriculum area must incorporate explicit teaching of writing techniques, providing regular opportunities for practice, and offer constructive feedback. Each curriculum area will deploy strategies such as model writing, scaffolding and peer collaboration to support learners effectively.

To underpin their knowledge learners are to acquire and understand key vocabulary within the context of curriculum areas, to do this it is essential that each area incorporates a glossary of keywords per topic. These glossaries should concentrate on the explicit teaching of tier 2 and tier 3 terminology relevant to the specific curriculum.

Disciplinary Oracy (EEF 6)

Within each curriculum area as outlined in the scheme of work, a minimum of **two** oracy activities must be incorporated, utilising structured talk methodologies. These oracy activities are identified on all curriculum area scheme of works.

Interventions (EEF 7)

Fresh Start

Fresh Start is a phonics and reading intervention that is provided for the year 7 cohort and is based upon Ruth Miskin's 'Fresh Start'. From the September reading data, learners with a reading age 6-9 years (20-24 students per band) are identified to participate in the timetabled intervention that occurs 4 times over the fortnight. We endeavour to support our learners during transition to ensure that we close the attainment gap. Learners are re-tested every half term following their initial baseline to ensure an up-to-date picture of current progress is held. Once learners are at/above chronological age they are exited and reintegrated into mainstream lessons.

Specialist Provision

- Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling; students build up their skills by regularly practising short-duration tasks. (timed 1 minute) results are charted and recorded each time. Working on Common Exception Words.

- Word Wasp: Word Articulation Spelling & Pronunciation. 1:1 coaching for approx. 15 minutes each time using a booklet which records whether a student reads/spells a sound/word correct. 2 consecutive ticks must be earned to move on.
- IDL - Literacy programme that helps students with their reading and spelling, students see, hear, and must type sounds/words. They then read out and this is recorded to move onto another lesson.
- Memory Magic - Activities designed to improve memory function and processing. Assessments are done and scored on a table in comparison to their ages. Activities include improving listening skills, using instructional language. Visual Working memory skills and auditory memory skills using barrier games.
- Handwriting - Using the handwriting program from Teach Children, learners are identified and referred by their class teachers for the intervention. With trained specialists, learners are then supported through various aspects of handwriting such as pen grip, sitting position, and letter formation to improve the legibility of their handwriting, to enable clarity and readability.

Curriculum Overview

Key Stage 3 Curriculum Year 7,8 & 9

The curriculum is devised to allow learners to follow the essential core subjects of English, Mathematics and Science as well as having a broad and balanced experience of humanities and creativity subjects. The subjects will allow learners the opportunity to make more informed choices during the options process. Every learner has either English or Mathematics every day to build on the importance of literacy and numeracy skills so that they can have a good foundation for access to the KS4 curriculum.

Curriculum planning for all subjects is an integral part of leaders and their teams work and the intent, implementation and impact of their curriculums are routinely assessed via a series of **subject reviews** each half term.

Subjects plan curricula that reflect the school and trusts vision for education - “**Ambition through Challenge**” is a key pledge we make to ensure learners are ready to be lifelong learners and to be “**Nothing but the Best**”.

Subject	Allocated time in a fortnight (mins)
English	450
Mathematics	450
Science	525
Religious Education	150
Geography	225 (Yr 7 & 8) 150 (Yr 9)
History	225 (Yr 7 & 9) 150 (Yr 8)
Modern Foreign Languages	225
Physical Education	225
Art	75
Computing	75 (150 Yr 8 & 9)
Performing Arts	150
Design Technology	150
Aspire (PSHE)	75

KS4 Curriculum Year 10 & 11

Cockshut Hill Schools’ curriculum in year 10 and 11 is concerned with ensuring learners get a “broad and balanced” choice that enables them to experience a range of subjects suited to their future ambitions whilst also allowing learners to stretch their potential in subjects not offered to them before.

All learners will have 3 option choices on top of the standard core subjects they must study. This allows learners to still follow the EBACC qualification if they wish to do so or continue with subjects, they have developed a passion for from the KS3 curriculum. Learners can also venture into new qualifications not delivered at KS3.

EBacc Pathway

Learners will follow the core subjects of Maths, English language, English literature and Science. They are also expected to complete the Modern foreign language they are currently studying (Spanish, French or Urdu) and a Humanities subject (History or Geography). Some learners with a strong track record in Science at KS3 may attempt

triple science which results in 3 GCSE's (Biology, Chemistry and Physics). Many 6th form colleges and Universities value this combination of qualifications.

In addition to this core curriculum, learners will also be able to choose one other option. If learners elect to choose both History and Geography, this combination is possible within this pathway.

Year 10 in 2024/2025 *Allocated time in a fortnight (mins)

Subject	Time*
English	525
Maths	525
Science	525
Fine Art	300
Computer Science	300
Games	150
Geography	300
History	300
Design Technology	300

Child Development	300
Creative iMedia	300
Sports Science	300
Performing arts	300
Hospitality and Catering	300
French	300
RE	300
Spanish	300
Urdu	300
PSHE	75

Year 11 in 2024/2025 *Allocated time in a fortnight (mins)

Subject	Time*
English	525
Maths	525
Science	525
Fine Art	300
Statistics	300
Computer Science	300
Games	150
Geography	300
History	300
Design Technology	300

Child Development	300
Creative iMedia	300
Sports Science	300
Hospitality and Catering	300
French	300
RE	300
Spanish	300
Urdu	300
Music	300
PSHE	75

Period 5

Year 11 learners will have an extra hour of learning across 4 days within the school week. This time is a full one-hour lesson with curriculum aims still the same as for all other lessons.

Homework Expectations

"Homework is not an optional extra, but an essential part of a good education". -1999 White Paper, Excellence in Schools

Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study not directly supervised by a teacher. It is important in raising learner achievement. The school's Library is available as a base to

complete homework after school. Homework enhances learner learning, improves achievement and develops learners' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Homework has the most positive impact on learner learning when:

- It is done by the learner to the best of their ability.
- Learners have a quiet, designated place at home or school to complete homework.
- Learners develop a routine for completing homework at home.
- Parents/Carers are supportive and encouraging.
- Teachers plan for homework as an integral part of the learner learning.
- Homework is linked closely to one of our 4 school values – Ambition.

The role of the learner:

- To listen to homework instructions in class.
- To copy down instructions for the task and deadline date into their planners.
- To ensure that homework is completed and meets the deadline.
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.
- To attend any detention issued for no homework.

The role of the Class Teacher:

The class teacher controls the direction of homework and the nature of tasks undertaken. The teacher will:

- Set homework according to the timetable.
- Provide all homework tasks on SENECA learning or SPARX Maths
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that they are met.
- Provide help and support.
- Sign for a detention in learner planners where homework not completed and place a detention on the school's behaviour platform.

Homework and the School Behaviour Policy

- A detention will be issued to a learner where they have not attempted ALL of the activities set by the class teacher. For example, if a learner is set 5 tasks to complete on Seneca, if they only attempt 4 out of the 5, they will receive a detention.
- **Seneca** - A detention will be issued if a learner does not spend at least 30 minutes (KS3)/ 45 minutes (KS4) engaged in **active** learning **or** achieved 50%.
- **Sparx** - A detention will be issued if a learner does not spend at least 30 minutes (KS3)/ 45 minutes (KS4) engaged in **active** learning **or** achieved 100%.
- If learners do not complete homework on a regular basis parents/carers will be contacted by achievement leaders to offer support.

Homework Timetable

All learners will be set homework by class teachers in most of their subjects. Learners will also be expected to read at home for at least 20 minutes each night during the school week. Reading books are available for all from the library.

Homework tasks should be set for learners via SENECA Learning or SPARX Maths electronic homework platforms.

The tasks will be set by class teachers using the following timetables:

Key Stage Three Homework Timetable

One per week		
Maths	English	Science
30 minutes/ 100% score	30 minutes/ 50% score	30 minutes/ 50% score
One per fortnight		
All other subjects *Excluding some creative subjects		

Key Stage Four Homework Timetable

One per week		
Maths	English	Science
45 minutes/ 100% score	45 minutes/ 50% score	45 minutes/ 50% score
All other subjects *Excluding some Cambridge Nationals and creative subjects		

Teachers may also set additional homework in the form of written exam papers or questions.

Cultural Capital Curriculum

Cockshut Hill is extremely proud of the introduction of a programme of events that allow learners to build their cultural capital whilst in school.

At KS3 ALL learners are taken on 1 trip per year that extends their learning outside of the classroom and builds their appreciation of the country they live in. Examples of events include an outward-bound visit to Beaudesert for Year 7 learners and a visit to a university for all of Year 9. Most visits are closely linked to the taught curriculum in certain subjects for example History links (Industrial Revolution) to our Black Country Living Museum trip for year 8 learners.

At KS4 ALL learners have 1 cultural capital trip per year. Year 10 learners are taken to a theatre performance. Year 11 have a trip to London visiting many of the most important institutions found there such as Parliament.

All trips are fully paid for by the school and the full offer can be found on the school's website.

PSHE Curriculum

Cockshut Hill learners undertake PSHE in the form of the schools PSHE programme. This is a timetabled lesson once per fortnight where learners are taught the full range of PSHE requirements including sex and relationships education.

The PSHE programme is created a year in advance and mapped out for all year groups.

Support for Special Educational Needs - Mainstream

In line with the SEN Code of Practice, Cockshut Hill has a Director of Inclusion/SEND/CO whose responsibility it is to co-ordinate provision for mainstream learners with special educational needs. The school's inclusion policy details how learners' special needs are identified and monitored with support tailored in accordance to their Code of Practice stage and specific needs.

Cockshut Hill recognises that there are many learners without a statutory statement of SEN who also have diverse needs. All faculties have an inclusion policy which reflects our commitment in providing a broad, balanced, relevant and differentiated curriculum and, in doing so, meet the needs of individual learners across the ability range.

English as an Additional Language (EAL)

Cockshut Hill has 1 full time member of staff who specialises in the teaching of learners with EAL at all levels. Learners are assessed for their need and then given discreet language lessons alongside accessing the rest of the curriculum. Support is also provided for learners in English and Maths by the EAL Department.

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (*DfE Schools, Pupils and their Characteristics July 2020*).

The vision for EAL intervention is so students in both KS3 and KS4 can eventually be reintegrated into mainstream lessons following a tailored program based on their level of English. There will be 3 stages of intervention where students can move through the groups of 'Beginner', 'Intermediate', 'Advanced' leading to learners exiting EAL support.

Key Stage Three EAL

At KS3, all learners new to the UK are assessed on arrival to determine their speaking, listening, reading, and writing levels and then placed in the appropriate group. Learners are assessed again every half term to determine progress and area for development, where appropriate students will move to the next group.

Key Stage Four EAL

If a student enters as a 'Beginner' they are likely to remain in EAL intervention, as well as completing the Edexcel Functional Skills English Entry Level 1-2 qualification. As they move into the 'Intermediate' group, students will complete Edexcel Functional Skills English Entry Level 3 and the Level 1 qualification. 'Advanced' students will develop the literacy skills needed for GCSE examinations.

Further Intervention

All learners within EAL intervention have access to tablets which use two apps: 'Say Hi Translate' and 'Google Translate', they can use these in all lessons as their 'normal way of working'. Additionally, each EAL learner who attends intervention has a Pen Portrait which gives teachers information and strategies to support students in their mainstream lessons.

Work related Learning

Work related Learning takes place across the curriculum, with different subjects and courses providing learners with the opportunities and contexts in which to develop work-related skills, knowledge and understanding. The school's co-ordinator has mapped and recorded all programmes of work undertaken by faculties, and any extra-curricular learning activities which contribute to the work-related learning curriculum. There is no discrete curriculum time for work-related learning.

Work-related learning is defined by us as any planned activity that uses work as a context for learning. It encompasses a broad range of activities which allow learners to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts.

The aim of our work-related learning development is to enable all young people to:

- fulfil their academic and vocational potential
- apply their learning in a work context
- acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety
- be enterprising and to support enterprise in others
- develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work

Cockshut Hill prides itself on the quality of its numerous links with the community and with business and industry in the local area and further afield.

Summit Learning Trust is a member of our local Chamber of Commerce who also support the classroom by providing links and companies to enrich specific curriculum related projects. The school has a member of staff who has the unique roll of 'employer engagement' and deepening the experience of our learners across the curriculum from 11-18. We take great pride in providing opportunities for our learners as we believe that making the appropriate links to the 'real world' will not only enrich their understanding of the curriculum area but will also begin to prepare them for life outside of school.

Appendix 1

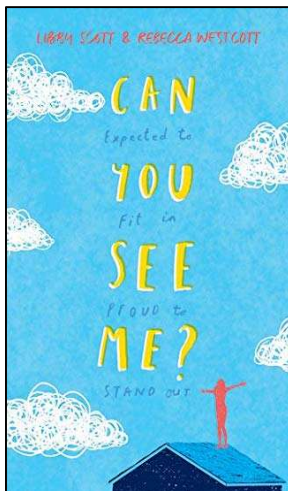
Whole Class Feedback		This mark...	means:
Teacher: ?		SP	Spelling mistake – correct this spelling.
Group: ?		P	Punctuation error – add in or change incorrect punctuation.
Date: ?		G	Grammar or meaning error – re-write this area for clarity.
		C	Capital letter error – change to or from a capital letter.
		//	New paragraph – start a new paragraph here.
		WW	Incorrect word – correct the error or use a better word.
		T	Incorrect tense – correct the tense.
Task A: ?	Common Errors: • ?	The Best Bits: • ?	
Task B: ?			
Task C: ?	REPAIR: You will complete Task A, B or C, depending on the target you have been set below (you may have more than one). A. : ? B. : ? C. : ?		



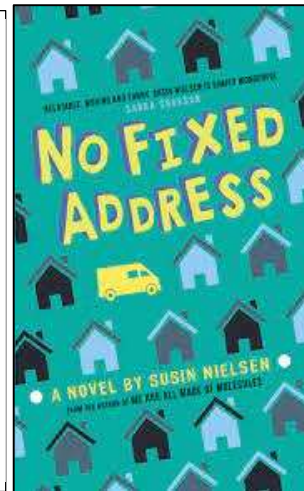
Appendix 2

Form Reader S ynopses:

Year 7

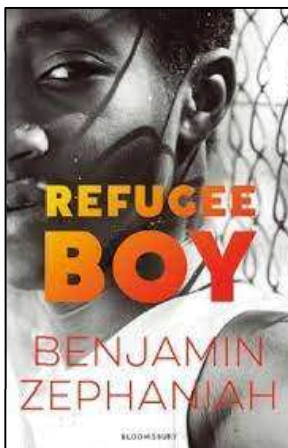


Tally knows she's different: she's autistic, meaning she sees and feels everything differently to her friends and family. Now, as she enters this new stage in her life, she is painfully aware of the way she is perceived and feeling an almost unbearable pressure to try to fit in. But what exactly are the rules for being "normal"?

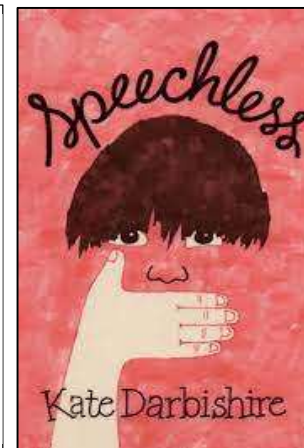


Felix is nearly 13, lives with his mother and per gerbil Horatio, and is brilliant at memorising facts and trivia. But Felix and his mom Astrid have a secret: they live in a van. Nielsen combines humour, heartbreak, and hope in a story about people who slip through the cracks in society.

Year 8

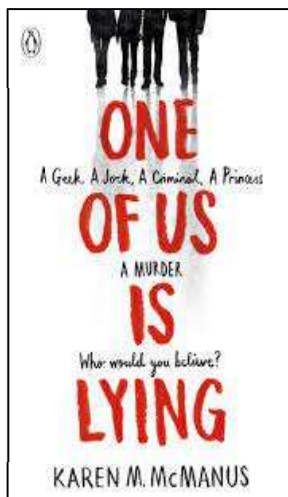


Refugee Boy is about a boy whose parents are from Ethiopia and Eritrea. It's set at a time of civil war between the two countries; his mum is from Eritrea and his dad is from Ethiopia. The story is really about their son Alem.

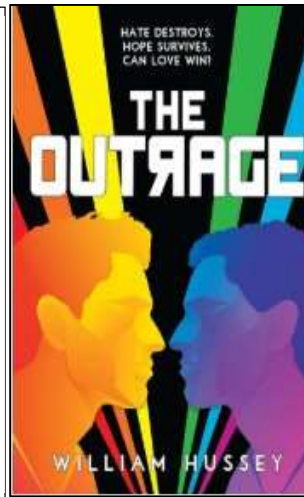


Eleven-year-old Harriet has Cerebral Palsy. At her new secondary school, she is bullied and ridiculed every day and she doesn't know how to make friends. Charlotte tries – but how do you talk to someone who won't talk back?

Year 9

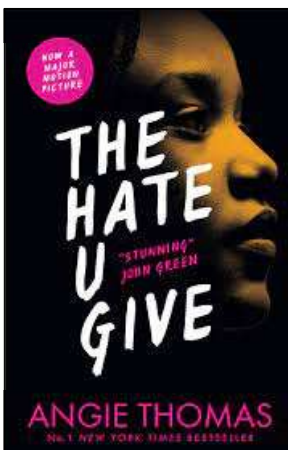


One of us is Lying follows the gripping story of four murder suspects. Each of the high school students have secrets that they would do anything to protect, so how far would they go to make sure they're kept out of the spotlight?



In a future where being LGBTQ+ is illegal, Gabriel falls in love with Eric, the son of a government official. Together, they discover banned queer stories and begin to question the rules. With the help of friends, they risk everything to fight back and stand up for what's right.

Year 10



Starr Carter is constantly switching between 2 worlds – the poor, mostly black neighbourhood where she lives and the wealthy, mostly white prep school that she attends. The uneasy balance between these worlds is soon shattered when she witnesses the fatal shooting of her childhood best friends at the hands of a police officer.



A year after Simon's death, someone starts a deadly new game at Bayview High—truth or dare. When students begin revealing dark secrets or facing dangerous dares, Phoebe, Maeve, and Knox must uncover who's behind the twisted game before someone gets seriously hurt... or worse. The stakes are deadly again.

Appendix 3

Improving comprehension skills: PAUSE when reading

Reading skills	Learning activities
Prediction (Using a range of visual and textual clues to make considered suggestions, assumptions, statements and conclusions)	Look at the images, what might the text be about? Read the Title, what might the text be about? Do you think the text is fiction or non-fiction? Does the Title/Heading sound positive or negative? What might be the genre of the text? How do you know?
Activate prior knowledge (retrieving prior knowledge from long term memory by linking, connecting and calibrating knowledge)	Can you remember anything about this topic? Have you encountered this topic before? How much do you already know about this topic? When did you encounter this topic before? What was the context?
Understand the ideas (identifying, inferring, deducing, reading between the lines, exploring, explaining, describing, summarising)	What is the most important point in the text? Why? Who is the most important character in the text? Why? Find examples of effective figurative language and punctuation? Pick out examples of ambitious vocabulary and explain their meaning and etymology.
Synthesize the ideas (selecting and combining pertinent information)	Give the text a new title/heading Re-write the text in the form of a tweet. Give each paragraph a headline
Evaluate the text (comparing, judging, assessing, estimating)	Re-write the text from a different point of view? (change from first person to third person) Is this effective? Why? What would be different about the content if the text was written 100 years ago? What 3 questions would you ask the writer/author? Why?