

Curriculum and Assessment Policy

Brick Lane School



Review Date: 2 years

Curriculum and Assessment Policy for Brick Lane School

1. Introduction

This document provides an overview of the Brick Lane School curriculum and is intended to be shared with staff, governors, families, professionals and other stakeholders. It reflects our philosophy, aims and values, and sets out both what we teach, and the specialist approaches we use to ensure that every pupil is supported to learn and thrive.

At Brick Lane School, we are committed to building positive futures for every member of our community. We believe that, with the right support and a high-quality education, every neurodivergent pupil can thrive, grow in confidence and take meaningful steps towards a fulfilling adult life.

Our curriculum policy reflects this belief by setting out a framework for delivering an inclusive, structured and adapted education for autistic and neurodivergent pupils, all of whom have an Education, Health and Care Plan (EHCP). The curriculum is designed to recognise individual strengths, needs and learning profiles, ensuring that pupils are supported to make progress in ways that are meaningful and sustainable for them.



Guided by our core values of positive relationships, independence and meaningful engagement, and the expectations outlined in Part 1 of the Education (Independent School Standards) Regulations 2014, the Brick Lane School curriculum supports both academic achievement and holistic development. It provides a broad, balanced and adapted curriculum that is tailored to the needs of each individual pupil.

The curriculum is based on national guidance, including the Early Years Foundation Stage (EYFS), Development Matters, Pre-Key Stage Standards, and the National Curriculum, which are used as reference points and adapted into small, achievable steps. Our pedagogy is underpinned by evidence-based approaches, including the SCERTS framework, Trauma-Informed Practice (TIP) and the Ask, Accept, Develop (AAD) approach. These principles ensure that pupils are taught in an environment that prioritises regulation, communication and wellbeing alongside academic and vocational learning.

The curriculum is delivered through a personalised and blended model, meaning that while pupils have access to a broad and balanced universal offer, the balance of academic learning, communication development, emotional regulation, independence skills and therapeutic input may vary over time in response to individual need. This approach

recognises that communication and regulation are foundations for learning and that pupils may require different emphases at different stages of their educational journey.

Curriculum delivery is organised through three Pathways: Explorer, Discovery and Voyager – which reflect pupils’ developmental stage and learning profile. These pathways guide curriculum content, pedagogy and assessment and are flexible and regularly reviewed to ensure they remain responsive to pupils’ needs.

This policy applies across Key Stages 1 to 5 and reflects the school’s commitment to high expectations, meaningful outcomes and preparation for adulthood. The curriculum is designed to ensure that all pupils experience success, make meaningful progress and are prepared for their next stage of life.

2. Context

Brick Lane School is an independent day school in the heart of London, providing education for autistic pupils aged 5 to 18. We welcome pupils from a range of Local Authorities, all of whom have an Education, Health and Care Plan (EHCP). Each pupil accesses a broad and balanced curriculum that is adapted to their strengths and needs. Our clinical team supports the delivery of a need-led curriculum which removes barriers, nurtures wellbeing and helps pupils grow their independence.

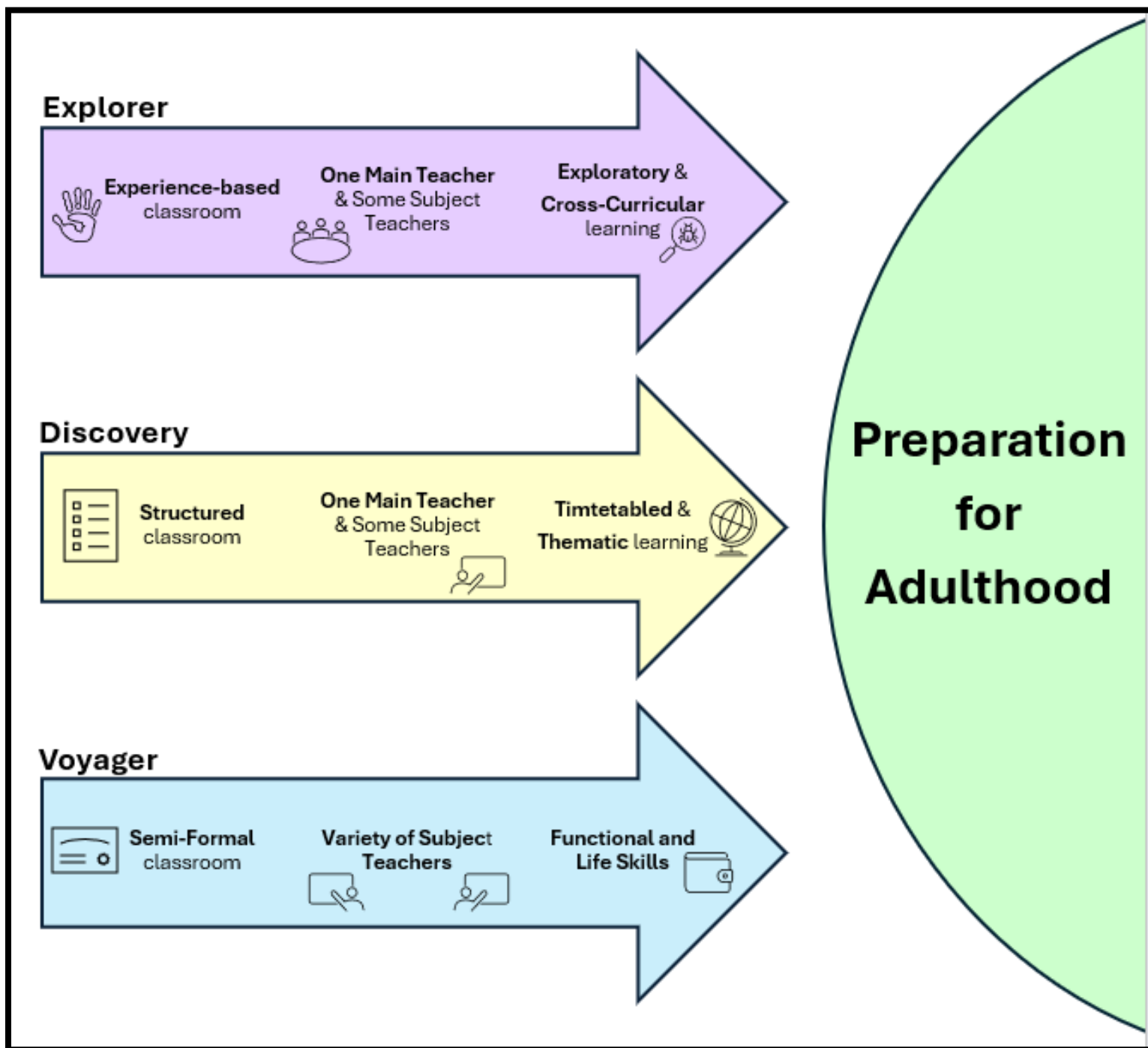
3. The Design of our Curriculum and Learning Pathways

The Brick Lane School curriculum is designed to provide a structured yet flexible framework that reflects the needs of autistic and neurodivergent pupils. It is organised into clearly defined learning-style pathways rather than being age-related. All pupils begin their learning journey in either the Explorer or Discovery pathway. From Year 10, some pupils may

transition to the Voyager pathway, while others remain in Explorer or Discovery where this continues to best meet their needs.

The Learning Pathways are delivered through distinct classroom models that reflect the developmental and communication stages, and support needs of our pupils. These models do not represent levels of ability or age-related progression; instead, they reflect the classroom structure and teaching style that best match each pupil's strengths and needs.

Learning Pathway	Teaching Approach
Explorer	Experience-based classrooms, where one teacher delivers the majority of the curriculum, using an exploratory, cross-curricular model with a strong focus on communication, play, and emotional development. For Expressive Arts and PE, specialist teachers lead highly-sensory based sessions.
Discovery	Classes with one teacher, where learning is delivered through a structured timetable and thematic units, with some specialist subject input for Expressive Arts, PE and Careers.
Voyager	Classes where pupils have a form tutor and access to multiple subject teachers. This model supports transition to more subject-specialist learning while retaining a nurturing classroom base.



The curriculum is intentionally designed to be highly responsive, developmentally informed, and deeply personalised, ensuring every pupil receives learning that reflects their communication profile, regulation needs, and stage of development. Progress is not tied to chronological age; instead, pupils move forward when they are ready, based on their individual learning needs and the skills they have securely mastered. This approach creates a genuinely flexible model in which each child follows a bespoke learning journey, including the possibility of transitioning between pathways so their provision always aligns with their evolving needs and supports them to achieve their full potential.

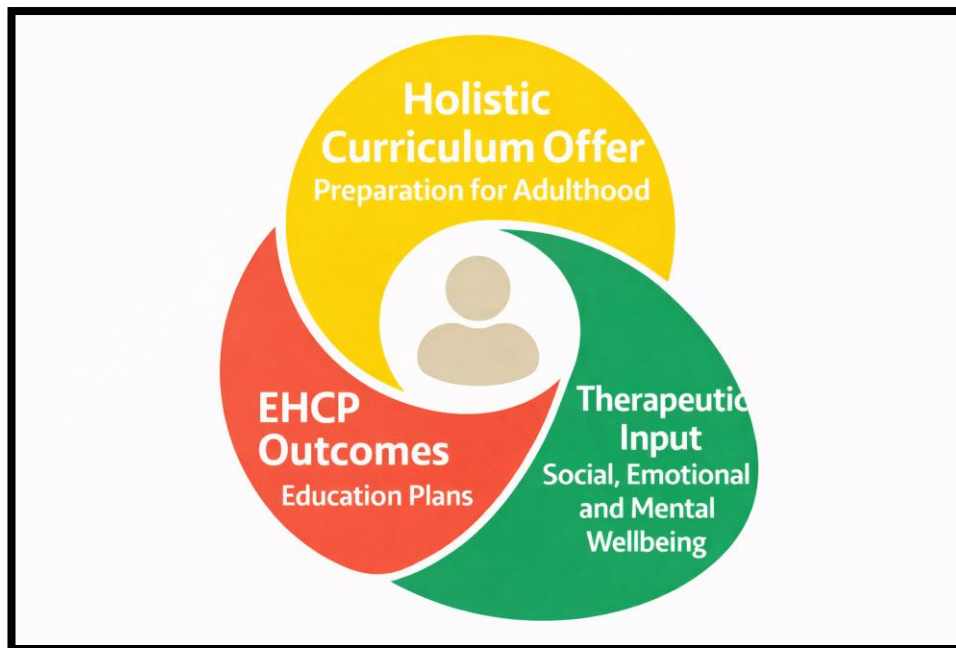
The curriculum is structured through Foundation Level Steps (FLS 1–3) and Steps 0–11, all of which are aligned with national frameworks such as the EYFS, Development Matters, Pre-Key Stage Standards, and the National Curriculum. This alignment ensures a coherent, cumulative sequence of learning, while still allowing teachers to adapt starting points and progression routes to each pupil’s profile. The result is a curriculum that is both rigorously sequenced and dynamically adaptable, enabling every learner to build knowledge and skills in a way that is meaningful, ambitious, and appropriately paced.

4. The Blended Curriculum Model

The Brick Lane School curriculum is delivered through a blended model, in which education, wellbeing and therapeutic approaches are intentionally integrated to support meaningful learning. All pupils have access to a broad and balanced curriculum; however, the balance of academic learning, communication development, emotional regulation, independence skills and therapeutic input may vary over time in response to individual need.

This model recognises that pupils’ readiness to learn is closely linked to regulation, communication and wellbeing. At different points in a pupil’s learning journey, increased emphasis may be placed on supporting emotional regulation, communication or therapeutic approaches in order to enable sustained engagement and progress in learning. This is a planned, reviewed and purposeful approach, not a reduction in ambition.

Curriculum planning is guided by EHCP outcomes, ongoing assessment and professional judgement, ensuring that learning remains personalised, responsive and aspirational for every pupil.



5. Curriculum Intent

At Brick Lane School, the curriculum is shaped around the diverse strengths, needs and aspirations of our pupils. Every pupil has an Education, Health and Care Plan (EHCP), and teaching is centred on meaningful progress towards individual outcomes across academic, social, emotional, physical and functional areas. We believe that learning is most powerful when it is personalised, consistent and grounded in positive relationships.

We deliver the curriculum through three Curriculum Pathways Explorer, Discovery and Voyager which provide a clear framework for curriculum delivery while remaining flexible and responsive to individual need. All pupils follow the Explorer and Discovery pathways until the end of Year 9. From Year 10, some pupils transition to the Voyager pathway, while others continue within Explorer and Discovery, where this remains the most appropriate provision.

The Explorer pathway follows an experiential model, with one teacher delivering the majority of the curriculum through exploratory and cross-curricular learning, with some specialist teachers providing Expressive Arts and PE. This approach places a strong emphasis on communication, play, emotional development and engagement.

The Discovery Pathway follows a semi-formal model, with a more structured timetable and thematic units. Pupils are taught primarily by one teacher but also receive specialist teaching for subjects such as PE and Expressive Arts.

From Year 10 onwards, some pupils transition into the Voyager pathway. This pathway follows a semi-formal model in which pupils have a form tutor and access a wider range of subject teachers. It is designed to promote greater independence and subject specialism, while maintaining a consistent and nurturing classroom base. Pupils accessing the Voyager pathway may work towards Functional Skills qualifications in English and Mathematics and ASDAN Short Courses in selected option subjects. Pupils who remain within the Explorer and Discovery pathways at Key Stage 4 continue to follow the Brick Lane School Curriculum and may work towards ASDAN Certifications and AQA Unit Award certifications where appropriate.

Across all Curriculum Pathways, the curriculum is designed to enable progress in communication and interaction, cognition and learning, social, emotional and mental health, sensory and physical development, literacy and numeracy, independence, life skills and community participation. Teachers adapt learning to reflect each pupil's EHCP outcomes, learning style, sensory profile and stage of development. We recognise that progress is not always linear and celebrate achievements such as increased engagement, confidence, regulation and independence, alongside the mastery of new knowledge and skills.

Our intent is that every pupil leaves Brick Lane School with the skills, experiences and confidence to lead a life that is as independent, connected and meaningful as possible. For some pupils this may mean progressing to further education or supported internships; for others it may involve supported living, work-related learning or community-based provision. In every case, the curriculum is shaped by the belief that every neurodivergent pupil can

thrive and make their way in the world when their learning is understood, respected and celebrated.

6. Progress, Progression and Sequencing

At Brick Lane School, progress is defined as the sustained development of knowledge, skills, communication, emotional regulation and independence over time, relative to each pupil's individual starting point.

Progress is individual, non-linear and often achieved through small, cumulative steps. It may be demonstrated through:

Increased engagement and sustained attention

- Improved communication and interaction
- Greater emotional regulation
- Increased independence
- Application and generalisation of skills across contexts
- Development of subject-specific knowledge

Progress is understood holistically and reflects each pupil's unique learning journey.

Learning at Brick Lane School is developmental, spiral and cumulative. For most pupils, progress is achieved through reinforcement, repetition and the generalisation of skills across different contexts. Key concepts are revisited and deepened over time, with careful scaffolding to support pupils to build on what they already know and to apply this learning more widely and independently.



The Brick Lane School Curriculum Framework draws on a range of evidence-based models, including the SCERTS framework, Development Matters, the EYFS Statutory Framework and the National Curriculum across Key Stages 1 to 4, with progression extending into Key Stage 5 through preparation for adulthood pathways. These frameworks

are adapted into small, meaningful steps to reflect pupils' communication profiles, regulation needs and stages of development.

Early reading is taught through a highly adapted phonics approach that reflects the cognitive and communication needs of our pupils. Many pupils begin their reading journey later than their peers and may follow a non-linear developmental pathway. Teaching combines a structured systematic-synthetic phonics approach, Twinkl Phonics, with visual, tactile and sensory supports. Pre-phonics skills such as sound awareness, joint attention and turn-taking are embedded to build readiness for reading. AAC and symbol-supported materials are used for pupils who communicate using alternative systems. Reading is taught for meaning as well as decoding, and progress is monitored through ongoing formative assessment. Literacy is embedded across the curriculum to ensure learning is functional, motivating and relevant to everyday life.

Assessment plays a central role in curriculum sequencing. Within the Explorer and Discovery pathways, staff capture learning evidence using the Evidence for Learning (EfL) platform. This includes photographic, observational and annotation-based records that demonstrate progress against the Brick Lane School Curriculum steps.

Although EfL is a key tool used to capture and illustrate progress over time, it does not define progress in isolation. Progress is determined through a triangulation of EfL evidence, teacher professional judgement, EHCP outcomes, SCERTS assessments and accreditation outcomes where appropriate. These are further discussed during Pupil Progress meetings with Senior Leaders and the Clinical Team.

Baselines are reviewed half-termly, and cumulative assessments are completed at planned endpoints. Pupils following the Explorer and Discovery pathways who reach Key Stage 4 may also work towards AQA Unit Awards, where appropriate, to formally recognise achievement.

Within the Voyager pathway, EfL continues to be used to capture progress in most subject areas. Accreditation evidence is recorded through online portfolios for ASDAN Short Courses, while Functional Skills in English and Mathematics are assessed through mock

examinations and the use of past papers where appropriate, alongside teacher formative assessment.

Progression is further supported through teaching strategies that emphasise overlearning, real-world application and the generalisation of skills across settings, including home, community and vocational environments. Curriculum planning is informed by pupils' EHCP outcomes and updated SCERTS assessments, which are completed ahead of annual reviews to ensure that sequencing remains individualised, relevant and aspirational.

7. Preparation for Adulthood

Preparation for adulthood is an integral part of the curriculum at Brick Lane School. It is not delivered as a separate subject, but is built into daily routines, classroom practice and wider learning opportunities. We recognise that the skills needed for adult life must be introduced early, developed over time and practised in meaningful, real-life contexts.

From the earliest stages of education, pupils are supported to develop independence through structured routines, opportunities for choice-making and support with emotional regulation. All pupils take part in community learning throughout the year, including local visits, swimming lessons and road safety training. Careers education is introduced formally from Key Stage 3, with pupils developing early work-related and life skills from the beginning of their school journey through dedicated PSHE learning.

Practical experiences play a central role in preparing pupils for life beyond school. Pupils participate in weekly Food Technology lessons, where they learn to plan, prepare and cook food safely while developing an understanding of nutrition. Pupils also contribute to the life of the school through voluntary roles and enterprise activities, including school fairs, where they produce and sell items to families and the wider community. These experiences support the development of responsibility, teamwork, communication and community participation.

In Key Stage 4, preparation for adulthood becomes increasingly focused and individualised. Pupils following the Voyager pathway may work towards Functional Skills qualifications in

English and Mathematics and complete ASDAN Short Courses in selected option subjects, where appropriate. Pupils who remain within the Explorer and Discovery pathways at Key Stage 4 continue to follow the Brick Lane School Curriculum and may gain accreditation through AQA Unit Awards, recognising progress and achievement in ways that are meaningful and accessible.

Across all Curriculum Pathways, pupils are supported to develop a wide range of skills for life beyond school. These include independent living skills, travel training, forming and maintaining friendships and relationships, health and wellbeing, communication and self-advocacy, understanding rights and responsibilities, and the development of vocational and work-related skills.

Our aim is for every pupil to leave Brick Lane School better prepared for their next steps, whether this involves further education, community-based provision or supported living. Whatever the destination, preparation for adulthood focuses on enabling pupils to develop the confidence, skills and experiences needed to live lives that are as autonomous, connected and purposeful as possible.

8. Values and Character Development

At Brick Lane School, we believe that education is about more than developing knowledge and skills; it is also about supporting pupils to develop character. We want pupils to leave school not only with the confidence to continue learning, but with the values and personal qualities that help them to live safe, connected and fulfilling lives.

Our curriculum is guided by our core values of positive relationships, independence and meaningful engagement. These values are embedded throughout school life and underpin the way we teach, the way we support pupils and the way we work together as a community.

Pupils are supported to develop respect for themselves and others, to show empathy and kindness, and to understand the importance of rights and responsibilities. They are taught to value diversity, celebrate difference and recognise that their voice matters. Through this,

pupils develop a sense of identity and belonging, alongside the confidence to take their place in the wider world.

Character development is taught explicitly through PSHE, assemblies, circle time and therapeutic group work, and is reinforced daily through consistent routines, clear expectations and positive role modelling by staff. Social stories, visual supports and restorative conversations are used to help pupils understand themselves and others, reflect on their choices and develop positive ways of interacting.

Community involvement is an important aspect of value-based education. Pupils are encouraged to contribute to school life by taking on responsibilities and voluntary roles, and by participating in events such as school fairs, performances and celebrations. These experiences support the development of teamwork, responsibility and collaboration, while also building pride in individual and collective achievement.

By the time pupils leave Brick Lane School, our aim is that they will have developed the values and character needed to feel safe, capable and valued. They will have a growing understanding of themselves and others, be able to advocate for their needs, and contribute positively to their community.

9. Teaching and Learning

Teaching at Brick Lane School is underpinned by a consistent pedagogical approach that is structured, relational and autism-informed. This approach is characterised by:

- Structured and predictable learning environments
- Communication-centred teaching using a total communication approach
- Relational and trauma-informed practice
- Multi-sensory and experiential learning
- Scaffolded and sequential teaching
- Adaptive and responsive teaching based on pupil need

Classrooms are designed to be calm, predictable environments where pupils feel safe, regulated and ready to learn. Staff understand that pupils learn best when communication is supported, emotional needs are met and learning environments reduce barriers and anxiety.

Lessons are built around clear routines and familiar structures, enabling pupils to focus on learning rather than managing uncertainty. Visual timetables, lesson green and red boards, and, turn-taking prompts are used consistently across the school to provide clarity and predictability. Universal supports, including the Zones of Regulation and structured transition strategies, are embedded into daily practice to support regulation and understanding.

Communication is central to teaching and learning at Brick Lane School. Staff use a total communication approach, drawing on spoken language, Makaton, symbols, AAC and gesture to ensure that every pupil can access learning, participate fully and express themselves. Pupil voice is valued and actively encouraged, with staff supporting pupils to make choices, indicate preferences and advocate for themselves in ways that are meaningful to them.

Lessons typically follow a structured and supportive sequence. Pupils are supported to settle and orient themselves, teaching staff model and scaffold new learning, and pupils practise with guided support before applying skills more independently. Overlearning and repetition are built into teaching, and knowledge and skills are revisited across different contexts to support understanding, retention and generalisation.

Teaching is multisensory and practical, using visual, auditory, tactile and kinaesthetic strategies to engage pupils in ways that reflect their learning profiles. Sensory supports and movement breaks are used where needed to maintain focus and wellbeing. Staff plan carefully to ensure learning is motivating and meaningful, making links to real-world contexts wherever possible.

Relationships are at the heart of teaching and learning. Staff prioritise co-regulation and emotional safety, guided by Trauma-Informed Practice and the Ask, Accept, Develop approach. Behaviour is understood as a form of communication, and staff respond with

empathy, consistency and curiosity. This relational approach helps pupils to feel respected, valued and supported, enabling them to take risks and make progress in their learning.

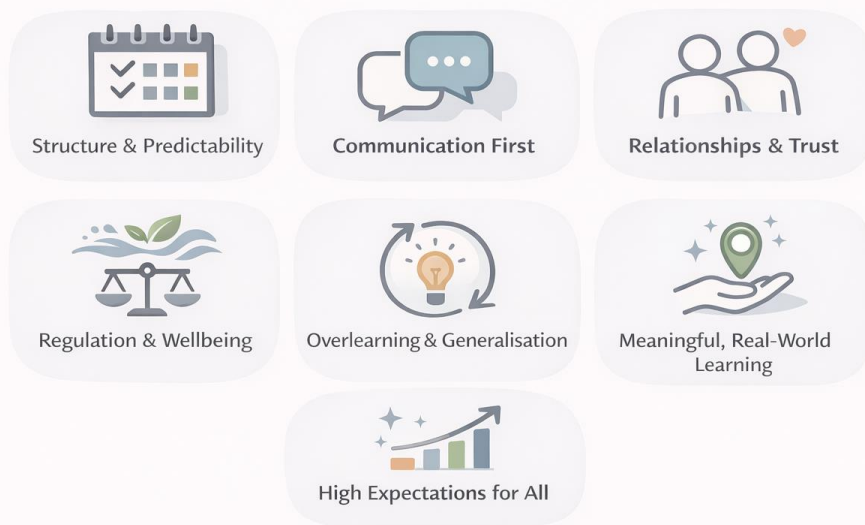
Teaching integrates therapeutic approaches into daily classroom practice. Targets and strategies from Speech and Language Therapy, Occupational Therapy and other professional advice are embedded within lessons and routines. This ensures that therapeutic goals support learning and are not experienced as separate from the curriculum.

High expectations underpin all teaching. Teachers are responsible for planning, delivering and adapting lessons in line with the Teachers' Standards, ensuring learning remains inclusive, engaging and responsive to individual need. Teaching assistants play a vital role in supporting learning, communication and regulation, and are expected to model best practice, follow agreed strategies and provide active, purposeful support.

Through this approach, teaching and learning at Brick Lane School combine structure and flexibility, compassion and rigour. Pupils are supported not only to make academic progress, but also to develop confidence, communication, independence and self-belief.

Teaching and Learning Principles

Teaching and learning at Brick Lane School are underpinned by a shared set of principles that ensure consistency, clarity and responsiveness across the school.



9a. What Learning looks like at Brick Lane school

Learning at Brick Lane School is demonstrated in a variety of ways and is not limited to written outcomes.

It may be seen through:

- Engagement and sustained attention
- Communication attempts and interactions
- Participation in shared activities
- Increased independence in tasks and routines
- Application of skills in real-life and community contexts
- Social interaction and relationship-building

Learning is personalised, revisited and generalised across different contexts to ensure it is meaningful, functional and sustained over time.

10. Planning, Delivery, Quality Assurance

Planning at Brick Lane School is carefully structured while remaining responsive to the needs of individual pupils. Teachers use curriculum maps and progressive steps as a starting point, linking each sequence of learning to EHCP outcomes and current SCERTS priorities. Medium- and short-term planning identifies clear learning intentions and the adaptations and supports required to enable access for all pupils. Planning also takes account of regulation strategies, opportunities for overlearning and the contexts in which knowledge and skills can be generalised.

The delivery of teaching follows consistent and predictable structures, while allowing flexibility to respond to pupils' engagement, regulation and learning needs. Lessons are designed to be purposeful and engaging, with new learning modelled by the teacher, supported through scaffolded practice and consolidated through opportunities for independent application. Pupils are supported to revisit and apply their learning across different contexts, and teachers plan practical, real-world experiences to strengthen understanding and retention.

Quality assurance is central to ensuring that the curriculum is implemented consistently and to a high standard across the school. Leaders monitor planning, teaching and learning through learning walks, drop-ins, coaching sessions and professional dialogue, with feedback focused on reflective practice and continuous improvement. Evidence for Learning portfolios and accreditation evidence are sampled and moderated to check accuracy, progression and consistency. Teachers work collaboratively to moderate assessments and share effective practice, ensuring that judgements are secure and equitable.

Professional development underpins curriculum quality and impact. Staff access regular CPD in key areas including communication, behaviour support, regulation, subject knowledge and accreditation requirements. Reflective practice groups led by the clinical team provide opportunities for staff to think together about pupils' needs and to adapt provision thoughtfully and effectively.

The impact of the curriculum is evaluated through a combination of assessment outcomes, quality assurance activity, EHCP review processes, and pupil and family feedback. This enables leaders to understand how well the curriculum supports progress in learning, communication, regulation, independence and preparation for adulthood, and to make informed adjustments where needed.

11. Impact of the Curriculum

The impact of the Brick Lane School curriculum is seen in the progress pupils make over time, both academically and personally.

Leaders evaluate curriculum impact by considering how effectively pupils are able to engage in learning, develop and apply knowledge and skills, communicate more confidently, regulate more successfully and grow in independence over time. Progress is understood broadly and meaningfully, recognising that for many pupils, development is non-linear and achieved through small, sustained steps. Evidence is drawn from a range of sources, including classroom practice, pupils' work and portfolios, EFL evidence, SCERTS assessments, EHCP review outcomes, accreditation results, attendance, behaviour and engagement information, and the views of pupils, families and professionals.

The curriculum supports pupils to work towards and achieve their Education, Health and Care Plan (EHCP) outcomes, ensuring that learning is purposeful and closely aligned to individual needs and aspirations. Progress may be seen in pupils' increasing ability to communicate their needs and preferences, to regulate their emotions, to engage for longer periods, and to apply skills across different contexts. These developments are valued alongside progress in literacy, numeracy and subject-specific knowledge.

The impact of the curriculum is also reflected in pupils' growing independence and confidence. Over time, pupils develop greater autonomy in daily routines, increased resilience when faced with challenge, and a stronger sense of self as learners. They become more able to make choices, advocate for themselves and participate actively in their learning

and school community. For many pupils, this represents significant and meaningful progress.

As pupils move through the school, the curriculum increasingly supports preparation for adulthood. For some pupils, impact is demonstrated through the achievement of accreditation or qualifications and progression to further education, training or supported internships. For others, it is seen in the development of life skills, work-related learning, community participation and readiness for supported living or adult provision. All positive destinations are valued and considered successful when they reflect the pupil's needs, strengths and aspirations.

The wider impact of the curriculum is evident in pupils' wellbeing and sense of belonging. Pupils are supported to feel safe, understood and valued, which enables them to engage more fully with learning and with others. Families and professionals report increased confidence, independence and communication skills over time, and pupils themselves show pride in their achievements and growing confidence in navigating the world around them.

Overall, the impact of the Brick Lane School curriculum is that pupils are supported not only to learn, but to thrive. They leave school with increased skills, confidence and self-belief, better prepared for their next steps and equipped to lead lives that are as independent, connected and meaningful as possible.

12. Social, Emotional and Wellbeing Curriculum

The social, emotional and wellbeing curriculum is a central part of learning at Brick Lane School. It supports pupils to develop an understanding of themselves, to build positive relationships and to regulate their emotions so that they are able to access learning and participate meaningfully in school and community life.

Pupils take part in structured social learning opportunities that support the development of communication skills, friendship-building and an understanding of social situations and

expectations. Teaching focuses on helping pupils recognise and respond to social cues, practise turn-taking and collaboration, and develop strategies for resolving difficulties in ways that feel safe and manageable for them. These skills are taught explicitly and reinforced throughout the school day.

Support for emotional regulation is embedded across the curriculum. Sensory activities, movement opportunities and regulation strategies are built into lessons and routines to help pupils manage emotional responses and reduce anxiety. Pupils are supported to develop emotional literacy, enabling them to recognise, name and communicate their feelings, needs and preferences using spoken language, visuals, symbols or AAC as appropriate.

Wellbeing support is personalised and responsive. Where appropriate, pupils access targeted wellbeing approaches such as mindfulness activities, resilience-building strategies and emotional support, which are incorporated into individual plans. These approaches are informed by EHCP outcomes, ongoing assessment and therapeutic advice, ensuring that social, emotional and wellbeing needs are addressed as part of everyday learning rather than as a separate provision.

Through this curriculum, pupils develop greater self-awareness, confidence and emotional resilience. They are supported to feel safe, understood and valued, which enables them to engage more fully with learning, form positive relationships and develop the skills needed to navigate the wider world.

13. Feedback and Marking

At Brick Lane School, feedback is an integral part of everyday learning. It is not limited to marking work but focuses on helping pupils recognise what they have achieved, understand their next steps and develop greater independence in their learning.

Feedback is provided in ways that are accessible and meaningful for each pupil. This may include spoken feedback, symbols, gestures, visual prompts or short written comments. Staff take account of how each pupil communicates and adapt feedback accordingly so that

it is understood and purposeful. Wherever possible, feedback is given in the moment, enabling pupils to respond and act on it straight away.

The purpose of feedback is to celebrate success, guide improvement and inform future planning. Feedback is linked clearly to learning intentions and focuses on what is most important for each pupil's progress, rather than on errors or volume of work.

Marking approaches vary depending on the subject and the nature of learning as well as the pathways. In English and Mathematics, some pupils work in books that are formally marked and reviewed through regular book looks to ensure consistency and quality. In other areas of the curriculum, learning is captured through photographs, practical outcomes, observations and annotations. This evidence is recorded in learning folders or digital portfolios and is used to demonstrate progress and share learning with pupils and families.

Feedback and marking practices are designed to be purposeful and manageable. The emphasis is on quality rather than quantity, ensuring that feedback supports progress, is meaningful to pupils and can be used effectively by staff to move learning forward.

14. Work Scrutiny

Work scrutiny at Brick Lane School is a supportive and developmental process. Its purpose is to ensure that evidence of learning is clear, meaningful and reflective of the progress pupils are making. It also provides an opportunity to share good practice and to support staff in continuing to develop their approaches.

Scrutiny looks to check that feedback and marking are purposeful, clearly linked to learning intentions and applied consistently across classes. Where learning is not recorded in books, scrutiny includes reviewing Evidence for Learning, AQA or ASDAN portfolios, learning journals and physical work. Leaders consider whether the evidence shows what the pupil was learning, the level of support provided, and the pupil's identified next steps.

Work scrutiny is carried out collaboratively. Feedback is used to celebrate strengths, highlight effective practice and support professional reflection. In this way, scrutiny

promotes consistency across the school and helps staff record learning in ways that are useful, respectful and meaningful for pupils.

15. Social, Moral, Spiritual and Cultural Development

Social, Moral, Spiritual and Cultural (SMSC) development is embedded across all aspects of life at Brick Lane School. It is not taught as a separate subject, but is developed through daily teaching, routines, relationships and wider experiences. Through this approach, pupils are supported to understand themselves and others, build positive relationships and feel part of their school and wider communities.

Spiritual development is supported by providing pupils with time and space to reflect, ask questions and explore their own identities and experiences. Pupils are encouraged to engage with activities that promote curiosity, imagination and a sense of awe and wonder, in ways that are meaningful and accessible to them.

Moral development is promoted through teaching pupils about fairness, kindness, responsibility and the impact of their actions on others. Staff use consistent approaches, including restorative conversations, visuals and social stories, to support pupils to understand right and wrong, reflect on choices and repair relationships when difficulties arise.

Social development is fostered through opportunities for pupils to work together, build friendships and participate in shared experiences. Pupils are encouraged to take on responsibilities within the school and to take part in community activities such as fairs, performances and celebrations. These experiences support the development of teamwork, cooperation and a sense of belonging.

Cultural development is nurtured through celebrating diversity and difference. Pupils learn about a range of traditions, beliefs and lived experiences and explore these through activities such as art, stories, food and music. This helps pupils to develop respect for others and an appreciation of the richness of the world around them.

By embedding SMSC development within the curriculum and everyday practice, Brick Lane School supports pupils to develop empathy, resilience and understanding, preparing them to participate positively in their communities and wider society.

16. Fundamental British Values

At Brick Lane School, we promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. These values are not taught as a separate subject but are embedded within daily teaching, routines and relationships across the school.

Pupils learn about democracy through meaningful opportunities to make choices and share their views. This may include contributing to class decisions, voting on activities or expressing preferences about how they learn. Through these experiences, pupils learn that their voice matters and that they can influence decisions that affect them.

The rule of law is taught through clear, consistent routines and expectations that help pupils feel safe and secure. Staff explain rules in accessible ways and support pupils to understand how rules help everyone to learn, feel safe and live together respectfully.

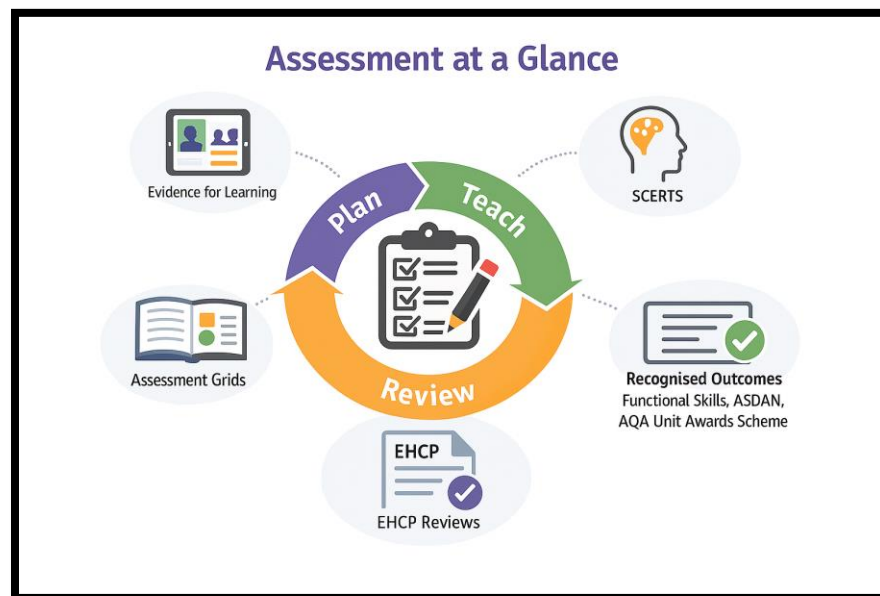
Individual liberty is encouraged by providing supported opportunities for pupils to make choices and practise independence. Pupils are supported to use their preferred communication methods to express their views, make decisions and develop self-advocacy skills as part of everyday learning.

Mutual respect and tolerance are developed by helping pupils understand and value difference. This is explored through PSHE, assemblies, stories, celebrations and daily interactions. Pupils are supported to show kindness, listen to others and build positive, respectful relationships.

Through the promotion of Fundamental British Values, pupils are supported to feel part of their school and wider community, and to develop the understanding and confidence needed to live in a diverse, inclusive society.

17. Assessment

Assessment at Brick Lane School is continuous, cumulative and personalised. It is designed to capture progress across academic, social, emotional and functional areas, and is always linked to pupils' Education, Health and Care Plan (EHCP) outcomes. Assessment information is used to inform planning, adapt teaching and support pupils to make meaningful progress over time.



Baseline Assessment

On entry to the school, pupils complete a range of baseline assessments to identify their starting points and inform next steps. These may include assessments in communication, early reading and phonics, literacy and numeracy, as appropriate to the pupil's stage of development. Baseline information is drawn from assessment, observation and professional judgement and is used to plan personalised learning pathways.

Formative Assessment

Formative assessment takes place throughout the academic year and is embedded in daily teaching and learning. Staff capture evidence of progress against the Brick Lane School Curriculum using Evidence for Learning (EfL). This includes photographs, observations and annotations that demonstrate what pupils can do, the support provided and how learning is developing over time.

Within the Explorer and Discovery pathways, formative assessment focuses on small-step progress, including engagement, communication, regulation, independence and the application of skills across different contexts. Baselines are reviewed half-termly, and cumulative assessments at key points provide an overview of progress over time.

Summative Assessment

Summative assessment is carried out at planned points during the year to provide a broader picture of attainment and progress. This includes:

- STAR Assessments for reading and mathematics, including non-reader versions where appropriate.
- Subject-specific assessment grids in English, Mathematics, Science, Humanities, PSHE, Food Technology and Independent Living.

Summative assessment outcomes are used alongside formative evidence to inform planning, reporting and review.

Key Stage 4 and Certifications

At Key Stage 4, assessment routes reflect pupils' Curriculum Pathways and individual readiness.

Pupils following the Voyager pathway may work towards Functional Skills qualifications in English and Mathematics and complete ASDAN Short Courses, with evidence captured through online portfolios and assessment tasks.

Pupils who remain within the Explorer and Discovery pathways at Key Stage 4 continue to follow the Brick Lane School Curriculum and may gain accreditation through AQA Unit Awards, recognising progress and achievement in a meaningful and accessible way.

SCERTS and Therapeutic Assessment

SCERTS assessments are completed annually in advance of EHCP reviews. These provide a structured overview of pupils' strengths, needs and progress in social communication, emotional regulation and transactional support, and are used to set new targets and next steps.

Progress towards therapeutic goals, including speech and language development, sensory processing and emotional regulation, is monitored as part of everyday practice and integrated into curriculum assessment.

Reporting and Moderation

Parents and carers receive termly opportunities to meet Form Teachers during Review day to discuss progress, and annual EHCP reviews provide opportunities to review outcomes and agree next steps collaboratively.

Moderation across classes and subjects ensures that assessment judgements are consistent, accurate and fair. Certification evidence is reviewed regularly, and assessment information is used to support high-quality teaching and learning across the school.

18. Conclusion

The Brick Lane School curriculum is ambitious, inclusive and responsive. It provides a structured yet flexible framework that supports pupils to make progress academically, socially, emotionally and functionally, with EHCP outcomes always at the centre.

Through teaching that is structured, compassionate and therapeutically informed, pupils are supported to thrive as learners and as individuals. Our curriculum values pupil voice;

celebrates progress in all its forms; and equips young people with the skills and confidence they need to take their next steps.

By the time pupils leave Brick Lane School, they will have experienced a curriculum that supports growth in communication, independence, self-belief and community participation. Above all, it is guided by our belief that with the right education, every neurodivergent pupil can thrive and make their way in the world.

19. Glossary

Curriculum Models

Blended	Education, wellbeing and therapeutic approaches are intentionally integrated to support meaningful learning.	<i>E.g. Lessons prioritise pupils' therapeutic and wellbeing needs. At times, this means prioritising regulation and wellbeing before gradually introducing academic targets when pupils are ready and able to engage."</i>
Cumulative	Knowledge builds on and expands previous learning.	<i>E.g. new spelling and grammar concepts are introduced year-on-year.</i>
Spiral	Revisits previous learning and adds new knowledge that is age or stage appropriate.	<i>E.g. persuasive writing taught each year with increasing complexity, such as, from writing a short letter in early stages of their learning journey to writing a more complex argument further along.</i>