

**Grateley House School**  
**Whole School Curriculum Policy – Teaching and Learning**

**Legal Status:**

Regulatory Requirements, Part 1, paragraph 2 and parts of paragraph 3 and 4, Quality of Education Provided (curriculum) (teaching), and aspects of Part 2, Spiritual, Moral, Social and Cultural Development, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

<b>Policy Review by:</b>	Eva Pereira
<b>Ratified by Regional Lead:</b>	James Watson
<b>Date Implemented:</b>	July 2024
<b>Next Review Date:</b>	September 2025

**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.

**Related Documents:**

- SEND Policy and Informative Report
- Positive Behaviour Policy
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

**Availability:**

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

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

The Regional Lead for Education, in their capacity for school governance, acting on behalf of 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.



Eva Pereira  
Principal  
July 2024

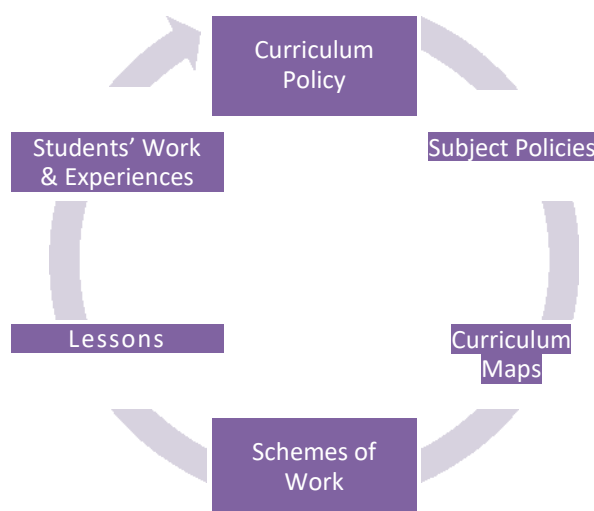


Andrew Sutherland  
Director, Education Services, CareTech Group  
July 2024

*Grateley House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## Grateley House School's Curriculum Overview

How does our curriculum all link together?



### Curriculum Policy

The policy which outlines the whole school approach to the curriculum design. It maps the curriculum rationale, overall intent, implementation & impact. It also shows how personal development is delivered across the curriculum.

### Subject Policies

Subject policies link directly to the overall curriculum policy and outline the subject's rationale, intent, implementation and impact of each subject area. It also includes how personal development is delivered within their subject area.

### Curriculum Maps

Curriculum maps outline the subjects' long-term plans to deliver the desired curriculum intentions. The maps demonstrate how the curriculum is designed in a logical sequence of learning, allowing students to build on prior learning from their individual starting points.

### Schemes of Learning

Schemes of learning link directly with the curriculum map, providing detailed medium-term plans that outline the learning intentions of specific units to ensure they are carefully considered to build on prior learning. Opportunities to read and nurture student character and personal development are embedded into our curriculum.

### Lesson Delivery

Lesson delivery link with the schemes of work and is further differentiated to meet the needs of students with autism and complex needs, with a wide range of ability. Lessons focus on students' learning, alongside embedding their EHCP, with the ability to review targets every lesson.

### Student's Work and Learning Experience

The student's work and the ability to recall learning is the outcome of a well-planned and carefully designed curriculum. Student's learning is enhanced through teacher assessment, knowledge checks, teacher feedback and purple pen capturing student voice as well as opportunities to foster personal development.

## Grateley House School's Curriculum Rationale

Grateley House School delivers an ambitious curriculum that supports students with high functioning autism and complex needs to flourish in an education setting. As a school community, across education, care, parents and families, we work together to provide holistic support that allows students to successfully navigate through their unique educational journey.

The curriculum at Grateley House School has a clear rationale that is shaped by common values that all students have the right to experience an education in a safe, nurturing and positive environment. The culture of learning is built around students' special educational needs, their social and emotional progress and considers their Education, Health and Care plans alongside their academic progress, seeing the two aspects as important as each other. At Grateley House School, we believe passionately that with the right support, high expectations and a nurturing environment that builds confidence and resilience, our students will succeed in education.

Our curriculum is designed in line with the National Curriculum (2014) and we use this as a framework to deliver interesting and exciting lessons. The National Curriculum is adapted, differentiated and extended to meet the special educational needs of our students and aims to foster an appreciation for human creativity and achievement. By carefully planning high quality lessons, we aim to impart the knowledge students need to become educated citizens and make progress from their individual starting points. Teachers are encouraged plan stimulating lessons that instill a love of learning for all our students.

The curriculum is further designed to embed learning through delivering learning in a logical sequence allowing students to make connections and build on prior knowledge, embedding learning in their long-term memories. Curriculum content is revisited and teachers continuously check understanding and clarify misconceptions.

Grateley House School is fully inclusive, allowing students to access a broad and balanced range of subjects, enriched by learning activities that nurture personal development and student's character. Students have opportunities to development their special interests and talents through a personal development curriculum, which provides experiences that stretch beyond the classroom walls and actively promote spiritual, moral, social and cultural development.

The curriculum extends beyond the school day and into evening for our residential students where they enjoy learning opportunities that foster social interaction and team building. Every moment in the day is considered a learning opportunity for our students. Life in their homes provides students with the chance to develop social skills, undertake independent living skills that prepare them well for adulthood.

Our aim is to provide students at Grateley House school with the experiences and skills in which they can become lifelong learners, well prepared for their next stage of education or employment and are able to play an active role in society.

## Our Key Stage 3 Curriculum Intentions & Implementations

The Key Stage 3 curriculum intentions are:

- To deliver an ambitious, broad and balanced curriculum, including English & Reading (*Linguistic*), Mathematics (*Mathematical*), Science (*Scientific*), ICT, Design & Technology, Food Technology (*Technological*) Art, Music (*Aesthetic & Creative*), PE (*Physical*), PSHE, History and Geography (*Human & Social*), Social Skills and Skills Based Learning so that they learn more and remember more from previous settings.
- To build on the knowledge, skills and understanding acquired in Key Stage 2 to improve their literacy.
- To build on the knowledge, skills and understanding acquired in Key Stage 2 to improve their numeracy.
- To build on the knowledge, skills and understanding acquired in Key Stage 2 to improve science.
- For all students to acquire speaking and listening skills through a range of experiences.

- For all students to show an accurate understanding of key subject vocabulary, so that concepts can be embedded into their long-term memory.
- For all students to read widely and often, with a range of reading texts including fiction and non-fiction and for all students to see the value and importance of reading and enjoy spending time in the library.
- To build on the skills acquired in Key Stage 2 and previous settings to enable students to develop as confident learners and be able to work independently.
- To participate in a careers programme that will develop a clear understanding of employment opportunities so that students have skills and knowledge to make choices about their future adult life.
- For all students to have opportunities to experience enrichment activities that stretch and challenge students of all abilities.
- For all students to develop as confident learners and be able to work independently and with confidence so they are fully prepared for Key Stage 4.
- For all students to build resilience when learning, confidence to try new activities and to feel safe to experience failure during the learning process.

The Key Stage 3 curriculum intentions will be implemented by:

- Leaders ensuring curriculum mapping is organised in a logical sequence of learning to ensure students acquire sound knowledge, skills and understanding before moving on to new material.
- Medium term planning is designed to be ambitious, build on prior learning, establish links that embed knowledge in students' long-term memory and outline end goals for any current unit of work.
- Teachers using assessment effectively to ensure learning is differentiated to meet the needs of individual students; to provide feedback to students in lessons and considers their abilities and EHCP provision and outcomes.
- Delivering an English curriculum that focuses increasingly on a range of texts, whilst building on the basic skills learnt previously including the teaching of reading, writing, spelling, punctuation and grammar.
- Implementing a Reading Curriculum Policy which provides opportunities for DEAR time, guided reading and independent reading and celebrates reading as the foundation for learning.
- Providing a library area where students enjoy spending time reading a wide range of different texts, including fiction and non-fiction and see the value and importance of reading.
- Delivering a Mathematics curriculum that focuses on the teaching of number, addition and subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics and increasingly being able to show mathematical reasoning skills and applying these in real life situations.
- Ensuring key subject vocabulary is a focus in every lesson, including vocabulary students have been taught in previous learning.
- Supplementing the curriculum with opportunities to experience a range of educational trips that enhance learning and bring awe and wonder to the curriculum.
- Using the Gatsby Benchmarks as a framework for delivering an excellent careers programme that readily prepares students for adulthood and future employment.

- Providing opportunities for curriculum enrichment through a personal development curriculum that promotes resilience, confidence and respect.

### **Our Key Stage 4 Curriculum Intentions & Implementations**

The Key Stage 4 curriculum intentions are:

- Build upon skills learnt in Key Stage 3 to improve skills, knowledge and understanding in English and Reading.
- Build upon skills learnt in Key Stage 3 to improve skills, knowledge and understanding in Mathematics, including mathematics reasoning skills.
- Build upon skills learnt in Key Stage 3 to improve skills, knowledge and understanding in Science, including working scientifically through the curriculum.
- Provide students with the opportunity to access a broad range of subject qualifications at appropriate levels including GCSE, functional skills, unit awards and entry level so that they can access the next phase of their education.
- Students will access curriculum that is, where possible, tailored to their interests and future employment, whilst maintaining a broad and balanced curriculum aimed at developing the whole child.
- For all students to show an accurate understanding of key subject vocabulary, so that concepts can be embedded into their long-term memory.
- For all students to read widely and often, with a range of reading texts including fiction and non-fiction and enjoy spending time in the library so all students continue to see the value and importance of reading.
- To participate in a careers programme that will develop a clear understanding of employment opportunities so that students have a skills and knowledge to make choices about their future adult life.
- For all students to continue to develop as confident learners and be able to work independently and with confidence so they are fully prepared for their next stage of education.
- For all students to have opportunities to experience enrichment activities that stretch and challenge students of all abilities.
- For all students to build resilience when learning, confidence to try new activities and to feel safe to experience failure during the learning process.

The Key Stage 4 curriculum intentions will be implemented by:

- Leaders ensuring curriculum mapping is organised in a logical sequence of learning and builds on learning formed in Key Stage 3, to ensure students acquire sound knowledge, skills and understanding before moving on to new material.
- Medium term plans are designed to be ambitious, build on learning from Key Stage 3, establish links that embed knowledge in students' long-term memory and outline end goals for any current unit of work.
- Delivering an English curriculum that focuses on the development of reading, writing, basic skills including spelling, punctuation and grammar across a range of academic courses, including GCSE, Functional Skills and Entry Level, and applying these skills in activities which prepare students for life beyond school.

- Delivering a Mathematics curriculum focusing on the development of the mathematical skills of number, addition, subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics with opportunities to apply these skills in real life contexts and across a range of academic courses, including GCSE, Functional Skills and Entry Level.
- Teachers will continue to use assessment effectively to plan sequences of learning linked to accreditation, which are differentiated to meet the needs of individual students; to provide feedback to students in lessons and to move their learning forward to the next stage.
- Provide students with a choice between different subjects so that students can have a degree of autonomy over their learning and tailored to future education and/or employment opportunities.
- Supporting the curriculum with opportunities to experience a range of educational trips that enhance learning and bring awe and wonder to the curriculum.
- Providing a library where students enjoy spending time reading a wide range of different texts, including fiction and non-fiction and see the value and importance of reading.
- Understanding key subject vocabulary is a focus in every lesson, including vocabulary students have been taught in previous learning. This will have a GCSE specific focus or equivalent.
- Using the Gatsby Benchmarks as a framework for delivering an excellent careers programme that readily prepares students for adulthood and future employment, including opportunities to experience the world of work.

#### **Our Key Stage 5 Curriculum Intentions & Implementations**

- Students will gain qualifications that will support their journey into adulthood.
- Students will gain the skills, knowledge and understanding to make informed choices about their future adult life, tailored to their interests and talents that prepares them for the world of work.
- Students will gain knowledge, skills and understanding in a range of independent living and life skills so that students can participate meaningfully in society when they move into adulthood.
- Students will build upon skills learnt and qualifications achieved in Key Stage 4 and bridge any gaps to learning and improve functional literacy levels or GCSE equivalent.
- Students will build upon skills learnt and qualifications achieved in Key Stage 4 and bridge any gaps to learning and improve functional numeracy levels or GCSE equivalent.
- Students develop their independence and confidence in preparation for adulthood.
- Students will be able to make cross-curricular links.
- Students will access work-related activities or work experience.
- Students will be able to use subject specific, professional and technical vocabulary confidently.
- Students will build sufficient knowledge and skills in Post 16 to allow them to plan, organise and to be ready for the next stage of their education, employment or training.
- The knowledge and skills gained in Post 16 are relevant, ambitious and prioritised to apply to local and regional employment and training services to allow students to succeed in future learning, employment and independent living.

The Key Stage 5 curriculum intentions will be implemented by:

- Provide students with two clear educational pathways: vocational and academic, that lead to qualification opportunities at a suitable level for the student.
- Curriculum mapping is organised in a logical sequence of learning to ensure students acquire sound knowledge, skills and understanding before moving on to new material. Medium term plans are designed to be ambitious, build on prior learning, establish links that embed knowledge in students' long-term memory and outline end goals for any current unit of work.
- Teachers will continue to use assessment effectively to plan sequences of learning linked to both academic and vocational pathways, which are differentiated to meet the needs of individual students; to provide feedback to students in lessons and to move their learning forward to the next stage.
- Providing a vocational pathway that focuses on functional skills English and Mathematics, a Vocational BTEC qualification, life skills and independent living programme designed to be personalised to each individual.
- Providing an academic pathway that allows Post-16 students of higher ability to access/continue with GCSE Mathematics and English, alongside other qualifications.
- Providing an English curriculum focused on the teaching of reading, writing, basic skills including spelling, punctuation and grammar and apply these to real life situations in preparation for adulthood.
- Providing a Mathematics curriculum focused on the teaching of number, addition and subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics and apply these to real life situations in preparation for adulthood.
- Students have life skills, travel training, independent living and preparation for adulthood afternoon every week as part of their curriculum.
- Students are provided with work-related activities and work experience opportunities.
- The sixth form, organise and lead whole school events which will involve and embed key skills such as leadership, team work, organisation, budgeting and independence, allowing knowledge to be transferred to long-term memory.

### **Personal Development at Grateley House School**

At Grateley House, we place as much emphasis in the academic achievements of our students as we do in their personal development. We see personal development as a key component of students' future success. Skills such as communication, interaction and socialising are essential life skills that our curriculum aims to develop as students move through their educational journey.

We are uniquely placed to deliver a strong personal development curriculum across the 24-hour curriculum and see every moment as a learning opportunity.

Our personal development curriculum intentions are for every student to:

- Develop into respectful and responsible citizens that become actively involved in public life as adults.
- Develop their character, showing increased confidence, resilience and independence.
- Have opportunities to enrich their spiritual, moral, social and cultural development.

- Be able to distinguish right from wrong and to respect the civil and criminal law of England.
- Be increasingly well prepared for adulthood and the next stage of their education.
- Have opportunities and experiences in society that promote British values so that they are prepared for life in modern Britain.
- Show tolerance and harmony between different cultures and acquire an appreciation and respect for their own and other cultures and beliefs, including regard for the protected characteristics set out in the Equality Act 2010.
- Have the opportunity to develop and stretch their talents and interest in order to make good use of these.
- Have opportunities to take part in a wide range of extra-curricular activities.
- Be aware of their career opportunities and take part in different work experiences
- To participate in a careers programme that will develop a clear understanding of employment opportunities so that students have skills and knowledge to make choices about their future adult life.
- To manage and contribute to social situations in different environments to develop students' character and personal development.
- Show positive attitudes to learning and take responsibility for their behaviour for learning.

Our personal development intentions will be implemented by:

- A structured Personal Development curriculum, in which students have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and interests.
- Exposure to a range of external visitors, aimed at expanding their awareness of the wider world, public services, career opportunities and different faiths and cultures.
- The school's points system designed to celebrate success, build aspiration and reward students' learning and behaviour, alongside developing awareness of their EHCP targets.
- Carefully planned weekly themed assemblies, designed to explore key issues and promote personal development, SMSC and British values.
- Weekly WOW words, aimed at creating healthy debates and discussions, developing students' knowledge, as well as their speaking and listening skills.
- A wide range of yearly department trips, exposing students to different experiences, environments and places.
- Every subject explores opportunities for students to experience personal development through SMSC, British values and social and emotional growth.
- Providing all students with a stable careers programme, in line with the Gatsby Benchmarks, that allows students to gain knowledge of the labour market, learning about different careers, providing experiences of workplaces, personal guidance and encounters with employers and employees.
- Delivering a strong PSHE curriculum, at every key stage, that provides age-related topics, focused on Living in the Wider World, Health, Well-being and Sex and Relationships Education.
- A school council in which student members act on behalf of their peers and actively contribute to the school's ongoing development.



- Providing students with a wealth of extra curriculum activities that enrich learning.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development (SMSC). Grateley House School is a non-denominational school where students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and characteristics so they can make a positive contribution to the world.

Grateley House School, the spiritual, moral, social and cultural development of students forms the foundation on which learning is enriched. Personal development is not designed to be a standalone strand, but is embedded in everything staff do, across education and care.

SMSC is embedded into the education and care curriculum through the following ways (although not an exhaustive list):

- A strong and effective PSHE curriculum, providing opportunities to explore a wide range of SMSC topics.
- A curriculum that celebrates diversity e.g. Food Technology exploring a range of cultures.
- Assemblies that focus on different cultures, traditions and religions.
- A religion day, that teaches students about a range of religions.
- A personal development afternoon, providing opportunity for students to socialise.
- Opportunities to support the local community, providing opportunity to develop a students' moral compass.
- Cook nights, in the residential homes, explores foods from different cultures.

### **Sex and Relationship Education**

At Grateley House School, we place great importance on preparing our students for adulthood and see our Sex and Relationship (SRE) curriculum as a key part of their journey. To embrace the challenges of their futures, we aim to give students the tools they need to create happy and successful adult lives, empowering them to make informed choices about their health and well-being. SRE forms an essential part of the schools' PSHE curriculum, which is also supported by assemblies and display board information.

Grateley House School is mindful of how we deliver effective SRE to our students with SEND, and ensure that a high level of personalised planning is involved in the delivery of lessons. We are aware that some students may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We are also aware that some curriculum content may need to be tailored and adapted to meet the specific needs of students at different developmental stages. Grateley House School ensures that the delivery of SRE is done in a sensitive, age-appropriate and developmentally appropriate way, in reference to the law.

Fundamental to our SRE approach, is teaching students respect for themselves and others. Further to this, the intention of our SRE curriculum is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

Further intentions include:

- Healthy relationships between families, including parental, children and marriage
- Respectful relationships, including friendships

- Online relationships, including social media
- Teaching the risks associated with online relationships and harmful online content
- Staying safe in relationships, including the rule of law
- Intimate and sexual relationships, including sexual health
- Physical health and mental well-being
- Changing adolescent body
- Basic first aid

Further detail about our Sex and Relationships Education is available in our SRE policy, and our PSHCE policy and curriculum documents.

### Safeguarding in the Curriculum

Safeguarding remains everyone's responsibility. As such, it forms the most important building block on how our curriculum is designed and underpins the delivery. The curriculum is designed to ensure the safety and well-being of students and this runs through every aspect of what we do.

Our school:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity.
- educates our students on healthy friendships/relationships, peer on peer abuse, sexual harassment and acceptable behaviours, and supports students to learn appropriate behaviour.
- enables students to gain insights into the origins and practices of their own cultures and into those of the wider community.
- takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism.
- ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable students to develop their self-knowledge, self-esteem and self-confidence.
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
- provide students with a broad general knowledge of public institutions and services in England.
- assist students to acquire an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

- precludes the promotion of partisan political views in the teaching of any subject in the school and ensuring students are aware of political issues through a balanced presentation of opposing views.

**Teachers must ensure they do not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view they should present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to appropriate manager structure or DSL.**

## Curriculum Impact

### What is the overall impact of our Curriculum?

The overall impact aim of our curriculum is to ensure students make outstanding progress from their individual starting points, taking in consideration their educational journey prior to this and their special educational needs. As a result, students are able to meaningfully participate in society and are ready for the next stage of their education by the end of Key Stage 4 or Key Stage 5. Students will be able to achieve this with increasing independence and confidence as a result of high-quality education and pastoral care. Students will make significant progress towards their EHCP outcomes because these are a constant focus that underpins the curriculum approach.

### How do subject teachers know students are making progress?

Subject teachers will use a range of formative and summative assessments in order to assess the progress students are making through the curriculum. Formative assessment will be conducted in the following ways:

- Teacher assessment, with student response
- Purple pen (capturing student voice)
- Knowledge checks – topic recall
- Questioning and clarifying misconceptions

Summative assessment will be conducted in the following ways:

- End of unit assessments
- Examination outcomes from Key Stage 4

### How does Grateley House School measure attitude to learning?

Students' behaviour and attitude towards learning has a direct impact on the progress they will make, their ability to learn and retain knowledge. Grateley House School has high expectations of all students. Students are supported to learn what positive behaviour looks like through a class points system which reinforces expectations and celebrates successes. Classroom points will be used to measure attitudes to learning, and identify areas in which students need support