



CURRICULUM POLICY

May 2020

To be read in conjunction with:

- Assessment Policy
- Teaching and Learning Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs and Inclusion Policy
- Educational Visits Policy
- E-Safety Policy
- Communication, Reading and Writing across the Curriculum Policy
- Careers Education and Guidance Policy
- Monitoring and Evaluation Policy
- SMSC Policy

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Introduction

Maple Grove School is a day school for boys and girls aged 5 to 16 with a diagnosis of autism, and who exhibit a range of complex learning needs, communication difficulties and social, emotional and mental health difficulties. Students are placed from a wide range of local authorities and they all have an Education, Health and Care Plan (EHCP). Before joining our school and as a result of their behavioural and emotional difficulties and/or associated learning needs many have been unable to access an educational curriculum effectively.

Our School is a learning environment at the heart of its wider community. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment.

At Maple Grove we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all students. Our curriculum also incorporates the opportunistic learning experiences that occur throughout the day, and which staff pro-actively seek out and capitalise on in line with the autism-specific elements of our curriculum framework.

Rationale

Given the diversity of needs and strengths across our pupil population, we must establish and sustain the very highest standards of teaching and learning in order that gaps and specific areas of challenge can be addressed and overcome. There are three key factors within our control that will enable us to do this. These are:

1. The **Environment**. The physical environment (and the resources within it) must be carefully designed and managed to actively contribute to pupils' learning.
2. Our **Expectations**. The level, type and volume of work in any activity or lesson must be specifically tuned to the needs and abilities of individual learners. Expectations placed on pupils must build on their previous experiences, and promote the highest possible level of progress.
3. Pupil **Experience**. Engagement is key to successful learning. In line with the research behind The Leuven Scales, SCERTS, PBS and Attention Autism, our curriculum, therefore, is predicated on the **wellbeing** and **involvement** of all pupils.

We have an agile and reflexive approach to curriculum design. The need for our curriculum to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and best prepare our pupils for a life within it, is the cornerstone of this policy. Our curriculum will also be shaped by and adapted to the needs of our diverse and changing pupil population.

While independent school standards do not require National Curriculum coverage, our school is committed to covering the 2014 National Curriculum and its programmes of study wherever possible. This commitment must however be consistent with any statement of SEN or Education Health Care Plan for any young person, which may well prioritise particular subjects or key areas of learning.

As we implement the National Curriculum we face particular challenges:

- a) Many of our students may have missed significant amounts of their education and may well have missed important curriculum elements.
- b) Our students may need to be grouped with reference to their needs, rather than strictly on their chronological age.

For both these reasons we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each student and for the group.

1. Curriculum Aims

The curriculum must inspire and challenge all learners and prepare them for the future. The school's aim is to continually develop a coherent curriculum that builds on students' experiences in earlier life and helps them to become successful learners, confident individuals and responsible citizens with a fundamental understanding of core British Values **including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs**. The curriculum must help students to:

- engage (or reengage) with learning through a flexible curriculum approach,
- understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs,
- achieve high standards and make good or outstanding progress, over-coming barriers to learning associated with their autism
- where possible, enable those not achieving age-related expectations to narrow the gap between themselves and their chronological peers,
- Achieve and exceed the expectations outlined in their personalised targets and Education, Health and Care Plans,
- enter public examinations when they are ready for them,
- manage and take ownership of their own sensory processing and emotional regulation challenges,
- utilise high quality personal, learning and thinking skills, and become independent learners,
- utilise high quality functional skills, including key literacy, numeracy and computing skills,
- be challenged and stretched to achieve their potential,
- enjoy and be committed to learning, to the age of 16 and beyond,
- value their learning outside of the curriculum,
- relate to the taught curriculum.

The focus on meeting individual needs is set in a context of each pupil's entitlement to a broad, balanced, relevant and differentiated curriculum and his/her desire to follow a course similar to those of their peers in mainstream school. Thus, whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the very differing

needs of our pupils. Therefore, in addition to a curriculum that is deliberately designed to address their learning differences and challenges in respect of their autism, pupils benefit from personalised teaching and learning or individual curriculum timetables, which help to engage each learner and to recognise the value and importance of education in their lives.

2. Curriculum outcomes

Our School's curriculum will:

- fulfil all statutory requirements,
- be based on National Curriculum definitions of subject breadth and progression wherever possible,
- address the social, emotional, communication and sensory difficulties associated with a diagnosis of autism,
- lead to qualifications that are useful for both employers and higher education,
- enable students to fulfil their potential,
- meet the needs of students of all abilities,
- be delivered in a supportive, therapeutic environment,
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines,
- prepare students to make informed and appropriate choices at points of transition,
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills,
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence,
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career,
- foster teaching styles which offer and encourage a variety of relevant learning opportunities,
- help students to use language and number effectively,
- help students develop personal moral values, respect for religious values and tolerance of other people's backgrounds, beliefs and ways of life,
- help students understand the world in which they live,
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students,
- incorporate a key stage 4 curriculum which meets the needs of students, parents and wider society.

3. Curriculum Principles

Commitment to National Curriculum.

While independent school regulations do not require National Curriculum coverage, Maple Grove School is committed to covering the NC14 (incorporating recent statutory changes) wherever possible, and its programmes of study. This commitment must, however be consistent

with any statement of SEN or Education Health Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

Student entitlement

As a Special Needs School providing for the needs of boys and girls with autism, and a range of complex social, emotional, communication and learning difficulties, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

Addressing Special Educational Needs

As part of the admissions process and after a place has been confirmed a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The statement of special educational needs or Education Health Care Plan will provide further information relating to current attainment as a minimum in core subjects.

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the statement or Education Health Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments.

ASC Specific Curriculum

Maple Grove School offers a specifically adapted curriculum for students with Autism Spectrum Condition (ASC). The ASC curriculum is designed to capture individual students' learning needs as well as addressing the specific social, emotional, sensory and communication needs associated with autism; it fosters their independence and well-being and creates an inclusive learning environment. Maple Grove School uses a range of assessment criteria beyond those statutorily required in order to monitor progress in terms of educational attainments and also with respect to social and behavioural outcomes.

Our ASC curriculum offers an educational pathway that allows students to explore their interests and to underpin and embed learning in core subjects as well using it as a vehicle to improve social and emotional well-being, communication and interaction. Students learn to become more socially responsible for their actions, develop key life skills and explore ways of empathising and understanding their peers.

The ASC-specific curriculum at Maple Grove School is built on the following areas:

- Communication & Interaction
- Social Understanding & Relationships

- Sensory Processing
- Interests, Routines and Processing
- Emotional Understanding & Self-Awareness
- Learning & Engagement
- Healthy Living
- Independence & Community Participation

Personal and Social Development

The Key Stage 3 and 4 Curriculum has a strong focus on Personal and Social Development (PSD) for each young person with ASC. Subject areas in PSD offer educational pathways which enrich and develop personal awareness offering students at KS3/4 the ability to follow a programme of PSD which will equip them beyond their statutory education. Emphasis is also applied to their educational pathways into Further Education offering Functional Skills Entry level 2/3, level 1 and 2 as alternatives to core GCSE's. BTEC and OCR are also offered at KS4 as alternative pathways, in which the functional element of the qualifications offer more applied learning to life skills, therefore, giving the student with ASC more chances of gaining the qualification and transferring skills to future learning and life experiences.

ASDAN programmes allow students to explore activities which are aimed at life skills equipping them for later life as well as embedding core skills of English, Maths and Science. Small steps of achievement are measured, paced and adapted so the students can work steadily through the modules. Each module equips the student with a measured and practical life skill. Each module within the programme supports difficulties with organisation, social interaction and communication, whilst addressing and supporting sensory needs. The challenges also help to address each student's difficulties, equipping them with life experiences which will support independence in later life.

Sensory Processing

At Maple Grove School there is recognition of the sensory differences, difficulties and challenges many students with ASC face on a daily basis. There is a strong understanding of how this can affect learning and behaviour and the focus of the ASC Curriculum is to reasonably adjust all aspects of school life in order to meet the student's sensory needs. Students with ASC often find it difficult to process and organise the different sensory input they receive. This can make it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The ASC Curriculum at Maple Grove School places a great deal of emphasis on sensory processing, allowing the student to thrive in an environment that aids learning and supports the student to organise and process sensory input, and to use that input to respond

Applied Classroom Strategies

The following strategies are suitable for all pupils, particularly those with sensory differences:

- The learning areas are adapted so there is less sensory stimulus so that students can work at times without distraction and they don't distract others.

- There are breakout spaces where students can go if they need a sensory break, or time and space to relax. These areas are separate from the classroom, and include outdoor spaces.
- As part of the curriculum each sensory difficulty is considered, to provide a carefully planned and reasonably adjusted learning environment

Visual stimulation

- Clearly displayed timetables (visual and interactive), which are changed on a day to day basis.
- Keywords/Topic vocabulary clearly labelled areas and resources clearly labelled with expectations and objectives.
- Coloured overlays are used to reduce visual stress and help organise and track text.
- Fewer displays are used around the classroom to avoid visual over stimulation and so emphasis can be put onto the displays that are used.
- The main 'teaching wall' (typically where the screen and teacher desk are located) do not contain any displays or excess visual distraction.

Auditory stimulation

- Emphasis is put on stepped instruction which has no more than three steps; this is to allow for auditory processing and organization.
- As a team we also wait longer for the students to process instructions and to put them into action.
- Establish engagement, using a pupil's name (and then waiting) to gain their attention
- Teach and support students the skill of asking for help on a regular basis
- Task- analysis: breaking directions down into small steps and allowing extra time for students to process them if needed
- Regular verbal prompts are used to increase engagement and return the student attention to task in hand.
- Monitor and limit the time that focused auditory attention is required.
- Consider classroom noise level and use stimulation through music or a visual/auditory clip.
- Access to ear defenders if useful for the individual

Proprioceptive/Vestibular Stimulation

At Maple Grove School each lesson is reasonably adjusted, including splitting up lessons that otherwise involve a lot of sitting. Some students are allowed to (and encouraged to) stand and/or walk within a lesson, if it is felt that this promotes focus, calmness and engagement.

Whenever possible we split lessons to stimulate proprioceptive, vestibular responses and in any lesson we emphasise a period of focused learning, offering additional time in an alternative learning activity which can involve movement or other educational stimulation.

Whole Class Strategies

Class teams ensure consistent routines, rules and boundaries are assessed and reassessed on a weekly basis. They meet weekly to assess whether interventions are working (and tailor support if necessary) with each individual student and discuss support measures and multi-disciplinary team involvement.

To further support sensory processing difficulties:

- Team are to plan transition times, around class activities, lesson to lesson. Transition into breaks and lunchtime.
- Check understanding (success of processing) of information by:
 - Saying/displaying what we are going to teach.
 - Saying/displaying what we have taught.
 - Practise what has been taught (to embed learning)
- Have a range of resources available:
 - Different size/colour/shapes of writing implements.
 - Different methods of recording e.g. Word pads and word processing
 - Focus and sensory-motor aids when necessary such as (blue tac, bands, squidgy balls).
 - Different resources for calming, extension, withdrawing.

Within sensory profiling we do not assume what makes us feel safe/happy is the same for all and we tailor lessons whenever possible to avoid sensory difficulties outlined in the sensory profile. However, we also realise that that some sensory difficulties can be supported and improved by challenging and addressing difficulties directly for more high functioning students.

Social and Emotional Aspects of Learning (SEAL)

The ASC Curriculum places strong emphasis on the Social and Emotional aspects of learning (SEAL), which is integrated into every teaching session. The emphasis of SEAL provides learning opportunities that encourage students to become more aware of how they are feeling; express their emotions more richly and fully, through their words, faces, voices, tone and body language; gain strategies for managing their feelings; and use this understanding to behave more appropriately, make better choices, learn more effectively and build better relationships with others.

The ASC curriculum encourages and supports more flexible thought and challenges restricted, patterned thinking and movement. Core subjects are delivered as stand-alone, timetabled lessons and also embedded across the curriculum in other life skills orientated subjects including Food Technology, Outdoor Education and Design and Technology.

Specialist Staff

Teaching and support staff at Maple Grove School are trained in both delivery of the individualised Curriculum, and in understanding the specific emotional and social needs of the students in a therapeutic nurturing environment. Staff work closely in collaboration with multi-disciplinary teams including specialist health practitioners, in particular speech and language therapists, occupational movement therapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for students with autism both educationally and therapeutically. Maple Grove School has high ambitions and aspirations for students with autism to reach their full potential and to be included in school and society. The school recognises the importance of helping students with autism to develop problem-solving skills to promote their independence both at school and into adult life.

Learning Environment

At Maple Grove School the ASC Curriculum is enhanced by recognising the importance of providing appropriate learning areas within the school setting for ASC students. Additionally, learning areas provide the opportunity for students to follow the curriculum at a pace and level appropriate to them and to participate in mainstream activities and classes where they are able. In such a setting we also recognise that although academic attainment is vitally important, this is not at the expense of a broader range of social, communication and independence-related skills, as a preparation for adult life. Break out areas are provided, which offer the student 'time out' at any given time of the day school day. This allows for a calm and quiet learning environment away from excessive sensory or social overload, and promotes the wellbeing of pupils during the school day.

The purpose of the ASC curriculum is to immerse students into an educational pathway that allows them to explore their interests and support their individual needs. Focusing primarily on a functional skill-based model of education ensures that students reach their full potential as well as providing them with the skills to progress positively into adulthood.

Outcomes of a functional skills curriculum

- At KS3 students are introduced to Entry level qualifications in English, Maths and ICT, and an ADSAN Entry Level personal, social development programme is also put into place to provide life skills across the curriculum.

Year group focus

Y7/8- Entry levels 1-2

Y9- Entry Level 3

- At KS4 our aim is that students will progress onto Level 1/2 functional skills in English, Maths and ICT (GCSE equivalent). Pupils can transfer credits from KS3 into an ASDAN personal effectiveness programme, embedding key life skills, with the potential for GCSE equivalent accreditation.

Year group focus

Y10- Level 1

Y11- Level 1/2

Intervention and Catch Up

A priority at Key Stage 3 will be to catch up and fill any gaps in learning and to effectively meet the key additional needs of all students. Where required, a further priority will be placed on developing numeracy and literacy skills through intervention programmes.

Literacy Interventions

Our Literacy intervention will be addressed through a 3 Wave programme as follows:

Wave 1: Effective and well differentiated classroom teaching for all students

- ✓ Rigorous and consistent use of Read Write Inc (Ruth Miskin) phonics and reading scheme
- ✓ Daily 1-1 reading
- ✓ Writing frame templates available for all staff
- ✓ Differentiated weekly spelling scheme
- ✓ Resources for readers available in all classrooms (e.g. colour overlays, transparent rulers)
- ✓ Library with appropriate range of reading age appropriate books.

Wave 2: For students who are still experiencing literacy difficulties, despite effective, differentiated teaching. These students should have the potential to 'catch-up' with their peers.

- ✓ 'Better Reading Support Partners' delivered by trained staff (supported by levelled reading schemes 'Read-on' and 'Rising Stars'),
- ✓ Teaching Assistants will lead on developing students reading skills through planned 1:1 reading support sessions,
- ✓ Personalised Writing support 'Booster' sessions,
- ✓ 'Word Shark' personalised spelling program, supported by trained staff.

Wave 3: For students who are significantly under-achieving and require a tailored, specialised programme in relation to their specific needs.

- ✓ 1-1 personalized literacy programme delivered by trained staff,
- ✓ Schemes including 'Alpha to Omega' and 'Toe by Toe',
- ✓ Ongoing support and assessment by Speech and Language Therapy colleagues

In addition to the literacy (writing), numeracy and behaviour targets set using the process detailed above, specific individual reading, speaking and listening targets will also be set.

- **Phonics**

The Ruth Miskin Phonics scheme is delivered to all pupils where necessary. Assessment of phonics progress through this scheme is undertaken termly. If students are recognised, through this assessment, as significantly under achieving and not progressing through each stage they will be identified for Wave 3 Intervention.

- **Reading**

Reading is assessed using the Salford Reading Test twice yearly for all students. Students will achieve a reading age, if students are struggling or significantly under-achieving in their reading assessment against chronological age, we are able to identify them for Wave 2 or 3 intervention as appropriate.

- **Writing**

At KS3 writing is formally assessed half termly: a body of evidence is collected and teachers use Rising Stars tracking grids to record progress. Next steps and targets are identified and personal targets are then set in response to these. Students who are significantly under-achieving will be recognised as not making progress on their individual trackers, these are then identified for writing intervention.

- **Spoken Language**

The promotion of social communication is at the heart of the curriculum on offer at Maple Grove. In all lessons, and throughout the school day, pupils will be provided with regular opportunities to communicate verbally, express their preferences, knowledge and feelings, and to interact with others. Structured opportunities to participate in discussions, ask questions and extend range of vocabulary will be provided, but staff will also seek to capitalise on opportunistic learning moments when it comes to spoken language.

Numeracy Interventions

We are able to recognise pupils who are not working towards expected progress through our half-term assessment reviews and regular teacher assessment. Personalised targets will be focused on each student's next steps and they will follow a tailored mathematics intervention programme. The progress being made against the targets is monitored on an ongoing basis. The Maths intervention programme is facilitated by teaching assistants and is designed to target the mathematical fundamentals needed to access the curriculum. Data tracking information is used to identify areas for further development in mathematical knowledge, skills and reasoning and interventions are identified, documented, tracked, and shared with senior leaders.

Half termly assessments are carried out for all pupils. Formative assessment is used in class through questioning, in class work, reviews, marking and observation. Assessment is used to inform planning, differentiation and personalised intervention with a focus on literacy, numeracy and the ASC curriculum.

Intervention – Most Able

As a school, we identify our more able students who will benefit from additional small groups or one-to-one interventions to enable them to make the progress needed to achieve their full potential in core subjects. In this intervention, individual sessions supplement existing learning and are offered to develop and challenge, providing a personalised learning experience.

Gifted Students

A small number of students may display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in student's records of achievement.

Therapeutic Support and Intervention

Additional intervention is offered at all stages through group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. We have access to a range of therapeutic support, including speech and language therapy, occupational therapy, cognitive behaviour therapy, movement therapy, art, music and play therapy, psychology, mental health specialists, and counselling. To take account of pupils' differences and their range of cognitive ability, preferred learning styles and learning needs, all staff at Maple Grove School will adapt tasks, provide a range of resources, develop extension work, provide a variety of delivery styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's EHCP needs and IEP targets is also crucial.

Access

It is the School's responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Many students arrive at the school with negative perceptions of the mainstream curriculum, our school attempts to overcome those negative perceptions through flexible and innovative approaches; we attempt across the curriculum to recognise the strengths and interests of each student based on a variety of baseline assessments, including dialogue with the student. All students are given an equal opportunity to participate. The school provides great flexibility and a readiness to adapt strategies for teaching, learning and participation. The school has developed a range of courses, programmes of study and teaching methods which are differentiated and tailored to the wide range of needs, abilities, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

Breadth

A variety of learning activities are offered which include linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education to try to ensure that students of different aptitudes, attributes and skills have opportunities for success. These are regularly reviewed. Wherever possible and appropriate we work towards National Curriculum guidelines as long as these are consistent with the individual pupils' particular learning needs.

Relevance

Our definition of relevance is based on our key aim of preparing our students to become successful learners, confident individuals and responsible citizens. All of our curriculum seeks to take account of the need to support transition into adult life. Planning takes into account the need for differentiation and students' varying experiences of family, community and culture. The school promotes a commitment to learning and personal development. The school aims to provide increasing opportunities to use new technologies when and where appropriate. The school takes advantage of the local area. There is a focus on learning in the outdoors, using both the school grounds and Alexandra Park to promote enjoyment of interaction with the natural environment. An awareness of our natural environment, and the importance of preserving and caring for it, are central values that we aim to promote. We look to offer a range of wider community opportunities including close working partnership with local schools and other appropriate resources.

Continuity, Pace and Progression

Close attention is given to ensuring that a student's education builds on previous learning. The greatest steps in learning take place when students are able to recognise the connections between one area of knowledge and another so we actively look for opportunities for cross curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school. The curriculum has been set up to reflect the 3 Key Stages based broadly on chronological age, but with an element of flexibility in order to address individual levels of attainment. However, it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore teacher's responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

Differentiation

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in class groups. In addition, some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at Maple Grove School have a responsibility, when planning work, to meet the needs of all students. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's statemented/EHCP needs, current NC level / Stage and sub level (or other chosen method of identifying stage of student learning and understanding), preferred learning styles and IEP targets is also crucial and these are recorded and communicated through the individual student profiles.

The Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behavior management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where students can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that students treat classrooms, workshops and any other learning environments with respect.

For learners who, in the past, have struggled to access typical classroom-based learning, we constantly seek opportunities to find other learning environments, for example outdoor education opportunities and the Forest School Programme.

Schemes of Work and Lesson Planning

Wherever possible curriculum policy and planning will be based on that of Maple Grove School, reflecting both the breadth of the National Curriculum, and our specialist autism-specific curriculum. Each subject leader is required to have long and midterm planning of work for all of its courses/programmes related, where appropriate, to the national curriculum and or

examination board requirements. This planning will be followed by all teaching staff and their delivery monitored by subject leaders. Planning sets out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. (See additional assessment policy). It is accepted that teachers plan individual lessons, or sequences of lessons, in different ways and to this end the school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning is carried out to a high standard, in sufficient detail to ensure that students achieve high standards and can achieve their potential and that the key planning requirements including specific learning objectives to move individuals forward, planned activities and tasks and effective use of resources are considered as the bare minimum.

Equality of Opportunity

All subject leaders are aware of and plan accordingly to the Whole School Equality of Opportunity policy and in line with the Equality Act 2010. They also should actively promote equality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage students by showing respect for their cultural and personal identities. Teaching staff will also be expected to devise appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

Information and Communication Technology

At Maple Grove School we believe that the development of capability in the safe use of ICT is an essential requirement of the students' education and that they have an entitlement to IT resources and teaching of the highest possible quality (see ONLINE SAFETY policy). The development of ICT at the School is guided by the following principles:

- All students have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in other subjects. All students will be taught how to use the internet safely and will be expected to follow the schools' safety guidelines
- ICT resources are carefully planned and deployed. We seek to ensure that resources are of the highest quality, and of an appropriate type are provided to meet the needs of all users.
- Staff are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school-based INSET programme, and there are also opportunities to attend external courses.

4. Curriculum Structure

Structure of the School Day

The school opens to pupils at 8:45am, and pupils go home at 2:45pm. There are 6 lessons per day, 4 in the morning, 2 in the afternoon, each of which lasts for 40 minutes. The final 2 periods on a Friday are used to support the School's extended curriculum by offering a range of

activities both on and off site. An assembly is held every Friday morning to review the week and to celebrate individual student success.

Key Stage 1 and 2 Curriculum

In addition to the National Curriculum, the curriculum at Key Stage 1 and 2 will key focus on developing key skills and personal development through delivery of our ASC- specific curriculum. Some elements of this are taught as 'stand-alone' sessions, while others are embedded into the curriculum and through delivery of the National Curriculum. Through resources such as the Jigsaw scheme of work, weekly assemblies and also through timetabled circle time lessons, pupils emotional regulation needs are addressed. Pupil's social needs are also taken into consideration and addressed through delivery of weekly timetabled Speech and Language Therapy lessons.

The Curriculum is introduced and developed following all areas of the National Curriculum and incorporates all core subjects and follows the KS1 and KS2 National Curriculum objectives to ensure all areas are covered. These are placed into the 2 Year, Long Term Plan, which is continually updated. Discrete intervention to support learning in numeracy and literacy will focus on pupils being able to catch up and fill in gaps in learning.

All subjects are based on the National Curriculum programmes of study and topic areas which are created and planned around the term's topic. Modern Foreign Language is delivered through Enriched Learning Days to cover new statutory curriculum requirements. All short term plans are differentiated for each class and within each class so that every student's needs are catered for. These are being created so that plans will be available on a 2-year cycle (2 Year, Long Term Plan) to ensure that no student repeats any area of the curriculum during Key Stage 1 and 2. Short term lesson plans are produced by each teacher from these medium term plans.

The primary aim of the curriculum that is offered at Maple Grove is to maximise the development of each individual, to become **Successful Learners, Confident Individuals** and **Responsible Global Citizens**. Personal development therefore is identified as key in all areas of the school, and addressed by joint working between education and therapy colleagues. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations. In terms of delivery, the key features of personal and social development are covered in the Key Stage 1 and 2 curriculum through elements of the Jigsaw programme and through the Speech and Language Therapy lessons. The school strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world; in particular, to establish positive relationships and to be able to live safe and healthy lifestyles.

Key Stage 3 Curriculum

At the end of each academic year the students in Year 7/8 enter the Key Stage 3 Curriculum Phase. Students at this Key Stage are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to prepare for examination courses. In addition, accreditation at Entry Level is offered in core subjects. National Curriculum areas of study are delivered with discrete teaching of English, Maths, Computing, Science, Art and Design, Music, SRE, PE, RE, MFL, Humanities, PSHE and Citizenship. Enterprise is encouraged in all areas of the curriculum and is introduced at this Key Stage.

The final term of Year 9 is organised so as to focus on transition into Key Stage 4: transition reviews in which the Local Authority Careers Service is involved offer students the opportunity to plan an education pathway based on their interests and strengths for KS4 and beyond and at the

end of Year 9 the students make their vocational and academic option choices for Year 10 and 11.

Key Stage 3 Options Programme

As part of our commitment to personalise the learning experiences for students we have introduced an options programme at Key Stage 3. All of the options support the curriculum and offered additional planned learning experiences. The option choices include: Football and Fitness, Design and Technology, Outdoor Education, Food Technology, Outdoor Learning, Design & Enterprise, Music, Peer Mentoring, GCSE Art, Cycling, Mechanics, and Swimming.

Key Stage 4 Curriculum

The curriculum from Key Stage 4 onwards provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. The learning pathways available for the young people at Maple Grove School comprise of Personal Development, Core Subjects and Options with a clear vocational focus, and supported by college courses and potential work experience placements. The personalised pathways are designed to meet the desired requests of the student, statutory requirements of each student's statement/ Education Health Care Plan, and views taken from the significant stakeholders around each young person. The aim of this phase at Maple Grove School is to personalise the curriculum, to meet individual personal needs, engage learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve in their functional skills, particularly in English, Mathematics and ICT. The options provide opportunities to broaden and increase individual experience towards independence in preparation for the next stage of life. Classes in KS4 will not be age-related; instead groups will be based on the academic or vocational strands chosen and on the level of study (e.g. Entry Level, Foundation GCSE, Higher GCSE, Certificate, Diploma, Level 1 and Level 2).

The aim at Key Stage 4 is to provide a curriculum model for our students that offers a breadth of experience and both the flexibility and choice to cope with the diversity of students' interests and ability levels. In addition, due to start dates that may be well into the academic year students sometimes have had very limited time to complete accredited courses and qualifications. A focus has therefore been on offering a combination of Functional Skills, Basic Skills, Wider Key Skills, Life Skills, Entry Level, GCSE's and Vocational qualifications. **The core subjects delivered at Maple Grove School include English and Maths at Entry Level, Functional Skills and GCSE, BTEC Award in Science, and Functional Skills and/or Entry Level in ICT and PE.** Vocational subjects include Catering – BTEC Level 1 and 2 'Awards in Home Cooking' and BTEC Award in 'Jamie Oliver Home Cooking Skills' Level 1, Construction – WJEC Level 1 and Level 2 'Construction and the Built Environment', Hair and Beauty – BTEC Award Level 1 'Hair, Beauty and Barbering', Health and Social Care – BTEC Award Level 1, ICT – Functional Skills, Entry Level, Level 1 and Level 2, Land Based Studies – City and Guilds Level 1 Award, Motor Mechanics – Entry Level 3, Award, Certificate, Diploma and Level 1 'Motor Vehicle Studies' and Sport and Leisure – BTEC Award, Certificate, Diploma and Level 1 'Sports and Active Leisure'.

Opportunities to work with others and to develop key citizenship skills are provided through a range of opportunities including enrichment options and peer mentoring opportunities. This is combined with regular opportunities for the KS4 students to work with younger students at Maple Grove School and also in PE lessons and other planned sporting events.

Functional Skills

Pupils who are not selected for GCSE in core subjects will be offered vocational, topic-based English, Maths and ICT through a functional skills approach. This programme supports functional skills development and prepares students for the functional skills assessment leading to full accreditation. The qualification is offered from Entry Level 1 – Level 2. Final Functional Skills assessments are taken through AQA, offering 4 points of entry throughout the year with on screen access at Level 1 and 2.

Options Programme

The Key Stage 4 Curriculum also offers a comprehensive vocational based options programme covering Catering – BTEC Level 1 and 2 ‘Awards in Home Cooking’ and BTEC Award in ‘Jamie Oliver Home Cooking Skills’ Level 1, Construction – WJEC Level 1 and Level 2 ‘Constructing and the Built Environment’, Hair and Beauty – BTEC Award Level 1 ‘Hair, Beauty and Barbering’, Health and Social Care – BTEC Award Level 1, ICT – Functional Skills, Entry Level, Level 1 and Level 2, Land Based Studies – City and Guilds Level 1 Award, Motor Mechanics – Entry Level 3, Award, Certificate, Diploma and Level 1 ‘Motor Vehicle Studies’ and Sport and Leisure – BTEC Award, Certificate, Diploma and Level 1 ‘Sports and Active Leisure’, CoPE Extended Project Award, Music (Rockstar Awards) and Art (GCSE). Our options programme, also offers: GCSE History, Cycling, Outdoor Education and Advanced English, Maths and Science.

College Placements

The rationale behind college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4 students have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. College placements are offered at Y10 and 11.

Work Experience, Vocational and Careers Guidance

As per DfE guidance ‘Careers Guidance and Access for Education and Training Providers’ Jan 2018, Careers guidance is delivered at KS3 and 4. Maple Grove School endeavours to provide all students with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach. Emphasis is on vocational opportunities at KS3 and KS4, with the planned inclusion of horticulture, cycle maintenance, hospitality, catering and construction. Enterprise is encouraged in all areas of the curriculum and is taught discretely as an option in Design & Enterprise in KS3 and KS4. Enterprise is further encouraged through whole school charity events and those planned and led by KS4 students. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information programme (‘fast tomato’), Citizenship and Preparation for Working Life (AQA level 1 certificate).

In Key Stage 3 and 4 and beyond, the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ students are interviewed by Local Authority support services to give guidance and encourage participation in college programmes. This process also provides the specific information required to create individual transition plans. Students who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage students to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual student needs. Further extensive careers support and guidance are available through: 'Preparation for Work' unit of PSD programme, planned visits and discussions and advice from Local Authority support services (school and personal), Outside Agencies and Parents / Carer involvement as opportunities are provided for students' individual needs and future transitions.

It is the aim of the school that all students should leave with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 students to actively apply for college placements, training schemes or jobs whilst in their final year.

Careers Guidance

Pupil choice is a significant feature of the Maple Grove School careers programme and listening to the pupils informs the direction we take. The process begins in Year 9 with pupils recording and reporting their ambitions to staff and the 14-19 Coordinator. Attention to pupil ambitions is maintained throughout Key Stage.

Vocational courses are offered which encourage pupils to make informed choices or to pursue alternatives. Concurrent with courses is an organised process and dialogue that aims to provide support and guidance where it is needed. We are responsive to overall ambitions and underpin them with an established work experience approach that broadens horizons.

Year 11 students will have participated in work experience, had access to vocational courses and visited one or more colleges at least once. They practice CV writing, interview techniques and application letters.

5. Personal, Social, Health, Economic (PSHE) Education

PSHE is central to the development of the students in our school. Our planned programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, workers and members of society.

The provision of a comprehensive PSHE programme is central to achieving our school's own aims, objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- Developing the personal skills and knowledge that underpin independence and include health related matters and sex and relationships education
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. The PSHE programme is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. We recognise that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the unique needs of our students.

Our PSHE programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools' commitment to providing a 'healthy schools' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community.

The primary aim of the curriculum that is offered at Maple Grove School is to maximise the development of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of core British Values **including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs**. Personal development therefore is identified as key in all areas of the school.

In the Key Stage 3 curriculum, Personal Development is delivered through both timetabled Citizenship, PSHE, and Sex and Relationships Education lessons to reflect statutory requirements of the NC14, with a clear focus on the development of 'life skills'. Additionally, in Key Stage 4, Preparation for Working Life GCSE and CoPe is delivered in Key Stage 4. The School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles.

Promoting British Values and Citizenship

Citizenship will figure prominently in both Key Stages 3 and 4. In Key Stage 3 it will be planned and delivered alongside PSHE. In KS4 it will be based on specifications for external accreditation including the ASDAN Citizenship award. In all key stages, further study will enable young people to meet the requirements of independent school regulations and will actively 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. Staff will challenge

opinions or behaviours that are contrary to fundamental British values. Through delivery of Citizenship (see also SMSC section below) staff should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures and
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage students to respect for democracy and support for participation in democratic process, including the respect for the basis on which the law is made and applied in England.

The Education (Independent School Standards) regulations 2014, as in force from January 2015 state that students will develop:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

While it is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

While coherent, planned and progressive programmes are in operation within the taught curriculum throughout all Key Stages and address these aims, we recognise that successful personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with staff
- Appropriate daily routines in the school
- Assemblies and tutorials
- Visitors to the school and educational visits
- Cross-curricular learning in other subjects of the curriculum
- The provision of RE and careers education (see separate policies)

- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

6. Spiritual, Moral, Social and Cultural Development

As a school for students with autism and associated complex learning needs we believe that provision for the social, moral, spiritual and cultural development of our students is integral to curriculum planning and actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

All curriculum areas can make a contribution to the student's spiritual, moral, social and cultural development. Opportunities for this are detailed in the school SMSC policy. Within each Short Term Lesson Plan, teaching staff are encouraged to identify where their lesson has met the SMSC needs of the pupil, therefore embedding SMSC across the curriculum. As a school, we are registered with SMSC 4 Schools, an organisation that provides the 'Thought for the Week' (TFTW) programme. The programme is designed to follow current celebrations and events that relate to SMSC development. Within every classroom, there is a TFTW poster, which outlines the thought for that week. We are provided with a whole school PowerPoint presentation, which we integrate across the curriculum, including assemblies and out of school activities.

The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Young people should learn to differentiate between right and wrong in so far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom expectations should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that students know what is expected of them and why.
- Give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable students to develop an understanding of their individual and group identity.

- Enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development is promoted in a variety of ways. As a school we will provide learning opportunities that will enable students to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life including the consideration of the meaning and purpose of human existence and the seeking of answers to questions about the universe

Whole School assembly delivery regularly includes religious content and themes. Timetabled Religious Education content in the KS3 and KS4 Curriculum actively encourages students to examine the nature of religion, its beliefs and practices. Visits to local areas and places of worship including local churches and the local Buddhist temple support spiritual development and understanding further. The 'Beliefs and Values' programme offered in the KS4 curriculum is embedded through CoPE and Citizenship lessons, focusing on studying moral based themes and ethics and requires students to consider and evaluate religious perspectives on a range of contemporary issues (e.g. war and peace, crime and punishment, medical ethics).

Students are encouraged to discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth. Students consider important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.

Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

Positive dialogue is encouraged for students to share their own ideas and views on religious and spiritual issues.

Students are encouraged to reflect upon their own attitudes and values, in both Religious Education and other lessons. Students are also encouraged to reflect upon their own attitudes and values in a range of lessons. In some subjects, notably Art, Music, English, History, Geography and Outdoor Learning students explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow students to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral Development

As a school we will provide learning opportunities that will enable students to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.

- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and develop understanding about behavior and the reasons for different types of behaviour.
- Show respect for the environment.
- Make informed and independent judgements and develop the skills and confidence to make decisions.

Moral Development is promoted through the close support work from class tutors (including praise, credits and rewards and target setting); in certain subject areas such as RE, PSHE, History, English and Citizenship, through consistent application of the School's code of conduct and classroom expectations and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote positive relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Students are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to student moral development is based on all students being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience, a key element to reinforce this has been the part played by the majority of students in working towards and achieving 'Eco School' status and also through the school PSHEE programme.

Social Development

As a school we will promote opportunities that will enable students to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community and social education as an integral part of the philosophy and ethos of the school.
- Understand how to manage conflict effectively.
- Tell the truth and understand the importance of trust.
- Understand how to make and sustain friendships.
- Understand civil rights and duties.

Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, music and a wide range of trips and activities out of school. Social Development is promoted through many opportunities for students to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as School Council, Peer Mentoring Programme, participation in the whole school Outdoor Learning Programme, work in support of charities, and assisting at School functions and charity events. The Social and Emotional Aspects of Learning provide a range of opportunities for planned and structured peer group work and social development. Further opportunities for social development are provided through Forest Schools, Team Building activities, Life Skills and Community Enterprise Programmes and participation in regular sports fixtures. Students are also regularly reminded of the need to develop positive peer and adult relationships.

Cultural Development

As a school we will promote opportunities that will enable students to:

- Actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment and value their own cultural identity.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Know about societies and cultures other than their own.
- Be aware of the principal ways in which different people interpret the world.

Cultural Development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, regular library and theatre visits, topic work at and around Chester Cathedral, events such as Book Week and visits from theatre companies to support and compliment the educational curriculum and visits from well-known authors to increase student's interest in reading. Planned visits from authors, people from different religious backgrounds and faith groups also help to reinforce students' cultural awareness and understanding. Different European cultures and lifestyles are explored in the MFL and enrichment days across the curriculum. Students also take part in a wide range of Education visits and trips (see Out of School Experiences). The range of cultures represented in the school is valued and celebrated and national and international religious festivals are recognized. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities, including planned in-depth geography based studies of other countries and their cultures, study of poetry and fictional literature from different cultures, the PSHE programme and links with other schools - national and international.

7. Out of School/Off-Site Experiences

Planned, structured experiences for learners outside of the classroom (Forest Schools) and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include Outdoor Educational trips and also curriculum-related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

Outdoor Learning

It is our belief at Maple Grove School that, when learning outside the classroom, our students attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All students have the right to experience the unique and special nature of being outdoors. At Maple Grove School we feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work has been developed and this is delivered and KS3.

Horticulture and Environmental science is also offered at Key Stage 4. Further opportunities for learning outdoors are presented at KS4/5 through the Duke of Edinburgh programme and options programme including Outdoor Education, Outdoor Learning and Cycling.

8. Monitoring, Evaluation and Review

As part of the school governance process, Acorn Care and Education will receive a termly report from the Headteacher on:

- the standards reached and progress made in each subject compared with appropriate benchmarks.
- the standards achieved and progress made at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of students for whom the curriculum has been significantly modified and the subsequent arrangements which were made.

9. Roles and Responsibilities

Expectations of all staff

Staff at Maple Grove School are expected to actively promote and secure the curriculum aims named above and, in particular to:

- ensure that the school's policy on Curriculum delivery including SMSC is implemented, particularly the awareness of the school's responsibility to actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- to promote further tolerance and harmony between different cultural traditions by enabling students to acquire the appreciation of and respect for their own and other cultures;
- ensure that all staff have clear regard for the Acorn wide statement about partisan political views - *"The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Acorn Care and Education, in partnership with the school's leaders, will monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter."*
- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;

- ensure that the school environment is calm and purposeful, and does not present barriers to learning in the form of sensory overload;
- ensure that, wherever possible, students are provided with a range of opportunities to access to the curriculum and given every opportunity to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the New National Curriculum;
- provide work which meets students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of students.

Acorn Care and Education will ensure that:

- It considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Headteacher will ensure that:

- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

Subject Coordinators will ensure that:

- Long term planning is in place for all subjects. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.

- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- Where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Actively support pupils in their progress through the new curriculum.

Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive coordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

10. Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014 and Equality Act 2010 with regards to:

Curriculum:

- (a) full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that students acquire speaking, listening, literacy and numeracy skills to the standard expected of students nationally;
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English so that students achieve the fluency of students nationally in speaking, reading and writing English;
- (d) where a student has a statement of special educational needs or an Education, Health and Care Plan, education which fulfils its requirements;
- (e) personal, social, health and economic education which –
 - i) reflects the school's aim and ethos
 - ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (f) for students receiving secondary education, access to accurate, up-to-date careers guidance that:
 - is presented in an impartial manner;
 - enables them to make informed choices about a broad range of career options;
 - helps to encourage them to fulfil their potential;
- (g) where the school has students below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (h) where the school has students above compulsory school age, a programme of activities which is appropriate to their needs;
- (i) that all students learn and make progress at the rate expected of students nationally;
- (j) effective preparation of students for the opportunities, responsibilities and experiences of life in British society

Teaching:

- (a) enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in students self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;

- (g) demonstrates that a framework is in place to assess students' work regularly and thoroughly and that students make good progress because teaching is planned using information from those assessments;
- (h) utilises effective strategies for managing behaviour and encouraging students to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- (j) does not discriminate against students contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our students. We will actively 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 and will ensure that principles are promoted which:

- (a) enable students to develop their self-knowledge, self-esteem and self-confidence;
- (b) enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- (c) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (d) enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- (e) lead to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students are offered a balanced presentation of opposing views

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.