

EASTWOOD GRANGE SCHOOL

CURRICULUM POLICY



Eastwood Grange Vision Statement:

“Building resilience and skills in our students for an independent, fulfilled life beyond education”

Overview

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

Related Policies	School Assessment Policy Marking and Feedback Policy English Policy Mathematics Policy
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Author: Sam Littlewood (Deputy Head Teacher)
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Local Procedure Title	Curriculum
Site	Eastwood Grange School
ECS Policy number and title	ECS 31 Curriculum
Local Procedure template reference	ECS LP 31
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Local Procedure Author(s)	Sam Littlewood, Deputy Head Teacher
Local Procedure Ratification	Checked and Approved by: Anthony Armstrong, OD

1. Aims
Rationale underpinning the curriculum; reference the ISS
2. The Curriculum
3. The Curriculum Outcomes
4. Teaching Groups, Class Sizes
5. Key Stages 1 and 2
Sex and relationship education and how this is taught
6. Key Stage 3 (Years 7 and 8)
Sex and relationship education and how this is taught
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Sex and relationship education and how this is taught
8. Key Stage 5 (Post-16)
9. Monitoring the Curriculum
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10. Qualifications Available by the End of Placement
Qualifications and outcomes supported by the curriculum
11. Personalisation
Opportunities for work related learning
12. Therapeutic Curriculum

CURRICULUM OBJECTIVES:

At Eastwood Grange School, the curriculum is designed to: recognise the unique start points at which children begin their journey with us. Provide a curriculum that puts the social and emotional needs of our children alongside their academic educational journey. Giving children the opportunities of **building resilience and skills** to rise to the challenges of academic success, in order to equip them with skills, to develop **independent and fulfilled lives beyond education**.

VISION STATEMENT EXPLAINED:

‘Building resilience and skills in our students for an independent, fulfilled life beyond education.’

Our children will develop character that allows them to rise to new challenges, so that they gain confidence in acquiring skills for living and learning, leading them in a direction that prepares them for a productive and proactive life and a career of their choosing.

CURRICULUM INTENT:

- Provides our children with a range of skills, individualised to their personal interests
- Recognises the individual needs and start points of each individual child
- Addresses our children’s social, emotional and mental health needs
- Instils in our children the confidence to take academic risks and learn new skills for life
- Supports our children with strategies to be respectful and resilient learners
- Ensures our children leave, with the tools to live secure and stable lives beyond education

1. THE CURRICULUM

The Eastwood Grange curriculum will inspire and challenge all learners and prepare them for the future. Specifically, the curriculum will help students:

- Achieve high standards and make good progress (please see Appendix for what constitutes good progress at Eastwood Grange)
- Enable students to more easily progress by ensuring their access to the curriculum relevant to “stage, not age”
- Acquire and be able to use social skills and understand and manage their emotions
- Progress in line with their individual Education Health and Care plan objectives

2. THE CURRICULUM OUTCOMES

Eastwood Grange’s curriculum will:

- Ensure, where possible, all KS1-KS5 students access 25 hours of education
- Be personalised to ensure the individual needs and abilities of each student are most appropriately taken into account in planning the curriculum.
- Meet the needs of all students of all abilities at the school
- Take into account the additional needs of each student
- Develop students’ linguistic abilities
- Develop individual literacy skills, including functional literacy, where appropriate
- Develop individual mathematical ability, including functional numeracy, where appropriate
- Empower students to become confident, responsible, healthy and safe learners and citizens
- Develop learning and metacognitive skills
- Build self-reliant, problem solving learners
- Develop students’ identity, sense of self and promote positive self-esteem
- Support students to self-regulate and manage their emotions
- Lead to qualifications that are valued by employers and meet the requirements for entry to further and higher education and/or apprenticeships of each key stage

- Prepare students to make appropriate choices at the end of KS1, KS2, KS3, KS4 and KS5
 - Ensure continuity and progression within the school and between phases of education
 - Foster teaching styles which offer and encourage a variety of relevant learning opportunities
 - Help students to develop social, moral, cultural and spiritual values
 - Help students to learn about fundamental British Values as well learning about other religious, cultural beliefs and ways of life
3. Enable Students to understand the risks associated with living in the 21st Century digital world

4. TEACHING GROUPS, CLASS SIZES

Students are taught in the group most appropriate to their individual circumstances, paying specific attention to their academic, social and emotional needs.

- Class sizes range from one to six.
- Students at KS1, KS2 and KS3 follow a primary model of learning and stay with the same class teacher and teaching assistant for all their core learning.

The School Day

The school day starts at 9.00am and finishes at 2.30pm and is split by two breaks. Eastwood Grange School operates a continuous learning environment with recognition of the importance of social and situational learning. From arrival in school to departure and all points in between, students are supported to develop their ability to self-regulate and engage in social situations.

Immersive Environment

Across the school an immersive approach to learning environments is used, in all classrooms, with carefully planned experiences supporting the topic-rich curriculum.

5. Key Stage 1 and Key Stage 2:

The core curriculum consists of:

- Topic (Immersive)
- English (Including Phonics)/Literacy
- Mathematics/Numeracy
- Science
- PHSCE and SRE
- Social and Emotional Aspects of Learning (SEAL) including RE
- Humanities (Often taught through Topic sessions)
- Spiritual, Moral, Social, Cultural Learning, including covering Protected Characteristics and Fundamental British values – Including ‘Question of the Week’
- Physical Education, including Swimming
- Design Technology, including Food Technology (Often taught through Topic sessions)
- Art and Craft (Often taught through Topic sessions)
- ICT (Often taught through Topic sessions)

Class teachers use a topic/thematic approach to learning as a ‘hook’ into many of areas of the curriculum. Many of the subjects such as humanities, ICT, art, DT are taught within a theme. English, maths and science are also taught sometimes within that theme as well as standalone lessons.

Other areas that most students cover:

- Music
- Outdoor learning

6. Key Stage 2 and Key stage 3:

Children’s age range is roughly between 9-13 years of age, but consideration is given to the age and stage of every individual child. There may be a need to expand that age limit in order to meet the learning needs of some children. Older children can also choose to do some NOCN subjects, if they have achieved all Key Stage 2 curriculum outcomes related to the subject. These topics are linked to NC outcomes and are always teacher led and the subjects are highlighted below.

The core curriculum consists of:

- English – Including Remarkable Reading and Remarkable Writing (when academically ready children can start SUTEs accreditation)
- Mathematics (when academically ready some children can start ELC accreditation)
- Science (when academically ready some children can start ELC accreditation)
- Personal, Social and Health Education – (PHSE - taught as a WoW subject (World of Work) – Part of our core curriculum)
- Social and Emotional Aspects of Learning (SEAL – taught as a WoW subject (World of Work) – Part of our core curriculum)
- Relationship and Sex Education (RSE – taught as a WoW subject (World of Work) – Part of our core curriculum)
- Spiritual, Moral, Social, Cultural Learning including covering Protected Characteristics and Fundamental British Values – Including ‘Question of the Week’ - taught as a WoW subject (World of Work) – Part of our core curriculum)
- Careers Advice – (CIAG – Year 8/9 - taught as a WoW subject (World of Work) – Part of our core curriculum)

Other topics taught are:

- Geography and History – (Often taught through Topic sessions)
- Physical Education
- Computing
- Design and Technology and Cookery and Nutrition (Often taught through Topic sessions – NOCN outcomes to NC outcomes can also be taught at this age, for Cookery and Nutrition)
- Art (Often taught through Topic sessions – NOCN outcomes linked to NC outcomes can also be taught at this age)
- Music (Often taught through Topic sessions – NOCN outcomes linked to NC outcomes can also be taught at this age)

Other areas that most students cover

- Outdoor Learning
- Construction
- Bike Maintenance
- Alternative Provision

7. Key Stage 3 and Key Stage 4:

When children are ready and able, and gaps in learning have been underpinned, they can begin Entry Level qualifications in year 8 English (SUTEs) and year 9 for maths and science. This allows children to achieve accreditation, within the class environment, thus reducing anxiety and helps to underpin and prepare them for the more formal qualification routes that they may take with GCSEs,

The core curriculum consists of:

- English (Accredited) - Including Remarkable Reading and Remarkable Writing
- Mathematics (Accredited)
- Science (Accredited)
- Personal, Social and Health Education – (PHSE - taught as a WoW subject (World of Work) – Part of our core curriculum)
- Social and Emotional Aspects of Learning (SEAL – taught as a WoW subject (World of Work) – Part of our core curriculum)
- Relationship and Sex Education (RSE – taught as a WoW subject (World of Work) – Part of our core curriculum)
- Spiritual, Moral, Social, Cultural Learning including covering Protected Characteristics and Fundamental British Values – Including ‘Question of the Week’ - taught as a WoW subject (World of Work) – Part of our core curriculum)

- Careers Advice – (CIAG – Year 8/9 - taught as a WoW subject (World of Work) – Part of our core curriculum)

Other topics taught are:

- Physical Education (BTec accreditation)
- Computing
- Design and Technology (BTec accreditation shared with the delivery of Construction – in alternate half-term sessions throughout the year)
- Cookery and Nutrition (Often taught through Topic sessions – NOCN outcomes linked to NC outcomes can also be taught at this age, for Cookery and Nutrition)
- Art (Often taught through Topic sessions – NOCN outcomes linked to NC outcomes can also be taught at this age)
- Music (Often taught through Topic sessions – NOCN outcomes linked to NC outcomes can also be taught at this age)

Students have internal accredited options that can include:

- NOCN Skills for Employment, Training and personal development linked to NC outcomes (listed above)
- Other NOCN accredited units currently taught are. Though these can be added to, to meet the needs and interest of our children:
 - Construction (Shared with the delivery of Design and Technology – in alternate half-term sessions throughout the year)
 - Bike Maintenance
 - Creative Writing
 - Hairdressing and Barbering
 - Outdoor Learning

Where a pupil is showing an aptitude for a subject, an alternative provider can be used to engage and encourage them to develop further skills and knowledge in their specific subject of interest. Students are also encouraged to access college/other providers as part of preparing for transition. If a student wishes to pursue a subject not currently offered by the school, partnerships will be formed with other providers to facilitate this.

Other accredited routes may include:

- ASSENTS level 1 or 2 Bricklaying
- Arts Award
- Rock School Awards
- NOCN and BTEC Mechanics
- Functional Skills ICT

8. Key Stage 5

Post 16 Core Curriculum

Dependent Upon Choices made by Learner:

1. Creative Industries Art/Design/music - Art, photography, creative media, music production, games design.
2. Construction and the Built Environment – bricklaying, plumbing, electrical engineering, painting and decorating.
3. Business and Economics – Business management, self-employment and running own business, banking.
4. Sport and Fitness – Personal trainer, sports science
5. Health and Social Care – residential care support worker, social worker, psychologist and counselling.
6. Public Services – Police officer, fire brigade, paramedic, armed forces.
7. Retail and Marketing- Retail management, retail analyst, buyer.

All pathways will consist of learners completing accredited qualifications NOCN/BTEC/ALEVEL – Level 2 & 3 (KS5):

Possible Career Goals: To continue with Higher Education, apprenticeship, internship, employment. Learners will be provided with Literacy, numeracy and Science sessions at Eastwood Grange School with subject specific teachers, to improve grades within re-sits or to completed accredited alternative qualifications where appropriate. Specific and targeted literacy and numeracy intervention will be compulsory. All learners will also complete NOCN qualifications for Lifelong learning skills, attending an interview, completing a CV, etc.

All pathways lead to HE, Full time employment, Internship or an Apprenticeship.

Lesson will be delivered in conjunction with alternative specialist provisions and Eastwood Grange School specialist staff.

All post-16 study plans are created from our young people's EHCPs to suit the individual. This may include most of their education on the Eastwood Grange site. Alternatively, the individual may be supported at college or alternative provision by specialist staff from Eastwood Grange School, with a continued therapy provision where appropriate.

9. MONITORING THE CURRICULUM

At all key stages, the curriculum success experienced by students is monitored through collection of data three times per year, moderation of the work that identifies comparative levels of success against the point on flight paths for each student, ensuring good coverage across the required curriculum and the longevity of delivery based on staff and costs. These decisions are reviewed once a term at a minimum by senior leadership team, with the consideration of 'through routes' being made to ensure that students can access further courses or qualifications later in their academic lives.

Other linked aspects to the curriculum are areas of therapy, the mental well-being of the students, health and safety provision, and, most importantly, how the curriculum for each student is bespoke for his or her needs identified on the Education Health Care Plan. On the latter basis, reviews and changes to the curriculum can happen throughout the school year at any point.

Lastly, the examinations officer has direct input into the delivery of the curriculum, flagging issues that may arise should a particular course be followed by teaching staff in school.

The Head Teacher and Assistant Head Teacher will co-ordinate the monitoring cycle using the hexagonal approach. This includes:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training / workshop opportunities with specific focus

Eastwood Grange School employs two more senior teachers to lead the development of literacy and numeracy. They contribute to the training and development of both teaching staff and higher level teaching assistants who deliver parts of our curriculum.

10. QUALIFICATIONS AVAILABLE BY THE END OF PLACEMENT

The following represents the qualifications (awarding body in brackets) awarded in the past three years as an indication of what is available to our students on entry.

- English: [GCSE](#) (AQA), [Functional Skills](#) (AQA), [Entry Level Certificates](#), Level 1-3 (AQA)
- English Literature: [GCSE](#) (OCR)
- Maths: GCSE (WJEC, [AQA](#)), [Functional Skills](#) (AQA), [Entry Level Certificates](#), Level 1-3 (AQA)

- Science: [GCSE](#) (AQA), [GCSE “Synergy”](#) (AQA), [Entry Level Certificate](#), Level 1-3 (AQA)
- Skills for employment, training and personal development: [Level 1](#) (NOCN)
- Animal care: [Level 1](#) (DART)
- Art: [GCSE](#) (WJEC)
- BTEC Sport: [Level 1](#) (Edexcel)
- Food Preparation and Nutrition: [GCSE](#) (WJEC)
- Construction: [Level 1](#) (Pearson)
- Resistant Materials: [GCSE](#) (AQA)

Given the strengths within the teaching and non-teaching staff team, including support staff, we are flexible in the delivery of qualifications to suit the developing interests of our students. Many of the certification routes can be delivered via the flexibility offered by the awarding bodies like NOCN awards.

Particular attention is placed on ensuring curriculum coverage of the topics associated with Fundamental British Values (FBV) and the topics associated with Protected Characteristics.

11. PROMOTING BRITISH VALUES AT EASTWOOD GRANGE SCHOOL

The Department for Education has identified a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and the Prime Minister has reiterated these values in 2014. At Eastwood Grange, these values are demonstrated throughout the school.

Much of our work on values is achieved as part of our Social, Moral and Spiritual and Cultural curriculum (SMSC) as well as our approach to teaching about “good choices”. However, to ensure good curriculum coverage FBV and the topics associated with it (below) are also taught as weekly timetabled slots through ‘Question of the Week.’

Democracy

We listen to students’ and parent’s/carer’s voice. We are clear in showing that we want the students to contribute, co-operate, and consider the views and needs of others. Our student voice policy ensures that they have a real say in their school.

The Rule of Law

We consistently reinforce our high expectations of students. Whenever appropriate, students are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has responsibility and that there may be consequences when rules are disregarded.

Individual Liberty

Within school, everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we try to help our students learn about what makes a good choice. Students are encouraged to express their views and we respond to their preferences and interests throughout our teaching.

Mutual Respect

All staff demonstrate respect to everyone they meet. They consistently promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

Tolerance of those of Different Faiths and Beliefs

A key theme in our teaching understands the world around us, and this providing experiences relating to different faiths, beliefs and cultures. This school will not tolerate any extremist political or religious views expressed openly by staff or governors either in school to students or other staff members or in more public forums, for example, use of social media. Staff members may be subject to disciplinary action if necessary.

This school does not tolerate extremist views expressed by any visitors to the school, including parents. If a staff member hears such views, they must refuse further dialogue with that person and inform a member of the senior leadership team immediately.

12. PROTECTED CHARACTERISTICS

As well as teaching the values of respect of other people through 'Question of the Week' and SMSC, focused lessons covering Protected Characteristics, (as set out by the Equality Act 2010), are also timetabled, and covers topics such as age, disability, gender realignment, marriage and civil partnerships, pregnancy and maternity, race, religion, belief, sex and sexual orientation. All of these topics are allocated time in the timetable co-ordinated by the SMSC lead.

13. PERSONALISATION

All of the students who attend our school have complex and diverse needs; they have often experienced a number of previous educational breakdowns before arriving which means that we have to think quite creatively in order to re-engage them in learning. It is agreed, on entry, the curriculum model that best suits their needs and a personalised package is formulated. The focus is on preparing them for life beyond Eastwood Grange and developing their academic, vocational, social and emotional and life skills to prepare them for their individual pathway, preparing them for life beyond their educational career. This is taught across all key stages, through the WOW curriculum (World of Work curriculum), incorporating SEAL, SRE, PSHCE, SMSC and CIAEG, on a daily base as a core subject at the beginning of the day. At Eastwood Grange School we see the SEAL curriculum, which ultimately the WOW curriculum encompasses, as important equally as the children's learning in English, maths and science. However, there is scope at Key Stage 2 and Key Stage 3 to teach the subjects independently as standalone lessons, based on the individual needs of our students.

From year 7 onward, there is independent career advice provided through Derbyshire LEA's careers service. This helps our students contextualise their learning and begin forming ideas about the pathway they would like to follow both within and beyond education.

14. ASSESSMENT FRAMEWORK

In order to ensure that we are "building resilience and skills in our students for an independent, fulfilled life beyond education", our assessment framework is tailored to support this.

All students are assessed on the following things:

- Core progress in English maths and science
- NOCN qualification in skills for employment, training and personal development
- Social and emotional progress is assessed through various strategies to help build resilience
- Therapy assessments are completed where necessary to support young people who may need interventions ranging from counselling, occupational therapy or speech and language therapy

In core subjects it is expected that 75% of our students will make at least one level of progress each term. It is also expected that 30% of our students will make 2 or more levels of progress. This is to help our students close the gap from the often disrupted education they have had prior to joining Eastwood Grange School.

A pupil passport system is in place to monitor progress in all areas for each student. This allows teachers and the senior leadership team to look at progress holistically and easily identify if there are any areas in which the student may not be making as much progress as expected.

15. THERAPEUTIC CURRICULUM

The therapeutic team at Eastwood Grange School consists of a:

- Speech and Language therapist
- Occupational Therapist
- Two Counsellors
- Lead Psychologist (Initial assessment) fortnightly

Students access the appropriate therapeutic intervention in line with their individual needs. This is available to those both with and without a targeted provision identified on their EHCP. These sessions are part of a student's educational package with extended support at home with parents and carers when needed. Each child has access to an individualized timetable with a dedicated ½ hour session with someone from the team, dependent upon needs.

Further work is done through the intervention programme, overseen by our Transition and Intervention Lead and delivered by support staff.

ADDENDUM 1:

COVID-19 AND CHANGES TO THE CURRENT ON-SITE/OFF-SITE CURRICULUM

From early spring, the Government and Department of Education passed new requirements for schools during the Coronavirus outbreak, asking schools to become care settings for vulnerable children and children of keyworkers. This required school to move away from curriculum based learning and become places of care and nurture, providing activities to support children's social and emotional well-being.

The School Curriculum during COVID-19:

This curriculum is designed to consider the current pandemic that has impacted education throughout the country. This curriculum uses a TRAUMA INFORMED APPROACH and encourages learners to use seeking/play/creative skills. This is vital to help to reduce anxiety, fear and panic. The learners require this approach as they are potentially revisiting times of trauma within their emotional experiences and all elements enable the learners to maintain their fight/flight/immobilise responses. This will enable them to participate within active and immersive learning and to maintain regulated brain function.

This has formed the background of all that we have done in terms of curriculum design throughout the summer term.

The newly developed creative curriculum enables lessons to be transferred from on-site learning to off-site learners who are either shielding or are being kept away from school due to anxieties caused by Coronavirus.

An example of an on-site lesson would be:

Art/Scrap Booking!
MON/TUES/WED/THUR/FRI

Art

During today's lesson your learning outcomes for Art are:
LOAR.....
.....
.....

Today I have created a piece of Art/scrap book page that makes me feel:



Checklist:

1. I have made sure that I have displayed my art work in a creative way.
- 2.I have taken photographs and explained the work I was completing in the photograph for my lesson. **Incentive Alert!** The most detailed and extensive portfolio will receive a weekly prize that will be announced every Friday for the next 3 weeks.

An example of an off-site lesson would be:

Art/Scrap Booking

Art

During today's lesson your learning outcomes for Art are: LO1AAH: To take a photograph from a window of your house of something that you find interesting. You will then create a piece of artwork that is inspired by your photograph. You can create a pencil drawing; paint a picture; create a collage, the choice is yours!

Today I have created a piece of Art/scrap book page that makes me feel:



Checklist:

1. I have made sure that I have displayed my art work in a creative way.
- 2.I have taken photographs and explained the work I was completing in the photograph for my lesson. **Incentive Alert!** The most creative piece of artwork will win a prize, please submit your entries by Friday 24th April2020.

COVID-19 Portfolios:

Children are encouraged to record their activities and experiences of the curriculum during COVID-19 at Eastwood Grange School, by making portfolios of their work and experiencing how they feel.

Children Educated Off-Site:

Where children are educated off-site, work packs will be provided as well creative curriculum activities. Zoom lessons will be arranged, and welfare calls will be made either by phone or face to face. Face-to-face, meetings where possible will be done within every five days and means of contact will be recorded on a face-to-face tracker.

Marking and Feedback:

Occurs with all returned work in accordance with the school's Marking and Feedback Policy. Marked work can be fed back on via the use of zoom meetings and e-mail responses.

ADDENDUM 2:

As restrictions have eased staff have been able to alter their curriculum to increase off-site curriculum SEAL (Social and Emotional Aspects of Learning) days with children educated on-site and children who might need to be educated off-site for other reasons not related to COVID-19, in line with our Positive Behaviour Management Policy. For example, where a child may have caused whole school disruption or assault on another child or a member of staff.

'Higher Tariff consequence may include:

- Organised education off the school site with a member of school staff and/or a PBM, to ensure that a young person does not miss out on education, is in attendance with a member of school'

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
5 th March 2019	Eric Knutsen	Updated previous version with contents checklist from Priory's local procedures document. Added table of contents and review history.
September 2019	Stuart Lees	Added elements of curriculum intent statement
March 2020	Sam Littlewood	Names updated
June 2020	Stuart Lees	Class groupings updated to reflect growing role