



Curriculum Policy

Priestley Smith Specialist VI School

July 2024

Policy review date: July 2025

Policy status: Non-statutory

Responsible member of SLT: Joanna Garvey Headteacher

THE PRIESTLEY SMITH SPECIALIST VI SCHOOL CURRICULUM

Priestley Smith School is committed to the rights of the child as outlined in the UN Convention and is working towards Rights Respecting Schools Gold award. This belief influences everything the school does and impacts upon all our policies.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29

Education must develop every child's personality, talents and abilities to the full.

This policy seeks to provide a vision for Priestley Smith Specialist School for students with Visual Impairments, whilst ensuring it meets the expectations of national policy objectives.

FOCUS ON THE FUTURE

OUR VISION

To be an outward-looking centre of excellence in the education of children with visual impairments.

OUR MISSION

Through high quality teaching, learning and pastoral care, to develop confident, caring and independent young people who are able to succeed in the world in their chosen field.

OUR AIMS

At Priestley Smith School we aim to provide:

- A safe, caring and supportive learning environment which enables all students to achieve to their maximum potential and encourages them to be as confident, resourceful and independent as possible
- High quality first hand learning experiences for all students, delivered by specialist teaching and support staff
- Full access to a broad, balanced and highly differentiated mainstream curriculum, modified to meet the visual, learning and social needs of each child
- Opportunities for both academic and social inclusion throughout all phases with campus and local schools
- Small groups with a high teacher-student ratio
- Consistently high quality resources and materials for all students, including specially adapted Information and Communication Technology
- Individualised training in mobility and Independent Living Skills, delivered by specialist, on-site Rehabilitation staff
- A range of additional extra-curricular activities to supplement class-based learning
- An environment in which diversity is celebrated and in which all barriers to inclusion are challenged
- A close working partnership with parents and carers, which enables them to be fully involved in their child's learning

THE PRIESTLEY SMITH CURRICULUM

Priestley Smith students will have the opportunity to build a rich and broad cultural capital through learning experiences both in and outside the classroom, ensuring **students are able to become engaged 21st century citizens.**

The policy encompasses:

- **Intent** – the rationale, purpose and design of the curriculum as a whole.
- **Implementation** – how the curriculum is organised and delivered in our specific context.
- **Impact** – how improvements in student knowledge, skills and understanding are measured.

The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. Carl Jung

	NATIONAL	SCHOOL	CLASSROOM
INTENT	To what extent has the government made the objectives clear?	To what extent has the school made the objectives clear? To what extent do the objectives align with the national policy objectives?	What do teachers think their objective is in teaching this subject? To what extent do the objectives align with the school's objectives?
IMPLEMENTATION	How effectively are the objectives of the curriculum translated into policy levers?	How effectively are the objectives of the school translated into processes and policies?	How likely is it that the teaching methods used will deliver the teachers objectives for that subject?
IMPACT	What is the potential impact of the policy objectives on pupils nationally?	What is the potential impact of the school's objectives on its pupils?	What is the potential impact of the course of study on the pupils?

INTENT

Priestley Smith School caters for students aged 2-19 years from across the West Midlands region, all of whom have significant visual impairment. Many of our students have additional needs which impact on their learning.

At Priestley Smith, our curriculum is underpinned by our ethos and values. Our fully accessible curriculum not only reflects the needs of our vision impaired students, but also promotes a love of learning and personal growth.

We do this through an experiential, creative and relevant specialist curriculum which inspires and motivates all students to develop as individuals and achieve their potential. We support our students and equip them with the skills and attributes they need to become confident, independent and respectful young adults, who have ambitious aspirations for their futures. We recognise the challenges faced by young people with vision impairments and help them to develop the strategies to overcome any barriers.

Our curriculum takes into account the fact that many of our students have additional needs which include learning, communication, physical and social and emotional difficulties. It is therefore essential that the curriculum we offer, while paying full regard to national guidelines, is fit for purpose in meeting this range of need. Our curriculum offers a broad, balanced, challenging and relevant curriculum across the Key Stages that compliments the Specialist Visual Impairment Curriculum and supports the Preparation For Adulthood Pathways

We recognise that many, though not all, of our students are working below their chronological levels and that it is essential that the curriculum we offer provides a clear progression in learning and skills, geared at the individual learning level of each child rather than at age-related expectations. Our teachers therefore plan the curriculum for each child, ensuring that the learning they undertake is appropriate to their level of understanding and provides the correct level of challenge. Our curriculum is designed to allow teachers to draw from concepts within current and previous key stages and to provide regular opportunities to revisit and consolidate areas of learning. We follow a **stage not age** approach across all key stages of the school.

Through our teaching we aim to:

- Encourage independence for each student in both learning and personal development.
- Offer learning through first-hand experience so that students with visual impairment have a greater understanding of concepts which may otherwise prove abstract and remote.
- Dovetail their specialist VI curriculum in their everyday learning e.g braille, ICT accessibility, independent living skills and mobility.
- Actively involve students in their learning so that it is meaningful and enables them to take responsibility for their own progress.
- Develop the student's ability to work together as part of a team and to regard positively what other students offer. We strive to develop an attitude of tolerance and respect for all.

- Ensure that students understand that learning is not simply about acquiring knowledge but also about developing essential skills that can be related to new and future learning.
- Encourage students to have fun in learning and to be proud of their achievements.
- Help develop a positive attitude towards lifelong learning and prepare our students for adulthood.
- Develop in our students the skills and values to live in a diverse and ever changing modern world.
- Promote strong mental health and well-being in our students by building their resilience and coping strategies.

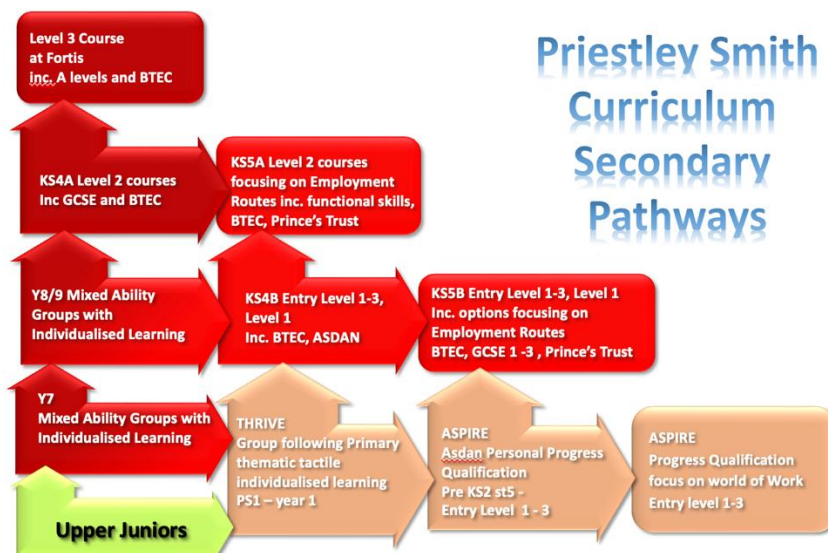
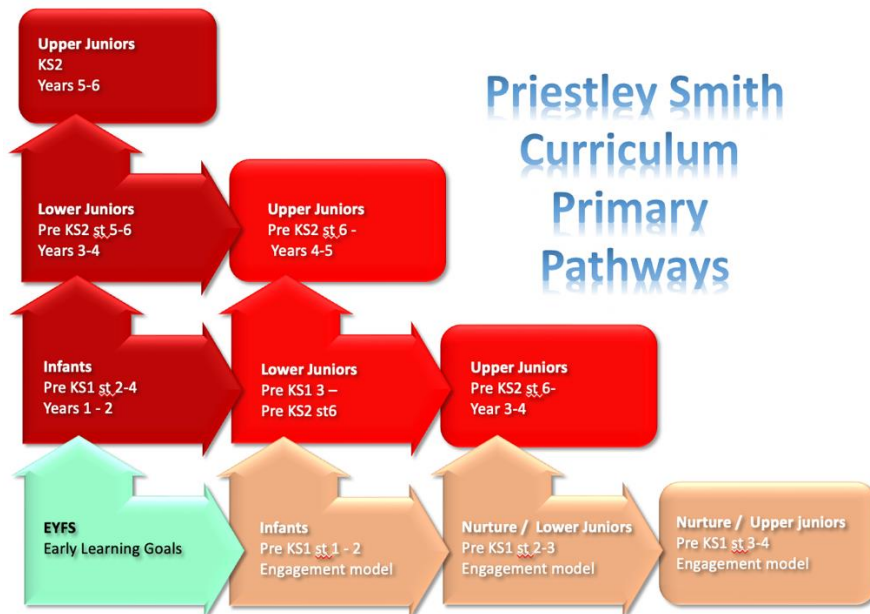
IMPLEMENTATION

The curriculum should be embedded right from birth through the stay and play where a focus is on the child's development being supported with a vision impairment, through the EYFS right through to KS5.

With only 1 in 4 young people with a vision impairment recorded as being able to acquire and retain full-time, paid employment, it is up to school leaders, in consultation with all stakeholders, to ensure that the curriculum is fit for purpose. It is a fundamental right of each and every child to receive a tailored curriculum pertinent to their needs to work towards reversing these statistics. The curriculum is bespoke for a wide range of needs and focuses on a Stage not Age approach.

The curriculum implementation should be underpinned by 3 strands

- National curriculum
- VI specialist curriculum
- Preparing for adulthood framework



The primary curriculum follows a thematic approach.



THE FOUNDATION STAGE CURRICULUM

Foundation Stage students enter school from 2 years of age. They spend 2 years in this group and the curriculum has been created in order to utilise the Early Years Foundation Stage Profile in planning and assessment.

Children’s learning is at a very early stage in this phase, which is further delayed by individual levels of vision and cognition. It is essential, therefore, that the curriculum offered takes account of children’s early experiences of the world and provides every opportunity for learning by doing.

The topic matrix for Foundation Stage shows a 2 year cycle with themes which allow for children to use their individual knowledge of the world as a starting point (eg The Senses, Myself) and to gradually extend understanding through planned visits, activities and first hand experiences.

The Early Years Foundation Stage is made up of seven areas of learning and development. 3 Prime Areas and 4 Specific areas. Each area is divided into aspects.			
Personal, Social and Emotional development		Communication and Language	
Making relationships, self-confidence and self-awareness		Listening and attention Understanding, Speaking	
Physical Development		Moving and Handling Health and self care	
Literacy	Mathematics	Understanding the World	Expressive arts and design
Reading Writing	Numbers Shape, space and measure	People and Communities The World Technology	Exploring and using media and materials Being imaginative

Children's progress is tracked using the EYFS and the Development Matters profile as well as more detailed in-house assessment procedures which record more accurately emerging skills in the early years, at the pace of the individual child. Children are Baselined 6 weeks after entry to the Foundation Stage and are then assessed at the end of every term. In many cases the Development Matters descriptors are used to document progress, with a very small number of students achieving some areas of learning in the Early Learning Goals on completion of the phase, in preparation for entry to Key Stage 1.

THE KEY STAGE 1 AND 2 CURRICULUM

The Primary department in Priestley Smith School recognises the need to create a curriculum at Key Stages 1 and 2 which is fit for purpose and which meets the wide range of needs of its visually impaired students while paying attention to the 2014 New Primary curriculum guidelines.

As is the case in the Foundation Stage curriculum design, the prime consideration for the construction of appropriate topics for students at Key Stage 1 and 2 has been that the chosen curriculum is a bespoke curriculum which fits the specialist needs of the students. Factors in the decision-making process have been:

- A thorough understanding of the visual and learning needs of all students
- Discussions about how students learn , with a strong focus on learning by doing
- Discussion about what our students will need in order to become confident learners with an enthusiasm to achieve at their own level
- Discussions about long-term learning needs which will prepare students for a fulfilling and successful future beyond school
- Consideration of what has been successful in the past and ways in which it may be used again
- Knowledge of local resources which can be used effectively to give meaning to learning
- Opportunities for revisiting skills which can be applied to other areas of learning
- Processes which clearly track progress in basic skills and in subject specific understanding

The topic matrices are constructed by selecting learning objectives from the programmes of study in all subject areas and arranging them in a thematic way which presents learning opportunities considered to be important and appropriate to all Primary students. Some topic areas have a history emphasis while others may have a geography or science focus.

While literacy and numeracy skills are practised and included within topic areas, they are also taught as separate subjects, following a progression of skills and concepts in accordance with each child's individual learning level. Literacy teaching includes speaking and listening, reading, writing and spelling. Numeracy includes number, shape and space, measures, data handling and using and applying. Literacy and numeracy are taught on a daily basis within the Primary Department.

Students are assessed in their existing knowledge at the start of each new topic and re-assessed at its completion. Staff use a Milestones approach to document progress through clear and detailed learning outcomes. These Milestones increase in complexity as learning accelerates.

Students are fully involved in all their learning and are offered opportunities to re-visit and embed previously learned skills. In subjects such as geography and history, the concepts of which are sometimes difficult for visually impaired students to understand fully, increased attention is paid to making learning come to life, using visits, field trips, role play and artefacts.

Primary staff have completed a thorough audit of the curriculum offered to its students. Drawing on past teaching experience, they have paid attention to what has been successful with visually impaired students and have additionally included elements of the new curriculum programmes of study where they have been considered relevant and appropriate. This process has resulted in the current topic matrices which offer a broad, diverse and exciting curriculum across the Primary age range. It is, however, recognised as a working document which will undergo change as staff deliver its content and will be regularly reviewed in order to continue to ensure success in learning for all students

Curriculum for Key Stage 3

The Key Stage 3 Curriculum ensures students can continue their academic journey through experiential learning as part of the Specialist VI Curriculum as well as and appropriately tailored academic curriculum with appropriate levels of expectation and genuine challenge along with relevance, continuity and progression in learning to ensure every student can aim high and maximise their learning potential. Each subject within the secondary school has their own specific aims linked to our overall intention and are committed to enabling the greatest of success for all our students. The golden thread of Careers Education, Information and Guidance is

carried through from the primary school into the secondary curriculum. The RSE programme is designed to develop their personal, social, moral and cultural awareness. The activities undertaken alongside the Specialist VI Curriculum and PFA support students by building their independence and developing a sense of responsibility. We provide courses of study and teaching methods that promote engagement and enquiry, are tailored to the wide range of needs, interests and aspirations of our students. The Accelerated Learning Group has a bespoke curriculum for students with cognition and learning difficulties and a specialist primary teacher has devised the curriculum to support these learners effectively.

Curriculum for Key Stages 4 and 5

The Key Stage 4 and 5 Curriculum Offer allows students to make some choices as to subjects they wish to follow whilst retaining certain key curriculum areas which have to be studied.

Compulsory and optional courses are all offered at a range of levels from Personal Progress to Level 2 and occasionally, to Level 3 in the Sixth Form, where this is appropriate. Course content and level are matched to the individual needs of students, with groups structured on ability and sometimes, across age groups. Where courses with a vocational element are offered, these have been chosen to help students develop skills that would be accessible and appropriate to any possible employment opportunities. Other courses, such as Home Cooking Skills are offered as a means to helping students develop vital life skills.

PERSONAL PROGRESS BELOW ENTRY LEVEL

Entry Level 1, 2 and 3 Below GCSE level Entry 1 is the base level and Entry 3 is the top level

GCSE Grades A* - G

BTEC / City and Guilds Level 1 Equivalent to GCSE D - G

BTEC / City and Guilds Level 2 Equivalent to GCSE A* - C

Level 3 Equivalent to AS/A Level

Some vocational courses are also available as Awards, Certificates and Diplomas. This is related to the size of the qualification not the level. For example, Business Administration is offered as Level 1 Certificate (Year 10-11) and Level 1 Diploma (Year 12 -13). The qualification is at Level 1 but the Diploma covers more units so students studying for the Diploma have a broader, more detailed knowledge of the subject.

Courses are chosen with clear progression routes between key stages and beyond Sixth Form, to Post-18 institutions.

KEY STAGE 4

At key Stage 4, the compulsory subject areas are Maths, English, ICT, Science, PSD, RE and PE.

PSD is included in the compulsory list, for Priestley Smith School, to ensure our students have developed a full understanding of themselves, their family, community and issues affecting them as citizens of the UK and the wider world. As our learners often progress at a slower pace than their mainstream peers and do not have visual experience of the world around them, more time is needed to help them to acquire and develop relevant skills and knowledge.

PE is retained to encourage health and fitness, and to promote 'activity and fitness' as an ongoing, lifelong habit.*

(*A series of studies have shown that children who are visually impaired consistently exhibit lower levels of fitness than their sighted peers (Blessing, McCrimmon, Stovall, & Williford, 1993; Lieberman & McHugh, 2001; Skaggs & Hopper, 1996; Winnick & Short, 1985, 1999). quoted from Fitness for individuals who are visually impaired or deafblind. Lieberman, Lauren J.. 34(1),13-8023. 2002.)

ICT is retained as a compulsory subject in order to ensure that students practice and develop effective ICT access skills (including the continuing use of specialist technology) and because of its key role as a vital work skill for visually impaired young people.

The 'specialist curriculum areas' of braille, mobility and developing independent living skills also continue; they are timetabled according to the individual needs of students.

KEY STAGE 5

At Key Stage 5, in addition to compulsory RS and PSD the curriculum is tailored to different ways of learning, appropriate to older students. Students following the Foundation Learning strand of Year 12 have the opportunity to study a Workskills and Personal Development course at a local mainstream college, supported by our own teaching assistants. This not only allows students to develop their mobility skills walking to, from and around the college buildings but gives them opportunities to develop socially by interacting with other

students at college and to develop money skills in the college canteen. The course is offered at a range of levels from Entry Level to Level 2.

In Year 13, with the college course successfully completed, students go to work placement for one day per week. Placements are chosen in consultation with students to develop an area of interest and are sometimes supported by Priestley Smith staff, though students are encouraged to be independent where possible. Sometimes placements allow students the chance to develop independent travel skills where the usual journey between home and school is too long or complex to make this possible, a well chosen work placement location can make this a fantastic achievement.

For some students, we are also able to offer the chance to study A Levels in partnership with Fortis Academy, supported by Teaching Assistants from school who are familiar with the student and would help to organise the appropriate format for study materials.

OPTIONS

In addition to the compulsory subjects, students in key stage 4 usually choose 2 additional subjects and those in key stage 5 normally choose 3 extra. The choices are amended each year so as to reflect, as far as possible, the particular strengths and interests of the current groups of students.

CORE OFFER (KS4 OR 5)

For 2021-2023, the courses offered are as follows:

Mathematics (Compulsory for Key stage 4 & Key Stage 5 Foundation Learning)

Students have the opportunity to study at Entry Level or GCSE standard over 2 years. Both courses follow the Edexcel syllabus.

Entry Level Mathematics (Edexcel)

Entry Level comprises of coursework whereby students will perform mathematical investigations that test their ability to think independently and work in small groups. They are encouraged to think methodically through the problems that they are presented. Students also have to complete a selection of tests in order to achieve the Entry Level Qualification at level 1, 2 or 3.

GCSE MATHEMATICS (EDEXCEL)

The GCSE course is linear which means that students will take all their written papers at the end of their two years of study. This will comprise of calculator and non-calculator work.

Sixth Form Foundation Learning students undertake Functional Skills Mathematics. Qualifications can be obtained at Entry Level 1, 2 or 3 as well as Level 1 and 2. This course follows the Edexcel syllabus and is much more geared towards mathematics in practical or real-life contexts. Examples of questions can include calculating a restaurant bill and working out the quickest route from one place to another. At present, Functional Skills tests can be taken at any point in the academic year.

English (Compulsory for Key Stage 4 & Key Stage 5 Foundation Learning)

Entry Level English (OCR)

The new Entry Level English offered at Entry 1, Entry 2 and Entry 3 and is directly linked to the new GCSE English and may enable learners who are achieving well to also be entered for GCSE, as both courses can be studied side by side.

The qualifications have been designed to progress at the learner's pace.

The aim is that students can then develop their skills in English and be put forward for the assessment when they're ready. Entry level qualifications build confidence and are assessed on three units: Speaking and Listening, writing and reading.

GCSE English Language and English Literature (OCR)

These two qualifications are conducted side by side and result in two GCSE qualifications. Both courses are unit based and assessed by controlled assessments and final exam.

English Language is focused on the development of communication and the understanding of the written and spoken word. It is designed to be enjoyable and inspiring and to allow students to develop their skills and their interest in English.

English Literature is designed to offer students an enjoyable and varied approach to the study of English Literature. Students will study a range of contemporary and older stories, novels, plays and poetry. The course

develops students' ability to read; builds awareness of social, historical and cultural influences and enables students to construct and convey meaning.

Functional Skills English (OCR)

Functional skills English is designed to develop and assess functional skills as determined by the functional skills standards. The knowledge, skills and problem-solving approaches contained within each qualification provides tools that can be utilised in work, life and further learning.

This qualification will encourage learners to develop their English skills and be able to transfer these skills in ways that are appropriate to their situation. Assessment is provided through tasks and tests based on real life scenarios.

ICT

At Key Stage 4 ICT is a compulsory subject, leading to a range of qualifications at Entry Level, Level 1 or Level 2.

Entry Level ICT (OCR)

This is available for students in Key Stage 4 who all complete the same portfolio of skills based work, which is then graded at either EL1, 2 or 3.

For those students for whom it is appropriate, the Cambridge National Award or Certificate in ICT is available to study. Students complete 2 units of work for the Award and 4 units for the Certificate, which is then graded at either Level 1 or Level 2.

The same courses are available to study in Key Stage 5, with the aim being to study in either greater breadth or depth. For example, at Entry Level students study a different set of units to those covered at Key Stage 4 with the aim being to improve from EL1 to EL2 or EL2 to EL3.

Some students will move on from Entry Level to Level 1, with the aim of achieving either an Award or Certificate and some will move from Level 1, either by upgrading learning from an Award to a Certificate or upwards to Level 2 Award or Certificate.

These qualifications all require students to complete practical assignments in school, and there are no formal examinations to be taken.

In addition to their coursework, considerable emphasis is placed upon making all students independent users of ICT, and students will be taught to access all of the ICT that they may meet in their future studies.

Science (Compulsory for Key stage 4) A number of options are available in Science.

Entry Level Certificate Science AQA

The Entry Level Certificate in Science (ELC) is suitable for students currently working below the level required to obtain a GCSE grade G.

The ELC covers all aspects of the Science National Curriculum and includes elements of investigative assessment. Students can obtain ELC at Entry 1, Entry 2 or Entry 3 depending on the standard of their work. All assessment for ELC will take place in the classroom environment with externally set tasks by AQA.

After completion of ELC students may progress to Level 1 and subsequently Level 2 qualifications including GCSE.

GCSE Science (1 to 2 GCSES) AQA

GCSE Science is currently split into Science A and Additional Science.

Science A covers topics in Biology, Chemistry and Physics. Students will also be examined by a controlled assessment on their practical and investigative skills.

Science A is 1 GCSE and can achieve grades from A* - G.

Students expected to achieve a grade D or above in Science A can also choose to study Additional Science which covers additional areas of Biology, Chemistry and Physics and again will include a controlled assessment. Additional Science is an extra GCSE.

All GCSE Science examinations are to take place in the Summer Term.

As an alternative to GCSE Science, students may follow a BTEC course, if their teacher thinks they will achieve better results by continuous assessment rather than assessment and exams.

Personal Social and Health Development – compulsory for Key Stage 4

The Personal and Social Development Qualification (PSD) is a task led course which helps students to

- Become confident individuals who are physically, emotionally and socially healthy
- Be responsible citizens who make a positive contribution to society and embrace change
- Manage risk together with their own wellbeing
- Become more independent so that they can live safely and take care of themselves on a day to day basis.

Students can achieve at Entry Level 1,2 and 3 and Level 1

Youth Award Scheme

This is delivered as part of PSD and is a task led course which develops and accredits the learners' personal qualities, skills and achievements in a wide range of areas. It can run alongside and support the PSD award. Student must complete a set number of challenges from the twelve modules that make up the Bronze/Silver Award. Students build up a portfolio of work which is then internally and externally moderated.

All KS4 will study Business Admin, Food Technology and the Specialist Skills Curriculum as part of their Preparation for Adulthood.

OPTIONAL SUBJECTS KS4

There will be two Option choices

Option 1	Option 2
French F/GCSE	Art GCSE and Entry
History GCSE and Entry	Music BTEC/Entry
<i>ASDAN Short Course for possible ALG group in future Languages/History, Expressive Arts, Gardening, Environmental, Care of Animals, Living independently</i>	

OPTIONAL SUBJECTS KS5 PATHWAYS

3 pathways:

1. Level 3 - Taught in partnership with Fortis Academy.
2. Level 1/2

Option 1	<ol style="list-style-type: none"> 1. H&Sc vs Dig media 2. Arts vs H&C (business 2025)
Option 2	
WJEX ILS	
PE	
PSD + SRE	
College/WE	
Beliefs and Values	
English	
Maths	
Study Time/ Careers Action Planning	

OPTION 1	OPTION 2
Health and Social Care	Arts Award
Digital Media	Hospitality and Catering

3. Entry level/skills base

IMPACT

Our Curriculum is monitored through drawing on information such as achievement data, student behaviour in lessons, learning walk snapshots, review of schemes of work and teacher planning. The quality of the curriculum impacts on all of these areas. In addition, we will take student and staff voice into account to ensure triangulation and accuracy and may include both internal and external personnel for Quality Assurance purposes. The curriculum should make a significantly positive contribution to the Personal Development of all students. The acquisition of knowledge, skills and understanding in each subject will be assessed using a variety of assessment methods:

- Activities associated with **summative assessment** result in an evaluation of overall student achievement in a subject- for example, allocation to a level or standard or allocation of a letter or numerical grade e.g. Stage 2b, Level 2 Merit, GCSE grade 4 etc. These summative assessments might appear in reports, the school's achievement trackers or the school's assessment record system- Classroom Monitor.
- In the classroom the focus is mainly on **formative assessment (Assessment for Learning)**.
- Activities associated with **formative assessment** do not result in an overall evaluation or grade. Instead, they focus on establishing what a student knows, understands and is able to do. Formative assessment (Assessment for Learning) is used by both the teacher and the learner to determine where learners are in their learning, where they need to go next and how best to get there.
- We will also utilise Ipsative assessment, measuring the performance of a student against previous performances from that student. With this method the focus is on improvement on previous best by comparing previous results. It is not comparing one student against other students, as our students have very unique needs

ASSESSMENT FOR LEARNING STRATEGIES INVOLVE:

Research has identified a number of classroom strategies that are particularly effective in promoting formative assessment practice.

- **The Strategic Use of Questioning**
Questioning is used not only as a pedagogical tool to extend student learning but also as a deliberate way for the teacher to find out what students know, understand and are able to do.
- **Effective Teacher Feedback**
Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve. Importantly, the feedback provides specific constructive suggestions about how those improvements might be achieved. Effective teacher feedback does not simply state that a piece of work is good, excellent or poor but explains why this is the case and how a student can further improve their work- the exact steps they need to take to reach set criteria. At Priestley Smith School all staff follow an agreed marking policy which promotes effective feedback.
- **Peer Feedback**
Peer feedback occurs when a student uses agreed success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.
- **Student Self-assessment**
Student self-assessment encourages students to take responsibility for their own learning. Students assess their own work against explicitly communicated learning objectives and decide their own next steps. They discuss this self-assessment with their peers, teaching and support staff. As part of this process students may also decide whether they think they have understood the work fully or whether they need further intervention and support. This decision is discussed with their teacher.
- **The Formative use of Summative Assessment**
Summative assessment is a necessary aspect of education. Formative use can be made of summative assessment, both before and after the assessment event. Students may for example discuss with their teacher the standards required to reach a particular stage, grade or level.

Attainment and progress across the Key stages will be measured outcomes against targets calculated on flight paths

The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent

The success of Preparation for Adulthood will be indicated using post-16 and post 18 destination data.

Other linked policies

- Specialist VI provision
- Assessment Policy
- Marking and Feedback Policy
- Mental Health Policy

Curriculum Framework for Children and Young People with Vision Impairment (CFVI)
[Curriculum Framework for Children and Young People with Vision Impairment \(rnib.org.uk\)](http://rnib.org.uk)

Specialist Vi Curriculum research : [Specialist Vi Curriculum - Thomas Pocklington Trust \(pocklington-trust.org.uk\)](http://pocklington-trust.org.uk)

Preparation For Adulthood Pathways [Preparing for Adulthood | PfA | Home Page](#)