

Spring School – Curriculum, Teaching, Learning and Assessment Policy

(updated January 2026)

It should be read alongside:

119d – Remote/Blended Learning
 123d- PSHE and RSE

1. Objectives

1.1. Spring School is a specialist autism school. Our pupils and young people follow the national curriculum at broadly age-related expectations. Teaching staff plan learning for the small classes of up to 9 pupils. They will be supported by trained teaching and learning assistants (TLAs) as well as specialist input from the transdisciplinary team consisting of occupational therapists (OTs), speech and language therapists (SaLTs) and behaviour specialists.

1.2. The Ambitious Approach underpins all our thinking and practice. It is an approach to education created by Ambitious about Autism to support children and young people with autism. It has been developed to provide high-quality education whilst affording dignity, respect, and compassion, in all aspects of our provision, including the consideration of mental health and wellbeing. The Ambitious Approach is based upon a person’s indisputable rights to be:

- Treated with dignity and compassion;
- Valued;
- Listened to;
- Supported to have the best quality of life possible;
- Empowered to make choices and decide on how they want to live their life.

We enact our Ambitious Approach and aim to ensure pupils have improved quality of life during, and beyond, their time in school through:

- Our Curriculum
- Curriculum Delivery
- Collaboration.

Dual pillars underpin our work: social and academic progress for all pupils. This policy articulates our approach to our academic curriculum.

1.3. Our curriculum and assessment model aims to:

- Provide clear pathways from EYFS-KS4, enabling access to KS5 opportunities;
- Maximise the potential we have as an all-through school;
- Meet age-related expectations;
- Be necessarily more selective in scope due to the shorter school day than in mainstream schools and the necessary breaks taken for self-regulatory purposes;

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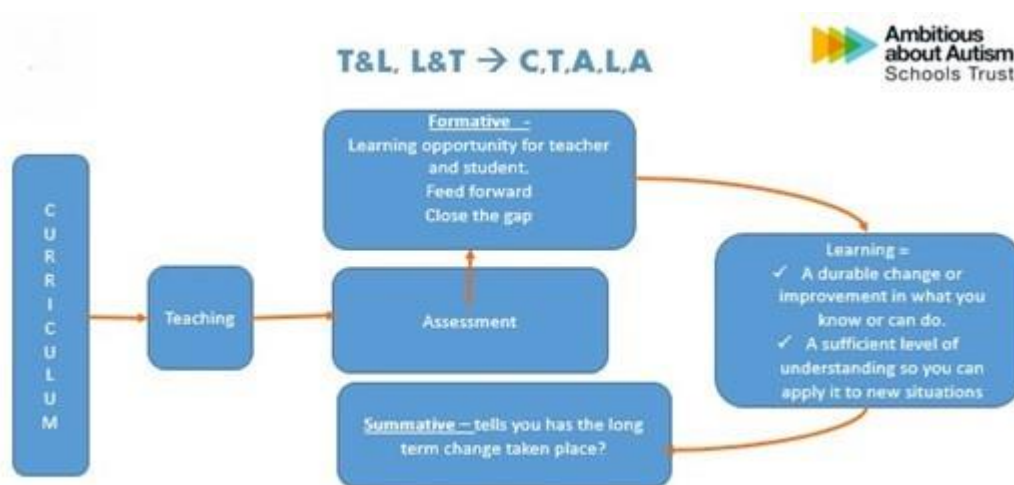
- Ensure assessment will be purposeful, and skilfully used as, and to inform, learning opportunities.

2. Legislation and guidance

- 2.1.** This policy reflects the requirements for academies and free schools to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow in many subjects, including English, Maths and Science.
- 2.2.** It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook.
- 2.3.** It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Principles

Curriculum and assessment are inextricably linked and are integral parts of the teaching and learning process.



3.1. Curriculum Principles

The term curriculum relates to both the *range* of subjects that are offered at Spring School and the *content* delivered within each subject.

In terms of the range, the curriculum is divided into nine zones, each of which contributes to the development of the key skills (academic and personal) in order to be successful. Our social curriculum is a fourth “core” subject and is essential for the holistic development and wellbeing for our young people.

Secondary pupils may study a suite of qualifications which will balance academic rigour with other important curriculum offerings such as the social curriculum, PE, swimming etc. We will enable pupils to

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achieve a suite of qualifications which may include GCSE, Level 2 certificates, Functional skills, Entry Level certificates and the Duke of Edinburgh Award.

Sex and relationship education is addressed at age-appropriate detail through Relationships and Sex Education (RSE), Personal, Social and Health Education (PSHE) and spiritual, moral, social and cultural development, including the promotion of British values, is addressed via PSHE, assemblies and structured group discussions.

In terms of curriculum content, Spring School delivers a centrally planned curriculum that builds coherently from EYFS – KS4. Teachers are expected to follow this curriculum which is set out in the long-term plans and the curriculum overview documents. Teachers devise individual lesson plans in order to achieve the learning goals set out in the curriculum overview.

3.2. Teaching and Learning Principles

Spring School has high expectations of, and is ambitious for, all its pupils in all aspects of school life. We recognise that many pupils may have significant gaps in their learning based on a turbulent previous experience in education.

3.2.1. Planning All planning should be based on prior learning, adapted to meet all pupils' needs and carefully sequenced to lead to progress.

3.2.2. Pupils' work

Pupils will be encouraged to present work they are proud of and is to the best of their abilities – this will look different in different subjects.

3.2.3. Feedback

Spring School promotes the importance of regular feedback/feedforward to help a pupil make progress. This can take many forms including:

- Self and peer assessment (using answers, checklist criteria, key word lists, model examples);
- Teacher led feedback on strengths/areas for development verbally or written;
- Exemplar work shared with the class;
- Analysis of whole class performance to inform future teaching;
- 1-1 verbal feedback during the lesson.

Given the small size of our classes, the latter is expected to form a frequent part of the teachers' feedback repertoire.

3.2.4. The Learning Environment

The classroom should promote effective learning. We expect that all pupils will experience consistently high-quality learning environments:

- Displays with information that is helpful for pupils on their current topics;
- Quality displays celebrating the pupil's work;
- Prompts and expectations for approaches to communal learning;
- All classrooms will be clean, tidy and uncluttered.

3.3. Principles of assessment

In the creation of this assessment, tracking and reporting system, we intend to create a system that:

- Is functional for small cohorts;
- Is in line with current educational thinking/research;

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- Is accurate (or honest about what it can't be) and has internal integrity so that when pupils complete national, standardised assessments (EYFS/KS2/KS4) then the outcome is predictable/coherent;
- Is sustainable (workload);
- Produces information that makes sense/useful to a range of stakeholders. Each stakeholder has different ways they engage with the system/information and different priorities;

4. Assessment approach

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment at KS2 and KS4.

Assessment planning guide 25-26

Frequency	Date	Weekly	Date	Monthly	Date	Half-termly	Date	Termly	Date	Annually	Date	
Evidence capturing using EFL (especially against short-term targets and wider social curriculum)	Daily	EFL capturing across the curriculum	Daily across the week	Auditing checking of slips and accuracy of assessment data	As per teacher workload and planning	Summative reporting of progress against EFL frameworks	End of Autumn, Spring and Summer Term	Review and setting of termly targets	Termly	AR report and review/setting of EHCP targets	As per timing of AR meeting	
Communication to team on what observations/assessments are to be gathered in specific lessons	Daily			Cross-referencing between planning and assessment				Summative reporting of progress against EFL frameworks		Short 'achievement' report on success across school	End of academic year	
<i>Monitored through fortnightly line-leadership check-ins and oversight from AL</i>				Class team meeting on 'assessment' and review of progress against short term targets		Moderation meeting to review curriculum judgements	half termly	Moderation meetings with DHT & Assessment Lead	Termly			
						Baseline Judgments against EFL Frameworks	half termly	Subject moderation meetings	Termly			
Weekly evidence capturing expectations of evidence pieces in each curriculum area Maths, English, Phonics, PSHE Science, PE, Computing, Art, Topic				<i>Monitored through fortnightly line-leadership check-ins and oversight from AL</i>					Review of short-term targets and adjustment where needed	Termly		
								Summary report against yearly short-term targets	Termly			
								<i>Monitored through meeting with assessment lead, termly assessment report to governors (reviewed by Hofs), subject-lead meetings</i>		<i>Monitored through AR meetings reporting to parents and AL oversight/monitoring of effective baselining</i>		

Salutory Deadlines			
Task	Date	Year Groups	Subject lead
RBA		YrR	EYFS lead
Phonics screening	Wk commencing - 8th June 2026	Yr1 & 2	Phonics lead
Timestables checks	Wk commencing 1st June 2026	Yr4	Maths lead
KS2 baselining		Yr5	
KS2 SATs	Wk commencing - 11th May 2026	Yr6	English, Maths, Science lead
KS4 pathway planning	TBC	Yr8 & 9	
KS4 assessment	TBC	Yr 10 & 11	
<i>Monitored/delivered through combination of Assessment lead, DHT and Office Manager</i>			

5. Roles and Responsibilities, including monitoring:

	Curriculum	Learning and Teaching	Assessment
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Governing Body	<p>Oversee that a robust framework is in place for setting curriculum priorities, which are ambitious, complies to its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements in pupil's ECHPs</p>	<p>Ensure proper provision is made for Spring School pupils with their special educational needs and range of abilities.</p> <p>Monitors the improvement of L&T via the SEF review and implementation of the SDP</p> <p>Carry out focus visits to observe T&L in practise.</p> <p>Support the use of appropriate teaching strategies by allocating resources effectively</p> <p>Monitor pupil achievement</p> <p>Ensure that staff development and performance management policies promote outstanding quality teaching</p>	<p>Be familiar with, and ensure implementation of, statutory assessment systems as well as how the school's own system of non-statutory assessment captures the achievement and progress of all pupils</p> <p>Hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data</p>
Head of School	<p>Ensure that all subjects which the school chooses to offer, have aims and objectives which reflect the overall aims of the school</p> <p>Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board</p> <p>Involve the governing board in decision-making processes that relate to the breadth and balance of the curriculum</p> <p>Ensure Proper provision is in place for pupils with different abilities and needs.</p>	<p>Ensure that the school buildings and premises are best used to support successful teaching and learning</p>	<p>Ensure that the policy is adhered to</p> <p>Ensure the school's procedures for assessment meet all legal requirements</p> <p>Report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years</p>
Deputy Head Teacher	<p>Review and update this policy annually.</p> <p>Ensure the policy is adhered to.</p> <p>Manage requests to withdraw children from curriculum subjects, where appropriate</p>	<p>Leads the observation process through the use of trust-based observations (TBOs).</p> <p>Ensures families are regularly informed about progress in school</p> <p>Ensure a high quality CPD provision for all aspects of C, L,T & A is in place.</p>	<p>Monitor standards in all subjects</p> <p>Analyse pupil progress, including individual pupils and specific groups</p> <p>Prioritise key actions to address reduced levels of progress</p>

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Wider Leadership Team/Subject Leads	Ensure that long term planning and medium term curriculum overviews are in place. Lead the review and adaptation of these documents.	Support with curriculum and assessment moderation Support with trust-based observations (TBOs)	Ensure that high quality summative assessments are in place. Monitor that formative assessment is taking place. Analyse summative assessment data and input into the school review process.
Teachers	Follow the appropriate curriculum. Participate in the review and adaptation the centralised curriculum.	Deliver excellent, well planned engaging lessons that support progress. Respond to TBO feedback and proactively improve practice.	Follow the assessment procedures outlined in this policy
Parents	Ensure their child has the best attendance possible Inform the school if there are matters outside of school that may affect a child Promote a positive attitude towards school and learning Fulfil the requirements set out in the home/school agreement		

6. Continuing Professional Development

Spring School is a research-engaged school.

- Senior and middle leaders are expected to engage with the developments in assessment through reading widely, attending conferences and CPD opportunities and then curate the key findings for teachers. Teachers are encouraged to be equally proactive in developing their understanding of assessment.
- The overall responsibility for the quality of CPD is with the Senior Leadership Team collectively.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

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