

Curriculum policy

Tudor Lodge Therapeutic School



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Introduction:

The purpose of this policy is to provide essential information and to share with staff, governors, other professionals, families, and any other interested stakeholders. This policy incorporates our philosophy, aims and values as well as describing our teaching and learning approach in our curriculum.

Our curriculum is the basis for us to provide a meaningful and effective education to all pupils that attend Tudor Lodge Therapeutic school. We believe this should be a broad and balanced approach which identifies and meets the needs of our pupils. The curriculum alongside specialist teaching approaches will provide consistency throughout our school, whilst also recognising developmental and age-related aspects to learning.

Context:

Tudor Lodge Therapeutic School is a special school that caters for pupils aged 7 to 16. We will have one site which will comprise of a classroom wing of 6 classroom spaces, including a specialist Science and Design Technology room. We will also compliment the learning environment with a sensory room, sensory garden, and an onsite swimming pool. We will encourage our pupils to also look at sustainable living with the use of our own home-grown vegetable patches of which the children will be very much encouraged to take part in the maintenance of. We are a site surrounded by wildlife which will give a calming approach to our pupils learning environment.

Vision and Values:

We believe that Tudor Lodge will be a safe, happy, and stimulating school that supports pupil's individual needs. The staff and the school community will work hard to ensure that a nurturing approach supports all pupils through their education, providing a bespoke curriculum where appropriate to each child dependent on their current needs.

Our curriculum is designed as a cohesive approach. We will celebrate success throughout learning and will recognise small steps in learning and will use these positives to reinforce learning. Our curriculum is designed to inspire, engage pupils, through a mix of a learning curriculum, creative approaches, and essential life skills. The roles of communication and engagement are a key to all we do and underpin our approach to learning. Our values and vision underpin our curriculum aims.

Curriculum Rationale

Tudor Lodge will follow a broad and balanced curriculum for pupils with a range of Special Educational Needs. Our curriculum will be taught by experienced teachers and support staff, and we will ensure that every pupil makes progress at their own pace from their own starting points. All

pupils have Educational, Health, and Care Plans (EHCPs). Each pupil has a termly learning journey that focuses on targets that are directly related to the curriculum and their EHCP outcomes.

Curriculum aims:

At Tudor Lodge School we aim to provide a calm, safe, secure, positive, and caring environment where everyone is valued and respected equally. Our aim is to provide an inclusive education, which develops and encourages good social skills, a respect for self and others, an environment that promotes independence in everyday life.

As a school we aim to foster a love of learning and exploring skills that will support children through their schooling and beyond. The school focuses on a holistic approach to learning that encourages parents, school staff and other professionals to work together to help develop each individual.

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Provide a broad curriculum prioritising a strong academic core of subjects, with specific attention to meeting the needs of students with SEND and those with an EHCP.
- The four broad areas of SEND are recognised in identifying the curriculum strategy.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social, and cultural development
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes english, math's, science and (subject to providing the right to withdraw) religious education (through PSHE, Citizenship, assemblies, and experiences), and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) with specific reference to statements from the EHCP.
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, and that these needs are explored

through appropriate SEND provision with high quality teaching and inclusion as the first steps in intervention.

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Head of Education

Refer to job description for full range of responsibilities. Responsibilities relating to curriculum include;

- Identifying curriculum strategy by intent specifically to SEND provision.
- Overseeing implementation of the curriculum through relevant supervision and training of staff, observation, case studies, coaching and mentoring, book scrutinies, learning walks
- Monitoring and evaluating the impact of the curriculum.
- Communicating curriculum development with all parties including headteacher, senior leaders and governors.
- Ensuring appropriate use of assessment is planned through the curriculum, including assessment on entry.
- Ensure developments for curriculum are based on educational research and have a sound evidence base for efficacy.
- Ensuring SEND provision through inclusion and use of an EHCP are prioritised through the school.
- Respond to student engagement and personal preferences by acquiring student feedback.

Key Stage Leaders:

Refer to job description for full range of responsibilities. Responsibilities relating to curriculum include:

- Ensure they are up to date and prepared to implement the identified curriculum strategy with specific relevance to SEND.
- Oversee the curriculum implementation within their department and evaluate it in line with the curriculum strategy.
- Ensure the curriculum provides relevant opportunities to students with SEND, including opportunity outside of the curriculum where necessary.

- Ensure the curriculum is coordinated with other key stage leaders as to be coherent and allow progression for SEND.
- Provide relevant updates to Head of Education, Headteacher and senior leaders on curriculum within the key stage.
- Ensure assessment within the key stage is carried out appropriately and data collected to inform the curriculum.
- Engage in support with staff within the key stage through appropriate channels such as observations, case studies, supervision, coaching and mentoring, learning walks, book scrutinies.
- Respond to student engagement and personal preferences by acquiring student feedback.

Subject Co-ordinator:

Refer to job description for full range of responsibilities. Responsibilities relating to curriculum include.

- Ensure they are up to date with the relevant content and delivery for their subject through identified CPD.
- Ensure they understand and are able to implement the curriculum strategy through their subject.
- Ensure they have appropriate assessment planned into the curriculum with appropriate data collected to inform further curriculum decisions.
- Engage in appropriate evaluation of the subject needs through observation, learning walks, book scrutinies, case studies and resource audits.
- Respond to student engagement and personal preferences by acquiring student feedback.
- Monitor progress of pupils across the school within their subject area.
- Continue to strive for new innovations within their subject areas to encourage learning.
- Keep up to date with research within their specialist subject field.
- Monitor schemes of work, resources, and assessment within their subject area.

Teachers:

Refer to job description for full range of responsibilities. Responsibilities relating to the curriculum include:

- Keep up to date with relevant content within the subjects being taught.
- Ensure they understand and are able to implement the curriculum strategy.
- Ensure that subjects are taught to support and scaffold pupils learning.
- Ensure that lessons are planned using Tudor Lodge schemes of work.
- Ensure teaching is fun and stimulating.
- Monitor progress and assess for learning in lessons to inform planning.

Organisation and planning

The curriculum strategy is to build a 'coherent curriculum' with specific reference to practices identified through educational research for pupils with SEND. Curriculum strategies such as interleaving, spaced retrieval and mixed practice will be considered dependent on the subject. This allows subject leaders to keep disciplines independent as a way of organising knowledge and teaching. To build links between knowledge and practice within the subject through the key stages to aid in recall. School leaders are encouraged to reflect on where it is appropriate to look for cross-curricular links to encourage broader thinking and collaboration, especially in the primary provision, but not at the expense of the subject discipline.

- The curriculum is designed with specific reference to SEND provision allowing opportunity for knowledge to be revisited at different times and in various contexts to build stronger recall. Assessment targets are arranged with time between delivery to allow for space retrieval, to build stronger recall.
- Interleaving: the mixing of discipline knowledge where appropriate, for example a biology and chemistry topic being taught alternative weeks
- Spaced retrieval: allowing time between delivery of subject knowledge and assessment, for example a topic may be split across terms and assessed as an end of unit but also at a time that is out of sync.
- Mixed practice: to gradually introduce different knowledge to be assessed at the same time within discipline, for example an assessment at the end of a unit may include questions from a previous unit such as assessment for work on ancient Greeks may mix assessment from a previous Tudors unit.
- Subjects are designed to keep disciplines independent so that knowledge in the discipline is arranged vertically and links within subject knowledge prioritised to show knowledge in different contexts.
- Specific areas of the curriculum are identified to allow for cross-curricular, collaborative teaching and learning, including seeking out opportunities for shared experiences.
- Appropriate provision is made through PSHE, citizenship, workshops, visits, and assemblies to allow effective delivery of (it is previously mentioned that the school allows consideration for withdrawal from the following topics):
 - Relationships and health education
 - Relationships and sex education, and health education
 - Spiritual, moral, social, and cultural development
 - British values
 - Careers guidance
- Long term planning: the expectation for long term planning is that all subject areas are identified and arranged with thought to sequencing and delivery to be appropriate for knowledge and experience.

- Medium term planning: the expectation for medium term planning is that specific modules of knowledge and learning are identified along curriculum strategy using techniques such as interleaving, spaced retrieval and mixed practice including assessment opportunities.
- Short term planning: the expectation for short term planning is that specific assessment targets are identified for students to achieve at different points in the curriculum, and these are to include identified strategies of interleaving, spaced retrieval, and mixed practice.
- Resources available to aid in the delivery of the curriculum include appropriate line management, coaching and mentoring, CPD, case studies and reflection and regular subject resource audits with accurate budgeting available.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

It is imperative that all school leaders and teachers plan inclusion, including SEND, as part of any intervention identified. High quality teaching is the first step in planning any intervention and this should take place in the classroom alongside peers and not outside of the classroom.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Regular Quality Assurance arranged through school leaders and governors.
- School visits from governors including meeting with school leaders and observations.
- Regular feedback acquired from students through questionnaires or school council.
- Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by completing regular quality assurance through:

- List the methods used in your school, such as planning scrutinies, learning walks, book scrutinies, etc.
- Completing regular learning walks.
- Coordinating case studies for planning and teaching scrutinies.
- Completing regular book scrutinies alongside department staff.
- Engage in coaching and mentoring work as part of appropriate line management.
- Keeping accurate and up to date records of assessment and implementing change from data

[Heads of department/subject leaders/curriculum leaders] also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the: Headteacher/Head of Education/Governor. At every review, the policy will be shared with the full governing board.

Resources

The curriculum areas will be maintained through an allocated budget managed by the Head of Education. Resources will be allocated to curriculum areas in line with the priorities indicated in the school improvement plan.

Professional Development

All staff are provided with equal opportunity of access to professional development and training in relevant curriculum areas and within budget resources. Training needs will be linked to Performance Management and the School Improvement Plan.

Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives