

## Grateley House School CURRICULUM, TEACHING AND LEARNING 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.

**Related Policies:**

- Assessment, Marking, Homework, Subject Policies.

**Availability:**

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

**Monitoring and Review:**

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

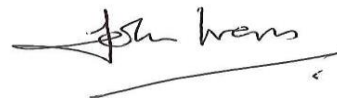
The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation,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

Signed:

Date: June 2020



Gary Simm  
Head Teacher



John Ivers  
Proprietor, Cambian Group

### **Curriculum, Teaching & Learning Vision**

Grateley House School is a place where students achieve in all areas of their life. They understand themselves and their autism. They have every opportunity to learn the value of working hard and to experience success. They can see for themselves that they are making progress, becoming more independent, making choices for themselves in preparation for becoming a lifelong learner whilst making a contribution to wider society. Our school is a happy, calm and purposeful environment where students grow a love of learning. It provides a safe and comfortable environment where people trust one another and have much to celebrate. Everyone at the school shares this vision.

Everyone has a personal best, Everyone can find something to aim for, Everyone can achieve something special And everyone should have the opportunity to strive for it Everyone No matter what their situation, No matter what specific challenges they might be facing.

We actively enable the people in our care to achieve their personal best. **This vision is shared by all Senior Managers who represent all students and staff.**

In Grateley House School we believe the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and individual or bespoke intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- ensuring teachers are up-to-date with the latest teaching theories and strategies through a comprehensive in-house CPD programme of training
- managing instances of poor or disruptive behaviour effectively with appropriate consequences or sanctions.

Entry to programmes of study is regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available to parents on request. The children are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute;
- stand up for the positive values that engender meaningful loyalties and strong communities.
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control;
- participate in the transformation of our society through reflection, sensitivity and action.

Our school provides a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, physical development and well-being of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life (including further and higher education as well as employment opportunities).
- makes provision for sex and relationship education to pupils appropriate in line with their age and understanding.

### Curriculum Pathways

As a school we have identified different pathways that are based on not just academic ability but also the students' ability to meet targets in learning and social, emotional and mental health spheres.

	Grateley House School Curriculum Pathways 9 – 16 years	Qualifications/ Outcomes	Destination
COURAGE	<p>This pathway is for those students who have high academic potential and are motivated to undertake additional independent study and homework to achieve their goals. Students will be hoping to progress to A levels at local Colleges.</p> <p>Their timetable will include PE and Enrichment opportunities.</p> <p>Periods of work experience will be offered, but focussed on their study/exam commitments.</p>	Aiming for 7 or 8 GCSEs – at grade 5 or above	<p>A-Levels</p> <p>FE College / University</p> <p>Apprenticeships/ internships</p> <p>Independent Living</p> <p>Full employment</p>
DETERMINATION	<p>This pathway offers students a blended learning route including GCSE subjects in English, Maths, Science and ICT, but also more vocational subjects which may lead to other awards. Some students may access college link courses for 14 – 16 year olds at Sparsholt College.</p> <p>Monitoring, guidance and mentoring will be offered reflecting individual need and students will gradually develop independent study skills, preparing them to progress to College with minimal support.</p> <p>Work Experience opportunities may be offsite or onsite.</p>	Aiming for at least 3 or 4 GCSEs Vocational Course L1 /L2 (P/M/D)	<p>In-house post-16 offer including Life Skills, or FE College (L3) / Vocational (BTEC) style offer in mainstream environment</p> <p>Apprenticeship/ Internship</p> <p>Employment</p> <p>Independent Living</p>
ENDEAVOUR	<p>This pathway is for those students who need to work at a slower pace. It offers core foundation subjects, basic skills and vocational skills. Monitoring and guidance will be available for ALL students in this pathway. Students may have highly individualised timetables to enable them to follow particular interests – e.g. Gul for Riding and stable management and Riverbourne farm for animal management.</p> <p>Work Experience may include paid student jobs, e.g. cleaning minibuses; onsite working alongside staff or offsite opportunities.</p>	Entry Level to Level 1 or 2 (Functional Skills) Vocational certificates including BTEC, ASDAN AQA Unit Awards and City and Guilds Certificates.	<p>In-house post-16: Life skills and independence skills</p> <p>FE College (L1/L2) / Vocational (BTEC) style</p> <p>Supported Employment / Living</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FELLOWSHIP</p>	<p>This pathway will encompass 2 student groups: Assessment - All NEW students (first 3 months) and Nurture.</p> <p>Assessment group – the aim will be to place onto other appropriate pathways once fully assessed and ready to move on.</p> <p>The second more static nurture group will be for younger students or any student who is not yet ready for classroom learning or coping with school expectations. These students need high levels of support, individual programmes and a slower pace with opportunities for regular overlearning. Emphasis is on developing basic skills – reading, writing and numeracy; social skills and a variety of project-based learning.</p>	<p>Base line tests Project based assessments Core (KS2) Tests Functional Skills Awards including AQA Unit Awards</p>	<p>In-house post-16 offer – Life Skills Supported Employment / Supported Living Traineeships</p>
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	Grateley House School Curriculum Pathways 16 – 19 years	Qualifications/ Outcomes	Destination
ASPIRE	<p>The cohort of post-16 learners will be;</p> <ul style="list-style-type: none"> <li>- Attending one of the local mainstream colleges.</li> <li>- Studying qualifications ranging from Level 2 / GCSEs to BTEC Level 3 or A-Level qualifications.</li> <li>- Only accessing GHS minimally for tutorial and therapy services.</li> <li>- Supported in college with work, encouragement, motivation, workload management and transition to higher education</li> <li>- Partaking in a work placement that is managed through the college study programme with GHS support for our students.</li> </ul>	<p>A-Levels / FE College L3 programmes Work Experience Certificate</p>	<p>University Independent Living Full employment Apprenticeships / Internships</p>
BOUNDLESS	<p>This cohort of post-16 learners will be;</p> <ul style="list-style-type: none"> <li>- Onsite for at least their first year in post-16 education (and beyond if necessary).</li> <li>- Bespoke programme of vocational pathways incorporating independent living skills, employability and work experience /readiness to suit interest and ability. An opportunity for GCSE study and re-sits in Maths and English.</li> <li>- High expectation of independent study (with guidance)</li> <li>- Enrichment, PE and community access is also part of timetable offer.</li> </ul>	<p>BTEC L1/L2 (or other vocational offer) qualification at GHS GCSE (Re-sit) Functional Skills E3&gt;L2 Certificate Work Experience Certificate</p>	<p>University FE College L3 programmes Independent Living Full employment Apprenticeships / Internships</p>
BETTERMENT	<p>This cohort of post-16 learners will be;</p> <ul style="list-style-type: none"> <li>- Predominantly those needing to re-sit or take GCSEs (3 or more) onsite at GHS</li> <li>- Study as a group, with the possibility of additional 1-1 tutoring (if needed to meet learners' needs)</li> <li>- Additionally, they will complete a vocational qualification linked to their development with life skills, employability and work skills.</li> <li>- Completing a blend of qualifications in order to gain the grades to meet the requisite entry requirements for college courses.</li> <li>- Work experience / readiness also included in the programme.</li> </ul>	<p>BTEC L1/L2 (or other vocational offer) qualification at GHS GCSEs (Re-sits or studied for the first time) Functional Skills E3&gt;L2 Certificate Work Experience Certificate</p>	<p>FE College L1/L2/L3 programmes University Foundation Degree Independent Living Full employment Apprenticeships / Internships</p>

Our school caters for young people between the ages of 9 and 19 with a diagnosis of Aspergers and / or associated difficulties. Most of our children are referred to us and funded through the local authorities. All of our children will have a Statement of Special Educational Needs or an Education Health Care Plan; others may be undergoing assessment. We promote respect, good manners, self-discipline, service to the community and the pursuit of excellence via the child's personal best efforts. We strive to work on the ethos that students are individuals and will have bespoke programmes of study tailored to their individual needs.

### **Rationale for Our Curriculum**

Only 16% of autistic adults are in full-time employment, though 77% of autistic adults want to work - many have skills and talents that are currently underused. That is why we focus on the vital skills and knowledge that prepares students for their future life beyond school. We aim to equip students with the necessary employability skills that enable all our students to fulfil their personal ambitions.

### **Our Curriculum Aims**

The purpose of our curriculum is to provide students with the knowledge and skills to prepare them for their future adult life, increase their opportunities and their inclusion in society. We aim to deliver a personalised curriculum that capitalises on individual strengths.

#### **We aim to develop:**

- Successful learners who enjoy learning; make good progress and achieve excellence.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to society.
- Independent young adults who are well equipped to follow their chosen route into sustainable employment.

### **Strategic Intent**

#### **To provide a coherently planned curriculum that:**

- Is ambitious and appropriately challenging to meet the high expectations we have for our students.
- Enables all students to gain the skills, knowledge and qualifications to move into meaningful paid employment of their choice.
- Ensures there is a broad range of academic, technical and vocational qualifications carefully planned into pathways that allow all students to succeed.
- Takes into account individual needs and styles.
- Provides appropriate tailored therapeutic interventions to ensure students are well supported.
- Raises standards of attainment.
- Focuses on the autistic needs of our students.

### **Curriculum Implementation**

**Deliver a curriculum that embeds these key principles:**

- Enables clear progress to be made and deepens student understanding and knowledge.
- Ensures there should be depth before breadth.
- Engages students and maximises learning time in all subjects.
- Is a personalised approach to meet needs (curriculum and timetable is adapted according to opportunities that best meet learners individual interests & needs)
- Provides targeted support and additional challenge to ensure all students make at least good progress.
- Ensure all students' progress is in line with national expectations, taking into account their differing starting points.
- Teaches students how to keep safe and broadens their SMSC & social understanding.
- Supports student induction into secondary school for all new students
- Ensures student's autism and individual needs are well catered for across the curriculum and learning is personalised to each individual.
- Enables access to a personalised range of resources and activities to meet students' needs and enable them to fully engage in their learning.
- Ensures offsite learning occurs on a regular basis to develop students' interpersonal skills
- Has a focus on developing strengths & preparing for adulthood (eg community based learning to develop functional skills in natural settings)
- Ensures that timetabled curriculum lessons are supplemented with additional qualifications personalised to student's needs and interests.

**Impact of the Curriculum**

- Students have an in-depth knowledge across the curriculum that enables them to achieve nationally recognised qualifications, leading to employment, further training or continued education.
- Students understand their autism, how it impacts upon them and are able to employ a range of strategies that effectively remove the barriers to their progress and future life beyond school.
- Students know how to keep themselves safe and to make & maintain friendships and relationships.
- Students have a love of learning in the widest sense.

## Grateley House School – Curriculum Entitlement

	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
<b>Linguistic</b>	<ul style="list-style-type: none"> <li>English</li> <li>Spelling</li> <li>Reading</li> <li>Writing</li> <li>Spanish</li> <li>Current affairs</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Spelling</li> <li>Reading</li> <li>Writing</li> <li>Entry Level English</li> <li>Spanish</li> <li>Current affairs</li> </ul>	<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Entry Level English</li> <li>Reading</li> <li>Spanish</li> <li>Current affairs</li> <li>Media Studies</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Reading</li> <li>Current affairs</li> <li>A Levels at college</li> <li>Media Studies</li> <li>1,2,3 Levels at college</li> </ul>
<b>Mathematical</b>	<ul style="list-style-type: none"> <li>Maths               <ul style="list-style-type: none"> <li>Numeracy</li> <li>Functional Maths</li> </ul> </li> <li>Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>Maths               <ul style="list-style-type: none"> <li>Numeracy</li> <li>Functional Maths</li> </ul> </li> <li>Life Skills</li> <li>Entry Level Maths</li> </ul>	<ul style="list-style-type: none"> <li>Maths GCSE</li> <li>Entry Level Maths</li> </ul>	<ul style="list-style-type: none"> <li>A Levels at college</li> <li>Maths GCSE</li> <li>Functional Skills</li> <li>Entry Level Maths</li> <li>1,2,3 Levels at college</li> </ul>
<b>Scientific</b>	<ul style="list-style-type: none"> <li>Environmental Science</li> </ul>	<ul style="list-style-type: none"> <li>Science               <ul style="list-style-type: none"> <li>Inquisitive minds</li> </ul> </li> <li>Trail Blazer</li> <li>Entry Level</li> </ul>	<ul style="list-style-type: none"> <li>Triple Science</li> <li>Double Science - GCSE</li> <li>Entry Level</li> </ul>	<ul style="list-style-type: none"> <li>1,2,3 Levels at college</li> <li>A Levels at college</li> </ul>
<b>Technological</b>	<ul style="list-style-type: none"> <li>Food &amp; Nutrition</li> <li>Cooking for life</li> <li>Design Technology</li> <li>Wheels Project</li> <li>Computing</li> </ul>	<ul style="list-style-type: none"> <li>Food &amp; Nutrition</li> <li>Cooking for life</li> <li>Design Technology</li> <li>Photography</li> <li>Wheels Project</li> <li>Computing</li> </ul>	<ul style="list-style-type: none"> <li>Food Technology</li> <li>Cooking for life</li> <li>Design Technology</li> <li>Photography</li> <li>Business Studies</li> <li>Computer Science</li> <li>Wheels Project</li> </ul>	<ul style="list-style-type: none"> <li>Food Technology</li> <li>Design Technology</li> <li>Enterprise</li> <li>Photography</li> <li>Business Studies</li> <li>Computer Science</li> <li>Wheels Project</li> <li>1,2,3 Levels at college</li> </ul>
<b>Human &amp; Social</b>	<ul style="list-style-type: none"> <li>Humanities</li> <li>RE</li> <li>PSHCE</li> <li>British Values</li> <li>Sex &amp; Relationships</li> <li>Tutor Time</li> <li>Current Affairs</li> <li>Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>Humanities</li> <li>RE</li> <li>History</li> <li>Geography</li> <li>PSHCE</li> <li>British Values</li> <li>Sex &amp; Relationships</li> <li>Tutor Time</li> <li>Social Skills</li> <li>Careers Education</li> </ul>	<ul style="list-style-type: none"> <li>PSHCE</li> <li>History - GCSE</li> <li>Geography - GCSE</li> <li>PSHCE</li> <li>British Values</li> <li>Sex &amp; Relationships</li> <li>Tutor Time</li> <li>Social Skills</li> <li>Careers Education</li> <li>Employability</li> </ul>	<ul style="list-style-type: none"> <li>PSHCE</li> <li>British Values</li> <li>Sex &amp; Relationships</li> <li>Tutor Time</li> <li>Social Skills</li> <li>Careers Education</li> <li>Employability 1,2,3 Levels at college</li> </ul>
<b>Physical &amp; Aesthetic</b>	<ul style="list-style-type: none"> <li>PE</li> <li>Health &amp; Fitness</li> <li>Forrest School</li> <li>Adventure Club</li> <li>Swimming</li> <li>First Aid</li> </ul>	<ul style="list-style-type: none"> <li>PE - Sport &amp; Games</li> <li>Health &amp; Fitness</li> <li>Dance</li> <li>GUL – Riding</li> <li>Swimming</li> <li>First Aid</li> </ul>	<ul style="list-style-type: none"> <li>PE - Core</li> <li>PE GCSE</li> <li>Junior Sports Leader</li> <li>Referee courses</li> <li>GUL – Horse riding</li> <li>Duke of Edinburgh</li> </ul>	<ul style="list-style-type: none"> <li>PE - Core</li> <li>PE GCSE</li> <li>Sports Leader Award</li> <li>Referee courses</li> <li>Duke of Edinburgh</li> </ul>
<b>Creative Education</b>	<ul style="list-style-type: none"> <li>Music throughout week</li> <li>GUL - Stable Management</li> <li>Drama</li> <li>Music</li> <li>Art &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>Music throughout week</li> <li>GUL – Stable Management</li> <li>Drama</li> <li>Music</li> <li>Art &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>Riverbourne Farm</li> <li>Music</li> <li>GUL- Stable Management</li> <li>Drama</li> <li>Art &amp; Design GCSE</li> <li>Art Award</li> <li>Sparsholt College 14-16 course</li> </ul>	<ul style="list-style-type: none"> <li>Riverbourne Farm</li> <li>Music</li> <li>GUL</li> <li>Drama</li> <li>Sparsholt college level 1,2,3</li> <li>Art &amp; Design</li> <li>Art Awards</li> </ul>



Grateley House School Day

Time	Activity
08:30	Arrival at Grateley House School
08:45 – 08:55	Registration
08:55 – 09:45	Lesson 1
09:45 – 10:35	Lesson 2
10:35 – 10:55	Break
10:55 – 11:45	Lesson 3
11:45 – 12:35	Lesson 4
12:35 – 13:05	Lunch
13:05 – 13:35	Clubs/Activities
13:35 – 13:50	Registration Personal Development/Preparation for Adulthood
13:50 – 14:40	Lesson 5
14:40 – 15:30	Lesson 6
15:30	End of the School Day

## **Essential Skills**

Grateley House School is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age, ability and aptitude in the following areas:

### ***Linguistic***

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English, and also in modern languages. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all pupils' work.

### ***Mathematical***

This area helps pupils 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.

### ***Scientific***

This area is concerned with increasing pupils' 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; having usable skills in the work place; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

### ***Human and Social*** (including Geography, History and Ethics)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. In our school our topic based Personal Development Learning (PDL; the Hampshire PSHE program) alongside our knowledge and understanding of the world makes a strong contribution to this area.

### ***Physical*** (which is supported by PE and an extensive extra-curricular programme in this area)

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

### ***Aesthetic and creative*** (including Art and Music Therapy)

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 PDL lessons. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the PDL course and has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of the sex education provided without giving reasons.

### ***Political education***

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of ways, through the various curriculum streams, assemblies and tutorial programmes in the school and are presented in a balanced manner.

### ***PE and games***

All Pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for health reasons, for which a note from a parent / keyworker 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. Grateley is a non-denominational school where pupils 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. Pupils 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, Citizenship Economic Education (PSHCEE, known at SLS as "PDL" – personal development learning, in line with Hampshire local authority's model)***

Grateley House School is committed to providing a comprehensive programme of PSHCEE for all pupils (with a view to accreditation in the near future), which is appropriate to their age and needs. Our range of artistic, sporting and other cultural opportunities are available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We deliver our PSHCEE through dedicated lessons delivered by a trained specialist who is a member of the PSHCEE Association; it supports our pupils in acquiring values and skills to enable them to develop independence and choose their path in life. We aim for our pupils 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 pupils 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 pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities. As of October 2016, we have been supporting our existing PSHCEE program with external additional SRE focusing (with staff who are trained and experienced in the topic) on specific young people and their needs.

### ***Preparation for the future***

Grateley House School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We aim to provide pupils 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. This is made accessible through the use of transition programmes and in-depth further education knowledge from staff within the school. We arrange work experience (with the guidance of the Hampshire Careers Service) and advice is given by an independent, impartial adviser concerning further and higher education.

### ***Standards of attainment***

We carry out regular data analysis and use this to identify how well our pupils are achieving, compared with pupils in similar schools both locally and nationally. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Is attendance and engagement in subjects a rationale for individualising or changing a curriculum offer for the student?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Can we compare expectations and estimates with final results?

### ***The Curriculum, Academic Excellence and Public Examinations***

Whilst accepting the need to prepare its pupils for public examinations and further and higher education, Grateley House strives to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

### ***Enrichment opportunities***

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the pupils, while some will also involve the input and expertise of external specialists. This is also contributed to via the waking day curriculum.

### ***Organisation and planning***

We plan our teaching and learning in three phases:

- Long-term plans where schemes of work give an annual overview of the content of the curriculum for each key stage with clear sequencing as to how students will transition from level to level as they progress through the ability groups in the school.
- Medium-term plans where the teacher identifies curriculum aims appropriate for the ability group they teach and the clear guidance on the individual learning objectives and teaching strategies that are used when teaching each topic
- Short-term plans are written by our teachers on a daily basis, setting out the individual learning objectives for each session and identifying the resources and activities required for the lesson. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. We give due regard to individuals' personalised targets and teachers differentiate activities as appropriate. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils through clear targeting, and we believe that their work here at Grateley House School is of the highest possible standard they can achieve.

### ***Disapplication***

In accordance with the law the School has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents/guardian/carers and will allow a pupil:

- to participate in extended work-related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Our curriculum and teaching & learning underpins the fundamental aims of the School. The learning must be seen as the major component of a pupil's education which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned teaching and learning activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating

curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

We are committed to inspire and motivate our pupils by providing a wealth of learning opportunities with clearly defined intent, implementation and impact statements to scaffold the learning that will be delivered. Our schemes of work aim to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge our pupils. The school encourages its pupils to develop intellectual independence and an enduring love of learning for its own sake, equipping them for the challenges of a rapidly changing world. The programmes of study at the School are inclusive of the National Curriculum. They include not only the full range of academic subjects but also a wide variety of physical and creative experiences bespoke to the needs of the learners to increase their curriculum capital. Pupils benefit from opportunities to exercise initiative, develop team-working skills, and participate in visits beyond the classroom. The curriculum not only supports pupils' academic progress but also fosters in them awareness and understanding of a range of spiritual, moral, cultural and social issues. In this way, it promotes their development into compassionate, empathetic and confident individuals.

### **Auditing our Curriculum, Teaching and Learning:**

We ask ourselves the following questions when auditing our current performance:

How well are we doing?

- How do students' achievements compare with similar schools?
- What more should we aim for them to achieve?
- What must we do to make it happen?

At Grateley House school the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework or independent study activities;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour through a clear and concise behaviour policy that students are fully aware of in terms of consequences and sanctions for said behaviours.

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils. When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;

- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work which build systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance (through the Hampshire Careers Service) for our senior pupils and
- the views of our pupils (through multiple student voice forums), parents/guardian/carers and staff.

### **Enrichment opportunities**

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils. We ensure that all tasks and activities that the pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardian/carers are informed, and their permission obtained before the visit takes place. Learning assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups.

### **Careers guidance**

Pupils at Grateley House are supported in their preparation for formal examinations at various stages of their education. They receive specific support that includes guidance on revision technique, making notes, examination technique and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. Whilst we do not specifically instigate careers advice until Year 9, we provide opportunities for pupils to understand the world of work and the promotion of their economic wellbeing using our association with the Hampshire Careers Service. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training at the appropriate stages of their personal development. These are a few of the ways in which pupils are prepared for the future beyond Grateley House School.

### **Communication with Parents/Guardian/Carers**

We believe that parents/guardian/carers and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents/guardian/carers and guardians about what and how their children are learning by:

- holding meetings with parents/guardian/carers to explain our school strategies;
- sending information to parents/guardian/carers at the start of each term in which we outline the topics that the pupils will be studying during that term at school;
- sending regular reports to parents/guardian/carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/guardian/carers how they can support their children with homework or independent study. We suggest support for older pupils with their projects and investigative work;
- posting information on the parents/guardian/carers and public pages of the school website;
- being available - we have an open door policy;
- strong lines of communication with parents/guardian/carers living overseas.

We believe that parents/guardian/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/guardian/carers to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;

- promote a positive attitude towards school, staff and learning in general.

### **Concerns and complaints**

Parents/guardian/carers who have concerns about any aspect of the curriculum should discuss these with the Principal. The School has a Complaints Procedure in place, which is on the website or available from Reception at the school.

### **Evaluation and Monitoring**

Evaluation is measured against a range of indicators, which include whole school and individual pupil indicators. Whole school indicators include examination results, destination of school leavers and regulatory inspections.

Individual pupil indicators include progress in all subjects and including the skills of numeracy and literacy, increasing independence, self-motivation and self-discipline, an ability to work together in co-operative groups and an acquisition of appropriate life skills.

### **Effective Ethos and Classroom Environment**

Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture promotes positive self-esteem and confidence. Organised resources, displays of children's work (in multiple areas of the school), stimulating materials and bright, colourful, language enriched displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education (DfE) and Health and Safety (HSE) advice. We issue a 'one off' consent form for parents/guardian/carers to sign when a child enrolls at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents/guardian/carers' information.

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect.

Through our teaching we aim to:

- ensure pupils feel safe within the learning environment and the school in general;
- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- cater for the needs of individual pupils using EHCP as an axis for setting targets;
- deliver personalised learning;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens;
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each pupil;

### **Auditing our Curriculum, Teaching and Learning:**

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- What more should we aim for them to achieve?
- What must we do to make it happen?

At Grateley House school the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

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- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities
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- setting appropriate homework or independent study activities;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour through a clear and concise behaviour policy that students are fully aware of in terms of consequences and sanctions for said behaviours.

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils. When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work which build systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance (through the Hampshire Careers Service) for our senior pupils and
- the views of our pupils (through multiple student voice forums), parents/guardian/carers and staff.

### **Effective Teaching - Expectations of Staff**

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupils' skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents/guardian/carers to achieve shared goals.



- keeping parents/guardian/carers /carers regularly and fully informed about the progress and achievements of their children through reports, parents evenings as well as annual reviews.

The Senior Leadership Team carry out scrutiny of work across all subject areas. All teachers are observed three times a year and any Newly Qualified Teachers (NQTs) are observed each half term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Principal uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- applying intent, implementation and impact definitive to all curriculum planning and reflective practice
- taking account of the views of pupils, parents/guardian/carers and carers, staff and placing authorities, where appropriate;
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and scrutinising the standard of pupils' work, noting:
  - how well and frequently marking and assessment are used to help pupils to improve their learning;
  - the level of challenge provided.

### **Effective learning**

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. Our Schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge pupils. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they can tolerate being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide small class sizes which ensure that each pupil's individual strengths, talents and aptitudes are nurtured and developed. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning (intent);
- the teacher should explain the learning objectives (implementation), and why the lesson is important (impact);
- it should allow pupils to see the sequencing within the learning topics and levels;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the pupils to review what has been learnt;
- it should have built-in opportunities for meaningful feedback to the pupils, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be (sequencing).

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment and Marking Policy, informal formative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the pupils;
- sharing or creating learning outcomes with the pupils to make them partners in their learning;
- plenaries being used as assessment opportunities where appropriate
- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils;
- individual target setting: SMART (specific, measureable, assessable, realistic and timely);
- Pupils understanding how well they are doing and how they can improve.

### **Effective Planning**

The curriculum must be seen as the major component of a pupil's education that, together with the pastoral care and the co-curricular activities offered, helps pupils to develop a wide range of key and transferable skills so that they leave Grateley House School equipped to become valuable members of society. All of the planning applies the considerations of what the intent of the curriculum is, how it will be successfully implemented and ultimately what the impact of that curriculum is expected to be. This will be regularly reviewed and scrutinised to ensure the teaching practice remains live and up-to-date. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm and love for learning, intellectual curiosity, creativity, personal growth and development. When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching practice. This sets out the aims, objectives and values of the school and details what is to be taught to each ability group. We base our teaching on our knowledge of the pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress, and they use this information when planning their learning sessions. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.

Teachers modify teaching and learning as appropriate for Pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils. We set academic targets for the pupils in each academic year and we share these targets with pupils and their parents/guardian/carers. We review the progress of each pupil at the end of each term. Our lessons have clearly defined individual learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the pupils' work. We evaluate lessons so that we can modify and improve our teaching in the future as part of our reflective practice.

### **Learning outside the classroom - Educational visits/off-site activities**

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Grateley House School curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them and gives them additional curriculum capital. Trips extend pupils' knowledge of past and present. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

### **Enrichment opportunities**

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils. We

ensure that all tasks and activities that the pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardian/carers are informed, and their permission obtained before the visit takes place. Learning assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups.

### **Homework / Independent Study**

The school sets homework or independent study as appropriate. Often the most valuable homework a child can do are activities outside of the school curriculum. Examples may be; sports clubs, Cadet Corps, etc.