

Grateley House School

Curriculum Policy 2025-26

Policy Reviewed By	Terry Kelly, Head of Education
Date of Review	November 25
Date Reviewed/Approved by SLT	December 2025
Date of Next Review	November 2026

Ethos and Vision

At Grateley House School (GHS), we believe that education is a tool for change and transformation. It's an opportunity for young people to shape the future they want, a window onto the wider world, a way to have new experiences and to build confidence and self-esteem.

We believe that all young people want to learn and to be successful in education but we understand that some have had experiences that make accessing education challenging and that some young people might feel anxious about attending school. We are here to help young people navigate those challenges and find a way to engage with education which suits their circumstances and personal history.

We deliver a curriculum adapted to engage students from their starting point which can be readapted as new milestones are reached. Our teaching happens in small groups with specialist teachers who help students to achieve their educational goals. All of our teachers have worked in mainstream schools and are experts in their subject areas while also trained and experienced in working with young people with SEND. In terms of our curriculum's breadth, we believe that no door is too difficult to open, and we are ambitious in the range of subject areas and qualifications we can support young people to access. Teachers guide students in setting ambitious but achievable goals and support young people in achieving them.

We know that there will be good days and bad days; days of struggle and days of achievement. GHS offers a safe educational space where mistakes are viewed as valuable learning opportunities, every day is a new start and no success is too small to celebrate. Our aim is to provide students 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.

Curriculum Aim

The aim of the curriculum at GHS is to provide students with a broad and balanced curriculum offer that is appropriately adapted to recognise their individual needs. 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.

Our aim is to provide students 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.

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.

Curriculum Rationale

GHS delivers an ambitious curriculum that supports Keys Stage 3 and Key Stage 4 students, with a diagnosis of Autism Spectrum Disorder (ASD), as well as additional needs or diagnoses, including mental health, ADHD, ADD and other difficulties, to flourish in an education setting. As a school community, we work together to provide holistic support that allows students to successfully navigate through their unique educational journey

The curriculum at GHS 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 (EHCPs), alongside their academic progress, seeing the two aspects as important as each other. At GHS, 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 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 instil a love of learning for all our students.

The curriculum is further designed to embed learning through delivering subject content 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.

GHS is an inclusive school, 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 develop 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.

Curriculum Offer

GHS is committed to providing a curriculum which ensures all students acquire and develop skills appropriate to their age and aptitude and preparing for adulthood in the following areas:

Linguistic

This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. The teaching of literacy and literary skills is not confined to English lessons; the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all students' work.

Mathematical

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

The teaching of numeracy skills is not, however, confined to these subjects, and the practice of the school is that teachers of all subjects will encourage good numeracy standards in all students' work.

Scientific

This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry, for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Art and Design, ICT and Food Technology)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and Social (including Geography and History)

This area is concerned with people and with their environment, and includes an examination of how human action, now and in the past, has influenced events and conditions.

Physical (which is supported by an extensive extra-curricular programme)

This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative (including Drama and Music)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art and music and the study of literature, because they call for personal, imaginative, and often practical, responses.

Sex and relationships education

The school provides Sex and Relationships education in the basic curriculum by a trained specialist via PSHCE lessons. In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their child from any other part of the sex education provided without giving reasons.

PE and games

All students are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent/carer will suffice, or other reasons agreed with the school.

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. GHS 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 qualities of character so they can make a positive contribution to the world, understand and adhere to British Values and develop social responsibility. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Personal, Social, Health, and Citizenship Education (PSHCE)

GHS is committed to providing a comprehensive programme of PSHCE for all students, which is appropriate to their age and needs. Our range of artistic, sporting and other cultural opportunities is available to students through the curricular and extra-curricular programme, and their participation in these opportunities. We deliver our PSHCE through dedicated lessons delivered by a trained specialist; it supports our students in acquiring values and skills to enable them to develop independence and choose their path in life. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for them to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Safeguarding in the Curriculum

Safeguarding is 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.

All staff 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 students are at risk of being radicalised, they must report through the appropriate manager structure or DSL.

Curriculum Pathways

Every student learns differently and our pathways allow us to tailor learning so that each young person achieves their best, whether that's through academic subjects, vocational skills, life skills, or a mix of all three.

Students are placed in one of the following pathways:

- **Aspire Pathway** - This pathway provides students with the opportunity to study towards nationally recognised GCSEs and is designed to develop subject knowledge, academic skills and independent learning, preparing students for further education, e.g., A Levels, university, as well as training or employment.
- **Bridge Pathway** – This pathway offers students the opportunity to study a balanced curriculum that includes traditional GCSE subjects, alongside vocational qualifications. It is designed to develop both academic knowledge and practical skills, preparing students for a wide range of post-16 options, including A Levels, apprenticeships and college courses.
- **Gateway Pathway** – This pathway offers a coherent and progressive curriculum, focussed exclusively on vocational qualifications. It provides structured opportunities for applied learning, personal development and employability skills through sector-based courses and work-related experiences.

These pathways are not fixed. For example, a student who is placed in the Gateway Pathway in Key Stage 3 can progress to either Bridge Pathway or Aspire Pathway at any time.

Transition Support

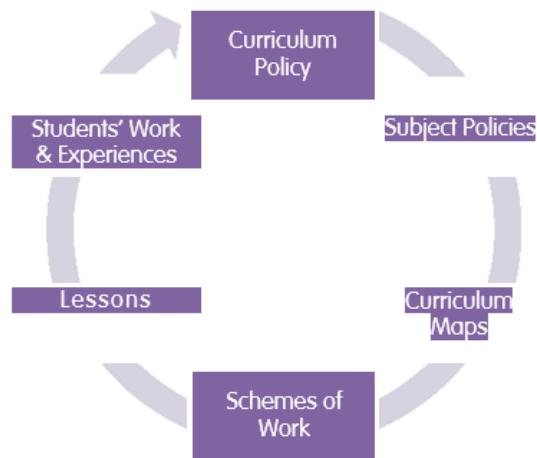
We carefully manage the transition of our students throughout the school and also in preparing them for further education. We have a dedicated Transition Manager who leads on offering advice to students and their parents/carers about any transition process. We ensure that student voice is at the heart of transition and students receive advice, guidance and support throughout their time at school with a focus on ensuring cohesive and appropriate transition plans are in place.

Preparation for the Future

GHS provides an appropriate curriculum for preparing students for further higher education, career choices and adult life. We aim to provide them with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access as well as offering a broad curriculum designed to enhance cultural capital. We arrange work experience and advice is given by an independent, impartial adviser concerning further and higher education.

Curriculum Organisation and Planning

The curriculum is organised as follows:



Curriculum Policy

The policy 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.

The Learning Environment

The classroom and school environment should inspire a positive ethos and culture for learning, underpinned by autism best practice and sensory awareness. This includes:

- **Organisation:** Calm, tidy, and uncluttered classrooms with clear structure and visual supports.
- **Self-regulation:** Access to sensory strategies, calming spaces, and staff modelling of emotional regulation.
- **High aspirations:** Staff hold realistic yet ambitious expectations, celebrate achievement, and reinforce school values.
- **Inclusion and cohesion:** Opportunities for discussion, collaboration, and reflection that promote spiritual, moral, social, and cultural development, including British Values

MARKING

Rationale

Teachers should '*give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*' Teachers' Standards.

Marking is an invaluable way of communicating with students on a personal level and enables teachers to keep teaching beyond the classroom. Feedback from students suggests that they lose interest in their written work if teachers do not collect, mark and return it within a reasonable time.

Marking should allow for students to improve or develop their work as a result of teacher feedback. A 'flick and tick' on every page serves only to tell the student that their book has been seen by the teacher. Similarly, comments such as 'Good', 'Not good enough', 'Well done', in isolation, are not acceptable as they don't allow for any formative action to be taken by the student. More appropriate comments might include, 'Have you thought about?', 'Did you notice...?', 'What would happen if...?', 'Have you seen a pattern?', 'Is there a better way of....?' or 'Your workings in this equation don't follow; look and see where it breaks down.'

The advice given to students needs to be practical, clear and achievable.

Where written comments are made by the teacher, students should be given time to respond, either in writing or verbally, and teachers should check that these comments are responded to. Taking a few minutes at the beginning of a lesson, perhaps as a starter activity, is an ideal opportunity for students to respond to marking and seek further clarification on a point.

Teacher marking should be done using red pen or stamp and be dated. Student responses should be made in green pen and be dated.

Frequency of Marking

It is important that classwork and homework, where appropriate, is marked frequently in order to support students' learning. The following guidelines are in place as a minimum in terms of the frequency of marking:

- **Key Stage 3** - Work should be marked at least fortnightly in the core subjects (English, Maths, Science) and at least every three weeks in all other subjects
- **Key Stage 4** - Work should be marked at least fortnightly in all examinable subjects.

Peer and Self-Assessment

Allowing students to self and peer assess their work according to clear success criteria forms a part of good practice, however, teachers need to be aware that this type of assessment must not take the place of teacher marking. The balance of work in a student's exercise book/folder which is self or peer assessed and that which is teacher assessed must be heavily in favour of the teacher. When work is self or peer assessed there should be evidence that students have been engaged in target setting, rather than just marking the work.

Marking for Literacy

Good literacy skills are a key factor in raising standards across all subjects. Marking students' work with notations that relate to an understood framework (therefore modelling and correcting), will help them to reduce common mistakes and improve their literacy skills. The GHS literacy symbols are as follows:

✓	Good idea/correct
✓✓	Really good idea
SP	A word underlined with a "SP" in the margin indicates that it is spelt incorrectly
P	A "P" next to or between words or letters indicates there is punctuation missing
CL	A "C" next to a word indicates that a capital letter needs to be used
H (homophone)	A "H" above a word indicates that the wrong word has been used. Although it has been spelt correctly, it isn't the right word. For example, "their" instead of "there" or "your" instead of 'you're'
//	"// indicates that a new paragraph is required
?	A sentence or an idea that is underlined with a "?" in the margin indicates that it does not make sense and that it needs to be looked at again
T	A "T" indicates one target for their next piece of work
Q	A "Q" indicates a reflective question posed to the student. They answer it in their books to show how they have reflected e.g., Q: What is missing here? With a line and an arrow. Student writes a response e.g., apostrophe, or makes an appropriate correction
VF	A "VF" indicates verbal feedback given during an oral discussion of a topic or question in a lesson

Presentation of Work

Teachers should set high expectations in terms of presentation of work. All work should be clearly presented and include the following:

- Date at the top right-hand side of the page
- Topic heading or learning question at the top left of the page
- All headings or learning questions underlined
- Work should be typed or if handwritten, should be in black or blue pen, or pencil where relevant, e.g., Maths.

ASSESSMENT, RECORDING AND REPORTING (ARR)

At GHS, we believe that assessment is a fundamental element of our outstanding teaching practice and of Quality First Teaching. We believe that assessment data should be shared with students to empower them to make progress and meet their targets. Assessment underpins feedback and supports students to make progress.

Definitions

Assessment is defined as the judgment staff, often teachers, make about a student's attainment based on knowledge gained through observation, questioning, marking pieces of work and testing.

Reporting is the process of informing others about a students' progress, including students, parents and carers, the Headteacher, Governors, the student's next teacher or school and other professionals working with the student.

Recording is the process of teachers, or other staff members, making a record of progress to inform curriculum planning and delivery. Not all of the information collected about a student's attainment will be recorded physically, some of it will be held in mind by the teacher or member of staff delivering the curriculum.

Attainment relates to specific skills and knowledge as detailed in National Curriculum criteria and in KS4, to the criteria of externally accredited qualifications.

Progress relates to students' attainment over a period of time, the difference between prior attainment and current attainment.

Assessment - Guiding Principles

- All students will be assessed on entry by the SENCO, completing the GL Assessment CAT4 (Cognitive Ability Test) as well as the WRAT-5 (Wide Range Achievement Test).
- Students will be formally assessed four times per year in all subjects.
- Parents/carers will receive a written progress report three times per year. Subject targets will be included to aid future achievement.
- In some curriculum areas, studies will lead to accreditation through nationally recognised qualifications.
- Student assessments can be used to monitor the quality of curriculum delivery and teaching. They will also form part of equal opportunities monitoring.
- Students will be given clear objectives for their learning that are planned from start points and encouraged to set realistic targets both in each lesson and for each half term; they will be given opportunities to review their work and they will be given feedback from teachers and peers.
- The criteria for assessment will be made clear and will be consistently applied to ensure equality of opportunity for all learners.
- Assessment information is used in planning and lesson preparation and is clear in schemes of work.

- Attainment and achievement are celebrated according to school policy and subject practice.
- Prior attainment is used alongside school baselines to establish student start points.

In line with Quality First Teaching, emphasising high quality, inclusive teaching for all students in a class, we assess our students' progress in all subjects offered in the school curriculum.

For most areas of the curriculum progress is formally reported. Both formative and summative assessments provide information which is valuable to school staff and our students in judging attainment, progress and next steps. Student assessment information will also provide a basis for our reporting to other organisations and external professionals. These reports inform the Annual Review process. For areas of the curriculum, such as Personal Development, which does not lead to a qualification, graded progress is not reported, however termly targets are set and progress towards meeting those targets is reported to parents/carers.

Methods of Assessment

Assessment takes many forms, some formal and structured, others informal and ongoing. Some assessments are statutory. Assessment methods are adapted for different subjects and key stages, in order to be effective and efficient in promoting learning and progress.

Students are praised and encouraged whenever they achieve or make a positive effort. All aspects of students' achievements are valued. For many GHS students, this praise and feedback must be immediate in order to be effective. Teachers must therefore assess students' learning continuously so they can provide appropriate reinforcement when a student achieves. Students are also encouraged to assess their own work and opportunities are given for peer assessment. Progress and achievement is also logged after every individual lesson and parents receive a detailed overview of this on a weekly basis via the Student Progress Log.

A large part of day-to-day assessment is based on the professional judgement of the staff in the school and their in-depth knowledge of individual students and their subject knowledge. Assessments can be made whilst working with students and through observation and conversations with students. This formative assessment is supported by a range of formal, summative assessments. Teachers use these assessments to establish start points and to inform their planning. The assessments help teachers to plan next steps to ensure a level of challenge in lessons.

Parent/Teacher Consultation Meetings

Each year group has one parents/teacher consultation meeting each academic year. These are normally held in person on the school site, however, they may also be conducted remotely via video. If the progress of a student needs to be discussed at another time of the year, this is arranged individually with the parent/carer, form tutor, subject teacher or member of the Senior Leadership Team as required.

COLLABORATION, MONITORING AND REVIEW

At GHS, collaboration and monitoring work together to ensure teaching and learning are continually improving, therapy-informed, and responsive to pupil needs.

Collaboration

- **Termly Progress Meetings** – review curriculum delivery, assessment, and pupil progress, and share good practice.
- **Student Monitoring Meetings** – implement the Assess, Plan, Do, Review cycle for targeted learners to ensure timely interventions.
- **Therapy-Informed Practice** – Speech and Language Therapists and Occupational Therapists contribute to CPD and planning, ensuring strategies for communication, interaction, and sensory regulation are embedded across the curriculum.
- **Cross-School Partnerships** – share expertise and moderate standards with partner schools.
- **Peer Support** – staff engage in peer observations and coaching, offering developmental feedback (separate from performance management).

Monitoring and Review

- **Learning Walks** – short, non-evaluative visits to capture classroom climate, engagement, and trends.
- **Formal Lesson Observations** – structured reviews with constructive, actionable feedback.
- **Data Monitoring** – regular use of pupil progress, behaviour, and engagement data to evaluate impact.
- **Professional Reflection** – staff engage in reflective practice, therapy-informed strategies, and development planning.
- **Senior Leadership Oversight** – SLT ensures coherence, consistency, and alignment with school improvement priorities.

Availability

This policy is made available to parents, 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 Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Andrew Sutherland
Operations Director - Education Services
January 2026

Signed:



Eva Pereira
Principal
January 2026