



# The Grange Therapeutic School

## **CURRICULUM POLICY**

**GP36**

**To be read in conjunction with:**

- Teaching and Learning Policy
- Assessment Policy
- Accessibility Policy
- Equal Opportunities Policy
- Special Educational Needs and Inclusion Policy
- Educational Off-site School Visits Policy
- E-Safety Policy
- Management of Behaviour Guidelines
- Promoting British Values Guidelines

Revised Date: December 2016	1	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

## The Grange Therapeutic School Curriculum Policy

### Aims

The aims of our curriculum are to:

- . provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background;
- . offer a broad and balanced entitlement to all students;
- . use the surrounding area and provide a physical and active curriculum at all key stages to help engage pupils and create a love of learning;
- . prepare students for further study, the world of work and to become active citizens;
- . develop positive personal and social values;
- . provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students;
- . identify gaps in knowledge identified through effective baseline assessment and attempt to fill these gaps through individualized learning and IEP targets;
- . provide continuity and progression from the point of transfer to the time of leaving school.
- . provide vocational pathways for all Key Stage 4 pupils through external links to allow all pupils to flourish, regardless of academic ability.

### **Expectations of staff**

Staff at The Grange Therapeutic School are expected actively to promote and seek to secure the curriculum aims named above and, in particular to:

- Have high expectations of pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study that build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- Consistently evaluate and develop the curriculum to meet the changing of needs of individual groups and learners.
- provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- embed principles of Assess, Reteach and Reassess to ensure clear learning, progress and improvement is highlighted and shown visually to all learners.
- develop pupils' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of the pupils.

Revised Date: December 2016	2	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

## **Curriculum Structure**

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of the National Curriculum, and embraces cross-curricular themes (including careers education and guidance, citizenship, environmental, health and sex education) and cross-curricular skills, in particular those of literacy, numeracy and ICT.

The development of students' personal and social skills and their spiritual and cultural development are addressed specifically through the PSHE programme and school assemblies, as well as permeating the whole curriculum, both formal and hidden.

The importance of developing ICT, literacy and numeracy is recognised by the allocation of discrete lesson time at KS2, 3 and 4 and a continuing emphasis on the further development of these skills across the whole curriculum.

Specific intervention is put in place for learners requiring additional assistance to access the curriculum. One-to-one or small group sessions will complement the learning of pupils in class and provides an opportunity to access targeted feedback and clear improvement targets.

## **Structure of the school day**

The school operates on a 30 period week. There are 6 periods per day, 4 in the morning, and 2 in the afternoon, each of which lasts for 45 minutes. There is a 15-minute tutor period each afternoon and a further 20-minute period each Monday, Thursday and Friday morning. The final 2 periods on a Friday are used to support the School's extended curriculum by offering a range of activities both on and off site. Additional student learning and support is incorporated through the delivery of two fully planned morning assemblies (Tuesday and Wednesday). Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Science reflecting the importance of these subjects for all students at KS2, KS3 and KS4 and the development of vital basic skills.

The Key Stage 4 curriculum has been developed in order to allow all pupils to access at least one day at an alternative provision to access vocational awards. This also supports the moral and social progression of the pupils by providing opportunities to form relationships with other staff and pupils. The use of an alternative provision also allows an opportunity for pupils to prepare for 'next steps' education/work.

## **Nurture Curriculum**

Our Nurture Pupils develop essential speaking and listening skills in a variety of situations. Through the introduction of letters and sounds they begin to establish the building blocks for reading, which is reinforced through one-to-one reading sessions.

We believe in our pupils developing skills in mathematics through active learning. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes and measures.

Children develop the skills that help them make sense of the world by following our very own Nurture curriculum that was written within the school with the help of Dr Tina Rae. This curriculum is heavily based around the 5 principles of SEAL.

The pupils enjoy weekly cooking lessons where they eat their cooking later on in the week during story time. The Nurture Group also go on weekly half day Outdoor Education Trips learning skills including walking and map reading.

Revised Date: December 2016	3	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

All nurture pupils also access Speech and Language Therapy to improve their communication skills and use this to further develop basic social skills such as listening, taking turns, respect and understanding and describing emotions.

\*Any pupils engaging in the nurture curriculum may be assessed differently to the rest of the cohort. This is due to them not being able to function and progress at the expected 4 points of progress per academic year.

All nurture pupils information will be tracked and compiled using marking to highlight progress made. Data will be input into Classroom Monitor but may be excluded from whole school analysis depending on the individual needs of each pupil.

### **Learning Support Base**

The pupils in focus are those who require a particular learning pathway if they are to be given access to the statutory curriculum. This will arise from imaginative and creative programmes of study to enable them to receive their curriculum entitlement. The pupils need learning routes that mirror their learning style. Access to the curriculum comes alongside access to inclusion and we aim for pupils to be included with their peers in age appropriate activities.

#### Aims:

- Enable pupils to interact and communicate with a wide range of people
- Enable pupils to express preferences, communicate needs, make choices, and choose options that other people act upon and respect
- Prepare pupils for adult life with independence and autonomy
- Increase pupils understanding and awareness of their environment and the world.
- Provide a wide range of learning experiences in age appropriate contexts.

These aims will inform curriculum planning.

### **Developmental Curriculum (Years 3 – 7)**

This curriculum will be offered to pupils joining the school between years 3 - 7 and will enable re-engagement through a thematic approach. Within these years students study a common curriculum comprising timetabled lessons in Art and Design, Carp Academy, Catering, ICT, Literacy, Music, Numeracy, Outdoor Education, PE, PSHE, Swimming, Horse Riding, Science and Topic (containing History, Geography and RE).

The Developmental Curriculum is introduced and developed on a thematic, topic based curriculum and incorporates all core subjects and follows the KS1 (where applicable), KS2 and KS3 National Curriculum objectives to ensure all areas are covered. These are placed into the 3 Year, Long Term Plan, which is continually updated. Alongside this thematic approach, discrete intervention to support learning in numeracy and literacy will focus on pupils being able to catch up and fill in gaps in their learning. All core and foundation subjects are based on the National Curriculum with a particular focus on the Primary National Strategy and framework for literacy and mathematics, which are created and planned around the term's topic. The plans are differentiated for each class and within each class so that every student's needs are catered for. These are being created so that plans will be available on a 3-year cycle to ensure that no student repeats any area of the curriculum. Each teacher produces short-term lesson plans from these medium term plans.

\* During the spring and summer terms, all year 6 pupils who are eligible to sit SATs will be set in one group to prepare.

Revised Date: December 2016	4	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

### **Transition Curriculum (Years 8 and 9)**

At the end of Year 7, pupils move into one of our Year 8/nurture classes based on their cognitive and emotional development. The move from Year 7 to Year 8 is done across the final summer half term in a gradual manner to ensure a smooth transition and as little stress put onto the pupils as possible. The Year 8/9 pupils are then encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to extend their knowledge in other areas of the curriculum.

Students in Year 8/9 study a common curriculum consisting of Art, Catering, Current Affairs, English, Geography, History, ICT, Maths, Music, Outdoor Education, PE, PSHE, Science and Horse Riding.

In addition to the core curriculum, students are given the opportunity for accreditation at Unit Award/Entry Level in Maths, English and PE as well as Level 1 NCFE and Entry Level Unit Awards qualifications in Art and Level 1 NCFE Interactive Media. The final half term of Year 9 is geared towards preparing the students for the transition to KS4 and the start of their GCSE courses. Pupils at this stage are able to make the choices to personalise their learning for the beginning of Year 10. These choices run for one year and are then reviewed at the end of Year 10.

Social, Moral, Spiritual and Cultural (SMSC) aspects of learning and Social and Emotional Aspects of Learning (S.E.A.L) are incorporated into planning across the curriculum as well as issues being addressed directly in the PSHE programme.

### **Personalised Learning Curriculum (Years 10 and 11)**

In Years 10 and 11, students study a core curriculum of Careers, English, ICT, Maths, PSHE and Science and then have the option to personalise their learning by choosing a variety of subjects from: Art, Bike Skills, Carp Academy, Catering, Duke of Edinburgh Award, GCSE PE, Horticulture, ICT, Media Studies, Outdoor Education, PE, Kayaking, Climbing, Boxing, and Wider Key Skills. This allows the students to achieve in each of their core subjects and also gives them the opportunity to greatly personalise their learning.

The personalised timetables are designed to meet the desired requests of the pupil, statutory requirements of each pupil's statement, and views taken from significant stakeholders in young people. The aim of this phase is to personalise the curriculum, to meet individual personal needs, engage the learners and provide maximum opportunity to achieve.

Pupils also access at least one day at an offsite provision where they can study a variety of vocational awards not currently offered at the school.

#### **Available Qualifications in school**

Art and Design – NCFE Level 1 & 2

Bikeability

Boxing – ABA Award

Careers – Unit awards

Carp Academy – Angling and Coaching Awards

Catering – NCFE Level 1

Climbing – NICA Levels 1, 2 & 3

Duke of Edinburgh Bronze Award

English – GCSE, Entry Level, Functional Skills

Fisheries Management - Open Awards Level 1

Horticulture – Open Award Level 1

ICT – NCFE Level 1 & 2 Interactive Media, Open Award Level 1

Maths – GCSE, Entry level, Functional Skills

Media Studies – GCSE

Outdoor Education – CoPE Units, Bikeability, First Aid Qualification, Cycle Maintenance

P.E. – GCSE Short Course

PSHE – ASDAN PSD Award &

Science – BTEC Applied Science, Applications of Science and Extended BTEC

Wider Key Skills – ASDAN Level 1 & 2

Revised Date: December 2016	5	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

### **College Placements**

The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All Year 10 & 11 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway.

### **Vocational courses available**

Additional Catering  
Construction  
Child care  
Mechanics  
Practical ICT  
Psychology  
Small Animal Care  
Sport and Fitness

### **Vocational Education and Careers Guidance**

The Grange Therapeutic School endeavours to provide all pupils with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach in education, care and therapy. Emphasis on vocational opportunities is being developed in Years 10 and 11 with the inclusion of Horticulture, Catering and Independent Living, NCFE Qualifications in Interactive Media and Carp Academy. Enterprise is encouraged in all areas of the curriculum and is further encouraged through whole school charity work and community events.

In Key stage 4 and beyond the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. Before reaching KS4 pupils are interviewed to give guidance and encourage participation in College programmes. Pupils who are ready for work experience are supported with a suitable work placement as guided through outside agencies.

Teachers, instructors and learning support staff give valuable support and guidance as they support the individual pupil needs. Further extensive careers support and guidance are available through: discrete careers lessons, planned visits and discussions and advice from local Connexions Advisor (school and personal), Outside Agencies and Parents / Carer involvement as opportunities are provided for pupils' individual needs and future transitions.

It is the aim of the school that all pupils should leave the school with a suitable placement. The aim is for all Year 11 pupils to actively apply for college placements, training schemes or jobs whilst in their final year.

### **Personal Development**

The primary aim of the curriculum that is offered at The Grange is to maximise the development of each individual, to become successful learners, confident individuals and responsible citizens. Personal development therefore is identified as the key in all areas of the school. Therefore, Education and Therapy work together in supporting the individual needs of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers, the key is to provide for the support and challenge that meet individual interests and aspirations. In terms of delivery, the key features of personal and social development are covered in the

Revised Date: December 2016	6	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

Developmental curriculum through the SEAL programme (incorporated into lessons), in the transitional curriculum through PSHE and tutor periods and in the Personalised Learning curriculum through the PSHE programme, the Youth Award Scheme, the Catering and Independent Living course. The School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles.

## Spiritual, Moral, Social and Cultural development

**Spiritual Development** is promoted in a variety of ways. Whole School assemblies delivered regularly include religious content and themes. Religious Education content of PSHE actively encourages pupils to examine the nature of religion, its beliefs and practices.

Pupils are encouraged to discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth. Pupils consider important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.

Pupils are encouraged to reflect upon their own attitudes and values in a range of lessons. In some subjects, notably Art, Music, English, History, Science and Geography pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

**Moral Development** is promoted through the tutorial programme (including praise, credits and rewards and target setting); in certain subject areas such as PSHE, History, Catering, English and Art, through consistent application of the School's code of conduct and classroom expectations and by positive reinforcement of good behaviour. The ethos and practices of the school encourage pupils to learn to distinguish between right and wrong. We seek to promote positive relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Students are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to student moral development is based on all students being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience.

**Social Development** and social education is an integral part of the philosophy and ethos of the school. All pupils are encouraged to play a full role in the social life of the school. Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, music and a wide range of trips and activities out of school. Social Development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as School Council, Peer Mentoring Programme, participation in the whole school Outdoor Learning Programme, work in support of charities, and assisting at School functions and events.

Revised Date: December 2016	7	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

Further opportunities for social development are provided through the Outdoor Education, Sports Leaders, Team Building activities and Life Skills programmes. Students are also regularly reminded of the need to develop positive peer and adult relationships.

**Cultural Development** is encouraged both within lessons and through a very wide variety of extra-curricular activities. Different International cultures and lifestyles are explored in the International Links section of the CoPE programme. The range of cultures represented in the school is valued and celebrated and national and international religious festivals are recognized. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography based studies of other countries and their cultures, study of poetry and fictional literature from different cultures.

### **Promoting British Values**

Throughout the curriculum staff are actively promoting the fundamental British values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in both specific lessons in PSHE, Religious Education and Topic as well as being promoted in the general ethos of the school.

### **Out of School Experiences**

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills, Catering, Horticulture and Bikeability.

### **Differentiation**

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that pupils who display social, emotional and behavioural difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at The Grange Therapeutic School have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs, preferred learning styles and IEP targets are also crucial and these are recorded and communicated through the individual pupil profiles.

Revised Date: December 2016	8	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy



### **The Learning Environment**

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

### **Outdoor Learning**

It is our belief at The Grange Therapeutic School that, when learning outside the classroom, our students attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes.

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All students have the right to experience the unique and special nature of being outdoors. We feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work has been developed and this is delivered at Developmental and Transitional Stages of the curriculum throughout the year.

### **Schemes of Work and Lesson Planning**

Each subject leader is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. All teaching staff follow these schemes of work and subject leaders monitor their delivery. Schemes of work set out how the content of the course is structured, so that pupils' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. It is accepted that teachers plan individual lessons, or sequences of lessons, in different ways and to this end the school does not prescribe a single method for short-term or long-term planning. It simply requires that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential and that the key planning requirements including specific learning objectives, planned activities and tasks and effective use of resources are considered as the bare minimum.

### **Equality of Opportunity**

All subject leaders are aware of and plan accordingly to the Whole School Equal Opportunities policy. They also should actively promote quality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum area engage pupils by showing respect for their cultural and personal identities. The SENCO will advise staff in devising appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

Revised Date: December 2016	9	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy

### **Gifted and talented Pupils**

A small number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work, which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupils' records of achievement.

Pupils who are identified as high achievers in the transitional phase are assessed on their readiness to begin studying their GCSE and NCFE courses early. If they are deemed ready to begin these, then they may be placed into an appropriate Y10 class to begin their studies.

Within Performance Management, Gifted and Talented coordinators have been highlighted for Lower and Upper School to support the further learning of the most able pupils.

### **Information and Communication Technology**

At The Grange Therapeutic School we believe that the development of capability in the use of ICT is an essential requirement of the pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. The development of ICT at the School is guided by the following principles:

- All pupils have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT lessons, and as a result of the use of ICT in subject areas.
- ICT resources are planned and deployed within the context of the Grange Therapeutic School as a therapeutic community. We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of all users.
- Staff are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school-based INSET programme, and there are also opportunities to attend external courses.

Revised Date: December 2016	10	Curriculum Policy
Next Review: December 2017		Revised by: Leo Guy