



**“Developing communication, confidence and independence
for pupils with autism”**

Curriculum Policy 2025

Introduction

Bradford Beacon School is an independent specialist day school for boys and girls aged 4 to 11 years and can accommodate up to 42 pupils. All pupils who attend Bradford Beacon School have a primary diagnosis of Autism and an Education, Health and Care Plan (EHCP).

Pupils may also present with additional needs including ADHD, ADD, ODD, SEMH, dyslexia, dyscalculia, dyspraxia and attachment difficulties. Placements are commissioned from a range of local authorities including Bradford, Leeds and Wakefield.

We are proud to offer a comprehensive and dynamic curriculum through three distinct pathways designed to meet the diverse needs, strengths and learning styles of our pupils. Our curriculum is carefully adapted to ensure that every pupil can thrive and achieve their full potential.

Through our holistic curriculum, we aim to empower pupils with the knowledge, skills and confidence needed to succeed in all aspects of life. Our pathways nurture talents, develop independence and create opportunities for meaningful and positive outcomes.

Curriculum Intent

Curriculum Vision

Bradford Beacon School provides pupils with a creative, flexible and personalised curriculum that develops resilience, confidence and self-esteem. Our curriculum is delivered within a safe, nurturing and supportive environment where pupils are celebrated for both personal and academic achievement.

The Curriculum Policy provides the framework for effective teaching and learning at Bradford Beacon School. Our approach is informed by the Equals Curriculum, the National Curriculum programmes of study and EYFS Development Matters.

Our curriculum is designed to be flexible, adaptable and ambitious so that pupils are prepared for the opportunities and challenges of modern life.

Curriculum Rationale

As a specialist independent school, we provide a broad and balanced curriculum that reflects the requirements of the National Curriculum while also meeting the duties outlined in the SEND Code of Practice (2014) and Equality Act (2010). We ensure access to all curriculum areas required by the Independent School Standards (2019).

The curriculum has been adapted to meet the needs of autistic pupils with communication, interaction and sensory differences. Many pupils are working below age-related expectations and therefore require a highly personalised and developmental curriculum.

Teaching and learning approaches are carefully designed to reduce barriers to learning and maximise engagement, progress and independence. A strong emphasis is placed on communication, emotional regulation, social development and functional life skills.

Our environment includes breakout spaces, sensory areas and therapeutic spaces that support both formal and informal learning throughout the school day. We recognise that many pupils

learn best through practical, multisensory and real-life experiences rather than abstract concepts.

At Bradford Beacon School, teachers, support staff and therapists work collaboratively to ensure that all pupils receive an integrated and consistent approach to learning and development.

This policy works alongside all other school policies and is implemented by all staff, with leadership oversight provided by the Head of School, Deputy Headteacher, SENCO and teaching staff.

Curriculum Aims

At Bradford Beacon School, we are committed to providing a nurturing and inclusive environment where every child can thrive.

Our curriculum aims to:

- Create safe and enabling environments that promote wellbeing and engagement.
- Develop communication, independence, self-care and social interaction skills.
- Support emotional regulation, self-confidence and resilience.
- Provide engaging, sensory-rich and meaningful learning experiences.
- Foster positive relationships between pupils, staff and families.
- Ensure all learners feel valued, included and successful.
- Promote curiosity, independence and lifelong learning.
- Prepare pupils for their future and participation within their community.

Our curriculum addresses the barriers to learning experienced by autistic pupils and those with additional needs. We aim to provide the highest standards of teaching and learning so that every pupil can make meaningful progress.

Key factors supporting this include:

The Environment

The physical environment and resources are carefully designed to support learning, communication, sensory regulation and emotional wellbeing.

Our Expectations

Learning activities are carefully matched to pupils' individual needs and build upon prior learning to promote progress and confidence.

Pupil Experience

Engagement and wellbeing are central to successful learning. We aim to ensure pupils can apply their learning across a range of real-life situations and environments.

Above all, we are committed to helping every pupil leave Bradford Beacon School with the greatest possible level of independence, confidence and autonomy.

Our aim is not only to help our pupils to acquire knowledge and skills but to ensure they can generalise and apply these across a range of settings and situations. Above all, we are committed to helping every pupil leave Bradford Beacon School with the highest possible level of independence and autonomy, whether that means managing sensory and emotional needs, making informed choices, communicating effectively or confidently pursuing personal interests and life goals.

Curriculum Implementation

Our curriculum is organised into three pathways that reflect pupils' individual developmental and learning needs. We recognise that all pupils must first develop communication, regulation and interaction skills before they can fully access wider curriculum learning.

Pupils are assessed through a multidisciplinary approach at the point of referral and placement. Pathway allocation is reviewed regularly and remains flexible so that pupils can move between pathways when appropriate.

Information used to determine pathway placement includes:

- EHCP documentation
- Discussions with parents and carers
- Information from previous settings
- Observations and assessments
- Therapeutic input

Classrooms are nurturing environments with a maximum of six pupils, supported by a teacher and teaching assistants. Additional therapeutic and sensory spaces are available throughout school.

The curriculum is pupil-centred and closely aligned to EHCP outcomes. Every pupil has an individual Learning Ladder and personalised targets.

The three curriculum pathways are:

- Pathway 1 – Informal
- Pathway 2 – Semi-Formal
- Pathway 3 – Formal

Across all pathways, pupils are supported to:

- Develop communication and interaction skills
- Build independence and life skills
- Develop emotional regulation
- Build positive relationships
- Engage meaningfully in learning
- Prepare for adulthood and community participation
- Become confident and successful learners

Curriculum Areas

The Curriculum is then divided into 5 areas:

Communication, Interaction and Literature	My Communication English (this is divided into Phonics/Reading and Writing)
My Physical and Sensory Wellbeing	PE Sensory Play Swimming
My Thinking and Learning	Maths QT Robot Computing
My World	My Outdoor School My World (semi-formal) My Independence PSED, SMSC, PSHE, RSE Careers Trips
My Creativity	Art Drama Dance Music

Our staff are committed to realising the intent of our curriculum offer through:

- The provision of a nurturing and inclusive environment responsive to the needs of pupils.
- Offering high quality continuous professional development in line with individual requirements and our identified school development priorities.
- Substantive, timely and impactful engagement with all of our stakeholders including external professionals and parents and carers.
- Ensuring the oversight of a governing body which is well equipped to hold the school to account and support the school in the development of its strategic vision.
- Ongoing monitoring and evaluation.

Curriculum Pathways:

“The Equals Informal Curriculum is set in the context of Equals multi-tiered curriculum approach, aimed at pupils who are all working consistently and over time below or very near the start of their national curriculum, curricula NEEDS TO be different rather than differentiated, because the way such pupils learn is different, and is often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed”. Equals Curriculum www.Equals.co.uk

Pathway 1: Informal Pathway

The Informal Pathway supports pupils working within the early stages of severe learning difficulties and focuses on developmental learning rather than subject-specific content.

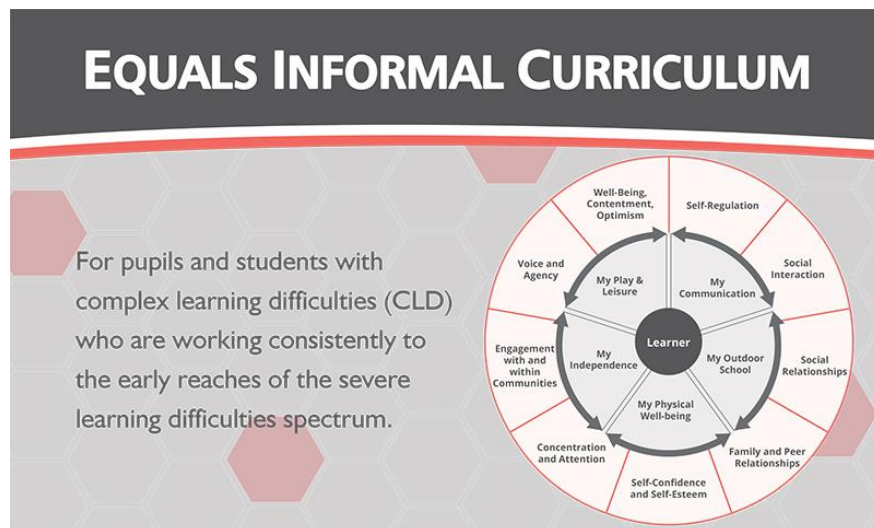
Pupils may be non-verbal or preverbal and may experience significant differences in communication, sensory processing and cognition.

This pathway includes:

- Bespoke timetables
- Low arousal learning environments
- Sensory-based learning
- Minimal transitions
- High-interest activities
- Continuous focus on communication and regulation

Pupils are encouraged to:

- Communicate preferences and choices
- Develop self-regulation
- Engage safely with others
- Develop independence
- Work towards EHCP outcomes



Pathway 2 – Semi-Formal

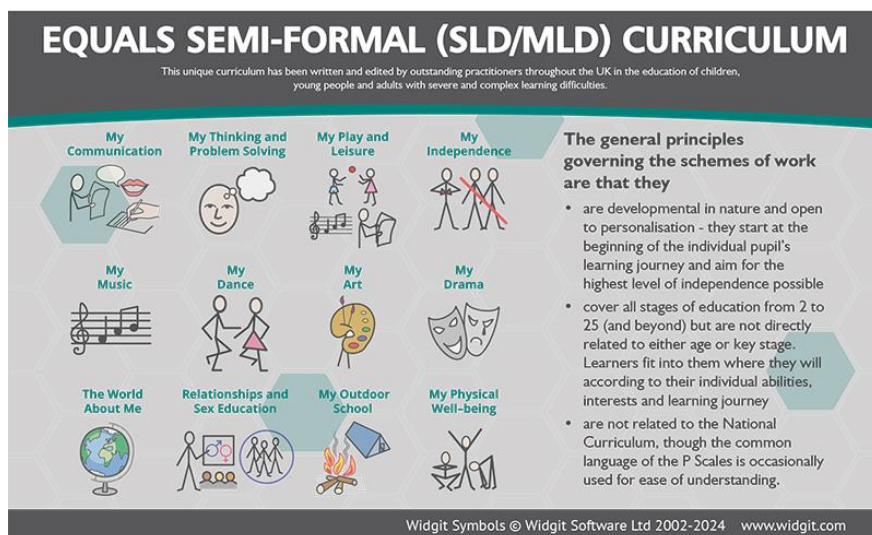
The Semi-Formal Pathway supports pupils who benefit from thematic and multisensory learning approaches.

Learning is organised through curriculum areas linked by common themes to reduce cognitive load and support generalisation.

Therapy approaches are integrated throughout teaching and learning.

Pupils are supported to:

- Develop communication and interaction skills
- Build emotional regulation
- Develop attention and engagement
- Begin subject-specific learning
- Develop independence and social understanding



Pathway 3 – Formal

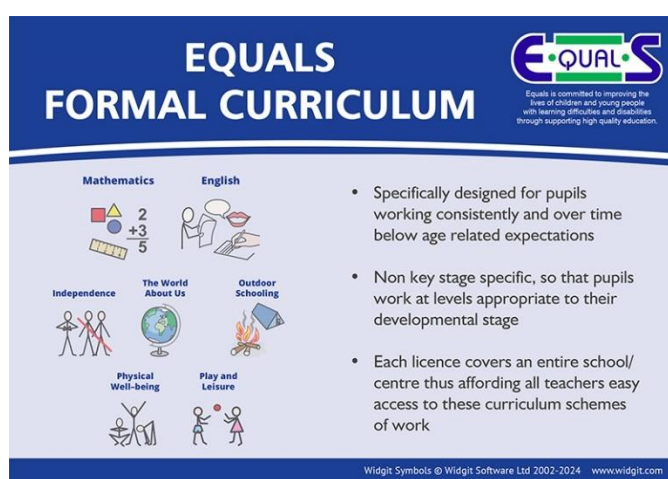
The Formal Pathway reflects the Equals Formal Curriculum alongside elements of the National Curriculum and EYFS Development Matters.

Learning is highly personalised and adapted to ensure accessibility and meaningful progress.

Pupils may access:

- Adapted National Curriculum content
- Pre-Key Stage Standards
- Personalised curriculum targets
- Modified English, Maths and Science programmes

This pathway supports pupils to achieve the best possible academic, social and emotional outcomes.



How Our Pathways Link to the National Curriculum

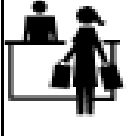
Bradford Beacon's curriculum draws from the National Curriculum but does not follow it prescriptively. It shares key similarities, including maintaining ambition for all pupils, ensuring coverage of core skills in reading, writing and maths, offering sequenced progression, providing breadth across subjects and establishing clear, adapted assessment points.

However, there are important differences that make our curriculum more appropriate for autistic learners. We prioritise EHCP targets, communication, emotional regulation and sensory needs above subject content, and our curriculum is developmental rather than age based. Learning is significantly adapted to ensure accessibility and reduce anxiety, with teaching delivered in multisensory, practical ways aligned with autism specific pedagogy. Pace is personalised rather than set by national expectations, and wider subjects such as history, geography and design technology are explored through thematic learning rather than the full statutory National Curriculum scope. This approach reflects the reality that many autistic pupils' cognitive development does not align with chronological expectations, making a developmental pathway more inclusive, meaningful and supportive of genuine progress.

Autism Friendly Curriculum

Threaded within each pathway are our Autism friendly curriculum focus:

Communication and Interaction		Engaging in interaction Making requests Communicating information / commenting on events Listening and understanding Greetings Conversations Non-verbal communication
Social understanding and Relationships		Being with others Interactive play Positive relationships with supporting adults Positive relationships and friendships (peers) Group activities
Sensory processing		Understanding and expressing own sensory needs Responding to sensory interventions Increasing tolerance of sensory input Managing own sensory needs
Interests, routines and processing		Coping with change Transitions Special interests Problem solving and thinking skills
Emotional understanding and Self-awareness		Understanding and expressing own emotions Managing emotions and behaviour Understanding others' emotions/ intentions

		Self-awareness Developing confidence and self-esteem
Learning and Engagement		Learning through play Motivation and engagement Organisation and independent learning Understanding and following rules, routines and expectations Evaluating own learning
Healthy living		Keeping Healthy Personal Care Relationships and Sex Education
Independence and Community participation		Independent Living Personal Safety Road Safety and Travel Leisure

SMSC

SMSC is immersed within the day to day operations of the school through the implementation of the school values. It is the expectation that pupils show an awareness and respect for diversity, take part in social opportunities, cultural opportunities and artistic opportunities.

The school's SMSC programme is supported by a very diverse staff team who model behaviour that demonstrates British values. Staff are trained to challenge behaviours and opinions that are contrary to those of fundamental British Values. Pupils are encouraged to have a voice and develop respect for democracy through the school's Student Council

At Bradford Beacon School we provide an education that provides pupils with opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Throughout the curriculum, we encourage pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of the wider SMSC curriculum, pupils are encouraged to act responsibly and to support their own and the wider community. The development of the pupils understanding of institutions such as Police, Fire, NHS, Post Office, Law and Courts etc along with daily living skills, independent skills, travel training and relationships are addressed through the school's bespoke curriculum.

Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.

- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their needs
- Ensure that pupils know what is expected of them and why.
- Give pupils a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Spiritual Development

As a school we will provide learning opportunities that will support pupils to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Explore their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Social Development

As a school we will promote opportunities that will support pupils to:

- Develop an understanding of their individual and group identity.
- Learn about helping others and making a positive difference in the school and wider community.

Cultural development

As a school we will promote opportunities that will enable pupils to:

- Actively promote the value and richness of cultural diversity in Britain.

PSHE within the Curriculum

PSHE is central to the development of the children in our school. It helps pupils to develop the knowledge, skills and understanding they need to live the most confident, productive, independent and healthy lives, appropriate for them as individuals. With collaboration among pupils, staff, and families we wish to create a strong sense of community, supporting pupils in building relationships and social skills.

Enabling self-awareness and an understanding of their community and the world they live in. It will support reducing and/or where achievable, remove barriers to learning by providing an education that promotes positive relationships and supports pupils reaching their full potential. It develops key concepts, language skills, strategies and understanding to enable pupils to make

positive lifestyle choices now and in their future and an understanding of relationships that will affect them throughout life.

Our curriculum promotes both the present and future wellbeing of our pupils using the PSHE Association Planning Framework for Pupils with SEND. We strive for our pupils to maintain positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. Bradford Beacon School provides opportunities for the children, where appropriate, to make decisions about their lives. PSHE areas is also a vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities.

We promote Outcomes First Group Ask, Accept, Develop Autism strategy, where children will be feel listened to and can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the pupils, to ensure that all can access our curriculum pathways and provision. We promote social learning and expect our pupils to show a high regard for the needs of others.

Protected characteristics

The Equality Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

British Values

British values are promoted in so much of what we do. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British values, including ‘extremist’ views through the PREVENT strategy.

Non-partisan views

Our curriculum is designed to be non-partisan and the OFG group reminds those with an influence over our pupils to maintain a non-partisan approach at all times during curriculum delivery.

Careers

At Bradford Beacon School, career discussions will be carefully woven into different curriculum areas, relating them to real-world applications. Conversation about careers, where appropriate, will be ongoing, adapting content as pupils grow and their understanding deepens and develops. By introducing career concepts early and building upon these progressively, we can help our pupils understand the world of work and inspire them to explore their interests and aspirations. Careers will be introduced by;

- Using storytelling, books, toys, role play and visits to explore a diverse range of careers
- Play-Based Learning -themed play areas (e.g., a doctor's office, grocery store) to allow children to explore different roles through imaginative play.
- Language and Communication- We encourage discussions about what different jobs entail, using simple language and visuals to make connections.
- Job Exploration Activities.
- Creation of "career corners" in classrooms; where appropriate.
- Local visits observe different workplaces and meet professionals.
- Guest Speakers- discussion of their careers and how they help the community, making it relatable for pupils.
- Career Days- themed days where pupils can dress up as professionals and learn about different jobs
- Skill Development- focus on skills relevant to various careers, such as teamwork, problem-solving, and communication.
- Reflection and Discussion- interests and aspirations, helping pupils connect their hobbies and skills to potential career paths.

Behaviour for Learning

Pupils' access to the curriculum is underpinned by promoting positive behaviour through a supportive and consistent approach that is based on an understanding of our children and young people's individual needs. Bradford Beacon has a neurodivergence affirming, trauma informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our pupils' holistic individual needs. Staff are trained to always apply this approach in practice and support our pupils consistently and fairly, developing positive, respectful relationships with them.

Organising the school into small, accessible areas of learning which are nurturing in nature creates a safe and positive environment for pupils.

There is a very strong home/school liaison system. A strong relationship between home and school facilitates sharing of information and consistency, enabling better access to the curriculum. There is an achievement assembly at the end of each week and pupils are given certificates in recognition of their achievements and successes.

Daily staff briefings enable the whole staff team to have the opportunity to share information and good practice. The constant flow of information equips staff with a range of strategies, making them more proactive than reactive in their approaches and equipping them with a more in-depth understanding of pupils.

Comprehensive Planning

Through implementing the school's curriculum policies and practices, we ensure that teachers provide a variety of relevant experiences for our pupils. This is done through careful planning of

the curriculum. Teachers plan from a wider curriculum map, identifying pathways and are expected to have medium term planning for the classes they teach, which clearly outlines differentiation for the individual needs of pupils. The teacher will ensure that outcomes are clearly stated on their planning to inform others of where the pupil is expected to reach

Engaging lessons

Through a wide range of strategies, teachers prioritise teaching that encourages pupil engagement, thought, question, creativity and teamwork. Pupils play an active role in designing their own curriculum which has a positive impact on engaging in learning. Lessons are personalised based on pupils' interests and their preferred learning styles which are taken from pupils' communication profiles. Teachers' creativity relates lessons to everyday life scenarios and makes pupils aware of the 'big picture' by linking their learning to their aspirations and their ambitions.

Reflective of the needs of pupils, lessons may be broken down into small manageable learning experiences with short breaks in between and are personalised to individual pupils. Activities for breaks during lessons have pre-planned structured choice activities. Teachers use the other adults in the room to create a positive climate for learning and to help pupils engage. Teaching assistants are always used as a learning resource.

Curriculum Impact

Assessment, recording and reporting:

At Bradford Beacon, we believe that every pupil is unique and deserves an education tailored to their individual needs. To ensure that our pupils receive the support they require, we track and measure progress and learning reflective of each pupils identified curriculum pathway, and the needs identified within their EHCP.

Diagnostic, formative and evaluative assessment is used to make judgments about the achievements of a pupil and therefore contribute to future planning.

All pupils are assessed on entry. A multidisciplinary team including teachers, Occupational Therapist, and Speech and Language Therapist use cognitive assessments and identified summary of special educational needs within pupil's EHCP's, are used to determine each pupil's starting point. Additional factors, such as social-emotional needs, learning profiles; including 'spiky' profiles and language comprehension are also considered. Pupils are then baselined on the Evidence for Learning (EFL) platform, which helps set initial targets and identify interventions that may need to be in place for pupils to extend their learning. This process typically takes half a term.

Teachers plan from a wider curriculum map, identifying the appropriate curriculum pathway and are expected to have medium term planning for the classes they teach, which clearly outlines differentiation for the individual needs of pupils. The teacher will ensure that outcomes are clearly stated on their planning to inform others of where the pupil is expected to reach. Teachers ensure they are making ongoing judgements of learning.

After baselining, a personalised learning pathway is developed, including Personalised Progression Steps and Learning Ladders. Challenging, smaller step targets stem from the EHCP and curriculum outcomes are also measured within the Progression Steps. These are updated termly and inform medium-term planning and day to day teaching.

Bradford Beacon Progression Steps

Progression is organised into **eight developmental steps** across all subjects and learning areas. Each step contains small, observable targets that reflect early developmental, engagement-based, and emerging subject-specific skills.

The Informal and Semi-Formal framework draws on three key components:

- **EYDJ** for early developmental milestones
- **Engagement Model** for pupils not yet engaging in subject-specific learning
- **P Scales** for structuring early subject-specific progression

The alignment table in the school's documentation shows how these systems map together. For example, "*P1(i) – Step 1*" and "*P1(ii) – Step 2*" appear in the attached document, while "*P8 – Step 14*" indicates readiness for more formal learning

Alignment Overview

P Scale	EYDJ Step Range	Engagement Model	Bradford Beacon Progression Steps	Curriculum Pathway
P1(i)	Step 1	✓	Step 1	Informal
P1(ii)	Step 2	✓	Step 1	Informal
P2(i)	Steps 2–3	✓	Step 2	Informal
P2(ii)	Steps 3–4	✓	Step 2	Informal
P3(i)	Step 5	✓	Step 3	Informal
P3(ii)	Step 5	✓	Step 3	Informal
P4	Steps 6–7	✓	Step 4	Semi-Formal
P5	Steps 8–9	—	Step 5	Semi-Formal
P6	Steps 10–11	—	Step 6	Semi-Formal
P7	Steps 12–13	—	Step 7	Semi-Formal
P8	Step 14	—	Step 8	Semi-Formal

Beyond P8	Pre-Key Stage Standards & National Curriculum	—	Pre-Key Stage Standards & National Curriculum	Formal
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Our staff use a range of assessment tools and strategies to gather ongoing detailed information about each pupil's strengths, challenges, and progress. Judgements are based on evidence from more than one source, such as teacher observations, TA observation, annotation and feedback, pupils' work across the curriculum and feedback from all other professionals working with individual pupil's e.g. therapeutic input.

PSHE underpins our curriculum and is closely aligned with each pupil's EHCP outcomes and termly targets. It serves as a continuous, embedded thread running through all curriculum pathways and areas of learning, ensuring that personal development remains central to every pupil's learning pathway.

Evidence is gathered termly through Evidence for Learning (EFL) platform, including narrative feedback and next steps. This builds a clear picture of each pupil's learning journey. By utilising this data, we can create learning programmes and PLGs that address specific needs, set realistic targets, and monitor progress effectively.

Through our robust assessment framework, we strive to foster a positive and inclusive learning environment that empowers our pupils to reach their full potential, evidenced by:

- Formative and summative assessments throughout termly themes with learners encouraged to evaluate their own progress, where appropriate.
- Ongoing evaluation of EHCP Outcomes, short term targets and behaviour targets.
- Medium term planning formats and quality assurance processes.
- Regular data points during the year, on a termly basis to evidence progress and to identify areas of development and next steps.
- Termly progress report and consultation evening with parents and carers at the end of each term.
- A full annual report on progress including feedback from therapeutic input, where appropriate.
- EHCP aims and outcomes, which are reviewed and set at the Annual Review
- EYFS assessments at the beginning and end of reception year, where it is deemed appropriate.

Assessment Tools and Strategies			
EYFS	Pathway 1 Informal	Pathway 2 Semi-Formal	Pathway 3 Formal
EYFS profile assessments	Rocket Phonics	Rocket Phonics	Rocket Phonics
Rocket Phonics	EFL – Progression Documents	Accelerated Reader	Accelerated Reader

Accelerated Reader	(Bradford Beacon Progression Steps)	EFL – Progression Documents	EFL – Progression Documents
EFL	Learning Ladders	(Bradford Beacon Progression Steps)	(Bradford Beacon Progression Steps)
Learning Ladders	Engagement Model	Learning Ladders	Learning Ladders
Engagement Model		Engagement Model	White Rose Maths/Science
		Pre-Key Stage Standards.	National Curriculum Targets.
EHCP outcomes and termly short-term targets are a flowing thread throughout all curriculum pathways and areas of learning; Evidence for Learning (EFL)			

Progress Rationale

Progress is not only seen vertically at Bradford Beacon School; achieving new skills but also laterally, by developing fluency, confidence and independence with existing skills. Maintaining and applying skills over time is key to ensuring learning is deep, meaningful, and transferable. The expected rate of progress for each individual pupil is set through a multi-disciplinary team to ensure our pupils are achieving to their full potential, taking in to account individual learning needs and diagnosis. Progress is identified using the following scale:

1. EHCP progress measures

Progress is calculated by calculating the number of PLG targets assigned to the pupil multiplied by the amount of progress points made per target.

0-24%	Emerging	Limited
25%-49%	Developing	Working Towards
50%-74%	Secure	Met
75% - 100%	Mastery	Above

2. Bradford Beacon Progression Steps progress measures:

Progression is calculated based on the amount of small step progress made within whichever of the 8 steps that the child is working on.

Steps	Progress Judgement
0	Limited
1	Working Towards
2	Met
3+	Above

3. Pre-Key stage and National Curriculum progress measures:

Pre Key Stage Standards progress measures -

Pre Key Stage standards are divided into 4 progressive standards. Within these standards are 3 – 4 small steps. The expectation for good progress would be that one small step was achieved per term which would equate to a standard per year.

Steps	Progress Judgement
0	Limited
1	Good/Expected
2+	Above

Quality Assurance:

The quality of education provided to pupils at Bradford Beacon School is monitored and evaluated by a robust quality assurance process which includes:

- Termly lesson observations – Teachers and TAs
- Termly pupil progress meetings
- Termly supervisions for all teaching and teaching assistant staff
- Work and book scrutiny, including marking and assessment (where appropriate), and ‘deep dive’ activities.
- Moderation with other teachers using specific learning pathways and subject leaders from other schools within OFG.
- EFL data analysis
- Learning walks with visiting staff, including Clinical colleagues, Quality team members, and governors.

Reporting to Parents & Carers:

The primary means of reporting on progress to parents is via the Annual Review process, in which detailed feedback is given in relation to the short and long-term objectives identified in Section E of their child’s Education, Health and Care Plan.

Parents and carers are also kept informed of the breadth, depth and quality of the education via:

- Parents Evenings and Informal parent engagement events
- School newsletters; weekly and termly
- Regular school to home updates and messages
- Termly and End of year report
- School website

This policy will be reviewed yearly to reflect the ever-changing needs and presentation of our cohort and is to be read in conjunction with:

- Behaviour Policy (Person-Centred Neurodivergence Affirming)
- Accessibility Plan
- Equal Opportunities Policy
- E-Safety Policy
- Special Educational Needs and Inclusion
- SMSC and British Values
- Assessment
- Teaching and Learning

