



Policy for:
Curriculum Policy

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Signed By: -

Governor Responsible for.....

Headteacher: - Penny Derries

The Grove School

Curriculum Policy

Pupils are supported with a personalised curriculum; this is explained below.

We are a happy, safe and supportive school where everyone is equally important and nurtured to thrive. We work with our families and learners to develop each individual to be as prepared as possible for adulthood and for the learners to be aspirational for their future.

We use the information from the National Curriculum, EYFS framework and the Engagement Model to ensure that our termly themes reflect the knowledge of skills required by learners are up to date and that they challenge each individual learner.

At The Grove School, the learners follow personalised curriculum pathways that are differentiated according to their potential, progress and ability level.

This personalised approach aims to meet the needs of all learners; to be flexible and responsive, intent provide breadth and depth implementations and secure the best possible outcomes for all learner's impact. This flexibility and personalised approach in the curriculum allow staff to respond to individual circumstances and learner's needs throughout their learning.

As can be seen from the flowchart, the Grove Curriculum aims to meet the needs of all learners by providing different pathways for progression and personal learning and ensuring all children in the school have equal opportunities and equal access to a breadth of not only knowledge and skills, but life skills. These over-arching themes are paramount in each curriculum that the learners may follow in their learning. These pathways may not always be in a linear fashion and learners may move from one curriculum path to another.

Learning is broken down into small steps and scaffolded by staff who know the individual's curriculum extremely well and are able to support and scaffold when needed. Each learner may learn in a linear way at times but we also encourage lateral learning that ensures depth of knowledge before moving on.

As the curriculum progression is so personalised to the needs of our children, we can ensure that it is accessible, flexible, challenging, exciting, fun, meaningful and

inclusive. This may be through a life skills focus and/or academic focus. With the complex learning and behaviour needs of our children, we can be certain that the needs of the individual are central and that each child can progress to the best of their ability. As children move throughout the school, we aim to give them the opportunity to develop both academically, socially, emotionally, behaviourally and to increase their level of independence; preparing them to be resilient and fulfilled young adults.

The curriculum takes into account the need for a sensory approach for some learners and is developed in a multi-professional way with all the other staff who support the learner, this may include therapist such as Speech and Language therapists. This enables us to develop a curriculum that also supports the learner's emotional well-being ensuring that they are ready to learn and therefore make the best progress possible.

Please click on the links below to explore the curriculum in more detail.

[Statutory framework for the Early Year's Foundation Stage](#)

[Equals scheme of work](#)

[MAPP](#)

[National Curriculum](#)

[Chris Quigley](#)

[ASDAN](#)

[Business and Enterprise](#)

Reviewed May 2022 (Updated October 2023)

Each curriculum area has been looked at in light of how we now plan our curriculum and the subjects are described below.

English

The development of English skills is a crucial element in a child's overall success. Our aim is to develop language skills through speaking and listening, reading, writing, spelling, handwriting and presentation. Emphasis is placed on the development of communication that is appropriate to the pupil's needs, as well as developing reading skills and writing skills, encouraging creativity as well as spelling, grammar and handwriting.

Our English programme and reading schemes can be seen on our website.

Mathematics

We aim to develop the concepts of number, time, shape, space, measure as well as data handling. We ensure that the pupils are given the skills to be able to apply these skills to everyday situations and that they can use the skills they have developed to solve problems and develop a deep understanding of the concepts that they have learnt.

Our Maths programme can be found on our website.

Biology, Chemistry and Physics

Our aim is to develop an importance of these subjects in everyday life including its relevance to personal health and safety.

Pupils use a variety of domestic and environmental setting as a starting point for investigating these subjects; through this we develop both oral and written communication skills. We also encourage the pupils to develop a deep understanding of the subject, using their knowledge to express their ideas in a variety of ways including report writing, drawings, charts and models.

Computing

We aim to create a learning environment where pupils are supported and encouraged to develop as individuals and as members of a small group. The development of computing facilities in school is a central part of this philosophy. We have I-pads, lap tops and PC's using these at appropriate times to enhance

and develop learning, all pupils have access to these resources at different times and in different locations around school. The use of the internet is safely monitored and controlled to ensure that all pupils use this resource safely. Each classroom either has an interactive white board or a plasma screen to ensure that group, individual and class learning can be lead using these technologies

Design and Technology

Technology combines work involved in design, food technology, and information technology. In design technology, pupils investigate, make and modify models using their practical knowledge and experience. They use these skills to develop goods to be sold as part of our Business and Enterprise ethos that means pupils decide on a product to be made, plan what they need, develop the product and sell these goods for profit.

Humanities

History is taught throughout the school, in the early years the subject is approached through our theme such as Plans, these themes are linked to the whole school planning of themes, the list of these themes is also shown on our website. These themes include local studies and famous people who have influenced British history. Where ever possible the subject is approached in a practical way and a way in which our learners can engage.

During the early years an emphasis is placed on the child's immediate surroundings, this would also be the case for our pupils with the most complex needs. The surroundings would be places such as home, school, local parks, shops and their local church. Environmental visits take place on a weekly basis this enable the pupils to experience their surroundings and to learn from these experiences.

Creative Arts

Art is a subject that is nurtured within school, many of our pupils have a real flare for art and we constantly look for ways to develop our curriculum. A wide range of skills and techniques are covered. Pupils have the opportunity to work with a variety of materials and cover areas such as; drawing, painting, photography, printing, ceramics, sewing, weaving and construction activities.

Music

Music is encouraged as an integral part of the curriculum and in the provision of extra-curricular activities. We look for opportunities to have musician's visit school and for our pupils to attend concert's when this is appropriate. We provide workshops for pupils when these are appropriate to the current theme.

Physical Education

PE is taught throughout school. Pupil's experience gymnastics, dance, drama, games and athletics. Where possible pupils either swim at The Swan Centre once a week, or access Hydrotherapy in our Hydrotherapy pool, this enables all pupils to benefit from exercise in water. We have engage visiting coaches that may include cricket and football, we pay for this through our PE grant. The pupils also access Riding through the Etal Riding for the Disabled group, this is an excellent opportunity to improve core muscles, co-ordination and confidence whilst enjoying the riding experience. Our PE action plan gives more detail on how we plan our curriculum for PE and this information is shown on the website.

Religious Education and Worship

We ensure that all our pupils' religious beliefs are respected, as part of this we ensure that the pupils learn about different faiths and religions. We learn about significant dates in each religious calendar, that includes Christian festivals, traditions and significant events. As part of this we celebrate these festivals in school at different times throughout the year.

We also try and visit different places of worship so that our pupils can experience the different ways in which people celebrate their faiths and beliefs. We have small group assemblies, this enables planning to be appropriate to the group.

Sex Education

The school follows our Sex and Relationship policy, which is available from school. We ensure that all our pupils who should receive formal lessons on this subject do so at a level that is appropriate and accessible to them, ensuring that the understand about relationships and how most importantly to make informed and safe decisions regarding themselves now and in the future.

Sixth Form Curriculum

Our sixth form has developed over time to meet the changing needs of our pupils, government guidelines and County support that is available and has now developed as 'The Grove School Preparation for Adulthood Curriculum'. The age that our pupils access our Preparation for Adulthood curriculum is personalised to meet the needs of the pupil's dependent upon their planned post school pathway. For example a pupil planning on attending a college aged 16 may access our Preparation for Adulthood Curriculum aged 14 to support them in the progression of the skills needed to access a college placement.

On entry to the sixth form: -

- All current Grove School pupils already have their own Individual Education Plan based on their needs. This plan may have followed the National Curriculum pathway assessed through B-Squared and the termly wider curriculum themes assessed through I can statements or a personal plan assessed through MAPP.
- New pupils will be baselined to assess their levels and how best to plan for them.
- Each pupil will receive independent careers advice from NCC, from which we are able to ensure their curriculum is appropriate and will support their entry to their chosen course or pathway (Please see our Yr9/Post 16 pathway on our website).

We plan personalised sixth form curriculums for each pupil based on the information gathered which may include: -

- The Grove School Preparation for Adulthood Curriculum within our termly theme plans
- Work experience opportunities within our school community and/or the local community
- Business & Enterprise Skills
- Life skills
- Sensory based approach to learning
- Functional maths and English
- ASDAN English and maths programmes leading to accreditations
- ASDAN PSD leading to accreditation
- ASDAN Workright leading to accreditation, alongside work experience opportunities
- ASDAN programmes personalised to the pupils progression pathways and interests leading to accreditation
- GCSE qualification programme integration at Berwick Academy

Assessment of these courses/programmes will take the following routes: -

- Exams if appropriate
- MAPP
- B-Squared for maths and English
- I can statements for functional maths and English
- I can statements for our Preparation for Adulthood Curriculum within our termly themes
- ASDAN internal and external moderation process