



The Brook Special Primary School Curriculum, Assessment and Classroom Management Policy

(OCT 2026)





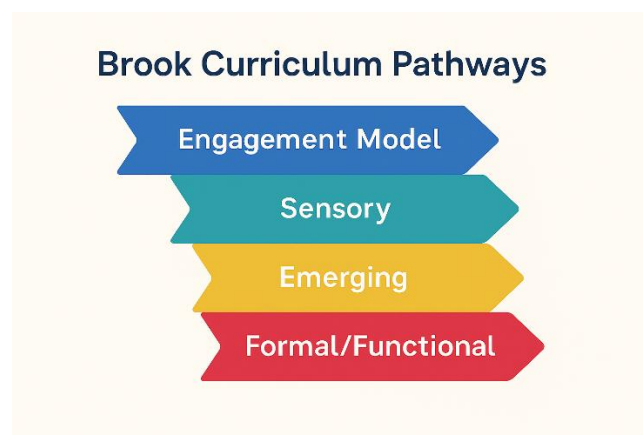
Our vision

Our approach is rooted in providing adapted, holistic support to meet the complex needs of our pupils at every level. We are committed to nurturing a strong and collaborative team culture, valuing and building on the skills and expertise of all staff.

We strive to implement a blended range of progressive strategies to support meaningful progress across all areas of the curriculum and beyond. We also actively encourage our pupils to engage with the wider community.

All learning is delivered at a personalised, meaningful pace, with tailored planning that supports each pupil's individual journey and success.

We provide a rich, relevant, and creative curriculum that supports all pupils to develop meaningful knowledge and transferable life skills. Our spiral curriculum enables pupils to revisit topics across their school journey, deepening understanding and building on prior learning. In order to achieve this we group our pupils into four curriculum pathways. To facilitate progress, learners can move between pathways within their curriculum area, ensuring flexibility to meet individual needs.



Each pathway is carefully crafted to provide learning opportunities that use various teaching approaches to engage, stimulate and stretch pupils and consolidate prior learning. Learning progresses from simple to more complex concepts, ensuring logical development whilst maintaining engagement and accessibility for all learners.



Curriculum Structure and Mapping

Three-Year Curriculum Cycle

Our curriculum is organised into a termly rolling three-year cycle for yr1-yr6 pupils. Each term explores a whole-school topic, which is constantly revisited and developed over time. The three-year mapping ensures progression, continuity and coverage of key skills and knowledge as the child progresses through the school.

All Teachers:

- ✓ Plan lessons from the schemes of work
- ✓ Set termly targets based on pupil needs
- ✓ Adapt learning according to pathway

Curriculum Pathways

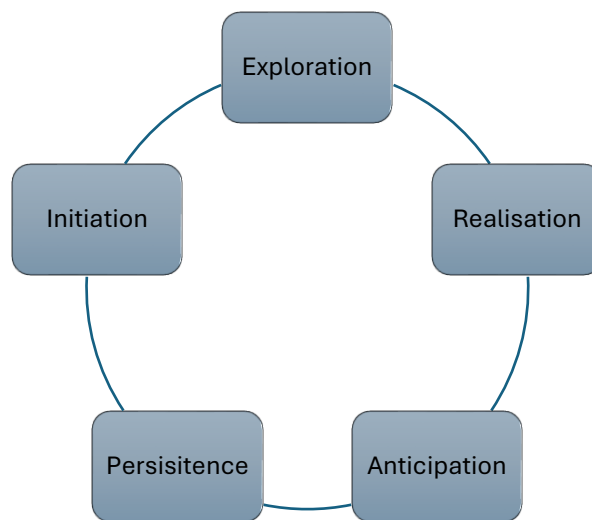
1. Engagement Pathway

Learners at this stage are at the earliest level of development and may show limited or inconsistent engagement with learning.

Teaching is based on The Brook's bespoke curriculum and uses the Engagement model as an assessment framework. For example, pupils working on the Engagement model will access individualised and personalised learning objectives, tasks and activities from the Brook's schemes of work embracing all subjects.



Pupils will focus on:



- ✓ **Exploration** – how pupils investigate and interact with their surroundings.
- ✓ **Realisation** – recognising cause and effect or understanding outcomes.
- ✓ **Anticipation** – predicting what might happen next.
- ✓ **Persistence** – sustaining attention and effort.
- ✓ **Initiation** – beginning actions independently.

These areas are not linear.

Learning is highly personalised/ sensory-based/ and focused on building attention, interaction, and early communication.

2. Sensory Pathway

Learners engage more consistently and benefit from structured sensory-based learning experiences.

- ✓ Learning is practical, hands-on, and experiential
- ✓ Pupils begin to respond, interact, and show preferences
- ✓ Engagement is increasing but is still supported through sensory input



3. Emerging Pathway

Learners begin accessing elements of the formal curriculum. These pupils are:

- ✓ Developing early academic skills
- ✓ Increasing independence
- ✓ Beginning to generalise skills across contexts

4. Functional/Formal Pathway

Learners access a more structured and formalised curriculum, consequently they:

- ✓ Focus on applying skills in meaningful, real-life contexts
- ✓ Have increased independence
- ✓ Are being prepared for later learning and life skills

Curriculum Delivery

Learning is delivered through a personalised and adaptive approach that reflects the individual needs, developmental stages and communication styles of pupils. Teachers adapt lessons, resources and strategies to ensure all learners can access the curriculum appropriately. A consistent routine is supported through visual timetables, symbols, communication and now-and-next boards to promote communication, regulation and engagement.

Curriculum delivery follows the school's curriculum mapping and includes a balance of teacher-led, guided and independent learning, alongside sensory and practical approaches where appropriate.

Core subjects create the weekly spine.

Weekly provision includes:

- ✓ phonics sessions: 1 discreet phonic and 1 reinforced session for pupils on the Engagement to Emerging pathways, pupils on the Formal/Functional curriculum are expected to take part in 2 discreet phonics sessions a week (1-1 interventions are



available throughout the academic year for individual referrals). All planning and assessment is available with the Little Wandle SEND programme.

- ✓ Two maths lessons (1 number and 1 Maths topic)
- ✓ One PSHE lesson (can be integrated into circle time)
- ✓ One PE lesson
- ✓ One Science/UW session (cf mapping for pathway differentiation)
- ✓ One-to-one reading opportunities
- ✓ Writing or fine motor/sensory-based activities adapted to need

All other subjects are covered as shown in the mapping document.

For Science & Humanities, pupils on the Engagement pathway are taught within 'Understanding the world'. This enables the delivery of Science and Humanities' fundamental concepts in a holistic and sensory way.

All lessons include key vocabulary and are adapted to meet the needs of sensory, engagement and functional learners

Continuous Provision

Continuous provision and free flow learning provide children with ongoing opportunities to learn through play, exploration and sensory experiences throughout the day. Classrooms are organised into different learning stations, such as sensory play, construction, creativity, reading and maths-based play. These allow children to access resources independently and move freely between activities whilst adults work one-to-one or in small groups at a focus table (whole-class teaching may not always be appropriate). This flexible approach also supports sensory regulation and gives access to outdoor spaces or sensory circuits where needed, helping children remain engaged, regulated and ready to learn.





Sensory Regulation

Sensory regulation forms an important part of curriculum delivery and supports pupils to become calm, focused and **ready for learning**. In line with Occupational Therapy (OT) principles, children may access sensory circuits, movement breaks and regulation activities throughout the day to support their sensory processing needs and, where necessary, activities may include running, climbing, balancing, using scooters or bikes, trampolining or swinging, deep pressure activities or accessing quiet calming spaces. These opportunities help pupils regulate their emotions and bodies, improve attention and engagement, and enable them to access learning more successfully. Sensory circuits work on the principles of alerting-organising-calming.



Curriculum Planning

Teachers

Curriculum Planning & Engagement-Based Target Setting (Summary)

Teachers begin curriculum planning by identifying each pupil's pathway: **Engagement, Sensory, Emerging, or Formal/Functional**, ensuring all learning is appropriately matched to their developmental stage, communication needs and access to learning.

For pupils on the **Engagement Pathway**, targets are written using the five engagement strands: exploration, realisation, anticipation, persistence, and initiation. These strands are not separate from the curriculum but are used as the way pupils access all learning.

Engagement-based ICAN statements are written across curriculum areas such as literacy, Maths, RSHE, PE, Science, Understanding the world, and Art and Design, ensuring a broad and balanced curriculum is still delivered. For example, a target may focus on exploring books in literacy or showing anticipation in a cause-and-effect Science activity.

For pupils on the **Sensory, Emergent, and Formal Pathways**, targets are written using the adapted curriculum and national curriculum framework, following the school's three-year



cycle and termly curriculum map. These pathways use the full subject offer, including the ten curriculum areas, with clear subject-specific learning objectives.

Our curriculum includes:

Subject Area	Details
Literacy	Reading (including stories)
	Writing
	Phonics (Little Wandle Letters and Sounds Revised)
Mathematics	Number (time+money)
	Measurement
	Geometry (2D and 3D shapes)
Science/ Understanding the World	(primarily within Engagement pathway)
PSHE / RSHE	Personal, Social, Health & Economic Education / Relationships, Sex & Health Education
Physical Development	PE
Humanities	History
	Geography
Art and Design	Visual Art
	Design & Technology
Music	
RE	Religious Education
Computing	

Each teacher individualises planning based **on the Schemes of work**. It may be organised weekly, half-termly, or termly, but must always reflect curriculum mapping, pupil pathways, and termly topics. Teachers are responsible for adapting learning to ensure all pupils can access the curriculum appropriately and make progress.

Across all pathways, teachers set *termly targets* across the ten curriculum areas for each pupil, and these are clearly displayed in the classroom to support consistency and shared focus.

Assessment is ongoing and evidence-based, including observations, pupils' work examples and photographic evidence of learning. All evidence and written assessments are uploaded to *Tapestry*, showing progress, engagement, and next steps. Reading progress is recorded in individual reading records.

Overall, curriculum delivery ensures a structured yet flexible approach where teaching is



adapted to the learner, whilst maintaining clear curriculum coverage, progression and consistent assessment.

Curriculum Teams

Curriculum teams organise development, and monitoring of their curriculum area to ensure high-quality teaching and learning throughout the school. Each team has a curriculum subject co-ordinator.

Curriculum teams work collaboratively with colleagues on a peer-to-peer basis to promote development and uphold standards within their specialist curriculum areas.

Assessment

Assessment is continuous, meaningful, and linked directly to learning.

Formative Assessment

Tapestry 1 assessments (#1,2)

Assessment observations in Tapestry follow a specific structure:

Each assessment observation requires:

- ✓ A learning objective or 'I can statement'
- ✓ An outline of progress against the learning objective with levels of support (physical support/prompting, verbal support, Independent)
- ✓ A next step for progress



The following number of observations take place annually:

Engagement	Sensory/ Emerging	Functional/ Formal
✓ Termly summary observations focusing on the 5 areas of the Engagement model ✓ Ongoing spontaneous observations	2 × Phonics (for pupils on all Phases) 3 × Literacy (Reading and Writing) 3 × Mathematics 3 × PSHE 3 × Science 2 × PE 2 × Art, Design & Technology 2 × Music 2 × Humanities (History/Geography) 2 × Computing	2 × Phonics (for pupils on all Phases) 3 × Literacy (Reading and Writing) 3 × Mathematics 3 × PSHE (end of year progress report has a general focus on RSHE) 3 × Science 2 × PE 2 × Art, Design & Technology 2 × Music 3 × Humanities (History/Geography) 2 × Computing

Spontaneous Observations

- ✓ Spontaneous observations are used to record specific 'wow' moments or when a pupil reaches a specific milestone development.
- ✓ Spontaneous observations do not use Tapestry's assessed observation structure
- ✓ Spontaneous observations are crucial for learners on the Engagement Model and Key stage standards as they encapsulate specific progress milestones in what can be fleeting moments.



Brook Assessment Framework

- ✓ All pupils are assessed using the school's: **Sensibly,app** (Brook) assessment framework
- ✓ Progress is monitored and updated twice a year
- ✓ Summative progress is incorporated into the Annual Review documentation

Assemblies

At The Brook, each class is responsible for delivering two assemblies during the academic year:

- ✓ Themed Celebration Assembly
An assembly focused on a significant festival or celebration from one of the five major world religions (cf the RE subject policy for guidance). Main charity events and significant seasonal events are also included.
- ✓ Celebration of Learning Assembly
An assembly that highlights pupils' individual progress and achievements, shared with parents/carers and the wider school community.

Annual Progress report

In the Annual report, teachers provide a comprehensive summary of each pupil's progress against all areas of the curriculum for the Academic year.

Phonics Assessment and reading

- ✓ The Little Wandle assessment system is used twice a year for pupils working at Phase 2 or beyond.
- ✓ Termly assessment in the Tapestry online learning journal takes place for pupils working at Phase 1 (resulting in all 7 aspects annually)
- ✓ Reading for pleasure books are sent home weekly and replaced (reading for pleasure books have no phonics banding). A reading record book is also sent home.
- ✓ Phonics (Big cat) reading books are sent home weekly and replaced for pupils working at Phase 2 and beyond; progress is recorded in the reading record book
- ✓ Termly focus book boxes are available for classes during ERIC sessions (Everybody Reads In Class).



Monitoring and Review

Senior leaders, supported by curriculum teams, conduct lesson observations/ Learning walks annually to assess teaching strategies, classroom management and pupil engagement.

Peer observations and team teaching promote shared learning and professional development

Capable environment

Teachers create a classroom environment that is welcoming, organised, engaging, and appropriately tailored to the needs of the children within their class. The classroom supports both learning and play and provides opportunities for independence, exploration, and development.

Each classroom includes clearly displayed **visual timetables**, including a 'Now and Next' timetable where appropriate, to support pupils' understanding of routines and transitions. Timetables are updated each term and sent to parents.

Classrooms contain a range of clearly defined learning areas, including:

- ✓ A **play area**,
- ✓ A **reading area**,
- ✓ A **library area** where pupils can independently access books,
- ✓ Areas designed for **focused learning and working**,
- ✓ Areas designed for **play-based learning and exploration**.
- ✓ **Outdoor areas** are essential play and sensory regulation spaces.

Teachers ensure that **reading areas** include a range of engaging and age-appropriate books, including special or high-interest books that are kept separately to promote reading for pleasure and encourage enthusiasm for reading.

Thematic Continuous provision activities are available and accessible during playtimes and independent learning opportunities, in order to encourage exploration, creativity and the development of key skills.

Resources and visual supports are adapted according to the needs and developmental levels of the pupils. These may include larger communication packs, additional visuals, picture-supported resources and adapted learning materials where appropriate.



Classrooms include a **designated play cupboard** or storage area containing toys, sensory resources and play-based learning equipment which is accessible and organised appropriately.

Displays within the classroom are purposeful, relevant and regularly updated. Displayed in the classroom are:

- ✓ Learning targets,
- ✓ Behaviour profiles and support information,
- ✓ Safeguarding team information,
- ✓ Key classroom information and routines,
- ✓ Phonics displays in every classroom,
- ✓ Curriculum and learning support displays,
- ✓ Updated termly timetables

All displays and classroom environments support learning, independence, communication and pupil wellbeing

Parent/Carer Engagement

Parents play a central and irreplaceable role in the special education journey of their child. Their involvement, insight, and advocacy are key to ensuring that their child receives the support, understanding and opportunities they need to thrive. Parents/carers receive daily updates in home-school books and regular phone calls for sharing key information.

Experts on Their Child

- Parents bring invaluable knowledge about their child's personality, strengths, challenges and preferences.
- Their observations and experiences help shape personalised learning plans and inform teaching strategies.

Active Partnership with the School

- Effective special education relies on strong collaboration between parents and educators.
- Parents participate in **review meetings, Education, Health and Care Plan (EHCP) discussions, goal setting and My Needs profile** creation, ensuring that decisions reflect the child's best interests.
- Termly targets are shared with parents



Support at Home

- Learning is reinforced beyond the classroom through strong parental engagement. Workshops and community events help parents develop strategies to support complex needs at home while building a network of support with other families.
- These events help create consistency between school and home environments, which is especially important for children with SEND.

Advocacy and Voice

- Parents advocate for their child's rights, access to services and inclusion.
- They ensure their child's voice is heard, especially when the child may have limited communication.

Emotional Support and Encouragement

- Parents provide emotional stability, encouragement and reassurance, helping their child build confidence and resilience.
- Their support is crucial during transitions, challenges, and celebrations of progress.

Engagement in Learning

- Parents are offered frequent opportunities to engage with school activities, workshops and training to better understand their child's needs and how to support them.
- They contribute to the school community and help foster a culture of inclusion and understanding.



(# APPENDIX 1)

Engagement Model – Termly Progress Observation Template

Context

Curriculum Area:

(Provide a broad overview of the curriculum areas, supported by relevant photographs)

Assessment Period:

(e.g. Autumn Term 1)

Overall Focus

To evaluate the pupil's **progress in engagement over time** across the five areas of the Engagement Model within a familiar, repeated activity.

Summary of Progress Over Time

(Provide a brief overview of how the pupil's engagement has developed across the term. Reference increased familiarity, confidence, consistency, or changes in response.)

Example:

Over the course of the term, the pupil has shown increased familiarity and engagement during sensory story sessions. Initially requiring high levels of adult support to attend, they now demonstrate more sustained focus and emerging independent interaction with key sensory elements. Repetition of the story structure has supported growing anticipation and confidence.

Engagement Model Analysis (Over Time)

1. Exploration

(How the pupil engages with and investigates stimuli over the term)

At the start of the term, the pupil briefly tolerated sensory stimuli with limited active exploration. Over time, they have begun to reach out, touch, and manipulate familiar story objects (e.g. fabric, props, sound-making items). Exploration is now more intentional and prolonged, particularly with preferred textures.



Progress: From passive exposure → active, repeated exploration

2. Realisation

(Understanding cause and effect of their actions)

Initially, the pupil showed limited awareness of how their actions influenced materials. As the term progressed, they began to repeat actions (e.g. pressing, shaking, tapping) to recreate sensory effects. There is evidence of increased awareness, shown through pauses, repetition, and observable enjoyment (e.g. smiling, vocalising).

Progress: From incidental interaction → purposeful repetition indicating cause-and-effect awareness

3. Anticipation

(Expecting familiar events or responses)

With repeated exposure to the story structure, the pupil has developed emerging anticipation. They now show early responses before familiar sensory moments (e.g. changes in posture, attention shift, facial expression). These responses have become more consistent across sessions, though still dependent on routine and repetition.

Progress: From no clear anticipation → emerging recognition of familiar sequences

4. Persistence

(Sustaining engagement over time)

At the beginning of the term, engagement was brief and required significant adult prompting. The pupil can now maintain attention for longer periods, particularly during preferred parts of the story, and is more likely to re-engage after short breaks.

Progress: From fleeting engagement → increased sustained attention and return to activity

5. Initiation

(Beginning interactions independently)

Initially, the pupil relied on adult modelling and prompts to engage. Over time, they have started to independently reach for objects, vocalise during preferred moments, or re-engage



with materials without adult direction. These instances remain occasional but are increasing in frequency.

Progress: From fully supported engagement → emerging independent initiation

Overall Engagement Judgement

The pupil has made **steady progress across all five areas of engagement**, with strongest development in **exploration and persistence**. There are **clear emerging skills in anticipation and initiation**, supported by consistent routines and repetition. Engagement is still most successful within **familiar, structured contexts** but is becoming more **independent and sustained**.

Next Steps (Towards Next Term)

- Continue **repetitive, structured story sessions** to strengthen anticipation
- Introduce **slight variations** in familiar routines to extend flexibility
- Provide increased opportunities for **choice and initiation** (e.g. selecting props)
- Develop **cause-and-effect opportunities** within story elements
- Support longer periods of **shared attention and engagement**



(# APPENDIX 2)

Tapestry Online Learning Journey Observation Template

1. Curriculum Subject & Area

Subject:

(e.g. Communication & Language / Mathematics / Personal, Social & Emotional Development)

Area of Learning:

(e.g. Listening & Attention / Number / Self-Regulation)

2. Learning Objective (I Can Statement)

(Adapted from Sensibly, The Brook Assessment Framework – Pre-Key Stage Standards)

I can:

(e.g. *I can respond to familiar instructions with support.*)

3. Progress Against the Learning Objective

Observation Summary:

(Brief description of what the child did, said, or demonstrated during the activity.)

Level of Support:

- ☐ Independent (no adult support)
- ☐ Minimal prompts (e.g. gesture, visual cue)
- ☐ Verbal support (e.g. reminders, questioning)
- ☐ Physical guidance / modelling
- ☐ Full adult support

Progress Commentary:

(Describe how the child is progressing towards the objective. Include consistency, engagement, confidence, and any emerging skills.)

Example prompts:



- Demonstrated in familiar/unfamiliar contexts
 - Beginning to/able to/secure in...
 - Needed support to...
-

4. Next Steps

Next Step for Learning:

(e.g. *Provide opportunities to follow two-step instructions with visual supports.*)

Suggested Provision/Strategy:

(e.g. *Use visual timetables and consistent routines to support understanding.*)

Optional Add-ons (for richer observations)

- **Links to EHCP / Targets (if applicable):**
(Insert relevant targets)
-

Example (Short Illustration)

Subject: Communication & Language

Area: Understanding

I can: *I can respond to a familiar instruction with support.*

Observation Summary:

During tidy-up time, Sam responded to the instruction "put the blocks in the box" after a visual cue.

Level of Support: Verbal + gesture

Progress Commentary:

Sam is beginning to respond to familiar instructions when supported with gestures. He is more confident in routine situations but needs prompts to initiate action.

Next Step:

Encourage responding to two-step instructions using visual cues and repetition.