

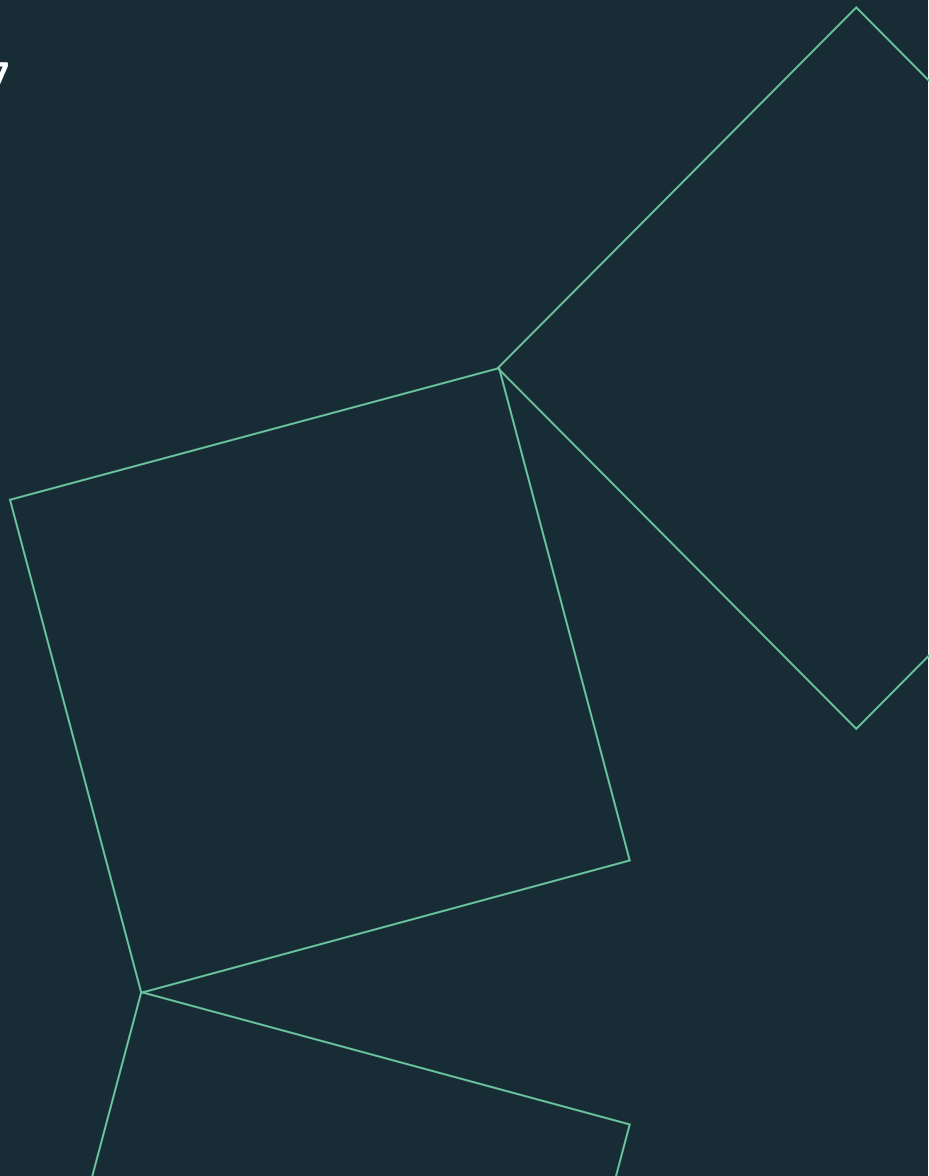


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Education

Curriculum Policy

Glebedale School

Review: September 2027



Curriculum Policy

Introduction

Glebedale School is an independent day school for pupils aged between 7 and 16 years experiencing social, emotional and mental health difficulties and other additional complex needs. 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.”

Many pupils join Glebedale School having experienced disrupted education, trauma, low attendance, placement breakdowns and significant barriers to learning. Our curriculum is designed to support pupils to successfully re-engage with education through positive relationships, high expectations, therapeutic support and ambitious learning opportunities. Through carefully sequenced learning and personalised support, pupils develop the

knowledge, skills and personal attributes required for success in education, employment and adult life.

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, future learning and employment
- Prioritising the development of reading, literacy, vocabulary and communication skills so that pupils can successfully access learning across the curriculum.
- Providing opportunities for pupils to develop oracy, discussion and presentation skills, enabling them to communicate confidently and effectively in a range of contexts
- Providing subject choices and support which supports pupils' learning and personal development enabling them to work towards achieving their goals
- Supporting pupils to successfully re-engage with education following periods of absence, disrupted learning or previous placement instability.
- 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, academic ambitions for every pupil and appropriate levels of challenge and support
- Equipping pupils with the knowledge, cultural capital and wider life experiences they need to succeed in modern Britain. This includes educational visits, enrichment activities, community engagement and exposure to experiences beyond pupils' immediate circumstances.
- Enabling students to achieve formal qualifications and experience success in line with their academic abilities.

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

Organisation and Planning

At Glebedale School, we have an approach to teaching whereby subjects are taught as discrete areas of learning and are timetabled accordingly to ensure appropriate coverage and a broad and balanced curriculum. Where it is possible and appropriate to do so, teachers identify meaningful links between areas of learning that support pupils to transfer, apply and reinforce knowledge and skills across subjects.

Our curriculum is planned to ensure that pupils experience a clear progression of knowledge and skills, whilst recognising that pupils may be working at different stages of

learning. In line with our principle of ‘taught at stage, not age’, teachers use assessment information and their knowledge of individual pupils to ensure that learning is appropriately accessible, challenging and purposeful. Learning is carefully sequenced to build upon pupils' prior knowledge and understanding. Teachers regularly use retrieval activities to help pupils recall previously taught learning, strengthen long-term memory and make meaningful connections between new and existing knowledge.

Planning takes place across three stages:

Long-term planning

Long-term plans are agreed annually for each year group and subject. These provide an overview of the curriculum and identify the topics and key areas of learning to be taught across each half term.

Long-term planning ensures appropriate curriculum coverage, progression and balance across the academic year. It also provides opportunities to identify meaningful links between subjects where these enhance pupils' learning.

Medium-term planning

Medium-term planning provides greater detail about the knowledge, skills and objectives that pupils will develop within each topic or unit of learning. It identifies the key learning to be secured and provides guidance on appropriate teaching approaches, resources and assessment opportunities.

The National Curriculum and relevant programmes of study provide the statutory basis for curriculum planning, where applicable. These are supported by school curriculum frameworks, subject-specific planning and assessment materials, and other appropriate resources.

Medium-term planning should provide sufficient structure and consistency to support effective teaching whilst allowing teachers to use their professional judgement to respond to the needs, interests and starting points of their pupils.

Short-term planning

Short-term planning is the process through which teachers translate the medium-term curriculum into individual lessons and learning experiences for pupils. Teachers consider the intended learning, prior learning, assessment information and the individual needs of pupils when planning lessons. Learning is adapted appropriately through scaffolding, questioning, modelling, resources and support whilst maintaining ambitious expectations for all learners.

This includes consideration of pupils' EHCP outcomes, Pupil Passports, PBS plans and other support strategies. Lessons should be appropriately resourced and structured to enable pupils to engage successfully with their learning. Teachers should consider appropriate adaptations, scaffolding, questioning, modelling, opportunities for independence and challenge, and the most effective ways for pupils to demonstrate their learning.

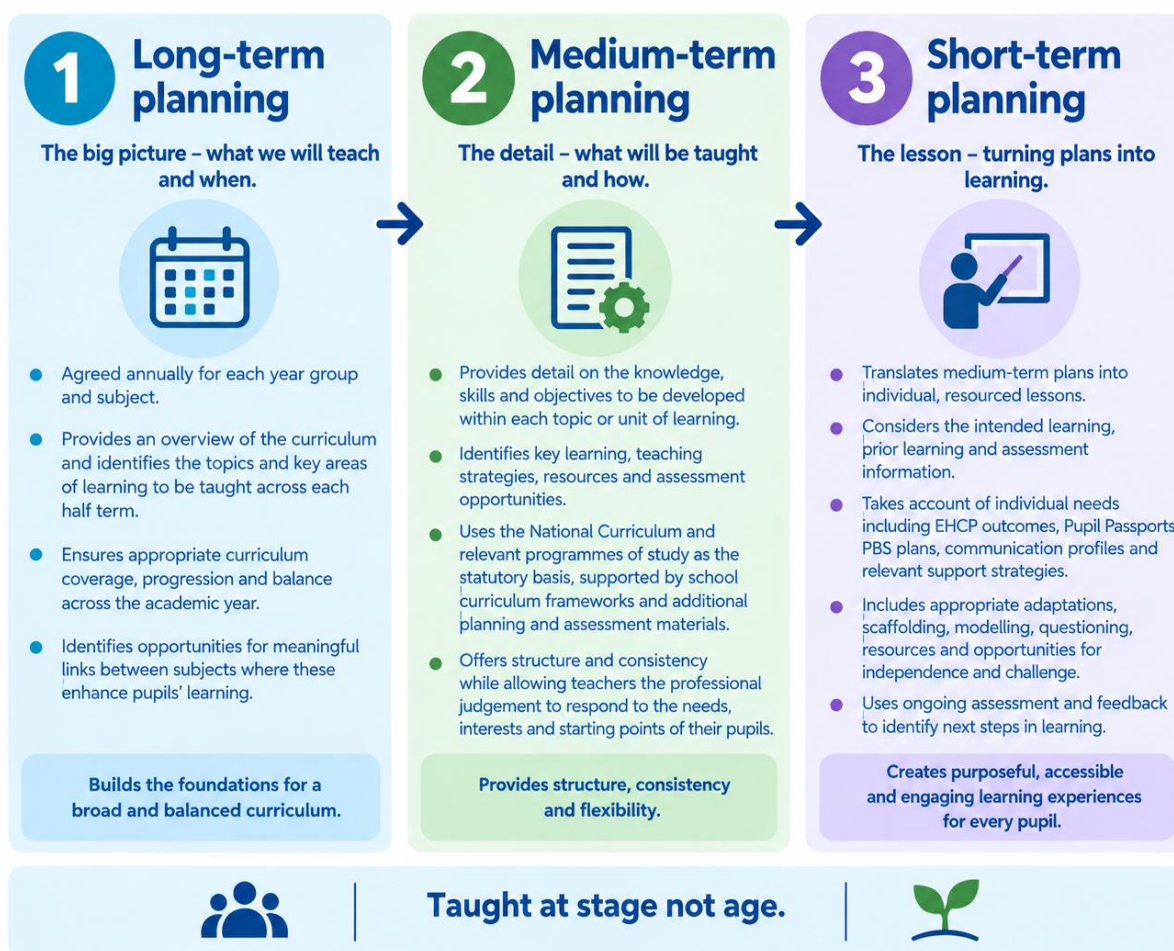
Planning should be responsive. Teachers use ongoing assessment and professional judgement to adapt subsequent lessons and learning experiences in response to pupils' progress, misconceptions, engagement and individual needs.

Planning and workload

Planning should support effective teaching and learning without creating unnecessary workload. Teachers are not expected to produce excessive or duplicative planning documentation. The focus should be on the quality and purpose of planning rather than the quantity of paperwork produced.

All planning is stored centrally on the shared drive. This enables teaching staff to access curriculum plans, resources and relevant planning for individual classes and supports consistency, collaboration and continuity across the school.

Our 3 Stage Approach to Planning



Pupils are taught in small groups and/or individuals receive support from support assistants in line with EHCP's.

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, PE, Music and follows the published programmes of study. Access to MFL 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 or single Science, GCSE or BTEC PE, GCSE History, GCSE Geography, GCSE Art, GCSE Citizenship, GCSE Food Preparation and Nutrition and Functional Skills ICT, English and Maths.

In addition, many vocational subjects may be accessed through quality assured local providers.

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

The school follows the guidance published in September 2026. 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, ELSA and clinical 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 the schools external careers advisor. In order to support the transition to Further Education/Employment pupils in KS4 have access to work experience and alternative provisions.

Preparation for adulthood is embedded throughout the curriculum. Pupils are supported to develop independence, resilience, employability skills, financial awareness, healthy relationships and community participation. Learning experiences help pupils understand how their education contributes towards future education, training, employment and independent living.

Interventions

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

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 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 pupil's self –reflection, advocating for pupils, coordinating the school's rewards system and consulting with pupils.

Interventions

Pupils have access to targeted interventions and programmes which are delivered by trained staff. Most programmes will last for 6 to 12 weeks, helping the pupil to develop an area or areas of weakness identified in either SEMH (Social Emotional Mental Health), C&I (Communication & Interaction), C&L (Cognition & Learning), S&P (Sensory & Physical) areas of need.

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 feedback in line with the school's feedback and marking policy 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. Pupils will demonstrate a strong desire to embrace challenges and show resilience in their learning.

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.

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 school's 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)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years> (January 2015, updated September 2024)
- Equality Act 2010>
- Children and Families Act 2014>
- (Ofsted, September 2025, effective from November 2025)
- <Independent School Inspection: Toolkit, Operating Guide and Information> (Ofsted, September 2025, replacing the Independent Schools Inspection Handbook from January 2026)
- (DfE, March 2024, updated July 2026), which has replaced the former Governance Handbook and Competency Framework for Governance
- <Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance> (DfE, current edition)



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