



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Curriculum Guarantee Policy

Approved by the TCES Operational Board
on behalf of Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, July 2022

This policy applies to all The Complete Education Solution
(TCES) schools and services

TCES Curriculum Guarantee

Rationale

This Curriculum Guarantee forms part of the Education Section of The TCES Systems and Processes Manual. It sets out to detail the Curriculum *intent* for the schools and services; the resources, approaches and opportunities for its *implementation* and the ways that we will measure, recognize, and celebrate the *impact*.

This curriculum statement derives from the agreements made amongst the School Support Partnership in the summer of 2021. It constitutes TCES curriculum policy and practice as implemented in all TCES schools. The TCES Curriculum Guarantee is the guaranteed curriculum we will provide to our pupils. It works alongside TCES Five Part curriculum and specifies our commitments to our pupils in Academic (including vocational) education. The SSP set out to provide the broadest possible curriculum offer for all our pupils and with clear and high expectations for achievement and progress. We offer subjects and experiences beyond the national curriculum that are relevant to preparing our young people to enter the world of work and thrive as adults. Time on these subjects slightly curtails the range of traditional subjects we able to offer but does not diminish the breadth of the curriculum.

“A broad curriculum can mean limited subjects.”

Amanda Spielman
June 2020

Our curriculum will, however, give all pupils “experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;” as required by The Revised Education (Independent School Standards) (England) Regulations January 2015.

Curriculum Intent

Schools Proprietor's vision

As TCES' CEO and Schools' Proprietor, my personal vision sees our schools as inclusive, thriving, socially and emotionally healthy communities - this vision is driven by my deeply held belief that human beings thrive in positive environments. These schools and our social enterprise must lead the way 'Towards a National Model of Excellence'. To enable this to happen TCES staff, parents and pupils must be supported to own and deliver the community values of our schools and services, which are 'very high expectations', 'hard work' and 'mutual respect and tolerance', authentic 'real' inclusion, 'genuine pupil and parent voice and participation' and finally a 'We never give up' philosophy for both pupils and staff.

Our Schools and Services



We provide a sector-leading therapeutic education, pupil leadership and LIFE curriculum across our two day schools (Newham and East Acton), rated by Ofsted as Good and Outstanding respectively. Our schools pride themselves on delivering our Five Part Curriculum together with a unique therapeutic model of Integrated, Systemic and Milieu Therapy (ISMT), which we call our "Great Minds" therapeutic education programme.

Create Learning

Our TCES Create Learning service falls under TCES East London and works with pupils who are extremely vulnerable or who are a high risk to other pupils. The service has a clear mission to provide intensive support initially as part of our 'step down' model. TCES Create Learning pupils have pathway plans to drive their integration and step-down into our East London and North West London schools and mainstream colleges.



Journey of Change: The TCES Step Down Model

At TCES we recognise that Inclusion must be integrated through everything that we do in order for the young people we work with to reach their full potential. Our Inclusion Model is based on the assertion that 'together we're better' and we aim to get all young people that we work with to a place where they are learning independently in a group. The model below clearly shows the journey of change from Isolation to Dependency to Inter-dependency to Independence. Young people join us at all different stages of their own journey and we aim to support them in progressing towards independence. 'Every child in full time group education or working towards it' is our motto. The following diagrams show in more detail the pathway that a young person might take from referral to being fully immersed into a TCES school.



Create Learning Step Down Process



Create Learning pupils join at any stage of the step-down process outlined above. Some Create Learning pupils will then step down again into one of the TCES schools or move into mainstream school or college as outlined below.

East London and North West London Step Down Process



Pupils may join a school or service at any point in the Step Down Model and their holistic journey will be tracked through their individual Pathway Plan.

TCES Home Learning

Home Learning is part of the continuum of specialist education services at TCES but stands alone with its own accreditations. Home Learning offers short-term one-to-one distance or home/community education to children and young people between the ages of 5-19 currently without school-based SEN provision in London. Whether a child or young person is awaiting a placement from a TCES school, another school or service, or is without an integration plan, Home Learning offers immediate support for a young person’s educational and personal development.



The curriculum offer is a collaborative process, devised in conjunction with parents / carers, the young person and our specialist team. This will be dynamic and may change over time according to positive engagement levels and increasing confidence.

Home Learning uses stringent measures to vet teachers and follows a comprehensive process to match a pupil’s favoured learning style to the most appropriate teacher for their individual

needs. Home Learning operates entirely on a strengths-based approach with pupils so that they can learn and thrive, by providing bespoke resources based on an initial learning assessment that are then implemented effectively. Our highly skilled teachers help transform pupils' perception of their own strengths and abilities, ultimately preparing them for reintegration to small group learning environments.

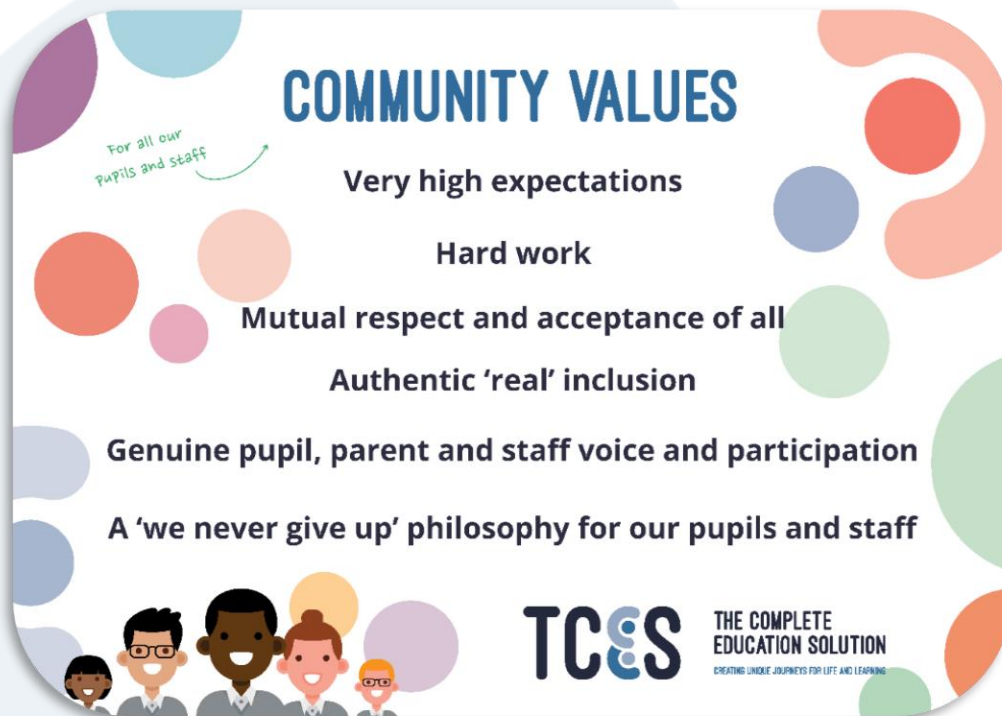
The TCES Five Part Curriculum

Our Five Part Curriculum is designed to meet the educational, therapeutic, social, emotional, and mental health needs of our school and Create Learning pupils. Our pupils are neurodiverse and/or have relational trauma. Many have co-morbid diagnoses and have underlying speech, language, and communication needs. All have Educational Health and Care Plans and their needs cannot be met by mainstream provision.

It is the policy of TCES that all pupils will have access to a broad and balanced curriculum that addresses the difficulties that have caused them to be referred to us.

Our Five Part curriculum assesses and recognises their learning needs and barriers and offers opportunities and experiences that will enable pupils to meet the challenges of adult life. Our curriculum also promotes the TCES values of:





The Curriculum Messages Delivered by the TCES Community Values

We have high expectations of all pupils' success in every aspect of learning and achievement and firmly believe that expectations shape performance. Our pupils have a broad range of backgrounds and abilities and every single one of us contribute to the personal development, progress, and experience of the pupils in our schools and services. We do this by ensuring that our pupils have a meaningful voice and fully participate in all aspects of the running of our schools and by the example we set not just in lessons but around our schools or services and in all our dealings with the pupils. It is vital that we treat each other with integrity and respect and are fair and consistent in our approach to everyone in the community. We pride ourselves on the positive relationships that exist in the schools and services and on the creative environment in which we work. We believe that all our pupils have hidden talents that need to be found, nurtured, and supported. Our respect, integrity, behaviour, ambition, resilience and humour all form part of the curriculum diet offered to all our pupils.

Everything that we do, along with each decision that we make, must be centred on the pupils' learning and achievement, as we seek to enable every pupil to meet and exceed their apparent potential. We never give up on a pupil and we have never permanently excluded a pupil. We believe in every pupil's ability to succeed in our schools and services and our Therapeutic Educational approach ensures the very best of education, inclusion and clinical input to make this vision a reality – truly Integrated Services.

We are all privileged to be working with the pupils at our schools and services and to have the opportunity to make a significant contribution to their future life choices. Our pupils have an enormous amount of potential, and we are all part of an incredibly dedicated and talented staff team who all ensure that we support this potential through to fruition.

Curriculum Aims

Our curriculum aims to create:

- **Successful Learners**
 - Who enjoy, make progress, achieve and 'love to go to school'
- **Young Leaders**
 - Who lead themselves, lead others and lead in their communities
- **Confident Individuals**
 - Who are able to live safe, healthy and fulfilling lives
- **Responsible Citizens**
 - Who make positive contributions to society
- **Independent Adults**
 - Who can work with others and be healthily independent when required

Our curriculum will:

- Address disadvantages and disruptions
- Be engaging and enjoyable
- Be broad and balanced and promote community and environmental values
- Be supported by a therapeutic milieu and our 10 Principles of Therapeutic Education
- Address each pupils' own level of need and ensure best safeguarding practice
- Enable pupils to negotiate independent pathways from social isolation to independence

Five Part Curriculum Composition



1. Academic and Vocational Curriculum

We have very high expectations of our pupils and as such - our schools and services offer a wide range of nationally accredited courses including, but not limited to:

- A Levels; GCSEs
- BTECs
- Entry Levels
- Functional Skills in Literacy and Numeracy
- English Speaking Board Assessments in Speaking, Debating, Communication and Interview Skills
- AQA Awards
- ASDAN Bronze, Silver and Gold Awards
- ASDAN Award / Certificate in Personal Effectiveness Levels 1,2 and 3; and
- Prince's Trust

As well as a wide range of shorter courses, for example: Food Hygiene, Food Studies, First Aid, Sports Leadership UK, Virtual College Courses and Driving Theory etc.

Each pupil has an individual Pathway Plan that documents their holistic journey through TCES. The Pathway Plan is written collaboratively by education and inclusion staff, therapists and social workers who know the pupil well. All pupils then access schemes of work matched to their talents and abilities across our Big Picture Curriculum working towards nationally recognised qualifications and accreditations.

2. Enrichment

Our pupils benefit from participating in a variety of activities designed to enrich and enhance their TCES experience. Our enrichment curriculum is intrinsically linked to elements of spiritual, moral, social, and cultural (SMSC) education as well as our own Community Values, Community Cohesion, British Values including Britishness, Public Institutions and Every Child Matters.

The added element of our enrichment curriculum aims to find and nurture the often-hidden talents of each pupil. The enrichment curriculum responds to the interests and aspirations expressed by our pupils, including charitable endeavours and community-based service, and opportunities for genuine leadership roles within and beyond school. This last element is supported by regular and frequent training of a high standard, often leading to accreditation, such as our Level 2 qualifications for Peer Mentoring, traineeships, and apprenticeships. Their enrichment opportunities can lead to career pathways for our pupils to move from entrant to employment within TCES.

3. Engagement

Although a significant percentage of our referred pupils are able to join our schools after a short internal induction, some of our pupils may require individualised support to enable them to flourish in small group full time education. We take a whole school approach to monitoring pupil engagement (attendance, behaviour, engagement with learning and therapy) and respond to instances of poor engagement with appropriate strategies tailored to pupils' individual needs.

In line with our Community Value that 'we never give up'; we never permanently exclude our pupils. Neither do we fixed-term exclude. For those pupils who either need a brief respite from the stresses of group education or who need a re-engagement/refocus programme back into our school or services, we provide in school, community, or home-based refocus programmes.

4. Therapeutic

Our academic offer is underpinned by our 10 Principles of Therapeutic Education which pervade all that we do in school and is embodied by all staff at every level:

PRINCIPLES OF THERAPEUTIC EDUCATION

- 1 We understand neurodiversity
- 2 We understand attachment
- 3 We use relationships for recovery
- 4 We are consistent & predictable
(Expectations, rewards and consequences)
- 5 We view behaviour as communication
(Emotional, sensory and physical needs)
- 6 We have unconditional positive regard for pupils
- 7 We co-regulate and role-model for pupils
- 8 We demonstrate inclusive, strengths-based practice
- 9 We develop emotional literacy
- 10 We develop leadership & life skills

TCS

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We offer a wide range of Therapeutic, Clinical and Inclusion interventions including Occupational Therapy, Speech and Language Therapy, Art Therapy, Drama Therapy, Relationship Mentoring, Leadership and Life Skills Coaching, Sensory Profiling and Group Process. Additional therapies including Counselling, Music, Equine Therapy etc. can be made available upon request, for specific pupils as identified in their EHCPs.

The therapeutic educational approach creates emotionally healthy communities that encourage pupil and parent voice and participation and provide frequent opportunities for group work. Our quality therapeutic learning environments support pupils to address barriers to learning in a healthy and safe manner.

All our schools and services use a unique educational tool called the Boxall Profile to monitor, review and support children's emotional and social development. This resource improves knowledge and understanding relating to the child's emotional and social development. It helps staff to apply this understanding to set developmentally appropriate goals for our pupils in emotional and social domains and provides a framework to monitor emotional and social development.

5. Pupil Leadership

Leadership, through the LIFE Programme, gives students a sense of pride and responsibility, which are often rare feelings for excluded pupils. Developing leadership potential has benefits for the individual, their group, the whole school, and their communities beyond TCES. Leadership development for pupils can shape the positive and promote harmony. Leadership development is simultaneously an end in itself, by promoting healthy pupil development, and a means to an end as pupils make valuable contributions to the life and the culture of the school through their participation. Pupils will benefit from support in their role and will be empowered further to inspire and motivate themselves and others to effect positive change.

Our pupils have often had to experience many issues in their lives and their ability to withstand these issues, often including multiple changes of placement and / or adults, means that they develop and have many hidden skills and talents including leadership skills. Channelling these potential leadership talents in a positive direction is our challenge within TCES. Developing leadership skills in our pupils is a challenging, complex but vital task for the whole school team. The skills which enable effective leadership have a broader significance beyond their potential to prepare pupils to take on formal leadership roles.

The TCES Big Picture Curriculum

The Big Picture is the result of an effort by TCES to capture in one diagram: what we are trying to achieve with our curriculum offer (intent), how we will set out to achieve that (implementation) and what measures we will use to judge its success (impact).



Methods of Curriculum Delivery

Blended Offer

Our curriculum is designed to be accessible to all pupils attending our schools and services. The Blended Offer ensures inclusion at every level for every pupil and is a combination of onsite and online learning.

We understand that to prepare our pupils for further study, the world of work, or indeed another local lockdown or school closure, it is imperative that we teach them the skills and behaviours to enable them to participate appropriately and function effectively online and in virtual classrooms.

After signing a Code of Conduct (by pupils and parents/carers) which highlights online safety and promotes the positive use of technology, every TCES pupil receives a laptop, pupil email address and access to the Microsoft Office 360 platform for Education.

Each school and service has a virtual classroom on Microsoft Teams which mirrors their class group, timetable and the curriculum of their onsite provision. Whether school-based or not, all pupils join their virtual classroom, where they can attend and participate in lessons, view resources, submit assignments, receive feedback from staff, and collaborate with peers via Teams.

When arranged in advance, live lessons delivered onsite can be attended virtually through Teams or viewed (at a later stage) on demand by class members who are not able to attend onsite educational provision. This mode of curriculum delivery is particularly useful for pupils preparing to join an onsite class from the Create or Home Learning services. Pupils can meet their teachers and peers virtually, participate in online learning experiences, and feel they are part of the class group long before physically entering the school building.

Seamless Learning from School to Home

Pupils are encouraged to continue their learning outside of the school day through their virtual classroom and additional learning platforms, including but not limited to:

- 1-1 support onsite or online
- Access, onsite or online, to educational platforms such as:
 - Literacy – Zaprendo (Phonics), Lexia (Reading) and Bedrock Learning (Vocabulary)
 - Mathematics – My Maths
 - BKS Individualised Programmes for Functional Skills and GCSE English and Maths

Returning to School Post Pandemic

Transition Curriculum Rationale

During the Coronavirus Pandemic between March and July 2020, TCES pupils attended our schools and services via our Distance Learning Programme. This involved a combination of hard copy resources and virtual learning through Microsoft Teams with pupils following a daily timetable including PE and Wellbeing, English, Mathematics, Creative Arts, and the Independence Skills Challenge (as part of the LIFE Programme).

During the last school year, all pupils have returned to our schools and services, however, the school year continued to be interrupted by further lockdowns, school closures and significant changes to the normal ways of working i.e. bubbles and split timetables.

Using advice from the DfE, Ofsted, NAHT and other professional bodies, as well as internally from our TCES Therapy and Education teams, TCES developed a Transition Curriculum to restore the 'mental wealth' of our pupils whilst meeting the emotional, social, mental, physical and academic needs that have occurred as a result of the Pandemic.

In his presentation on The Recovery Curriculum on 14th July 2020, Professor Barry Carpenter describes the five losses all pupils have faced during the Pandemic:

'Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.'

Carpenter's Recovery Curriculum has been an essential construct for the thinking and planning of our Transition Curriculum. Whilst Carpenter describes the mental state of all children, we know that our pupils, given their complex and co-morbid needs, will need even more support after such an extended absence and continued disruption to normal school life. Therefore, this curriculum has been filled with the content we believe is best for the pupils in our school community and is informed by our inherent understanding of these pupils. Given their complex needs, all of our pupils will need a holistic recovery. Some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.

The purpose of the Transition Curriculum is to address Carpenter's 5 levers:

Lever 1 : Relationships

We cannot expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2 : Community

We must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3 : Transparent Curriculum

All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4 : Metacognition

In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5 : Space – to be, to rediscover self, and to find their own voice on learning

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

In response to the weight of loss our young people have experienced during the Pandemic and subsequent disruption to normal school life, the Transition Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each of our pupils.

The Transition Curriculum will focus not only on the recovery of lost knowledge but will provide experiences that support the space for recovery. We have recognised that the curriculum has been based in the community for an extended period of time and that our staff will listen to what has happened in this time, understand the needs of our community and journey with each pupil through a process of re-engagement, which leads them back to their rightful status as fully engaged, authentic learners.

Implementation

The TCES Transition Curriculum [Term 1 – September 2021]

After much research throughout the summer term in 2020, the whole company devised a Transition Curriculum to successfully reintegrate school-based pupils back to full time, onsite education before returning to the Big Picture Curriculum in term 2. After careful evaluation, feedback from stakeholders and review, the School Support Partnership has agreed that a two and a half week Transition Curriculum should remain in place in Term 1 to support pupils to transition into their new classes, bond with their staff and peers and prepare for Leadership Week from the 27th of September. Our specialised Transition Curriculum will support pupils to engage with the process of 'learning to learn again' (Prof. Barry Carpenter) whilst guiding pupils into the new normality of school life after an extended absence. It echoes Amanda Spielman's view of a 'rebuilding' autumn term and will be 'Catch Up' focused to ensure no pupil is disadvantaged.

A Cross Curricular Transition Curriculum Approach

The Transition Curriculum is specifically designed to support each pupil's re-engagement with group-based learning and assess the impact of the last few months both on their academic progress and on their well-being. The intention is that the Transition Curriculum is sufficiently distracting from the shock and change that we have all witnessed recently, to support pupils to re-focus on their interests, their potential and their future.

In order to achieve this, we have adopted a cross-curricular approach to the first two and a half weeks of school in September. The cross company timetables will be followed with an emphasis on English, DEAR and Maths, but the remainder of each day will be a fusion of subject content delivered through key projects and enrichment activities. For example, from week one, all pupils will be supported to prepare for their school's Leadership Week in October. This will require them to work on: speaking & listening; presentations using Office applications on their laptops; writing for specific audiences and for persuasion; budget management; British Values; PSHE; graphic art for posters/fliers etc.; goal-setting; reflection; motivation techniques and identifying strengths in themselves and others, to name just a few.

Throughout this cross-curricular approach, schools will seize the opportunities for pupils to gain externally-validated accreditation, such as in ICT for their presentation work, and through the English Speaking Board accreditation programme, for which we have specifically sought guidance and training when developing this Transition Curriculum.

Catch Up Programmes will be in place alongside these projects and we have reviewed many so that we are only using those catch-up programmes that will have the biggest impact for our cohorts of pupils. However, we recognise that a diet of traditional lessons and catch-up sessions will never provide for the deep-rooted needs that must be met for the successful long-term re-engagement of our pupils. We believe a Transition Curriculum based on relationship-building and project-based learning is more likely to provide the conditions for success.

The TCES Big Picture Curriculum [From October to Term 6]

After the Transition Curriculum we return to our Big Picture Curriculum. As Independent Schools, we are not obliged to follow the National Curriculum. However, at TCES, we aim to keep our TCES Curriculum as close to the National Curriculum as possible, all the while considering our pupils' difficulties in accessing education and making progress.

The School Support Partnership has selected 8 key subjects that all schools must include on their timetables from October 2021 to ensure that our pupils are accessing, not only the off-site enrichment activities, but the core curriculum subjects also.

These subjects include:

- English and DEAR
- Maths
- Science
- Humanities including British Values
- The Arts
- PE: Health, Fitness and Wellbeing
- LIFE including PSHE and RSE
- Technology including (DT, ICT and Food)

TCES guarantees how many lessons each Key Stage will have of each of the Big Picture Curriculum areas, based on recommended guided learning hours for the qualifications we deliver.

NWL/EL Curriculum Guarantee

Big Picture	Yr 5,6,7	Year 8 & 9	Year 10 & 11	Year 10 & 11 Options	KS5
Maths	5	5	5		5
English	5	5	5		5
Group Process	2	2	2		2
PE	2	2	2	6	
Science	2	3	3	3	
Art	2	2		6	1/2
Music	1	1		3	
LIFE/PSHE/RSE	2	3	3		3
Enrichment	2				
Technology	1	1		3	
Careers			0		1
Choosing	1				
Assembly	3	3	3		3
Humanities	1	2		6	
OPTIONS A			3		
OPTIONS B			3		

Create Curriculum Guarantee

	KS3	KS4	KS5
Maths	4	4	4
English	4	4	4
Group Process	2	2	2
PE	2	2	2
Science	2	2	0
Art	2	2	2
LIFE/PSHE/RSE	3	3	3
Enrichment	2	2	2
Assembly	2	2	2
IT	1	1	1
Humanities	1	1	1
Options: College Art PE Photography			3 (including Enrichment sessions)

*Art, PE and Humanities offered over both options sessions in both year groups.

Cross Company Timetable

All TCES schools and services follow a cross company timetable to allow ease of Step Down for our pupils as well as the ability to offer cross company subjects options at year 10, 11 and Sixth Form through our virtual classrooms on MS Teams. The cross company timetable, which synchronises our schools and services from break time until the end of the school day allows lesson times to line up so that classes may work collaboratively across the company and link with groups from other schools and services. It also allows for the opportunity for all schools and services to participate in cross company assemblies, enrichment activities and celebrations.

CREATE	SCHOOLS	LESSONS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30	8.30	BRIEFING					
8.45 - 9.20	8.45 - 9:15	Breakfast and Tutor time	Breakfast and Tutor time	Breakfast and Tutor time	Breakfast and Tutor time	Breakfast and Tutor time	Breakfast and Tutor time
9.20-10.00	9.15 - 9.55	LESSON 1	ASSEMBLY				
10.00 - 10.35	9.55 - 10.35	LESSON 2					
10:35-10:50	10:35 - 10:50	BREAK					
10:50 - 11:30	10:50 - 11:30	LESSON 3		GROUP PROCESS Staff Agenda		GROUP PROCESS Pupil Agenda	
11:30 - 12:10	11:30 - 12:10	LESSON 4					DEAR CELEBRATION ASSEMBLY
12:10 - 12:40	12:10 - 12:40	LUNCH/CLUBS	LUNCH/CLUBS				LUNCH TAXIS AT 12:30
12:40 - 1:10	12:40 - 1:10	LUNCH/CLUBS	LUNCH/CLUBS				
1:10 - 1:40	1:10 - 1:40	DEAR	DEAR	DEAR	All About Me Assembly DEAR	DEAR	TRAINING
1:40 - 2:20	1:40 - 2:20	LESSON 5					
2:20 - 3:00	2:20 - 3:00	LESSON 6					
3:00 - 3:15	3:00 - 3:15	CLASS REFLECTION	CLASS REFLECTION	CLASS REFLECTION	CLASS REFLECTION	CLASS REFLECTION	
3:15 - 3:30	3:15 - 3:30	BREAK					
3:30	3:30	DEBRIEF					

*Please note that the Create Learning timetable runs from Monday – Thursday with the Celebration Assembly scheduled for lesson 4 on Thursday.

Hybrid Secondary Model of Curriculum Delivery

This year TCES shifted to a Hybrid Secondary Model of curriculum delivery to ensure the best outcomes for pupils in all TCES settings. This model is informed by best practice in Primary, Secondary and Therapeutic Education as outlined below:

Hybrid Secondary Model

The best of primary, secondary and therapeutic education

Primary

- Primary model of curriculum delivery for pupils to year 8
- Key attachment figure who remains with form class for the teaching of most of school day
- Pupils retain ownership of their classroom as a secure base and remain in classroom for most of the curriculum
- Specialist teachers for Arts, Science, PE: Health, Fitness and Wellbeing
- Breakfast and soft start at the start of the day to support regulation and readiness for learning

Secondary

- Specialist teaching from year 9 upwards
- Pupils retain ownership of their classrooms as a secure base and specialists move from class to class
- Options subjects for pupils in year 10, 11 and Sixth Form
- Breakfast and Form time at the start of the day to support regulation and readiness for learning

Therapeutic Education

- Minimal pupil transitions allowing for a feeling of containment (teachers transitioning instead)
- Safe and secure learning environment specific to pupil need
- Consistent adults who hold key relationships for healthy attachment
- Seamless approach between education, inclusion and therapy whereby all staff implement therapeutic approaches and strategies
- Clear pastoral link to family supporting healthy attachments within the home and community
- Restorative practice, weekly group process, and class reflection at the end of the day

TCES Specialisms

Each of the TCES schools and services has two specialisms: **LIFE** and **Arts**. Every pupil has the unique opportunity at TCES to select curriculum pathways that will lead to Level 2 (GCSE or equivalent) qualifications in two specialist areas.

TCES has an extremely strong history of delivering Level 2 and Level 3 outcomes in the **Arts** for our pupils. Recent successes include A levels and many GCSEs, ranging from Photography to and Art & Design. This year all pupils will have pathways that will include the Arts, but their options will be extended to include Music and other Performance Art.

Outside of TCES, **Leadership** as a taught subject is absent from almost all mainstream and special schools to our knowledge. We recognise that all our pupils have enormous potential for Leadership and each has a curriculum pathway to Level 2 qualifications in this area. They will not achieve this just through taught lessons, so training and opportunities for leadership are a right for all pupils throughout their time at TCES. We are currently developing our capacity for potential traineeships and apprenticeships as part of this leadership specialism, so that our current pupils might have the option to form a significant proportion of our future workforce.

Leadership through the LIFE Programme

LIFE is Leadership; Independence Skills; Future Options & Employability; Empowerment

Through the LIFE Curriculum we expect our pupils:

- To learn, succeed and flourish in school
- To be suitably prepared to thrive as adults
- To develop skills that underpin future resilience

- To provide a real voice for all pupils
- To be inspired to become values-based active citizens, now and for the future

In particular, through the Leadership Curriculum, we aim to enable their confidence; raise their aspirations; recognise their talents; identify their leadership qualities and go on to lead:

- ❖ Lead themselves
- ❖ Lead others and
- ❖ Lead the community

It could be easy to skip over the first of these and focus on the traditional view of Leadership regarding leading others and communities. Leading oneself is a pre-requisite of good leadership in other situations and for our pupils the challenges are significant. At TCES, leading oneself can take the form of recognising when they are being influenced by their peers and others, in social and family situations as well as online. It will also be about modulating their sensory needs and associated behaviour, leading to increased pro-social behaviour patterns. We will discourage 'followers' and teach pupils the signs of influence by others as well as the skills to avoid it and change it.

Opportunities for leading others come in many forms in TCES schools and services, but perhaps our commitment that *EVERY* pupil has a responsibility, or role in school, provides a starting point. To supplement this, TCES offers pupils real training in this area with accredited peer mentoring courses.

Through our enrichment programme, we expect all pupils to become involved in matters that are important to them, to TCES and to British Values. As a result, pupils become fully engaged in Black History month, LGBT month, charity fund raising and other community leadership events.

Some other learning that our pupils will be experienced as a result of the Leadership Curriculum are:

- Belief in self (Learning to 'Lead' yourself)
- Resilience
- Setting goals
- Planning tasks and activities to meet these goals
- Communicating with teams and individuals
- Recognising the strengths and potential of others
- Inspiring others to meet goals
- Organising work and delegating
- Reviewing performance
- Resolving problems
- Maintaining a 'can do' attitude
- Seeing the Big Picture

This Curriculum Guarantee identifies a minimum of two lessons a week dedicated to Leadership development for pupils of all ages. From the first week back in September, pupils will be engaged with preparing for presentations that will support their applications for Leadership Council roles and for other roles and responsibilities throughout the school. This

will require the development of ICT-based presentation skills as well as work that will contribute to externally accreditation, such as English Speaking Board qualifications.

As part of the Curriculum Guarantee, every pupil at a TCES school or service will study an appropriate Leadership option throughout their education. This will be supplemented by leadership development activities and additional support through: Leadership and Life Skills Coaching; motivational speakers (both regular and guest speakers); peer mentoring opportunities; school council tasks; community projects and other leadership roles.

Other curriculum options, without the word 'leadership' in their title, will be optimised to develop further leadership skills. For example, first aid, food hygiene and debating through English Speaking Board, all require pupils to gain knowledge that provides them with the capacity to guide others in those specific areas.

Mentoring features highly in the curriculum offer with pupils gaining Level 1 and 2 Peer Mentoring qualifications yearly. Ultimately, as mentors work through a ladder of qualifications, they will have the opportunity to take-up traineeships (14-16) and apprenticeships (16+) within TCES, in addition to the Alumni Mentor roles already being filled by past pupils. This forms part of the unique 'entrant to employee' plan for our pupils.

As part of their bespoke Pathway Plan, each pupil will be offered their appropriate leadership development starting point. This will be determined by their prior experience, potential and aptitude.

All staff are expected to positively promote the LIFE programme as well as advocate for it in all aspects of school life.

To facilitate this leadership offer each site will have two members of staff appointed to act as a Lead for our LIFE Programme. These leads have agreed to the 'The TCES Way: Pupil Leadership (L.I.F.E)Lead- Commitment to Excellence' statement and will champion the programme in their schools and services.

- North West London: **LI** = Irena Hussein **FE** = Niota Cover
- East London: **LI** = Anna-French Walker **FE** = Jack Briggs
- Create Service: **LI** = Winifred Alexander **FE** = Unell Felix

The Deputy Head on each site is ultimately responsible for the success of the Leadership and LIFE Programme delivered through a comprehensive LIFE offer on each site. They will register as Approved Assessment Centres with all the appropriate awarding bodies. ASDAN, English Speaking Board, Sports Leaders UK, BTEC, NCS, British Cycling. etc. and ensure that training and registration for Verified Tutors and Assessors are in place. Specific details of the centres' registration to the individual awarding bodies and the availability of verified tutors are both kept by the site administration team.

The School Support Partnership will also support staff delivering the LIFE programme:

- Leadership and Independence – Corinne Hyman
- Future Options and Employability – Oran Blackwood
- Empowerment – David Coulter

Leadership Week (Including Careers Guidance)

Leadership Week will take place cross company during the first term in Autumn as highlighted in the TCES Calendar and will showcase the newly appointed Leadership Council representatives. Enrichment activities and visits will be planned for this week including guest speakers, local business people and opportunities for pupils to 'Step Up' into staff roles within the schools.

Arts Specialism

The Arts specialism provides access to engaging and exciting learning experiences that encourage all pupils to get active, have fun and to be creative. It is yet another opportunity to discover the hidden gifts and talents of our pupils. In line with the TCES 'School Life Without Labels' philosophy, traditional labels of SEMH / ASC for pupils will be replaced with pupils' chosen specialisms in 'Arts': They will become actors, animators; artists; dancers, game-designers; musicians; singers; photographers; script writers etc. rather than pupils with a certain diagnoses.

All pupils will experience Arts subjects in each year they attend a TCES school. This will be delivered through a mixture of a timetabled lessons and option blocks, a carousel of experiences, as well as scheduled events throughout the year. A range of opportunities will be provided so that all pupils are involved in a variety of enrichment activities including clubs, external/community projects, competitions, and events. Pupil's work will be presented frequently, through showcase evenings, exhibitions, and virtual galleries.

There will also be considerable opportunity for the 'Leadership' element of the TCES LIFE Programme to be delivered through 'Arts' subjects, when older and/or more talented pupils share their learning as part of a deliberate plan for mentoring, peer assessment, learning and teaching.

Each school and Create will produce a plan, detailing how they will excel in their chosen specialism which will be reflected in their curriculum choices for the non-core elements of their timetable and in their outcomes, especially at KS4 and KS5. The plan will also detail precisely how high levels of subject knowledge, enhanced training, CPD opportunities, and excellent subject practice will all benefit pupils and staff throughout the school and across TCES.

Arts Week

The Arts week has been devised as a way of showcasing the creative subjects of our TCES Curriculum. The Arts Week is for every pupil in every school to get involved with. Arts week is in July.

Some of the creative activities that could fall into Arts week, as a way of introducing our pupils to the subjects are:

- Dance/Drama – performers in the school / production / workshops
- Music – performers in the school / production /concert
- Art – posters / flyers / invitations
- Photography – pupils to photograph / video school production
- Art exhibition – open day / morning showing off all art produced
- School play /Talent show /X Factor – invite parents/carers/Local Authorities
- Food Technology – baking treats / refreshments for Art exhibition/school production / cooking dinner for pupils and staff
- Design Technology – prop making for school production / classroom decorations
- Enrichment - trip out for pupils – musical / concert /play

The Arts Team

Claire Hopkins	Art Teacher at TCES East London	Claire.Hopkins@TCES.org.uk
Esther Subira Garcia	Music Teacher at East London	Esther.Subira-Garcia@TCES.org.uk
Santiago Alcon	Art Teacher at TCES Create	Santiago.Alcon@TCES.org.uk
Brian Scales	Art Teacher at TCES North West London	Brian.Scales@TCES.org.uk
Max Rushton	Art Teacher at TCES North West London	Max.Rushton@TCES.org.uk
Innes Cardno	Music Teacher at North West London	Innes.Cardno@TCES.org.uk

Our Curriculum Group will continue to develop ideas for this, and each school will start planning for the Arts Week early in the year. Weekly Senior Leadership Team meetings must have all the focus weeks on the set-agenda, as will the Student Council.

Teaching British Values

A few years ago TCES was extremely excited to see the introduction of British Values from the Department of Education. We had been teaching our pupils about these initiatives for a long time, and this Government guidance gave us real clarity around a framework with which to do so. British Values are the glue that underpins our Community Values, our SMSC teaching, our Leadership Curriculum and our Emotionally Healthy schools initiative. British Values form a crucial part of all teaching in TCES schools and services.



All children must be taught about the 4 British Values of:

- Democracy;
- The Rule of Law;
- Individual Liberty; and
- Mutual respect and tolerance for those with different faiths and beliefs or those with no faiths.

Typically, these are introduced through assemblies and group process sessions, allowing the pupils to explore the meaning behind each one. Pupils will then be encouraged to explore how each of the British Values is represented in their own school or service, and their own contribution to achieving these.

According to the Department of Education guidance, “actively promoting the values means challenging opinions or behaviours in school that are contrary to British values. Attempts to promote systems that undermine British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining British values”.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting British values:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) will be accepted and tolerated, and will not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils, staff and external stakeholders
- use opportunities such as general or local elections to hold mock elections to promote British values and provide pupils with the opportunity to learn how to argue and defend points of view
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths

- consider the role of extra-curricular activity, including any run directly by pupils, in promoting British values.

Black History Month (BHM)

Perhaps the most significant whole-school curriculum focus period is Black History Month. Black History Month always provides a fantastic opportunity for us to recognise the outstanding contributions people of African and Caribbean descent have made to our country over many generations. From business, law and education to technology, sport and the creative arts, Black British people continue to leave an indelible mark upon every sphere of life in Britain.

TCES schools and the Central Services team come alive with activities including artwork, poetry competitions, performances, debates, visits and visitors. Nobody will be left in any doubt as to the achievements and potential. Our BHM activities will have a particular significance given the world's reaction to events in the USA, resulting in the global BLM demonstrations of unity. TCES recognises that we have to support pupils from BAME backgrounds to understand the inequality that exists in society and how we can help these pupils to develop pro-social personal agency and community activism to speak out and have a real impact against the social inequalities and systemic discrimination that forms part of our society and its institutions today.

Cultural Week

TCES recognises that our greatest strength lies in the fact that a very significant percentage of our managers, staff and pupils come from diverse backgrounds representing multiple races, cultures, religions and nationalities and we celebrate and seek to learn even more about that diversity in our Cultural Week, which takes place in term 4/6. Our Curriculum Group agreed that the pupils, with the support of the SLT, will decide on a continent they wanted to focus on during this week, and the staff would include elements of History, Geography, Religious Education and Design Technology into that chosen topic. It gives the pupils a chance to study a continent in detail, and the weeks' activities are to be focussed on it.

- Start by choosing which continents each class group or Key Stage will study. Student Councils can play a role in this decision-making process – think democracy!
- Plan the week around the pupils researching and finding out as much as they can about that continent.
- Explore the history of the continent, including their Governance and/or Monarchy.
- Explore the geography of the continent, and the differences across the continent.
- Explore the cultures of the continent – consider dress, religion, cultural events, language and education.
- Consider art projects around buildings, wildlife, or geography of that continent.
- Consider cooking activities and cultural lunches in school to explore the food of the continent, and for pupils to experience the food of other continents.
- Plan trips out to see venues that may link to the continent, such as The Commonwealth Institute or embassies.

- End the week with each class group or Key Stage giving a presentation on their continent – this can even be linked into the English Speaking Board wherever possible.

Our Curriculum Group will continue to develop ideas for this, and each school will start thinking about planning for the Cultural Week from the end of January. Weekly Senior Leadership Team meetings will have this on the agenda, as will the Student Council.

Curriculum Enrichment

It is the expectation that all TCES pupils have access to the TCES Big Picture Curriculum, but that they will also benefit from a wide range of Curriculum Enrichment activities. The Curriculum Group has defined these as the following activities:

Charity Days

We have identified 5 days per academic year that will be charity focus days, and these are all diarised on the TCES calendar. They are:

- Macmillan Coffee Morning – September;
- Children in Need – November;
- Childline Charity Day – January;
- Red Nose Day – March; and
- Sport Relief – March.

It is expected that all schools and services will observe these days and plan interactive activities for the pupils and staff to raise money for charity during the activities. All events will be planned in conjunction with the Student Council and will be well documented on the school Charities wall display.

Black History Month – October - This falls in October every year, and the expectation is that all schools and services will focus all learning around this event. A fuller description of events and planning can be found earlier in this document.

Anti-Bullying Week – November - Every school and service is expected to observe anti-bullying week each year. We would expect that there are assemblies, group process and relationship mentoring sessions, all linked to anti-bullying and led by the Student Council and/or the Anti-Bullying council where appropriate.

LGBTQ History Month – February – Every school and service is expected to address LGBT history throughout the month of February. There will be assemblies, group process and where possible, external speakers, coming to talk to the pupils about LGBT history and rights. We want to encourage all pupils in TCES Schools and services to feel that they can openly discuss LGBT issues in a supported forum and remind them of our zero tolerance towards LGBTQ discrimination.

Inter-School Football Tournament – May - Our schools and services come together to compete in the inter-school football tournament. This happens in May and involves trophies for winners, runners-up and player of the match awards.

Celebration Day – July - Each year, the company holds a Celebration Day for all pupils at the end of the summer term. This involves all pupils and staff attending an “away-day” that involves all children taking part in sport activities, group learning and teamwork. Some of the activities include raft building, climbing, abseiling, archery, canoeing, kayaking and sailing.

Days to Observe – Throughout the TCES School Calendar, there are a wide variety of days that are highlighted for schools to observe. These are marked in orange text. Some examples of these days are Remembrance Day (11th November), Holocaust Remembrance Day (2nd May) and Nelson Mandela Day (18th July). These days will, wherever possible, be discussed with the pupils through assembly, group process and tutor time, with real clarity given around the meaning behind each one.

Sixth Form Provision

TCES Sixth Form pathways offer a personalised, specialist education for students aged 16+. At the end of year 11, the many options open to these students may not quite fit their needs and they may be uncertain about what to do next in terms of further education, training or employment. Often, their route through education has not followed 'typical' pathways. This group of pupils may, therefore, need a more considered transition to adult life, using a scaffolding approach, where a greater number of shorter steps are taken and the help and support available is more focused on the personal needs of each individual.

We work closely with each young person and their family to understand the hopes and dreams they have for their future, what they would like their adult life to look like and then we work collaboratively to design a programme to enable them to start that journey.

Outcomes for Sixth Form Pupils

Our pupils come from a wide range of backgrounds but have one thing in common. They have failed to engage with education in its traditional form because of varied, often serious, social, emotional, and developmental challenges faced by them. TCES aims to provide a wraparound educational and therapeutic educational offer which allows our pupils to develop into fully active and contributing members of society.

We do this by providing opportunities to:

- Gain qualifications which help them to access the world of work
- Thrive in an environment which supports them to develop realistic and achievable pathway towards adult life
- Regulate in the wider community and become responsible citizens
- See their own value and to identify their skills and hidden talents
- Develop financial awareness and the skills needed to be financial independent
- Access opportunities to take part in extended work experience
- Foster realistic but challenging educational goals in parallel with their working life aspirations
- Gain confidence and resilience in interacting with the wider community
- Visualise and plan for their employment journey including a 'back up plan'
- Develop a culture of lifelong learning.

The TCES Sixth Form provides a therapeutic model which supports young people with significant challenges transition into further education, higher education, training, or employment. The Sixth Form takes an integrated approach to providing solutions for Preparing for Adulthood where traditional teaching and learning approaches may have failed. TCES offers a very personalised educational experience which is unique in its ability to respond to student needs. As such we offer a five-part curriculum for all students which is adapted for each student on an ongoing basis. Young people have a personalised curriculum, designed collaboratively with the young person and parents and carers, so that a clear pathway to a positive destination is developed around their strengths, talents, and interests.

Sixth Form Curriculum Offer

Our Sixth Form is a unique opportunity to support the future options for all our young people at each stage of their learning, and this includes supporting social communication and interaction, emotional development, and self-regulation, as well as resilience and fortitude. It is our goal for our primary and secondary pupils to progress into a Sixth Form that further supports preparation for adulthood so they can become successful and independent young people.

Our offer includes courses in the Sixth Form starting at Level 1 and continuing to Level 3. We also have access to work-based learning, UCAS support and opportunities to progress into employment with TCES as an Alumni Mentor beginning with Peer Mentoring qualifications.

Our young people will have access to an individualised learning experience to ensure aspirations for academic, vocational, and personal growth. They will have access to specialist subject teachers, to support pathways to employment, independence skills, therapeutic interventions and enrichment delivered through our award-winning LIFE programme.

Young people find and express their goals and plans, and work towards these outcomes:

Accreditation and qualifications

- Pupils undertake accredited courses for up to two years, centred around our Five Part Curriculum, which is designed specifically for neurodiverse learners. This includes vocational courses at college and access to internal subject options delivered in learning blocks so that students have access to a wider range of courses
- A range of qualifications including A levels, GCSEs, BTECs and Functional Skills supporting pupils to progress into employment, training, further education, and higher education.
- Support for young people to achieve awards alongside the more traditional academic and vocational subjects, including First Aid, Fire Safety, and Health and Safety qualifications.
- Pupils study the LIFE curriculum (Leadership, Independence, Future options and employment, Empowerment), raising their self-esteem, entrepreneurial and resilience skills

Destination Planning

- All Sixth Form pupils' progress into positive destinations and are supported to attend college, interviews and are inspired to make positive plans for their future
- Have their own Pathway Plan that outlines and tracks their one- or two-year programme on a step-by-step basis
- Pupils have access to a multi-disciplinary team including therapists, clinicians, and inclusion social work

Careers Advice and Preparing for Work

- Pupils have access to a careers' advisor and work towards an aspirational employment goal and have access to up to date, unbiased careers advice, including understanding local employment opportunities
- Pupils have access to work experience or placements
- Pupils have job search training - CV, application form and personal statement as well as interview support.

Impact

Intended Curriculum Outcomes for Pupils

Our curriculum is specifically designed to inspire our pupils to build an identity and character based on: curiosity, confidence, appropriate independence, valuing interdependence, generosity of spirit, inclusivity, healthy individuality and high aspirations. Every pupil attending TCES schools and services leaves an indelible mark on our community.

We hold many examples of pupils (and expect many more) making transformational improvements in decision-making, confidence, self-esteem, and ambition resulting in enhanced life-chances. To secure these outcomes, we have created, and continue to develop and improve a curriculum that is vibrant, demanding, progressive, inclusive, and able to meet individual needs.

Accommodating individual choices was a central premise of the design process and as a result, each teacher works closely with their pupils to build a pathway to match their needs, learning styles, ambitions and to set appropriate challenge.

Evaluating Impact on Pupils

In order to evaluate the impact of our Big Picture curriculum, we must answer the following questions against our accountability measures:

- **Does every pupil enjoy school?**
 - ❖ Optimum attendance
 - ❖ Positive engagement
 - ❖ Participation
 - ❖ Achievements
- **Is every pupil a reader?**
 - ❖ Rapid reading progress
 - ❖ Achieving the highest level of qualification within their individual capabilities
- **Do we have aspirational expectations for all pupils?**
 - ❖ Staff and pupils share ambitious targets and goals
- **Is every pupil sufficiently confident?**
 - ❖ Able to participate in society and make their voice heard
 - ❖ More confident than on arrival at TCES
- **Is every pupil sufficiently equipped with numeracy and literacy to take their place in the world of work?**
 - ❖ Clear pathways to employability

- **Is every pupil a leader?**
 - ❖ A leadership role in school and / or beyond
 - ❖ Knowledge, understanding skills and experience to be a leader
- **Is every pupil sufficiently independent to thrive as adults in society?**
 - ❖ TCES Platinum Award: Independence Skills Challenge (ISC)
 - ❖ Linked external accreditation
- **Do all pupils have the knowledge and understanding to make healthier lifestyle choices?**
 - ❖ Completed PE, Health, Fitness and Wellbeing Passport
 - ❖ Living healthier lifestyle than on arrival at TCES

In addition to their bespoke Pathway Plans each pupils' progress is tracked within a highly flexible assessment system which is monitored, analysed and reported on.

Success for our Pupils

Success for our pupils at the TCES is multi-faceted. If our pupils leave a TCES school with a wide range of qualifications and accreditations, at age-appropriate levels, based on their hard work and abilities and if they can foster a positive sense of lifelong learning, then we can feel a real sense of achievement. However, more than that, a significant part of our roles at a TCES is to prepare our pupils for when they leave us, to make and sustain long term appropriate relationships, and to have an ability to manage in future groups at work, training or further education.

Evaluating Curriculum Impact

Curriculum and Assessment Committee

The Curriculum and Assessment Committee is made up of the CEO, Director of Integrated Services, Executive Headteacher, Deputy School Development Partner, Education Governor and Non-Executive Director for Education. The group meets half termly.

SSP Curriculum and Assessment Group

The TCES SLT Curriculum and Assessment Group is formed from the education senior leaders from the School Support Partnership and include Head Teachers, Deputy Headteachers, SENCOs, Deputy School Development Partners, and the Head of Sixth Form. The group meets weekly.

Teaching and Learning Mondays/Fridays

Teaching and Learning Mondays/Fridays include scheduled after school sessions to support the development of the curriculum and teaching and learning within each school and across TCES.

The sessions are a mixture of the following:

- School-based Teaching and Learning meetings/training sessions
 - Learning Walk focus sessions
 - Pedagogy sessions
 - Internal T&L and curriculum training/sessions
 - Work Scrutiny sessions
 - Internal data analysis

- Cross Company Teaching and Learning meetings/training sessions in curriculum groups
 - Curriculum planning: vision, rationale, long term planning, subject budgeting
 - Curriculum monitoring, evaluation and review
 - Marking Marketplaces to support best practice
 - Cross company subject data analysis and evaluation
 - Curriculum specific sessions/training
 - Deep dive training
 - Qualification/National Curriculum training
 - Subject specific professional development

Cross Company Moderation and Data Analysis Meetings

These meetings are an opportunity for colleagues to quality assure each other's marking. Typically, teaching teams bring a selection of their books/exam papers/course work to the meeting, where they are swapped with colleagues and the marking/data scrutinised. It gives teaching staff an opportunity to look at how colleagues are marking books, assessments, and course work, as well as reviewing pupil outcomes within their subject. It allows teachers to reflect on the quality of their own marking, assessment, and pupil outcomes. Moderation and data analysis meetings happen termly, cross company as outlined in the TCES calendar.

Supporting Documentation

1. Teaching and Learning Framework
2. Staff Code of Conduct
3. Staff Handbook