

Curriculum Policy Framework



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The Curriculum Policy provides the framework for effective teaching and learning at our School. Our aims are influenced by the programmes of the National Curriculum along with our own bespoke schemes of work. Gretton School is committed to providing a holistic education that includes a bespoke core, tailored and enrichment curriculum. This combination will challenge and engage pupils, whilst offering continuity and progression.

Gretton School has adapted the National Curriculum to meet the needs of students who have a diagnosis of Autism Spectrum Condition, with associated communication difficulties, both language & social difficulties and in some cases Specific Learning Difficulties (such as Dyslexia). The majority of our students are working within the average range; however, some do have additional learning needs in line with their diagnoses.

We place a high priority on Personal, Social, Health and Economic (PSHE) Education to maximise opportunities for personal autonomy and to enhance quality of life. We believe that structure and positive intervention with built-in opportunities for change and risk-taking achieve the best results for students with autism. Students learn best when teaching approaches allow for generalisation and concentrate on real-life situations rather than abstract concepts. To this end, Gretton School are committed to phenomenon based delivery of the curriculum from primary through to Key Stage 5 (see separate appendix). We recognise that many of our students have very specific difficulties but believe that compassion, tolerance and positive intervention effect change. The culture and ethos of our school is open and non-judgmental.

The policy is intended to sit alongside other school policies and be used to drive standards, attainment and provision for the students at Gretton School. This policy forms an intrinsic part of continual curriculum improvement and development and is used in relation to school improvement planning. All staff have a responsibility to uphold the policy and subject leaders have key responsibilities within this.

AIMS

Gretton School will:

- Cater for the needs of individual children including the most able and those who are experiencing difficulties due to their ASC diagnosis.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, confident and considerate members of the community.
- Provide an exciting and stimulating learning environment, promoting engagement.
- Ensure that each child's education has continuity and progression.



- Provide a broad and balanced curriculum in line with statutory requirements and students' needs.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified and respectful way.

We aim that all students should :

- Show greater flexibility; solve problems in a variety of situations; and develop skills to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information.
- Be enthusiastic and eager to put their best into all activities.
- Be expected to behave in a considerate and acceptable way and learn to become responsible for their actions and the impact this has on others.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings, capabilities and differences of others.
- Develop non-sexist, non-racist and tolerant attitudes to the cultural, lifestyle and religious beliefs of others.
- Know how to think and solve problems mathematically in a variety of situations using a range of concepts.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Capitalise on their verbal acuity which often exceeds their ability to record work. We do this through consistent opportunities to verbally respond, discuss and articulate their views within lessons and throughout the school day. Speaking and listening is an emphasis during lessons, in particular the ability to listen to each others views and respond appropriately.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms and acquire appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Develop agility, physical coordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Be encouraged to work within the local, national and global communities – supporting charities and being aware of the needs and lifestyles of others.
- Develop self-awareness and social, life and independence skills.

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- Become self-reflective.
- Through leaning identify future career opportunities.

EDUCATING THE WHOLE CHILD

Gretton School teaches children how to learn through a structured, multi-sensory, and integrated approach which runs parallel to a mainstream curriculum. The focus is on developing key knowledge and skills which is needed in order to operate confidently and successfully in education, work, and life in general. Students will follow a modified National Curriculum and may be entered for a variety of courses and examinations including; SATs, ASDAN and AQA/Edexcel awards and certificates, Entry Level certificates, Functional skills, GCSEs, BTECs an NCFE. In the Sixth form, learning can lead to A Levels or other Level 3 qualifications. Teaching and learning will be influenced by the promotion of SMSC education and students are encouraged to develop personal skills that reflect British values and are expected to behave as ambassadors for our whole school community.

ACCESS TO THE CURRICULUM

The curriculum is planned to cover the breadth and depth of study appropriate to the students' attainment levels.

Across the school there are progressive schemes of work that build on learning each year and take account of SMSC themes. Key Performance Indicators (KPI) are identified for each year group within planning and build year on year throughout the school. Planned opportunities and experiences provide opportunities to develop knowledge and skills that can then be applied in cross curricular subjects and activities.

Flexible teaching styles and curriculum delivery are adopted to meet individuals' needs and determine curriculum planning so that every student has equal access to it. The curriculum takes account of visual, auditory and kinesthetic learning styles necessary to support the range of needs and abilities within the school.

Monitoring of the curriculum is completed regularly through the school's self-evaluation procedures and is always reviewed in line with government legislation.

The curriculum from Year 9 and beyond is supported through careers guidance and a person centred transition approach ensuring there is a focus on;

- the individual student and their personality
- parent partnership
- the student's ambitions, abilities and what is important to them (now and for the future)
- advocacy

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- continual listening, learning, and target setting to help the student aspire to and achieve goals
- creating an accurate profile with the student at the centre
- tests needed for access arrangements
- preparation for adulthood themes across the curriculum

ORGANISATION

The school is currently organised into 3 phases; Primary, Secondary and Sixth Form.

In the Primary classes, students are taught by one main class teacher. They may have subject specific teachers for Art, Food Technology, Music and Spanish which also give them opportunities to move physically around the school to specialist teaching spaces.

In Secondary and Sixth form classes students follow a secondary model and move from class to class for different lessons. Classes are streamed academically for core subject learning or individualised timetables whilst other areas are taught in groups specific to chronological age. Daily living skills, independent skills, travel training and Sex & Relationship Education (SRE) are addressed through the school's bespoke PSHE curriculum.

Students within all phases have time at the beginning and end of each day to reflect on their learning, celebrate their successes and resolve any difficulties that may have arisen in their form groups. These sessions are led by their Form Tutor who remains responsible for their overall care and wellbeing and is the link between home and school.

From Year 9, the curriculum follows a range of courses which lead to a wide scope of qualifications suiting varying abilities from Functional Skills to GCSEs or BTEC courses. In KS4 and Sixth form, students may have opportunities to access inclusive courses, where appropriate, at local Colleges generating further opportunities for extended learning.

In line with government guidance, in our Sixth Form (16-19 year old learners) individualised Programmes of Study are devised for each student taking into account the long term goals for each young person in the areas of:

- Education
- Living
- Employment
- Leisure

In Sixth Form, we adopt a holistic approach which allows our students to realise their potential alongside developing a sense of self and wellbeing. This is achieved through their bespoke learning experience within their individualised timetables. The extended curriculum is designed to promote self confidence and self esteem working

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alongside their academic pursuits. We envisage that by the time our students leave Sixth Form they will be equipped with all the necessary strategies needed to be successful when taking the next step in their lives. This is achieved through specialist support, small class sizes and the ability to adapt the timetable to deliver a range of qualifications.

DELIVERY OF THE CURRICULUM

Subjects taught within each key-stage vary according to need.

Key Stage	KS1/2	KS3	KS4	Sixth Form	
Subjects	English	English Entry Level Qualifications	GCSE English Literature GCSE English Language Entry Level and/or Functional Skills Qualifications	Functional skills or continued work towards GCSE or A level	
	Maths	Maths Entry Level Qualifications	GCSE Maths (Foundation or higher) Entry Level and/or Functional Skills Qualifications	Functional skills or continued work towards GCSE, Level 3 or A level	
	Science	Science Entry Level and/or Functional Skills Qualifications	GCSE Science (double or triple award) Entry Level and/or Functional Skills Qualifications	Tailored according to chosen pathway	
			Creative Digital Media	Creative Digital Media BTEC Level 1/2	
	Computing	Computing &	Computing &		

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		ICT Entry Level and/or Functional Skills Qualifications	ICT BTEC Level 1/2	
	Topic RE	Humanities (inc. History, Geography, RE & Languages)	GCSE History	
	Spanish (Key Stage 2) (Modern Foreign Languages)	Mandarin and Spanish (Modern Foreign Languages)	GCSE Spanish Level 1/2 Confucius Mandarin	
	PSHE	PSHE	PSHE	
	Art including Arts Awards Food technology	Art including Arts Awards Design & Technology Food technology	GCSE Art NCFE Design & Technology BTEC Food Technology	
	Music	Music Drama including ESB qualifications	BTEC Music Drama including ESB and LAMDA qualifications	
		ASDAN	ASDAN (Certificate of personal effectiveness)	Independent travel
	Forest School	Forest School	Forest School Ranger opportunities	
	PE	PE	BTEC PE	Gym

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	Swimming	Swimming		
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The percentage of time allocated to each curriculum area is frequently reviewed in order to maintain balance and breadth, whilst meeting the highly individual needs of our students and class groups, identified through the outcomes of their EHCP Annual Reviews, IEP and IBP targets, and other information from a range of professionals. Each subject of the formal curriculum is supported by a scheme of work (long term and medium term planning) which details items such as Key Performance Indicators (KPI'S), SMSC themes and links with the community, as well as Autism-specific strategies.

It is recognised that the National Curriculum is only *part* of the curriculum required by children and young people with Autism. Many other skills are required to be taught to students at the school and the other areas specifically addressed in the curriculum include communication, social, behavioural, personal, citizenship, self-help and life skills. Therefore, as with many areas of the curriculum, these skills are taught in a range of “real” situations, in order to make them more relevant to our students and to allow for generalisation. The curriculum is weighted towards physical and practical activities to meet the widest range of learning needs and thus to maximise the learning opportunities.

The CORE Curriculum	The TAILORED Curriculum	The ENRICHMENT Curriculum
<p>This focuses on the academic learning including some aspects of social and emotional development as detailed in the table above.</p> <p>Each student has an EHCP, IEP (Individual Education Plan) and IBP (Individual Behaviour Plan) within individual targets.</p>	<p>This focuses on the additional interventions and support that is required by our students to enable them to access learning and development, including:</p> <ul style="list-style-type: none"> ● Speech and Language Therapy ● Art therapy ● Occupational therapy (Including sensory Integration) ● SpLD support ● ASDAN units are tailored to meet learners' 	<p>Skills to support the students in their life-long learning</p> <ul style="list-style-type: none"> ● ASDAN ● Work related learning and work experience ● Individual music lessons ● Lunchtime and special interests clubs ● Mainstream inclusion links ● Lego Therapy ● Travel training and independence skills ● School council ● Special Interest sessions ● School trips and excursions



	individual interests	
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A strong SMSC curriculum is in place across the school to focus and concentrate on sharing and expanding our students' knowledge, understanding and experiences of other cultures, and try where possible to reflect the diverse nature of our school community population within those events. Our SMSC curriculum aims to develop and enhance the RE curriculum through directed weekly SMSC form times within secondary and weekly SMSC assemblies (collective reflection) across the school.

The school provides a high staff:student ratio, to allow opportunities for some individual interventions, but principally small group activities. All aspects of a student's day are seen as learning opportunities and students are supported to explore new activities and to revisit when things have gone wrong, in order that even incidents can be used as reflective opportunities.

Timetables ensure the breadth and balance of academic learning, whilst also integrating the tailored and enrichment learning. Timetables are regularly reviewed to ensure that all areas of learning are covered throughout the year and sufficient weighting and time is given to core learning and development of core skills. All students have individual structured timetables presented in various formats. This enables them to identify what to expect during the day, and helps them to become independent learners.

“Sensory breaks“ happen throughout the school day to enhance attention and concentration, and promote health and well-being. In addition, a morning “Sensory circuit” runs four times a week across the school for those who need it, to ensure a positive start to the day.

Transition times are an important part of our curriculum planning. We explicitly teach our students how to manage these times and how to prepare for change—including planned and unplanned changes. This continues throughout the school, with the aim that as learners develop, they will implement independent strategies to manage change.

PLANNING THE CURRICULUM

At all times we strive for excellence in our curriculum and to provide continuity and progression, whilst also making important connections and links in every aspect of learning. Our curriculum is planned and reviewed at different levels to ensure that where possible, individual needs, strengths and interests of every student are catered for.



Long Term	Medium Term	Short Term
<ul style="list-style-type: none"> ● Schemes of work ensure there is breadth and balance of coverage within subject areas. These are devised and monitored to ensure the curriculum is motivating, engaging and relevant to student's learning. ● Timetables are devised and individualised. ● Long-term plans are reviewed every year alongside the curriculum policy. 	<ul style="list-style-type: none"> ● Medium term planning is devised each half term to identify KPI's. ● The Multi-Disciplinary Team (MDT) work alongside class teachers to devise individual plans, therapy plans and programmes which are then integrated within the curriculum planning. ● Planning identifies autism specific strategies as well as links SMSC themes. 	<ul style="list-style-type: none"> ● Teachers have autonomy to plan lessons how they choose. ● Short term planning identifies differentiated high quality teaching and learning experiences that meet individual needs. ● Lessons demonstrate differentiated learning targets and work set, autism specific strategies for individual learners, evidence of marking/assessment, reference to IEP and IBP targets, pace and challenge, evidence of progress and plenary sessions which identify next steps in learning.

MONITORING OF CURRICULUM PLANNING AND DELIVERY

It is the responsibility of the Principal along with the Senior Leadership Team to ensure that the curriculum requirements are being met and that there is breadth and balance that encourages progression across year groups and through the school. Regular and ongoing SLT observations ensure that effective teaching and learning supports the curriculum and delivery is tailored to meet the needs of individual students. PPA time for teachers allows time to plan from the curriculum and groups have time to meet together and share ideas and experiences.

EXTENDED CURRICULUM

Offsite educational visits provide valuable enrichment experiences to support the curriculum and learning. Students also use the local community to generalise and apply skills learnt in the classroom. A variety of clubs support students' interests; these operate during 'special interest' on Friday afternoons in primary and year 7. Students can choose their favourite activity/club. Additional lunchtime clubs are

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available for all ages. Residential trips support the curriculum and are offered throughout the students' school career. The school encourages as many students as possible to access residential trips.

COMMUNITY COHESION

Access to the local community supports the curriculum through local projects and using the local services and facilities to strengthen the curriculum such as harvest festival at the local church. We also encourage learners as they prepare for adulthood to explore provisions back within their local community.

RESOURCES

The school recognises the need for high quality resources to support the curriculum, placing value on staffing as an essential resource. Classroom resources are varied and ranged to meet the individual needs of the students. We aim to ensure that resources are suitable, age appropriate, up to date and motivating.

ASSESSMENT, RECORDING & REPORTING

Positive rewards are an intrinsic part of the school day. Student achievement is also recognised in the weekly newsletter to parents and through school assemblies. Assessment, recording and reporting is a vital part of the delivery of the curriculum and forms the basis of every student's personalised programme. Such procedures include:

- Formative and summative assessments throughout topics with learners encouraged to evaluate their own progress.
- Ongoing evaluation of IEP and IBP targets.
- Medium term planning.
- Regular data points during the year to evidence progress and to identify areas of development.
- The use of FROG to track student progress.
- A termly progress report to parents at the end of the Autumn term and a face-to-face parents' evening during the Spring Term.
- A full annual report on progress to parents at the end of the Summer term.
- EHCP aims and outcomes, which are reviewed and set at the Annual Review.

SPECIFIC LEARNING DIFFICULTIES AND/OR DIFFERENCES (SpLD) - DYSLEXIA

The SpLD Team works collaboratively with staff and students to create an individualised programme of study for some targeted learners, with the aim of enabling staff to support, understand and address students with complex learning profiles. We aim to replicate a mainstream wave 1, 2 and 3 model for this and we are commissioned for a select few learners to provide specialist SpLD teaching; whilst this is not available for all, the SpLD teacher and Intervention Teacher identify where interventions are required across the school through the analysis of YARC data and EHCP provisions and can include numeracy, literacy and comprehension support, depending on learner needs.

EQUAL OPPORTUNITIES

There will be no discrimination in the provision of the curriculum or courses offered or available to students on the grounds of cultural diversity, ethnicity, religion, gender, sexuality, ability, disability or age. We endeavour to ensure that learners' curriculum is accessible to them at the right age and stage of their learning.

HEALTH AND SAFETY

Risk assessments support the curriculum and all off site visits. All students' Individual Behavioural Plans (IBPs) have an accompanying risk assessment; some learners may have an enhanced Risk Assessment where appropriate to their individual need. All staff monitor and take responsibility for the health, safety and welfare of students.