

Potterspurty Lodge School
CURRICULUM POLICY

Legal Status:

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

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.

Availability:

This policy is made available to parents/guardian/carers, carers, staff and pupils from the school office and website

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Head of Education

The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: July 2025



Andrew Sutherland
Proprietor, Cambian Group

July 2025

“At Potterspurty Lodge School our vision is for each child to make progress from their starting points in academic and social terms, so that each individual develops the life skills and character to thrive on their pathway to adulthood (in order to live an independent life) and beyond.”

Our school provides for those with a primary diagnosis of Autism Spectrum Disorder, as well as additional needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. All of our students are referred to us and funded through local authorities and will have an Education Health Care Plan. Cambian Potterspurty Lodge School is registered to admit students from Key Stage 2 to Key Stage 5 (ages 8-18). Its curriculum offer extends from Key Stage 2 to Key Stage 4.

Aim of the curriculum

The aim of the curriculum at Potterspurty Lodge School is to provide students with a broad and balanced curriculum that is appropriately adapted to recognise the individual needs of students. We understand that students will be leaving school and entering a world that is not necessarily understanding of their needs, and our curriculum aims to embed them with the skills required to navigate that world.

Subject teachers consider three key areas when designing the curriculum:

- *Local/National/Global contexts:* how the curriculum links to current issues in both their immediate world but also to national and global issues
- *Accessibility:* how the curriculum needs to be adapted to ensure all of our students are able to access an appropriate level of study given their individual starting points
- *Preparation for adulthood:* how each different subject area can help students meet the national Preparing for adulthood outcomes, working to ensure students are able to live a fulfilling and independent a life as possible

Key Stage 2 Offer

All of our students are offered a broad and balanced curriculum that equips them not only with the skills but also the experiences required to leave KS2 with the ability to continue to independence, resilience and to foster a love for learning. The KS2 curriculum reflects the National Curriculum for England. The table below outlines how many lessons per week of each subject are offered:

| Year 5/6 | |
|--|---|
| English (Including Spelling/SPAG/Handwriting) | 5 |
| Mathematics | 5 |
| Science | 4 |
| Computing | 2 |
| PE | 2 |
| RE/PSHCE/British Values | 2 |
| Topic (Geography/History) | 2 |

| | |
|-------------------------------------|---|
| Food and nutrition | 2 |
| Arts | 2 |
| Social Understanding | 1 |
| Outdoor Learning | 2 |
| Intervention/ Personalised Learning | 1 |

Key Stage 3 Offer

All of our students are offered a broad and balanced curriculum that equips them not only with the skills but also the experiences required to leave school and live an independent life in adulthood. As a result our curriculum offer at Key Stage 3 broadly reflects the National Curriculum for England. The table below outlines how many lessons per week of each subject are offered.

| | Year 7 | Year 8 | Year 9 |
|-------------------------------------|--------|--------|--------|
| English | 4 | 4 | 4 |
| Mathematics | 4 | 4 | 4 |
| Science | 3 | 4 | 4 |
| Computing | 2 | 2 | 2 |
| PE | 2 | 2 | 2 |
| Geography | 2 | 2 | 2 |
| History | 2 | 2 | 2 |
| Food and cookery skills | 2 | 2 | 2 |
| Arts | 2 | 2 | 2 |
| Personal Development** | 3 | 3 | 3 |
| Social Understanding | 1 | 1 | 1 |
| Outdoor Learning | 2 | 2 | 2 |
| Intervention/ Personalised Learning | 1 | 1 | 1 |

** Personal development includes PSHE, RE, Careers and Life Skills

Key Stage 4 Offer

Our Key Stage 4 offer encompasses a core element and a selection of options choices. In most subjects, opportunities exist for students to access qualifications across a variety of levels depending on prior attainment. Students are supported through the selection process ensuring appropriate options choices.

Accreditation: the school is currently registered with AQA, Edexcel and OCR to provide qualifications at the levels outlined above.

Safeguarding:

The Life Skills curriculum provides students with the opportunity to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. The wider curriculum serves to promote students' mental and physical health to aid in them overcoming barriers to them achieving the best possible outcomes for them as individuals. Staff undertake weekly whole school clinical supervision that supports them in adapting their teaching to help foster positive relationships, mental health, wellbeing and resilience. The

school's PSHE lead is also a member of the Pastoral team and regularly liaises with the Designated Safeguarding Lead to monitor emerging needs that require addressing.

Relationship and Sex Education (RSE) is provided at an appropriate level for students' ages and stages of development in line with statutory guidance.

Pupil progress and assessment:

On entry all students undertake GL Assessment CAT-4 testing, along with NGRT/NGST testing to ascertain reading and spelling ages. The CAT-4 testing provides teachers with an end of Key Stage 4 target for each subject. Depending on each student's individual needs and previous experiences in school this may serve as an aspirational target or a baseline.

NGRT and NGST testing is repeated annually at the beginning of a school year to provide up to date information for staff on students' literacy skills, ensuring work can be provided at an accessible level.

Teachers undertake regular formative assessment and engage in regular discussion with students so that they are aware of their learning and progress. The small class sizes and high staff to student ratios mean that there are regular opportunities for staff to provide real-time, high-quality verbal feedback that addresses misconceptions and ensures students understand what is required to improve their work. Progress against a range of skills related to CAT-4 targets is tracked by staff centrally.

Reporting:

Staff are encouraged to maintain regular contact with parents, with form tutors either phoning or emailing on at least a weekly basis. Alongside regular home-school contact, formal reporting on progress occurs three times a year – as part of the EHCP review process, via a parent's evening and via a formal report sent home to families.

Careers provision:

At Cambian Potterspurty Lodge School we believe the impact of our work is felt in the years after children leave our school. As a result, we feel it is important to ensure our students have the information required to aspire to as fulfilling and as independent a life as their starting points allow. To support with this, within the curriculum the school seeks to:

- Embed relevant careers information into individual subject curricula
- Provide additional careers teaching within tutor times and Personal Development lessons
- Facilitate visits to local further and higher education settings as well as local businesses
- Share information with parents regarding open days for local further education providers