

TALBOT SPECIALIST SCHOOL



ACCREDITATION POLICY

RATIFIED:  Chair of Governors

DATE: 7th October 2016

TALBOT SPECIALIST SCHOOL

Accreditation Policy

MISSION STATEMENT

'Opportunity and achievement through partnership'

Aims of the school:

At Talbot Specialist School we aim to provide:

- A dynamic, personalised curriculum
- Student centred learning
- Partnership with families
- Enrichment of learning through the wider community
- A celebration of our cultural diversity
- Multi-agency support
- Choices and opportunities on leaving school

EHC Plan

We aim to ensure that the outcomes within the EHC Plan are worked upon for each student and we work with families to support all students' development through the four identified key areas:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Strengths

ACCREDITATION RATIONALE

To create opportunities for Talbot students to gain accreditation which records their progress and achievement in recognised programmes of study from awarding bodies; ASDAN, OCR, AQA & Duke of Edinburgh. Accredited schemes enrich students' experiences and extend their learning.

AIMS

- To enhance delivery of the curriculum through the use of accredited schemes.
- To provide opportunities for personalised approaches to learning, via the use of accredited modules.
- To reinforce student choice and differentiated learning.
- To develop transferable skills across a range of environments and situations.
- To develop skills which prepare the individual for independence and life in the community.

OBJECTIVES

- To build on prior learning and provide opportunities for progression.
- To provide meaningful and appropriate ways for students to meet the requirements of awarding bodies.
- To develop and apply Key Skills, where appropriate.
- To track pupil's performance across all accredited schemes.
- To build on and work in conjunction with partners in order to provide and promote learning opportunities.
- To involve students in evaluating their own learning and identifying 'next steps' (as far as possible) and give them the right to appeal any assessment decision.
- To access a wide range of accreditation, as appropriate, that will help meet EHC Plan outcomes.

Roles and Responsibilities

Governors

It is the responsibility of governors to:

- Ratify and review policy documentation
- Establish a process for developing and/or reviewing policies
- Produce written policy statements where appropriate.

SLT

It is the responsibility of the Senior Leadership Team to:

- Ensure curriculum documentation is produced in line with curriculum policy.
- Ensure breadth and balance of subject delivery.
- Support implementation of policy and curriculum plans across school.
- Develop assessment, recording and reporting in line with school policy.
- Monitor overall progress in accredited areas.

Faculty Leaders

It is the responsibility of the Deputy Head along with Faculty Leaders to:

- Maintain and review curriculum policy.
- Devise and implement a long-term plan.
- Monitor the quality of subject delivery across school.
- Keep colleagues informed of updates from awarding bodies.

Teachers

It is the responsibility of class teachers to:

- Complete medium and short term planning for all accredited areas.
- Plan learning activities which meet the requirements of awarding bodies.
- Keep evidence of achievement in the relevant accreditation files for each student.

Parents

It is the responsibility of parent/carers to:

- Reinforce progress in assessed areas and those identified within the IEP's and EHC Plan.

Planning

A whole school format is implemented across the whole school.

A. Long term planning

Assessment will have:

- A Policy Document
- Curriculum documentation
- Recording and assessment tools in place and up-dated regularly

B. Medium term planning

Teachers will produce:

- Class teachers will write an Individual Education Plan (IEP) for every pupil based on priorities and targets negotiated at the Annual Review meeting. IEP's will be reviewed twice yearly.
- One IEP target will be written for each of the Key Skill areas.

C. Short term planning

Each class teacher will record which Key Skills will be targeted in weekly plans. All of these documents will be evaluated daily, weekly or half termly and contribute to Annual Review reports.

Assessment, Recording and Reporting

Teachers will record, collate and cross-reference evidence of each student's progress, against stated criteria, using standardised proformas. This evidence will be presented for internal and external accreditation.

The Faculty Lead/Deputy Head will co-ordinate internal moderation meetings, where relevant, ensuring that assessment of student portfolios is consistent and unbiased.

Practical considerations including Monitoring, Review and Evaluation

A calendar of key accreditation dates and deadlines will be distributed to all teachers.

Moderation meetings will be scheduled in line with accreditation/examination board deadlines. Trained internal moderators will assess work and keep teachers informed. All associated registration and entry forms will be completed by Faculty Lead/Deputy Head who will also guarantee that portfolios of evidence are of an appropriate standard, prior to submission for external moderation.

Students and/or their advocates will have the right to appeal against assessment decisions if they are considered to be inaccurate or unfair. If necessary the independent judgement of a member of School Senior Leadership Team or a governor will be sought. The advice of an awarding body's Regional Co-ordinator will also be consulted.

All curriculum policies will be reviewed annually by Faculty leaders. Policies will be ratified and reviewed by Governors every 3 - 4 years or earlier if required. ELT will review curriculum policy. Faculty leaders will be responsible for ensuring evaluation of their subject policy is ongoing, but also formally through SLT/ELT.

Equal Opportunities and Special Educational Needs

The school curriculum is a "Curriculum for All ". Therefore, all pupils will have access to all the curriculum and school resources regardless of gender, religion, ability, ethnicity, behaviour or background. This policy is addressed in the Single Equality Scheme.