



## **Glebedale School**

### **Curriculum Policy**

#### **Introduction**

Glebedale School is an independent day school for pupils aged between 7 and 19 years experiencing social, emotional and mental health difficulties. The school offers places for Looked after Children (LAC) who live in residential care homes provided by the organisation and day pupils from the local community. The school also delivers education at The Moorlands. The Moorlands provides short term crisis intervention and assessment placements.

The majority of pupils arrive at the school having experienced significant trauma and difficulties which have impacted on previous placements and frequently led to multiple placement breakdowns, as a result, pupils often arrive with significant gaps in their learning and attainment. Upon entry, many pupils are operating at lower levels than the national expectation for their key stage groups. The school places a high emphasis on pupils' personal development in addition to their academic progress.

#### **Intent**

##### **Curriculum Statement**

"Our intention is to provide all pupils with access to a safe and nurturing learning environment which provides a supportive and structured curriculum and which provides a diverse range of high quality learning experiences which are relevant to the pupil and which prepares them for the next stage in their life. All pupils should have access to a bespoke blend of learning which aims to support both academic and personal progression.

It is our aim that pupils leave our school with the knowledge, skills, confidence, resilience and independence to care for themselves mentally and physically. Pupils who are able to perform confidently with their peers. Pupils who become capable future citizens; who are able to take advantage of the opportunities, responsibilities and experiences that later life will offer."

The school is committed to :-

- Providing a safe and nurturing school environment
- Providing a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Providing subject choices and support which supports pupils' learning and personal development enabling them to work towards achieving their goals
- Develop pupils' independent skills and resilience to equip them for further/higher education, employment and life as an adult

- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' physical development; to take responsibility for their own health and enable them to be active
- Supporting pupils' to understand about their own mental health and well-being in order to develop healthy and effective strategies
- Promoting a positive attitude towards learning
- Ensuring equal access to learning for all pupils, with high expectations and academic ambitions for every pupil and appropriate levels of challenge and support
- Equipping pupils with the knowledge and cultural capital they need to succeed in life
- Enabling students to achieve formal qualifications in line with their academic abilities and experience success.

As a specialist provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### **Implementation**

Pupils are taught in small groups (maximum of 6) and groups and/or individuals receive support from support assistants in line with EHCP's. All pupils are set homework which is proportionate to their stage and age.

Pupils living at The Moorlands are taught in a maximum group of 4 and receive support from both education and residential care staff dependent on activity, the individual and risk factors.

### **Academic Curriculum**

At KS2 the school provides access to all national curriculum subjects and follows the published programmes of study

At KS3 the school provides access to the following national curriculum subjects; Maths, English, Science, History, Geography, PSHE, Food Technology, ICT, Art and PE and follows the published programmes of study.

Access to MFL and Music is done on an individual basis this is to ensure that there is enough timetable time for pupils to narrow any attainment gaps and also to allow time for sessions dedicated to personal development.

At KS4 pupils can study the following qualifications; GCSE Mathematics, GCSE English Language, GCSE Combined Science, GCSE PE, GCSE History, GCSE Geography, GCSE Art, GCSE Citizenship, BTEC Vocational Studies, BTEC Food Technology and Functional Skills ICT, English and Maths.

In addition many vocational subjects may be accessed through quality assured local providers to include; BTEC's in Hair & Beauty, Construction, Catering, Engineering, Game Design, Sport & Leisure.

The curriculum for pupils may be adapted to suit individual pupils. The aim of the time spent within education on-site at Moorlands is to complete a comprehensive understanding of pupils needs in relation to education which supports them and educational professionals with next steps. This will be done by working closely with the clinical and care teams. Dependent on individual pupil needs this could include but not be limited to:-

- Re-engagement with education
- Identification of barriers to learning
- Continuation of national curriculum programmes of study
- Assessment of current attainment levels
- Support to complete accredited courses
- Identification of strategies which support learning
- 1 to 1 targeted interventions which promote both academic and personal development

Where appropriate young people will follow a phased move to the main Glebedale School site. For young people moving to other destinations staff will support with transition.

### **Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE)**

The school follows the guidance published in September 2019 and which became mandatory in September 2020.

Pupils receive RE, RSE and HE both through the formal curriculum and bespoke sessions. PSHE, Science, Food Technology and PE cover content formally and pupils have access to keyworkers and ELSA practitioners for sessions tailored to their individual needs.

### **SMSC Curriculum**

In addition to content covered by the school's timetabled lessons the school has an SMSC calendar which provides pupils' with access to a range of school, local, national and global events and developments to include; community charity events, themed days/weeks, themed Tutor Time, trips and visits.

### **British Values**

All pupils are taught about British Values through the PSHE Curriculum and targeted tutorials.

### **Careers Guidance**

Pupils receive careers education through PSHE and Vocational Studies in addition pupils have access to independent support and advice from Stoke On Trent's Young People's Careers Advice Service. In order to support the transition to Further Education/Employment pupils in KS4 have access to work experience, alternative provision and college placements.

### **Interventions**

Where appropriate pupils have access to targeted interventions such as but not limited to; literacy, numeracy, speech and language.

### **Personal Development Curriculum**

#### **Pastoral Team**

The school has a team of pastoral staff who support pupils' attendance at school, participation in learning and the wider school community and monitoring pupils' well-being. The team work collaboratively with school staff, pupils and parents/carers to ensure that there are effective strategies in place to support pupils' behaviour for learning. Their support and work ranges from in class support, identification of strategies and resources, supporting pupils self-reflection, advocating for pupils, co-ordinating the school's rewards system and consulting with pupils.

#### **Rewards System**

The school has a rewards system in place which encourages the behaviours expected in further education and employment and for pupils' to take responsibility for their actions. Pupils receive points for attendance and punctuality, completing learning and demonstrating pro-social behaviour. Pupils work with staff to set individual points targets for a half term. Pupils achieving their weekly target receive vouchers, pupils who also reach their individual half termly targets choose a reward trip to celebrate their success at the end of every half term.

#### **Interventions/ELSA**

Pupils have access to targeted interventions and programmes which are delivered by trained staff. The school has ELSA trained staff. ELSAs are Emotional Literacy Support Assistants. They are staff who have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. They plan and deliver after assessment has identified a need emotional literacy interventions and target specific areas that the individual student has difficulties in.

Most ELSA programmes will last for 6 to 12 weeks, helping the pupil to develop an area or areas of weakness identified socially and emotionally including students learning specific new skills, coping strategies and educating them age appropriately about social and emotional development, including neurodevelopment, biology, trauma and attachment. Clear programme aims (SMART targets) are set after the first session where areas of difficulties has been identified. At the end of each ELSA programme these areas are re-assessed to see what progress the student has made in this or these areas.

#### **Tutors System/Key Adults**

All pupils have an allocated key adult or adults who they see or have access to throughout the school day allocated time varies depending on their individual need. All students have access to their key adult's minimum twice a day both in the morning and afternoon during tutor time. Pupils have access to weekly enrichment sessions which are pupil led and can be in small groups or solo and can include both onsite and off-site activities with their key adults.

### **Therapeutic Support**

The school is supported by a multi-disciplinary clinical team which includes; SALT, OT, clinical and educational psychologists.

We aim to give all our children the opportunity to succeed and reach the highest level of both academic and personal achievement. When planning work/interactions staff take into account the abilities of all of their children.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress.

### **Impact**

#### **Curriculum Impact**

At Glebedale school children are assessed regularly which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group they are working at and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress from their starting point in all subjects and this individual progress is tracked and reported to parents and carers at least three times a year.

Glebedale school uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

Impact will be evaluated through the monitoring and scrutiny of:-

- Destination Data

- Accreditation Data
- Progress Data (Academic and Personal)
- Parent/Pupil/Professionals/Staff surveys
- Annual Review/PEP Meetings
- Rewards Data
- Pupil achievement data
- Attendance rates
- Behaviour
- Pupil questionnaires
- Pupil voice

at all levels within the school; Lead Teachers, SLT, Headteacher and Governors.

The **governing body** will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. Governors will monitor compliance and performance through:-

Head Teachers report to Governors (3 times a year)

Governors Meeting (3 times a year)

Quality Assurance visits by peer Governors every half term.

The governing body will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with The Education (Independent Schools Standards) Regulations 2014 and National Curriculum where the school delivers those programmes of study and delivers a curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in discussions about the breadth and balance of the curriculum
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

The **headteacher** is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN
- There are adequate and robust procedures in place to ensure the accurate evaluation the quality of teaching, learning and assessment.

**The Head Teacher, Deputy Head Teacher and Lead Teacher** monitor the quality of teaching, learning and assessment and ensure action is taken to develop and progress each area of the curriculum. Individual curriculum area plans should feed into the whole school development plan and be in line with the schools ethos and intent.

Monitoring will be through a cycle of quality assurance activities which include:-

- Learning Walks/environment checks
- Lesson Observations
- Planning scrutiny
- Pupil Interviews
- Pupil Progress data collection
- Book trawls

### **Legislation and guidance**

This policy reflects the requirements for Independent Schools to provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education as per The Education (independent Schools Standards) Regulations 2014 and the National Curriculum where the school delivers those programmes of study.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in:-

- The Education (Independent School Standards) Regulations (2014)
- Education Inspection Handbook – Ofsted November 2019
- Non-association independent school inspection handbook - Ofsted October 2019
- Governance Handbook - DfE March 2019 (non-statutory guidance for academies, multi-academy trusts and maintained schools)
- A Competency Framework for Governance – DfE January 2017

This policy links to the following policies and procedures:

- Assessment, marking & feedback policy
- SEND policy
- Equality information and objectives

➤ Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE) Policy

➤ SMSC Policy

This policy will be reviewed annually.