Pennine

School Curriculum Policy

Approved by	**Name** Claire Crowley	**Date** July 2025
Reviewed on		**Date**
Review due		**Date** September 2026

Applies to:

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Purpose:

- To establish a consistent curriculum framework across Pennine.
- To support a smooth transition into further education or employment.
- To provide a broad and balanced curriculum offer, which inspires pupils to learn.
- To promote positive attitudes to learning.
- To promote the behaviour and welfare of pupils, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- To promote preparation for and an appreciation of life in modern Britain.
- To provide a range of subjects and courses to help pupils acquire and improve their knowledge, understanding and skills in linguistic, mathematical, scientific, technical, human, social, physical, sporting, creative and artistic learning.
- To provide opportunities across the whole curriculum for pupils to develop the necessary skills to make progress in reading, writing, communication and mathematics.
- To supplement the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding.

1. Curriculum Rationale

At Pennine, we are dedicated to fostering an inclusive and supportive environment for a broad range of pupils. Specifically, pupils that are more suited to a smaller, personable, and nurturing environment, including those with Social, Emotional, and Mental Health (SEMH) needs.

Pennine strives to provide meaningful opportunities for all pupils regardless of starting points through a broad, balanced and relevant curriculum which provides rich, concrete and fully encompassing experiences and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils' individual needs.

By learning to develop their communication skills, building healthy relationships, promoting independence and developing a sense of self-worth pupils are able to make informed decisions about their futures and become successful, lifelong members of the community. We strive to motivate pupils who have so far found school a challenge by providing a safe,

calm, caring learning environment which is stimulating through the richness of the environment and the caring, nurturing approach and encouragement given to each pupil by staff.

Our curriculum is designed with the core values of high aspirations, achievement, acceptance, teamwork, and respect at its heart. We believe that every pupil deserves the opportunity to reach their goals, through access to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We are committed to providing a personalised educational experience that equips pupils with the skills and knowledge necessary for a successful future.

At Pennine we recognise that our pupils arrive in our school often with a negative experience of education and for this reason, the curricula in our school is adapted to reflect the needs, challenges and interests of the pupils whilst still allowing pupils to gain outcomes to be proud of. We believe passionately that when pupils experience an environment that nurtures confidence and self-esteem, along with high expectations of learning, they begin to flourish. We are aspirational in our curriculum objectives, ensuring all pupils succeed to their absolute potential. A growth mindset is fostered by teaching resilience, perseverance, and the value of effort. We have a clear focus on pupils gaining the skills they need to be lifelong learners.

Our curriculum provides strong foundations and opportunities for pupils to collaborate and develop social skills, work independently and with their peers as inquisitive learners who are motivated to try their best whilst fostering a thirst for learning. Enjoyment of the curriculum promotes achievement, confidence and positive behaviour for learning. Developing pupils' independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Our curriculum is built around an understanding of the importance of delivering high quality teaching in all areas of the curriculum including English, maths and science, alongside offering access to a wider, adapted curriculum. We offer creative experiences for learning outside of the classroom, alongside using technology to enhance learning and explore education in a different way.

At the heart of what we do is a belief that reading is the bedrock of a pupil's ability to access education, understand the world and to fully participate in society. The ability to read enables pupils to develop culturally, emotionally, intellectually, socially and spiritually, as well to acquire knowledge and build on what they already know. Reading is embedded and celebrated across the whole curriculum, ensuring there are multiple opportunities to access a wide range of text, whilst also promoting a love of reading with regular opportunities to read for pleasure.

1.1 Core components

Our curriculum consists of 4 key components:

1. Access to high quality teaching in all areas of the curriculum

2. Strong focus on reading

3. Creative, adaptive curriculum

4. Preparation for next steps

1. Our curriculum is broadly based around the National Curriculum, offering all pupils the opportunity to gain qualifications in the core subject areas. Staff are aware of the need to deliver the curriculum in a more creative way than pupils may have experienced previously. This will include the use of tangible resources, learning outside of the classroom and relating learning to pupils' real-world experiences.

2. We recognise that each pupil will be joining us at different emotional and academic starting points in their reading journeys and as such we are committed to providing an inclusive and supportive reading environment tailored to the unique needs of our pupils. Our goal is to ensure that each of our pupils develop into enthusiastic, confident readers who can competently decode texts both functionally and for meaning and enjoyment at their own pace.

3. We offer a curriculum that is personalised to the needs and interests of each pupil, formalised following in-depth assessments of each pupils' abilities, needs and preferences. We employ a flexible approach to teaching, using a variety of methods and resources to cater to different learning styles, alongside creative use of learning outside of the classroom.

4. Another key element of our curriculum is the emphasis on preparing pupils to become active, responsible citizens and to develop practical life skills that foster independence and self-reliance. Our program includes citizenship education that explores rights and responsibilities, community engagement, and democratic processes. We also facilitate critical thinking and problem-solving through discussions and debates on current issues. Our curriculum offers life skills training in areas such as financial literacy, cooking, personal hygiene, and time management. Careers education is a vital and prominent aspect of our work with pupils.

1.2 Core Values

Critical to our curriculum is the integration of our Core Values:

Teamwork
Collaborative projects and group activities are integral to our curriculum, promoting cooperation and communication among pupils.

High Aspirations
We aim to inspire pupils to set and strive for ambitious goals in all areas of their lives.

Acceptance
Our inclusive curriculum respects and values diversity, ensuring all pupils feel welcome and understood.

Respect
We teach and model respect for oneself, others, and the environment, fostering a positive and respectful school culture.

Creativity
Creative expression is encouraged through arts, music, drama, and innovative problem-solving activities.

The aim and values of Pennine are focused on maximising every individuals' potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society.

2. Intent

Our curriculum is designed to give all of our pupils a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our pupils to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual outcomes are embedded throughout.

2.2 Curriculum drivers

At Pennine we have four curriculum intentions that act as drivers for what we deliver:

A Sense of Self: Our curriculum will ensure that all pupils develop an understanding of themselves and an awareness of their place within the community.

Learning to Learn: Our curriculum offer will ensure that all pupils develop secure learning to learn behaviours focused around exploration, resilience and perseverance, working with others and problem solving.

Knowledge and Skills: Our curriculum offer will ensure that all pupils develop appropriate subject specific knowledge, skills and understanding in line with their stage of development.

Experience and Enrichment: Our curriculum offer will ensure that all pupils experience a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.

3. Implementation

The underlying principle of our curriculum implementation is flexibility, we have a curriculum which is designed to meet the needs, interests, aspiration and aptitudes of our pupils. Our curriculum model ensures that we have flexibility to fit in with our pupils rather than our pupils fitting in with our model. Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches.

We recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our pupils each year.

In order to provide pupils with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses three broad pathways: 'National Curriculum, Functional skills and a Vocational curriculum.' This offer means we can make subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

The levels are not defined by age, but by need and achievement; pupils are therefore able to move flexibly from one pathway to the next at any point during their school career. Each pathway covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the two. Because of the personalised approached to the curriculum we are able to meet the needs of all our learners.

3.1 Curriculum Delivery

Pupils are taught in mixed year group classes according to need/ability not age, in this way work can be targeted at an appropriate level and easily adapted to meet the individual needs of all pupils.

Structure of the school day

Time	Session
8.30am – 9.00am	Pupil arrival and breakfast
9.00am – 9.20am	Tutor group
9.20am – 10.00am	Lesson 1
10.00am – 10.40am	Lesson 2
10.40am – 11.20am	Lesson 3
11.20am – 12.00pm	Lesson 4
12.00pm – 12.30pm	Lunch break
12.30pm – 1.30pm	Lesson 5
1.30pm – 2.30pm	Lesson 6

Education staff will plan mini structured breaks within lessons when appropriate.

Key stage 2 and 3

Morning lessons are 40 minutes each.

Pupils will be taught English, Maths, Science and Humanities/PSHE each morning.

Number of lessons taught per week				
English	Maths	Science	Humanities	PSHE
5 (3hrs20mins)	5 (3hrs20mins)	5 (3hrs20mins)	3 (2hrs)	2 (1hr20mins)

Afternoon lessons are 60 minutes each.

Pupils will be taught on a carousel basis, covering all the following subject areas over a school term.

- Food technology (FT)
- Physical education (PE)
- Design technology (DT)
- Art and design (A+D)
- Music (Mu)
- Drama (Dr)
- Computing (ICT)
- Outdoor Education (OEd)
- Careers (C)
- Wellbeing (WB)

Number of lessons per term									
FT	PE	DT	A+D	Mu	Dr	ICT	OEd	C	WB
12	12	12	12	12	12	12	12	12	12

Example Key stage 2 and 3 timetable (L5 and 6 will change each half term)

	⊢	L1	L2	L3	L4		L5	L6
Monday		Maths	English	Sci	PSHE	Lunch	FT	FT
Tuesday		Maths	English	Sci	Geog		PE	PE
Wednesday		Maths	English	Sci	Hist		DT	DT
Thursday		Maths	English	Sci	RS		A+D	A+D
Friday		Maths	English	Sci	PSHE		Mu	Mu

Key stage 4 and 5

Morning lessons are 40 minutes each.
Pupils will choose subjects from one of the three broad pathways: 'National Curriculum, Functional skills or a Vocational curriculum.

Afternoon lessons are 60 minutes each.
Pupils will be taught Maths and English during lessons 5 and 6 each afternoon.

Number of lessons per week	
Maths	English
5 lessons (5 hours)	5 lessons (5 hours)

Additional

Given the needs of the pupils, sessions focusing on life skills and social communication skills are also built into the timetable, these decrease in frequency as pupils move up the school and develop their skills in these areas.

- We teach using precise learning objectives and differentiated success criteria.
- We facilitate learning using a diverse range of learning tasks and strategies borne out of in-depth knowledge of our pupils and using targets derived from EHCPs and ILPs.
- Where appropriate, we use 'cold' (pre) tasks to check for prior understanding and plenaries to check that our pupils have fully understood the objective of the lesson, and if they haven't, we adapt our plans and spend time with pupils to ensure they do, before moving on.
- We plan and teach in reference to our assessment milestones and pupils' progress plans which identify pupils' next steps (targets) in learning, communication and interaction and social and emotional wellbeing.
- We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and that they belong, enjoy learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed.

- We ensure that teaching and curriculum builds on previous learning through a learning sequence and that constant praise, engaging learning tasks and positive use of our behaviour system keeps pupils motivated.
- Some pupils may have bespoke curriculums with planned interventions that align with targets derived from EHCP and ILP information.

Academic interventions are in place for Maths, English and Reading. Pupils who need that extra support to enhance their Numeracy and Literacy are provided with extra sessions that are in small groups or 1:1. With this support identified at an early stage, we can ensure that our pupils have the necessary numeracy and literacy skills for later life.

Social interventions are also part of our daily programme, where pupils have the opportunity to develop their social development; this allows us to focus on the social and emotional aspects of learning, namely self-awareness, managing feelings, motivation, empathy and social skills.

3.2 Key Stages

The key stage 2 curriculum is designed to prepare pupils for the next stage of their education and to enable them to transition smoothly into key stage 3. Not all pupils will be ready to make this transition at the end of year 6 with their peers and for this reason we have mixed classes to allow a slow transition.

In key stage 3 pupils are taught in classes also of the same ability/need rather than age, with also ability ranges taken into consideration. This allows work to be targeted at the correct level for each grouping. All teaching is in line with the National Curriculum but broken down into small manageable sizes for delivery to pupils. Regular brain and movement breaks are arranged for pupils who have a need for this.

Life skills and social communication are also timetabled in accordance with the cohorts needs, some classes have a higher allowance than others of these sessions. All teaching at key stage 3 is aimed at providing a solid base for pupils moving on to key stage 4.

At key stage 4 and 5 pupils have some flexibility to choose the subjects that align with their future interests in careers. Pupils have core lessons in English and Maths alongside subjects of their choosing. The curriculum is designed to ensure that all pupils can leave the setting with a minimum achievement in all core subjects at various levels. Careers advice and teaching is also included in the key stage 4 and 5 curriculum at a higher level than at other key stages, this is to enable pupils confidence in making the correct decisions about their futures.

Post –16 Curriculum

It is important that pupils have access to an ambitious and relevant post-16 provision. We intend to offer opportunities for pupils to fill gaps in their key stage 4 education by offering the chance to sit GCSE subjects in English and Maths., alongside Geography, Science and Food tech. This will be our **foundation academic pathway.**

We also want to promote high expectations and encourage aspiration, so we intend to offer A level opportunities in English Literature, English Language and Maths. This will be our **Advanced academic pathway**.

A vocational pathway may also be relevant for some of our pupils so we will offer routes to this through links with local AP providers such as 4Tech Motor vehicle and Preston Vocational Centre.

All post-16 pupils will also be offered the general curriculum which covers PSHE and life skills.

The **intent** behind the post-16 provision is to personalise it for the individual pupils on entry and build on prior learning. This will be reflected in the consultation process when considering places for pre and post 16 pupils.

Curriculum Planning and Schemes of Work

The following information is intended as an overview. Individual subject detail is contained in the curriculum overview documents.

Pennine curriculum documents and schemes of work cover all year groups (ages 10–18) and the following subject areas as required by the Independent School Standards Regulations 2014:

- **English**
- **Mathematics**
- **Science**
- **ICT (Information and Communication Technology)**
- **Human and Social (Geography/History)**
- **Physical Education (PE)**
- **Aesthetic and Creative (Art, Music, Drama)**
- **PSHE (Personal, Social, Health and Economic Education)**

These subjects will be taught in a way that ensures pupils acquire new knowledge, develop skills, and deepen understanding progressively throughout the term and year.

All subject areas demonstrate:

- A broad and balanced curriculum
- Effective teaching and assessment
- Evidence of pupil progress
- Integration of British values
- Adaptation for pupils with special educational needs

Curriculum Structure

- Pennine has a written curriculum policy, supported by plans and schemes of work that reflect the ages, aptitudes, and needs of all pupils, including those with EHCPs.
- Our curriculum promotes British values.

Teaching Methodology

- Teaching is differentiated, inclusive, and responsive to pupils' needs.
- We use project-based learning, cross-curricular themes, and subject integration.
- We use a blended and holistic approach, adapting the curriculum to individual pupils rather than expecting pupils to adapt to the curriculum.

Assessment Opportunities

- Continuous assessment is required to monitor progress.
- We use baseline assessments, formative and summative assessments, and progress tracking.
- Reading, writing, and numeracy are emphasised, with targeted interventions for pupils falling behind.

Evidence of Progression

- Pupils must show progress over time in knowledge, skills, and understanding.
- Pennine demonstrate progression through:
- Yearly curriculum overviews
- Subject-specific progression maps
- Schemes of work tailored to each year group
- Assessment tools

Integration Across Subjects

- Subjects are not always taught separately at Pennine.
- We do integrate subjects through themes, projects, or interdisciplinary units.
- For example, combining English, History, and Art in a unit on "Victorian Britain" or integrating Science and Geography in a "Climate Change" project.

PLEASE NOTE: Key stage 5 provision

Pennine's curriculum for key stage 5 is aimed at pupils who have not yet achieved GCSE qualifications. For those pupils that achieve GCSE in year 11 we would support them attending college to study relevant qualifications for key stage 5.

English	
Tasks	• Reading comprehension (fiction & non-fiction) • Creative writing (short stories, poetry) • Analytical essays (literature analysis)

	• Oral presentations and debates
Teaching methodology	• Whole-class instruction, guided reading, peer review • Use of classic and contemporary texts • Integration of drama and role-play
Assessment	• Written assignments • Reading logs and book reviews • Speaking & listening evaluations
Progression	• Vocabulary expansion • Improved grammar and syntax • Critical thinking and literary analysis
Key progression milestones	• **Ages 10–12 (Years 6–7)**: Develop foundational literacy—reading fluency, grammar, and creative writing. • **Ages 13–14 (Years 8–9)**: Begin literary analysis, persuasive writing, and structured essays. • **Ages 15–18 (Years 10–13)**: Prepare for GCSE English Language and Literature—critical reading, comparative texts, and exam techniques.

Mathematics	
Tasks	• Arithmetic, algebra, geometry, statistics • Problem-solving challenges • Real-world applications (e.g., budgeting)
Teaching methodology	• Interactive lessons with manipulatives • Use of digital tools (e.g., graphing software) • Differentiated instruction
Assessment	• Topic tests and quizzes • Project-based assessments • End-of-term exams
Progression	• Mastery of core concepts • Development of logical reasoning • Application of mathematical models
Key progression milestones	• **Ages 10–12 (Years 6-7)**: Master basic arithmetic, shapes, and data handling. • **Ages 13–14 (Years 8-9)**: Introduce algebra, geometry, and problem-solving strategies. • **Ages 15–18 (Years 10-13)**: GCSE prep—cover all strands including statistics and trigonometry.

Science	
Tasks	• Lab experiments and investigations • Research projects • Scientific reports
Teaching methodology	• Inquiry-based learning • Hands-on practicals

	• Use of simulations and models
Assessment	• Lab reports • Concept quizzes • Group presentations
Progression	• Understanding scientific method • Application of theory to practice • Development of analytical skills
Key progression milestones	• **Ages 10–12 (Years 6-7)**: Explore basic biology, chemistry, and physics concepts. • **Ages 13–14 (Years 8-9)**: Conduct experiments and understand scientific principles. • **Ages 15–18 (Years 10-13)**: GCSE Science—triple or combined science with practical assessments.

ICT	
Tasks	• Coding projects (Python, HTML) • Digital presentations • Data analysis using spreadsheets
Teaching methodology	• Project-based learning • Flipped classroom for software tutorials • Collaborative tasks
Assessment	• Portfolio of digital work • Peer and self-assessment • Practical exams
Progression	• Digital literacy • Programming proficiency • Responsible use of technology
Key progression milestones	• **Ages 10–12 (Years 6-7)**: Build digital literacy and internet safety awareness. • **Ages 13–14 (Years 8-9)**: Learn coding basics, multimedia tools, and data handling. • **Ages 15–18 (Years 10-13)**: GCSE ICT—cover theory and practical applications.

Human & Social (Geography/History)	
Tasks	• Map reading and data interpretation • Historical timelines and essays • Case studies (e.g., climate change, revolutions)
Teaching methodology	• Thematic units • Use of primary sources and fieldwork • Debates and role-play
Assessment	• Source analysis • Research projects • Written exams
Progression	• Understanding cause and effect • Evaluating evidence • Global awareness
Key progression milestones	• **Ages 10–12 (Years 6-7)**: Study local geography and ancient history. • **Ages 13–14 (Years 8-9)**: Explore global issues and historical events. • **Ages 15–18 (Years 10-13)**: GCSE Geography/History—fieldwork, source analysis, and thematic studies.

PE	
Tasks	• Team sports and individual fitness • Health and nutrition projects • Leadership roles in sport

Teaching methodology	• Skill-based instruction • Inclusive and adaptive activities • Goal setting and reflection
Assessment	• Performance tracking • Fitness assessments • Self and peer evaluations
Progression	• Physical competence • Teamwork and resilience • Healthy lifestyle habits
Key progression milestones	• **Ages 10–12 (Years 6-7)**: Develop movement skills and teamwork. • **Ages 13–14 (Years 8-9)**: Focus on fitness, health education, and leadership. • **Ages 15–18 (Years 10-13)**: GCSE PE—practical performance and sports theory.

Aesthetic & Creative (Art, Music, Drama)	
Tasks	• Art portfolios and exhibitions • Musical compositions and performances • Drama productions
Teaching methodology	• Studio-based learning • Exploration of cultural influences • Collaborative creation
Assessment	• Creative journals • Performance reviews • Peer critiques
Progression	• Artistic expression • Technical skill development • Cultural appreciation
Key progression milestones	• **Ages 10–12 (Years 6-7)**: Explore basic techniques in art, music, and drama. • **Ages 13–14 (Years 8-9)**: Develop performance and composition skills. • **Ages 15–18 (Years 10-13)**: GCSE Art/Music/Drama—portfolio work and public showcases.

PSHE (Personal, Social, Health & Economic Education)	
Tasks	• Discussions on relationships, mental health, careers • Budgeting and financial planning • Community service projects
Teaching methodology	• Circle time and open forums • Scenario-based learning • Guest speakers and workshops
Assessment	• Reflective journals • Group projects • Participation and engagement
Progression	• Emotional intelligence • Social responsibility • Life skills and independence
Key progression milestones	• **Ages 10–12 (Years 6-7)**: Learn about emotions, friendships, and safety. • **Ages 13–14 (Years 8-9)**: Discuss mental health, relationships, and diversity. • **Ages 15–18 (Years 10-13)**: Prepare for adult life—finance, careers, and wellbeing.

4.Impact

By implementing a differentiated and modified curriculum, it is intended that Pennine will:

- Optimise the communication skills of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs (if applicable), by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development and encourage learning.
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give pupils opportunities to develop their key skills.
- Pupils will be enthused by learning and achieve positive outcomes.
- Pupils will remember what they learn and make progress in all subject areas.
- Pupils will leave us with a reading age beyond a functional level and they will be well prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and ILPs.
- Pupils will have identified possible career pathways in line with their strengths and interests.
- Pupils will be socially and emotionally prepared for transition to further education, employment or training.
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence.
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies.
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively.
- Pupils will demonstrate respect, kindness and pride, and an ability to form positive relationships with both peers and adults alike.

A Sense of Self

Pupils have a positive self-image, high well-being and engagement and are able to relate well to members of the school community. They take pride in themselves, their learning and the school environment.

Learning to Learn

Pupils are active participants in their learning who are keen to take part and work with others. They have developed a 'have a go' attitude and are able to draw on previous experiences in order to solve new problems.

Knowledge and Skills

Pupils demonstrate incremental progress in their subject knowledge and skills. They are able to retain and apply this over time and in different contexts. Pupils require reduced levels of support to access their leaning and their fluency and accuracy is improved.

Experience and Enrichment
Pupils are engaged in their learning and talk with enthusiasm about experiences they have taken part in. They access their learning in a variety of environments and are able to apply their knowledge and skills accordingly.

The impact of the curriculum is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life.

5. Monitoring

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson visits and learning walks, which are carried out by senior leaders. See Pennine's assessment policy for more detailed information, this includes Pennine's quality assurance schedule.

6. Roles and responsibilities

Governors/Proprietors ensure that:

- The curriculum is fit for purpose and meets all the requirements of the Independent School Standards.
- All pupils are offered a broad and engaging curriculum, which is well sequenced and leads to positive outcomes.
- There is regular monitoring and quality assurance to evaluate the effectiveness of the school and its curriculum implementation.
- School leaders are ambitious for their pupils and that the curriculum design reflects this.
- The school curriculum is meeting the needs of all learners and considers their individual needs and starting points.

- The relevant training and development are in place to support leaders and staff to continually develop and improve the implementation of the curriculum.

Leaders ensure that:

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum.
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes.
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures.
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils.
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps.

The teaching staff ensure that:

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives.
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in EHCPs, ILPs and any other key documents.
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace.
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment.
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning.
- Parents and carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress.
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps.
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area.

All staff ensure that:

- High expectations are maintained for our pupils and themselves at all times.
- Reading, learning and high aspirations are role-modelled by all members of the school community.
- Pupils are supported to express themselves appropriately socially and emotionally.
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence.
- Pupil achievements are celebrated, and positivity is promoted in all aspects of school life.

7. Legislation and guidance

This policy reflects the requirements of the National Curriculum 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 Department for Education's Governance Handbook.

8. Policy review

The policy will be monitored in the following ways:

Regular Review: The curriculum will be reviewed at least annually to ensure it meets the evolving needs of our pupils and aligns with current best practices in specialist education.

Stakeholder Feedback: We will seek input from pupils, parents, staff, and external experts to continuously improve our curriculum offerings.

Outcome Measurement: Pupil progress will be tracked using a combination of qualitative and quantitative measures, ensuring that we effectively support their development.

Internal and external audits and quality visits: The effectiveness of the curriculum intent, delivery and outcomes will be reviewed through Governance, audits and quality assurance visits.

Further detailed information on the subjects taught in each year group are available on request (subject specific curriculum overview documents).

By adhering to this curriculum policy, we are committed to providing a holistic, enriching, and supportive educational experience that empowers our pupils to thrive both within and beyond the school environment.